



بيركلي أبو ظبي  
Berklee Abu Dhabi

# CREATIVE ARTS EDUCATORS' SYMPOSIUM

October 22 & 23, 2025  
9:00AM - 5:00 PM



DR KRYSTAL  
BANFIELD



MISAEI  
MARTINEZ



RENATE  
ROHLFING



LUCAS  
MARTIN



LORI  
L'ITALIEN



DR MYA  
SCARLATO



YARUB  
SMARAIT



DR RHODA  
BERNARD

## INTRODUCTION

Through the Creative Arts Educators Symposium 2025, Berklee Abu Dhabi is shaping the future of music and arts education by advancing innovative approaches to teaching and learning.

This popular professional development gathering will bring together expertise from music education, music therapy, music technology and AI, musical theater, and creative youth development to build a shared training model for educators. The goal is to empower K–5 through 12 music teachers to integrate artistic, therapeutic, technological, and community-centered practices into their classrooms.

The program features a dynamic mix of workshops, lectures, focus groups, and hands-on sessions, culminating in reflection, participant presentations, and a community jam.

### **Why This Matters**

To meet the complex needs of today's students, young people require learning experiences that promote creativity, resilience, wellbeing, collaboration, and digital fluency. At the same time, many schools lack access to specialized clinicians, pedagogies, or advanced teaching methods. Berklee is uniquely positioned to fill this gap. By convening faculty, practitioners, and clinicians across disciplines, Berklee is building a replicable training framework that empowers educators, enriches classrooms, and strengthens learning communities.

### **Target Audience**

Music educators and department heads from across the UAE and MENA region.



## BERKLEE LEADERSHIP/FACILITATORS/CLINICIANS

<b>Dr. Krystal Banfield:</b>	Vice President, Education Outreach and Social Entrepreneurship at Berklee College of Music
<b>Mayssa Karaa:</b>	Artistic Director, Berklee Abu Dhabi
<b>Gael Hedding:</b>	Director, Berklee Abu Dhabi
<b>Misael Martinez:</b>	Assistant Vice President of Social Entrepreneurship and Creative Youth Development at Berklee College of Music
<b>Lucas Martin:</b>	Associate Professor of Music Technology, Berklee Study Abroad at Berklee Valencia
<b>Renate Tsuyako Rohlfing:</b>	Associate professor of Music Therapy, Berklee College of Music
<b>Lori L'italien:</b>	Associate Professor of Musical Theater Voice and Vocal Pedagogy, Boston Conservatory at Berklee
<b>Dr. Mya Scarlato:</b>	Ed.D.: Associate Professor Music Education Berklee College of Music
<b>Yarub Smarait:</b>	Musician, Composer, Educator, M.M Berklee Valencia '15
<b>Dr. Rhoda Bernard:</b>	Managing Director, Berklee Institute for Accessible Arts Education; Assistant Chair, Music Education Department, Berklee College of Music

## SCHEDULE

8:30 AM

9:00 - 9:45 AM

9:45 - 10:15 AM

### Registration

- Welcome (Dr. Krystal Banfield)
- What is Berklee Abu Dhabi (Mayssa Karaa, Gael Hedding)
- Short Performance by Berklee Abu Dhabi students

### Plenary Lecture: (Dr. Krystal Banfield)

- **Day One:** "Teaching at the Intersection: Creativity, Belonging, and the 21st-Century Learner"
- **Day Two:** "Crafting Futures: Purpose-Driven Arts Teaching for Identity, Impact, and Industry"



## SCHEDULE

10:15 - 10:30 AM

### Clinicians Introductions

Transit to Concurrent Session 1 Locations  
*(participants to select one of the workshops below)*

10:30 AM - 11:45 AM

### Concurrent Session 1

- **Workshop 1A:** “Roots and Branches” (Renate Rohlfing)
- **Workshop 2A:** “Defying Gravity” – Helping Students Find Confidence and Joy Through Musical Theatre Performance (Lori L’Italien)
- **Workshop 3A:** “Making Technology Accessible to All” (Lucas Martin)
- **Workshop 4A:** “From Inspiration to Creation: Making Music from the World Around Us” (Mya Scarlato)

11:45 AM - 12:45 PM

### Lunch Break

12:45 - 1:00 PM

Transit to Concurrent Session 2 Locations  
*(participants to select one of the workshops below)*

1:00 - 2:30 PM

### Concurrent Session 2

- **Workshop 1B:** “Attunement in Action: Strategies for Classroom Wellbeing” (Renate Rohlfing)
- **Workshop 2B:** “Curtain up, Light the Lights” - Let’s Put on a Show! (Lori L’Italien)
- **Workshop 3B:** “In Harmony With AI: Inspiring Educators and Engaging Students” (Lucas Martin)
- **Workshop 4B:** “Listening with Depth: Mapping Music in Context” (Mya Scarlato)
- **Workshop 5:** “Introducing Arabic Music in the Classroom” (Yarub Smarait)

## SCHEDULE

2:30 - 2:45 PM

Transition Time

2:45 - 3:15 PM

Dr. Rhoda Bernard

- **Day One:** Implementing Best Practices in Accessible Music Education pt.1
- **Day Two:** Implementing Best Practices in Accessible Music Education pt.2

3:15 - 3:20 PM

Transition Time

3:20 - 4:20 PM

Focus Group Discussion: (Misael Martinez)

- **Day One:** "Leading With Intention"
- **Day Two:** "Mirroring Innovation"

4:20 - 5:00 PM

Wrap-up & Takeaways

## PROGRAMME

**Symposium Facilitator: Dr. Krystal Banfield**

**Day One**

**Plenary Lecture Title:** *"Teaching at the Intersection: Creativity, Belonging, and the 21st-Century Learner"*

**Session Description Day One:** Today's arts classrooms must be more than instructional—they must be inclusive, inspiring spaces where artistry meets identity and learning drives impact. This plenary explores a future-forward vision of music and performing arts education that breaks down traditional silos and embraces cross-disciplinary, culturally responsive approaches. By centering student voice, belonging, and real-world relevance, we'll examine how music, theater, technology, and social-emotional learning can work in harmony to cultivate creativity, confidence, and collaboration. Together, we'll reimagine arts education as a powerful force for equity, empowerment, and purpose.



## Day Two

### Plenary Lecture Title: *“Crafting Futures: Purpose - Driven Arts Teaching for Identity, Impact, and Industry”*

**Session Description Day Two:** This plenary explores how arts educators can serve as architects of possibility—guiding students from the classroom toward careers in the creative industries while nurturing their artistic identities and social-emotional development. Blending practical tools like scaffolded assessments and tech integration with reflective practices rooted in purpose, participants will gain strategies to empower students as creators, collaborators, and future-ready leaders. Together, we’ll examine how teaching the arts can be both a calling and a catalyst for transformation—in students’ lives and the world they will shape.

### Clinician: Renate Tsuyako Rohlfing

#### Workshop 1A Title: *“Roots and Branches”*

**Workshop Description:** This workshop introduces the Musical Tree as a framework for connecting personal history, identity, and artistry in the classroom. Educators will explore attunement theory – responsiveness and presence - and map their own musical “roots”, “branches”, and “leaves.” In discussion, participants will consider how this activity can be adapted for K-12 settings to strengthen student voice and connection. The session balances theory with practice, modeling how arts-integrated reflection supports both creativity and personal expression while offering strategies that educators can adapt to their own classrooms.

#### Learning Outcomes:

1. Define attunement theory and its relevance within an educational scope of practice.
2. Create and share a personal Musical Tree as a reflective tool.
3. Adapt the Musical Tree framework for classroom use to build identity and belonging.

## Workshop 1B Title: *“Attunement in Action: Strategies for Classroom Wellbeing”*

**Workshop Description:** Attunement is a mindset and a practice that can be embedded into daily classroom routines. This session introduces short, music-based neuroscience regulation practices, including breath and sound alignment, creative and reflective check-ins, and more. Alongside experiential learning, participants will examine attunement theory, explore, and discuss how micro-routines matter for student engagement and teacher sustainability. Educators will leave with tools to shape classroom climate and enhance the quality of connection within their classrooms.

### Learning Outcomes:

1. Define attunement and its application in classroom practice.
2. Experience and evaluate micro-routines for care and engagement.
3. Design one classroom-ready attunement routine.

## Clinician: Lori L'Italien

### Workshop 2A Title: *“Defying Gravity” – Helping Students Find Confidence and Joy Through Musical Theatre Performance*

**Workshop Description:** Discover the fundamentals of musical theatre performance in this engaging workshop designed for music and arts educators. Learn practical strategies to introduce your students to the essentials of singing and acting, while helping them build confidence and stage presence. Through joyful, playful, and approachable techniques and classroom-ready exercises, you'll explore how to guide students in expressing themselves authentically and performing with clarity and poise. Equip yourself with the tools to nurture confident, well-rounded performers and inspire your students to shine both on stage and beyond.

### Learning Outcomes:

- **Build Confidence as Educators:** Attendees will gain strategies to guide their students in developing confidence, stage presence, and performance skills. They will also receive a packet of ready-to-use materials to implement immediately in their classrooms.
- **Expand Teaching Tools:** Participants will explore a variety of engaging vocal and acting exercises designed for use in classrooms, rehearsals, or private lessons.
- **Develop Song Performance Skills:** Participants will learn how to lead students through the process of acting a song using techniques such as actioning, score study, and emotional intensity exercises.



## Workshop 2B Title: *“Curtain up, Light the Lights” - Let’s Put on a Show!*

**Workshop Description:** Bring the joy of musical theatre to your school with this interactive workshop designed for music and arts educators. Whether you’re new to directing or looking to refine your process, you’ll gain practical tools to stage a successful middle or high school musical. You’ll learn how to choose the right show for your student population, organize auditions, run effective and efficient rehearsals, and explore staging and choreography basics. We’ll also discuss effective marketing strategies to showcase your students’ hard work and create theatre magic in your classroom, school, and community.

### **Learning Outcomes:**

- **Show Selection:** Participants will explore a range of musical theatre repertoire suitable for educational settings and learn strategies for selecting shows that best align with their student population.
- **Production Management:** Attendees will acquire practical tools for running auditions, making casting decisions, scheduling rehearsals, and managing production responsibilities.
- **Staging and Ensemble Work:** Participants will build confidence in staging fundamentals and explore practical strategies for effectively blocking and presenting musical numbers, from intimate solos to large-scale, show-stopping finales.

## Clinician: Lucas Martin

### Workshop 3A Title: *“Making Technology Accessible to All”*

**Workshop Description:** Explore the latest music technology tools and inspiring accessible apps that will lead students to unexpected creative breakthroughs. Learn how to implement those technologies in your classroom instruction, preparing your students for today’s industries and tomorrow’s careers. Participants will leave with a curated list of recommended music technology tools, apps, and resources. This toolkit will support their ongoing exploration and professional development, helping them stay up-to-date with emerging technologies in music education.

### **Learning Outcomes:**

- Participants will develop confidence in evaluating and selecting accessible tools that best support diverse classroom contexts and students’ needs.
- Attendees will learn how to incorporate music technology tools into their teaching practices to foster creativity and engagement among students.
- Participants will leave with a curated list of recommended music technology tools, apps, and resources. This toolkit will support their ongoing exploration and professional development, helping them stay up-to-date with emerging technologies in music education.

### Workshop 3B Title: *“In Harmony With AI: Inspiring Educators and Engaging Students”*

**Workshop Description:** In this practice-led session, participants will become familiar with a wide range of AI tools and applications, learning how to integrate these resources into their classrooms and teaching strategies effectively. This workshop will also provide opportunities for arts teachers to collaborate, exchange ideas, and build a supportive professional community around the use of AI in education. Attendees will further discuss the ethical aspects of using AI, considering student autonomy and the role of technology in creative processes.

#### **Learning Outcomes:**

- Attendees will gain insights into emerging AI trends and their potential impact on arts education.
- Participants will learn frameworks for assessing the pedagogical value, accessibility, and ethical implications of AI resources in arts education.
- Hands-On Experience with AI Tools: Attendees will gain practical, hands-on experience using AI tools relevant to arts and education. By directly engaging with these technologies, they will learn to integrate AI into their teaching practices effectively and experiment with AI-enhanced classroom activities.

### Clinician: **Dr. Mya Scarlato**

### Workshop 4A Title: *“From Inspiration to Creation: Making Music from the World Around Us”*

**Workshop Description:** In music education, sounds serve as the materials through which students explore and make sense of the world while developing their creativity. In this session, you’ll discover how to use compositional prompts drawn from other art forms, social/historical events, and lived experience as springboards for musical creation. With adaptable strategies for multiple traditions and genres, participants will explore how composition can serve as both artistic expression and social inquiry within an arts-integrated curriculum. Tap into your whimsical self and get ready to create!

#### **Learning Outcomes:**

Participants of this session will...

- Draw creative inspiration from a variety of compositional prompts.
- Explore a variety of formats for creative music making.
- Conceptualize thematic connections between creative practices across genres/contexts.

### Workshop 4B Title: *“Listening with Depth: Mapping Music in Context”*

**Workshop Description:** Responding to music is more than analyzing form or decoding rhythm, it’s about uncovering meaning. This session introduces practical tools for guiding students to analyze music through three lenses: musical elements, cultural and historical context, and personal/community resonance. Participants will explore how treating music as both art and cultural text fosters critical thinking, empathy, and cross-disciplinary connections.

#### **Learning Outcomes:**

Participants of this session will...

- Conceptualize musical analysis through creative, visual representation.
- Conceptualize iconic representation as a bridge to teaching standard music notation.
- Create sound maps that represent musical form and function in context.

### Clinician: Yarub Smarait

### Workshop 5 Title: *“Introducing Arabic Music in the Classroom”*

**Workshop Description:** This interactive workshop is designed to equip music teachers with the tools and confidence to introduce Arabic music to high school students (grades 9–12), regardless of their prior familiarity with the tradition. Over the course of the session, participants will be introduced to the essential building blocks of Arabic music: the maqam system, which shapes the melodic identity of the music, and iqa’at, the rhythmic cycles that give it structure and groove. Through live demonstrations, guided listening, call-and-response singing, and rhythm-clapping exercises, teachers will not only gain a conceptual understanding of these elements but also experience them firsthand in a way that can be easily transferred to the classroom.

#### **Learning Outcomes:**

By the end of the workshop, participants will be able to:

- Introduce the fundamentals of Arabic music, including maqam and iqa’at (rhythms), through clear and accessible explanations.
- Apply hands-on activities and repertoire ideas that make Arabic music engaging for high school students.
- Foster cross-cultural understanding by presenting Arabic music as an interactive and creative experience.



**Facilitator: Misael Martinez**

**Focus Group 1 Title: "Leading With Intention"**

**Focus Group Description:**

Leading with intention in the arts means cultivating a purposeful environment where creativity flourishes. Teachers play a vital role in guiding students to explore their artistic potential while fostering a sense of ownership over their learning. This approach encourages educators to be mindful of their teaching strategies, ensuring they resonate with students' diverse backgrounds and artistic expressions. By embedding intention into every lesson, teachers can inspire students to not only develop their skills but also to understand the deeper connections between art, culture, and personal expression.

**Focus Group 2 Title: "Mirroring Innovation"**

**Focus Group Description:**

This focus group will unite music educators from various backgrounds to exchange innovative teaching methodologies and foster collaborative learning. Participants will discuss unique challenges and opportunities within music education, sharing insights and effective strategies. The aim is to cultivate a supportive environment that encourages professional growth and enhances educational practices in music.

## BIOS



**Dr. Krystal Banfield: Vice President, Education Outreach and Social Entrepreneurship at Berklee College of Music**

Krystal Banfield is Berklee College's Vice President of Education Outreach and Social Entrepreneurship, leading the advancement of the institution's vision to expand access to creative arts education across communities, schools, and professional sectors.

Dr. Banfield oversees Berklee's City Music international K-12 program and Berklee PULSE®, guiding their vision to become the world's leading creative youth development initiatives in contemporary music, dance, musical theater, creative entrepreneurship, and music production. A published educator, concert singer, and award-winning advocate with over 30 years in higher education administration, nonprofit arts management, and instruction, she is dedicated to excellence in the arts.

Her accomplishments include product and resource development, management of an interdisciplinary band and technology-based curriculum series, co-authoring Berklee Online's MOOC Teaching Popular Music in the Classroom (Coursera®), contributing to and managing BandQuest® (Hal Leonard), and creating the elementary curriculum \*Composers Suitcase®. She is skilled in managing teaching artists across disciplines, securing funding, and scaling arts and academic initiatives throughout the U.S., with partnerships in Canada and Ecuador.

Banfield previously served as adjunct voice professor and music education lecturer at the University of St. Thomas and the Saint Paul Conservatory of Music. Her published and recorded works appear in Places and Purposes of Popular Music Education (Intellect Publishers), Cambridge Scholars Press, Teaching Artist Journal, and the INNOVA Recordings label.

She earned a B.M.E. from Howard University, an M.M. from Indiana University-Bloomington, and an Ed.D. in curriculum development, critical pedagogy, and educational leadership from the University of St. Thomas-Minneapolis.

Her distinctions include the Amtrak/Boston Celtics Pioneer Award for community service, the New England Women's Leadership Award, recognition in the 2016 GK100: Boston's 100 Most Influential People of Color in Education, and honors at Boston Children's Hospital's 10th Annual MLK Legacy Series. She also serves on the boards of Boston Arts Academy High School (co-Vice Chair), Boston Children's Chorus, and MassArt College Artward Bound.



**Misael Martinez: Assistant Vice President of Social Entrepreneurship and Creative Youth Development at Berklee College of Music**

Misael Martinez has over 26 years of experience in the youth development field. His dual-pronged insight and approach to business and artist development combined with a deep commitment to education have earned him recognition and awards by the Lawrence History Center, which selected Misael as the

recipient of the Eartha Dengler Award for his contributions to development, opportunity and prosperity in Lawrence, MA. Most recently, Misael's awards and recognitions include serving as the NAACP Merrimack Valley Chapter 2021 Keynote Speaker and the 2023 Berklee College of Music Brass Day "Diversity, Inclusion, and Respect" Award recipient. Misael's years of contributions to marginalized communities has made him a much sought-after collaborator, and his contributions include work on a national scale with organizations such as the Young People's Project and the Annie E. Casey Foundation. His creative approach, sense of humor and the deep joy he finds in his work have combined to make Misael a seasoned visionary and skilled strategist. Misael's experience working in public schools led him to work strictly in non-profit, grass-roots and music education programs. He dedicated himself full-time to directing the Hope Street Youth Center, a dynamic, grassroots, performing-arts based nonprofit he founded in 1998, which he renamed Movement City.

Misael grew the program to serve hundreds of youth annually with an array of music, art, design and technology-based programs. It is through this program that Berklee City Music established a partnership and Misael prepared many students from Lawrence, MA who later became Berklee City Music Full-Tuition College Scholars.

Misael currently serves on The President's Council at Berklee College of Music and in addition to his role as Assistant Vice President of Social Entrepreneurship and Creative Youth Development. As AVP, Misael is responsible for the development and success of Berklee City Music's creative youth development, including programming across performing arts, entrepreneurship, and technology production, City Music's Ambassador program, summer scholarships and initiatives supporting the holistic development of youth, and pathways to college. In addition to youth development work, Misael supports the City Music Advisory Board, Office of the President and Berklee College's strategies via operations, coupled with overseeing 47 program sites in 39 cities globally. Among his personal creative entrepreneurial pursuits includes serving as the Founder and Owner of Missobrown, where he also oversees all aspects of the firm's strategic and creative campaigns.



**Renate Tsuyako Rohlfing: Associate Professor, Music Therapy - Berklee College of Music**

Pianist and music psychotherapist, Renate Rohlfing M.M., M.A., MT-BC advocates for music as a vital civic resource for connection and care. Ms. Rohlfing is an Associate Professor at Berklee College of Music, where she teaches classes at the intersection of music, psychology, and health and is

the recipient of the Dean's Award for Global Presence and Engagement. She is co-founder of Sounds That Carry, collaborating with nonprofits and arts organizations to design culturally relevant programs that strengthen communities and amplify the arts. She has led discussions and workshops worldwide, including at Berklee Abu Dhabi, the Juilliard School Entrepreneurship Symposium, Chamber Music America, Harvard Graduate School of Education, and McLean Hospital's Institute for Technology and Aging.

Her work has been supported by the Massachusetts Cultural Council, NYC Department of Cultural Affairs, Wallace Foundation, Berklee Faculty Grants, Avenir Foundation, and others. A native of Hawaii, she is a graduate of the Juilliard School and New York University.



**Lori L'Italien: Associate Professor of Musical Theatre Voice and Vocal Pedagogy - Boston Conservatory at Berklee**

Lori L'Italien has been on the voice faculty at the Boston Conservatory since 2017. She specializes in musical theater, pop/rock styles, acting the song, and working with singers to develop a versatile, flexible, and healthy technique that allows for freedom of expression and storytelling throughout

a broad range of musical styles. As an educator, Lori L'Italien has served as lead instructor, teacher educator, and administrator for the Metropolitan Opera Guild's Boston Urban Voices Program and for the Boston Symphony Orchestra at Tanglewood. She is the former Program Director of Performing Arts at Lasell University, where she directed theater productions and choir, taught voice, music theory, acting, and musical theater history, and helped establish a Performing Arts minor.

A versatile and in-demand performer, L'Italien has appeared on opera and musical theater stages across Boston and New England. Most recently, she was featured as the Elphaba soloist with the Firebird Pops Orchestra in their Haunted Pops and Broadway on Fire concert series.

Ms. L'Italien holds an M.F.A. in Musical Theater from The Boston Conservatory at Berklee, an M.M. in Opera Performance from Longy School of Music at Bard College, and an B.M.E in Vocal Music Education from the University of Maine.



**Lucas Martin: Associate Professor of Music Technology, Berklee Study Abroad at Berklee Valencia**

Lucas Martin is a passionate educator, music technologist and show producer who serves as Associate Professor at the Berklee Valencia Campus. Previous to Berklee, Lucas combined teaching roles in several institutions, such as Trafford Council, the Manchester College, and the Royal Northern College of

Music, with sound engineering and video production freelance projects for different festivals, theaters, music venues, and national media organizations. Some of the courses that Lucas currently teaches at the Berklee Valencia Campus are Production Concepts for the Contemporary Performer, Live Sound & Stage Craft, and Introduction to Music Technology.



**Mya Scarlato, Ed.D.: Associate Professor Music Education - Berklee College of Music**

As a professor of music education courses, Dr. Scarlato strives to engage students in coursework that explores a variety of musical genres and music-making processes. She is persuaded by educational thinkers like Maxine Greene, who hold the beliefs that:

1) curriculum ought to be co-constructed by teachers and students to reflect the diverse needs of individuals at particular moments in time/history, and 2) art can serve as a powerful medium through which we might endeavor to reimagine our communities to be more just, equitable, and free. Scarlato's primary scholarly interests center around qualitative research designs that emphasize critical social perspectives, philosophical lenses, and narrative methodologies.



**Yarub Smarait: Musician, Composer, Educator - M.M Berklee Valencia '15**

Yarub Smarait is a distinguished musician and composer known for his profound contributions to Arab music and his ability to bridge cultural divides through innovative musical projects. A graduate of Berklee College of Music's Valencia campus, Smarait has dedicated his career to blending

traditional Arabic sounds with contemporary influences, creating a unique and compelling musical voice. As the founder of the HeJAZZ Ensemble, Smarait brings together musicians from diverse backgrounds, producing original works and reimagined Arabic classics with global appeal. A passionate educator and collaborator, his teaching—including at Berklee Abu Dhabi—reflects his dedication to nurturing the next generation of musicians. With expertise in performance, production, and theory, he has contributed to projects such as the anthem for the Queen Rania Teachers Academy, orchestral works for the Jordanian royal court, and tracks commemorating Jordan's Silver Jubilee. His work demonstrates both artistic versatility and a commitment to preserving and evolving the rich heritage of Arab music.



**Rhoda Bernard, Ed.D: Managing Director, Berklee Institute for Accessible Arts Education Assistant Chair, Music Education**

Rhoda Bernard holds a Bachelor of Arts cum laude in government from Harvard University and a Bachelor of Music with academic honors in jazz voice from New England Conservatory. Dr. Bernard earned her Master of

Education and holds a Doctor of Education from the Harvard Graduate School of Education and is an internationally recognized expert in Accessible Arts Education. A sought-after speaker and workshop facilitator, she has shared her research and keynotes across the U.S. and internationally. Her forthcoming book, *Accessible Arts Education: Principles, Habits, and Strategies to Unleash Every Student's Creativity and Learning* (Solution Tree Press), will be released in late summer/early fall 2025.

Her work has been widely published, and in 2025 she was awarded a Fulbright Specialist Residency in Dublin, Ireland. Honors include the Irene Buck Service to Arts Education Award (2023) and the Berklee Urban Service Award (2017). A past chair of the Arts Education Advisory Council of Americans for the Arts, she remains an active advocate through its speakers bureau. Also a vocalist and pianist specializing in jazz and Jewish music, Dr. Bernard performs with several klezmer ensembles and has recorded two albums with the band Klezamir.