

Table of Contents**Professional Background**

Education	1
Academic Positions	1
Administrative Accomplishments (Department Chair, 2004–18)	
Accreditation	1
Assessment	1
Budgets	1
Curricula	2
Facilities and Equipment	2
Faculty and Staff	2
Student Recruitment	2
Professional Development	3

Scholarship

Publications

Chapters	4
Books	4
Articles	5
State Education Columns	5
Music Reviews	5

Presentations

Professional Meetings

International	6
National	6
Regional (Multistate)	8
State	9
Local	10

University Settings	11
---------------------------	----

Music Performances

Guest Conductor	12
Band Clinician	12

Grants	13
--------------	----

Teaching

Undergraduate Instruction

Courses Taught	13
Advisor, Mentor, and Sponsor	14
Directed Study: Music Education ¹	14
Music Education Internship ¹	14
Practicum ²	14
Reading and Conference ²	14

Research ²	15
Graduate Instruction	
Courses Taught	15
Directed Study in Music Education ¹	15
Pedagogy and Practicum ²	15
Practicum ²	16
Reading and Conference ²	16
Research ²	16
Supervised College Music Teaching ²	17
Service	
Professional Associations	
National Association for Music Education	17
State Music Education Associations	17
Additional Professional Committees	18
Education Settings	
Arts-Education Programs	18
Consultant and Evaluator	18
Adjudicator	18
Service Learning and Community Engagement	19
Institution	
University-Wide	19
School of Music	20
Department	21
External Supports	21
Awards and Honors	
Scholarly and Artistic Work	21
Teaching Activities	22
Professional Service	22
Appendix 1: Graduate Committees	
Dissertations ²	
Committee Chair	23
Committee Member	23
Projects, Theses, and Recitals ^{1,2}	
Committee Chair/Project Director: Master of Music in Music Education	23
Committee Member: Master of Music in Music Education	24
Committee Member: Other Degree Areas	26
Appendix 2: Citations of Select Referred Journal Publications	27

APA Style used for references, and other select content:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Professional Background

Education

Bachelor of Music in Music Education [Washington provisional teaching certificate: 7–12 music endorsement]. (1983). Western Washington University, Bellingham, WA.

Master of Music in Instrumental Conducting [Conducting Recital: Anonymous, Sonata No. 54 of the *Charamela real* (ca. 1770); Beethoven, *Siegessinfonie* (1813); Hindemith, *Konzertmusik für Blasorchester*, Op. 41 (1926); Krommer, *Partita* (ca. 1825); Toch, *Spiel für Blasorchester*, Op. 39 (1926)]. (1985). Northwestern University, Evanston, IL.

Diploma of the Faculty of Fine Arts in Music [Specialization: Symphonic Band and Wind Ensemble]. (1991). The University of Calgary, Alberta, Canada.

Doctor of Philosophy in Music Education [*A study of the aural-diagnostic and prescriptive skills of preservice and expert instrumental music teachers* (Publication No. 9427697) ProQuest Dissertations and Theses Global]. (1994). The Ohio State University, Columbus, OH.

Academic Positions

The Ohio State University [Lecturer: Music education]. (1994–95). Columbus, OH.

Ball State University [Assistant Professor: Instrumental Music Education]. (1995–97). Muncie, IN.

University of Oregon [Assistant Professor: Instrumental Music Education]. (1997–04). Eugene, OR.

Duquesne University. (2004–Present). Pittsburgh, PA.

- Chair, Department of Music Education. (2004–15).
- Chair, Department of Music Education and Music Therapy. (2015–18).
- Assistant Professor, Instrumental Music Education. (2004–07).
- Associate Professor, Instrumental Music Education. (2007–Present).

Administrative Accomplishments (Department Chair, 2004–18)

Accreditation

Achieved consistently successful accreditation cycles at the university, school, and department levels: Middle States Commission on Higher Education (regional institution), National Association of Schools of Music (national music unit), Council for the Accreditation of Educator Preparation (national education unit), annual and major reviews by the Pennsylvania Department of Education (state approval for PK–12 certification), and American Music Therapy Association. Primary writer for music education in all self-studies.

Assessment

Coordinated strategic program assessments (in collaboration with department faculty members) that served as gateways for continuation, advancement to candidacy, and completion. Examples include Freshman Interviews, Sophomore Evaluations, and Junior Proficiencies for all undergraduate and post-baccalaureate music-education majors— in addition to state-required tests for post-graduation professional certification. Annual reports and supportive evidence were provided to the university for all undergraduate and graduate programs, articulating intended and actual outcomes.

Budgets

Managed and balanced annual department budgets, with a primary focus on faculty support (e.g., conferences and professional development); curricular resources (e.g., classroom and technique instruments); student preparation (e.g., guest faculty and professional-association events); and staff needs (e.g., office equipment). Collaborated with upper administration for other, significant department needs

(e.g., faculty, equipment, and infrastructure). The 2017–18 academic year marked a university transition to a decentralized budget model, requiring significant changes in the management of budgets.

Curricula

Completed a comprehensive retooling of the undergraduate and post-baccalaureate music-education curricula—addressing university core and state certification requirements while adding new degree courses per faculty guidance (*Eurhythmics for Music Educators*, *Piano for Choral Music Educators*, *Teaching Lab*, and a series of eight major methods courses). In addition, the combined expertise between Music Therapy and Music Education led to the creation of a new undergraduate course—*Inclusive Teaching Strategies for the Music Classroom*—to address emerging state requirements for Special Education. The process involved faculty, alumni, and community stakeholders. Attention then shifted to developing department (music education) offerings for the School of Music’s City Music Center.

Facilities and Equipment

Consulted and participated in planning for new faculty and staff offices—and a major Music Education instrument storage facility consolidating and securing inventory—among large-scale building renovations addressing ensemble rehearsal space, chamber/solo performance venue, video/sound recording (providing on-campus experiences for students), and consolidated teaching areas for Music Education. Wrote a successful \$100,000 university grant proposal that provided significant replacements and additions of music instruments (brass, string, percussion, and woodwind); secured funds for classroom technology (including the addition of a Smart Board for the Music Education’s general music methods sequence).

Faculty and Staff

Created a new full-time, tenure line for Early Childhood/Elementary General Music Education; chaired the national, good-faith search. (The colleague hired has since received tenure and promotion to Associate Professor.) Established a new Administrative Assistant position for Music Education. Created four new part-time positions for undergraduate/post-baccalaureate courses (in tandem with curricular revisions—*Eurhythmics for Music Education*, *Voice for Music Education I/II*, *Vocal/Choral Methods*, *Marching Band Techniques*), along with three new supervisor positions for student teachers (Band, General Music, Strings/Orchestra). A national, tenure-line search for a collaborative position with the School of Nursing (re: Music Therapy program) was successfully concluded—the new colleague joined Duquesne University effective 2017–18 and is currently progressing through pre-tenure review. Finally, a proposed new faculty position that links the music education and choral ensemble programs (tenure-line Choral Music Education) continues to be under consideration.

Student Recruitment

Initiated effective outreach efforts among regional school districts, state and regional professional events, and a wide alumni network to support the consistent attainment of annual enrollment targets. Matriculates met rigorous department standards (demonstrated through audition results) and were often among the top-tier of entering students across the university (in SAT score comparisons). Beyond local and regional efforts, faculty worked together on behalf of prospective students (and in support of efforts from the Music Admissions Office) in communication (calls and e-mails); campus visits (class attendance, individual meetings, studio lessons); and interviews and informational sessions during audition days. Parents were welcomed and involved in all stages of the recruitment process.

Professional Development

AIM: Arts Innovation and Management Seminars, DeVos Institute of Arts Management (2018–20)

Two-year grant (with a Strategic Planning extension program during 2020–21) through Bloomberg Philanthropies, representing the Board of Directors (as President) for the Three Rivers Young Peoples Orchestras. Seminars attended:

- *The Cycle & Artistic Planning*. (2018). The cycle (great art, aggressive marketing, family, revenue); mission statement review; and 5-year program plan.
- *Fundraising and Revenue Development*. (2019). Donor prospecting and cultivation, essential fundraising mechanisms, and building a robust fundraising program.
- *Maximizing Board Productivity*. (2019). Strategic planning, budget and planning, executive director, human and financial resources, and mission ambassadors for the organization.
- *Strategic Planning*. (2020). The six phases of a strategic planning framework—mission, environmental analysis, internal analysis, strategies, implementation plan, and financial plan. In addition, roles and responsibilities of the planning committee and plan writer.

American Council on Education (ACE); Council of Independent Colleges (CIC)

- *Department Chairs Workshop: Chairing the Academic Department*. (2010). ACE, Arlington, VA.
- *Department and Division Chair Workshop*. (2014). CIC, Charlotte, NC.

ACE topics included managing conflict, legal issues, faculty and staff evaluations, effective decision-making, developing a collegial environment, and program assessment; CIC focused on developing institution-wide perspectives, communication and collaboration, and strategic planning—with attention to admissions, faculty development, and student affairs. Conversation and group work across the two workshops further addressed budget and resource management, curricular leadership, and broad-scale planning.

Association for Supervision and Curriculum Development / Pennsylvania Affiliation (2020)

Curriculum Leadership Academy (Spring, 2020; online): Designed for educators interested in the development, implementation, and evaluation of curriculum, instruction, and assessment in school districts. Course goals: Identify and describe best practices in curriculum leadership, analyze the changes educators must employ for designing and communicating effective curricula, and understand the use of data in the process of curriculum evaluation. Course modules: 1) Developing and Revising the Curriculum (Curriculum Leadership, Curriculum Cycles, Standards Aligned System); 2) Implementing the Curriculum (Best Practices in Curriculum Design, Communicating the Curriculum, Staff Development, Technology); and 3) Evaluating the Curriculum (Data, Evaluation Cycle, Self-Assessment).

Duquesne University Academic Chair Series (2004–18)

An annual slate of conversations, panel discussions, and workshops designed for university department chairs covering (among other topics) budget management, promotion and tenure process, junior faculty mentorship, performance counseling, community building within the department, effective faculty peer reviews, and reflected best-self-portrait. While clarifying and supporting university policies and practices, these many opportunities provided an essential forum for department chairs across campus to discuss concerns and share approaches in the administration of their respective departments.

International and National Professional-Education Meetings Attended (Not Presenting)

- *Advanced Curriculum Design Institute: Understanding by Design* (2014). J. McTighe and G. Wiggins, Association for Supervision and Curriculum Development, Los Angeles, CA.
- *National Center for the Assessment and Adjudication of Musical Performance Workshop*. (2008). National Music Adjudication Coalition, Orlando, FL.
- *National Conference and All-National Honor Ensembles*. (2019). National Association for Music Education, Orlando, FL.
- *Qualitative Methodologies in Music Education Research, II*. (1996). The University of Illinois at Urbana-Champaign.
- *Symposium '97: Innovations in Music Teacher Education*. (1997). The University of Oklahoma.
- *The Practice of Assessment in Music Education: Frameworks, Models, and Designs*. (2009): International Symposium on Assessment in Music Education, Gainesville, FL.

Scholarship

Publications

Chapters

- Doerksen, P. F. (2018). The use of student assessment in music teacher evaluation: Consequences, perceptions, and recommendations of Pennsylvania (United States) PK–12 music educators. In T. S. Brophy & M. Fautley (Eds.), *Context matters: Selected papers from the Sixth International Symposium on Assessment in Music Education* (pp. 37–57). GIA Publications.
- Doerksen, P. F. (2020a). Curricular frameworks in preservice music teacher education. In C. Conway, K. Pellegrino, A. M. Stanley, & C. West (Eds.), *The Oxford handbook of preservice music teacher education in the United States* (Ch. 10, pp. 205–230). Oxford University Press.
- Doerksen, P. F. (2020b). A national study of required student growth measures in teacher evaluations: Perceptions and recommendations of PK–12 public-school music educators. In T. S. Brophy & M. Haning (Eds.), *Advancing music education through assessment: Honoring culture, diversity, and practice—Selected papers from the Seventh International Symposium on Assessment in Music Education* (pp. 417–430). GIA Publications.
- Parkes, K. A., Doerksen, P. F., & Ritcher, G. (2014). Measuring professional dispositions in pre-service music teachers in the United States. In T. Brophy, M.-L. Lai, & H.-F. Chen (Eds.), *Music assessment and global diversity: Practice, measurement, and policy* (pp. 351–386). GIA Publications.
- Parkes, K. A., Doerksen, P. F., & Ritcher, G. (2016). A validation process towards measuring dispositions in pre-service music educators. In T. Brophy, J. Marlatt, & G. Ritcher (Eds.), *Connecting practice, measurement, and evaluation: Selected papers from the Fifth International Symposium on Assessment in Music Education* (pp. 315–326). GIA Publications.
- Parkes, K. A., Ritcher, G., & Doerksen, P. F. (2019). Measuring dispositions in preservice music educators. In T. S. Brophy (Ed.), *The Oxford handbook of assessment policy and practice in music education* (Vol. 1, Ch. 37, pp. 871–899). Oxford University Press.

Books

- Carnovale, N. A., & Doerksen, P. F. (1994). *Twentieth century music for trumpet and orchestra* (2nd ed.). The Brass Press. ISBN: 0-914282-81-2.
- Rowman & Littlefield Education. (1991). *Teaching wind & percussion instruments: A course of study* [Contributor]. Author. ISBN: 1-56545-004-3.

Articles

Note: Citations of select referred journal publications are located in Appendix 2 (pp. 27–32).

- Delzell, J. K., & Doerksen, P. F. (1998). Reconsidering the grade level for beginning instrumental music. *UPDATE: Applications of Research in Music Education*, 15(2), 17–22.
- Doerksen, P. F. (1999). Aural-diagnostic and prescriptive skills of preservice and expert instrumental music teachers. *Journal of Research in Music Education*, 47, 78–88.
- Doerksen, P. F. (2002, March). Student membership grows with a structured recruiting plan. *The Instrumentalist*, 56, 44, 46, 48, 103.
- Doerksen, P. F. (2006a). Implementing Pennsylvania academic standards in music through ensemble classes. *Pennsylvania Educational Leadership*, 25(2), 45–49.
- Doerksen, P. F. (2006b). The induction and evaluation of Pennsylvania music teachers. *Pennsylvania Educational Leadership*, 26(1), 14–26.
- Doerksen, P. F., & Delzell, J. K. (2000). Grade starts & scheduling practices: Recommended vs actual opportunities in beginning string programs. *American String Teacher*, 50(2), 58–63.
- Doerksen, P. F., Engelke, L. C., & Harvison, E. (1996). The 1996 Brassfest. *The International Trumpet Guild Journal*, 21(1), 4–23.

State Education Columns

- Doerksen, P. F. (1997). Scheduling music in the middle-level school. *Oregon Music Educator*, 49(1), 29–30.
- Doerksen, P. F. (1998a). The Gemeinhardt reports. *Oregon Music Educator*, 50(1), 17–18.
- Doerksen, P. F. (1998b). Resources for music educators. *Oregon Music Educator*, 49(3), 35–36.
- Doerksen, P. F. (2002). Beginning instrumental-music programs in Oregon. *Oregon Music Educator*, 53(3), 31.

Music Reviews

- Doerksen, P. F. (1990). S. Scheidt's *Christe der du bist tag und licht*, transcribed by S. Sorenson. *International Trumpet Guild Journal*, 15(1), 46–47.
- Doerksen, P. F. (1992a). J. H. Schein's *Choralmusik für blechbläser*, edited by K.-H. Saretzki. *International Trumpet Guild Journal*, 17(1), 48.
- Doerksen, P. F. (1992b). S. Scheidt's *Musik für blechbläser*, edited by K.-H. Saretzki. *International Trumpet Guild Journal*, 17(1), 48.
- Doerksen, P. F. (1992c). V. Persichetti's *Parable*, Op. 164. *International Trumpet Guild Journal*, 17(2), 50.
- Doerksen, P. F. (1993a). A. Campra's *Overture to Les F'tes Vénitiennes*, arranged by S. Sorenson. *International Trumpet Guild Journal*, 18(1), 57–58.
- Doerksen, P. F. (1993b). A. Hammerschmidt's *Suiten für blechbläser*, edited by K.-H. Saretzki. *International Trumpet Guild Journal*, 18(1), 59.
- Doerksen, P. F. (1993c). B. Krol's *Diletto te deum, irdische vergnügung in Gott*, Op. 118. *International Trumpet Guild Journal*, 18(1), 60.
- Doerksen, P. F. (1994a). C. Koechlin's *Choral en canon dans le mode de sol*, Op. 117, No.6. *International Trumpet Guild Journal*, 18(4), 66.
- Doerksen, P. F. (1994b). E. London's *Einsame blumen*. *International Trumpet Guild Journal*, 18(4), 66–67.
- Doerksen, P. F. (1994c). J. Straesser's *Quintuplum*. *International Trumpet Guild Journal*, 18(4), 68, 72.

Presentations

Professional Meetings: International

- Doerksen, P. F. (2005). *First steps to tone for beginning wind students* [Conference session]. International NETWORK of Schools for the Advancement of Arts Education, Pittsburgh, PA.
- Doerksen, P. F. (2017a). *The use of student assessment in music teacher evaluation: Consequences, perceptions, and recommendations of Pennsylvania (United States) PK–12 music educators* [Conference session]. Sixth International Symposium on Assessment in Music Education, Birmingham City University, England, UK.
- Doerksen, P. F. (2017b). *The use of student assessment in music teacher evaluation: Consequences, perceptions, and recommendations of Pennsylvania (United States) PK–12 music educators* [Poster presentation]. Sixth International Symposium on Assessment in Music Education, Birmingham City University, England, UK.
- Doerksen, P. F. (2019a). *A national study of required student growth measures in teacher evaluations: Perceptions and recommendations of PK–12 public-school music educators* [Conference session]. Seventh International Symposium on Assessment in Music Education, University of Florida, Gainesville, FL.
- Doerksen, P. F. (2019b). *A national study of required student growth measures in teacher evaluations: Perceptions and recommendations of PK–12 public-school music educators* [Poster presentation]. Seventh International Symposium on Assessment in Music Education, University of Florida, Gainesville, FL.
- Parkes, K. A., Doerksen, P. F., & Ritcher, G. K. (2013). *Measuring professional dispositions in pre-service music teachers in the United States* [Conference session]. Fourth International Symposium on Assessment in Music Education, National Taiwan Normal University, Taipei.
- Parkes, K. A., Doerksen, P. F., & Ritcher, G. K. (2015). *Validating dispositions in pre-service music educators* [Conference session]. Fifth International Symposium on Assessment in Music Education, Williamsburg, VA.

Professional Meetings: National

- Austin, J., Conway, C., & Doerksen, P. F. (2004). *The teaching of secondary instruments* [Conference session]. College Music Society Annual Conference, San Francisco, CA
- Benham, S. J., & Doerksen, P. F. (2006). *Breaking down barriers: Collaborative models for instrumental methods courses* [Conference session]. National Conference of the American String Teachers Association with National School Orchestra Association, Kansas City, MO.
- Benham, S. J., & Doerksen, P. F. (2010). *Increasing access to strings: Piloting after-school music programs* [Conference session]. American String Teachers Association National Conference, Santa Clara, CA.
- Conway, C., Doerksen, P. F., Duke, R., Hartley, L., & Robinson, M. (2007). *Current issues in the preparation of middle and high school band directors* [Conference session]. College Band Directors National Association Conference, Ann Arbor, MI.
- Doerksen, P. F. (1996). *Aural-diagnostic and prescriptive skills of preservice and expert instrumental music teachers* [Poster presentation]. MENC: The National Association for Music Education Biennial In-Service Conference, Kansas City, MO.
- Doerksen, P. F. (1998). *Why Mark and Mary could be at risk in music education: New directions and experiences for the pre-student teacher* [Conference panel session]. MENC: The National Association for Music Education Biennial In-Service Conference, Phoenix, AZ.

- Doerksen, P. F. (2003). *Current practices in beginning band and orchestra programs across Oregon* [Conference session]. Desert Skies Symposium on Research in Music Education, Tucson, AZ.
- Doerksen, P. F. (2005). *Developing comprehensive instrumental curricula for school music programs* [Conference session]. Instrumental Music Teacher Educators Biennial Colloquium for Teachers of Instrumental Methods, Mt. Sterling, OH.
- Doerksen, P. F. (2006). *Special focus session: Teacher preparation* [Conference panel session]. MENC: The National Association for Music Education Biennial In-Service Conference, Salt Lake City, UT.
- Doerksen, P. F. (2007). *Preparing instrumental music teachers to work within a curricular framework* [Conference session]. Instrumental Music Teacher Educators Biennial Colloquium for Teachers of Instrumental Methods, Mt. Sterling, OH.
- Doerksen, P. F. (2008). *Organizing music curricula* [Conference session]. MENC: The National Association for Music Education National Biennial In-Service Conference, Milwaukee, WI.
- Doerksen, P. F. (2012a). *Charting directions in K–12 music curricula* [Conference session]. National Association for Music Education Biennial Music Educators National Conference—Special Focus on Research in Music Education and Music Teacher Education, St. Louis, MO.
- Doerksen, P. F. (2012b). *SRIG Music Teacher Education* [Conference session]. National Association for Music Education Biennial Music Educators National Conference—Special Focus on Research in Music Education and Music Teacher Education, St. Louis, MO. [Chair of SRIG session. Presentation #1, Emerging Research: Chandler, K., & Gray, L. Presentation #2, Ongoing Curricular Evaluation: Killian, J., Dye, K., & Wayman, J.]
- Doerksen, P. F. (2014). *Standards are not a curriculum: Crafting K–12 music curricula with the new National Core Music Standards* [Conference session]. National Association for Music Education Music Research & Teacher Education National Conference, St. Louis, MO.
- Doerksen, P. F., & Delzell, J. K. (1998). *Beginning band and orchestra programs in the United States: Actual versus recommended opportunities to learn by region, metropolitan status, and grade level at which programs begin* [Poster presentation]. MENC: The National Association for Music Education Biennial In-Service Conference, Phoenix, AZ.
- Doerksen, P. F., Parkes, K. A., & Ritcher, G. K. (2010). *The application of professional dispositions in music teacher certification programs* [Conference session]. MENC: The National Association for Music Education National Biennial Conference on Research in Music Education and Music Teacher Education, Anaheim, CA.
- Doerksen, P. F., Parkes, K. A., & Ritcher, G. K. (2011). *Professional dispositions: Questions we should be asking* [Conference session]. Society for Music Teacher Education Biennial Symposium on Music Teacher Education, Greensboro, NC.
- Doerksen, P. F., Parkes, K. A., & Ritcher, G. K. (2014). *Pre-service music educators as reflective, caring, and responsible practitioners: An examination of three categories of professional dispositions* [Conference session]. National Association for Music Education Music Research & Teacher Education National Conference, St. Louis, MO.
- Doerksen, P. F., & Ritcher, G. K. (2007). *The 2007 National Survey of Music-Teacher Certification Programs* [Conference session]. Society for Music Teacher Education Biennial Symposium on Music Teacher Education, Greensboro, NC.
- Doerksen, P. F., & Ritcher, G. K. (2009). *The assessment of professional dispositions in music teacher certification programs* [Conference session]. Society for Music Teacher Education Biennial Symposium on Music Teacher Education, Greensboro, NC.
- Parkes, K. A., Doerksen, P. F., & Ritcher, G. K. (2012). *Professional dispositions: Concerns and exemplars* [Conference session]. National Association for Music Education Biennial Music Educators

National Conference—Special Focus on Research in Music Education and Music Teacher Education, St. Louis, MO.

- Parkes, K. A., Doerksen, P. F., & Ritcher, G. K. (2016). *Measuring professional dispositions in pre-service music educators* [Conference session]. National Association for Music Education Music Research & Teacher Education National Conference, Atlanta, GA.
- Parkes, K. A., Ritcher, G. K., & Doerksen, P. F. (2015). *Measuring pre-service music educators' dispositions of caring: A tri-fold investigation* [Poster presentation]. Society for Music Teacher Education Biennial Symposium on Music Teacher Education, Greensboro, NC.
- Ritcher, G. K., Doerksen P. F., & Parkes, K. A. (2013). *Beliefs and patterns of action: The definition and assessment of music teacher dispositions* [Poster presentation]. Society for Music Teacher Education Biennial Symposium on Music Teacher Education, Greensboro, NC.

Professional Meetings: Regional (Multistate)

- Doerksen, P. F. (1997). *Recruiting strategies for first-opportunity beginning bands* [Conference session]. Northwest Division In-Service Conference of MENC, Bellevue, WA.
- Doerksen, P. F. (1999a). *Band literature for middle-level ensembles* [Conference session]. Northwest Division In-Service Conference of MENC, Portland, OR.
- Doerksen, P. F. (1999b). *Band literature for middle-level ensembles* [Poster presentation]. Northwest Division In-Service Conference of MENC, Portland, OR.
- Doerksen, P. F. (1999c). *Recruitment for beginning bands: Application of recent research for program development* [Conference session]. Northwest Division In-Service Conference of MENC, Portland, OR.
- Doerksen, P. F. (1999d). *Recruitment for beginning bands: Application of recent research for program development* [Poster presentation]. Northwest Division In-Service Conference of MENC, Portland, OR.
- Doerksen, P. F. (2001a). *Recruitment for beginning bands: Application of recent research for program development* [Conference session]. Northwest Division In-Service Conference of MENC, Spokane, WA.
- Doerksen, P. F. (2001b). *Recruitment for beginning bands: Application of recent research for program development* [Poster presentation]. Northwest Division In-Service Conference of MENC, Spokane, WA.
- Doerksen, P. F. (2003). *2001–02 Survey of Current Practices in Beginning Band and Orchestra Programs Across Oregon* [Poster presentation]. Northwest Division In-Service Conference of MENC, Portland, OR.
- Doerksen, P. F. (2007). *Documenting standards in ensemble classes* [Conference session]. MENC Eastern Division Biennial In-Service Conference, Hartford, CT.
- Doerksen, P. F., & Benham, S. J. (2005). *Collaborative models for elementary instrumental music programs* [Conference session]. Eastern Division Biennial In-Service Conference of MENC, Baltimore, MD.
- Doerksen, P. F., Parkes, K. A., & Ritcher, G. K. (2011). *Professional dispositions in music teacher education* [Conference session]. MENC Eastern Division Biennial In-Service Conference, Baltimore, MD.

Professional Meetings: State

- Doerksen, P. F. (1996a). *Aural-diagnostic and prescriptive skills of preservice and expert instrumental music teachers* [Conference session]. Indiana Music Educators Association Annual Conference, Indianapolis, IN.
- Doerksen, P. F. (1996b). *Preparing teachers for the next century* [Conference panel session]. Indiana Music Educators Association Annual Conference, Indianapolis, IN.
- Doerksen, P. F. (1997). *Beginning band: Recruiting strategies and method book selection* [Conference session]. Indiana Music Educators Association Annual Conference, Indianapolis, IN.
- Doerksen, P. F. (1998a). *Ideas that work: Music teacher education curriculum reform* [Conference panel session]. Ohio Music Education Association Professional Conference, Columbus, OH.
- Doerksen, P. F. (1998b). *Preparing for the job search* [Conference session]. Ohio Music Education Association Professional Conference Collegiate Session, Columbus, OH.
- Doerksen, P. F. (1998c). *Recruiting strategies for beginning band programs* [Conference session]. Oregon Music Educators Association Biennial Convention, Eugene, OR.
- Doerksen, P. F. (2002). *Current practices in beginning band and orchestra programs across Oregon* [Poster presentation]. Oregon Music Educators Association Biennial Convention, Eugene, OR.
- Doerksen, P. F. (2004). *Instrument matching in the beginning band* [Conference session]. Oregon Music Educators Association Biennial Convention, Eugene, OR.
- Doerksen, P. F. (2006a). *Academic standards in the arts* [Conference panel session]. Pennsylvania Music Teachers Association State Conference, New Wilmington, PA.
- Doerksen, P. F. (2006b). *Administrator perceptions about music-teacher evaluations* [Conference session]. Pennsylvania Music Educators Association Annual In-Service Conference, Valley Forge, PA.
- Doerksen, P. F. (2006c). *SMTE 2005: Symposium on Music Teacher Education—A report on future directions for music teacher education* [Conference panel session]. Pennsylvania Music Educators Association Annual In-Service Conference, Valley Forge, PA.
- Doerksen, P. F. (2007a). *An UPDATE of the 2007 National Survey of Teacher-Certification Programs* [Conference session]. Pennsylvania Music Educators Association Annual In-Service Conference, Hershey, PA.
- Doerksen, P. F. (2007b). *Future music educators honors symposium* [Conference panel session]. Pennsylvania Music Educators Association Annual In-Service Conference, Hershey, PA.
- Doerksen, P. F. (2007c). *Roundtable: Professional development school models* [Conference panel session]. Pennsylvania Music Educators Association Annual In-Service Conference, Hershey, PA.
- Doerksen, P. F. (2008a). *Embouchure basics for beginning band* [Conference session]. Pennsylvania Music Educators Association Annual In-Service Conference, Hershey, PA.
- Doerksen, P. F. (2008b). *Future music educators honors symposium* [Conference panel session]. Pennsylvania Music Educators Association Annual In-Service Conference, Hershey, PA.
- Doerksen, P. F. (2009). *Future music educators honors symposium* [Conference panel session]. Pennsylvania Music Educators Association Annual In-Service Conference, Valley Forge, PA.
- Doerksen, P. F. (2010). *Future music educators honors symposium* [Conference panel session]. Pennsylvania Music Educators Association Annual In-Service Conference, Pittsburgh, PA.
- Doerksen, P. F. (2012). *Future music educators honors symposium* [Conference panel session]. Pennsylvania Music Educators Association Annual In-Service Conference, Lancaster, PA.
- Doerksen, P. F. (2013). *Future music educators honors symposium* [Conference panel session]. Pennsylvania Music Educators Association Annual In-Service Conference, Erie, PA.

- Doerksen, P. F. (2014). *Future music educators honors symposium* [Conference panel session]. Pennsylvania Music Educators Association Annual In-Service Conference, Hershey, PA.
- Doerksen, P. F. (2015). *Future music educators honors symposium* [Conference panel session]. Pennsylvania Music Educators Association Annual In-Service Conference, Hershey, PA.
- Doerksen, P. F. (2015). *Writing useful music curricula* [Conference session]. Pennsylvania Music Educators Association Annual In-Service Conference, Hershey, PA.
- Doerksen, P. F. (2016a). *Creating useful curricula for school music programs* [Conference session]. Louisiana Music Educators Association State Conference Collegiate NAfME Summit, Baton Rouge, LA.
- Doerksen, P. F. (2016b). *Future music educators honors symposium* [Conference panel session]. Pennsylvania Music Educators Association Annual In-Service Conference, Hershey, PA.
- Doerksen, P. F. (2018). *Vibrato in the band? Considerations for directors of large ensembles* [Conference session]. Delaware Music Educators Association Arts Conference, Middletown, DE.
- Doerksen, P. F. (2019). *Vibrato in the band* [Two Conference sessions]. New Jersey Music Educators Association State Conference, East Brunswick, NJ.
- Doerksen, P. F. (2021). *The District Curriculum Review Cycle: Preparation and Engagement*. [Proposal under review.] Pennsylvania Music Educators Association Annual In-Service Conference, Erie, PA.
- Doerksen, P. F., & Delzell, J. K. (1998a). *Beginning band and orchestra programs in the United States: Actual versus recommended opportunities to learn by region, metropolitan status, and grade level at which programs begin* [Poster presentation]. Oregon Music Educators Association Biennial Convention, Eugene, OR.
- Doerksen, P. F., & Delzell, J. K. (1998b). *Reconsidering the grade level to offer beginning band & orchestra* [Conference session]. Ohio Music Education Association Professional Conference, Columbus, OH.
- Doerksen, P. F., & Vallo, V. (2008). *Instrumental methods in music teacher certification programs* [Conference session]. Pennsylvania Music Educators Association Annual In-Service Conference, Hershey, PA.

Professional Meetings: Local

- Doerksen, P. F. (2005a). *Advanced technique books: Materials for middle-school band programs* [Workshop session]. Quaker Valley Area Jr. High Honor Band, Sewickley, PA.
- Doerksen, P. F. (2005b). *Meeting the standards through performance ensembles* [Professional development session]. District 1, Pennsylvania Music Educators Association, Carnegie Mellon University, Pittsburgh, PA.
- Doerksen, P. F. (2006). *The arts educator as agent of change* [Panel member]. Annual Regional Arts Education Day, Arts Education Collaborative, Pittsburgh, PA.
- Doerksen, P. F. (2008a). *Curriculum design* [Professional development session]. Regional In-Service for K–12 Music Educators, Northwest Tri-County Intermediate Unit, PA.
- Doerksen, P. F. (2008b). *Curriculum development for K–12 music programs* [Opening session]. Administrator and Music Department Curriculum Writing Team, Bethel Park School District, Bethel Park, PA.
- Doerksen, P. F. (2012). *Professional development day: Curriculum focus*. District 3, Pennsylvania Music Educators Association, Clarion Area High School, Clarion, PA.
- *What really matters* [Keynote address].
 - *Curricular strategies for K–12 music educators: Music program goals to curricular alignment* [Professional development session].

- Doerksen, P. F. (2013). *Professional development* [Clinician]. Music Department, Trinity Area School District, Washington, PA.
- Session One (Full Day): *Understanding by Design, Stage 1*.
 - Session Two (Full Day): *Band materials*.
- Doerksen, P. F. (2014). *Professional development* [Clinician]. Music Department, Trinity Area School District, Washington, PA.
- Session One (Full Day): *Understanding by Design, Stage 2*.
 - Session Two (Half Day): *Strategic planning*.
- Doerksen, P. F. (2015). *Providing individual assessments in performance ensembles* [Professional development session]. District 5 Spring Professional Development Day, Pennsylvania Music Educators Association, Grove City College, Grove City, PA.
- Doerksen, P. F. (2016). *Curriculum and unified assessment* [Professional development workshop]. Art and Music Departments, Plum Borough School District, Plum, PA.
- Doerksen, P. F. (2017). *Individual assessments for band students: Getting started with a checklist; linking to curricula* [Professional development session]. Instrumental Music Program, Catholic Diocese of Pittsburgh, Pittsburgh, PA.
- Doerksen, P. F. (2018). *Music curriculum development: Seven-year cycle* [Consultant]. Music Department, North Hills School District, Pittsburgh, PA.
- Doerksen, P. F. (2019a). *Crafting K–12 music curricula* [Professional development day]. Music Department, Norwin School District, North Huntingdon, PA.
- Doerksen, P. F. (2019b). *Music curriculum development: Rhythm-reading strand* [Consultant]. Music Department, Greater Latrobe School District, Latrobe, PA.
- Doerksen, P. F. (2020). *Applying the music curricula* [Professional development day]. Music Department, Norwin School District, North Huntingdon, PA.
- Doerksen, P. F., & Whitcomb, R. (2013). *Music curricula: Understanding by Design, Stage 1* [Professional development session]. Music Department, Upper St. Clair School District, Pittsburgh, PA.

University Settings

- Doerksen, P. F. (1998). *Beginning band and orchestra programs in the United States: Actual versus recommended opportunities to learn by regions, grade levels, and population densities* [Graduate session]. THEME, School of Music, University of Oregon, Eugene, OR.
- Doerksen, P. F. (2001). *Selecting literature for young bands* [Undergraduate session]. School of Music, University of Washington, Seattle, WA.
- Doerksen, P. F. (2003). *Teacher supply and demand: Three recent reports on the preparation and placement of music teachers* [Open forum session]. School of Music, San Jose State University, San Jose, CA.
- Doerksen, P. F. (2009a). *Foundations of music education: The music education profession* [Undergraduate session]. College of Arts and Sciences, Boise State University, Boise, ID.
- Doerksen, P. F. (2009b). *Music teacher certification: National practices, program mandates, and teacher preparation in Idaho* [Open forum session]. College of Arts and Sciences, Boise State University, Boise, ID.
- Doerksen, P. F. (2011a). *Finding the esprit de corps in your department* [Workshop session]. Academic Chair Workshop Series, Duquesne University, Pittsburgh, PA.
- Doerksen, P. F. (2011b). *Professional dispositions in music teacher education* [Poster presentation]. Biennial Thompson Symposium, The Pennsylvania State University, University Park, PA.

Doerksen, P. F. (2013). *Measuring professional dispositions in pre-service music teachers in the United States: A report from the Fourth International Symposium on Assessment in Music Education (April, 2013: Taipei)* [Poster presentation]. Biennial Thompson Symposium, The Pennsylvania State University, University Park, PA.

Doerksen, P. F., & Benham, S. J. (2007). *Making sense of assessment* [Workshop session]. Center for Teaching Excellence, Duquesne University, Pittsburgh, PA.

Music Performances: Guest Conductor

All-star symphonic band (2018). Catholic Diocese of Pittsburgh, PA.

Annual band festival. (2008). Somerset County Music Educators Association, Somerset, PA.

Combined high school bands. (2012). Upper St. Clair School District, Pittsburgh, PA.

District 1 honor band [Rehearsal Conductor]. (2006). Pennsylvania Music Educators Association, Bethel Park, PA.

Fall festival. (1995). East Side Middle School, Anderson, IN.

High school honor band. (2017). Northern Nevada Music Teachers Association, Fallon, NV.

High school honors band. (2012). Allegheny Valley Band Directors Association, PA.

Honor band II. (2017). Washington Archdiocesan Music Teachers Council, Olney, MD.

Honors band festival. (2009). Alle-Kiske Valley Band Directors Association, Penn Hills, PA.

Junior high band. (2014). Cambria County Band Festival, Portage/Bowell, PA.

Trico league music festival. (2002). Central Willamette Valley, OR.

Trico league music festival. (2004). Central Willamette Valley, OR.

Music Performances: Band Clinician

Beaver Area High School. (2014). Beaver, PA.

Bethel Park High School. (2013). Bethel Park, PA.

Bethel Park High School. (2020). Bethel Park, PA.

Blackhawk High School. (2020). Beaver Falls, PA.

Blue River Valley High School. (1996). New Castle, IN.

Carson Valley Middle School. (2017). Douglas County School District, NV.

Coldwater High School. (1996). Coldwater, OH.

Creswell Middle School. (1999). Creswell, OR.

Crow-Lorane School. (2004). Crow, OR.

Culver Public Schools. (2001). Culver, OR.

Delphi Community Middle School. (1996). Delphi, IN.

Douglas High School. (2017). Douglas County School District, NV.

Fort Couch Middle School. (2020). Pittsburgh, PA.

Hampton High School. (2020). Allison Park, PA.

Highland Middle School. (2020). Beaver Falls, PA.

Howard St. Charter School. (2003). Salem, OR.

Non-competitive festival for middle school ensembles. (1996). Indiana Music Educators Association, IN.

North Hills High School. (2016). Pittsburgh, PA.

Northeastern High School. (1996). Fountain City, IN.

Pau-Wa-Lu Middle School. (2017). Douglas County School District, NV.

Penncrest (Media PA) and Bethel Park High Schools. (2018). Bethel Park, PA.

Pleasant Hill Junior High School (2000). Pleasant Hill, OR.

Quaker Valley High School. (2010). Leetsdale, PA.

St. Michael Academy (Ontario, Canada). (2014). Duquesne University, Pittsburgh, PA.
Trinity High School. (2013). Washington, PA.

Grants

- Benham, S. J., & Doerksen, P. F. (2008). *The effect of a culturally and stylistically diverse string recruitment demonstration on the preferences of children in underrepresented populations towards playing string instruments*. American String Teachers Association and National Association of Music Merchants.
- Martin, G., Doerksen, D. P., & Doerksen, P. F. (1999). *Improving the achievement of all students in the arts*. [Oregon Goals 2000: Year-Five. A series of site visits, providing leadership to the Dallas (Oregon) High School Fine Arts Faculty in the development of Work Samples, Scoring Guides, and Performance Standards that address the 1991 standards-based “Oregon Educational Act for the 21st Century.”] Oregon Department of Education Grant Program, Salem, OR.

Teaching

Undergraduate Instruction

Courses Taught

- Administration of School Music Programs*.³
- Advanced Band Methods*.¹
- Advanced Instrumental Conducting* [Co-Taught].⁴
- Athletic Bands*.⁴
- Band Literature for School Ensembles*.³
- Band Methods*.^{1,2}
- Basic Experiences in Music*.⁴
- Basic Music for Classroom Teachers*.³
- Brass Techniques*.³
- Brass Techniques I, II*.¹
- Conducting I*.¹
- Instrumental Conducting*.¹
- Instrumental Materials Lab* [Co-Taught].¹
- Instrumental Music Methods*.³
- Introduction to Music Education*.¹
- Music Education Methods III, IV, V* [Co-Taught].¹
- Music Education Seminar*.¹
- Principles of Music Teaching: Seminar and Practicum*.³
- Secondary Instrumental Music Methods* [Co-Taught].⁴
- Senior Seminar*.¹
- Student Teachers*.³
- Student Teaching*.¹
- Supervised Student Teaching*.²
- Teaching Laboratory*.¹
- Teaching Laboratory I, II*.²
- Teaching Music in the Elementary Classroom*.³
- University Band*.⁴
- University Football Marching Band* [Assistant Director].⁴
- Wind Materials for Schools*.²

Institutions: ¹ Duquesne University, ² University of Oregon,
³ Ball State University, ⁴ The Ohio State University.

Advisor, Mentor, and Sponsor

- Dawkins, A. (1997). *Parent and student handbook for band-program membership*. Senior Honors Project, Music Education.³
- Karlin, M. (2003). *Master of music in music education*. Target of Opportunity Laurel Award.²
- Miller, A. (2008). *All the world's a stage: A guide to directing the high school musical*. Honors Seminar Project.¹
- Morus, D. (2008). *A study of band repertoire and the criteria that teachers use to select it*. Honors Seminar Project.¹
- Pietsch, T. (2002). *Master of music in music education*. Target of Opportunity Laurel Award.²
- Williams, S. (2000). *The identification of literature appropriate for the instruction of high school string-orchestra based on comprehensive musicianship*. Honors College Thesis, Bachelor of Arts.²

Directed Study: Music Education¹

- Anischenko, J. (2018). *Band development*.
- Bertsch, A. (2018–19). *Advanced brass pedagogy*.
- Day, N. (2021). *Teaching elementary school bands*.
- Di Mauro, D. (2010). *Woodwind techniques*.
- Feher, K. (2009). *Beginning band curriculum*.
- Fulton, R. (2021). *Band methods*.
- Jackovic, M. (2010). *Manchester Craftsmen's Guild*.
- McCormick, J. (2019). *Score study and preparation and concert programming*.
- Rockwell, M. (2021). *Teaching middle school bands*.
- Searles, K. (2014). *Curriculum development for middle school band using "Understanding by Design" as a framework*.
- Springer, C. (2010). *Elementary general music teaching*.
- Thompson, C. (2009). *Preparatory audiation readiness strand for beginning band*.

Music Education Internship¹

- Demsey, K. (2008, 10). *Pittsburgh Symphony Orchestra education and community engagement internship*.
- Lawrence, J. (2009). *Pittsburgh Symphony Orchestra education and community engagement internship*.

Practicum²

- Bounds, J. (2002). *Field experience*.
- Danziger, A. (2002). *Field experience*.
- Jackson, R. (2000). *Exploring music education II*.

Reading and Conference²

- Bounds, J. (2002). *Practicum seminar*.
- Brown, E. (2002). *Reading and conference*.
- Buller, T. (2000). *Middle-school choral repertoire*.
- Chuah, I. I. (1998). *Technology of teaching music*.
- Danziger, A. (2002). *Practicum seminar*.
- Head, J. (2003). *Beginning oboe curriculum*.
- Henrikson, M. (2000). *Supervised field-experience*.
- Karlin, M. (2002). *String techniques for teaching laboratory*.

- Kemink, E. (2002). *The ins and outs of American music-education, curricular considerations*.
Lichtenberger, D. (2001). *Middle-school observation, trumpet teaching-materials*.
Maggi, J. (2004). *Teaching lab*.
Miller, L. (2003). *Reading and conference*.
Pitts, C. (2000). *Marching-band methods*.
Sandberg, N. (2000). *Marching-band rudiments*.
Wilson, M. (2003). *Teaching lab, field experience*.
Winn, S. (2000). *Teaching-laboratory experience*.
Woodruff, L. (2004). *Survey of community youth orchestras*.
Wooters, T. (2001). *OMB field experience*.

Research²

- Kemink, E. (2002). *Current issues in Oregon's music education*.
Vinther, M. (2002). *Developing band fundamentals*.

Graduate Instruction

Note: A complete list of graduate committees (dissertations and master's degrees)—chaired and as a member—is located in Appendix 1 (pp. 23–26).

Courses Taught

- Administration of School Music Programs*.²
Advanced Wind-Band Literature.¹
Assessment for Music Educators.¹
Band Methods.²
Curricular Strategies in Music Education.^{1,2}
Graduate Research.¹
History and Philosophy of Music Education.³
Music Education Master's Project [Co-Taught].¹
Music Education Seminar II.¹
Research in Music I.³
Resources in Music Education.²
Supervised Field Experience.²
Teaching the Beginning Band.¹
Technology of Teaching Music.²
Thesis Organization.²
Wind Materials for Schools.²

Directed Study in Music Education¹

- Anderson, A. (2007). *The basics of oboe*.

Pedagogy and Practicum²

- Chen, H.-S. (2002). *Doctoral primary area*.
Cummings, P. (2003). *Doctoral primary area*.
Musco, A. (2002). *Doctoral primary area*.
Posegate, S. (2002). *Doctoral primary area*.
Strauser, L. (2003). *Doctoral primary area*.
Wang, W.-C. (2004). *Doctoral primary area*.

Institutions: ¹ Duquesne University, ² University of Oregon,
³ Ball State University, ⁴ The Ohio State University.

Practicum²

- Buller, T. (2001). *Practicum*.
Leymann, C. (1999). *Practicum*.
Owen, J. (2001). *Kennewick school*.

Reading and Conference²

- Auxier, D. (1998). *Basic conducting*.
Chen, H.-S. (2002). *Primary-area pedagogy*.
Courtial, S. (1998). *Music/teens on edge*.
Heinemeyer, C. (1999). *20th-Century wind literature*.
Heinemeyer, T. (1999). *20th-Century wind literature*.
Henrikson, M. (2001). *Technology of teaching music*.
Karlin, M. (2003). *Reading and conference*.
Kelchner-Lee, R. (2002). *Proposal preparation*.
Kelso, C. (2001–02). *School-percussion techniques 1, 2; Public-school administration*.
LaGrone, R. (1998). *Teens on edge: Music education*.
Loman, J. (2001–02). *Observation: School-band programs, seminar in student teaching*.
Musco, A. (2002). *Education resources*.
Norfleet, L. (2002). *School band- and music-program administration*.
Owen, J. (2002–03). *Percussion techniques 1, 2; reading and conference*.
Reynolds, T. (2000). *Advanced-conducting preparation*.
Shimizu, K. (2000). *Thesis organization*.
Smith, G. (1998). *Teens on edge: Music education*.
Spencer, R. (2004). *Instrumental pedagogy research*.
Stock, C. (2002). *School music-program administration*.
Summers, M. (2000). *Reading and conference*.
Wagers, D. (2000). *Wind-material resources*.
Woodruff, Laura. (2004). *Survey of community youth orchestras*.

Research²

- Anderson, K. (2002). *Master's project*.
Brown, K. (1999). *Proposal development*.
Christen, D. (2002). *Research*.
Cochran, C. (1998). *Technology in music teaching*.
de Sazo Castillo, E. (2000). *Research*.
Eccleston, V. (1999). *Music assessment*.
Gyde, G. (1999). *Research*.
Hanna, W. (1998–99). *Research, dissertation preparation*.
Heinemeyer, T. (1999). *Master's project*.
Hunt, D. (2001). *Master's project*.
Ingram, J. (2002). *Music education development*.
Jacobsen, L. (2000–01). *Music education, research*.
McGlothlin, R. (2001). *Master's project*.
Moyer, F. (1999). *Research*.
Musco, A. (2004). *Research in music education*.
Norfleet, L. (2002). *Research*.

Owen, J. (1999–2002). *Mime, research, conducting, pilot study, research in music education*.
Pietsch, T. (2003). *Research*.
Posegate, S. (2003). *Research*.
Steen, J. (1999). *Research*.
Vian, T. (1999–2000). *Research*.

Supervised College Music Teaching²

Jacobsen, L. (1999). *Voice pedagogy*.
Reynolds, T. (2000). *Advanced instrumental conducting*.

Service

Professional Associations

National Association for Music Education

Advisory Council [Member]. (1992–94).

Book Proposal Reviewer [Writer]. (2015–16).

- *Engaging music students in diverse settings*. (2016).
- *Music-education general resource*. (2015).
- *Standards-based interdisciplinary music teaching and learning*. (2016).

Editorial Committee [Member]. (2012–16). *Music Educators Journal*.

Music Teacher Education Special Research Interest Group [Member]. (2008–12). Society for Research in Music Education.

- Chair-Elect. (2008–10).
- Chair. (2010–12).

Professional Literature Project [Manuscript critiques]. Heller, G. N. (Ed.) (1999; Updated 2003). Society for Music Teacher Education.

Program Admission, Assessment, and Alignment Area of Strategic Planning and Action [Facilitator]. (2007–12). Society for Music Teacher Education. Annual meetings led:

- Symposium on Music Teacher Education. (2007). Society for Music Teacher Education, Greensboro, NC.
- National Biennial In-Service Conference. (2008). MENC: The National Association for Music Education, Milwaukee, WI.
- Symposium on Music Teacher Education. (2009). Society for Music Teacher Education, Greensboro, NC.
- National Biennial Conference on Research in Music Education and Music Teacher Education (2010). MENC: The National Association for Music Education, Anaheim, CA.
- Symposium on Music Teacher Education. (2011). Society for Music Teacher Education, Greensboro, NC.
- Biennial Music Educators National Conference: Special Focus on Research in Music Education and Music Teacher Education. (2012). National Association for Music Education, St. Louis, MO.

State Music Education Associations

Pennsylvania Music Educators Association [Member]. (2004–Present).

- Council for Teacher Training, Recruitment, & Retention [Higher Education Representative, Region I]. (2017–Present).
 - Recruitment Subcommittee [Member]. (2017–Present).
- Model Curriculum Framework [Trainer]. (2017–Present).

Institutions: ¹ Duquesne University, ² University of Oregon,
³ Ball State University, ⁴ The Ohio State University.

- Board of Control [Member]. (2007–10).
 - Curriculum/Instruction [Higher education chair, ex officio]. (2007–10).
 - Society of Music Teacher Education [State chair]. (2007–10).
 - Strategic Planning Session [Member]. (2007).

Oregon Music Education Association [Member]. (1997–2004).

- Board of Control [Member]. (1997–99).
- Teacher Education [Chair]. (1998–99).
- Research [Chair]. (1997–99).

Additional Professional Committees

Project 2000: Teaching Music in the 21st Century [Advisory Council Member]. (1992). Funded by the Yamaha Corporation of America, with a focus on the implementation of ideas set forth in Music Teacher Education: Partnership and Process (1986), Music Educators National Conference. Standards-Aligned System for the Arts Committee. (2008–09). Pennsylvania Department of Education, Harrisburg, PA.

Education Settings

Arts-Education Programs

Pittsburgh Public Schools, PA.

- Career Day Guest. (2020). Langley K–8 School.
- Music Program Interviewing Committee. (2016).

Pittsburgh Symphony Orchestra, PA.

- Education and Community Engagement Committee. (2010–16).
- Review Panel: Coach & Play School Applications. (2019).

Pittsburgh Youth Chorus, PA.

- Teacher Advisory Committee. (2015–19).
- University Co-Sponsor. (2016–19).

Three Rivers Young Peoples Orchestras [Board of directors]. (2013–Present). Pittsburgh, PA.

- President. (2018–Present).
- Vice-President. (2015–18).

Youth Orchestras of East Central Indiana.

- Board of Directors. (1996–97).

Consultant and Evaluator

K–12 Music Program Five-Year Review [Consultant]. (2020). Pine-Richland School District, Gibsonia, PA.

Music Department Five-Year Program Evaluation [Site evaluation and written report]. (2017). Hollidaysburg Area School District, Hollidaysburg, PA.

Music Program Review [Site evaluation and written report]. (1996). Union City Community High School, Union City, IN.

Music Program Review [Site evaluation and written report]. (1998). Pleasant Hill Junior High School, Pleasant Hill, OR.

Adjudicator

Annual Concerto Competition. (2005). Three Rivers Young Peoples Orchestras, Pittsburgh, PA.

Dorseyville Middle School Honor Band. (2006–12). Fox Chapel Area School District, Pittsburgh, PA.

Institutions: ¹ Duquesne University, ² University of Oregon,
³ Ball State University, ⁴ The Ohio State University.

High School Band Invitational. (2020). North Hills High School, Pittsburgh, PA.
Invitational Concert Band Festival. (1991–2001). Shasta Middle School, Eugene, OR.
Invitational Concert Band Festival. (2000). Hamlin Middle School, Springfield, OR.
Jefferson Middle School Eight-Grade Band. (2008). Mt. Lebanon School District, Pittsburgh, PA.
Large-Group Music Performance Assessments [Upper St. Clair High School]. (2008–19). District 1,
Pennsylvania Music Educators Association, Hamburg, PA.
Moon Area Middle School Music Program. (2010). Moon Area School District, Moon Township, PA.
Scholarship Auditions. (1995). Women in Music—Columbus Scholarship Auditions, Columbus, OH.

Service Learning and Community Engagement

Seton Catholic School. (2015, 17). Meadville, PA. Developed a Master Class Day for music students..
Undergraduate Duquesne students led large-group activities and rehearsals, and provided small-group
master classes. (All events held at Duquesne University.)
St. Benedict the Moor School. (2011–Present). Hill District, Pittsburgh, PA. Established a new band
program in an underserved area of the Hill District of Pittsburgh. Pre-service music teachers assisted
in all stages of planning with school administrators and staff members from The Extra Mile
Foundation: Facility, budget, instrument purchase, scheduling, and recruitment activities (including
individual student meetings and an evening parent night). Select juniors in excellent standings are
hired annually by the foundation as part-time teachers. (Nine undergraduate Duquesne students hold
teaching positions for AY 2019–20.)
Trinity Area School District. (2012–13). Washington, PA. Created an annual Elementary Band Night for
the Trinity Area School District. Undergraduate Duquesne students assisted in all planning stages
with district music staff, and led evening master-classes for first- and second-year elementary
students. (All events held at Trinity Area School District.)

Institution

University-Wide

Academic Due Process Committee [Chair]. (2012).¹
Academic Honor in Writing Program [Member]. (1996–97). Honors College.³
Academic Resources Committee [Member]. (1996–97).³
Ad-Hoc Committee on the Core Curriculum [Member]. (2014–16).¹
College of Education Continuing Improvement and Coordination Council [Member]. (1999–2000).²
Creative Teaching Award Committee [Member]. (2008–11).¹
Distinguished Service Award and Honorary Degree Committee [Ex officio member]. (2002–03).²
Education Careers Advising Team [Member]. (2002–04).²
Faculty Leadership Advisory Council [Ex officio member]. (2016–18).¹
Faculty Senate Assembly [Representative]. (2020–22).¹
Faculty Senate Executive Committee [Representative]. (2005–09).¹
Graduate Council [Representative]. (2010–15).¹
Institutional Review Board [Member]. (2005–16).¹
Judiciary Board [Member]. (2005–12).¹
New Student Mentor Program [Participant]. (2005–10).¹
President’s Faculty Insight Group [Member]. (2007–08).¹
Student Conduct Board [Member]. (2016–Present).¹
Tap 30/31 Review Committee [Panelist]. (2017–Present).¹

Institutions: ¹ Duquesne University, ² University of Oregon,
³ Ball State University, ⁴ The Ohio State University.

Teacher Education Council [Member]. (2004–17).¹

- National Council for Accreditation of Teacher Education: Initial Accreditation of Duquesne University's Education Unit (2005); Reaccreditation (2012).
- Pennsylvania Department of Education: Annual Reviews (2005–18); Reaccreditation of Duquesne University's Education Unit (2005, 2016).

Teacher Education Faculty [Category I membership]. (1995–97).³

University Advisory Council [Member]. (2014–19).¹

University Graduate Council [Member]. (1998–2004).²

- Secretary. (2000–02).
- Chair. (2002–03).

University Senate Library Committee [Member]. (1996–97).³

School of Music

Academic Affairs Committee. (2015–18).¹

Dean's Review Committee. [Member]. (2009–10).¹

Education Technology Committee [Member]. (2001–03).¹

Entrance Auditions: Brass. (2004–08).¹

Faculty Advisory Committee [Member]. (1998–99).²

Graduate Admissions and Awards Committee [Member]. (1995–97).³

Graduate Committee [Member]. (2000–03).²

Graduate Music Council [Member]. (1995–97).³

“Mars Group” Strategic Planning. (2018–19).¹

Peer Evaluations.¹

- Abbott, E., Assistant Professor and Chair of Music Therapy. (2009).
- Benham, S., Associate Professor of Music Education. (2017).
- Binder, B., Assistant Professor of Musicianship. (2010).
- Burke, P., Assistant Professor of Music. (2015).
- Daley, C., Assistant Professor and Director of Choral Activities. (2016).
- Guechev, G., Associate Professor of Voice. (2019).
- Hynson, M., Visiting Assistant Professor of Ethnomusicology. (2018).
- Nagy, Z., Assistant Professor of Musicianship. (2014).
- Ozah, Sr. M. A., Assistant Professor of Ethnomusicology. (2010).
- Potvin, N., Assistant Professor of Music Therapy. (2018).
- Purse, L., Associate Professor of Music Technology. (2016).
- Sheehan, J., Assistant Professor of Composition. (2013).
- Whitcomb, R., Assistant Professor of Music Education. (2009).

Promotion and Tenure Committees.

- Ball State University. (1996–97).
- Duquesne University. (2016–20).

Search Committees: Tenured and Tenure-Track.

- Director of Choral Activities Search Committee [Member]. (1999–00).²
- Choral Music-Education/Conducting Search Committee [Chair]. (1997–98).²
- Director of Choral Activities Search Committee [Chair]. (2014–15).¹
- School of Music Dean's Search Committee [Member]. (2013–14).¹
- Tuba Performance Search Committee [Member]. (1996).³

Summer Program [Academic director]. (2004–09).¹

Institutions: ¹ Duquesne University, ² University of Oregon,
³ Ball State University, ⁴ The Ohio State University.

Undergraduate Committee [Ex officio]. (2004–15).¹

Department

Collegiate Chapter Advisor: National Association for Music Education (formerly Music Educators National Conference).

- Ball State University. (1996–97). Muncie, IN.
- Duquesne University. (2009, 2014–19). Pittsburgh, PA.
- University of Oregon. (1997–03). Eugene, OR.

Curricular Development [Facilitator; Writer]. (2007–09).¹

- Bachelor of Science in Music Education.
- Post-Baccalaureate Program in Music Education.

Program Reaccreditation [Facilitator; Writer].¹

- National Association of Schools of Music. (2017; Approved 2018).
- National Council for the Accreditation of Teacher Education. (2012; Approved 2012).
- Pennsylvania Department of Education. (2006; Approved 2006).
- Pennsylvania Department of Education. (2016; Approved 2017).

Search Committees: Tenure-Track.

- Choral Music-Education Search Committee [Chair]. (2001–02).²
- Early Childhood/Elementary Music-Education Search Committee [Chair]. (1998–99).²
- Elementary General Music Specialist Search Committee [Chair]. (2008–09).¹
- Elementary Music-Education Search Committee [Chair]. (2002–03).²
- Music Education: General Music Emphasis Search Committee [Chair]. (1996).³
- Music Therapy/Nursing Clinical [Member]. (2016–17).¹
- String Music Education Search Committee [Chair]. (1996–97).³

External Supports

Faculty Promotion Review [Writer]. (2009). Music Department, Lebanon Valley College, Annville, PA.¹

Faculty Promotion to Full Professor [Reviewer]. (2016). School of Music, James Madison University, Harrisonburg, VA.¹

Faculty Promotion to Full Professor [Reviewer]. (2018). Department of Music, Bucknell University, Lewisburg, PA.¹

Faculty Reappointment [Evaluator]. (2010). School of Music, Carnegie Mellon University, Pittsburgh, PA.¹

Faculty Tenure and Promotion [Evaluator]. (1998). School of Music, Syracuse University, NY.²

Faculty Tenure and Promotion [Evaluator]. (2001). Hampton School of Music, University of Idaho, Moscow, ID.²

Master of Science in Education: Kay Gage [Advisor]. (2002). Western Oregon University, Monmouth, OR.²

Music Education Master's Degree Program [Reviewer]. (2007). Music Department, Lebanon Valley College, Annville, PA.¹

Awards and Honors

Scholarly and Artistic Work

Conductors' Guild Conducting Workshop [Fellow]. (1992). Eastman School of Music, University of Rochester, NY.

Institutions: ¹ Duquesne University, ² University of Oregon,
³ Ball State University, ⁴ The Ohio State University.

The Honor Society of Phi Kappa Phi [Initiate]. (1994). The Ohio State University Chapter, Columbus, OH.

The Joseph A. Leeder Graduate Award [Recipient]. (1992). School of Music, The Ohio State University, Columbus, OH.

The Joseph A. Leeder Graduate Award [Recipient]. (1993). School of Music, The Ohio State University, Columbus, OH.

Pi Kappa Lambda National Music Honor Society [Initiate]. (1993). Alpha Rho Chapter, The Ohio State University, Columbus, OH.

TBDBITL Alumni Club [Honorary life member]. (2008). The Ohio State University Marching Band, Columbus, OH.

Teaching Activities

Graduate Associate Teaching Award [Nominee]. (1993). The Ohio State University, Columbus, OH.

Graduate Associate Teaching Award [Nominee]. (1994). The Ohio State University, Columbus, OH.

The Society of Alumni & Friends Awards for Outstanding Graduate Teaching Associates [Recipient]. (1994). The Ohio State University, Columbus, OH.

Professional Service

Citation of Excellence Award: Collegiate Level [Recipient]. (2015). District 1, Pennsylvania Music Educators Association, Hamburg, PA.

Kappa Kappa Psi Honorary Band Fraternity [Honorary Member]. (1995). Eta Chapter, The Ohio State University, Columbus, OH.

Phi Mu Alpha Sinfonia [Initiate]. (1996). Delta Lambda Chapter, Ball State University, Muncie, IN.

Sigma Alpha Iota [Friend of the Arts]. (1996). Iota Chi Chapter, Ball State University, Muncie, IN.

Appendix 1: Graduate Committees

Dissertations ²

Committee Chair

- Brown, K. D. (2001). *Effects of fixed and movable sight-singing systems on undergraduate music students' ability to perform diatonic, modulatory, chromatic, and atonal melodic passages* [Ph.D. in Music Education].
- Hanna, W. F. (2000). *Embouchure formation using split-screen technology and traditional instruction: A comparison of two teaching approaches for clarinet and trumpet* [Ph.D. in Music Education].
- Jacobsen, L. L. (2004). *Verbal imagery used in rehearsals by expert high school choral directors: An investigation into types and intent of use* [D.M.A. in Music Education].
- Montague, M. G. (2000). *Processes and situatedness: A collective case study of selected mentored music teachers* [Ph.D. in Music Education].
- Musco, A. (2004). D.M.A. in Music Education: Chaired through Initial Proposal (for Doctoral Comprehensive Examinations), prior to a new faculty appointment at Duquesne University.

Committee Member

- Chen, Hsiao-Shien. (2004). *Effectiveness of the special music programs in Taiwan for educating musicians* [Ph.D. in Music Education].
- Chen, Kuo-Hua. (2002). *Effects of different performers and newly-made violins on musicians' and nonmusicians' perceptions of recorded violin performances* [D.M.A. in Music Education].
- Lynn, Debra J. (1997). *Learning sequences for the experimental choral psalm settings of Charles Ives* [D.A. in Choral Conducting].
- Yoshizawa, Kumie. (2001). *An investigation of music teachers' current practices of teaching non-western music in Japan's elementary and middle schools and their attitudes toward it* [D.M.A. in Music Education].

Projects, Theses, and Recitals ^{1,2}

Committee Chair/Project Director: Master of Music in Music Education

- Anderson, K. M. (2002). *A curriculum plan for the music explore class at the middle school level.* ²
- Brown, N. T. (2003). *Teaching within a historical context: A two-year curriculum strand for the high school string orchestra.* ²
- Daniels, T. (2018). *Incorporating Music Learning Sequence and singing into the high school band class.* ¹
- de la Cruz, A. (2004). *World music: A Textbook for middle-school students.* ²
- de Sazo, E. C. (2000). *Music curriculum for Guatemala.* ²
- Eccleston, V. L. (1999). *The development of music scoring guides for Oregon's Certificate of Initial Mastery.* ²
- Gyde, G. M. (1999). *Development and application of an ethnomusicology curriculum for a seventh-grade exploratory class.* ²
- Heinemeyer, T. L. (1999). *Middle school band curriculum project.* ²
- Hill, T. (2016). *Band of heroes: Gamification of beginning instrumental instruction.* ¹
- Hoeltje, J. (2017). *Gateway Wind Ensemble and 8th Grade Band side-by-side event.* ¹
- Humanic-Kovacs, J. (2016). *Custom arrangements for marching band.* ¹
- Hunt, D. A. (2001). *Master class sectionals: A 15-week curriculum for advanced middle school band.* ²
- Kelchner-Lee, E. N. (2004). *Description and application of demonstration programs in elementary music.* ²
- Knell, J. (2018). *Enhancing the school band experience with small ensembles.* ¹

- Langenwalter, B. E. (2003). *Recruitment methods for the Silver Falls School District choral program: Addressing the barriers to student participation.*²
- Loy, B. (2016). *Rejuvenating a band program: A combined band concert.*¹
- Lucas, J. (2006). *Benchmarking and assessment for a standards-based beginning band curriculum, grades 4–6.*¹
- Mahler, L. (2011). *A comprehensive curriculum for grades 4, 5, 6, and 7th/8th grade band in the Deer Lakes School District.*¹ [Accepted for The 5th Biennial Thompson Symposium for Master’s Degree Students: Research in Practice. (2011). The Pennsylvania State University. Presentation and poster. Competitive-reviewed.]
- McGlothlin, R. C. (2001). *A competency-based musicianship curriculum for Elmira High School instrumental music students.*²
- Miller, T. A. (2006). *An instructional method for recorder based on Music Learning Theory versus a more-traditional approach to instruction: Which produces a more musical performer?*¹
- Norfleet, L. (2001). *Comprehensive musicianship in the public school band: A guide to teaching musicianship through performance.*²
- Pietsch, T. (2004). *Teaching effective practice strategies in middle and high school string orchestra rehearsals.*² [Recipient: 2003 Graduate Award for Excellence in Music Research.]
- Pivrotto (Paulsen), A. (2017). *Guitar instruction: A curricular guide for Karns City High School.*¹
- Robinson, M. (2007). *Bringing musical understanding into the high school band room.*¹
- Scanga, J. P. (2017). *Implementing a sequential instructional framework to promote accuracy and application of rhythm patterns by elementary instrumental ensemble students.*¹
- Skilone, R. (2013). *Making the grade: Measurement and evaluation within a middle school instrumental band setting.*¹ [Accepted for The 6th Biennial Thompson Symposium for Master’s Degree Students: Research in Practice. (2013). The Pennsylvania State University. Presentation and poster. Competitive-reviewed.]
- Smith, S. (2008). *Implementation and assessment of a benchmark-based curriculum into the teaching of middle level small group lessons.*¹
- Stahl, B. (2016). *“An artistic sound”: A technique book for band rehearsal.*¹
- Steen, J. G. (1999). *Block scheduling: Implications for secondary music programs.*²
- Stevenson, A. (2017). *Developing aural skills using improvisation readiness experiences as a framework.*¹
- Syrell, S. (2010). *Total percussion in the beginning stages of Alternative Rehearsal Techniques.*¹
- Wagers, D. S. (2000). *A step-by-step approach to teaching select wind instrumentalists tone production and technique in beginning band prior to using a traditional band method.*²
- Whitener, E. S. (2004). *A literature cycle for middle school band based on Comprehensive Musicianship through Performance: Grades 1–4.*²
- Zimelman, R. T. (1999). *Developing a spiral curriculum for a band program that is structured comprehensively from grades 5–12.*²

Committee Member: Master of Music in Music Education

- Adams, L. (2009). *The journey toward independent musicianship: Using the National Standards for Music Education as a foundation for a junior high choral program.*¹
- Blumenfeld, D. (2018). *An exploration of the use of technologies on the development of musicianship skills in 4th grade band students.*¹
- Booz, A. (2007). *The effect of composition and improvisation activities on the notation reading abilities of fourth grade beginning band students.*¹

- Brochard, L. (2001). Vocal performance (17 July), with a separate, written band-component.²
- Brock, J. A. (2004). *Developing and teaching electives in the 6th-grade block schedule: An alternative to general music.*²
- Cerrillo-Lopez, J. (2009). *Improving the reading of rhythm and sight-reading: An eclectic approach for beginning high-school and college ensemble students.*¹
- Chapman, G. (2001). Voice recital.²
- Christen, D. (2002). *Motivating primary-grade students to participate in music: Use of psychological theories and pedagogical methods.*²
- Damesimo, E. A. (2011). *Establishing an auditioned elementary chorus.*¹
- Dietsch, C. R. (2013). *You want me to sing that? Improving musicianship in the choral ensemble.*¹
- Donato, L. E. (2015). *Implementing eclectic styles of music in the elementary string curriculum in order to enhance creativity and improvisation.*¹
- Gibson, D. (2018). *A junior high choral program integrated English language arts curriculum.*¹
- Glass, T. (2016). *A metacognitive approach to practice in the middle school band program.*¹
- Gold, S. (2016). *Aesthetic philosophy in music education: Putting theory into practice.*¹
- Hartman, M. L. (2013). *Integrating technology into the middle school general music class using NETS-S as a framework: A pilot project.*¹
- Hasara, M. (2019). *4th–6th grade string orchestra curriculum with emphasis on incorporating eclectic string styles.*¹
- Haynes, M. (2002). *General music curriculum for sixth-grade students in a middle school setting.*²
- Heim, K. (2013). *Teaching the how and why of practicing: Creation and implementation of effective and motivational practice strategies for beginning band students.*¹
- Horanski, M. (2009). *The new three R's of music education: Recruitment, retention, and relevance.*¹
- Karki, G. (2007). *A study of successful choirs and their adherence to the National Standards for Music Education.*¹
- Kelso, C. A. (2003). *A k–6 general music curriculum for McKenzie Elementary School using the Oregon Benchmarks in the Arts for third and fifth grade with the MENC National Standards, Kodály, and Orff Schulwerk.*²
- Knoechel, A. (2007). *Traditional instruction versus online study within a history of music curriculum.*¹
- Koharchik, T. (2014). *A comparison of technical and metaphoric language to evoke expressive singing.*¹
- Libell, J. (2008). *The implementation of a string pedagogy resource for beginning string instrument students and their parents.*¹
- Life, M. (2008). *Vocal abuse in the music classroom: A case study.*¹
- Lin, C.-C. (2002). *Traditional Chinese children's singing games: A resource for general music.*²
- Mack, J. (1999). Saxophone and conducting recital.²
- Madar, T. (2005). *Middle school band curriculum integrating the techniques of Ed Lisk.*¹
- Mata, E. (2019). *Bridging the cultural and socioeconomic gap in an instrumental setting: Elementary orchestra curriculum for Kennett Consolidated School District.*¹
- Montgomery, V. (2016). *The development of an elementary orchestra curriculum for the Hollidaysburg Area School District.*¹
- Newman, J. S. (2005). *Developing a curriculum for recorder instruction in the elementary music classroom.*¹
- Piroth, K. (2017). *Elementary ensemble management: Simple ideas to minimize behavioral issues and maximize rehearsal time.*¹
- Powell, T. (2009). *Effective sight-singing approach for the secondary choral classroom based on applications of state guidelines and music psychology principles and theories.*¹

- Ripley, A. (2008). *Individual performance-based assessment in the instrumental classroom using tiered evaluation to increase student motivation and performance.*¹
- Ripley, A. (2008). *Individual performance-based assessment in the instrumental classroom using tiered evaluation to increase student motivation and performance.*¹
- Rudolph, C. (2015). *The recorder in general music classrooms: Designing professional development opportunities using the Orff-Schulwerk approach to support music educators.*¹
- Schaller, J. G. (2016). *The hometown band director: An autoethnographic study on the needs of rural high school instrumental music educators.*¹
- Shaffer, C. L. (2013). *Orff4all: A collection of convenient resources for music educators.*¹
- Sheffer, M. (2019). *The development of extracurricular learning and performing opportunities for orchestra students in Bethel Park School District.*¹
- Stone, L. (2008). *R.O.P.E.—rehearsing with online practicing everyday using technology to practice choral literature outside the classroom.*¹
- String, W. (2017). *Ready! Set! Snow! A flexible recruiting event.*¹
- Swiezynski, Sr. M.-T. (2010). *A 21st Century Catholic k–5 general music education curriculum for St. Mary’s School in Alton, Illinois.*¹
- Taube, M.-P. (2009). *Teaching strategies focusing on pitch for students with special needs participating in an additional adapted music class.*¹
- Weller, T. (2007). *Selecting and evaluating criteria for a weighted instrumental music performance ensemble.*¹
- Yoo, A. (1998). *Voice recital.*²

Committee Member: Other Degree Areas

- Lam, K. (1999). *Master of Music in Music: Piano Pedagogy: Piano curriculum: Student notebook and teacher’s guide.*²
- Lauver, E. J. (2007). *Master of Music in Saxophone Performance: The complete saxophonist.*¹
- Reddan, J. (2001). *Master of Music in Choral Conducting.*²
- Stutzman, M. (2003). *Master of Music in Choral Conducting.*²
- Wang, H.-J. (2003). *Master of Music in Choral Conducting.*²
- Wierschem, J. (2001). *Master’s Degree in Journalism [Literary Nonfiction Option].*²

Appendix 2: Citations of Select Referred Journal Publications

- Delzell, J. K., & Doerksen, P. F. (1998). Reconsidering the grade level for beginning instrumental music. UPDATE: Applications of Research in Music Education, 15(2), 17–22.**
- Beck, C. R. (2002). Prompting strategies for introducing opera: Prompting strategies that engage students through individual and team competition can enhance listening skills while teaching them to understand and appreciate opera. *Music Educators Journal*, 88(4), 28–37.
- Clements, A. (2002). *The importance of selected variables in predicting student participation in junior high choir* (Publication No. 3062930) [Doctoral dissertation, University of Washington]. ProQuest Dissertations and Theses Global.
- Current readings. (1998). *Music Educators Journal*, 85(1), 42.
- Gagne, C. R. (2014). *Improvisation within the beginning band curriculum: Creating a comprehensive improvisational resource for the middle school music educator* (Publication No. 3626621) [Doctoral dissertation, University of Miami]. ProQuest Dissertations and Theses Global.
- Gibson, A. T. (2016). *Students' perceptions of high school band programs, their marching bands, and factors that lead to intended enrollment in these ensembles* [Doctoral dissertation, Georgia State University].
- Glaser, E. A. (2017). *An exploration of enrollment and retention trends of beginning band and orchestra students in the first year of instruction* [Master's thesis, University of Kansas]. <http://hdl.handle.net/1808/26147>
- Hash, P. M. (2004). Literature review: Pullout lessons in instrumental music education. *Bulletin of the Council for Research in Music Education*, 159, 1–10.
- Hash, P. M. (2011). Effect of pullout lessons on the academic achievement of eighth-grade band students. *UPDATE: Applications of Research in Music Education*, 30(1), 16–22.
- Heimbuchenthal, F. E. (2017). *Brass class in primary school: Studies on the age of entry, instrumental-didactic procedures and effects* [Doctoral dissertation, Johannes Gutenberg-University of Mainz, Germany]. urn:nbn:de:hebis:77-diss-1000022102
- Hicks, A. M. (2010). *Factors influencing the teaching of instrumental music in rural Ohio school districts* (Publication No. 3425413) [Doctoral dissertation, The Ohio State University]. ProQuest Dissertations and Theses Global.
- Humphries, W. V. (2012). *Factors that improve student retention in school band programs* [Doctoral dissertation, University of Victoria].
- Mitchum, P. P. (2007). *Student motivation to participate in instrumental music* (Publication No. 1451379) [Master thesis, University of Missouri–Kansas City]. ProQuest Dissertations and Theses Global.
- Morrison, S. J. (2008). Thinking ahead: Why recruitment and retention are always in season. *Southwestern Musician*, 37, 39, 41. <https://faculty.washington.edu/sjmorris/305/morrison.pdf>
- Pinto, N. M. C. (2014). *The clarinet in the initiation of clarinet learning* [Doctoral dissertation, University of Aveiro, Portugal].
- Priest, T. (2002). Creative thinking in instrumental classes: What can music teachers do to encourage creative thinking? Here are some suggestions that can lead young instrumentalists to improvisation and composition. *Music Educators Journal*, 88(4), 47+.
- Raiber, M., & Teachout, D. (2014). *The journey from music student to teacher: A professional approach*. Routledge.
- Schulte, E. A. (2004). *An investigation of the foundational components and skills necessary for a successful first-year string class: A modified Delphi technique study* (Publication No. 3148404) [Doctoral dissertation, The Ohio State University]. ProQuest Dissertations and Theses Global.

- South, J. (2004). Factors related to music teacher retention in Oklahoma. *Southern Music Education Journal*, 1, 72–80.
- Williams, B. A. (2012). *String instrument choice: A study on external factors* [Master's thesis, Kansas State University].
- Williams, B. A. (2016). *Rural school string/orchestra programs: Profile and recommendations* (Publication No. 10169059) [Doctoral dissertation, The Ohio State University]. ProQuest Dissertations and Theses Global.
- Yackley, A. K. (2019). *Enjoyment of music by non-participants in school music* [Doctoral dissertation, The Ohio State University]. http://rave.ohiolink.edu/etdc/view?acc_num=osu156217548202137

Doerksen, P. F. (1999). Aural-diagnostic and prescriptive skills of preservice and expert instrumental music teachers. *Journal of Research in Music Education*, 47, 78–88.

- Becher, E. A. (2011). *Examining the mismatch between the training and assessment of band and orchestra conductors in Michigan* (Publication No. 3479924) [Doctoral dissertation, University of Louisville]. ProQuest Dissertations and Theses Global.
- Berkley, L. O. (2011). *The impact of band directors' teaching experience level on the use of selected rehearsal behaviors* (Publication No. 1506628) [Doctoral dissertation, University of Maryland – College Park]. ProQuest Dissertations and Theses Global.
- Cannon, R. M. (2002). *Music student teaching in Texas: A Delphi study of issues in the new millennium* (Publication No. 3076235) [Doctoral dissertation, University of North Texas]. ProQuest Dissertations and Theses Global.
- Denis, J. M. (2017). *Novice Texas band directors' perceptions of the skills and knowledge for successful teaching* [Doctoral Dissertation, University of North Texas].
- Dudley, P. H. (2007). *How listening to self-evaluative recordings affects student musicianship, performance, and perception in the secondary school instrumental music class* [Doctoral dissertation, University of Victoria].
- Evans, C. J. (2012). *Listening priorities and rehearsal procedures of selected Texas Honor Band directors* (Publication No. 3506221) [Doctoral dissertation, University of Oklahoma]. ProQuest Dissertations and Theses Global.
- Frizzel, E. Y. (2020). *Choral directors' perceptions of choral tone* (Publication No. 27999267) [Doctoral Dissertation, University of Memphis]. ProQuest Dissertations Publishing.
- Geringer, J. M., Allen, M. L., MacLeod, R. B., & Scott, L. (2009). Using a prescreening rubric for all-state violin selection: Influences of performance and teaching experience. *UPDATE: Applications of Research in Music Education*, 28(1), 41–46.
- Gonzalez, J. (2007). *A comparative analysis of band contest practices in ten different states across the nation* (Publication No. 1449758) [Doctoral dissertation, University of Texas at El Paso]. ProQuest Dissertations and Theses Global.
- Goss, D. M. (2015). *A mixed-methods examination of expert band directors' rehearsal pedagogy* [Doctoral dissertation, University of Florida]. UMI No. 10298966.
- Hackworth, R. S. (2009). Vocal hygiene perceptions of experienced and preservice music teachers. *Journal of Music Teacher Education*, 18(2), 74–88.
- Hackworth, R. S. (2010). The effect of teaching experience and specialty (vocal or instrumental) on vocal health ratings of music teachers. *UPDATE: Applications of Research in Music Education*, 28(2), 13–19.

- Hayes, T. E. (2009). *Achievement of middle school wind instrumentalists in performance and perception of intonation* (Publication No. 3358917) [Doctoral dissertation, Indiana University]. ProQuest Dissertations and Theses Global.
- Hewitt, M. P. (2007). Influence of primary performance instrument and education level on music performance evaluation. *Journal of Research in Music Education*, 55(1), 18–30.
- Hewitt, M.P., & Smith, B. P. (2004). The influence of teaching-career level and primary performance instrument on the assessment of music performance. *Journal of Research in Music Education*, 52, 314–327.
- Ihas, D. (2006). Factors contributing to diagnostic skill competency of string teachers. *Journal of String Research*, 3, 25–42.
- Jones, K. D. (2016). *What made you hear that? An examination of the rehearsal listening of accomplished school-based music conductors* [Doctoral dissertation, Louisiana State University]. https://digitalcommons.lsu.edu/gradschool_dissertations/597
- Juslin, P. N., Karlsson, J. J., Lindström, E.E., Friberg, A. A., & Schoonderwaldt, E. E. (2006). Play it again with feeling: Computer feedback in musical communication of emotions. *Journal of Experimental Psychology: Applied*, 12(2), 79–95.
- Koner, K. M. (2012). *The development and validation of an instrument to measure wind ensemble error detection skills among instrumental music educators* (Publication No. 3543469) [Doctoral dissertation, University of Maryland at College Park]. ProQuest Dissertations and Theses Global.
- McCullough, C. J. (2018). *The incorporation of error detection methods in undergraduate instrumental conducting courses: A mixed methods investigation* [Doctoral dissertation, Auburn University]. <http://hdl.handle.net/10415/6522>
- McPhee, E. A. (2013). *Shared concerns: Investigating ways instrumental teachers learn to teach* [Doctoral dissertation, University of Western Sydney].
- Miksza, P., & Berg, M. H. (2013). Transition from student to teacher: Frameworks for understanding preservice music teacher education. *Journal of Music Teacher Education*, 23(1), 10–26.
- Montemayor, M. (2016). Evaluation of intrarehearsal achievement by listeners of varying levels of expertise. *Journal of Research in Music Education*, 64(3), 294–308.
- Morijiri, Y. (2016). *Influential factors in the evaluation of music performances: Focusing on music factors, extra-musical factors and non-musical factors*. Bulletin of Tokyo Gakugei University, Arts and Sports Sciences, 68: 1–14. ISSN 1880-4349.
- Napoles, J. (2009). The effect of excerpt duration and music education emphasis on ratings of high quality children's choral performances. *Bulletin of the Council for Research in Music Education*, 179, 21–32.
- Napoles, J. (2009). The effects of score use on musicians' ratings of choral performances. *Journal of Research in Music Education*, 57(3), 267–279.
- Pasquale, J. D. (2008). *Directed Listening for wind ensemble conductors: A pedagogy for developing aural analysis and effective rehearsal strategy* (Publication No. 3304216) [Doctoral dissertation, University of Oklahoma]. ProQuest Dissertations and Theses Global.
- Pope, D. A. (2012). *The effect of performance quality, audio and video performances, tempo, and adjudicator experience on music majors' evaluations of string orchestra performances* (Publication No. 3539605) [Doctoral dissertation, Florida State University]. ProQuest Dissertations and Theses Global.
- Pope, D. A. (2013). Influence of primary performance area, education level, and performance quality on pre-service music teachers' ratings of string orchestra performances. *String Research Journal*, 4, 55–69.

- Pope, D. A. (2019). Music majors' evaluations and comfort level when assessing string orchestra performances. *Research Perspectives in Music Education, 20*(1), 33–54.
- Pope, D. A., & Barnes, G. V. (2015). Influence of education, performance level, and presentation medium on evaluations of string orchestra performances. *Bulletin of the Council for Research in Music Education, 203*, 7–22.
- Posegate, S. C. (2009). *Changes in interns and cooperating teachers during music student teaching* (Publication No. 3384676) [Doctoral dissertation, University of Oregon]. ProQuest Dissertations and Theses Global.
- Power, A., & McCormack, D. (2012). Piano pedagogy with a student who is blind: An Australian case. *International Journal of Music Education, 30*(4), 341–353.
- Roesler, R. A. (2013). *Development and application of a framework for observing problem solving by teachers and students in music* [Doctoral dissertation, The University of Texas at Austin].
- Roesler, R. A. (2016). Toward solving the problem of problem solving: An analysis framework. *Journal of Music Teacher Education, 26*(1), 28–42.
- Schlegal, A. L. (2010). *The effect of directed attention score study procedures on music majors' error detection in three-part instrumental music* [Doctoral dissertation, Louisiana State University].
- Silveira, J. M., & Gavin R. (2016). The effect of audio recording and playback on self-assessment among middle school instrumental music students. *Psychology of Music, 44*(4), 880–892.
- Simmons, A. L. (2005). The relationship between prospective teachers' tone quality evaluations and their knowledge of wind instrument pedagogy. *UPDATE: Applications of Research in Music Education, 23*(2), 42–51.
- Southall, J. K. (2003). *The effect of purposeful distractors placed in an excerpt of Puccini's La Bohème to ascertain their influence on the listening experience* [Doctoral dissertation, Florida State University]. http://purl.flvc.org/fsu/fd/FSU_migr_etd-1620
- Stambaugh, L. A., & Nichols, B. E. (2020). The relationships among interval identification, pitch error detection, and stimulus timbre by preservice teachers. *Journal of Research in Music Education, 67*(4), 465–480.
- Stanley, E. K. (2018). *The nature of applied voice teaching expertise: Common elements observed in the lessons of three exemplary applied voice instructors* (Publication No. 10841504) [Doctoral dissertation, Boston University]. ProQuest Dissertations and Theses Global.
- Taylor, D. M. (2004). *Beating time: Refining learned repertoire for percussion instruments in an Orff ensemble setting* (Publication No. 3143477) [Doctoral dissertation, The University of Texas at Austin]. ProQuest Dissertations and Theses Global.
- Taylor, D. M. (2006). *Orff ensembles: What do the experts do?* Presentation session at the meeting of the Texas Music Educators Association, San Antonio.
- Taylor, D. M. (2006). Refining learned repertoire for percussion instruments in an elementary setting. *Journal of Research in Music Education, 54*(3), 231–243.
- Thorp, J. (2010). *Playing with understanding: Constructivist instrumental learning strategies* [Master's thesis, University of Western Sydney]. <http://handle.uws.edu.au:8081/1959.7/489418>
- Waggoner, D. T. (2009). *The effects of listening conditions, error types, and ensemble textures on the error detection skills of undergraduate instrumental music education majors* (Publication No. 34846000) [Doctoral dissertation, University of Missouri – Columbia]. ProQuest Dissertations and Theses Global.
- Waymire, M. D. (2011). *Behavioral analysis of directors of high-performing versus low-performing high school bands* (Publication No. 3479034) [Doctoral dissertation, University of Mississippi]. ProQuest Dissertations and Theses Global.

- Worthy, M. D. (2001). Observation and analysis of an expert wind conductor in high school vs. college rehearsals. In M. E. Cavitt (Ed.), *Texas Music Education Research 2001* (pp. 25–34). Texas Music Educators Association.
- Worthy, M. D. (2003). Rehearsal frame analysis of an expert wind conductor in high school vs college band rehearsals. *Bulletin of the Council for Research in Music Education*, 156, 11–19.
- Worthy, M. D. (2006). Observations of three expert wind conductors in college rehearsals. *Bulletin of the Council for Research in Music Education*, 168, 51–61.

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