

Diversity, equity, and inclusion are core values of my teaching and leadership philosophies that have been a cornerstone throughout my 30-year career as an educator, freelance musician, small business owner and social justice community activist. My experiences as a gay and African American man have given me the sensitivity needed to build an environment that would expose students and members of the community to all types of backgrounds, perspectives, and mindsets; provide access, resources, and opportunities to those who are underrepresented; and establish a culture that embraces and celebrates differences.

I have taught at schools with predominantly African American students or rural white students, worked with students who have been diagnosed with autism, Asperger's Syndrome, bipolar disorder, etc. and organized in 2020 a Facebook group of over 600 members who helped address social change and social justice for all people, including the homeless, the LGBTQIA community, and women of color throughout Metro Atlanta and other parts of the country. All of the aforementioned experiences provided opportunities for me to introduce new concepts and ideas of that would foster creative thoughts and expressions of diversity, equity, and inclusion.

As a studio faculty member, small ensemble conductor, and a low brass instructor in the middle and high schools, I take great steps through recruiting to broaden all aspects of diversity within the university student body. It has been important for me to make sure university and college students are immersed in learning environments with cultures, individuals and belief systems that differ from their own. Examples of this philosophy include programming music of different styles and nationalities on tuba and euphonium chamber music recitals or using community outreach as a university professor performing at urban schools to show visibility and accessibility to those who are underrepresented.

A diverse tuba and euphonium studio at the college and university level not only includes representation of gender, race, nationality, age, and other commonly considered categories, but also diversity of musical backgrounds, thought, training, philosophy, and pedigree. My responsibility will always be to recruit students from disciplines to help contribute to a growing collective of diverse thinkers who will seek to creatively contribute to making the world an environment that embraces all on a global level.