**AUBURN UNIVERSITY**

**Standard Biographical Data Form**

Name: Nancy H. Barry

Department: Curriculum and Teaching College: Education

Present Rank: Professor Years Completed in Present Rank: 21 years\*

(\*7 years as Professor at the University of Oklahoma, 15 years at Professor Rank at Auburn: 1999 –2000 + 2007-2022)

Type of Current Appointment: Tenured, 9-month Graduate Faculty Status: Level 2

**Education:**

Institution Degree Major Date Awarded

Florida State University PhD Music Education August, 1990

Florida State University MME Music Education August, 1983

Middle Tennessee State Univ. BME Music Education May, 1979

**Other Professional Training:**

*American Association of Colleges of Teacher Education Leadership Academy*

St. Louis, Missouri, June 28 – July 3, 2009

***PRIM&R*** (Public Responsibility in Medicine and Research)

Washington, D.C., November 15-18, 2006

***PRIM&R*** (Public Responsibility in Medicine and Research)

San Diego, CA, October 29-31, 2004

**2. Percent Breakdown of the allocation of time and effort for teaching,**

**research/creative work, outreach, and service for the past three years:**

Research, Scholarship, and Creative Activity = 25%

Professional and University Service = 17%

Teaching/Doctoral Advising = 48%

Outreach = 10%

**3. List of honors and awards (selected examples)**

2022 Distinguished Graduate Faculty Lecturer Award

Auburn University

2007 Presidential Professorship

University of Oklahoma

2006 Henry Daniel Rinsland Memorial Award for Excellence in Educational Research, University of Oklahoma

1997 Band of Blue Hall of Fame

Middle Tennessee State University, Murfreesboro, Tennessee

1997 Outstanding Research Award

College of Education, Auburn University

1. Phi Delta Kappa Outstanding Research Award, Auburn Chapter
2. **SCHOLARLY CONTRIBUTIONS BY THE CANIDATE**
3. **Teaching**

***1. Actual courses taught for each semester for the past year.***

**Fall 2022**

CTMU 7970 Quantitative Research in Music Education 10 enrolled

CTMU 8980 Field Project 8 enrolled

CTMU 8990 Dissertation 6 enrolled

**Summer 2022**

CTMU 7520 Curriculum and Teaching in Music Ed 10 enrolled

CTMU 7540 Evaluation of Program Music Ed 8 enrolled

CTMU 7970 Scholarly Inquiry Music Ed 6 enrolled

CTMU 8986 Field Project 5 enrolled

CTMU 8990 Research and Dissertation 6 enrolled

**Spring 2022**

CTMU 7910 Graduate Practicum 10 enrolled

CTMU 8950 Doctoral Seminar 13 enrolled

CTMU 8980 EdS Field Project 4 enrolled

CTMU 8990 Research and Dissertation 6 enrolled

**Fall 2021**

CTMU 7970 Case Studies in Music Ed 25 enrolled

CTMU 8950 Doctoral Seminar 13 enrolled

CTMU 8990 Research and Dissertation 4 enrolled

**Summer 2021**

CTMU 5120 School and Community General Music Ed 3 enrolled

CTMU 6120 School and Community General Music Ed 1 enrolled

CTMU 7510 Research Studies in Music Ed 17 enrolled

CTMU 7530 Organization of Program Music Ed 11 enrolled

CTMU 7970 Diverse Perspectives in Music Ed 12 enrolled

CTMU 8990 Research and Dissertation 3 enrolled

**Spring 2021**

CTMU 5120 School & Community Gen Mus Ed 20 enrolled

CTMU 6120 School & Community Gen Mus Ed 14 enrolled

CTMU 7910 Graduate Practicum 12 enrolled

CTMU 7916 Graduate Practicum 9 enrolled

CTMU 8980/86 EdS Field Project 1 enrolled

CTMU 8990/96 Research and Dissertation 8 enrolled

In addition to teaching the courses listed above, I also serve as advisor to our undergraduate and graduate music education students, including a large cohort of international students joining our program through MAP/AU Global.

***2. Graduate Students whose work has been completed (selected recent examples)***

PhD:

Deborah Dick, 2022 (committee chair)

Elizabeth Gibbs, 2022 (committee member)

Robert Grogan, 2022 (committee chair)

Raymond Sexton, 2022 (committee member)

Henry Terry, 2022 (committee member)

Kyle Weary, 2022 (committee member)

Lynn Holliman, 2021 (committee member)

Lisa Powell, PhD Music Education, 2021 (committee chair)

Jeremy Craft, PhD Music Education, 2021 (committee member)

Christopher Ferrell, PhD Music Education, 2021 (committee chair)

Robert Glasscock, PhD Music Education, 2021 (committee chair)

Martin Lenard, PhD Music Education, 2021 (committee chair)

Brady McNeil, PhD Music Education, 2021 (committee member)

Phil Wilson, PhD Music Education, 2020 (committee member)

Brittny Kempfer, PhD Music Education, 2020 (committee member)

LaToya Webb, PhD Music Education, 2020 (committee chair)

Jody Blake, PhD Music Education, 2020 (committee member)

Allison Baccala, PhD Music Education 2020 (committee member)

Shane Colquhoun, PhD Music Education 2019 (committee member)

Chapel McCullough, PhD Music Education, 2018 (committee chair)

Justin Antos, PhD Music Education, 2017 (committee chair)

Claudia Bryan, PhD Music Education, 2016 (committee chair)

Todd Howell, PhD Music Education, 2016 (committee chair)

Erin McRay, PhD Music Education, 2016 (committee member)

EdS:

Rudolfo Barraca, 2022 (committee chair)

Meredith King, 2022 (committee member)

Erin Malone, 2022 (committee chair)

Chloe Washington, 2022 (committee chair)

Sara Schiller, 2021 (committee member)

Christopher Schiller, 2021 (committee member)

Nathan Whitehurst, 2021 (committee member)

Macy Bell, 2021 (committee member)

Albert Groover, 2021 (committee chair)

Jeremy Craft, 2020 (committee member)

Charles Herron, 2020 (committee chair)

Kara Post, 2020 (committee member)

Henry Terry, 2020 (committee member)

Dan Tyner, 2020 (committee chair)

Patrick McCormick, 2019 (committee member)

Anthony Claiborne, 2018 (committee chair)

Lisa Powell, 2018 (committee chair)

Robert Glasscock, 2018 (committee member)

Brenda Shuford, 2018 (committee chair)

Dakota Bromley, 2017 (committee chair)

Michael Cater, 2017 (committee chair)

Sara Durkin, 2017 (committee chair)

Heather LeCompte, 2017 (committee chair)

MS/Med

Ziyi Chang, 2022 (committee chair)

Yaxi Gao, 2022 (committee chair)

Linyi Ge, 2022 (committee chair)

Chen Guo, 2022 (committee chair)

Yanjing Hao, 2022 (committee chair)

Edward Horton, 2022 (committee chair)

Ying Zhang, 2022 (committee chair)

Fatemeh Jamshidi, 2021 (College of Engineering, committee member)

Joshua Wine, 2021 (committee chair)

Dontavius Tidwell, 2021 (committee member)

Xuejingya Cheng, 2021 (committee chair)

Xincheng Chen, 2021 (committee chair)

Emily Hoekenega, 2021 (committee chair)

Carrie Cruz, 2021 (committee chair)

Dontavius Tidwell, 2021 (committee chair)

Jingwen Zhu, 2021 (committee chair)

Yueyu Hua, 2021 (committee chair)

Xiaowei Gao, 2021 (committee chair)

Jiabao Zhou, 2021 (committee chair)

Ziyi Yang, 2021 (committee chair)

Zihao Yan, 2021 (committee chair)

Joshua Singleton, 2021 (committee chair)

Daniel Rodriguez, 2021 (committee chair)

Zirong Li, 2021 (committee chair)

Shuqi Du, 2021 (committee chair)

Ruihan Yao, 2021 (committee chair)

Jiabao Zhou, 2021 (committee chair)

Joshua Gillen, 2020 (committee chair)

Robert Childres, 2020 (committee chair)

Anqi Li, 2020 (committee chair)

Mengru Wang, 2020 (committee chair)

Anne-Marie Patrick, 2020 (committee member)

Heydin McDaniel, 2019 (committee member)

Jeremy Robinson, 2019 (committee member)

Qianying Cheng, 2019 (committee chair)

Alexander Nguyen, 2019 (committee chair)

Yuyan Wang, 2019 (committee chair)

Aiwen Xu, 2019 (committee chair)

Brian Hodges,2019 (committee chair)

Ethan Lolley, 2018 (committee chair)

Elijah Clark, 2018 (committee chair)

Tianqi Gao, 2018 (committee chair)

Zhaoying Liu, 2018 (committee chair)

Shiyu Liu, 2018 (committee chair)

Chang Ge, 2018 (committee chair)

David Walker, 2018 (committee member)

Xia Zhou, 2018 (committee chair)

I currently serve as Music Education Program Advisor and Committee Chair for all of our AU Global MS students.

According to TK-20, I am listed as advisor for 159 undergraduate and graduate music education students.

NOTE: Since Dr. Jane Kuehne and I share advising responsibilities, we both may be listed in TK-20 as advisor for many of these students.

***4. Courses and curricula developed***

We continue to work on retooling undergraduate courses to integrate edTPA throughout the curriculum. While our Music Ed faculty have collaborated on revising our entire Music Ed curriculum, my efforts have been most concentrated on extensive revision of:

* CTMU 5120, School and Community General Music Education
* CTMU 5130, School and Community Instrumental Music Education

I also developed new courses for our graduate program. Recent examples include:

* CTSE 7970, Curriculum & Teaching in American Schools (special course requested and funded by AU Global)
* CTMU 7970 Diverse Perspectives in Music Education (AL State Department Approved Diversity Course)
* CTMU 7970 Case Studies in Music Education

As our Music Education enrollment grows increasingly diverse (YES!), I continue to enjoy the challenge of retooling my instructional approach and updating content for my graduate courses to be culturally relevant, engaging, and accessible for *all* students.

***5. Grants received related to teaching (selected examples)***

Please see Section B. 8. Grants and Contracts.

***6. Publications pertaining to teaching.*** *(NOTE: Since I am in the field of music education, all my publications relate to curriculum and teaching.* ***Please see many other scholarly publications referenced under Section B. 2. Research/Creative Work.****)*

\*\* = peer-reviewed (blind) professional journal or conference proceedings

Barry, N. H. (2010). Staying on track for promotion and tenure: Six pitfalls to avoid. (<http://www.music.org/pdf/mentor/barry2.pdf>). [Invited article for the College Music Society Career Development Division]

\*\*Barry, N.H. (2007, April/May). Motivating the reluctant student. *The American Music Teacher, 23-27.*

\*\*Barry, N.H. (2005). A critical review of free on-line materials for music teachers. (National Symposium on Music Instruction Technology Proceedings.) *Journal of Technology in Music Learning, 3 (Spring/Fall 2005), 123-126.*  [Peer-reviewed conference proceedings]

\*\*Barry, N.H. (2005). Special report on the status of music education. (National Symposium on Music Instruction Technology Proceedings.) *Journal of Technology in Music Learning, 3 (Spring/Fall 2005), 62-64.* [Peer-reviewed conference proceedings.]

\*\*Barry, N.H., & Conlon, P. (2003). Native American music in the classroom. *Music Educators Journal, 90*(2),21-27.

Barry, N.H. (1999). Instrumental teaching: A practical guide to better teaching and learning by Susan Hallam. *Music Education Research, 1(2), 254-256.* [Invited book review]

Barry, N. H. (1996). Integrating the arts into the curriculum: Author’s response*.*  *General Music Today, 10*(1),10-12. [Invited article]

Barry, N. H. (1996). Mr. Holland’s Opus.  *National Forum: The Phi Kappa Phi Journal,* *76*(3), 44-45. [Invited movie review]

\*\*Barry, N. H. (1991). The art and science of practice*. Piano Guild Notes, 40*(4).

\*\*Barry, N. H. (1986, June/July). Developing a shaping system for private instrumental instruction*.* *The American Music Teacher*, 12-13.

\*\*Barry, N. H. (1985).School-related attitudes in the middle-school band. *The School Musician, 57*, No. 2.

***7. Other contributions to teaching.***

Other contributions to teaching include active, on-going mentoring of Graduate Teaching Assistants and faculty, and service to professional organizations (such as the National Association for Music Education and the College Music Society).

***8. Statement of candidate’s teaching philosophy and self-evaluation in terms of her stated values.***

My teaching philosophy centers upon an inquiry-based approach that engages students in meaningful learning activities. As a university instructor, I strive to build opportunities for my students to have “hands-on” experience with course content. Carefully planned assignments and in-class activities that help both on-campus and distance students understand practical applications of course content within their work as educators are an integral part of every course that I teach. Research-into-practice and practice-into-research form the cornerstone of this philosophy. Therefore, I believe it is essential for me to remain actively engaged in research. However, in my role as a “senior” faculty member, the manner in which I actively engage in research is shifting toward a greater emphasis upon mentoring the research of our students and junior faculty.

My self-evaluation based upon the values stated above is that I am a successful teacher, but I continue to face challenges and strive to increase the efficiency and effectiveness of my teaching. I continue to strive to make our course content timely, relevant, and highly engaging for both my graduate and undergraduate students.

**B. Research/Creative Work**

**1. Books and Monographs**

\* = funded research project report

Tripp, L. O., Love, A., Barry, N. H., Thomas, C. M., & Russell, J. A. (2021). Destination Malawi, Africa: A qualitative analysis of teacher candidates’ study abroad experiences in Malawi. In L. Baecher (Ed.), *Study abroad for pre- and in-service teachers: Transformative learning on a global scale* (pp. 129-145). Routledge.

\*Barry, N. H., & Weldon, T. (2015). Arkansas A+ Schools® Teacher Opinion Survey 2014: What the Research Shows. University of Central Oklahoma: Oklahoma A+ Schools®. [Monograph-length report describing large-scale funded research project]

\*Barry, N. H., & Weldon, T. (2015). Louisiana A+ Schools® Teacher Opinion Survey 2014: What the Research Shows. University of Central Oklahoma: Oklahoma A+ Schools®. [Monograph-length report describing large-scale funded research project]

\*Barry, N. H., & Weldon, T. (2015). North Carolina A+ Schools® Teacher Opinion Survey 2014: What the Research Shows. University of Central Oklahoma: Oklahoma A+ Schools®. [Monograph-length report describing large-scale funded research project]

\*Barry, N. H., & Weldon, T. (2015). Oklahoma A+ Schools® Teacher Opinion Survey 2014: What the Research Shows. University of Central Oklahoma: Oklahoma A+ Schools®. [Monograph-length report describing large-scale funded research project]

\*Weldon, T., & Barry, N. H. (2015). National A+ Schools Consortium: Teacher Opinion Survey (TOS) 2015 Report of 2014 Survey Administration. (Report commissioned by Oklahoma A+ Schools® on behalf of the National A+ Schools Consortium). University of Central Oklahoma: Oklahoma A+ Schools®.

Barry, N. H. (2010). *Oklahoma A+ Schools: What the research tells us 2002-2007. Volume three quantitative measures.* Edmond, OK: Oklahoma A+ Schools.

Barry, N.H., & Hallam, S. (2002). Practice. In R. Parncutt & G. E. McPherson (Eds.) *The Science and psychology of music performance: Creative strategies for teaching and learning.* New York: Oxford University Press. [Invited first author of chapter in edited book]

Taylor, J. A., Barry, N. H., & Walls, K. C. (1997). *Music, the arts, and students at risk: Creative solutions for a national dilemma*. (Reston: VA: Music Educators National Conference.) [Invited monograph for the Music Educators National Conference]

**2. Article-length publications**

**Manuscripts in Progress**

Jamshidi, F., & Barry N.H. (data collection and preliminary analysis completed, manuscript currently in progress) *Evaluation of a Technological Framework to Teach Music Online via Machine Learning: A Mixed Methods Action Research Study*

Caravan, L., & Barry, N.H. (data collection and analysis completed, manuscript in preparation). *Teaching Effective Practice Strategies for the 21st Century Musician: In-Depth Interviews with Master Teachers*

Barry, N.H., & Tripp, L.O. (data analysis completed). *Science and Music Integration in the Elementary Classroom*

Durham, S., & Barry, N.H. (data collection and analysis completed, manuscript in preparation). Pre-Service Teachers’ Early Experiences in a University-Based Early Childhood Practicum: A Qualitative Analysis

**Published Work**

\* = refereed (blind) peer-reviewed research journal

\*\* = peer-reviewed (blind) research conference proceedings

\*Barry, N. H. & Caravan, L. (2020). Preservice music teachers' reactions to field-teaching experiences: A qualitative analysis of discussion board posts. Contributions to Music Education, 45, 81-103.

\*Durham, S., Harrison, J., & Barry, N. H. (2019). My greatest challenge happens to be my greatest success: Overcoming barriers during an early pre-service teacher practicum with a high percentage of dual language learners. *Journal of Early Childhood Research, 17*(3), 247-259.

\*Barry, N. H., & Durham, S. (2017). Music in the early childhood curriculum: Qualitative analysis of pre-service teachers’ reflective writing. *International Journal of Education and the Arts, 18(16),* ISSN: 1529-8094.

\*Barry, N.H., Kuehne, J., & Harrison, G. (August/ September, 2016). Integrating edTPA® into the Undergraduate Music Ed Performance-Based Curriculum. *Ala Breve,* 42 – 44.

\*Barry, N.H., & Henry, D. (2015). The connoisseurship of conducting: A qualitative study of exemplary wind band conductors. *Contributions to Music Education, 40,* 111-130.

\*Barry, N.H. (2012). The gentle art of mentoring in higher education: Facilitating success in the academic world. *To Improve the Academy(31),* 103-114.

\*Barry, N.H. (2009/2010). Evaluating music performance: Politics, pitfalls, and successful practices. *The College Music Symposium (49/50)*, 246 – 256.

\*Barry, N. H. (2008). The role of integrated curriculum in music teacher education. *Journal of Music Teacher Education, 18(1), 28-38*.

\*Barry, N.H. (2007). A qualitative study of applied music lessons and subsequent student practice sessions. *Contributions to Music Education, 34. 51-65.*

Barry, N.H., Raiber, M.A., Dell, C.E., Jackson, D.H., Duke, B.L. (2006). *Oklahoma A+ Schools research report: Year four (2005-2006)*. University of Central Oklahoma: Oklahoma A+ Schools. [Monograph-length report describing large-scale funded research project]

\*\*Barry, N.H. (2005). Special report on the status of music education. (National Symposium on Music Instruction Technology Proceedings.) *Journal of Technology in Music Learning, 3 (Spring/Fall 2005), 62-64.* [Peer-reviewed conference proceedings]

\*Barry, N.H., & Schons, S. (2005). Integrated curriculum and the music teacher: A case study. *Contributions to Music Education, 31(2).*

Barry, N.H., Gunzenhauser, M. G., Montgomery, D., & Raiber, M.A. (2005). *Oklahoma A+ Schools research report: Year three (2004-2005)*. University of Central Oklahoma: Oklahoma A+ Schools. [Monograph-length report describing large-scale funded research project]

\*Walls, K.C., & Barry, N.H. (2004). Developing Meaningful Laboratory Teaching Experiences in a University Music Methods Course: Program Evaluation and Recommendations. *Southern Music Education Journal.*

Gunzenhauser, M.G., Montgomery, D., Barry, N.H., Dell, C., & Raiber, M.A., (2004). *Oklahoma A+ Schools research report: Year two (2003-2004)*. University of Central Oklahoma: Oklahoma A+ Schools. [Monograph length report describing large-scale funded research project]

\*Barry, N.H. (2003). University music education student perceptions and attitudes about instructional technology. *Journal of Technology in Music Learning, 2(2) (Winter 2003-4), 2-20.*

Barry, N.H., Gunzenhauser, M. G., Montgomery, D., & Raiber, M.A. (2003). *Oklahoma A+ Schools research report: Year one (2002-2003)*. University of Central Oklahoma: Oklahoma A+ Schools. [Monograph-length report describing large scale funded research project]

\*Barry, N.H., & Teweleit, R. (2003). Keirsey Temperament and musicians’ practice preferences: An exploratory study. *Texas Music Education Research.* Austin, Texas: Texas Music Educators’ Association.

\*Barry, N.H. (2002). Integrating Web-based learning and instruction into a graduate music education research course. *Journal of Technology in Music Learning, 2(1)*.

\*Barry, N.H. (2002). Practice and personality: Relationships among musicians' practice preferences, gender and Jung-Myers-Briggs personality type. In C. Stevens, D. Burnham, G. McPherson, E. Schubert, & J. Renwick, (eds.) *7th International conference on Music Perception and Cognition Conference Proceedings,* AMPS (ISBN 1876346396). [Peer-reviewed International Conference Proceedings]

\*Barry, N.H., Taylor, J.A., & Hair, H. (2001). A national survey of state music education board members: Their interests in and attitudes toward music education research. *UPDATE: Applications of Research in Music Education, 20 (1)*, 19-25.

\*Barry, N.H. & Walls, K. (2000). A survey of preservice teachers’ reactions to various musical styles and genres. In R.R. Rideout and S.J. Paul, (Eds.), *The Sociology of Music Education II*  (pp. 131-137). Amherst: University of Massachusetts.

\*Barry, N.H. & Walls, K. (1999). Preservice teachers’ reactions to aural examples of various musical styles and genres. *Research Studies in Music Education*, *13*, 13-27.

\*\*Barry, N.H. (1998). Arts education in the United States: The impact of national standards upon the curriculum. In A.D. Araujo & M.S.L. Boakari (Eds.), *Linguagem-escola e comunidade* (pp. 957-965). Teresina, Piaui (Brazil): Editora do Universidade, Universidade Federal do Piaui Centro de Ciencias da Educacao. [Peer-reviewed, international conference proceedings]

\*\*Barry, N.H. (1998). The arts and children at-risk. In A.D. Araujo & M.S.L. Boakari (Eds.), *Linguagem-escola e comunidade* (pp. 944-956). Teresina, Piaui (Brazil): Editora do Universidade, Universidade Federal do Piaui Centro de Ciencias da Educacao. [Peer-reviewed international conference proceedings]

\*Barry. N. H. (1998). Promoting arts integration in the elementary classroom: Conference development and evaluation*. UPDATE: Applications of Research in Music Education, 17* (1), 3-8.

\*Barry, N. H. (1997). Comparing preservice teacher self assessment and instructor assessment under two conditions*. Southeastern Journal of Music Education*.

\*\*Barry, N.H. (1997) Using teacher portfolios in an elementary music methods course*.* In *Innovations in music teacher education*, R. R. Rideout & S.J. Paul, Eds., Norman OK: University of Oklahoma, pp. 16-29. [Peer-reviewed national conference proceedings]

\*Barry, N. H., & Shannon, D. M. (1997). Portfolios in teacher education: A matter of perspective. *The Educational Forum, 61*(4*)*, 320-328.

\*Barry, N. H. (1997). The effects of special training and field experiences upon preservice teachers’ level of comfort with multicultural music teaching situations*. Journal of Arts and Learning Research, 13*(1), 93-110.

\*Lechner, J. V., & Barry, N. H. (1997). Multicultural education through art, literature, and music: A study of preservice teachers’ perceptions of appropriate materials and methods*. Journal of Research and Development in Education, 30*(2), 87-102.

\*Barry, N. H., & Orlofsky, D. D. (1997). Song leading effectiveness of undergraduate education majors: A comparison of student self ratings and expert ratings under three conditions*. Contributions to Music Education, 24*(1), 23-42.

\*Barry, N. H. (1996). Developing a teacher’s portfolio in a university music methods course*. UPDATE: Applications of Research in Music Education, 15* (1), 22-27.

\*Barry, N. H. (1996). Promoting reflective practice in an elementary music methods course. *Journal of Music Teacher Education, 5* (2), 6-13.

\*Shannon, D., Barry, N. H., Swetman, D., & vonEschenbach, J. F. (1996). Effective teaching behaviors for first year teachers: A multiple perspective*. Research in the Schools, 3*(1), 1-11.

\*Taylor, J. A., Walls, K. C., & Barry, N. H. (1996) The perception of scale degrees and scale degree motion in short melodies. *Psychomusicology, 13*(2).

\*Barry, N. H. (1996). Integrating the arts into the curriculum*. General Music Today, 9*(2), 9-13.

\*Barry, N. H., & Lechner, J. V. (1995). Preservice teachers’ attitudes about and awareness of multicultural teaching and learning*.* *Teaching and Teacher Education, II* (2), 149-161.

\*Barry, N. H., & Johnson, R. E. (1994) Evaluating teaching experiences in elementary music methods course. Southeastern Journal of Music Education*, 6*, 128-139.

\*Barry, N. H. (1994*). Learning-centered psychological principles: Social factors in learning.* Eric Document Reproduction Service (EDRS) No. ED 368 624.

\*Barry, N. H., & McArthur, V. (1994). Teaching practice strategies in the music studio: A survey of applied music teachers*. Psychology of Music, 22*, 44-55.

\*Johnson, R., & Barry, N. H. (1993). The arts and the at-risk child: A school and community partnership*. The School Community Journal, 3* (2). 63-70.

\*DeNicola, D., & Barry, N. H. (1993). The effect of sequential instruction upon elementary education majors’ ability to match pitch and perform prescribed song-leading tasks. *Bulletin of Research in Music Education, 19* (Fall), 23-33.

\*Barry, N. H. (1992). Project ARISE: Meeting the Needs of Disadvantaged Students Through the Arts. *The Professional Educator, XIV* (2), 1-7.

\*Barry, N. H. (1992).Attitudes about music and education in the elementary music methods class: A survey of education majors. *Journal of Music Teacher Education, 2* (1), 16-23

\*Barry, N. H. (1992). The effects of practice strategies, individual differences in cognitive style, and gender upon technical accuracy and musicality of student instrumental performance. *Psychology of Music, 20* (2), 112-123.

\*Barry, N. H. (1992). Reaching at-risk children through the arts*. General Music Today: The Journal for the Society for General Music, 5*, (2), 12-14.

\*Barry, N. H. (1991). A comparison of advanced student musicians’ and professional musicians’ practice attitudes and strategies*.* *Southeastern Journal of Music Education, 3*, 32-41.

\*Barry, N. H., Taylor, J. H., Pembrook, R. G, & Glidden, R. B. (1991). *A survey of the opinions of the Florida State University School of Music Alumni (1911 through 1987) regarding the quality of the school of music and its influence upon their career development*. Tallahassee: CMR Press.

Barry, N. H., Taylor, J. H., & Walls, K. (1990). *The role of the fine and performing arts in high school dropout prevention.* State of Florida, Department of State. [Monograph-length report of funded research project]

\*Barry, N. H. (1990). The effects of different practice techniques upon technical accuracy and musicality in student instrumental music performance. *Research Perspectives in Music Education, 1*, 4-8.

**3. Papers or lectures**

**\*refereed (peer reviewed)**

\**College Music Teaching for a Diverse and Global Society*

Nancy H Barry

Accepted for the College Music Society International Conference

Vilnius, Lithuania, July 3, 2023

\**Moderators, Assets, and Barriers Experienced by Successful First-Generation College Music Students*

Nancy Barry

Alabama Music Educators’ Association Professional Development Conference Birmingham, Alabama, Jan. 21, 2023  
  
 \**Technology Applications for the Post-COVID Music Classroom: Implications and Applications for 21st Century Teaching and Learning*

Nancy Barry

Chase Moore (AU MEd student)

Fatemeh Jamshidi (AU MS student)

Accepted for the Mid-South Educational Research Association Annual Meeting

Little Rock, Arkansas

November 9-11, 2022

*\* Demystifying the Academic Music Job Search Process: Strategies for Success in a Competitive Market*

Nancy Barry

College Music Society National Conference

Long Beach, California

Sept. 22, 2022

*\*Moderators, Assets, and Barriers Experienced by First-Generation College Music Students: Qualitative Interviews with Graduates*

College Music Society National Conference

Long Beach, California

Sept. 23, 2022

*\*Career Development & Entrepreneurship Webinar*

Invited Panel: Nancy Barry (Auburn University), organizer and moderator(Auburn University)*,* Dr. Lawrence Kaptain (University of Colorado), Dr. Isrea Butler (Valdosta State University), Dr. Javian Brabham (Valdosta State University)

National College Music Society Webinar Series

Feb. 11, 2022

*\** *Barriers, Moderators, and Assets Associated with First-Generation College Students: Literature Review*

Nancy Barry

Alabama Music Educators Association Conference Poster Session

Birmingham, Alabama, January 21, 2022

***\**** *The Courage to Change: Building Relationships to Support Diversity and Equity*

Moderator and Organizer:

Panelists:

Kay Dick, Union University (Auburn PhD student)

Lisa Powell, Goshen Elementary School (Auburn PhD graduate)

LaToya A. Webb, University of Texas at Austin (Auburn PhD graduate)

College Music Society National Conference

Rochester, NY, October 8, 2021

***\*****Teaching for Social Justice: Exploring New Paradigms for Music Teacher Education*

Nancy Barry, Auburn University and Lisa Caravan, Eastman School of Music

Workshop Accepted for the College Music Society International Conference

Bogota & Mellin, Colombia, originally scheduled for June 24 – 30, 2021. Rescheduling currently under consideration due to COVID-19 and current International travel bans.

***\**** *Recruiting and retaining students from diverse backgrounds in our college music programs.*

Nancy Barry

Alabama Music Educators Association Conference

Professional Development Session

Virtual due to COVID, January 23, 2021

*Career Development & Entrepreneurship Workshop*

Invited Panel: Mary Luehrsen (NAMM Foundation), David Sears (Grammy Museum Fo*undation), Tony White (Los Angeles Unified School District),* **Nancy Barry** *(Auburn University), Michael Millar (Cal Poly Pomona)*

National Association of Music Merchants Foundation Webinar Series

November 20, 2020

**\****Preparing for a Life in Music: An Interactive Discussion on Careers and Entrepreneurship*

Moderator: Michael W. Millar (California State Polytechnic University, Pomona)

Panelists:

Nancy H. Barry (Auburn University)

James C. Doser (Eastman School of Music)

Mary Luehrsen (NAMM Foundation)

Jeffrey C. Nytch (University of Colorado–Boulder)

Jennifer L. Snow (Frances Clark Center)

College Music Society National Conference

Virtual due to COVID, October 11, 2020

*\*MAGIC + M (Mentoring Alabama Girls in Computing + Music)*

Daniela Marghitu, Nancy Barry, Fatemeh Jamshidi

Accepted for presentation at the Special Interest Group Computer Science Education’s (SIGCSE) 2020 National Conference Pre-symposium event. Liberal Arts Computing Curricula: Innovations, Challenges, and Opportunities

Portland, Oregon, March 11, 2020 (Cancelled due to COVID-19)

*Motivating the 21st-Century Music Student*

Nancy Barry

University of Tennessee at Martin: Music Education Program

Invited Professional Development Session,

Martin, Tennessee, March 24, 2020

**\****Motivating the Reluctant Student*

Nancy Barry

Alabama Music Educators Association Conference

Professional Development Session

Montgomery, Alabama, January 18, 2020

*\*Supporting English Language Learners in the College Music Class*

Nancy Barry

College Music Society National Conference

Louisville, Kentucky, October 25, 2019

*\*Intelligent Practice: What the Research Shows*

Nancy Barry

Alabama Music Educators Association Conference

Professional Development Session

Birmingham, Alabama, January 19, 2019

*\*Supporting English Language Learners*

Nancy Barry

Alabama Music Educators Association Conference Poster Session

Birmingham, Alabama, January 18, 2019

**\****Closing the Deal: Winning Strategies for College Music Job Interviews*

Nancy Barry and Terry Lynn Hudson

College Music Society National Conference

Vancouver, Canada, October 11, 2018

*Efficient and Effective Practice for Musical Success*

Nancy Barry (invited presentation)

Southern Regional Conference, National Association for Music Education (NAfME)

Norfolk, Virginia, May 12, 2018

**\****Diverse Perspectives in Music Education*

Nancy Barry

National Association for Music Education (NAfME) Music Research and Teacher Education National Conference

Atlanta, Georgia, March 22-23, 2018

**\****Teaching Effective Practice Strategies for the 21st Century Musician: Interviews with Exemplary Instrumental Pedagogues*

Lisa Caravan and Nancy Barry

National Associations for Music Education (NAfME) Music Research and Teacher Education National Conference

Atlanta, Georgia, March 22-23, 2018

**\****Diverse Perspectives in Music Teacher Education*

College Music Society Southern Regional Conference

Albany, Georgia, Feb. 23, 2018

**\****Integrating edTPA into the Undergraduate Music Education Curriculum*

Alabama Music Educators Association Conference

Birmingham, AL, Jan. 18, 2018

**\****The Applied Studio: Teaching Effective Practice Strategies for the 21st Century Musician*

Nancy Barry and Lisa Caravan (Bucknell University)

Research Poster Presentation at the College Music Society National Conference

San Antonio, Texas, October 26, 2017

(also presented at the Alabama Music Educators Association Conference in Birmingham, AL, Jan. 19, 2018)

**\****Pathways to Interpersonal Success in the Academy: A Guide for non-tenured Faculty*

David Royce (University of Tennessee Knoxville), Nancy Barry (Auburn University), Terry Lynn Hudson (Baylor University), Kathy L. Sherler (Oklahoma Baptist University)

Panel Presentation at the College Music Society National Conference

San Antonio, Texas, October 26, 2017

**\****Music + Science = Meaningful Learning*

Nancy Barry and Octavia Tripp

Research Presentation at the College Music Society Southern Division Conference, Clarksville, Tennessee, February 24, 2017

**\****The Impact of Professional Development in Science and Music Integration*

*in an Undergraduate Elementary Science Methods Course*

Nancy Barry and Octavia Tripp

Research Poster presented at the Alabama Music Educators Association Conference, Montgomery Alabama, January 20, 2017

\**EdTPA and the Music Education Internship (Student Teaching) Experience*

Nancy Barry, session organizer (with Jane Kuehne, Kathy King, Casey Bailey, and Kelly Hollingsworth)

Higher Ed Session at the Alabama Music Educators Association Conference, Montgomery, Alabama, January 21, 2017

*\*Integrating edTPA throughout the Undergraduate Fine Arts Teacher Education Curriculum: A Standards-Based Approach*

Nancy Barry, session organizer (with Guy Harrison and Kathy King)

National edTPA Implementation Conference

Savannah, Georgia, March 31 – April 1, 2017

***\*****Ukulele Jam: Developing Independent Musicianship in the Non-Major College Music Methods Course*

Nancy Barry and Kathy King

Paper presented at the College Music Society Southern Division Conference, Birmingham, Alabama, February 19, 2016

\**Integrating edTPA into the Undergraduate Music Ed Performance-Based Curriculum: A Comprehensive-Musicianship Approach*

Nancy Barry, Jane Kuehne, and Guy Harrison

Research Poster presented at the Alabama Music Educators Association Conference, Montgomery, Alabama, January 23, 2016

*\*You Can Be A HOT Teacher!: Higher Order Thinking in the College Music Course*

Nancy H. Barry

Workshop presented at the International Meeting of the College Music Society, Sibelius Academy, Helsinki, Finland, June 22, 2015

\**Early Childhood Music Curriculum Development: Promoting Pre-service Teachers’ Understanding*

Nancy H. Barry and Sean Durham

Paper presented at the Southern Regional Meeting of the College Music Society, Columbus, Mississippi

February 20, 2015

*\*Pre-Service Music Teachers' Reactions to Field Teaching Experiences: A Qualitative Analysis of Discussion Board Posts*

Nancy Barry and Lisa Caravan

College Music Society National Conference

St. Louis, MO

October 31, 2014

*\*It Was a Life Changing Experience: Assessing the Impact of Study Abroad*

Nancy H. Barry

College Music Society International Conference

Buenos Aires, Argentina

June 20, 2013

*Destination Malawi Africa*

Nancy Barry, Megan Burton, Angela Love, Jared Russell, Chippewa Thomas, Octavia Tripp

AU Global Perspectives Symposium

April 8, 2013

*\*Case Studies of Exemplary Conductors*

Nancy Barry and Dan Henry

AU Research Week

April 3, 2013

*\*Deconstructing Conducting: Case Studies of Exemplary Conductors*

Presented with Dr. Dan Henry

College Music Society National Conference

San Diego, CA November 15 – 18, 2012

*\*The Tenure-Track Position – A Survival Guide*

panel participant with Francesca Arnone (Baylor), Jay Batzner (Central Michigan), Terry Lynn Hudson (Baylor), Bernardo Scarambone (Eastern Kentucky), and All Silverberg (Austin Peay)

College Music Society National Conference

Richmond, VA October 20-23, 2011

*\*Legal Issues in College Music Teaching: Case Studies with Practical Implications*

Presented with Dr. Carla Gallahan (AU PhD student)

College Music Society National Conference

Richmond, VA October 20-23, 2011

\**Preventing and Remediating Teacher Burnout: Implications for Teacher Education*

63rd Annual Meeting of the American Association of Colleges of Teacher Education, San Diego, CA February 2011

*\*The Gentle Art of Mentoring: Facilitating Success in the Academic World*

American Institute of Higher Education 4th International Conference

Williams, VA March 17 – 19, 2010

\**Faculty Burnout: Symptoms and Solutions*

American Institute of Higher Education 4th International Conference

Williamsburg, VA March 17 – 19, 2010

*\*Burnout in College Music Teaching: Symptoms and Solutions*

College Music Society National Conference

Minneapolis, Minnesota, September 23 – 26, 2010

*\*I’ve Got Tenure – Now What?*

panel participant with Terry Lynn Hudson (Baylor), David M. Royse (UT Knoxville), and Ann L. Silverberg (Austin Peay State University)

College Music Society National Conference

Minneapolis, Minnesota, September 23 – 26, 2010

*\*The Gentle Art of Mentoring*

College Music Society National Conference

Portland, Oregon, October 22 – 25, 2009

*How to Have Your Contract Renewed – Avoid the Pitfalls that Will Send You Packing!* [invited panel]

College Music Society National Conference

Portland, Oregon, October 22 – 25, 2009

\**A Journey Toward Whole School Reform: The Oklahoma A+ Schools Story*

American Association of Colleges for Teacher Education

Chicago, Illinois, Feb. 6 – 9, 2008

\**Re-Defining Music Literacy in the Information Age*

College Music Society

Atlanta, GA, September 26, 2008

*\*Participants’ Perceptions of a Professional Development Model: The A+ Faculty/ Fellows Survey*

Eastern Educational Research Association

Hilton Head, South Carolina, February 22, 2008

*\*School Reform Process-in-Action: Collaboration, Infrastructure, and School Climate*

Eastern Educational Research Association

Hilton Head, South Carolina, February 22, 2008

*\*Evaluating Music Performance: Politics, Pitfalls, and Successful Practices*

College Music Society National Conference

Salt Lake City, Utah, November 15, 2007

*Enhancing Professional Interactions* [invited workshop]

College Music Society National Conference

Salt Lake City, Utah, November 16, 2007

*\*Multicultural Music Education in the United States*

College Music Society International Conference

Kasetsat Univeristy, Bangkok Thailand, July 16, 2007

*\*Intelligent Practice: What the Research Shows*

College Music Society International Conference (Session II)

Ayuthaya, Thailand , July 21, 2007

*Oklahoma A+ Schools Year Four Research Report*

Oklahoma Music Educators Association Conference

Tulsa, OK, January 19, 2007

*\*The Arts Education Perception Survey*

Music Educators National Conference

Salt Lake City, Utah, April 20, 2006

*The Arts Education Perception Survey*

Oklahoma Music Educators Association Conference

Tulsa, OK, January 20, 2006

*Oklahoma A+ Schools Year Three Research Report*

Oklahoma Music Educators Association Conference

Tulsa, OK, January 20, 2006

*Oklahoma A+ Schools: Research Highlights*

A+ Schools National Conference

Greensboro, NC, December 4-6, 2005

*\*The Role of Integrated Curriculum in Music Teacher Education*

College Music Society National Conference

Quebec City, Quebec, November 3-6, 2005

*The Psychology of Student Motivation* (invited keynote address)

Seminario Latino Americano De Education Musical

FLADEM, San Jose, Costa Rica, July 10-15, 2005

(Partial funding provided by University of Oklahoma Presidential International Travel Fellowship)

*\*A Critical Review of Free Resources for Music Educators Available on the Internet*

National Symposium for Music Instruction Technology

Oneonta, NY, June 16-18, 2005

*Motivating the Reluctant Student*

Seminar for Piano Teachers [invited]

University of Oklahoma, Norman, OK, June 8 – 11, 2005

*\*Technology in Music Education: Big 12 Program Survey*

National Symposium for Music Instruction Technology

Valley City, SD, June 26-28, 2004

## \*Integrated Curriculum and the Music Teacher: A Case Study

Music Educators National Conference

Minneapolis, MN, April 14-16, 2004

## \*The Mozart Effect and Other Modern Myths

## College Music Society South Central Regional Conference

Henderson State University, AR, March 11-13, 2004

## \*Arts in Education Teacher Survey

Texas Music Educators Association research poster session

San Antonio, TX, February 13, 2004

## Scenes from an Interview: Dramatizations and Workshop

presented with Ed Duling (University of Toledo) and Paula Conlon (OU)

College Music Society

Miami, FL, Oct. 2-5, 2003

Invited presentation at College Music Society South Central Regional Conference, ARK, March 11-13, 2003

## \*Student Attitudes About Instructional Technology

National Symposium for Music Instruction Technology, Normal, IL, June 26-28, 2003

## \*Music in Higher Education

College Music Society South Central Regional Conference

Baylor University, Waco, TX, Feb. 28 - March 2, 2003

## \*Keirsey Temperament and Musicians' Practice Preferences: An Exploratory Study

presented with Russell Teweleit (OU Ph.D. student)

Texas Music Educators Association research poster session

San Antonio, TX, February 13, 2003

## \*Students' Reactions to Music Literature Presented Under Three Different Conditions

presented with Scott Howard (OU Ph.D. student)

Texas Music Educators Association research poster session

San Antonio, TX, February 13, 2003

## University Student and Faculty Perceptions of Educational Technology

## in Music Education

## Oklahoma Music Educators Association

## Tulsa, OK, January 24, 2003

## \*Academic Passages

College Music Society

Kansas City, MO, September 28, 2002

## \*Practice and Personality: Relationships among Musicians' Practice preferences, Gender and Jung-Meyers Briggs Personality Type

International Conference on Music Perception & Cognition (ICMPC)

Sydney, Australia, July 17-21, 2002

## \*Practice and Personality: An Exploratory Study of the Relationships Among Musicians' Practice preferences, Gender and Jung-Myers-Brigs Personality Type

Music Educators National Conference

Nashville, TN, April 12, 2002

*\*Native American Music in the Undergraduate College Music Curriculum*

Presented with Paula Conlon

College Music Society South Central Chapter

Oklahoma City, OK, March 9, 2002

*\*Using Native American Music in the K-12 Classroom*

Presented with Paula Conlon

Second Annual Symposium of World Musics

Lubbock, TX, March 7, 2002

## \*Integrating Web-Based Learning and Instruction into a Graduate Music Education Research Course

National Symposium for Music Instruction Technology, Auburn, AL, July 14, 2001

## 

## Practice Techniques for Better Learning

## 26th Annual Clarinet Symposium [invited lecture]

Norman, OK, June 16, 2001

*Designing a Practice Prescription for Your Students*

Seminar for Piano Teachers [invited lecture]

Norman, OK, June 11, 2001

## \*The Art and Science of Practice: A Review of the Literature

College Music Society South Central Regional Conference

Fayetteville, AR, Feb. 23, 2001

## \*Influences of Parental Support in Music, Prior Choral Experience, Self-Efficacy,

## Formal, and Informal Integration upon College Student Persistence in Music

presented with Veronica Sichivitsa and Anthony Guarino

Southern Division Music Educators National Conference

Louisville, KY, Feb. 8, 2001

*A Qualitative Study of Applied Music Lessons and Subsequent Student Practice*

Oklahoma Music Educators Association

Tulsa, OK, Jan. 26, 2001

*Are We Facing a Crises in Higher Music Education*? (invited panel participant)

Oklahoma Music Educators Association

Tulsa, OK, Jan. 25, 2001

\**Research Interests of Music Educators: A National Survey*

Music Educators National Conference

Washington, D.C., March 8-11, 2000

*\*Behind Closed Doors: What Really Goes on in the Practice Room*

College Music Society Southern Chapter

University of Central Louisiana, Lafayette, Louisiana, Feb. 24-25, 2000

\**A Survey of Preservice Teachers’ Reactions to Various Musical Styles and Genres*

Symposium ’99: The Sociology of Music Education II

University of Oklahoma, Norman, Oklahoma, April 8-10, 1999

*\*Practice Makes Perfect, But What Makes Perfect Practice: Applications of Music Practice Research*

College Music Society Southern Chapter

University of Central Florida, Orlando, Florida; February 18-20, 1999

\**Research in Music Education: A Survey of Music Educators’ Interests and Attitudes*

presented with Jack Taylor and Harriet Hair

Music Educators National Conference Southern Division

Tampa, Florida, January 6-9, 1999

\**Both Sides Now: Perspectives on Mentoring*

(panel organizer and moderator, presented review of literature)

College Music Society Annual Meeting

Las Croabas, Puerto Rico; October 22-25, 1998

\**Research Interests of Music Educators*

presented with Jack Taylor and Harriet Hair

Music Educators National Conference Inservice Conference

Phoenix, Arizona; April 15-18, 1998

\**Research in Music Teacher Education: An Overview of Three Prominent Topics*

Music Educators National Conference Inservice Conference

Phoenix, Arizona; April 15-18, 1998

*\*Melodic Dialogues Between Clarinet and Piano in Brahms, Op. 120, No. 1: An Approach for Pedagogy and Performance* (a lecture-recital)

Nancy H. Barry, clarinet; James Fairleigh, piano

College Music Society Southern Chapter Annual Meeting

State University of West Georgia, February 26-28, 1998

\**Comparing Preservice Teacher Self Assessment and Instructor Assessment*

*Under Two Conditions*

Southeastern Music Education Symposium

Athens, Georgia, May 16-17, 1997

*Promoting Reflective Practice in an Elementary Music Methods Course*

Symposium ‘97: Innovations in Music Teacher Education

Norman, Oklahoma, April 10-12, 1997

*\*Promoting Arts Integration in the Elementary Classroom*

Music Educators National Conference Southern Division Meeting

Nashville, Tennessee, March 25-28, 1997

*The Future of Southern Division Research*

*[*Invited panel participant]

Music Educators National Conference Southern Division Meeting

Nashville, Tennessee, March 25-28, 1997

*\*The Effects of Special Training and Field Experiences Upon*

*PreserviceTeachers’ Level of Comfort with Multicultural Music Teaching Situations*

American Educational Research Association

New York, New York, April 8-12, 1996

Invited presentation at the University of Alabama Music Education Research Seminar

Tuscaloosa, Alabama, June 21, 1997

\**CMS Multicultural Attitude and Awareness Inventory: Results and Implications* College Music Society Southern Chapter Meeting

Columbus, Mississippi, February 22-24, 1996

*Multicultural Issues for Music Educators: A Review of the Research*

Invited presentation at the Georgia Music Educators Association Inservice Conference

Savannah, Georgia, January 25-27, 1996

*College Music Educators’ Attitudes about Multicultural Music Education*

College Music Society Annual Meeting

Portland, Oregon, November 9-12, 1995

*\*Multicultural Issues in Music Education*

International Conference of the College Music Society

Berlin, Germany, June 15-18, 1995

*\*Implementing a Portfolio-Based Evaluation System for Preservice Teachers*

American Educational Research Association Annual Meeting

San Francisco, CA, April 18-22, 1995

*\*Telemann Excerpts in the Solfeggi of J.J. Quantz*

lecture-recital presented with Dr. Amy Edmondson (Brenau College)

Southern Division of the College Music Society Annual Meeting

Clarksville, Tennessee, Feb. 23 – 25, 1995

*Creating Musical Instruments for the Elementary Classroom*

Alabama Music Educators Inservice Conference

Auburn, Alabama, Jan. 4 – 7, 1995

*\*A Comparison of Preservice Teachers' Immediate Self Assessments of Song Leading*

*Effectiveness with Self Assessments Using Videotape Feedback*

Southern Division In-Service Conference of MENC

Winston-Salem, North Carolina, Nov. 12 – 15, 1994

\**Promoting Reflection Among Undergraduate Education Majors in an*

*Elementary Music Methods Course*

Mid-South Educational Research Association

Nashville, Tennessee, November 9-11, 1994

\**Evaluating Teaching Experiences in Undergraduate Elementary*

*Music Methods Courses*

presented with Robert Johnson at the Southeastern Music Education Symposium

Athens, Georgia, May 13-14, 1994

*\*Multicultural Education through Art, Literature, and Music: A Study of Preservice Teachers' Perceptions of Appropriate Materials and Methods*

presented with Judith Lechner at the American Educational Research Association Annual Meeting, New Orleans, Louisiana, April 4-8, 1994

*\*Song Leading Effectiveness of Undergraduate Education Majors:*

*A Comparison of Expert and Student Self Ratings Under Three Conditions*

presented with Diane DeNicola Orlofsky (Troy State) at the

Music Educators National Biennial Conference

Cincinnati, Ohio, April 7-10, 1994

*\*Kids Are Composers Too: Fostering Creativity in the General Music Class*

Music Educators National Biennial Conference

Cincinnati, Ohio, April 7-10, 1994

\**Music Education in a Diverse and Changing Society: Implications for*

*College Music Faculty*

Southern Chapter of the College Music Society Annual Meeting

Atlanta, Georgia, February 24-26, 1994

*\*Portfolios in Preservice Teacher Education: Views from Interns, University Supervisors, and Educational Employers*

Eastern Educational Research Association Annual Meeting

Sarasota, Florida, February 10-12, 1994

\**Developing a Teacher's Portfolio in a University Methods Course*

Mid-South Educational Research Association Annual Meeting

New Orleans, Louisiana, November 10-12, 1993

\**Reading, Rhythm, and Rhyme: Using Music and Chant in the*

*Whole Language Classroom*

Alabama Reading Association Annual Conference

Huntsville, Alabama, October 21-23, 1993

*Crises Management Strategies for Higher Education*

Panel presentation, College Music Society Southern Chapter Annual Meeting

Baton Rouge, Louisiana, February 4-6, 1993

\**Teaching Practice Strategies in the Music Studio: Survey of Applied Music Teachers*

presented with Victoria McArthur (FSU)

Southern Division Music Educators National Conference In-Service Conference

Savannah, GA, January 28-31, 1993

\**Learner-Centered Psychological Principles: Social Factors in Learning*

Mid-South Educational Research Association Annual Meeting

Knoxville, TN, November 11-13, 1992

*Reaching At-Risk Children through the Arts*

STRIDE (Strategic Team for Rural Intervention through Drug Education)

U.S. Department of Education Drug Free Schools and Communities Program

Auburn University Conference Center, Auburn, AL, June 8, 1992

\**The Arts and At-Risk Students*

American Educational Research Association Annual Meeting

San Francisco, California, April 20 – 24, 1992

\**Music and At-Risk Students*

Music Educators National Biennial Conference

New Orleans, Louisiana, April 8 – 11, 1992

\**The Effects of Contextual Changes on the Perception of Scale Degrees and*

*Scale Degree Motion in Short Melodies*

Presented with Jack Taylor and Kim Walls

Music Educators National Biennial Conference

New Orleans, Louisiana, April 8 – 11, 1992

\**Music and Students At-Risk: Forming School and Community Partnerships*

Presented with Bob Johnson

Music Educators National Biennial Conference

New Orleans, Louisiana, April 8 – 11, 1992

\**The Effects of Sequential Instruction upon Elementary Education Majors' Ability to Match Pitch and Perform Prescribed Song-Leading Tasks*

Research paper presented with Diane DeNicola

Music Educators National Biennial Conference

New Orleans, Louisiana, April 8 – 11, 1992

\**Music and Students At-Risk*

Presented with Bob Johnson

Georgia Music Educators Association Conference

Savannah, GA, January 23 – 25, 1992

\**The Arts and the At-Risk Child: A School and Community Partnership*

Presented with Bob Johnson

AL Association for Counseling and Development 25th Annual Fall Workshop

Birmingham, AL, November 20 – 22, 1991

*Alligator Soup: Music and Chant in the Whole Language Classroom*

Conference of the Alabama Reading Association

Auburn, AL, October 10 – 12, 1991

*Teaching Writing Through the Arts*

Gulf Coast Conference on the Teaching of Writing

Point Clear, AL, August 10 – 13, 1991

\**Current Trends in Practice Research:*

*Practical Implications for the Applied Teacher*

Music Teachers National Association National Convention

Miami, FL, April 6 – 11, 1991

Alabama Music Teachers Association State Convention

Auburn, AL, June 13 – 15, 1991

*\*Evaluation of Student Teaching in the Methods Class*

Presented with Bob Johnson

Colloquium for Teachers of Elementary Music Methods

Mountain Lake, Virginia, May 12 – 14, 1991

*\*A Comparison of Advanced Student Musicians' and Professional Musicians' Practice Attitudes and Strategies*

Southeastern Music Education Symposium

Athens, GA, May 10 – 11, 1991

*\*Implications of Research in Individual Differences for Music Learning*

Southern Division In-Service Conference of MENC

Winston-Salem, N.C., Nov. 10 – 13, 1990

*\*Music Participation and Secondary Dropout Prevention*

College Music Society Southern Chapter Meeting

San Juan, Puerto Rico, April 26 – 29, 1990

*\*The Effects of Different Practice Techniques Upon Technical Accuracy and Musicality in Student Instrumental Music Performance*

MENC National In-Service Meeting

Washington, D.C., March 28 - April 1, 1990

*\*Music in the Philosophy of Boethius: Religious Implications from a Historical Perspective*

College Music Society Southern Chapter Meeting

Nashville, TN, March 10 – 12, 1988

*\*Attitudes of Directors and Students in the Middle-School Band Class Toward Subject Matter, Students/Director, Self-Image, and School*

College Music Society Southern Chapter Meeting

Gainesville, FL, March 1 – 3, 1984

**4. Exhibitions –** NA

**5. Performances** – (selected examples)

2005 *Repertoire for Beginning/Intermediate Flutists*

Karen Garrison, flute; Nancy Barry, piano

College Music Society South Central Division Conference

Norman, OK, March 12

2005 *Flute and Friends*

(Music for Flute, Clarinet, and Piano)

Janet Romanishin, flute; Nancy Barry, clarinet; Edgar Cajas, piano

Sooner Theatre, Norman, OK, March 10

**6. Patents and inventions – NA**

**7. Other research/creative contributions**

U.S. Department of Education, Institute of Education Sciences (IES)

Scientific Review Panel for Arts-In-Education

Washington, D.C., February 2 – 3, 2017

Virtual Meeting, February 9, 2018

I continue to serve on the editorial boards and as reviewer for several refereed research journals (including The Professional Educator and Psychology of Music) and also review manuscripts for Oxford University Press. These activities provide excellent opportunities to hone my skills as a reviewer and editor and enhance my effectiveness as a research consultant and advisor to faculty and students.

**8. Grants and contracts**

FUNDED PROPOSALS (selected recent examples)

2008 Auburn **All STARS** (**ST**udent **A**thletes **R**eading with **S**tudents) Pilot Program

***You Read to Me, I Read to You*** $28,462.14 total project budget

Principal Investigators:

Nancy H. Barry, Professor and Chair, Department of Curriculum and Teaching

Edna Brabham, Associate Professor, Department of Curriculum and Teaching

Bruce Murray, Associate Professor, Department of Curriculum and Teaching

In Collaboration with:

Mary Ann Taylor-Sims, Learning Specialist, Athletic Department

Virgil Starks, Administrator, Athletic Department

Ethel White, Director, Auburn Day Care

Oklahoma A+ Schools, Research and Evaluation

Consultant and collaborator

$88,000 for OU research and evaluation component of multi-million dollar project

Dr. Michael Raiber, PI

2007 Oklahoma A+ Schools, Research and Evaluation

$88,000

Nancy Barry, PI in collaboration with Drs. Michael Raiber and Charlene Dell

2006 Oklahoma A+ Schools, Research and Evaluation

$88,000

Nancy Barry, PI in collaboration with Drs. Michael Raiber and Charlene Dell

2005 Oklahoma A+ Schools, Research and Evaluation

$81,000

Nancy Barry, PI in collaboration with Drs. Michael Raiber and Charlene Dell

2004 Oklahoma A+ Schools, Research and Evaluation

$72,000

Nancy Barry, PI in collaboration with Drs. Michael Raiber and Charlene Dell

2003 Oklahoma A+ Schools, Research and Evaluation

$60,000

Nancy Barry, PI in collaboration with Drs. Michael Raiber and Charlene Dell

2002 Oklahoma A+ Schools, Research and Evaluation

$30,000

Nancy Barry, PI in collaboration with Dr. Michael Raiber

2001 OU Using Technology for the Improvement of Learning Grant

$19,099 ($12,733 with a $6,366 School of Music match)

2001 OU School of Music Faculty Summer Technology Fellowships

(Nancy Barry and Michael Raiber)

$7,533.00

2000 ASTA with NSOA National String Project

(OU was selected as one of ten String Project sites)

$100,000 (over 10 years)

***9. Description of candidate’s scholarly program.***

Current research projects in progress include:

**Culturally-Responsive Pedagogy for the 21st-Century Learner**

I’m developing an article-length publication based upon my AU Distinguished Graduate Faculty Lecture to submit to the *College Music Symposium –* a well-respected, peer-reviewed national journal.

**Music Practice Pedagogy**

In collaboration with Dr. Lisa Caravan, Eastman School of Music.

IRB protocol approved, data collection complete (qualitative interviews with music faculty), preliminary data analysis complete, Lisa and I meet on a regular basis to complete final revisions and submit for publication.

**Science and Music Integration**

In collaboration with Dr. Octavia Tripp, Auburn University.

IRB protocol approved, one semester of data collection completed, second semester of data collection in progress. A poster session and research paper have already been presented on this work. Our next step is to develop a research paper for publication.

**Early Childhood Curriculum Development Within a Short-Term Practicum**

In collaboration with Dr. Sean Durham, Auburn University.

IRB protocol approved, data collection complete, one publication accepted for publication (Barry first author), a second publication (Durham first author) is in progress.

**C. OUTREACH**

***1. Commentary***

1. **Description:**

I am active in providing professional development for music educators in Alabama and across the nation through frequent peer-reviewed and invited presentations at state, regional, and national venues; and through national webinars.

1. **Mission Statements:**

This work directly impacts faculty and students in K-12 settings across the United States, and is in keeping with the missions of the Department of Curriculum and Teaching, our College of Education, and Auburn University.

1. **Scholarship**

My teaching, outreach, and research are all directly related. Each aspect of my professional activity impacts the other.

1. **Impact**

Results of my research hold direct practical implications for outreach impacting students and teachers in Alabama, across the United States, and through collaborations with International colleagues.

***2. Activities and Products***

**a. Instructional Activities (workshops and speaking engagements NOT previously listed)**

2021/2022 *National Grammy Award for Music Educators Screener*

One of only 30 scholars nationwide invited to serve as a screener for the 2022 and 2023 Grammy Awards for Music Educators.

2017/ 2019 *The Amazing Shake*

Invited Interviewer for Student Activity

Opelika Middle School

May 15, 2017

2011 *Effective Grading Techniques*

Invited workshop

Auburn University Annual Fall Convocation for New Faculty and Graduate Teaching Assistants

Auburn University Student Center, August 15, 2011

2010 *Effective Grading Techniques*

Invited workshop

Auburn University Annual Fall Convocation for New Faculty and Graduate Teaching Assistants

Auburn University Student Center, August 16, 2010

2009 *Using Rubrics in the University Classroom*

Invited workshop

Auburn University Annual Fall Convocation for New Faculty and Graduate Teaching Assistants

Auburn University Student Center, August 14, 2009

2008 *Beyond the Coursework: Preparing Our Music Students for the Job Market*

Invited Workshop

College Music Society

Atlanta, GA, September 26, 2008

2008 *Getting Out of the Stack: Constructing Impressive Cover Letters and Vitas*

Invited Workshop

College Music Society

Atlanta, GA, September 25, 2008

2008 Holmes Scholars Graduate Student Workshop

Invited panel participant

Auburn University, February 12

2005 *On-line Resources for Music Teachers: A Critical Review*

Central Oklahoma Music Teachers Association (invited workshop)

Edmond, OK, October 12

2005 *Seminar for Piano Students*

(invited clinician, sponsored by the University of Costa Rica)

Palmeres, Costa Rica, July 6 - 8

2005 *Music and Society: Looking to Your Future*

Invited Speaker: Tau Beta Sigma Women in Music Series

District Convention

University of Oklahoma, Norman, OK, April 16

2005 *College Music Society, South Central Division*

Conference co-host with Paula Conlon

University of Oklahoma, March 10-13

2003 *Intelligent Teaching: Multiple Intelligence Theory in the Music Studio*

Central Oklahoma Music Teachers Association (invited workshop)

Edmond, OK, February 12; also presented in Williamsburg, VA, March 20

2002 *Arts Integration Workshop*

Pegasus Schools Program

Dallas, TX, May 30

2002 *Native American Music in the General Music Classroom*

Workshops presented with Dr. Paula Conlon

Oklahoma Music Educators Association Fall Inservice

Oklahoma City, OK , October 17

2002 *Music Education Workshop*

Guatemala City, Guatemala, May 22 - 24

2002 *Women and Music: Past, Present, and Future Outlooks*

Invited Speaker: Tau Beta Sigma Women in Music Series

District Convention

Oklahoma City, OK, April 19

2002 *Native American Pow-wow Songs and Dances*

Children's Programs presented with Dr. Paula Conlon

Symposium of World Musics

International Cultural Center, Lubbock, TX, March 8

2001 *Preparing Successful Materials for Application, Tenure, and Promotion*

## Workshop presented with John Deal, Kenneth Fuchs, and Anne Patterson College Music Society

*Santa Fe, NM, Nov. 15*

2001 *Why Are the Arts Important?*

Tulsa Opera "Beyond the Mozart Effect" Workshop

Tulsa, OK, April 19

## 2000 A Guide to the College Music Interview Process

Toronto 2000, College Music Society

Toronto, Canada, November 2

1999 *Hey, Hey, Hey, Listen to the Music*

East Alabama Regional Inservice Center

August 3

1998 *Masks, Myths, Magic!*

East Alabama Regional Inservice Center

August 6

1998 *Alaskan Eskimos and Aleuts*

East Alabama Regional Inservice Center

July 29

1998 *The Wonderful World of Puppets*

East Alabama Regional Inservice Center

July 23

1998 *Using Orff Techniques to Promote Musical Creativity*

University of Melbourne, Australia

May 21

1998 *Multicultural Issues in Music Education*

Invited Seminar for Faculty and Advanced Graduate Students

University of Melbourne, Australia

May 20

1998 *Current Trends in Practice Research: Practical Implications for Musicians*

Invited Seminar Series for Faculty and Graduate Students

University of New South Wales, Sydney, Australia

April 28 – May 13

1997 *Arts Education in the United States: Issues and Implications*

Invited Seminar for Faculty

Universidade Federal do Piaui, Teresina, Brasil

June 1997

1996 *Multicultural Arts Education*

East Alabama Regional Inservice Center

August 7

1995 *Integrating the Arts into the Curriculum*

Invited Seminar for Faculty

Universidade Federal do Piaui, Teresina, Brasil

December 11-15

1994-96 *Arts in Education Consultant*

Lee County, Alabama School System

1994-95 *Opelika Arts Association*

Volunteer consultant for Artist In Residence grant and other educational activities

1993/1992 *Seven Ways of Teaching: Effective Teaching for Different Types of Learners*

Continuing Education Seminar for the PCS/ACA Institute Instructors Track

Auburn University Conference Center, June 13, 1992

Montgomery, AL, June 12, 1993

1992 *Music and Chant in the Whole Language Classroom*

"Get Real About Whole Language Conference"

West Georgia College, Carrolton, Georgia, May 8 – 9

1992-93 *Performing and Creative Arts Planning Committee*

Alabama Cooperative Extension Service

1991-94 *Beginning Class Piano/Beginning Class Guitar*

Adult Continuing Education Classes

Auburn University

**b. Technical assistance**

2013–2014 *Educational Research Consultant*

Assisted the Center for Arts Education at the University of Central Oklahoma in research design, data analysis, and writing research reports for *The Teacher Opinion Survey* (a comprehensive state-wide teacher survey)

2012 I was an invited member of our Auburn University OIP Global Partners team visiting several universities in South Korea to discuss possible research collaborations and student and faculty exchanges.

2011 During August, 2011, at the invitation of the 100X Foundation, I joined a team of Auburn Professors to visit Malawi to explore possible partnerships and research collaborations for Auburn. Subsequently, Dr. Octavia Tripp has organized student study abroad programs in Malawi for Summer 2012, Summer 2013, Summer 2014, and is planning a fourth trip for 2015.

2011 During June, 2011, along with Dr. Sherry Downer, I was invited to represent Auburn on a trip to China sponsored by the Confucius Institute at Troy University. The purpose of this trip was to enhance understanding of China’s educational system through educational and cultural activities.

2004 – 2010 *Educational Research Consultant*

Assisted the Center for Arts Education at the University of Central Oklahoma in research design, data analysis, and writing of final research reports for longitudinal quantitative data collected as part of comprehensive program evaluation for the A+ Oklahoma Schools network.

1996-97 Arts Education Consultant

Working with Dean Road Elementary Faculty to develop strategies for serving at-risk students through an integrated curriculum

1994-96 *Arts in Education Consultant*

Lee County, Alabama School System

1994-95 *Opelika Arts Association*

Volunteer consultant for Artist In Residence grant program and other educational outreach activities

**c. Outreach publications:** (Note: The following research reports are also listed in Section *B. 2. Article-length publications*.)

Barry, N. H. (2010). *Oklahoma A+ Schools: What the research tells us 2002-2007. Volume three quantitative measures.* Edmond, OK: Oklahoma A+ Schools.

Barry, N.H., Raiber, M.A., Dell, C.E., Jackson, D.H., Duke, B.L. (2006). *Oklahoma A+ Schools research report: Year four (2005-2006)*. University of Central Oklahoma: Oklahoma A+ Schools.

Barry, N.H., Gunzenhauser, M. G., Montgomery, D., & Raiber, M.A. (2005). *Oklahoma A+ Schools research report: Year three (2004-2005)*. University of Central Oklahoma: Oklahoma A+ Schools.

Gunzenhauser, M.G., Montgomery, D., Barry, N.H., Dell, C., & Raiber, M.A., (2004). *Oklahoma A+ Schools research report: Year two (2003-2004)*. University of Central Oklahoma: Oklahoma A+ Schools.

Barry, N.H., Gunzenhauser, M. G., Montgomery, D., & Raiber, M.A. (2003). *Oklahoma A+ Schools research report: Year one (2002-2003)*. University of Central Oklahoma: Oklahoma A+ Schools.

**d. Electronic products: NA**

**e. Other outreach products: NA**

**D. Service**

***1. University Service***

**Auburn University (2007 – present)**

**Administrative Work**

Music Education Program Coordinator August 2013 - present

Curriculum and Teaching Department Head August 2007 – September 2011

**Auburn University**

Office of International Programs: August 2012 - present Advisory Committee, College of Education Representative

Committee Member: August 2018 - present

AU Post Tenure Review Committee (Active during 2020)

**College of Education**

Assessment Committee August 2014 - present

Diversity Committee August 2013 - 2016

Administrative Council August 2007 – September 2011

**Dept. of Curriculum & Teaching**

Music Education Program Area Coordinator August 2013 - present

Music Education Advisory Council Chair August 2013 - present

(in collaboration with Music Department)

C & T Faculty Mentoring Committees: August 2020 - present

Sue Barry, Kathy King, Octavia Tripp

Mike Cook Mentoring Committee Member August 2017 - 2018

Brandon Sams Mentoring Committee Member August 2013 – 2014

Victoria Cardullo Mentoring Committee Chair August 2013 – 2015

Assessment Committee Member August 2014 – present

Diversity Committee Member August 2014 – 2018

Global Perspectives Committee August 2012 - 2016

**University of Oklahoma (2000 – 2007)**

**Administrative Work**

School of Music Graduate Program Coordinator January 2007 – May 2007

Chair of Music Education Department 2001 – May 2007

Music Ed Teacher Certification Chair 2001 – May 2007

Music Ed Graduate Coordinator 2000 – May 2007

**College of Education**

NCATE Certification Committee Member

OU College of Education, Educational Professional Development (EPD)

OU College of Education, NCATE Committee

**School of Music**

Technology Committee Member

Theory Search Committee Member

Director of Choral Music Search Committee Member

Choral Music Education Search Committee Chair

Graduate Studies Committee Member (2000 – 2006, appointed Chair in Jan. 2007)

**University**

Provost’s CDRP Committee (internal OU program review)

Institutional Review Board (IRB) Member

University Shared Leave Committee Member

OU Ambassador's Program (Instructional Improvement)

OU Research Council (voluntary resignation in 2005 in order to accept nomination for Research Professorship)

Presidential Professorship Selection Committee (voluntary resignation in 2006 in order to accept nomination for Presidential Professorship)

OU Graduate College Academic Appeals Board

Oklahoma State Regent's Faculty Transfer Curriculum Committee

***2. Professional Service***

**Professional Organizations**

Grammy Museum - one of only 30 scholars nationwide invited to serve as a screener for the 2022 and 2023 Grammy Award for Music Educators

College Music Society – appointed as Co-Chair of the *Committee on Career Development and Entrepreneurship* (2020 – present)

Chair of the *Committee on Academic Careers*, College Music Society (National Appointment, elected by vote of Board, 2018 - 2020)

Secretary, College Music Society (National Office, elected by vote of entire membership, 2015 – 2018)

Mentoring Committee, Appointed Member, College Music Society

Expert Reviewer, *Psychology of Music*

Expert Reviewer, *Journal of Early Childhood Research*

Expert Reviewer, Oxford University Press

Editorial Board, *The Professional Educator*

Editorial Board, *Journal of Technology in Music Learning* (1994 – 2010)

Reviewer, *Psychology of Music*

Research Chair, Oklahoma Music Educators Association (2001 – 2007)

**Other Service**

Invited Reviewer for the University of Missouri Research Board (2012 – 2013)

Research and Evaluation Principal Investigator, Oklahoma A+ Schools

Invited external Reviewer of Tenure/Promotion Dossiers: Recent examples include: University of Alabama, University of Georgia, University of Oklahoma, University of Memphis, Missouri State University, University of Nebraska, University of Oklahoma, and University of Tennessee.

Appointed Member of Grant Review Panel for Alabama State Arts Council

First-year Teacher Residency Committee, University of Oklahoma

SACS Visiting Team Member, Rothschild Middle School; Columbus, GA

**Educational Festival Adjudication (selected examples)**

Fall Festival (woodwinds and children’s chorus)

Oklahoma Music Teachers Association, Norman, OK, October 28, 2006

Fall Festival (woodwinds)

Oklahoma Music Teachers Association, Norman, OK, October 29, 2005

State Achievement Auditions (piano)

Oklahoma Music Teachers Association, Norman, OK, May 20-21, 2005

State Achievement Auditions (piano and woodwinds)

Oklahoma Music Teachers Association, Norman, OK, May 14 – 15, 2004

District Achievement Auditions (woodwinds)

Oklahoma Music Teachers Association, Norman, OK, March 29, 2003

Fall Festival (woodwinds)

Norman Area Music Teachers Association, Norman, OK, October 26, 2002

District Achievement Auditions (piano)

Tulsa, OK, April 6, 2002

Fall Festival

Norman Area Music Teachers Association, Norman, OK, November 4, 2000

Birmingham Music Teachers Association District Piano Auditions

Samford University, Birmingham, Alabama, April 15. 2000

Mobile Music Teachers Association District Piano Auditions

Mobile, Alabama, April 8, 2000