Jane M. Kuehne, Ph.D.

Associate Professor of Music Education

Curriculum Vita, September 2017

Department of Curriculum and Teaching

College of Education

Auburn University

Experience

Fall 2011 – Present – Auburn University

 Title: Associate Professor of Music Education

Fall 2005 – Spring 2011 – Auburn University

 Title: Assistant Professor of Music Education

Fall 2000 – Spring 2003 – Florida State University – Tallahassee, FL

 Title: Graduate Assistant in the Center for Music Research

Fall 1997 – Spring 2000 – Rayburn Middle School in Northside Independent School District – San Antonio, TX

 Titles: Choral Director, Assistant Band Director, General Music Teacher, Mentoring Co-chair, School Action

 Committee Member (Elected Representative)

Fall 1994 – Spring 1995 – University of Texas at San Antonio – San Antonio, TX

 Title: Graduate Assistant for Music Technology

Fall 1993 – Spring 1997 – Lytle Elementary School, Lytle Middle and High School

 Lytle Independent School District – Lytle Texas

 Title(s): General Music Teacher (4 years), Middle and High School Choral Director (1 year)

 Parent Involvement Co-facilitator, Member of mission revision team

Fall 1992 – Spring 1993 – Ted Flores Kindergarten

 Pearsall Independent School District – Pearsall, TX

 Title: General Music Teacher

PERcent Breakdown of Time Allocation

YEAR TEACHING RESEARCH OUTREACH SERVICE

2016-2017 60% 25% 10% 5%

2015-2016 60% 25% 10% 5%

2014-2015 60% 25% 10% 5%

HONORS AND AWARDS

May, 18, 2017 Georgetown High School Hall of Honor Inductee

August, 2016 Re-appointed Research Chair for Alabama Music Educators Association. Initial appointment, August 2012.

January 2015 Re-Elected Secretary of the Association for Technology in Music Instruction (ATMI). Initial election, January 2013.

July 14, 2010 *Robby D. Gunstream Education in Music Award* from the *College Music Society*, CMS Fund for my ongoing outreach project, Beethoven & Me.

April 30, 2009 *Outstanding Alumni Award*, University of Texas at San Antonio, College of Liberal Arts, Department of Music (San Antonio, TX) (This was my undergraduate and master’s institution).

January 9-10, 2009 Conductor, Georgia Music Educators Association, District 3 Middle School Honor Choirs.

2007 – 2008 Kuehne, J. M. and Walls, K.C. (2007). Internal Grant, Funded $3500 *Technological Connections: AU Music and LHS Band*.

2005 – 2009 TI:ME National Advisory Board

2005 – 2006 Approved as a TI:ME Instructor (December 8, 2005) (Technology Institute for Music Educators – [website link](http://ti-me.org).

March 18-19, 2005 Conductor, ACAMT Spring All-County Music Festival Swing Choir, Unadilla Valley, NY

Spring 2000 Member of Pi Kappa Lambda (National Academic Honor Society for music) through the University of Texas at San Antonio (UTSA) – Nominated and selected.

Fall 1988 Member of Golden Key National Honor Society (through UTSA)

A. Teaching

## COURSES ACTUALLY TAUGHT (LAST THREE YEARS 2014-2017)

### **Fall 2017**

* + - 1. CTMU 1010 Introduction to Music Education, Enrollment: 22
			2. CTMU 5140 School and Community Vocal Music, Enrollment: 26
			3. CTMU 6140 School and Community Vocal Music (Grad), Enrollment: 11
			4. CTMU 7970/76 World Language Music and Media, Enrollment: 14
			5. CTMU 8996 Research and Dissertation: 1

### Summer 2017

* + - 1. CTMU 7000/7006 School and Community Music, Enrollment: 12
			2. CTMU 7970/76 Psychology of Music, Enrollment: 7
			3. CTMU 7560/66 Digital Media, Enrollment: 5
			4. CTMU 7970/76 Web Design for Educators, Enrollment: 11
			5. CTMU 8990/86 Research and Dissertation, Enrollment: 1

### Spring 2017

* + - 1. CTMU 1020 Music Ed Lab I, Enrollment: 11
			2. CTMU 4923 Clinical Residency, Enrollment: 3
			3. CTMU 8550/56 Seminar (doctoral) , Enrollment: 5
			4. CTMU 8990/86 Research and Dissertation, Enrollment: 2

### Fall 2016

1. CTMU 1010 Introduction to Music Education (1), Enrollment: 17
2. CTMU 3040 Music and Related Arts (4), Enrollment: 17
3. CTMU 7976 Media for World Languages (3) Enrollment: 9
4. CTMU 8990/96 Research and Dissertation (varies) Enrollment: 2

### Summer 2016

1. CTMU 7000/7006, School and Community Music, Lecture (1) Enrollment: 6
2. CTMU 7550/7556, Apps Of Technology In Music Ed, Lecture (3) Enrollment: 13
3. CTMU 7970/7976, Special Topics, Urban and Rural Perspectives (3) Enrollment: 5
4. CTMU 7976-02Special Topics, (3) Enrollment: 1
5. CTMU 8996, Research and Dissertation (varies) Enrollment: 2

### Spring 2016

1. CTMU 1020, Music Education Lab I, Laboratory (1) Enrollment: 26
2. CTMU 4923, Clinical Residency (12) Enrollment: 4
3. CTMU 5110, Children's Music Learning, Lecture/Lab (4) Enrollment: 23
4. CTMU 8950/8956, Seminar, Seminar (1-3) Enrollment: 5
5. CTMU 8986, Field Project, (3) Enrollment: 1
6. CTMU 8996, Research and Dissertation (varies) Enrollment: 2

### Fall 2015

1. CTMU 1010-1, Intro to Music Education, (0) Enrollment: 28
2. CTMU 2010-1, Music Education Lab II, (1) Enrollment: 18
3. CTMU 5140-1, Schl & Comm Voc Music Ed, (4) Enrollment: 20
4. CTMU 7970/76-1, Sp Top: World Lang Music/Media, (3) Enrollment: 9
5. CTMU 8996-1, Research and Dissertation, (1) Enrollment: 1

### Summer 2015

1. CTMU 7560/66-MU1, Dig Media Pdn For Ed, (3) Enrollment: 7
2. CTMU 8996-MU2, Research and Dissertation, (varies) Enrollment: 2
3. CTMU 7000/06-1, School and Community Music, (1) Enrollment: 8
4. CTMU 7970/6-3, Sp Topics: Music Rdg Instruction (3) Enrollment: 3
5. CTMU 7976-MU2, Sp Topics: Psych of Music (3) Enrollment: 6

### Spring 2015

1. CTMU 4923-4, Clinical Residency, 12 Enrollment: 2.
2. CTMU 1020-1, Music Education Lab I, 1 Enrollment: 25.
3. CTMU 4913-1, Practicum, 6 Enrollment: 1. (community music minor).
4. CTMU 8996-1, Research and Dissertation, 1 Enrollment: 3.
5. CTMU 5120/6120-1, Schl & Comm General Music Ed, 4 Enrollment: 18 (1 Grad St)

### Fall 2014 (Sabbatical)

1. CTMU 1020-1, Music Education Lab I, (1) Enrollment: 2.
(*note: this “class” was for students who were interning and caught in the degree transition – they completed the work for this course prior to this time, but needed this specific course number on their transcripts*).
2. CTMU 8990/96-3, Research And Dissertation, 1 Enrollment: 3.

### Summer 2014

1. CTMU 7550/56-1, Apps Of Technology In Music Ed, (3) Enrollment: 14
2. CTMU 8990/96-1, Research And Dissertation, (varies) Enrollment: 4
3. CTMU 5140-1, Schl & Comm Voc Music Ed, (4) Enrollment: 1 (Independent Study)
4. CTMU 7000/06-1, School and Community Music, (1) Enrollment: 11
5. CTMU 7970/76-1, Sp Topic: Web Design for Educators (3) Enrollment: 9

### Spring 2014

1. CTMU 5110-1, Children's Music Learning, (4) Enrollment: 22
2. CTMU 8986-MU1, Field Project: Ed. Specialist (3) Enrollment: 3
3. CTMU 4923-1, Internship, (12) Enrollment: 2
4. CTMU 1010-1, Intro to Music Education, (1) Enrollment: 9
5. CTMU 1020-1, Music Education Lab I, (1) Enrollment: 24
6. CTMU 2010-1, Music Education Lab ll, (1) Enrollment: 9
7. CTMU 8990/96-2, Research And Dissertation, (1) Enrollment: 3

## 2. PROFESSIONAL GRADUATE STUDENTS ON WHOSE COMMITTEE THE CANDIDATE IS PRESENTLY SERVING

Allison Baccala, Summer 2017, Doctoral Advisory Committee Chair

Brittny Kempfer, Summer 2017, Doctoral Advisory Committee Chair

Phil Wilson, PhD, began Spring 2016 Doctoral Advisory Committee Chair

Shane Colquhoun, PhD, began Spring 2016 Doctoral Advisory Committee Chair

Jody Blake, PhD, began Fall 2016 Doctoral Advisory Committee Chair

Mary Sims, PhD, Dissertation Committee Chair

Eric Ward, PhD, Dissertation Committee Chair

Benjamin Posey, began 2015 Doctoral Advisory Committee Member

Chapel McCullough, began 2014 Doctoral Advisory Committee Member

## 3. GRADUATE STUDENTS WHO HAVE COMPLETED WORK - CHAIR

Erin McRary Roper, PhD, 2015

Robert Lyda, PhD, 2014

Kelly Hollingsworth, PhD, 2013

Meghan Wicks-Rudoph, PhD, 2012

Macy Oliver, Summer 2017

Jody Blake, EDS, Summer 2016

Evan Thomas, EDS, 2014

Justin Antos, EDS, 2014

Brayn Cutter, EDS, 2013

Scott King, EDS, 2013

Bobby Helms, EDS, 2013

There are approximately 8-10 master’s students who complete the degree each summer. Over the past 3 years, I have chaired approximately 15 of these students. Since beginning at Auburn (Fall 2005), I have chaired or been on the committee of almost all the music education graduate student committees.

## 4. COURSES AND CURRICULA DEVELOPED/REVISED

* 1. New Undergraduate Courses Developed
		1. CTMU 1010 Introduction to Music Education
		2. CTMU 1020 Music Ed Lab I - Revised for Spring 2017
		3. CTMU 2010 Music Ed Lab II
		4. CTMU 5110 Children’s Music
		5. CTMU 5120 School and Community General Music (for Spring 2015)
		6. CTMU 5140 School and Community Vocal Music
	2. Graduate Courses Revised
		1. CTMU 7550/7556 Applications of Technology in Music Instruction
		2. CMTU 7560/7566 Digital Media for Music Education
		3. CTMU 7530/7536 Organization of Program in Music Education
		4. CTMU 7540/7546 Evaluation of Program in Music Education
		5. CTMU 7580/7976 Multimedia Research and Design in Music
	3. Graduate Courses Developed
		1. CTMU 7970/7976 Special Topics: Media for World Languages (taught for 3rd time in Fall 2017).
		2. CTMU 7970/7976 Special Topics: Web Design for Educators (taught for 2nd time in Summer 2017)
		3. CTMU 7970/7976 Special Topics: Teaching Sight-Singing, REVISED to “Music Reading Instruction”
		4. CTMU 7970/7976 Special Topics: Psychology of Music (this course is a “standard” course in most music education graduate programs. Submitted as a “real course” Spring/Summer 2017.
		5. CTMU 7970/7976 Special Topics: Urban and Rural Music Education (to meet additional standards). Developed for Summer 2016. Revised for Summer 2018, will submit as a “real course” after teaching it a 2nd time.

## 5. GRANTS RECEIVED IN RELATION TO TEACHING *– including unfunded*

1. *Proposal Submitted, May 23, 2017, OCP Parish Grants Program, Requested $4150.40, waiting*

Kuehne, J.M. (2017), *Parish Grants 2017*. Purpose was to support travel for music ministers in surrounding states to attend a music in worship workshop planned for spring 2018.

1. *Proposal Submitted, Spring 2015, AU ePortfolio Grant Program – Not Funded*

*Kuehne, J.M. (2015). ePortfolio Development and Alignment with EdTPA.* Application for one course release for each music education faculty member to work on aligning EdTPA and the ePortfolios the students complete. Requested $28,267.35. My contribution: 100%

1. *Proposal Submitted, Spring 2012, Music Education Outreach Program – Not Funded*

*Kuehne, J. M. and Caravan, L. R. (2012). Music Education Outreach Program.* Application for $30,000 to (1) use iPads for composing in methods lab times with low SES students; (2) fund Tiger Strings.
My contribution: 75%

1. *Application/Proposal Submitted, Spring 2010, College Music Society CMS Fund – Funded $1000*
*Kuehne, J.M. (2010).* *Beethoven & Me: Wolf Tales Live!*, *Robby D. Gunstream Education in Music Award*. This is also an honor as it is an award selected once per year from higher education faculty applicants and awarded from our primary higher education music organization. More information: [follow this link](http://cmsfund.org/index.php/apply/robby-d-gunstream-education-in-music-award-guidelines). My contribution: 100%
2. *Facilitated Proposal Submitted, Spring 2010, ING – Not Funded
Lyda, R. L.\* (2010). Beethoven & Me, Wolf-Tales Live: Alabama Children as Composers.*\*Grantor stipulated applications must come from public-school teacher(s). I wrote and edited text, and completed the full budget. My contribution: 60%
3. *Proposal Submitted, Fall 2008 – Not Funded*
*Kuehne, J. M. (2008). It's Me & Beethoven: Alabama Children as Composers.*
Application for College of Education Seed Grant. Purpose: (1) to provide an impetus for elementary school children to compose 12-16 measure melodies, and (2) have undergraduate pre-teachers arrange selected melodies into full-length compositions designed for elementary performers. ***See C.1.b.***
4. *Proposal Submitted, Spring 2007 – Funded - $3500
Kuehne, J. M. and Walls, K.C. (2007). Technological Connections: AU Music and LHS Band*. Application for internal grant through the College of Education, Associate Dean’s Office. Purpose: Provide a system for Auburn University Music Education students to teach music using music technology workstations to Loachapoka High School students. (See B.10.a.iv. and C.1.a.).
5. *Proposal Submitted, Spring 2007 – Not Funded*
*Kuehne, J. M. and Walls, K.C. (2007).* *Technological Connections: AU Music and LHS Band*. Application for grant through the Auburn University Outreach. Purpose: Provide a system for online video music lessons where Auburn University Music Education students to music lessons via distance to Loachapoka students.
6. *Proposed Spring 2000 – Funded $750*
Small Technology Grant (2000). Grant received to purchase software and hardware to implement use of technology in the middle school choral music program. Northside Independent School District, San Antonio, TX.

## 6. PUBLICATIONS PERTAINING TO TEACHING *Please note publications and proceedings based on research are located at B. 2.*

* 1. Periodicals/Journals
		1. Kuehne, J.M. (2017). The elephant in the room: Race conversations in our classrooms. *NAfME Music in a Minuet, June 30, 2017.* Retrieved from [this link](https://nafme.org/elephant-room-race-conversations-classrooms/) (https://nafme.org/elephant-room-race-conversations-classrooms/).
		2. Barry, N.H., Kuehne, J.M. & Harrison, G. (2016). Integrating EdTPA. *Ala Breve, August/September,* 42-44. [State Music Association Journal, distributed statewide and to each of the 50 states’ music educator association presidents]. Barry: 40%, Kuehne: 30%, Harrison: 30%
		3. Kuehne, J.M. (2016).Teaching sight-singing: Finding your way. *Ala Breve, May/June,* 39-40.[State Music Association Journal, distributed statewide and to each of the 50 states’ music educator association presidents].
		4. Kuehne, J. M. (2006). Advice to Graduate Students. *Ala Breve, August/September,* 22.
		[State Music Association Journal, distributed statewide and to each of the 50 states’ music educator association presidents]
		5. Kuehne, J. M. (2006). Listening to Music in the 21st Century: PowerPoint can help. *Ala Breve, February/March,* 36-37. [State Music Association Journal, distributed statewide and to each of the 50 states’ music educator association presidents]
1. Textbooks – *This is listed under B.1.a*.
2. Published Conference Proceedings (non-research)
3. Kuehne, J. M. (2005). Creating basic Flash documents: Buttons, multimedia, and online quizzes. (National Symposium on Music Instruction Technology Proceedings.) *Journal of Technology in Music Learning 3* (1), 85-86. [Peer-reviewed conference proceedings]
4. Kuehne, J. M. (2003). Using technology to teach beginning sight-singing. (National Symposium on Music Instruction Technology Proceedings.) *Journal of Technology in Music Learning 2* (2), 81-85.
[Peer-reviewed conference proceedings]
	* 1. Kuehne, J. M. (2003). Multimedia uses of Microsoft Word and PowerPoint. (National Symposium on Music Instruction Technology Proceedings.) *Journal of Technology in Music Learning 2* (1), 48-53. [Peer-reviewed conference proceedings]

## 7. OTHER CONTRIBUTIONS TO TEACHING

1. Preparation and Evaluation
Each time I teach a course it is subtly (or sometimes not so subtly) revised. As a result, I am consistently searching for new ways to teach or new materials that will keep the course “new-to-me.” In the same way, each semester I self-evaluate my teaching and my students’ learning and review formal and informal course evaluations. I have created a separate (from AU Evaluate) course evaluation which considers the type of work education students typically do (labs, lesson planning, peer teaching, etc.).
	1. Course Evaluation – Each semester students complete the course evaluation. I review these to determine areas for improvement in my teaching.
	2. Accreditations (Fall 2006 – Present).
		* 1. *National Council for Accreditation of Teacher Education* (Summer 2013 – Fall 2014). Prepared all paperwork for music education program, including assessment data and analysis, update of revised syllabi for courses, documentation of laboratory experiences, etc. for the Fall 2014 visit.
			2. *Alabama State Department of Education – Review and Reaccreditation* (Fall 2013-Summer 2014). Prepared and revised paperwork including assessment data and analysis (different from NCATE), update of state degree check sheets, etc.
			3. *SACS Accreditation Review Materials* (2012 – 2014). Analyze and report assessment data for accrediting body.
			4. *National Association of Schools of Music (NASM)*. Accreditation paperwork Fall 2011-Spring 2013. Met with accreditors to talk about music education program.
			5. *National Council for Accreditation of Teacher Education* (Fall 2006). Met with accreditors to talk about music education program.
	3. Undergraduate Music Education
	4. Academic Advising – I am the “lead” on undergraduate activities in music education. However, my colleagues and I share the advising load.
	5. Teacher Education Interviews – Each fall/spring I organize entrance interviews for sophomore level music education majors. This interview determines whether students are admitted to the teacher education program (in music education) in the College of Education. For transfer students, or others whose schedules are not in the typical track, interviews are arranged as needed in fall/spring semesters.
	6. Piano Proficiency Exams – held at the end of each fall and spring semester to determine whether students have the sufficient piano skills to take junior-level music education classes. These occur only if students wish to take the exam versus the courses.
	7. Curriculum Work – Worked with Kim Walls to complete paperwork for new combined degree undergraduate music education program. Met with curriculum committees and completed additional required paperwork as needed.
	8. Faculty Advisor for *The National Association for Music Education*. I began this when I began at AU in Fall 2005 and continue to be their advisor.
	9. Guest Lectures and Book Reviews
	10. Spring 2016 – Tri-M Music Honor Society Induction, Guest Speaker, Smith Station High School.
	11. Fall 2010 – Review of second music technology book proposal for Oxford University Press. (Cannot give book name due to confidentiality). To verify, contact Norm Hirschy at Norman.Hirschy@oup.com
	12. Summer 2010 – Review of music technology book proposal for Oxford University Press. (Cannot give book name due to confidentiality). To verify, contact Norm Hirschy at Norman.Hirschy@oup.com
	13. Summer 2009 – Review of *Psychology of Music for Musicians* (by Donald Hodges and David Sebald), a new textbook for Music Psychology area and for course I developed for graduate music education program.
	14. Fall 2005 *– Developing curricula in the middle school: Sight-singing and general music.* Guest lecture for CTMU 7520/7526, which discussed learning theory as it related to developing a curriculum for teaching sight-singing and general music at the middle school level.
	15. January 2003 – Review of proposed chapters for a Technology textbook for McGraw-Hill publishing

## 8. STATEMENT OF CANDIDATE’S TEACHING PHILOSOPHY AND SELF-EVALUATION IN TERMS OF HIS OR HER STATED VALUES (Updated January, 2017)

Undergraduate TeachingIt seems each year teaching gets more and more involved and complicated. While I strive to provide “real world” experiences, some “get it” right away and others struggle with what I call “thinking tasks.” Each semester, especially over the past few semesters, I’ve seen growing numbers of students fail to make the connection between “theory” and “practice.” They struggle with understanding and realizing what “theory” is, why it is important. I adjust my goals, planning, and practices to address this change. I also notice that at least some students I teach expect more from me while also expecting to give less or do less to “make the grade.” Over this past year (2015-2016), I have focused on working through students’ unsettling actions and comments during classes. I have worked to “like” teaching again. In doing that, I recommitted to “working hard” to teach well.

## Self-Evaluation

I believe teachers and musicians self-evaluate constantly to improve. However, we may “over” evaluate (musician personalities tend to be perfectionist in nature). I am particularly guilty of this and at times it can hinder my progress. While I take evaluation seriously, I know that I do not always see my own “teaching performance” accurately. Ultimately in my case, over evaluation can be detrimental and can contribute to too many frequent changes in my practice. Conversely, without self-evaluating, one may never make necessary changes. I try to draw the fine line between over and under evaluating and ultimately work to ensure my students get the best learning experience they can. To that end, I have struggled to find value in some of my work because of what I perceive as “constant evaluation.”

Teaching is Challenging and FulfillingI enjoy teaching because through it, I can change and grow. Though I am not one who particularly likes “change,” I know without it, we stagnate. As those who teach know, it is not easy. We may have classes that go so smoothly, that almost teach themselves, full of students we “just love.” The students might be open-minded, ready to learn, ready to work, and ready to change and grow. But, there are also classes where there are at least a few students who are firmly planted and resistant to learning and/or changing. These students may go through the motions of doing assignments (and doing well on each one), but bring to the classroom a “dare to teach me” or “dare to change me” attitude. Though I enjoy teaching those I “just love,” I also enjoy teaching the “dare to change me” students. These challenging, “dare to teach me” students *teach me* different ways to reach them. With each iteration of my classes, they keep my teaching new. Though I may not see the immediate benefits of this purposeful teaching, I remain committed to doing my very best to help them become committed and effective teachers, in some cases better people, and ultimately productive members of society who (as I say to them) “can get a job and keep it.” When they fail, I feel like I could have done more. Conversely, I also realize I cannot do the work for the students, and as adults they make their own decisions.

B. RESEARCH AND CREATIVE WORK

## COMMENTARY

### Teacher Education Research Goals

My research areas are (1) sight-singing (2) access to music education (string and other), (3) knowledge of “at-risk,” and (4) music technology. These areas align with the courses I teach at Auburn University.

### Textbook and Journal Information

1. The *String Research Journal* is the journal of the American String Teachers Association (ASTA). It is the primary string research journal in the U.S. and was created to fill the void in this area. The journal was strategic in its creation process, selecting an editor with a national research reputation, and editorial board composed of nationally recognized researchers from across the U.S., who do string research, but who also contribute to other areas within music education research. We targeted this journal because the subject area of Dr. Harrison’s and my research is specifically string music education.
2. The *Journal of Research in Music Education (JRME)* is the top research journal in my field. Published quarterly, *JRME* publishes an average of 24 articles per year and the time between initial submission and final acceptance for articles generally runs 6 to 12 months or more.
3. *Update: Applications of Research in Music Education* (*Update*) is another top tier journal in my field. Its acceptance rate ranges from 25%-30% with an average of 29%. It is published twice yearly (Fall and Spring).
4. *Southern Music Education Journal,* a regional music education journal focused on disseminating research completed by researchers in Southern institutions that publishes research from some of the top researchers in my field. For the article submitted there, it is important to note that this research was interrupted when my computer was stolen out of my office in Haley Center. Because of that theft, I lost some data that was necessary to submit this to a top-tier journal. I salvaged what I could and was able to get it accepted for publication in this regional research journal.
5. *Journal for Technology in Music Learning*, one of only a few journals that publish in this area.
6. *Ala Breve*, which is disseminated to all music teachers (K-12 and higher education) in Alabama, as well as all presidents of other states’ music educator associations.
7. *Making Music with Technology* (Grades 1-8) is an internationally distributed textbook for the K-12 music classroom.

## 1. BOOKS

* 1. Multiple Authors (2005). *Making music with technology* (Books for Grades 1-8). Glenville, IL: Silver Burdett-Ginn/Scott Foresman. (contributing author). [International distribution, 8 books].

2. ARTICLE-LENGTH PUBLICATIONS Please note that publications related to teaching can be found at A.6.

\* = Tier I ∆ = Graduate Student Contribution

* 1. Research Journals in Music Education
		1. Kuehne, J. M. and Harrison, G. (2017). Music educator views on string and/or orchestral participation in Alabama, Arkansas, Louisiana, and Mississippi. *String Research Journal, 7,* 83-97.[Official Journal of American String Teachers Association, National Distribution]. Kuehne: 60% Harrison: 40%
		2. Kuehne, J. M., Lundstrom, D.∆ & Walls, K. C. (2013). The integration of technology to enhance student reflection and peer assessment in the compositional process. *Journal of Technology in Music Learning 5* (1). Final Acceptance, February 20, 2011. Estimated Acceptance Rate: 40%
		Kuehne: 60%, Lundstrom: 20%, Walls: 20%
		3. Walls, K. C., Erwin, P. ∆ & Kuehne, J. M. (2013). Maintaining efficient ensemble rehearsals without sacrificing individual assessment: *Smartmusic* assessment could leave the director on the podium. *Journal of Technology in Music Learning 5* (1). Estimated Acceptance Rate: 40%
		Walls: 60%, Erwin: 20%, Kuehne: 20%
		4. \* Kuehne, J. M. (2010). Sight-singing: Ten years of published research. *Update: Applications for Research in Music Education*, *29*(1), 7-14. Accepted for publication on February 16, 2010. [National Peer-Reviewed, Published 2 times yearly]. 29% acceptance rate.
		5. \* Kuehne, J. M. (2007). A survey of sight-singing instructional practices in Florida middle school choral programs. *Journal of Research in Music Education*, 55 (2), 115-128. [National peer-reviewed]. Submitted January 24, 2006. Accepted March 4, 2007. 21% acceptance rate.
	2. National Published Proceedings Based on Research
		1. Taylor, J. T., Hagen, S. L., Lipscomb, S., Barry, N. H., Norris, G., & Kuehne, J. M. (2005). Special report on the status of technology in music education, progress and promise in K-12 education: Is technology making a difference? (National Symposium on Music Instruction Technology Proceedings.) *Journal of Technology in Music Learning 3* (1), 56-67. [Peer-reviewed conference proceedings]. 15% contribution.
		2. Kuehne, J. M. (2003). Using technology to teach beginning sight-singing. (National Symposium on Music Instruction Technology Proceedings.) *Journal of Technology in Music Learning 2* (2), 81-85. [Peer-reviewed conference proceedings]
	3. Regional and State Journals Based on Research
		1. Kuehne, J. M. (2011). Sight-singing instructional practices of middle and junior high school choral teachers in the UnitedStates. *Southern Music Education Journal*, *4* (1). [Regional Peer-Reviewed]. Estimated Acceptance Rate: 40-50%
		2. Kuehne, J. M. (2009, February). Teaching kids to read music: The role of the national standards. *Ala Breve*, 43-43. [Peer Reviewed Alabama Music Educators Association Journal, distributed statewide and to each of the 50 states’ music educator association presidents]

REPRINT: Kuehne, J. M. (2009). Teaching kids to read music: The role of the national standards. *Mississippi Music News, 1*(3), 17-19. Retrieved from [this link](http://www.msmea.org/SummerJournal.pdf) (http://www.msmea.org/SummerJournal.pdf) [Mississippi Music Educators Association journal. Distributed to all members and all 50 states’ music educator association presidents].

REPRINT: Kuehne, J. M. (2009). Teaching kids to read music: The role of the national standards. *Tempo* 63(4). Retrieved from [this link](http://content.yudu.com/Library/A18141/%20TEMPOMagazineMay2009/resources/51.htm) (http://content.yudu.com/Library/A18141/ TEMPOMagazineMay2009/resources/51.htm) [New Jersey Music Educators Association journal. [Distributed to all members and all 50 states’ music educator association presidents].

## 3. PAPERS OR LECTURES

* 1. PAPERS ∆ = Graduate Student Contribution
		1. Harrison, G. & Kuehne, J. (March 2017) *Music Educator Views on Strings and/or Orchestra Participation in Alabama, Arkansas, Louisiana, and Mississippi.* American String Teachers Association National Conference, Pittsburgh, PA. Harrison: 60%, Kuehne 40%
		2. Harrison, G. & Kuehne, J. M. (January 2017). *String Music Programs in Alabama, Arkansas, Louisiana, and Mississippi: Educator-Identified Barriers to Implementing and Mainting String Programs.* Alabama Music Educators Association Annual Conference, Montgomery, AL. [State Peer-Reviewed]. Harrison: 60%, Kuehne: 40%
		3. Kuehne, J. M. (2016). *Pre-service Educator Views on At-Risk Students and Families, and Schools.* National Association for Music Education Music Research and Teacher Education National Conference (alternating years). Atlanta, GA [National Peer-Reviewed].
		4. Barry, N.H., Harrison, G, & Kuehne, J. M. (January, 2016). *Integrating EdTPA into the Music Education Curriculum.* Alabama Music Educators Association Annual Conference, Montgomery, AL. [State Peer-Reviewed]. Barry: 60%, Harrison, 20%, Kuehne: 20%
		5. Kuehne, J. M. (January 2015). *Undergraduate Views on At-Risk: A Pilot Study.* Alabama Music Educators Association Annual Conference, Montgomery, AL. [State Peer-Reviewed].
		6. Kuehne, J. M. (January 2014). *Convergences of Music Participation: FFA String Band and Vocal Quartet Participation*. Alabama Music Educators Association Annual Conference, Montgomery, AL. [State Peer-Reviewed].
		7. Kuehne, J. M. (January 2013). *Telling Your Story: Success in the Music Education Classroom.* Alabama Music Educators Association Annual Conference, Montgomery, AL. [State Peer-Reviewed].
		8. Kuehne, J. M. and Lyda, R. L. ∆ (January 2012). *The Singing Windows Project: Attitudes on Working with Disadvantaged Students.* Alabama Music Educators Association Annual Conference, Montgomery, AL. [State Peer-Reviewed].
		9. Kuehne, J. M. (January 21, 2011). *Outreach and Research: Teaching Disadvantaged Students: Part I: Undergraduate Perceptions.* Alabama Music Educators Association Annual Conference, Montgomery, AL. [State Peer-Reviewed].
		10. Kuehne, J. M. (January 22, 2010). *The effect of solfège and rhythm syllables on sight-singing achievement in junior high male singers*. Alabama Music Educators Association Annual Conference, Tuscaloosa, AL. [State Peer-Reviewed].
		11. Kuehne, J. M. (January 23, 2009). *Teaching Music to At-Risk Students Using Music Technology: An Analysis of Music Education Students’ Perceptions*. Alabama Music Educators Association Annual Conference, Tuscaloosa, AL. [State Peer-Reviewed].
		12. Kuehne, J. M. (April 11, 2008). *A Survey of Sight-Singing Instructional Practices in Florida Middle School Choral Programs*. MENC: National Association for Music Education National Conference, poster session. [National Peer-Reviewed]. See 2.d. above.
		13. Kuehne, J. M. (January 11, 2008). *Sight-Singing Instructional Practices of Middle and Junior High School Choral Teachers in the United States.* Alabama Music Educators Association, poster session. [State peer-reviewed].
		14. Walls, K. C., Gilbreath, J.∆, and Kuehne, J. M. (February 10, 2007). *Program Satisfaction.* Southern Division MENC: National Association for Music Education Conference, poster Session. Charleston, SC. [Regional Peer-Reviewed]. Contribution 70% for conference

## 4. LECTURES AND WORKSHOPS

\* = Based on Research ∆ = Graduate Student Contribution
++ = Also considered Outreach/Technical Assistance (C.2.c.)

1. Kuehne, J.M. (November 14, 2017). *The Elephant in the Room: Race Conversations in Our Classrooms.* National Association for Music Education National In-Service Conference, Dallas, TX.
2. ++ Kuehne, J.M. (2017) *Creating and Integrating Online Content*. Ohio Music Educators Association Annual Conference. Cleveland, OH February 2, 2017.
3. ++ Kuehne, J.M. (2017). *Create and Integrate Web Content*. Alabama Music Educators Association Annual Conference. Montgomery, AL January 20, 2017.
4. Barry, N. H. (2017). *EdTPA and the Music Education Internship*. Alabama Music Educators Association Annual Conference. Montgomery, AL January 21, 2017. *Panel Discussion* including: Nancy Barry, Kelly Hollingsworth, Katherine King, Casey Bailey, Jane Kuehne. Effort at 20% for each panel member.
5. ++ Kuehne, J.M. (2016). Integrating Technology Without Breaking the Bank. New York State School Music Association (NYSSMA). December 1, 2016. [NY State Peer-Reviewed].
6. ++ Kuehne, J.M. (2016). Copyright, Ethics, and Online Learning. Auburn University Tech Talks. October 19, 2016. Auburn University, Alabama. [Local Peer-Reviewed].
7. \* Lyda, R. L. and Kuehne, J. M. (2016). *Supporting Creative Thinking in Music with Technology.* Texas Music Educators Association (TMEA). February 11, 2016. [State Peer-Reviewed]. Contribution: 35%
8. \* Kuehne, J.M. (2016). *Teaching Sight-Singing: You Can Teach Them to Read*. Alabama Music Educators Association Annual Conference, January 2016 in Montgomery, AL. [State Peer-Reviewed].
9. Kuehne, J.M. (2016). *Panel Discussion: What to Expect When Expecting a Lab Student or Intern.* Alabama Music Educators Association Annual Conference, January 2016 in Montgomery, AL. [State Peer-Reviewed]. Contribution: 75% [I submitted the proposal, developed the list of topics, and recruited area teachers to participate in this panel discussion].
10. ++ Kuehne, J. M. (2014). *Uncovering the Cloud: Using Web-Based Music and Media Applications and Storage.* Alabama Music Educators Association Annual Conference, January 23-25, 2014 in Montgomery, AL. [State Peer-Reviewed]. Contribution: 100%
11. ++ Lyda, R. L. and Kuehne, J. M. (2014). *Teaching Music Using iPads.* Alabama Music Educators Association Annual Conference, January 23-25, 2014 in Montgomery, AL. [State Peer-Reviewed]. Contribution: 50%
12. ++ Kuehne, J. M. and Lyda, R. L. ∆ (2013). *Using iPads to Teach Elementary Music*. National Association for Music Education, National Conference, October 27-30, 2013 in Nashville, TN. [National Peer-Reviewed]. Approximately 100 attendees at session. Contribution: 60%
13. ++ Kuehne, J. M. (2010). *Destroying Rachmaninoff Using Cubase SE3.* TI:ME Regional Conference held in conjunction with Ohio Music Educators Association annual conference. January 28 – 30, 2010 in Columbus, OH. [Regional Peer-Review].
14. Kuehne, J. M. & Hollingsworth, K. ∆ *(*2009). *It’s A Group Effort! Collaboration Between Methods and Classroom Music Educators.* Mountain Lake Colloquium for Teachers of General Music Methods. May 17-20, 2009 in Mountain Lake, VA. [National Peer-Reviewed].
15. \* Kuehne, J. M. (2009). *Teaching Beginning Singers to Read Music*. Alabama Music Educators Association Annual Conference, Tuscaloosa, AL. [State Peer-Reviewed].
16. \* ++ Kuehne, J. M. (September 25, 2008). *Reaching At Risk Students Through Music Tech*. Association for Technology in Music Instruction and College Music Society National Conference, Atlanta, GA. (Contribution: 100%). [National Peer-Reviewed].
17. \* Kuehne, J. M. (February 9, 2007). *Teaching Beginning Sight-Singing*. Southern Division MENC: National Association for Music Education Conference, Charleston, SC. (Contribution 100%). [Regional Peer-Reviewed].
18. ++ Kuehne, J. M. (January 11, 2007). *Using Finale for Notation and Practice*. International Association for Jazz Education International Conference. New York, NY. (Contribution 100%). [International Peer-Reviewed].
19. Kuehne, J. M. (September 14, 2006). *Blogging Our Way Through: Web logs in Graduate and Undergraduate Music Classes* Association for Technology in Music Instruction National Conference, San Antonio, TX. [National Peer-Reviewed].
20. ++ Kuehne, J. M. (October 19, 2006). *Creating Original Music and Original Listening Guides: Composing with iLife, A PowerPoint Refresher, Integrating Music into PowerPoint.* National Symposium on Music Instruction Technology National Conference, Bismarck, ND. (Contribution100% and conference co-chair). [National Peer-Reviewed].
21. Kuehne, J. M. (October 19, 2006). *Distance Learning in Music: The Auburn Model.* National Symposium on Music Instruction Technology National Conference, Bismarck, ND. (Contribution 100% and conference co-chair). [National Peer-Reviewed].
22. ++ Kuehne, J. M. and Walls, K. C. (April 22, 2006). *Creating Multimedia Listening Lessons.* MENC: National Association for Music Education National Conference. Salt Lake City, UT. [National Peer-Reviewed]. Contribution: 50%
23. ++ Kuehne, J. M. and Walls, K. C. (January 14, 2006). *Creating Multimedia Listening Lessons.* Alabama Music Educators Association Conference. University of Alabama, Tuscaloosa, AL. [State Peer-Reviewed]. Contribution: 70%
24. Kuehne, J. M. and Walls, K. C. (January 14, 2006). *Multimedia for Jazz Listening Lessons.* International Association for Jazz Education International Conference, New York, NY. [International Peer-Reviewed]. Contribution: 70%
25. Barber, D., Sichivista, V., Kuehne, J. M. and Walls, K. C. (January, 2006). *Making Music in the Middle School.* International Association for Jazz Education International Conference, New York, NY. [International Peer-Reviewed]. Contribution: 20%
26. Kuehne, J. M. (July 24-30, 2005). Conductor participant for Chesapeake Bay Choral Conducting Workshop (Nationally Renowned Annual Workshop). Conducted Robert Young’s *Herself a Rose Who Bore the Rose.* Baltimore, MD. (Contribution, 100%). [National, single reviewer]
27. \* Kuehne, J. M. (June 16-19, 2005). *The Alternate Web Browser Phenomenon.* National Symposium on Music Instruction Technology National Conference, Hartwick College, Oneonta, NY. (Contribution, 100% + Conference Chair and host). [National peer-reviewed]
28. \* Kuehne, J. M. (November 4-7, 2004). *A Survey of Music Student Use of Institution Provided Laptops for Music Specific Software.* Association for Technology in Music Instruction and College Music Society National Conference, San Francisco, CA. (Contribution, 100%). [National peer-reviewed]
29. ++ Kuehne, J. M. (June 17-19, 2004). *Using Flash for Online Quizzes*. National Symposium on Music Instruction Technology National Conference, Valley City State University, Valley City, ND. (Contribution, 100%). [National peer-reviewed]
30. ++ Kuehne, J. M. (June 26-28, 2003). *Cheating on the Web: Creating Multimedia Materials to Replace Paper.* National Symposium on Music Instruction Technology National Conference, Illinois State University, Normal, IL. (Contribution, 100%). [National peer-reviewed]
31. \* Kuehne, J. M. (September 26-29, 2002). *Teaching Sight-Singing using Macromedia Director and a Web Interface*. Association for Technology in Music Instruction and College Music Society National Conference, Kansas City, MO. (Contribution, 100%). [National peer-reviewed].
32. \* Kuehne, J. M. (June 6-8, 2002). *Teaching Beginning Sight-Singing Using Animated Exercises created in Macromedia Director.* National Symposium on Music Instruction Technology National Conference, University of Oklahoma, Norman, OK (Contribution, 100%). [National peer-reviewed].
33. ++ Kuehne, J. M. (June 13-14, 2001). *Beginning to Teaching with Technology in a Music Classroom*. National Symposium on Music Instruction Technology National Conference, Auburn University, Auburn, AL (Contribution, 100%). [National peer-reviewed].

5. EXHIBITIONS **-** *Does not apply.*

## 6. PERFORMANCES

As a music educator and musician, performance is a natural part of the learning and expressive process in music degrees (undergraduate and graduate). Neither solo performance nor conducting are requirements for my position at Auburn University. However, as a music methods teacher, I am often asked to guest conductor clinic local choirs (too many times to list), and occasionally conduct regional-type choirs.

* 1. As Conductor
		1. St. Michael the Archangel Catholic Church, Music Director. Weekly music preparation and liturgical performance/congregational leading. October 2016 – Present.
		2. Georgia Music Educators Association District 3 Middle School Honor Choirs Conductor (3 Choirs), Rivercenter Theater, Columbus, GA, January 9-10, 2009. (This is also considered an honor).
		3. Chesapeake Bay Choral Conducting Workshop. Baltimore, MD, July 29, 2005 (several conductors)
		4. ACAMT Spring All-County Music Festival Swing Choir. Unadilla Valley, NY, March 19, 2005.
		5. Fall and Spring Concerts for Hartwick College A Cappella Jazz Choir, Spring 2004 - Spring 2005.
	2. Solo Vocal (selected honors and/or highlights)
		1. Cantor, St. Michael the Archangel Catholic Church, 2009- Present.
		2. Drive-By Big Band, Atlanta, GA. Vocal Jazz Guest. July 25, 2010. *Almost Like Bein’ in Love* and *A Foggy Day.*
		3. Florida State Jazz Combos, Tallahassee, FL including Master Class with Victor Goines (Head of Jazz at Julliard); Interview with Ellis Marsalis, Local Area performances, Spring 2003
		4. University of Texas at San Antonio (UTSA) Bands. Performed National Anthem and Alma Mater for all home men’s basketball games and for fall and spring graduation ceremonies. Fall 1989 – Spring 1992.
	3. Choral Member (selected masterwork highlights)
		1. *Florida State Chamber Choir* [significant performances with leading international conductors]
		Fall 2000 – Spring 20003, Audition Selected Choir
		Premiered Dohnányi’s *Cantus Vitae* with conductor Matthias Bamert.
		Performed English choral music with Sir David Wilcocks
		2. *San Antonio Symphony Mastersingers, San Antonio, Texas* [selected significant performances with leading international conductors]
		Spring 1992 – Spring 2000, Audition Selected Choir
		Bach’s Mass in B Minor with conductor Christopher Wilkins
		Beethoven’s Symphony No. 9 with conductor Christopher Wilkins
		Mozart’s Coronation Mass with conductor Christopher Hogwood
		Mozart’s Requiem with conductor Nicholas McGegan
		Mozart’s Requiem (new edition premier) Carnegie Hall with conductor John Silantien
		Mahler’s Symphony No. 2 with conductor Gilbert Kaplan
		*The Alamo Concert*, CD recorded in the Alamo for National Public Radio’s *Performance Today*

7. PATENTS AND INVENTIONS **–** *Does not currently apply.*

8. OTHER RESEARCH/CREATIVE CONTRIBUTIONS **–***Does not currently apply.*

9. GRANTS AND CONTRACTS **–** *These are listed in A.5.a.*

## 10. DESCRIPTION OF CANDIDATE’S SCHOLARLY PROGRAM

My scholarly program focuses on music education. Overtime it has grown and changed. My research has focused on sight-singing and music technology. In the past 2-3 years, my focus has shifted to include music education in underserved populations. An outreach project I began several years ago, Beethoven & Me, has blossomed and recently I was able to gather some evaluative data for this program, specifically about its effects on future music educators. During my research sabbatical in Fall 2014, I am focusing on analyzing and reporting this data through publication, and ultimately presentation.

\* = Based on Research ∆ = Graduate Student Contribution † = Result of Outreach Project(s)

1. Submitted for Publication – *None at this time.*
2. New/Continuing Data Analysis/Collection and Unpublished
	* 1. Kuehne, J.M. & Tripp, L.O. (TBA). *Pre-service music and elementary collaboration*. We are collecting data in Fall 2017 to write and submit in 2018.
		2. Kuehne, J. M. (TBA). *Pre-service Educator Views on At-Risk Students and Families, and Schools.* Data collected, full analysis and writing is in process. Target Journal: Update Applications of Research in Music Education; or Journal of Research in Music Education. Anticipated paper submission May 2018. My contribution: 100%
		3. Harrison, G. & Kuehne, J.M. (TBA). *String Music Programs in Alabama, Arkansas, Louisiana, and Mississippi: Educator-Identified Barriers to Implementing and Mainting String Programs*. Data analysis in process. Projected Journal: Media Journal in Music Education (this journal has a national review board and focuses on presenting research in media formats). See [this link](http://hosted.usf.edu/mjme/) for more information. My contribution: 40%
		4. *Participation Levels and Reasons of High School Students and Teacher/Sponsors in Future Farmers of America (FFA) Music Groups and Music Group Contests –* Original co-author left Auburn (works in a different state now). If I can find a new partner for this, it will continue. The data instrument and IRB are complete.
		5. *Teaching Beginning Sight-Singing* – This project has moved to a web site project. The current updates can be found at [this link](http://janekuehne.wix.com/sight-singing). In doing this, I can immediately distribute materials to teachers who attend sessions on sight-singing, or more often, those who contact me for help and advice. In addition, I will have the materials created to send for potential method publication.
3. Continued Lines and Interest Areas for Research (*not* in order of importance):
	* 1. Children’s creativity in music and its effects on other learning areas.
		2. Choral Sight-singing, beginners divided by male/female and age levels.
		3. Access to music education, including string education.
		4. Use of deficit terminology in teacher preparation.
4. Unpublished Research (older)
	* 1. *Beethoven & Me: The Effect of Direct Teaching Experiences with Low Socioeconomic Students on Pre-Service Teachers’ Belief Systems.* Data gathered Spring 2014. Analysis and Reporting Summer/Fall 2014. Submitted, Revised and Resubmitted, Ultimately Rejected.
		2. Kuehne, J. M. Teaching Music to At-Risk Students Using Music Technology: An Analysis of Music Education Majors’ Attitudes when Teaching Rural At-Risk High School Students.
		3. Kuehne, J. M. (2002). *Choral conducting technique: Use of baton versus hand and the effect on performers’ perception of performance quality*. Piloted and completed at Florida State University.
		4. Kuehne, J. M. (1997). *The effectiveness of two recorder methods with fourth grade beginning recorder students*. Completed at University of Texas at San Antonio.

C. OUTREACH

## 1. COMMENTARY

*Themes*

Themes in my outreach: (1) Music Technology, (2) General Music, and Perceptions about At-risk students and schools (at-risk may also be characterized as Title I), (3) Church Music. These projects enhance my students’ experiences and challenge my thinking.

*Music Technology*

* + 1. *Loachapoka Music Technology Project.* Submitted to Associate Dean’s Office, College of Education. Funded ($3500.00).
			1. Description – The purpose of this project was to provide an avenue for AU music education students to teach music and music technology to Loachapoka High School (LHS) students. One or more music technology workstations were purchased. AU Music Education students and LHS students used these for on-campus practicum teaching and distance learning lessons in music and music technology.
			2. Mission – The mission is to provide music and music technology lessons for LHS students and valuable teaching experience for AU Music Education students.
			3. Scholarship – This project will allow the program coordinators to publish articles on the efficacy of this type of program, effects of this program on both LHS and AU students, and other related areas. The project will continue in fall 2009. During the first year (fall 2007), university students reflected on their experiences in journals as part of their class work. IRB approval was obtained to use their journals for qualitative analysis (IRB #08-314 EX 0901).

			Kuehne, J. M. (Revising for resubmission). *Teaching Music to At-Risk Students Using Music Technology: An Analysis of Music Education Majors’ Attitudes when Teaching Rural At-Risk High School Students.* Unpublished after submission, rejection.
			4. Impact – Twenty-four High School (HS) students and eight University students participated in this program. The preliminary results found from analysis of student journals showed: (1) University students’ attitudes toward teaching with technology changed in a short time from hesitance to confidence; (2) HS students’ focus and participation levels were high when they were able to use the technology (as seen through the eyes of university students); and (3) Technology can play a positive role and encourage learning, but can also hinder the learning process when there are technical problems. From the journal analysis, there was a strong indication of positive interaction and success. Overall, there were 189 comments identified by specific coding and 142 indicated success of both groups (interaction, learning music, learning teaching, positive technology effects) and 39 showed challenges of both groups, behavioral management problems, and technology technical problems.

*General Music Creativity and Perceptions about At-Risk*
General Music is the term used for music education that does not focus on band, choir, or orchestra. Typically, elementary music is called general music, though there are secondary-level courses as well.

* + 1. *Beethoven & Me –*This project began in Spring 2009 and continues in conjunction with teaching CTMU 5110 Children’s Music (which occurs every other spring). This 2017, it will occur in CTMU 1020 Music Education Lab I in Spring 2018.
			1. Description – Second and fourth grade students in a local Title I schools will compose 8-12 measure melodies. Auburn University students enrolled in CTMU 5110 will use their melodies as thematic materials for Orff-style arrangements. University students will teach their arrangements to the elementary students in labs.
			2. Mission – The mission is to provide composition opportunities for both elementary and university students and to provide meaningful lab teaching experiences.
			3. Scholarship – This is the pilot program to determine the feasibility of this project, and its reach. This project has lead to a national research study on at-risk students and schools. See B.9.b.i. (above).
			4. Impact – This project began in Spring 2009 and has continued throughout several semesters/years. The impact is seen in Auburn students’ abilities and confidence in teaching, their change in attitudes about teaching elementary students. In the original school where this was started, the teacher now teaches K-12 music.
		2. *Beethoven & Me: Wolf-Tales Live!* – Outreach Project with Notasulga 3rd and 4th grade students
		(Fall 2010 – Spring 2011). Completed.
			1. Description – In the first iteration of this project (C.1.b.i.), students went over a short period to teach and learn from the younger students. In spring 2010, I went to Notasulga to teach a short 2-day workshop on playing Orff instruments and singing to the 3rd grade students. I collaborated with the music educator there and we began to discuss the *Beethoven & Me* project for the fall. As we talked our ideas morphed into a cross-curricular project that allow students the opportunity to increase their reading abilities and learn music composition and performance skills. In addition, we thought we could tie together a variety of learning areas including science, reading, and music to approach learning from a new perspective. From that discussion, we proposed to include both 3rd and 4th grade students in the program. Third grade would focus on reading and learning to perform music as preparation for the following year. Fourth grade would integrate science knowledge, reading, and music into learning as they read several stories that have similar main characters (i.e. a “wolf”), they would learn about the wolf’s natural environment(s), pack structures, diets, etc.
			2. Mission – The mission is to provide an impetus for children in county schools to increase their music performance and composition skills along with their reading skills and science knowledge in a particular area. Third grade students would focus on performance and reading, while fourth graders would incorporate music, reading, and science in a cross-curricular unit where they would read stories, gather scientific knowledge, and gain music composition skills as they write their own short musicals based on the materials they are studying.
			3. Scholarship – This fall and spring (2010-2011), I will collect data from both university and elementary students for two purposes: (1) To procure additional funding, data showing the program is successful will be necessary; (2) Publication; (3) Presentation. IRB will be submitted pending school district, principal, and teacher approval.
			4. Impact – We hope this project will positively affect the students’ knowledge and skills in music, reading, and science as they integrate these in an approach that will ultimately allow them to have a positive creative experience while learning. In addition, from this project, which is an extension of Beethoven & Me, we hope to begin creating a model curriculum or at minimum curricular structure that can be used by teachers in other schools.
	1. Church Music
		1. St. Michael’s Music and Chancel Choir Development
			1. Description – In November, 2016, I became the paid choral director for the chancel choir at St. Michael’s Catholic Church, in Auburn. I have been a cantor at the church for several years (10+). However, in October 2016, our choir director passed away unexpectedly. I “took over” as interim in October and was officially hired in November. My position includes weekly planning, special event planning, running weekly rehearsals for mass, performances during mass, making decisions during mass, meeting with the priests about music selections.
			2. Mission – The first mission in this new position is to use music to support the weekly (and holy day) liturgies with music. An additional mission is to provide a place for community/church members to sing as part of their worship process, and as a part of a community music group.
			3. Scholarship – In the Catholic Church, church choir leaders/directors have little (if any) training in leading adult singers. They are often volunteers who enjoy and have a talent in music, but have not formally studied music. If they have a music degree, it is usually instrumental performance (piano/organ, sometimes guitar). I am in a unique position as a choral music and sight-reading expert to explore new avenues of scholarship.
				1. Music Ministry Workshop(s). In Spring 2018, we will hold a music and ministry workshop for surrounding area catholic music ministers. The workshop will focus on vocal technique for church singers, liturgical approaches to selecting music, and will include a new music reading session. *See. A.5.a. for grant information to support this workshop.*
				2. Composing and Arranging. Another part of scholarship that this position requires is writing or arranging music to fit the choir and presiders. In 2017, I arranged several works for Holy Week, and, with permission from the composer, wrote complementary preface and doxology music for a new musical setting for the mass. This lead me down the path of composing my own music (when I have time), for possible submission for publication.
				3. Member Resources Website. As part of my position, I began creating a “one-stop shop” for information for the music ministers (and others) at my parish. More information can be found at [this link](http://stmichaels-music.com).
			4. Impact – My work will directly impact St. Michael’s parishioners, and as I work with the pastors, I have helped the newer priest learn the mass parts, the priest’s sung parts, and I have moved the choir and the congregation forward into learning/adding new music to the worship services. In addition, as we begin our music workshop(s) process, we may help others in their planning, and they will inform our own practices.

## 2. ACTIVITIES AND PRODUCTS

* 1. Instructional Activities – Auburn University

*In music education, often conference sessions are considered outreach. These can be viewed in B.3.b.*

* + 1. Guest Teacher (2010). Notasulga High School (K-12), 3rd grade music students. *Follow the Drinking Gourd: Singing the Story.* April 9, 12, 2010.
		2. Clinician (2010). *Ideas and Strategies for the Secondary Ed Art and Music Majors*. February 27, 2010. Future Teachers of Alabama Annual Convention.
		3. Clinician (2009). Montgomery Public Schools In-service, Topic: Teaching Sight-Singing. January 5, 2009.
		4. Clinician (2008). Auburn City School Music In-service, Using Finale for Notation. August 8, 2008.
		5. Clinician (2008). Opelika City Schools, Elementary Music In-service. Using Silver Burdett Textbooks for Early Music Reading. January 7, 2008.
		6. Instructor (2005). Loachapoka Elementary School – After School Program: Teaching music to Kindergarten and First Grade students. 1.5 hours per day (2 lessons per day at 45 minutes each lesson). October 4, 5, 6, 2005 *(volunteered time)*
		7. TI:ME Instructor (2005-Present). First approved by Technology Institute for Music Educators ([TI:ME website](http://ti-me.org)) December 8, 2005. Auburn University and Wyncote, PA. (TI:ME does not compensate for this)
	1. Instructional Activities – Hartwick College
		1. Conductor for Swing Choir (2005). ACAMT Spring All-County Music Festival held at Unadilla Valley Central School, New York. March 18-19, 2005.
		2. Conductor (2004-2005). Hartwick College A Cappella Jazz Choir (*volunteered time for music department, not part of normal teaching load*).
1. Technical Assistance
These listed under B.3.b.
2. Outreach publications
*These are listed under A.6.c. and B.2.*
	1. Electronic Products (Computer Programs, Web Sites, etc.)
		1. Computer Programs – *Not applicable*
		2. Web Sites
			1. St. Michaels Music Resources [website](http://stmichaels-music.com).
			2. I worked for two years on the College of Education website redevelopment committee and wrote/re-wrote all the web pages associated with Curriculum & Teaching.
			3. Sites Used for Teaching and Conferences

Paris – [Weebly Site](http://paris-example.weebly.com/)

Paris – [Google Site](https://sites.google.com/view/paristripexample/)

World Music Project – [Wix Site](http://janekuehne.wixsite.com/world-music-project)

Sight-Singing Website – [Wix Site](http://janekuehne.wixsite.com/sight-singing)

* + - 1. My Auburn Home Page – this is my Auburn home page used to post conference materials and current research results. [Website link](http://www.auburn.edu/~kuehnjm).
			2. Past: Official Web Designer for Hartwick College Music and Education Departments.
		1. Lectures and Workshops
		*These are all listed under B.3.b. Please note that in the field of Music Teacher Education, this is not only expected activity, but is also accepted as creative work and outreach.*
		2. Other Outreach Products (Videos, Job Aids, etc.)
		*Does not currently apply.*
		3. Copyrights, Patents, and Inventions
			1. I hold the copyright to my dissertation and the original questionnaire used in it.
			Sight-Singing Instructional Practices Questionnaire found in
			Kuehne, J. M. (2004). A survey of sight-singing instructional practices in Florida middle school choral programs. *DAI-A* 64/10, p. 3624, ISBN: 0-496-56836-1.
		4. Contracts, Grants, Gifts
		*See C.1.a. and C.2.*

D. SERVICE

## 1. UNIVERSITY SERVICE

* 1. Auburn University
		1. University Committees
			1. Fall 2016-Spring 2019. Academic Appeals Committee.
			2. Fall 2016-Spring 2019. University Writing Committee.
			3. Spring 2011. Member Learning Management System Working Group. This group met every Thursday during Spring 2011 to select a new LMS, to replace the current system (blackboard).
			4. Fall 2009 – Spring 2010. Member (faculty) of the Senate Academic Computing Committee.
			5. Fall 2010 – Spring 2011/12. Chair of the Senate Academic Computing Committee.
			6. Fall 2007 – Spring 2010. Member (faculty) of Senate Academic Standards Committee.
			7. Spring 2007 only. Member of Ad Hoc Committee on Scheduling.
		2. College of Education Committees
			1. Fall 2014 – Present – eLearning Committee. Elected Chair, Spring 2016.
			2. Fall 2013 – Present. Website Redesign and Maintenance Committee. Curriculum & Teaching Representative and Web Creator/Editor.
			3. Fall 2013 – 2015. Field Experiences Committee. Curriculum & Teaching Representative.
			4. Fall 2010 – Spring 2014. College of Education Awards Committee Curriculum & Teaching Representative
			5. Fall 2009 – 2011. Auburn University – Auburn City Schools Professional Development System Council
		3. Inter-College Committees
			1. Fall 2005 – Present, Music Education Advisory Committee (between Curriculum and Teaching in the College of Education and the Department of Music in the College of Liberal Arts).
		4. Curriculum and Teaching Department (in College of Education)
			1. Spring 2015 – Present – Peer Mentoring committee (chair) for Guy Harrison
			2. Spring 2016 – Present – Peer Mentor Committee for Jamie Harrison
			3. Fall 2013 – Present – Peer Mentoring Committee for Kathy King
			4. Spring 2014 – Summer 2014 – Peer Mentoring Committee for Nancy Barry
			5. Fall 2012 – Spring 2016 – Research Development Committee
			6. Fall 2012 – Fall 2013 – Institute/Committee Development
			7. Spring 2011 – Chair, Music Education Lecturer Search Committee
			8. Spring 2011 – Member, English Education Search Committee
			9. Fall 2012 – Spring 2014 – Peer Mentoring Committee for Lisa Caravan
			10. Spring 2009 – Peer Teaching Review Committee for Brian Parr
			11. Spring 2008 – Early Childhood Faculty Search Committee (to fill two positions).
			12. Fall 2005 – Present – Teacher Education Interview Board
			13. Faculty Advisor (primary or secondary) for approximately 85 undergraduate and graduate music education students.
	2. Hartwick College
		1. Fall 2003 – Spring 2005, Elected Faculty Representative, Committee on Academic Standards
		(1-2 meetings per week).
		2. Fall 2004 – Spring 2005, Elected Faculty Representative, Committee for Faculty Development.
		3. Fall 2003 – Spring 2005, Faculty Advisor, (primary or secondary) for all music education majors.
		4. Fall 2003 – Spring 2005, Faculty Advisor, Collegiate MENC: The National Association for Music Education
		5. Fall 2003 – Spring 2005, Faculty Advisor, “We Care” (student lead organization dedicated to teaching music to special needs children).

## 2. PROFESSIONAL SERVICE

1. 2016. EdTPA Scorer Training for Music Education (Spring 2016). Pearson Publishing.
2. Elected Secretary, Association for Music Instruction (ATMI) Elected January 2015 – Present. [National Organization]. This will end in December 2017.
3. Program Committee Member (2015). ATMI National Conference.
4. Editorial Board Member, College Music Society (2013-2016). CMS Online Technology Symposium.
5. Research Chair, Alabama Music Educators Association (2012-present). Responsible for call for research poster session proposals, review (sending to committee of 3), and sending letters of acceptance. Responsible for chairing the research poster session each January for the annual conference. [State Organization]. This will continue through Fall 2018.
6. Scholarship Judge (2009- 2015). Columbus-Ledger Enquirer (newspaper in Columbus, GA) *Page One Scholarship* for HS Seniors who excel in service and scholarship in the category of music. Each spring (usually in March) at William Spencer High School, Columbus, GA.
7. Judge. *Alabama National Fair Invitational Choral Festival*. October 11, 2010. Garrett Coliseum, Montgomery, AL.
8. Grant Reviewer (2009-2010). *21st Century Community Learning Centers*. Gainesville, Florida. Reviewed nine grant applications, included online training, reading, and rating individual sections for each grant. [Website link](http://afterschoolflorida.hhp.ufl.edu/rfp/).
9. Clinician (2009) Montgomery Public Schools In-service, *Teaching Sight-Singing*. January 5, 2009.
10. Clinician (2008) Auburn City School Music In-service, *Using Finale for Notation*. August 8, 2008.
11. Clinician (2008) Opelika City Schools, Elementary Music In-service. *Using Silver Burdett Textbooks for Early Music Reading*. January 7, 2008.
12. Moderator (2 Sessions). (2007). Distance Learning in Music Special Interest Group. Association for Technology in Music Instruction and College Music Society National Conference. November 15-18, 2007. Salt Lake City, UT.
13. Session Chair (2007). Association for Technology in Music Instruction and College Music Society National Conference. November 15-18, 2007. Salt Lake City, UT.
	* 1. ATMI Session: Research into Online Teaching
		2. ATMI Session: Technology-Based Musicianship and Violin Instruction
		3. ATMI Session: Technology in Composition and Theory
		4. ATMI Session: Technology and K-12 Pedagogy
		5. ATMI Session: Workshop in Social Computing
14. Program Committee Member (2007). National Symposium on Music Instruction Technology.
Spring 2007 – Fall 2007
15. Conference Program Committee Member (2006-2007). Conference Program Committee Member, Association for Technology in Music Instruction. Fall 2006 – Fall 2007
16. Sight-Reading Judge (2007). Auburn University Jazz and Show Choir Festival. February 2-3, 2007
17. Conference Co-Chair (2006). National Symposium on Music Instruction Technology. October 2006
18. Moderator. (2006). Distance Learning in Music Special Interest Group (First Meeting). Association for Technology in Music Instruction and College Music Society National Conference. September 14-17, 2006. San Antonio, TX.
19. Member of TI:ME National Advisory Board (TI:ME = Technology Institute for Music Educators).
Summer 2005 – Spring 2009
20. Contributing Member (2005-2006). Mentoring Special Interest Group, Society for Music Teacher Education. Fall 2005 – Spring 2006
21. Conference Chair and Host (2005). National Symposium on Music Instruction Technology. July 2005, Hartwick College in Oneonta, NY.

## 3. COMMUNITY SERVICE

1. Cantor, St. Michael’s Catholic Church, Auburn, AL (2010 – present). Rotation with 3 other cantors.
2. Music Director, St. Michael’s Catholic Church, Auburn, AL (October, 2016 – present).

## 4. PROFESSIONAL ORGANIZATION MEMBERSHIPS (all current)

1. American Educational Research Association (AERA) – Spring 2017 – present.
2. The National Association for Music Education (NAfME),
3. includes Alabama Music Educators Association (AMEA)
4. College Music Society (CMS)
5. Association for Technology in Music Instruction (ATMI)
6. Technology Institute for Music Educators (TI:ME) – Certified Instructor.
7. Pi Kappa Lambda (Academic Music Honorary)