

JOYCE M. McCALL

University of Illinois School of Music
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EDUCATION/TRAINING

Civilian

Arizona State University, Tempe, AZ

Doctor of Philosophy, Music Education, May 2015

Dissertation Topic: Degree perseverance among African Americans transitioning from Historically Black Colleges and Universities (HBCUs) to Predominantly White Institutions (PWIs)

The University of Southern Mississippi, Hattiesburg, MS

Master of Music in Music Education, August 2009

The University of Southern Mississippi, Hattiesburg, MS

Bachelor of Music, Instrumental Performance (Clarinet), May 2006

Military

United States Army, Fort Jackson, SC

On-The-Job Training (OJT)/Advanced Individual Training (AIT)

282nd Army Band, February 2000

United States Army, Fort Jackson, SC

Basic Combat Training (BCT), 1/34th Infantry Battalion, August 1999

TEACHING EXPERIENCE

Higher Education

University of Illinois at Urbana-Champaign, IL, Assistant Professor of Music Education, 2018-present

- MUS 499 Jazz Ensemble Methods, Fall 2018, Spring 2020
 - Assisted undergraduate and graduate music education students in building essential skills and knowledge needed to create and maintain school-based jazz programs
- MUS 529 Transformative Topics in Music Education, Fall 2018, 2020
 - Assisted graduate music education students' understanding, articulation, and application of realities constructed by societal bodies
- MUS 244 Social Foundations for Music Education, Spring 2019, 2020
 - Assisted undergraduate students in their identifying and conceptualizing of how systemic structures in society and education operate, and how they might confront such
- MUS 344 Secondary Ensemble Methods, Spring 2019
 - Assisted undergraduate students in constructing understandings of how they might facilitate music learning in secondary ensembles

Teaching Experience Continued

- MUS 499 Culturally Relevant Pedagogy in Music Education, Summer 2019
 - Assisted graduate students in their understanding and application of culturally relevant pedagogy
- MUS 240 Orientations to Music Teaching and Learning, Fall 2019, 2020
 - Assisted undergraduate students in compiling a “toolbox” of teaching and learning materials in music that will serve as a foundation of continued exploration
- MUS 499 Social Transformation, Technology, and Music, Fall 2019
 - Assisted undergraduate and graduate students in conceptualizing artistic responses to social challenge at the intersection of critical frameworks, technology, and artistry
- MUS 530 Critical Readings in Music Education, Fall 2019, 2020
 - Assisted doctoral students in synthesizing their own understandings of critical issues in society and music
- MUS 533 Research in Music Education, Summer 2020
 - Assisted graduate students in understanding and acquiring skills to conduct qualitative, quantitative, and mixed methods studies

Indiana University, Bloomington, IN, Postdoctoral Resident Scholar/Visiting Assistant Professor of Music Education, 2015-2018

- MU E130 Introduction to Music Learning and Teaching
 - Assisted undergraduate music performance majors in their own construction of learning and teaching using pedagogical and philosophical platforms
- MU E481/581 Jazz Methods in Music Education
 - Assisted undergraduate and graduate music education students in building essential skills and knowledge needed to create and maintain school-based jazz programs
- Student Teaching
 - Supervised 7 student teachers
- MU E527 Advanced Instrumental Methods and Materials
 - Assisted graduate students in constructing understandings of traditional and contemporary pedagogical approaches towards application in the music classroom.

Boston University, Boston, MA, Online Facilitator, Fall 2016, 2017

- ME 545 Power, Marginalization, and Privilege in Music Education
 - Assisted graduate students in their conceptualization of the intersections of music, education, and society relating to hierarchical constructs
- ME 840 Contemporary Issues in Music Education
 - Facilitated graduate students’ understanding of current issues influencing the state of music education in schools.

VanderCook College of Music, Chicago, IL, Instructor, Summer 2017

- 6717 Cultural Responsiveness in the 21st Century Music Classroom
 - Facilitated students’ building of competencies towards working with students from diverse cultural backgrounds.

*Teaching Experience Continued***Arizona State University**, Tempe, AZ, Teaching Assistant, 2011-2014

- MUE 482 Instrumental Practicum
 - Assisted Drs. Margaret Schmidt and Jill Sullivan in teaching practicum classes
- MUP 494 Assistant Conductor, University Concert Band
 - Assisted in logistical workings of ensemble
 - Rehearsed band
- SST 478 University Supervisor, Student Teaching, School of Music
 - Supervised 5 student teachers
- SST 478 Coordinator, Student Teacher & Intern Placements
 - Organized student teacher placements
- MUE 337 & 327 Coordinator, Woodwind & Brass Labs (Instrumental Methods)
 - Assisted Drs. Margaret Schmidt and Jill Sullivan in coordinating labs with applied studies TAs
 - Facilitated online discussion through Blackboard
 - Assessed student performance
 - Assisted in integrating new curriculum into courses
- Co-Instructor
 - MUE 311 Assisted Dr. Sandra Stauffer in teaching undergraduate general music classes
 - MUE 394 Assisted Professor Michael Kocour in teaching jazz lab (Methods)
- Undergraduate Mentor
- **Estrella Mountain Community College**, Avondale, AZ, Adjunct Faculty
 - MHL 153 Rock Music and Culture, Spring 2014
 - Facilitated students' investigations of the history of rock music and how it has influenced and/or has been influenced by historical and current events, both nationally and internationally.
 - Created experiences for students in varying rock settings
 - Facilitated students' experiences of creating and intersecting rock and other forms of popular music using digital music-making and –editing software.
 - Facilitated students' creations of music videos and discussions of both overt and covert messages accompanying those videos
 - MHL 143 World Music in Culture, Spring and Fall 2014
 - Facilitated students' exploration of non-European music traditions and how they have influenced world cultures, musically and culturally through discussion and hands-on experience.
 - Facilitated students' experiences of world music in varying settings through a cultural/musical plunge.
 - Facilitated students' experiences of creating and intersecting contrasting music and culture using digital music-making and-editing software

Teaching Experience Continued

- **The University of Southern Mississippi**, Hattiesburg, MS, Graduate Assistant, 2006-2008
 - MED 332 Undergraduate Conducting
 - Assisted Dr. Steven Moser in teaching conducting and ensemble management
 - MUP 482 Marching Band
 - Organized and assisted in logistics of ensemble
 - Taught marching fundamentals, drill, and assisted in drill creation
 - Rehearsed band
 - Assisted All-South Marching Honor Band logistics
 - Assisted in the hosting of DCI Summer performances
 - MUP 482 Symphonic Winds
 - Organized and assisted with logistics
 - Rehearsed and conducted ensemble
 - Assisted in All-South Concert Band logistics
 - MUP 482 Athletic Pep Bands
 - Organized and assisted with logistics
 - Rehearsed and conducted ensembles

K-12 Education

- **Douglas MacArthur High School**, Houston, TX
 - Assistant Band Director/Woodwind Specialist, 2009-2011
 - Assisted in instruction in concert, jazz, and marching bands
 - Coached jazz combos and Solo & Ensemble Groups
 - Organized logistics for performances, festivals, and competitions
 - Assisted with *Calienté*, a community-based Latin big band

Additional Teaching

- Illinois Summer Youth Music (ISYM) Camp, junior big band, 2019
- MacArthur High School, Houston, TX, Woodwind Consultant, Summers, 2015-Present
- Kingwood Park High School, Kingwood, TX, Guest Teacher, Spring 2015
- Hambrick Middle School, Houston, TX, Woodwind Clinician, 2015
- Summer Creek High School, Humble, TX, Clarinet Clinician, 2015
- Daydreams Drop-In Daycare, Scottsdale, AZ, Music Teacher, 2013
- Oak Grove Middle School, Oak Grove, MS, Internship/Student Teaching, 2008
- South Jones High School, Ellisville, MS, Internship/Student Teaching, 2008
- Burger Middle School, Hattiesburg, MS, Clarinet Instructor, 2008
- Hattiesburg High School, Hattiesburg, MS, Clarinet Instructor, 2008
- Warren Central High School, Vicksburg, MS, Marching and Woodwind Band Technician, 2006
- Ocean Springs High School, Ocean Springs, MS, Clarinet Instructor, 2006
- Murphy High School, Mobile, AL, Woodwind Clinician, 2005

PUBLICATIONS**Published***Sole Author*

McCall, J. M. (2017). Speak no evil: Talking race as an African American in music education (In press). Contributing author. B. Talbot (Ed.), *Marginalized Voices in Music Education*. New York: Routledge.

McCall, J. M. (2016). Creating a space with “the voice” in mind. *PMEA News*, 81(2), 60-63.

McCall, J. M. (2013). Music programs at Historically Black Colleges and Universities (HBCUs): A content analysis of undergraduate music education curriculum. In S. Cooper (Ed.), *The Journal of the Thirteenth Biennial Desert Skies Symposium on Research in Music Education: 2013 Proceedings* (pp. 129-143). University of Arizona School of Music.

Co-Author

Vasil, M. & McCall, J. M. (2017). Perspectives of two first generation college students towards pursuing a doctoral degree in music education. *Journal of Music Teacher Education*.

Accepted for Publication

McCall, J. M. (2019). “A Peculiar Sensation”: Mirroring Du Bois’s Path into Predominantly White (Music) Institutions in the 21st Century. Submitted for review in *Action, Criticisms, and Theory in Music Education*.

McCall, J. M. (2019). “Straight, No Chaser:” An Unsung Blues. Invited as a contributing author by editors Adrienne D. Dixson and Marvin Lynn in the *Handbook of Critical Race Theory*. New York: Routledge.

In Progress

McCall, J.M. & Dixson, A.D. (2020-). Black Girls in High School Jazz Programs.

McCall, J.M. & Dixson, A.D. (2020-). Black Women in Jazz

McCall, J. M., Dekle, J., Regus, M., & Davis, A. (2020-). “To Be Young, Gifted, and Black.” *Journal of Historical Research in Music Education*.

McCall, J.M. (2020-). Teaching Music From the Other Side of the Tracks. *Journal of Music Teacher Education*.

PRESENTATIONS

Research Paper Presentations*Sole Author*

McCall, J. M. (2020). "Straight, No Chaser:" An Unsung Blues." Paper Invited to present on *Handbook of Critical Race Theory in Education* at the American Educational Research Association. San Francisco, CA, April 20. (Cancelled due to COVID-19 Pandemic).

McCall, J. M. (2019). "Straight, No Chaser:" An Unsung Blues. Invited to present at the Research In Music Education (RIME) Conference. Bath Spa University, Bath Spa, England, April 24. (did not attend).

McCall, J. M. (2016). This peculiar sensation: A Du Boisian investigation of African Americans' negotiation of predominantly white music program in higher education. Paper presented at MayDay 28 Colloquium. Arizona State University, Tempe, AZ. June 17.

McCall, J. M. (2013). Curriculum in undergraduate music education programs: A content analysis of Historically Black Colleges and Universities (HBCUs). Paper presentation at Desert Skies Symposium Music Education. Tucson, AZ. February 22.

McCall, J. M. (2012). Perspectives of African American music majors transitioning from Historically Black Colleges and Universities (HBCUs) to graduate music programs at Predominantly White Institutions (PWIs). Paper presentation at the Arizona State University Artswork. Tempe, AZ. April.

McCall, J. M. (2005). Musical Intelligence in prodigies and savants: A comparison of exceptionalities and abnormalities. Invited paper presentation to the Annual International Arts & Humanities Conference. Honolulu, HI.

McCall, J. M. (2003). Musical Intelligence in prodigies and savants: A comparison of exceptionalities and abnormalities. Paper presentation at the Annual Ronald E. McNair Research Symposium. Hattiesburg, MS. February 12.

Co-Author

Bucura, E. & McCall, J. M. (2017). Doing a "Hard Reset:" Field Experiences of Pre-Service Music Teachers in Urban Settings. Invited to present a paper at the New Directions in Music Education Conference. Lansing, MI. February 18.

Bucura, E. & McCall, J. M. (2017). Secondary General Music Field Experience in Urban and Suburban Settings. Invited to present at the Mountain Lake Symposium for Teachers of General Music Methods. Pembroke, VA. May 22.

Research Paper Presentations Continued

- Schmidt, M. E. & McCall, J. M. (2014). Worlds apart: An investigation of cultural capital and student achievement in music education. Paper presentation at the National Association for Music Education Conference. St. Louis, MO. April 11.
- Schmidt, M. E. & McCall, J. M. (2013). Community cultural wealth in the preparation of music teacher educators. Paper presentation at the Symposium on Music Teacher Education. Greensboro, NC. September 27.
- Schmidt, M. E. & McCall, J. M. (2013). Worlds apart: An investigation of cultural capital and student achievement in music education. Paper presentation at the American Educational Research Association. San Francisco, CA. April 28.
- Schmidt, M. E. & McCall, J. M. (2013). Privileged: To be or not to be? That is the question. Paper presentation at the Mountain Lake Colloquium. Pembroke, VA. May 20.
- Thompson, J. D., McCall, J. M., & Anderson, S. A. (2016). Factors affecting enrollment and persistence of African American music education doctoral students. Paper presentation at the National Association for Music Education Conference. Atlanta, GA. March 17.
- Thompson, J. D., McCall, J. M., & Anderson, S. A. (2015). Factors affecting enrollment and persistence of African American music education doctoral students. Paper presentation at the Society for Music Teacher Education. Greensboro, NC. September 18.
- Vasil, M. & McCall, J. M. (2015). Experiences of two first generation college students pursuing doctoral degrees in music education. Paper presentation at the Society for Music Teacher Education. Greensboro, NC. September 19.

Research Poster Presentations

- McCall, J. M. (2014). Degree perseverance among African Americans transitioning from a Historically Black College and University (HBCU) to a Predominantly White Institution (PWI). Poster presentation at the Herberger Institute for Design and the Arts (HIDA) Ph.D. Poster Exhibition. Tempe, AZ. October 1.
- McCall, J. M. (2012). Perspectives of African American music majors transitioning from Historically Black Colleges and Universities (HBCUs) to graduate music programs at Predominantly White Institutions (PWIs). Poster presentation at the Arizona Music Educators' Association. Mesa, AZ. January 30.
- McCall, J. M. (2004). Musical Intelligence in prodigies and savants: A comparison of exceptionalities and abnormalities. Poster presentation at the Mississippi Music Educators' Association. Jackson, MS. February.

Research Poster Presentations Continued

McCall, J. M. (2004). Musical Intelligence in prodigies and savants: A comparison of exceptionalities and abnormalities. Poster presentation at the Southern Division of Music Educators' National Conference. Tampa Bay, FL. January.

McCall, J. M. (2003). Musical Intelligence in prodigies and savants: A comparison of exceptionalities and abnormalities. Poster presentation at the Ronald E. McNair National Research Conference. Delavan, WI.

McCall, J. M. (2003). Musical Intelligence in prodigies and savants: A comparison of exceptionalities and abnormalities. Poster presentation at the National Ronald E. McNair Research Conference. University Park, PA

Schmidt, M. E. & McCall, J. M. (2014). Worlds apart: An investigation of cultural capital and student achievement in music education. Poster presentation at the Herberger Institute for Design and the Arts (HIDA) Ph.D. Poster Exhibition. Tempe, AZ. October 1.

Schmidt, M. E. & McCall, J. M. (2013). Worlds apart: An investigation of cultural capital and student achievement in music education. Poster presentation at the Arizona Music Educators' Association. Mesa, AZ. January 30.

Panel Presentations

Hayes, E. M., Chin, B. K., McCall, J. M., Moore, S., Myers, D., & Vest, L. C. (2020). Back to the future: Reflections on progressive curricular change and music school redesign. Presidential Plenary College Music Society (CMS) National Conference. Scheduled for Miami, FL (Zoom due to COVID-19), October 17.

Dobbs, T. L., Goff, K., Harry, A., Jampole, E. J., McCall, J. M., & Stephens, E. (2020). The elephant in the [music] room: A frank discussion about race and white privilege in collegiate music. Panel presentation with College Music Society (CMS) National Conference. Scheduled for Miami, FL (Zoom due to COVID-19), October 9.

Kaitila, M., Kivijärvi, S., McCrod, K., Brocker, N., Chambers, K., & McCall, J. M. (2020). Weaving equity and social justice in music education in times of social crises. Finland Center Foundation, New York, NY. July 30.

McCall, J. M., Smith, A. O., Solis, G., & Turner, K. (2019). Intersectionalities in African American music and culture: Weaving history, theory, and pedagogy. College Music Society National Conference. Louisville, KY. October 25.

Douglas, Y. L., Durairaj, McCall, J. M., M., Kelly-McHale, J., Palkki, J., Robinson, M., Trimmings, K. (2017). Invited to present on Equity, Diversity, Inclusion, and Acceptance Panel. Illinois Music Educators Association Conference. Peoria, IL. January 27.

Research Poster Presentations Continued

McCall, J. M., Palkki, J., Thompson, J. D., & Vasil, M. (2015). Equity and Inclusion. Plenary session presented at the Society for Music Teacher Education. Greensboro, NC. September 18.

Richerme, L. K., Carballo, K. & McCall, J. M. (2016). Music is a two-way street. Connecting Music and Community. Indiana University, Bloomington, IN. April 30.

WORKSHOPS/GUEST LECTURES/CONSULTATIONS

McCall, J. M. (2020-2021). Improving the experiences of people of color in string music education. Invited to consult the Illinois-American String Teachers Association. Zoom Webinar. July 31, October 4, November 1, December 6, January 3, February 7, and March 14.

McCall, J. M. (2020). Engaging race through stories of the minoritized. Invited to consult the Wingate University School of Music. Raleigh, NC. June 18, August 12, September 11, 18, and 25.

McCall, J. M. (2020). From hearing to listening: A critical examination of revolutionary mixtapes of our past and present. University of Illinois-Chicago. Chicago, IL (Zoom due to COVID-19), November 6.

McCall, J. M. (2020). Race, privilege, and music learning. New York University. New York, NY, September 23.

McCall, J. M. (2020). A peculiar sensation: Critical race theory and music. Invited to guest lecture at Arizona State University. Tempe, AZ. March 16.

McCall, J. M. (2020). Minding cultural responsiveness in our (sometimes) unresponsive spaces. Invited to guest lecture at Southwest Baptist University. Bolivar, MO. February 8.

McCall, J. M. (2019). Culturally relevant pedagogy: Who, what, when, and how. Invited to guest lecture at the University of North Carolina-Greensboro. November 16.

McCall, J. M. (2019). Culturally responsive teaching, and research. Invited for a Residency at Georgia State University. Atlanta, GA. April 8-11.

McCall, J. M. (2018). Embracing the diversity imperative: Who gets to study music? And rethinking conservatory-derived assumptions about the education of diverse career-aspiring musicians. Presented at College Music Society International Conference. October 18.

Workshops/Guest Lectures/Consultations Continued

- McCall, J. M. (2018). Race, Music, and Education. Invited by Dr. Adrienne Dixson to appear as a special guest on “NOLAed: Education for Liberation,” a radio show on WBOK 1230AM. Orleans, LA. December 12.
- McCall, J. M. (2018). Mining cultural responsiveness and responsibility in the 21st music classroom. Presented Professional Development at Illinois Music Educators Association. Naperville, IL. September 13.
- McCall, J. M. (2017). Invited to consult Arizona State University Music Education Department. Repurpose Digital Music Platforms Toward Fostering Community, Access, and Cultural Diversity. Fall.
- McCall, J. M. (2017). Invited to lecture at Eastman School of Music. Preparing Future Music Faculty Through Culturally Responsive Pedagogy. November 14.
- McCall, J. M. (2017). Music education and society (sociology). Invited to guest lecture at the University of North Carolina-Greensboro. March 23.
- McCall, J. M. (2017). Culturally responsive teaching and diversity in music education. Lectures presented at The University of Southern Mississippi. Hattiesburg, MS. February 23-24.
- McCall, J. M. (2017). Got privilege? An Examination of self and otherness in music. Session presented at the Illinois Music Educators Association Conference. Peoria, IL. January 26.
- McCall, J. M. (2017). Starting where you are: Operationalizing social justice in music education. Session presented at the Illinois Music Educators Association Conference. Peoria, IL. January 27.
- McCall, J. M. (2016). Got Capital? An exploration of self, student, and our musical spaces. Lecture presented at Northwestern University. Evanston, IL. November 17.
- McCall, J. M. (2016). Social justice, the 21st pre-service music teacher and musician. Lecture series presented at James Madison University. Harrisonburg, VA. September 19-20.
- Music Education Convocation
 - MUED 271 & 376, String and Vocal Methods
 - MUED 371, Instrumental Methods
 - MUPED 704, Music Education Practices (Music Performance)
 - MUED 380, General Music

Workshops/Guest Lectures/Consultations Continued

McCall, J. M. (2016). Interrogating race, class, and culture in our musical spaces. Lecture series presented at Indiana University. Bloomington, IN. Spring 2016.

McCall, J. M. (2016). Phenomenology and critical theory. Lecture presented to graduate music education students in qualitative research class. University of Kentucky. Lexington, KY. April 22.

McCall, J. M. (2016). Follow the drinking gourd: An investigation of African Americans' navigation of predominantly White spaces. Lecture presented Indiana University. Bloomington, IN. April 14.

McCall, J. M. (2016). Got Capital? An exploration of self, student, and our musical spaces. Lecture presented at the University of Michigan. Ann Arbor, MI. April 2.

McCall, J. M. (2016). Follow the drinking gourd: An Investigation of African Americans' Navigation of Predominantly White Spaces. Lecture presented at Michigan State University Women's Series. Michigan State University. Lansing, MI. March 24.

McCall, J. M. (2015). Analyzing marginalization using theoretical frameworks. Lecture presented in graduate historical research methods course at Indiana University. Bloomington, IN. September 12-16.

Schmidt, M. E. & McCall, J. M. (2012). Advantaged or disadvantaged. That is the question. Workshop presented at the Arizona Collegiate NAfME Kickoff. Tempe, AZ. November 4.

PERFORMANCES

- UI School of Music Collaborative Faculty Recital, Fall 2018

ADJUDICATION

- East Central Illinois Youth Orchestra Concerto Competition, 2019
- University Interscholastic League (UIL) Texas Regional Band, Woodwinds, 2009-2011
- Arizona Music Educators' Association (AMEA) High School Solo & Ensemble, Woodwinds, 2012

PROFESSIONAL ORGANIZATIONS

- American Educational Research Association
- College Music Society
- Jazz Educators' Network
- National Association for Music Educators
- National Band Association
- Sigma Alpha Iota International Music Fraternity for Women, Inc.

*Professional Organizations Continued**Offices Held*

- Invited to serve as Advisor to the *Society for Music Teacher Education* Board, 2020
- Invited to serve on *MayDay Group* Steering Committee, 2020
- Invited to serve on the Social Justice SRIG for the *National Association for Music Education*, 2020
- Music Education Advisory Committee Member, *College Music Society*, 2020 to present
- Illinois Music Teacher Education Council, 2019 to present

FUNDING

- Center for Innovative Learning and Teaching Communities (CITI's) Inclusion Faculty Learning Community Grant, Indiana University, \$500, 2016-2017
- Graduate Completion Fellowship, Arizona State University, \$10,000, 2014
- Dean's Fellowship, Arizona State University, 2011-2013

HONORS

- University of Illinois Dean's Fellow Finalist in Black Arts Research, 2020
- Minority Access National Role Model Award, 2016
- University Interscholastic League (UIL) Concert & Sight-Reading Competition, Sweepstakes, 2011
- Outstanding Teacher Award, MacArthur High School, 2011
- U.S. Army Band Officer Program Finalist, The U.S. Army Field Band, 2008
- Dean's List, The University of Southern Mississippi, 2006 & 2007
- The Army Achievement Medal, 2006
- Solider of the Year, Battalion Finalist, 2005
- New Conductor's Competition Finalist, The University of Southern Mississippi, 2004
- National Defense Service Medal, 2004
- Global War on Terrorism Service Medal, 2003
- International Conductor's Conference, Rome, Italy, 2003 & 2007
- Who's Who Among America's Colleges & Universities 2001 & 2003
- Ronald E. McNair Scholar, 2003

SERVICE*University*

- UI College of Fine and Applied Arts (FAA) Diversity and Equity Committee (2020-2022)
- UI School of Music Undergraduate Committee (2020-2022)
- University of Illinois Faculty Senate, 2019-present

Service Continued

- What is critical race theory? A Teach-in. The University of Illinois. Panel discussion with Adrienne D. Dixon, Thandeka K. Chapman, Marvin Lynn, Gloria Ladson-Billings, Daniel Solórzano, Jamel K. Donnor, Enrique Aleman, Gerardo López, Tara Yosso, McCall, J. M., Kevin L. Hery, Jr., & CC Suarez, 2020
- Feminist Decoloniality as Care (FemDAC), Mellon Funded Research Group, 2018-present. In partnership with the following South African institutions:
 - University of KwaZulu Natal
 - Durban University of Technology
 - Stellenbosch University
- Heading efforts to secure a partnership between the University of Illinois School of Music and the Department of Music at Florida A&M University, 2018-present
- Critical Race Theory (CRT) in Education Group, 2018-present
 - In a collaborative effort, Drs. Adrienne D. Dixon, José Del Real Viramontes, and Adeoye Adeyemo (School of Education, Policy, Organization, and Leadership-EPOL) and myself assisted graduate EPOL and music education graduate students in better understanding and employing CRT in research and practice. We also cultivated a unique counterspace to provide students a place to share their lived experiences while encouraging others to do the same.
- Brown Bag Dialogues, Lecture Series, University of Illinois, 2018-present
 - Facilitate discussions in the School of Music about intersections and constructs such as race, class, and gender
- UI Music Education Area-Don Foyer Boys and Girls Club Partnership, 2018-2019
- Initiated partnership with BGC that will create a pipeline of social, cultural, and musical opportunities for all stakeholders involved
- Facilitated Brown Bag Critiques, Lecture Series, Indiana University, Spring 2016-2018
- Facilitated discussions in the Jacobs School of Music on the intersections constructs such as race, class, and gender, 2016-2018
- <http://www.idsnews.com/article/2016/11/professors-students-grapple-with-election-in-music-education>

Professional

- Invited to participate in a panel titled “What is critical race theory? A Teach-in. Other panelists included Adrienne D. Dixon, Thandeka K. Chapman, Marvin Lynn, Gloria Ladson-Billings, Daniel Solórzano, Jamel K. Donnor, Enrique Aleman, Gerardo López, Tara Yosso, Kevin L. Hery, Jr., and CC Suarez, Fall 2020
- Invited to apply for *Journal for Music Teacher Education* Editorial Committee, 2020
- College Music Society (CMS) Council on Music Education, 2019-present

Service Continued

- Illinois Music Teacher Education Council, 2019-present
- Diversity and Equity Committee, Indiana University, 2015-2018
 - Assisted in initiating partnerships between Historically Black Colleges and Universities and Indiana University Jacobs School of Music (JSOM)
 - Assisted in creating and facilitating social and cultural spaces for students in JSOM
 - Assisted in constructing initiatives towards diversity, inclusion, and equality in JSOM

CONDUCTING/INSTRUMENTAL PRIVATE STUDY*Clarinet*

- Wilbur Moreland, Professor of Music, M.M. (ret.), The University of Southern Mississippi
- Gregory Oakes, D.M.A., Former Assistant Professor of Music, The University of Southern Mississippi
- Jonathan Holden, D.M.A., Assistant Professor of Music, The University of Southern Mississippi
- Michael Webster, D.M.A. (ret.), Professor of Clarinet, Rice University
- Carlo Cagalinni, Principal Clarinetist of the Italian Army Band, Rome, Italy

Conducting

- Steven R. Moser, Ph.D., Professor of Music, The University of Southern Mississippi

Jazz

- Lawrence Panella, M.M., Professor of Music, The University of Southern Mississippi

PERFORMANCE ORGANIZATIONS

- Southern Indiana Wind Ensemble, 2015-2016
- 36th Infantry Division ‘Lonestar’ Band, Austin, TX, 2010-2013
- 108th Army Band, Phoenix, AZ, Split Training, 2011-2012
- Meridian Symphony Orchestra, 2008
- The University of Southern Mississippi Wind Ensemble, 2002-2008
- The University of Southern Mississippi Jazz Lab Band, 2006-2008
- The University of Southern Mississippi Symphonic Winds, 1999-2001
- The University of Southern Mississippi Symphony Orchestra, 2000-2002
- The University of Southern Mississippi Clarinet Choir, 1999-2004
- 151st Army Band, Montgomery, Alabama, 1999-2001, 2004-2009
- 41st Army Band, Jackson, Mississippi, 2001-2004