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Please describe your experience and/or intent for instruction in group/class voice, if any. (300-word limit)

My interest in group voice teaching began in 2009 through my work with Clayne Robison, professor emeritus at Brigham Young University (BYU). Robison (through his program “Freshman Boot Camp”) found that class voice instruction led to a ten-fold increase in faculty teaching efficiency (<https://beautifulsinging.com/book/ch11.php>). I went on the following year to teach group voice at Penn State University (PSU) as a graduate teaching assistant during my Master’s in Voice Performance and Pedagogy program and adopted Dr. Clifton Ware’s wonderful textbook, *Adventures in Singing*. Class voice and small and large group voice teaching became my primary research interest during this time, and I concluded my time at PSU by writing my thesis on group voice teaching, titled, “Wait, Why Aren’t We Taking Private Voice Lessons?: Materials for Teaching Classroom Voice.”

In my first academic position, we had an overflow of musical theatre voice students and not enough faculty teaching load time. I solved this issue by offering the students a large group voice class in addition to a 30- or 45-minute lesson. The students overwhelmingly found this more effective. I also noticed that they improved more quickly and developed a collaborative group spirit. They also seemed to have less performance anxiety simply because the large group class required them to sing in front of each other weekly. I have been teaching class voice in person and virtually for over ten years. My aim is to have all students singing as much as possible (unlike master class format), and I have developed multiple strategies to ensure that my group voice teaching methodology is both efficient and effective. I have selected a number of cuts (50+) from the repertoire of all genres of music that work specific technical voice skills. This not only ensures that the students gain the technical voice skills needed, but also exposes the students to diverse repertoire, in addition to many other important singing and performance skills.

Please describe your qualifications for this project or your expectations for your own professional growth throughout the experience (300-word limit)

I currently serve as Assistant Professor of Voice and Voice Pedagogy at Coastal Carolina University (CCU) in Conway, SC after previously serving as Assistant Professor of Musical Theatre Voice at Western Kentucky University for six years. I hold a PhD in Voice Pedagogy from The University of Kansas where I was trained in quantitative, qualitative, mixed methods, historical, and philosophical research methods in addition to teaching and performance, which uniquely enables me to conduct high-quality research on practical topics relevant to singers and voice teachers. I was awarded the 2018 Van L. Lawrence Fellowship for my quantitative research in heel height, head position, and jaw opening by NATS and The Voice Foundation. In addition to my experience above, I have presented a number of invited workshops on group voice teaching for voice teachers and a number of invited group voice classes for choirs, high schools, and universities across the United States. In 2020, NATS selected me to present a workshop for the national convention (held virtually), titled, “We’re Gonna Go Through It

Together!": Teaching Strategies for Functional Musical Theatre Group Voice Classes," which also included recommendations for teaching group voice online due to the pandemic. I also taught a similar workshop for the 2016 Voice Foundation symposium. Most recently, I have been working on my line of quantitative and qualitative research in class voice. I have recently finished data collection for a qualitative study on group voice teaching that I will present at the International Congress of Voice Teachers symposium in Vienna, Austria in August. This study, titled, "Small and Large Group Voice Instruction Strategies in a University Setting: A Collective Case Study," included a weekly (a) 50-minute large group class, (b) 50-minute small group class (three students), and (c) 1-hour, one-to-one voice lesson. Students submitted weekly videos of open-ended questions on their perceptions of the class(es). This study also included data collected at a university program in Sweden by my colleague Dr. Katherine Osborne. We are excited to present our findings as little empirical research has been conducted in the area of group voice class teaching.

Please describe the project or educational experience for which you would like funding support (300-word limit)

I recently finished my first academic year in my new position at CCU and was awarded the prestigious Summer Faculty Teaching Award to continue my mixed methods research of small and large group voice class teaching this summer. This award also encourages us to apply for an external grant to support our work, such as the new and significant Clifton Ware Group-Voice Pedagogy Award. I have completed an extensive review of literature on group instruction across a multitude of areas (e.g., reading, medicine, dance, piano) and have designed three studies that will take place in 2022-2023. The first study will be...*(redacted for this public document)*. The second study will be... *(redacted for this public document)*. And finally, my third study will be...*(redacted for this public document)*. I would like to request overall funding support for these three studies and my line of research in this area, but especially for the second study listed above, which will require me to travel in order to conduct research at as many universities currently offering class voice as possible. Any remaining funds could potentially sponsor my continued travel to present the findings of these studies at major national and international conferences, if approved. Thank you for your consideration!