

Curriculum Vitae
DENESE LAKAY ROBINSON JONES, Ph. D.

EDUCATIONAL BACKGROUND

- Ph.D. Texas A&M University, College of Education, College Station, TX
Curriculum & Instruction, Cognate: Reading, May 1991
Dissertation: *"The Relationship of Process Oriented Assessment and
Minority Student Participation during a Reading Lesson"*,
Dr. Timothy R. Blair, Chair
- M.Ed. Texas A&M University, College of Education, College Station, TX.
Curriculum & Instruction, Cognate: Reading, May 1988
- B.S. Texas Woman's University, College of Education, Denton, TX.
Elementary Ed./Reading Specialization, May 1974
- High School South Oak Cliff High School, Dallas Independent Schools District,
Diploma, Dallas, TX. May 1970

UNIVERSITY POSITIONS

Administration

- 2012-Present Provost and Professor of Education, Drake University, Des Moines, IA.
*Responsibilities: Chief Academic Officer for the university reporting directly to the
President; manage Deans of the College of Arts & Sciences, College of Business and
Public Administration, College of Pharmacy and Health Sciences, School of Journalism &
Mass Communications, School of Education, Law School, Libraries, Dean of Students, Vice
Provost for Academic Excellence and Student Success, Vice Provost for Assessment and
Instruction, Vice Provost for Global and International Affairs, and Chief Information
Officer; support the work of Student Services (Registrar), Director of Institutional Research
and Director of Service Learning*
- 2005-2012 Dean and Professor of Education, College of Education and Human
Services, Longwood University, Farmville, VA.
*Responsibilities: Chief Academic Officer for the CEHS reporting directly to the Provost
and VPAA; manage human, financial, and physical resources of the College; strategic
planning and innovative program development; support the work of a multidisciplinary
faculty and staff for teaching, scholarship, and service; enhance student learning
opportunities; engage support for student internships and research projects*
- 2002-2003 American Council on Education (ACE) Fellow, Host Institution-
University of Kansas, Office of the Chancellor, Lawrence, KS
*Responsibilities: One-year administrative Fellowship studying leadership, higher
education administration, decision-making, university budgeting, and shared governance
that included a mentoring experiences with the university President. Provost, and other
senior administrators*
- 2001-2005 Chair, Presidents' Commission on Diversity, Office of the President,
University of Kentucky, Lexington, KY

Responsibilities: As a member of the Presidents' cabinet, reported directly to the President and officiated a nineteen-member Commission of faculty, staff, students and community representatives that advised and recommended university-wide strategies or initiatives to foster a university goal of becoming a "champion of diversity"

- 1998-2002 Associate Dean of the Graduate School-Recruitment & Diversity
University of Kentucky, The Graduate School, Lexington, KY
Responsibilities: Chief graduate school officer for recruitment, retention, and diversity initiatives for 60 doctoral programs, 94 masters' programs, and 3 specialists programs; directed Kentucky Young Summer Scientist (KYSS) research program for undergraduate juniors or seniors; administered and managed graduate school fellowships, scholarships and awards for students from diverse backgrounds and women in under-represented academic areas
- 1994-2005 Director and Co-founder, Center for the Study of Academic Achievement in Learning Environments (SAALE), Curriculum & Instruction Department, College of Education, University of Kentucky, Lexington, KY
Responsibilities: Administrator for funded professional development institutes of Complex Instruction-- a prescribed cooperative learning approach to eliminate issues of status; administrator of state-funded TeacherBridge program consisting of a full-year professional development of middle and high school tutors of literacy skills targeting at-risk populations

Faculty

- 1997-2005 Associate Professor, Curriculum & Instruction Department, College of Education, University of Kentucky, Lexington, KY
Responsibilities: Taught/advised graduate and undergraduate students of elementary education and literacy education; chaired and served on doctoral committees for instruction and administration (Ed. D. level) graduate students
- 1991-1997 Assistant Professor, Curriculum & Instruction Department, College of Education, University of Kentucky, Lexington, KY
Responsibilities: Taught/advised graduate and undergraduate students of elementary education and literacy education; served on doctoral committees for instruction and administration (Ed. D). level graduate students

RESEARCH INTERESTS- Equity pedagogy in literacy instruction, teacher education and multicultural education, cooperative learning strategies, leadership development

COURSES TAUGHT

- EDC 322 - Elementary School Practicum
- EDC 329 - Teaching Reading and Language Arts in the Elementary School
- EDC 339 - Designing a Reading and Language Arts Program for the Elementary School
- EDC 619 - Assessing Growth and Development in Reading
- EDC 620 - Design and Implementation of Reading Instruction
- EDC 730 - Problems of School Curriculum: Reading Instruction and Cultural Diversity
- EDC 740 - Practicum in Teaching Reading and Related Language Arts
- EDC 777 - Doctoral Seminar in Curriculum & Instruction: Current Issues in Reading
- EDC 781 - Independent Study (Student contracted in-depth, graduate-level course for a particular area of interest, focus or need)

PROFESSIONAL PUBLICATIONS

REFEREED ARTICLES

Jones, D. L. Powers, S., Norman, A., Bintz, W., Cox, A., Davis, M., Greenwalt, Y., Higgins, P., Newson, F. (2006). Still unequal: A critical exploration of early literacy instruction with primary teachers and implications for policy. In (Ed. Brown, M. Christopher) *Still not equal: Expanding educational opportunity in society*. New York: Peter Lange.

McIntyre, E., Powell, R., Bright, K., **Jones, D. L.**, Powers, S. W., Deters, F., & Petrosko, J. P. (2005) Implementation differences of early reading models. *Journal of Educational Research on Policy Studies*, 5(2), 66-102.

McIntyre, E., Petrosko, J., **Jones, D. L.**, Powell, R., Powers, S., Bright, K., & Newsome, F. (2005). Supplemental instruction in early reading: Does it matter for struggling readers? *Journal of Educational Research*, 99(2), 99-108.

Jones, D. L. (2005). Culturally responsive teaching: A proposal for teaching to change the world within a multicultural society. In American Association of Colleges of Teacher Education Special Study Group Technical Reports. Washington, D. C: American Association of Colleges of Teacher Education.

Jones, D. L., Webb, K. S., Christian, C., Savage, T., & Yemeh, N. (2004). Leveling the playing field: A critical examination of urban teachers' pedagogical practices of equity and excellence for diverse students. *Journal of Public Management and Social Policy*, 10(1), 55-69.

Albert, L. R. & **Jones, D.L.** (1998). Implementing the science teaching standards through Complex Instruction: A case study of two teacher-researchers. *School Science and Mathematics*, 97(6), 283-291.

Jones, D.L. (1998). An exploration of prospective teachers' literacy instructional practices: Expectations vs. actual usage. . *Balanced Reading Instruction* 5 (1), 19-33.

Jones, D.L. & Sandige, R. (1997). Recruiting & retaining teachers in urban schools: Implications for policy and the law. *Education and Urban Society*, 29(2), 191-202.

Winograd, P., **Jones, D.L.**, Perkins, F. (1996, Spring). Suggestions for dealing with the politics of authentic assessment. *The Kentucky Reading Journal*, 11-15.

Ford, D.Y., Feist-Price, S., **Jones, D.L.**, Brown-Wright, L., Strutchens, M., Stephens, J. E. & Harris, J. J, III. (1996, April). Family diversity: Perceptions of university students relative to gender and college major. *Urban Education*, 3 (1), 91-106.

Jones, D.L. (1995). Literacy and literature: Enhancing literature-based instruction through the multiple intelligences theory. *Balanced Reading Instruction* 2 (2), 22-35.

REFEREED ARTICLES (cont'd.)

Donelan, R. W., Neal, G. A., & **Jones, D.L.** (1994). The promise of *Brown* and the reality of academic grouping: The tracks of my tears. *The Journal of Negro Education*, 63 (3), 376-388.

Ford, D.Y., Harris, J. J., III, Webb, K. S., & **Jones, D.L.** (1994). Rejection or confirmation of racial identity: A dilemma for high-achieving Blacks? *Journal of Educational Thought*, 28 (1), 7-33.

Jones, D.L. & Winborne, D.G. (1992). Consideration for cultural diversity in educational reform: The elements of positive change. *New directions for education reform*, (1), 37-50.

Winograd, P. & **Jones, D.L.** (1992). The use of portfolios in performance assessment. *New directions for education reform*, 1 (2), 5-12.

Blair, T.R. & **Jones, D.L.** (1990). Teacher expectations: Modifying one's teaching through the self-monitoring process. *Challenges in Reading: CRA Yearbook. The College Reading Association*, 11-15.

Jones, D.L. (1990 Fall). The challenge of becoming a reflective teacher. *Kappa Delta Pi Record*, 27 (1), 16-18.

BOOKS

Blair, T. R. & **Jones, D.L.** (1998). *Preparing Student Teachers for Pluralistic Classrooms*. Boston, MA: Allyn & Bacon.

Jones, D. L. (Ed.) (1995). *Yearbook of the Eighth National Conference on the Recruitment and Retention of Minorities in Education*. Lexington, KY: University of Kentucky.

Jones, D.L. (1989). *Reading diagnosis and remediation: Instructor's manual*. Columbus: Merrill Publishing Company.

REFEREED BOOK CHAPTERS, CONFERENCE PROCEEDINGS, AND MONOGRAPHS

Jones, D. L., Powers, S. & Cox, Angela. (2005). An examination of early reading intervention instructional practices with diverse groups for the primary grades. Proceedings of The Learning Conference-2003, Institute of Education, University of London, 2337-2357.

Jones, D. L. (2005). Marital status: Female-male relationships of African Americans. In Harley, D. & Dillard, J. M. (Eds.) *Contemporary mental health issues among African Americans*. American Counseling Association.

Jones, D. L. (2003). Diverse practitioners and diverse populations: Opportunities and challenges in the alignment of national standards. In Carter, N. (Ed.) *Convergence or divergence: Alignment of standards, assessment and issues of diversity*. Washington, D. C: American Association of Colleges of Teacher Education and ERIC Clearinghouse.

REFEREED BOOK CHAPTERS, CONFERENCE PROCEEDINGS, AND MONOGRAPHS (cont'd.)

Jones, D.L. (1997). In a different voice: Exploring pre-service students' perspectives on issues of education that's multicultural. In Grant, C. A. (Ed.), *Proceedings of the National Association for Multicultural Education Conference-1995*, Washington, D.C.

Jones, D. L. (1997). Complex Instruction Status Treatment (CIST) for the heterogeneous primary classroom: An examination of student/teacher attitudes. *Improving Instructional Practices Through Classroom & School Based Research*. Lexington, KY: Institute on Education Reform, University of Kentucky.

Jones, D. L. & Kentucky Education Equity Task Force Members. (1997). *A plan for education equity*. Kentucky Department of Education, Frankfort, KY

Jones, D.L. (1996). Meeting the faith challenge of rearing our sons and daughters. In Carter, N. & Parker, M. (Eds.), *Women to Women: Perspectives of Fifteen African-American Christian Women* (pp. 111-130). Grand Rapids, MI: Zondervan

Jones, D.L. (1995). Summary session. In *Proceedings of the Conference for Education in Kentucky: Current Results, Future Visions*. Lexington, KY: University of Kentucky/University of Louisville Joint Center for the Study of Educational Policy, 59-63.

Jones, D.L. (1995). Reading, writing and reform. In Larke, P. J. & Castle, E. M. (Eds.), *Multicultural Education: Issues & Practices*. College Station, TX: Special Study Group on Multicultural Education of the American Association of Colleges for Teacher Education, 61-67.

Zollman, A. & **Jones, D.L.** (1994). Utilizing portfolios in mathematics learning with elementary students. In Zollman, A. (eds.). *More Stuff That Really Works: Elementary Mathematics Portfolio Activities*. Lexington, KY: Institute on Education Reform, University of Kentucky.

Shake, M.C., **Jones, D.L.**, & Liptak, K.L. (1994). Early elementary teacher preparation for diversity. In *Proceedings of the Diversity Spoken Here Conference*. Morehead, KY: Morehead State University, 77-87.

Middleton, E., Bickel, F., E., Mason, **Jones, D.**, Stilwell, W., Frederick, A. (Eds.) (1993). The recruitment and retention of minorities in teacher education: Performance assessment. *Proceedings of the Seventh National Conference on the Recruitment and Retention of Minorities in Education*. Lexington, KY: University of Kentucky.

Middleton, E., Mason, E., Bickel, F., **Jones, D.** & Gaskins, R. (Eds.) (1992). The 21st century: A futuristic look at recruitment and retention in teacher education programs. *Proceedings of the Sixth National Conference on the Recruitment and Retention of Minorities in Education*. Lexington, KY: University of Kentucky.

REFEREED BOOK CHAPTERS, CONFERENCE PROCEEDINGS, AND MONOGRAPHS (cont'd.)

Larke, P.J. & Jones, D.L. (1991). The impact of educational reforms in Texas on the recruitment and retention of minority teachers. In Middleton, E., Mason, E., Bickel, F. & Stilwell, W. (Eds.). *Proceedings of the Fifth National Conference on Recruitment and Retention of Minorities in Education* (pp. 119-126). Lexington, KY: University of Kentucky.

REFEREED ENCYCLOPEDIA SELECTION

Jones, D.L. (1996). Academic achievement and African Americans. In Jones-Wilson, F.C., Asbury, C.A., Okazawa-Rey, M., Anderson, D.K., Jacobs, S.M. & Fultz, M. *The Encyclopedia of African-American Education*, (pp. 2-4). Westport, CT: Greenwood Press.

OTHER TECHNICAL AND PROFESSIONAL WRITINGS

Jones, D. L. (2005). *Education Beyond Brown: Future Perspectives*. President's Commission on Diversity, University of Kentucky, Lexington, KY.

Winograd, P.N., Jones, D.L., & Perkins, F. (1995). The politics of portfolios, performance events and other authentic assessments. *UKERA Occasional Papers*, #0007, Lexington, KY: Institute on Education Reform, University of Kentucky.

Jones, D.L. et. al. (1995). *Tracking and Ability Grouping: A Position Statement for the Fayette County Public Schools*. Prepared by the Fayette County Task Force on Tracking and Ability Grouping. Endorsed by the Equity Council of the Fayette County Public Schools.

Zollman, A. & Jones, D.L. (1994). Accommodating assessment and learning: Utilizing portfolios in teacher education with preservice teachers. *Resources in Education*. Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education, ED368551 (SEO54-150).

Winograd, P., & Jones, D.L. (1993). The use of portfolios in performance assessment. A reprint in *Portfolio News: Portfolio Assessment Clearinghouse*, 4 (4), 1, 9-14.

Gaskins, R. & Jones, D.L. (1993). *UKERA occasional Papers*, #001. Lexington, KY: Institute of Education Reform, University of Kentucky.

Shake, M.C., & Jones, D.L. (1993). Project bookbags. Dialogue: News from AEL's Colleges & Schools Programs, Supplement to *The Link*, 12 (4), 2-3.

Gaskins, R., & Jones, D. L. (1992). Technical paper, "Reading--Extended School Services", Department of Educational Psychology, University of Kentucky.

BOOK REVIEWS

Ford, D.Y. & Jones, D.L. (1997). Review of *Unraveling the "model minority" stereotype: Listening to Asian American youth* by Lee, S.J. in *Journal of Negro Education*, 66.

RESOURCE AND GRANT PROCUREMENTS

Title: *Call Me MISTER* Program (Project Director and PI)
 Years: August 2007 – August 2010
 Agency: Jesse Paul Dupont Foundation
 Award: \$140,000
 Purpose: To provide the infrastructure and staff training for the Call Me MISTER model that recruits, prepares, and places African American males as teachers in elementary classrooms and provides training as community leaders. The model is a part of a national initiative from the original program that began at Clemson University in 1997 and Longwood University is the flagship institution for this program in the Commonwealth of Virginia. It includes partnerships with two local school systems, one community college, and one Historically Black College/University.

Title: Teacher Quality Enhancement Grant: Enhancement of Teacher Preparation Programs—Interdisciplinary Curriculum Teacher Preparation Model for Middle Education (College of Education and Human Services, Department of Teacher Education)
 Years: October 1, 2005-September 30, 2006
 Agency: Commonwealth of Virginia, Department of Education
 Award: \$90,000
 Purpose: To provide for the continuation of an interdisciplinary curriculum model of middle level teacher preparation programs, this grant will further the research and evaluation of the effectiveness of this university model adopted by Longwood University for the development of “highly qualified” teachers according to the No Child Left Behind initiative.

Title: Cultural Voices: Perceptions of Faculty, Staff, Students, and Community (PI)
 Years: January, 2004-July, 2004
 Agency: University of Kentucky, Equal Opportunity Award (EOP)
 Award: \$2,000
 Purpose: To begin an examination of faculty, staff, students and university community’s perceived diversity-related, cultural experiences within the University of Kentucky environment and the impact on organization processes through a pilot study of invited focus groups and limited-item survey analyses.

Title: Collaborative Center for Literacy Development (Co-PI)
 Years: October, 2000-October, 2002
 Agency: U.S. Dept. of Education
 [subcontracted through Kentucky Department of Education]
 Award: \$180,000 for research
 Purpose: To design, implement, and analyze intervention programs for kindergartners as well as other primary age children experiencing difficulty with early literacy skills. This grant will also, evaluate the effectiveness of the various early reading models adopted by the schools receiving grants for the Reading Excellence Act.

Title: Collaborative Center for Literacy Development (Co PI)

RESOURCE AND GRANT PROCUREMENTS (cont'd.)

Years: October, 1998-June, 2002
 Agency: Kentucky Council on Post-Secondary Education
 Award: \$700,000 for year one; 1.2 million for years 2-4
 Purpose: Establish a center to examine the reading achievement for less able readers in the primary grades (K-4) for the state of Kentucky. The center will, also develop the Kentucky Reading Project (KRP), review and evaluate Kentucky Department of Education issued statewide public school grants, and design/implement a comprehensive research agenda in reading practices for the state of Kentucky.

Title: CI-Eisenhower Grant, (Principal investigator)
 Years: July, 1998-June, 1999
 Agency: Kentucky Department of Education
 [subcontracted through Kentucky Science & Technology Council, Inc.]
 (PRISM)
 Award: \$50,000
 Purpose: The goals for this project included two professional development institutes, one preparation session, and one participant's curriculum development session to validate projects that assess the effects of cooperative learning environments on middle school science students' academic success. It also sought to document results for those who desire to introduce strategies for increasing the numbers of students who will achieve the academic proficiency prescribed in the content area of science through the delivery system of complex instruction and equity. It focused on four key components: multiple abilities groupings, collaborative learning, the elimination of status hierarchies among students, and curriculum development.

Title: CI-Eisenhower Grant, (Co-PI)
 Years: January, 1997-June, 1998
 Agency: Kentucky Department of Education
 [subcontracted through Kentucky Science & Technology Council, Inc.]
 (PRISM)
 Award: \$50,000
 Purpose: The goals for this project included two professional development institutes, one preparation session, and one participant's curriculum development session to validate projects that assess the effects of cooperative learning environments on middle school science students' academic success. It also sought to document results for those who desire to introduce strategies for increasing the numbers of students who will achieve the academic proficiency prescribed in the content area of science through the delivery system of complex instruction and equity. It focused on four key components: multiple abilities groupings, collaborative learning, the elimination of status hierarchies among students, and curriculum development

RESOURCE AND GRANT PROCUREMENTS (cont'd.)

- Title:** "Teacherbridge - SAALE CENTER", (Co-Principal investigator)
Years: May, 1996-May, 1997
Agency: Kentucky Department of Education
Award: \$5,000
Purpose: *Teacherbridge* is a full year academic program that is comprised of a three credit hour summer seminar, EDU 300, "The *Teacherbridge* Summer Seminar," four professional development seminars during the following academic year, and partial staffing of the Fayette County and Franklin County AVID school tutorial programs. Funds increase UK *Teacherbridge* 's capacity to admit more participants in teacher education, provide professional development in Complex Instruction.
- Title:** "Complex Instruction/Status Treatment (CIST) for the Heterogeneous Classroom: Student/Teacher Attitudes on Collaborative Group work in an Un-graded Primary Classroom", (Principal investigator)
Dates: February, 1996-May, 1996
Agency: Central Kentucky Education Cooperative (CKEC)
 Instructional Practices Research
Award: \$2,000
Purpose: The goal of this project was to examine the effects of the use of complex instruction/status treatments (CIST) for collaborative group work on student/teacher attitudes and/or perceptions about cooperative groups as they relate to academic ability, gender, race, and socioeconomic status in an un-graded primary classroom.
- Title:** "Complex Instruction/Equity Education for Kentucky Special Education Professionals - SAALE CENTER", (Co-PI)
Years: July, 1995-May, 1996
Agency: Kentucky Department of Education
Award: \$29,900
Purpose: The goals for this project included two professional development institutes and validation projects to assess the effects of cooperative learning environments on special education students' academic success. It also sought to document results for those who desire to introduce strategies for increasing the numbers of students, K-12, to achieve proficiency prescribed in the various content areas through the delivery system of complex instruction and equity. It focused on four key components: multiple abilities groupings, collaborative learning, the elimination of status hierarchies among students, and curriculum development.

RESOURCE AND GRANT PROCUREMENTS (cont'd.)

Title: "Project AACELE: Academic Achievement through Equitable Learning Environments, (Co-PI)
 Years: September, 1994-September, 1997
 Agency: Kentucky Science and Technology Council
 [subcontracted through Partners for Reform in Science and Mathematics (PRISM)]
 Award: \$161,000
 Purpose: The goal of this grant was to conduct pilot research in the application of complex instruction, a collaborative learning model in science and mathematics classrooms, grades K-12. The pilot projects included the establishment of the Center for the Study of Academic Achievement in Equitable Learning Environments (SAALE) with the professional development of twenty-five educators in complex instruction.

Title: "Literacy Portfolios and Parental Involvement: Partners in Restructuring Assessment", (Principal Investigator)
 Years: July, 1993-June, 1994
 Agency: Lexington Campus Special Research Grant, University of Kentucky.
 Award: \$10,320
 Purpose: The major goal for this project included the facilitation of one western Kentucky schools' Primary Program teachers to redefine their learner outcomes for the language arts program as outlined by the Kentucky Department of Education. The grant, also, sought to assist parents in developing and maintaining an active role in the assessment and communication of their home environment and observations of literacy growth in the child. Finally, this grant endeavored to provide professional development for Primary Program teachers in interpreting and communicating alternative assessment results to be used in ways that lead to effective instruction, student reflective growth and goal-setting for students, parents and teachers.

Title: "Multicultural Education Pilot Program", Phase I. (Co-PI)
 Years: June, 1993-December, 1993
 Agency: Kentucky Department of Education, Frankfort, KY
 Award: \$42,790
 Purpose: This project served to develop a network of educators (with a statewide conference) to support multicultural education and curriculum development in the public schools; to support the development of pilot schools that will model the infusion of multicultural education in the curriculum; and to change teacher education and school leadership patterns/programs in Kentucky's universities/colleges to integrate principles of multicultural education in certification programs.

RESOURCE AND GRANT PROCUREMENTS (cont'd.)

Title: "Restructuring Teacher Education: A School/University Collaborative"
(Co-PI)

Years: May, 1993-December, 1993

Agency: Institute of Education Reform, University of Kentucky

Award: \$3,000

Purpose: The purpose of this project was to develop a public school and University of Kentucky collaborative that would examine the opportunities to plan, implement and evaluate more culturally diverse models of language arts instruction. It sought to also examine the collaborative relationship of university professors and practicing teachers in K-5 classrooms for the development of strategies/activities that utilize multicultural literature.

CONFERENCE PRESENTATIONS/RESEARCH PAPERS

REFEREED – International

Jones, D. L., Powers, S. & Cox, A. (2003). An Examination of Early Reading Intervention Instructional Practices with Diverse Groups for the Primary Grades. Research paper presented at the Tenth International Literacy and Education Research Network Conference on Learning, The Learning Conference, London, England.

Jones, D. L. (2000). Twentieth century health and healing among women of the Black Atlantic. Discussant for five-paper session at the 25th Anniversary Congress on Law and Mental Health, Sienna, Italy.

REFEREED – National

Jones, D.L. (2014). Discussant for session, Critical Race Theory and Educational Reform. Symposium session at the American Educational Research Conference, Philadelphia, PA.

Jones, D. L., Neal, LaVonne, Malone-Fenner, Shirley, Goodrich, Joy, Rochon, Ronald. (2006). The First 100 Days of Leadership: Reflections of New African American Deans. Symposium session at the American Educational Research Conference, San Francisco, CA.

Jones, D. L., Shake, M., Cox, A. (2002). School Wide Reading Models: Three Case Studies of Literacy Models and Instructional Practices for Struggling Elementary School Readers from Diverse Backgrounds. Symposium session at the American Educational Research Conference, New Orleans, LA.

Jones, D. L., Powers, S., Compton-Hall, M. & Gooden, S. (2001). Finding Our Own Paths by Guiding the Paths of Others: A Social Justice Mentoring Model. Symposium session at the National Reading Conference, Orlando, FL.

Jones, D. L., Yemeh, N., Bright, K., McIntyre, E., Savage, T. & Powers, S. (2001). Kentucky's Early Reading Incentive Grant Models: An Examination of Implementation, Controversies and Effects of Multiple Intervention Models. Symposium session at the National Reading Conference, Orlando, FL.

CONFERENCE PRESENTATIONS/RESEARCH PAPERS

REFEREED - National (cont'd.)

- Jones, D. L.**, Savage, T. & Davis, S. (2000). Attitudes toward multicultural education: Teachers, student teachers, and school psychologist. Paper presented at the American Educational Research Conference, Seattle, WA.
- Jones, D. L.**, Webb, K., Powers, S., Compton-Hall, M., Savage, T., & Christian, C. (2000). Equity pedagogy in education: Opportunities to 'level the playing field for ALL learners. Paper presented at the American Association of Colleges of Teacher Education, Dallas, TX.
- Jones, D. L.** McIntyre, E., Powers, S. & Newsome F. (2000). Early reading interventions: The implementation and effects of several models. Paper presented at the National Reading Conference, Scottsdale, AR
- Jones, D. L.** and Yameh, N. (2000). Leveling the Playing Field: Equity and Academic Achievement. Paper presented at the American Educational Research Association, New Orleans, LA.
- Brown, E. & **Jones, D.L.** (2000). Neighborhoods in Black and White: Perspectives in Cross-Cultural Education. Paper presented at the American Educational Research Association, New Orleans, LA.
- Jones, D. L.**, McIntyre, E. (1999). Kentucky's Collaborative Center for Literacy Development. Paper presented at the National Reading Conference, Orlando, FL
- Lindle, J., Okorley, E., Anderman, E. & **Jones, D. L.** (1999). Kentucky's Extended School Services: School and district responses to services for students "who need more time to learn". Paper presented at the American Educational Research Association, Montreal, Canada.
- Jones, D. L.**, (1999). Webb, K. S., Compton-Hall, M., Powers, S., Christian, C., & Savage, T. (1999). Diversity and Teaching: An interactive discussion of race, class and gender issues in public school classrooms. Paper presented at the American Educational Research Association annual meeting, Montreal, Canada.
- Jones, D. L.**, Bintz, W., & Webb, K. S. (1999). Literacy invitations: A journey of equity and excellence. Paper presented at the National Council of Teachers of English, Cincinnati, Ohio.
- Jones, D.L.**, Tice, K. & Goldstein, B. (1998). Teaching race, class and gender issues in university teacher preparation programs. Paper presented at the American Educational Research Association annual meeting, San Diego, CA.

CONFERENCE PRESENTATIONS/RESEARCH PAPERS

REFEREED - National (cont'd.)

- Jones, D.L.** (1996). Complex instruction/status treatments (CIST) for the heterogeneous primary classroom: An examination of student/teacher attitudes. Paper presented at the National Association of Multicultural Education Conference annual meeting, St. Paul, MN.
- Jones, D.L.** (1996). Race, ethnicity, class, gender and pedagogy. Discussant for panel session at the American Educational Research Association annual meeting, New York, NY.
- Jones, D.L.** & Webb, K. S. (1995). Academic achievement through collaboration in equitable learning environments. Paper presented at the American Educational Research Association annual meeting, San Francisco, CA.
- Jones, D.L.** (1995). In a different voice: Exploring African- American and European-American pre-service educators' perspectives on issues of race and pluralism. Paper presented at the National Association for Multicultural Education conference, Washington, D.C.
- Stinnett, Barbara, Shake, Mary & **Jones, D.L.** (1994). Performance-based assessment in language arts courses for pre-service teachers. Paper presented at the National Reading Conference, San Diego, CA.
- Jones, D.L.**, & Zollman, A. (1994). Accommodating assessment and learning: Portfolios and preservice teachers in field experiences. Paper presented at the Research Council on Diagnostic and Prescriptive Mathematics 21st Annual Conference, Fort Worth, TX.
- Zollman, A., & **Jones, D.L.** (1994). Utilizing portfolios in teacher education with preservice teachers: Connecting the theoretical with the practical. Paper presented at the Research Council on Diagnostic and Prescriptive Mathematics 21st Annual Conference, Fort Worth, TX.
- Harris, J.J., **Jones, D.L.**, & Ford, D.Y. (1994). Recruiting gifted black students for teacher education programs. Paper presented at the Association for Teacher Educators, Atlanta, GA.
- Harrison, N, Ferrera, M. & **Jones, D.L.** (1994). What they brought and what they thought: Preservice teachers and cooperating teachers' perceptions of diversity. Paper presented at the Association for Teacher Educators, Atlanta, GA.
- Bridge, C., Gooden, S., **Jones, D.L.**, Reitsma, B., Shake, M., & Webb, K. (1993). Reading, writing, and reform: Stories from Kentucky. Paper presented at the National Reading Conference, Charleston, South Carolina.
- Jones, D.L.**, & Harrison, N. (1993). Reflective processes in reading education. Paper presented at the College Reading Association, Richmond, VA.

CONFERENCE PRESENTATIONS/RESEARCH PAPERS

REFEREED - National (cont'd.)

- Jones, D.L., Ferrera, M., & Harrison, N.** (1993). Reflective processes in reading education: What are they and are we teaching these to future teacher educators? Paper presented at the Association for Teacher Educators, Los Angeles, CA.
- Jones, D.L., & Davis, M. B.** (1993). Ungraded primary: How it should be done/impact on children. Kentucky Education Reform African-American (And At-Risk Children) Caucus, National Black Caucus of State Legislators, Louisville, KY.
- Jones, D.L., & Gaskins, R.** (1992). Teacher expectations, teacher efficacy, and instructional strategies: Impacting the achievement of culturally diverse students. Paper presented at the National Reading Conference, San Antonio, TX.
- Jones, D. L., & Blair, T.R.** (1992). Alternative assessment and cultural diversity: Using classroom observation to improve instruction. Paper presented at College Reading Association, St. Louis, MO.
- Jones, D.L.** (1992). Using literacy portfolios in performance assessment: Critical issues for cultural diversity and reform. Paper presented at American Educational Research Association, San Francisco, CA.
- Jones, D.L.** (1992). Reading, writing and reform: Implications for cultural diversity. Paper presented at the American Association of Colleges of Teacher Educators, San Antonio, TX.
- Larke, P.J., & **Jones, D.L.** (1991). Assessing the sensitivity of preservice teachers for diverse classrooms: A justification for restructuring teachers. Paper presented at the Association of Teacher Educators, New Orleans, LA.
- Larke, P.J., & **Jones, D.L.** (1991). Minorities interested in teaching: An early intervention program. Paper presented at the Fifth National Minority Recruitment and Retention Conference, Lexington, KY.
- Jones, D.L., & Blair, T.R.** (1990). Preservice teachers: An examination of their expectations for teaching strategies in reading. Paper presented at the College Reading Association, Nashville, TN.
- Blair, T.R., & **Jones, D.L.** (1989). Teacher expectations: Modifying one's teaching through the self-monitoring process. Paper presented at the College Reading Association Conference, Philadelphia, PA.
- Jones, D.L.** (1996). An exploration of prospective teachers' literacy instructional practices: Expectations vs. actual usage. Paper presented at the California State University Bakersfield Reading Conference, Bakersfield, CA.

CONFERENCE PRESENTATIONS/RESEARCH PAPERS

REFEREED - National (cont'd.)

Jones, D.L. (1992). The at-risk label and reading education: The relationship of assessment training and student participation. Paper presented at the Third Annual Conference on At-Risk Students, Savannah, GA.

Jones, D.L. (1991). The relationship between process-oriented assessment and amount of participation of minority elementary students during a reading lesson. Paper presented at the Southwest Educational Research Association, San Antonio, TX.

Jones, D.L. (1989). The challenge to become a reflective teacher. Paper presented at the Kappa Delta Pi Educational Honor Society Induction Program and Conference. College of Education, College Station, TX.

Jones, D.L., & Barton, L. A. (1989). Effective reading instruction for culturally/linguistically different learners. Paper presented at the Texas State Reading Association Conference, Houston, TX.

CONFERENCE PRESENTATIONS/PAPERS

REFEREED - State

Jones, D. L. (2001). The comprehensive research agenda for the Collaborative Center for Literacy Development. Keynote address at the Kentucky Reading Association Annual Conference, Louisville, KY.

Jones, D.L. (1996). Complex instruction/status treatments (CIST) for the heterogeneous classroom: Student/teacher attitudes on collaborative groupwork in an ungraded primary classroom. Paper presented at the Kentucky Early Childhood Association Conference, Ft. Mitchell, KY.

Jones, D.L. & Webb, K. S. (1995). Center for the Study of Academic Achievement in Learning Environments. Paper presented at the Kentucky Association of Teacher Educators, Lexington, KY.

PROFESSIONAL DEVELOPMENT WORKSHOPS AND INSTITUTES CONDUCTED

Jones, D. L. Savage, Todd & Christian, Claude. (1999). Complex Instruction Institute, Crawford Middle School, Center for the Study of Academic Achievement in Learning Environments, College of Education, University of Kentucky, Lexington, KY.

Jones, D.L. & Webb, K. S. (1999, 1998, 1997, 1996, 1995). Complex Instruction Institute (K-12 and Special Education). College of Education, Center for the Study of Academic Achievement in Learning Environments, Lexington, KY.

Jones, D.L. & Webb, K. S. (1995). Complex Instruction Institute (K-12). College of Education, Center for the Study of Academic Achievement in Learning Environments, Lexington, KY.

**PROFESSIONAL DEVELOPMENT WORKSHOPS AND INSTITUTES CONDUCTED
(cont'd.)**

- Jones, D.L.** (1994). Minority recruitment. Kentucky Technical Leadership Academy, Department of Vocational Education, sponsored by the Technical Education Cabinet for Workforce Development, University of Kentucky, Lexington, KY.
- Jones, D.L.** (1993). Understanding differences: An African American perspective. 4-H Senior Conference on Cultural Diversity, University of Kentucky, College of Agriculture, Cooperative Extension Service, Lexington, KY.
- Jones, D.L.** (1992). Integrated professional development series-Intermediate grades. Kentucky Department of Education, Bowling, KY.
- Jones, D.L.** (1992). Curriculum development for culturally diverse gifted students. Central Kentucky Education Cooperative Workshop, University of Kentucky, Lexington, KY.
- Jones, D.L.** (1992). Multiple intelligences. Kentucky Department of Education, Frankfort, KY.
- Jones, D.L.** (1990). Motivating minority students. Bryan Independent School District, Bryan High School, Bryan, TX.
- Jones, D.L.** (1990). Respecting ethnic and cultural heritage: An African American perspective. REACH Institute--K-8 Educators, Co-sponsored by the Texas State Facilitator Project, College Station, TX.
- Jones, D.L.** (1989). Multicultural education and effective reading instruction. Southwest Black Student Leadership Conference, Texas A&M University, College Station, TX.

INVITED RESEARCH PAPERS, KEYNOTE SPEECHES– University, State, Regional, National, International

- Jones, D. L.** (January, 2015). Sankofa: Lest We Forget. Zeta Phi Beta – Phi Beta Sigma Founders Day Commemoration, Drake University, Des Moines IA
- Jones, D L.** (October, 2014). Higher Education Transformation: An Historical Oxymoron in an Age of Globalization. Public lecture, University of Kwazulu-Natal, Durban, South Africa.
- Jones, D.L.** (September, 2012). Title XI: Continuing the Legacy of Greatness. Keynote speaker, Women's Basketball Recognition, Drake University, Des Moines, IA.
- Jones, D. L.** (March, 2007). Be fearless: Pursue excellence and defeat mediocrity. Keynote speaker, Scholar-Athlete Banquet, Longwood University, Farmville, VA.
- Jones, D. L.** (October, 2005). To create the future, you must learn to challenge the past. Keynote speaker, Pan-Hellenic Council, Celebrating Women Summit, Longwood University, Farmville, VA.

INVITED RESEARCH PAPERS, KEYNOTE SPEECHES– (cont'd.)

Jones, D. L. (September, 2003). Closing the academic achievement gap for students of color. Panelists, Congressional Black Caucus, Washington, DC.

Jones, D. L. (July, 2003). Promises to keep: Educating the generation of African American students. Expert witness, Congressional Briefing for National Children's Caucus, Washington, DC.

Jones, D. L. (April, 2002). Find and achieving academic excellence in difficult times. Keynote speaker, Lyman T. Johnson Awards Banquet, Office of Minority Affairs, University of Kentucky, Lexington, KY.

Jones, D. (January, 2002). Effective teaching and learning: A mandate for effective schools. Keynote speaker, Kentucky Teaching and Learning Conference, Kentucky Department of Education, Louisville, KY.

Jones, D. L. (December, 2001). Closing the academic achievement gap in early literacy instruction, Research presentation to Second Street Presbyterian Church, Adult Sunday School Class, Lexington, KY.

Jones, D. L. (November, 2001). Culturally responsive teaching for literacy instruction, Workshop presentation for KRP Directors, Kentucky Reading Project, University of Kentucky, Lexington, KY.

Jones, D. L. (October, 2001). Challenges of the 21st century: Multicultural education in teacher education. Keynote speaker, Missouri Association of Colleges of Teacher Educators Annual Banquet, Columbia, MO.

Jones, D. L. (October, 2001). Bridging the academic achievement gap: The benefits of believing that all children can learn. Keynote speaker, Bethune Institute, Lexington, KY.

Jones, D. L. (March, 2001). Remembering our spirit: The role of Black Women in the 21st century. Mary McLeod Bethune Luncheon speaker for the Seventh Annual Black Women's Conference at the University of Kentucky, African American Studies and Research Program, University of Kentucky, Lexington, KY.

Jones, D. L., (March, 2000). You are young, gifted and Black. . .and that's a fact! Keynote banquet speaker, University of Louisville, Porter Scholars Awards Banquet, Louisville, KY.

Jones, D. L., (October, 1999). The shape of Kentucky's river. Presentation for Vice President of Research and Graduate Studies, 50th Anniversary of African Americans at the University of Kentucky, Lexington, KY.

Jones, D. L., (December, 1998). The challenge of teaching for equity within pluralistic classrooms. Keynote speaker, Southern University, 2nd Annual Student Teacher Conference, Baton Rouge, LA,

INVITED RESEARCH PAPERS, KEYNOTE SPEECHES– (cont'd.)

Jones, D. L., (August, 1998, 1997). New faculty orientation: Issues of an inclusive campus, panel discussant, University of Kentucky, Lexington, KY.

Jones, D.L., (April, 1998). Equity pedagogy in classroom instruction for public schools. The African American Studies and Research Program's Carter G. Woodson Distinguished Lecture Series, University of Kentucky, Lexington, KY.

Jones, D.L., (March, 1997). Public assistance reform: From welfare dependence to vocational independence. Reactor to seminar panel speakers. University of Kentucky, Lexington, KY.

Jones, D.L., & Stockham, David. (1996, 1994, 1993, 1992). The world is our campus. Appreciating Diversity, Fall Orientation, University of Kentucky, Lexington, KY.

Jones, D.L. (1996). Strategies for the effective instruction of equitable literacy learning. Guest speaker for Teacher Bridge Program, College of Education, University of Kentucky, Lexington, KY.

Jones, D.L. (1994). Strategies for the effective instruction of culturally diverse students in literacy learning. Guest speaker for Teacher Bridge Program, College of Education, University of Kentucky, Lexington, KY.

Jones, D.L. (2000). Culturally responsive instruction using multicultural literature. Guest speaker for Teacher Bridge Program, College of Education, University of Kentucky, Lexington, KY.

Jones, D.L. (1993). Developing proficient readers in an after-school program. Guest speaker for Teacher Bridge Program, College of Education, University of Kentucky, Lexington, KY.

Jones, D.L. (1993). Staff development--empowering educators". Guest speaker for EDA 600, Organization & Administration of American Education, College of Education, University of Kentucky, Lexington, KY.

Jones, D.L. (1993). Literature & the teaching of reading. Guest speaker for College of Human Environmental Sciences, University of Kentucky, Lexington, KY.

Jones, D.L. (1993). Language--dialect vs. standard English: A practical approach. Guest speaker for AVID (Advancement Via Individual Determination) Program, Fayette County, Bryan Station Middle School, Lexington, KY.

Jones, D.L. (1991). Cultural diversity and reading instruction for college bound students. Guest speaker for Summer Conference for Language Arts Teachers and School Counselors, Engineering Department, Texas A&M University, College Station, TX.

CONSULTANT AND PROFESSIONAL DEVELOPMENT SERVICE ACTIVITIES

Jones, D. L. (2010). Facilitator for College of Education Retreat, Ohio University, Athens, Ohio.

CONSULTANT AND PROFESSIONAL DEVELOPMENT SERVICE ACTIVITIES

(cont'd.)

Jones, D. L. (2008). Program reviewer-external consultant. University of Central Florida. Tampa, FL.

Jones, D. L. & Harris, J. John. (2000). Mentoring Minority Students in Graduate Education. Psychology Department, University of Kentucky, Lexington, KY.

Jones, D.L. (1997) Multiple Intelligences and Literacy Instruction. Teacher Bridge Program, College of Education, University of Kentucky, Lexington, KY.

Jones, D.L. (1996). Effective Reading Instructional Strategies--Primary, Middle Schools and Secondary Schools. KIRIS Fair, Fayette County, Paul Lawrence Dunbar High School, Lexington, KY.

Jones, D.L. (1996). Developing Strategies for Effective Reading Instruction. Fayette County, Booker T. Washington Montessori Elementary School, Lexington, KY.

Jones, D.L. (1996). Primary Program Observation Team. Institute of Education Reform, College of Education, University of Kentucky, Lexington, KY.

Winograd, Peter N., **Jones, D.L.** & Arrington, H. (1996). Developing Strategies for the Improvement of Reading Instruction. Harlan County, Harlan County High School, Harlan, KY.

Jones, D.L. (1995). Developing Skills for Effective Reading. Fayette County, Lafayette High School, Lexington, KY.

Jones, D.L. & Webb, Karen S. (1995). Introduction to Complex Instruction. Middle School Science Specialist Initiative, Summer Institute, University of Kentucky, Lexington, KY.

Jones, D.L. & Webb, Karen S. (1995). Introduction to Complex Instruction. Science Directors, Partners in Reform Initiatives in Science and Mathematics (PRISM) Retreat. Natural Bridge Park, KY.

Jones, D.L. (1993). Integrated professional development series-Middle Schools, 3- day workshop sessions, Fayette County, Bryan Station Middle School, Lexington, KY.

Jones, D.L. (1993). Integrated professional development series-Intermediate grades, 5 day workshop sessions, Nelson County, Cox's Creek Elementary School, Bardstown, KY.

Jones, D.L. (1993). Fitting the pieces together and looking to 1996 and beyond. Workshop presentation for Integrated Professional Development Series-Middle Schools, Southern Middle School, Lexington, KY.

Jones, D.L. (1991). Types and uses of literacy portfolios. Workshop presentation at Nicholasville Elementary School Nicholasville, KY.

PROFESSIONAL SERVICE

NATIONAL

Editorships

Editor, Action in Teacher Education, 1997-2000

Editorial Assistant, Reading Psychology, 1989-1991

Journal Review Boards

Learning for Democracy: In International Journal of Thought and Practice, 2003-present

Balanced Reading Instruction, 1997-present

College Reading Association Yearbook, 1994-1995

National Reading Conference Yearbook, 1993

Advisory Boards

Asbury University Board of Trustees, 2013-present

Character Counts, Executive Board, 2013-present

Iowa Space Grant Consortium, Presidential Representative, 2012-present

Chrysalis Community Advisory Board, 2012-present

American Council on Education, Fellow's Executive Board, 2012-present

American Educational Research Conference, SIG: Critical Examination of Race, Ethnicity, Class, Gender, Chair, 2012-present

American Educational Research Conference, SIG: Critical Examination of Race, Ethnicity, Class, Gender, Program Chair, 2008-2012

The Renaissance Executive Board, The Renaissance Group, 2008-2012

Executive Board of the Virginia Network, American Council on Education, Office of Women in Higher Education, 2008-2012

Commonwealth of Virginia Civil Rights Memorial Board, 2007-2008

American Association of Colleges of Teacher Education, *Chair*, Committee on Multicultural Education, 2001-2003

American Association of Colleges of Teacher Education, Committee on Multicultural Education, 2000-2003

American Association of Colleges of Teacher Education, *Chair*, Multicultural Education Special Interest Group, 2000-2006

ERIC Clearinghouse Advisory Board for Teaching and Teacher Education, 1997-1999

National Council for Accreditation of Teacher Educators (NCATE), Board of Examiners, 2002-2013

NCATE Board of International Reviewers (BIR), 2003-2012

Awards Committee Membership

American Educational Research Association, Minority Fellowship Award Committee, 1997

American Educational Research Association, Minority Fellowship Award Committee, 1995

College Reading Association, Thesis and Dissertation Awards Committee, 1994

Conference Proposal Reviewer

American Association of Colleges of Teacher Education, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013

American Educational Research Association, 1993; 1995; 1996; 1997; 1998, 1999; 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014

Association for Teacher Educators, 1993, 1994; 1995, 1996; 1997; 1998, 1999, 2000

National Association for Multicultural Education, 1993, 1994, 1995, 1996; 1997, 1998, 1999, 2000, 2001, 2002

National Reading Conference, 1994; 1995; 1996, 1998, 2000, 2001, 2002

College Reading Association, 1989, 1990, 1991, 1992, 1993; 1994

PROFESSIONAL SERVICE

STATE - Advisory Boards and Committees

Commonwealth of Virginia, *Teacher Quality Advisory Board*, VA. Department of Education, 2005-2012

Kentucky Literacy Partnership, Governor appointee, 1999-2005

Kentucky Early Reading Incentive Grant Steering Committee, Governor appointee, 1998-2005

Collaborative Center for Literacy Development, Co-chair of the research, 1998-2005

Collaborative Center for Literacy Development, Advisory Board member, 1998-2005

Field Researcher, *KERA Initiatives*, University of Kentucky/University of Louisville *Joint Center for the Study of Education Policy*, 1998

Equity Task Force, Kentucky Department of Education, Division of Curriculum Development, 1996-1997

Even Start Project, Kentucky Department of Education, Division of Primary Education, 1995-1996

Multicultural Education Task Force, Kentucky Department of Education, 1995-1996

Assessment and Accountability Task Force, Kentucky Department of Education, 1994

Alliance for Multicultural Education, Council on Higher Education Task Force for Multicultural Education, 1991-1996

Kentucky Teacher of the Year Selection Committee, 1991-1995

UNIVERSITY - Advisory Boards and Committees

Faculty Salary Administrative Review Committee, Co-chair, Drake University, 2015

University Risk Assessment Committee, Drake University, 2015

Higher Learning Commission Accreditation Committee, Criterion 4, Chair, 2014 - present

UNIVERSITY - Advisory Boards and Committees

University Strategic Plan, Goal 1 Working Group, Chair, 2012 - present

Chair, Search Committee for Dean of Graduate Studies, Longwood University, 2008

Call Me MISTER Advisory Board, Longwood University, VA. 2006-present

Chair, Search Committee for Dean of the College of Liberal Arts & Sciences, Longwood University, 2005

On-line Advisory Board, Longwood University, 2005-present

Academic Affairs Committee member, Longwood University, 2005-present

Chair, College of Education, Literacy Faculty Search Committee, University of Kentucky, 2005

Honorary Degree Committee, University of Kentucky, 2003-2005

Committee on Student Financial Aid, University of Kentucky, 2003-2005

Co-chair, Search Committee for Dean of the College of Education, University of Kentucky, 2001-2002

Lexington Campus University Research Advisory Committee, 1999-2002

Employee Benefits Committee, 1999-2002

Senate Advisory Privilege and Tenure Committee, *Chair*, 1998-2001

Member, Summer Faculty Research Fellowships Review Committee, 1998, 1999

Chair, Program Folio for Endorsement for Reading and Writing, 1997

Ad Hoc Research Committee, University of Kentucky, College of Education, 1996-1998

Program Chairperson, *Recruitment and Retention of Minorities in Education Conference*, University of Kentucky, 1991-1994; 1996

Advisory Council, College of Education, University of Kentucky, Curriculum & Instruction Department, 1995-1997

Undergraduate Council Member, University of Kentucky, 1993-1996

UNIVERSITY - Advisory Boards and Committees

Undergraduate Admissions and Standards Board, College of Education, University of Kentucky, 1994

Elementary Education Program Task Force, College of Education, University of Kentucky, Curriculum & Instruction Department, 1993-1995

Teacher Opportunity Program Faculty Member, Alternative Certification, College of Education, University of Kentucky, 1992-2002

Elementary Program Faculty Member, College of Education, University of Kentucky, Curriculum & Instruction, 1992-present

Non-Resident Fee Committee for the Lexington Campus, Medical Center, and Research and Graduate Studies Sectors, University-wide committee, University of Kentucky, 1992-1998

Committee Member, *Commitment to Education* Task Force, Texas A&M University, 1990-1991

UNIVERSITY - Advisory Boards and Committees (cont'd.)

Assistant Chairperson, "Minorities Interested in Teaching," Pre-college Conference for High School Seniors, Texas A&M University, 1988-1991

Committee Member, Council on Teacher Education, Texas A&M University, College of Education, 1990-1991

PROFESSIONAL AFFILIATIONS

Renaissance Group Executive Board (2008-2012)
 American Association of College Teacher Educators (1992-present)
Multicultural Education (SSG)
 American Association of State Colleges & Universities (2005-present)
 American Council on Education, Council of Fellows (2002-present)
 American Educational Research Association (1992-present),
 --Teacher Education Division
 --Race, Ethnicity, Class and Gender (SIG)
 --Research on Black Education (SIG)
 Association for Supervision and Curriculum Development (1992-1998)
 Association for Teacher Educators (1992-2000)
 College Reading Association (1989-1995),
 International Reading Association (1989-1992)
 Kappa Delta Pi, Mu Chi Chapter (1989-1992)
 Kentucky Association of College Teacher Educators (1994-1998)
 Kentucky Association of Teacher Educators (1994-1998)
 Kentucky Early Childhood Association (1996-1998)
 Kentucky Reading Association (2000-present)
 National Association for Multicultural Education (1993-present)
 National Reading Conference (1992-1996, 1998-present)
 Phi Delta Kappa, (1993-present), University of Kentucky Chapter

GRADUATE STUDENT CHAIRPERSON/COMMITTEES

Appointed Full Member of the Graduate Faculty, Drake University, Fall, 2012
 Appointed Full Member of the Graduate Faculty, Longwood University, Fall, 2005
 Appointed Full Member of the Graduate Faculty, University of Kentucky, Fall, 1997
 Associate Member of the Graduate Faculty, University of Kentucky, Fall, 1992

Doctoral Committees

1. Chammie Austin (counseling psychology, committee member)—*graduated 2003*
2. Julie Bucknam (instruction and administration, committee member)--*graduated 1998*
3. Susan Cantrell (instruction and administration, committee member)--*graduated 1997*
4. Margaret Compton-Hall, **Co-chair**, (instruction and administration) -- *graduated 1998*
5. Angela Cox, **Chair**, (instruction and administration)—*graduated 2005*
6. Margaret Davis (instruction and administration, committee member)--*graduated 1994*
7. Linda Esser (instruction and administration, committee member)—*graduated 1999*
8. Shelia Fobbs (educational policy studies, committee member)--*graduated 1997*
9. Joy Myree Mainor (English, committee member)—*graduated 2004*
10. John Moore (instruction and administration, committee member)--*graduated 1995*
11. Kimberly Newsom (counseling psychology, committee member)—*graduated 2003*
12. Sherry Powers, **Chair**, (instruction and administration)--*graduated 1999*
13. Todd Savage (school psychology, committee member)—*graduated 2002*

14. Donald Snead (instruction and administration, committee member)—*graduated 2000*
15. Lynn Smith (educational psychology, committee member)—*graduated 2000*
16. Deneia Best Thomas, (educational psychology, committee member)—*graduated 2005*
17. Lora Tyson (instruction and administration, committee member)—*graduated 1998*
18. Antiwan Walker, (English, committee member)—*graduated 2006*
19. Tiffany Wheeler, **Chair**, (instruction and administration)—*graduated 2007*
20. Connie Wolfe (instruction & administration, committee member)—*graduated 1998*
21. Naah Yemeh, **Chair**, (instruction and administration). —*graduated 2004*

Master's Committees

1. Tammy Badger (MA, reading)—*graduated 1999*
2. Jane Breidert (MA, reading)—*graduated 2002*
3. Rhonda Horn (MA, reading)—*graduated 1998*
4. Linda Kaelin (MA, reading)—*graduated 2000*
5. Kathryn Manning (MA, reading)—*graduated 1998*
6. Lisa Millay (MA, reading)—*graduated 1998*
7. Bernadette Salone (MA, reading)—*graduated 2001*
8. Laketa Smith (MA, reading)—*graduated 1998*
9. Hope Starr (MA, reading)—*graduated 2004*
10. Angela Taylor (MA, reading)—*graduated 1999*
11. Cynthia Van Dyke (MA, reading)—*graduated 1998*

AWARDS/HONORS

Texas Woman's University, *Chancellors' Alumni Award of Excellence*, 2013
 Longwood University, *Inaugural Deneese L. Jones Student Involvement Award*, 2012
 Longwood University, *Chi Achievements Award*, 2008
 Longwood University, *Athletic Trainer Appreciation Award*, 2008
 Longwood University, *Citizen Leader Award*, Faculty/Staff, 2008
 Texas A&M University, College of Education and Human Development, *Outstanding Alumni Award*, 2006, 1998
 University of Kentucky, College of Education, *Teacher Who Made a Difference*, 2004
 University of Kentucky, Graduate School, *Torch of Excellence*, 2004
 American Council on Education (ACE) *Fellowship*, 2002-2003
 American Association of Colleges of Teacher Education, *Service Award*, 2003
 University of Kentucky, College of Education, *Teacher Who Made a Difference*, 2003
 Kentucky Reading Association, *Literacy Researcher Award*, 2001

AWARDS/HONORS (cont'd.)

College of Education, *Exceptional Achievement Award for Teaching and Advising*, University of Kentucky, 2000

Mildred M. Bailey Award for *Outstanding Faculty or Staff Award*, Phi Beta Sigma Fraternity, 2000

Association of Teacher Educators, *President's Award*, 2000

Texas A&M University, College of Education, *Most Notable Alumna*, 1999

Association of Teacher Educators, *President's Award*, 1998

American Association of Colleges for Teacher Education, *Leadership Award*, 1998

Epsilon Delta Education Honor Society, *February-Teacher of the Month*, University of Kentucky, Lexington, KY, 1996

Community Action Council, *Service Award*, Lexington, KY, 1993

Runner-up for College of Education, *Great Teacher Award*, Epsilon Delta Education

Honorary Society, University of Kentucky, Lexington, KY, November/December, 1991

Who's Who in American Education, 1989-1990

CIVIC SERVICE ACTIVITIES

NAACP member, Des Moines Chapter, 2012-present

Des Moines First Church of God, Des Moines, IA. 2012-present

Advisor, Phi Beta Sigma Fraternity, UK campus, 2000-2002

Advisor, Black Voices, UK campus, 2000-2002

Advisor, Zeta Phi Beta Sorority, UK campus, 1996-2002

First Church of God, Winchester, KY, 1996-1998

University Campus Advisor, Church of God, Lexington, KY, 1994-1995

Tracking and Ability Grouping Task Force, Fayette County Public Schools, Lexington, KY, 1993-94

Volunteer Literacy Diagnostician, Community Action Council, *Brothers*, Lexington, KY, 1993-95

Advisory Board Member, Carnegie Center for Literacy and Learning, Lexington, KY, 1992-present

First Church of God, Lexington, KY (1991-1996) Board of Christian Education, chairperson, 1994-1995; Sunday School Superintendent, 1994-1995; Church Council, 1991-1995; Board of Music & Worship, 1994-1995; Spiritual Life Director, Women of the Church of God, 1992-94; Assistant Sunday School Superintendent, 1991-93

Bryan ISD Academy of Visual and Performing Arts Magnet School, Standing Committee, Bryan, TX, 1990-91

Committee Member, Minority Recruitment Advisory Committee, Bryan ISD, Bryan, TX, 1990-91

NAACP, Bryan/College Station Chapter, Bryan, TX, 1989-91

National Heart Association, volunteer, Bryan, TX, 1989

Teacher of the Year, Campus Nominee, Bryan ISD, Bryan, TX, 1982; 1985

CIVIC SERVICE ACTIVITIES (cont'd.)

Bryan Girls' Club, volunteer reading consultant, Bryan, TX, 1980-81

Bryan Church of God, Bryan, TX, 1977-91

Zeta Phi Beta Sorority, Rho Delta Chapter, Inducted-1973

PREVIOUS PROFESSIONAL EXPERIENCES

- 1990 Reading Consultant, College of Medicine, "Bridge to Medicine", College Station, TX
- 1989-1991 Graduate Assistant to the College Coordinator of Field Experiences, College Station, TX
- 1988-1991 University Supervisor of Student Teachers, Curriculum and Instruction, College Station, TX
- 1987-1991 Graduate Teaching Assistant in Reading/Language Arts, Curriculum and Instruction, College Station, TX
- 1979-1987 Elementary Teacher, Grade one, Bryan Independent School District, Bryan, TX
- 1974-1975 Elementary Teacher, Grades 2 - 7, Remedial Reading, Dallas Independent School District, Dallas, TX

PERSONAL STATEMENT

As an administrator, my working style is best characterized as a servant-leader who engages as a passionate change management agent. I strongly value collaboration, strategic planning, fiscal accountability, and the maximum use of human potential. My leadership style is indicative of one who is a judicious fact finder in decision-making. I thrive best when creating "big ideas", vision, and conceptualizing goals. Indeed, I understand the need for management skills but, as a general rule, I do not "major in the minors". In a practical sense, I operate from high levels of intuition and acquired skill sets of holistic thinking. My professional strength is centered in my teaching capacity and I am convinced that, as a leader, the symbolic gestures and responses that may be used are appropriate only when they demonstrate an authentic connectedness to the realities of logical probabilities.

As an educator, I have high expectations that students should be educated for a pluralistic society with a multicultural perspective. They should be equipped with critical thinking skills, quantitative skills, reading-writing communication skills, and the ability to collaborate in authentic problem solving ventures. I value a liberal arts education with professional preparation and a global perspective. As a researcher, my area of interest includes a critical focus on equity pedagogy, which embraces access and empowerment. My personal teaching style consists of a culturally responsive orientation.

February 2015