

Curriculum Vitae

Lora A. Bailey
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Education: Institution	Degree	Major	Date Awarded
Auburn University	Ph.D.	Curriculum and Teaching	June 2002
Auburn University, Montgomery	M.A.	Early Childhood Education	June 1997
Auburn University, Montgomery	B.S.	Business Finance	June 1987
Professional Experience	Position(s)	Academic Period	
Troy University	Professor of Early Childhood Education, Tenure Track	2017 – present	
New Mexico Highlands University	Professor of Early Childhood	2016 – 2017	
Indiana University Northwest	Tenured Professor, Early Childhood Education (ECE) and Dean	2013-2016	
Brenau University	Dean and Tenured Professor	2009–2013	
Auburn University	Associate Professor	2006–2009	
University of Louisville	Associate Professor-Tenured	2005 – 2006	
University of South Carolina	Assistant Professor	2002 – 2005	
Elementary School Teacher Montgomery County Public Schools	7 Years Kindergarten (5yrs); 1 st Grade (1 year); 3 rd Grade (1 year).	1994 – 2001	
Financial Accountant General Motors Acceptance Corp.	Accountant Level IV	December 1987 – March 1994	

Summary of Professional Activities (see CV for comprehensive report)

Administration- Selected Activity (70%)				Research (20%)			
*Indiana University: Led all academic and administrative operations, including budget, enrollment, faculty & staff evaluations and reported directly to the Executive Vice Chancellor for Academic Affairs *Dean, College of Education Brenau University: Supervised academic and operational activity for 4 Brenau University Campuses including, hiring, and supervising all faculty, adjuncts, and staff; managed all College budgetary matters; created and led College of Education Strategic planning efforts; led all NCATE accreditation efforts; administered all College programs; led SACS std 2.7.2; and enrollment management *President Cabinet, Brenau University: report directly to the Provost and President to create and implement all elements of University’s mission; plan and lead University Center for Academic Quality, including the development of University-wide Advising Office and Adjunct Coordination Office *Dean’s Council, Brenau and Indiana University: make critical decisions regarding faculty and staff merit pay, faculty promotion and evaluations; develop University-wide restructuring plans; consulted with the lead administrators to promote faculty and staff development, student enrollment issues, budgetary issues that require the allocation or reallocation of University-wide funds and consult with Registrar to update all elements of the University Course Catalog *Program Chair: Auburn University and the University of Louisville: supervise program level faculty, adjuncts and graduate research and teaching assistants; coordinate program course offerings; and manage student enrollment				Publications & Papers Presented at Conferences			
					Sole Author/ Editor	First Author	Second Author
				Article-length publications in refereed journals (42)	21	18	3
				Article-length publications in non-refereed journals (3)	1	1	1
				Refereed Books (4)	1	1	2
				Lead Journal Editor- refereed journals (4)		4	
				Associate Journal Editor – refereed journals (2)		2	
				Refereed Papers Prof Meetings (50)	45	4	1(5 th)
				Professional Dev Teacher/Admin Workshops (16)	10	3	3 (3 rd)
				Keynote Addresses/Invited (5)	5		
				Technical Reports in peer reviewed publication (2)	2		
				TOTALS: 128	85	33	10
Service (10%)				Peer Reviewed Journal Listing for Publications			
NATIONAL *Council for the Accreditation for Educator Preparation (CAEP); Member of the CAEP Research Committee; Co-chair, Assoc. for Childhood Ed International- (ACEI) Research Committee; member of the ACEI SPA International Accreditation Review Team *Chair Research Committee, National Association of Holmes Scholars Alumni (NAHSA), Committee member; *Chair AACTE Global Diversity Committee; *State Board of Examiner (NCATE); - Journal Reviewer (5 nationally distributed journals); -Proposal Reviewer (2 national Organizations); -Member, 7 Orgs – AACTE, NCTM, NAEYC, ACEI, NAHSA, AACTE, AERA STATE *Office of School Readiness Review Panel; Proposal Reviewer (3 orgs); member 4 statewide boards: *GATE/GACTE/GAICTE; *Past GACTE Secretary; *GAYC;*AILACTE Member; UNIVERSITY*Center for Academic Quality, Director; NCATE Director; SACS 2.7.2 co-committee chair; *Program coordinator; *Multicultural Center Board; *Presidential Grant Opportunity (PGOP) Program Mentoring chair; *Holmes Scholars Advisor; 4 College Committee					Circulation	Acc. Rate	
				Childhood Education	5000/15,000	11% - 20%	
				Early Childhood Education Journal	5000/12,000	11% - 18%	
				Dimensions of Early Childhood Journal	Circulation 20,000	20%	
				Journal of Early Childhood and family Review		20%-30%	
Sample Prior Teaching Activity				Grants			
Undergraduate: Auburn University; CTEC 4200: Constructivist Teacher Undergraduate: University of Louisville (Earned Outstanding Faculty Teaching Recognition from Office of Provost, Dr. Willihn Ganz, Spring 2006); EDTP 432: Literacy and Numeracy in ECE (3) Undergraduate: University of South Carolina (Earned Superior Rating in Teaching on third Year Review) EDEC 442: Integrated Curriculum in ECE (3) Graduate: Auburn University CTEC 8270/7270: Theory-Based Prob (PhD)-Poss. and Necessity (3) Graduate: University of Louisville: EDAP 627: Applied Child Growth and Dev (3) Graduate: University of South Carolina (USC)EDEC 814: Analysis of Current Research ECE (3) M.Ed. and Ph.D. (3)					External Funding	Internal Funding	
				2003-2004	\$209,088		
				2004-2005	\$318,444		
				2005-2006	\$318,451		
				2006-2007	\$540,858	\$20,000	
				2007-2008	\$119,857	\$20,000	
				2008-2010	\$47,000		
				2016-2017 (Title II: ESSA)	\$65,000		
				2016-2017 (ELL/HED)	\$10,000		
				2016-2017 HSI-STEM/DOE	\$3,000,000		
				TOTAL: over \$4.7 million	\$4,628,698	\$40,000	
				Outreach Project			
Early Childhood Education (ECE)		Activities are based on Alabama's course of study to support ECE children and parents in Auburn					
Summer Enrichment							
Auburn City Schls/ AU-		Collaborated to improve					

	PDS Board	student/candidate learning
	ECE Teacher Quality Project	To enhance teaching & learning in Loachapoka K-3

I. Selected Honors and Awards:

- a. **Appointed, CAEP National Accreditation Team**
 - CAEP 2015 – present
- b. **Appointed, CAEP Inaugural Research Committee**
 - CAEP 2015 - 2017
- c. **Elected Chair, American Association of Colleges of Teacher Education (AACTE) Global Diversity Committee**
 - AACTE, Spring 2014
- d. **Taylor and Francis Book Contract**
 - Springer Publisher, 2016
- e. **Phi Kappa Phi Honor Society Award:**
 - Brenau University, Fall 2009
- f. **College of Education Early Career Award Nomination:** Nomination for the Early Career Award
 - Auburn University Spring 2007
- g. **Outstanding Teacher Award:** University of Louisville Outstanding Teacher Award Spring 2006
 - Faculty earning the award received a letter from the University of Louisville, Office of the President (President Jim Ramsey) as well as recognition in the *University of Louisville Magazine*.
 - University of Louisville, Spring 2006
- h. **National KDP Counselor Service Recognition:** Selected as one of only 3 Kappa Delta Pi Counselors across the nation to serve as a moderator for the 2004 Kappa Delta Pi Convocation Laureate Panel. Counselors were selected based on the level and quality of activity in which their chapter was involved during the 2003-2004 and 2004-2005 academic year;
 - University of South Carolina
 - ◆ Biennial Kappa Delta Pi, 2005 Convocation
- i. **National Network for Educational Renewal (NNER) Service Recognition Award:** One of only 10 National Kappa Delta Pi Counselors selected to participate in the 2004 NNER Summer Institute. Counselors were selected by NNER staff based on a competitive proposal submission process;
 - University of South Carolina
 - ◆ Dr. John Goodlad Institute, Summer 2004
- j. **Holmes Scholarship Award:** Selected to participate in the National Holmes Scholar Program through the Auburn Partnership Network. Selection criteria are stringent and based largely on GPA and commitment to the professorate and professional development school activity;
 - Auburn University
 - ◆ 1999, 2000, 2001
- k. **Outstanding Multicultural Doctoral Student Award**
 - Auburn University
 - ◆ 1999, 2000, 2001
- l. **Teacher of the Year:** Selected by peer teachers, school administration and parents as the Teacher of the Year and competed in the Montgomery County Teacher of the Year Award;
 - Forest Avenue Elementary School, a Blue Ribbon Elementary School
 - ◆ Montgomery, Alabama, 1997

m. *Teacher of the Year:* Teacher of the Year: As a first year teacher I was selected by peer teachers, school administration and parents as the Floyd Elementary School's Teacher of the Year; competed in the Montgomery County Teacher of the Year Award;

- Floyd Elementary School
- ◆ Montgomery, Alabama, 1995

Area of Concentration:

Early Childhood Teacher Education, Diversity Education, Assessment and Accreditation, and Administration

A. *Administration*

New Mexico Highlands University, Dean and Tenured Professor School of Education

a. Multi-campus management and supervision

- i. Hire and supervise faculty for all Education programs including:
 1. Las Vegas NM (main campus)
 2. Santa Fe Center
 3. Rio Rancho Center
 4. Farmington
- ii. Coordinate material/curricular support for all campuses
- iii. Collaborate with VPAA and Chief Financial Officer (CFO) conduct needs-assessments to determine facility and technology needs
- iv. Collaborate with Admissions Office to develop strategic plan for recruiting and maintaining adequate student enrollment

b. Budget management

Indiana University, Dean, School of Education (similar responsibilities as NMHU)

Brenau University Dean for the School of Education

Duties:

c. Multi-campus management and supervision

- i. Hire and supervise faculty for all Brenau University Education programs including:
 1. Gainesville Campus (main campus)
 2. North Atlanta Campus (Norcross)
 3. Augusta Campus
 4. South Atlanta Campus (Fairburn, GA)
- ii. Coordinate material/curricular support for all campuses

- iii. Collaborate with Chief Financial Officer (CFO) conduct needs-assessments to determine facility and technology needs
 - iv. Collaborate with Admissions Office to develop strategic plan for recruiting and maintaining adequate student enrollment
 - d. *Budget management*
 - i. Brenau University:
 - 1. Managed all aspects of College of Education budget, including establishing a business plan to rationalize the hiring of 3 new faculty members;
 - 2. Collaborated with CFO to reduce College budget by 5% during economic downturn (Spring 2009);
 - 3. Collaborated with Chief Financial Officer to increase budget by 3% due to substantial increases in student enrollment in graduate and online programs;
 - e. *SACS and NCATE Accreditation and Assessment*
 - i. Served as co-leader for the SACS 2.7.2 committee;
 - ii. Served on two additional faculty governance SACS committees;
 - iii. Oversee and manage all NCATE assessment and accreditation duties.
 - f. *President's Cabinet Board*
 - i. report directly to the Provost and President to create and implement all elements of University's mission;
 - ii. plan and lead University Center for Academic Quality, including the development of University-wide Advising Office and Adjunct Coordination Office;
 - iii. plan and implement development office activity to ensure the College of Education has the capacity to generate ample financial resources during its capital campaign.
 - g. *Trustee Board accountability*
 - i. Collaborate with department chairs to develop College of Education goals that will be used to generate a report trajectories for growth for the College;
 - ii. Collaborate with department chairs and faculty to collect faculty and staff activity each fall and each spring that will be used to develop a Brenau University Trustee's report that will demonstrate faculty effectiveness and engagement.
 - h. *Supervised 81 fulltime and part-time faculty*

University of Louisville and Auburn University Administrative Duties

Duties include:

- a. supervising program level faculty, adjuncts, graduate research and teaching assistants;
- b. coordinating program course offerings;
- c. developing, implementing, community service learning projects (Summer Institute), including soliciting participation, billing participants, purchasing material and hiring teachers;
- d. leading diversity doctoral students' University engagement through the Holmes Scholar Program as Director
- e. managing student enrollment.

B. Teaching: Summary of Teaching-Related Activities:

Graduate Faculty Appointments

Initial Appointment: October 2002 – August 2005, *University of South Carolina*
 August 2006, *University of Louisville*
 November 2006, *Auburn University Graduate Faculty Appointment*
 January 2009, *Brenau University Graduate Faculty Appointment*

1. Actual Courses Taught for Past Three Years Term:

Term/Course	Course Title	Credit Hrs	Enrollment
Teaching Responsibilities for 2006-2008, Auburn University			
Fall 2009/Spring 2010/Summer 2010: Brenau University			
ED 318	Integrating Fine Arts	3	9
ED 206	Educational Psychology	3	27
ED 850	Research Project Study	3	4
Spring 2008: Auburn University			
CTEC 8270	Theory-Based Problems ECE Ph.D.	3	3
CTEC 7270	Theory-Based Problems ECE	3	5
CTEC 4200	The Constructivist Teacher	3	19
CTEC 4912	Practicum in the Primary Setting	3	19
CTEC 4920	Internship in ECE	10	1
Fall 2007: Auburn University			
CTEC 4200	The Constructivist Teacher	3	14
CTEC 4912	Practicum in the Primary Setting	3	14
CTEC 7510	Research Studies in ECE	3	8
Spring 2007: Auburn University			
CTEC 8270	Theory-Based Problems ECE Ph.D.	3	2
CTEC 7270	Theory-Based Problems ECE	3	6
CTEC 4200	The Constructivist Teacher	3	15
CTEC 4912	Practicum in the Primary Setting	3	15
Fall 2006: Auburn University			

CTEC 4200	The Constructivist Teacher I	3	23
CTEC 4912	Practicum in the Primary Setting	3	23

Teaching Responsibilities for 2005-2006 University of Louisville

Spring 2006: *University of Louisville*

EDTP 432	Literacy and Numeracy in ECE	3	32
EDTP	Early Childhood Program Coordination		

Fall 2005: *University of Louisville*

EDAP 627	Applied Child Growth and Dev.	3	16
EDTP	Early Childhood Program Coordination		

Term/Course	Course Title	Credit Hrs	Enrollment
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Teaching Responsibilities for 2002-2005 University of South Carolina

Spring 2005: *University of South Carolina*

EDEC 442	Integrated Curriculum in ECE	3	27
EDEC 443	Practicum in Integrated Curr. ECE	3	27
EDEC 201	Inquiry into ECE	3	36
(This course includes 10 practicum hours of which I directed)			

Fall 2004: *University of South Carolina*

EDEC 814	Analysis of Current Research ECE	3	4
	M.Ed. and Ph.D.		
EDTE 771	Math in ECE M.A.T.	3	25

Teaching Responsibilities for 2003-2004

Spring 2004: *University of South Carolina*

EDEC 745	Inquiry into Science in Elementary	3	23
EDEC 742	Advanced Study of EC Curricula Program Models		
	M.Ed. and Ph.D.	3	17

Fall 2003: *University of South Carolina*

EDEC 769	Internship in ECE	6	5
EDTE 771	Math in ECE	3	25

2. Auburn University Graduate Students Completed: Major Professor (M); Committee Member (C):

Name	M/C	Degree	Current Position
Clark, Kathryn	M	M.Ed. Early Childhood	First Grade Teacher, Birmingham
Fullilove, Casey	M	M.Ed. Early Childhood	Teacher, Auburn City Schools
Elaine Sirota,	M	M.Ed., Early Childhood	Preschool Teacher, Atlanta GA
Kimberly Holzapfel,	M	M.Ed., Early Childhood	Kindergarten Teacher, Cobb County GA
Lucile F. Montiel,	M	M.Ed., Early Childhood	GTA and Assistant Teacher Auburn

Ashley Coffman	M	M.Ed., Early Childhood	Early Education Center Teacher, Jefferson County AL
Naomi Lewis	M	M.Ed., Early Childhood	Teacher, Headstart of Opelika

73 Early Childhood Education Program Completers (9 Cohorts), University of South Carolina C M.A.T. Early Childhood Positions Unknown

Chad Malcom	C	Ed.D. Early Childhood Education	
Lee Look	C	Ph.D. Teaching and Learning U of L	Assistant Professor
Sabina Mosso-Taylor	C	Ph.D. Early Childhood	Preschool Center Director, S.C.
Meir Muller	C	Ph.D. Early Childhood	Chabad Jewish School Principal, S.C.

3. Graduate Student Committee Work: Major Professor (M); Committee Member (C):

MASTER OF EDUCATION STUDENTS

Name	M/C	Degree/Year Awarded	Current Position
Naomi Lewis	M	M.Ed. Early Childhood	Preschool Teacher
Marissa Anderson	M	M.Ed. Early Childhood	Preschool Teacher
Erica Jones	M	M.Ed. Early Childhood	Kindergarten Teacher
Mark Turneqois	M	M.Ed. Early Childhood	Full-time student
Haley Newman	M	M.Ed. Early Childhood	Full-time student
Melissa Shumate	M	M.Ed. Early Childhood	Classroom teacher CWE
Leah Smith	M	M.Ed. Early Childhood	Full time student
Brock Tarno	M	M.Ed. Early Childhood	Classroom Teacher

DOCTOR OF EDUCATION STUDENTS

Susan Barlow	M	Ph.D. Early Childhood	Instructor, Columbus State University
Judy Wortz	M	Ph.D. Early Childhood	Teacher, Eufaula City School

4. Courses and Curricula Developed:

Campus Development

- Developed Center for Academic Quality for Brenau University faculty excellence;
- Developed the Professional Education Unit plan for Brenau College of Education;
- Developed mini-Institutional Report to the Georgia Professional Standards Commission to initiate programs at an Off-Site Campus (University South Atlanta Campus);
 - Developed strategic plan for the infrastructure needed to run Teacher Education Programs at the South Atlanta Campus;
 - Developed budget and business plan for student, faculty, and staff recruitment.
- Developing Education Doctoral Program in Curriculum and Teaching, Brenau University;
 - Plans will be submitted to the Georgia Professional Standards Commission by Summer 2010.

Course Revisions

- During the Fall of 2006, I reviewed each of the following syllabi and revised to assure:
 - Syllabi met or exceeded NCATE review criteria;

- Syllabi format were in compliance with the College of Education Syllabi guidelines;
 - Objectives were clearly stated;
 - And that student expectations including, activities, rubrics and other assessment procedures were clearly listed and explained.
1. CTEC 4200 The Constructivist Teacher I: Added classroom management research project; added integrated center development component; made substantial revisions to integrative theme project to promote peer collaborations and immerse students in the study of integrative curriculum (Fall 2006, Spring 2007)
 2. CTEC 4912 Practicum in the Primary Setting: (Fall 2006)
 3. CTEC 8270/7270 (Spring 2007) Theory-based Problems: Added course assignment to immerse students in the study of children's problem solving
 4. CTEC 7510 Research Studies in Early Childhood Education (Fall 2007): Added action research project for in-service teachers and mini-research project for full-time graduate students.

Courses Developed

While at the University of South Carolina (USC), I fully developed two courses for the university's newly instituted Early Childhood undergraduate program. These courses are now a requirement and an integral part of a sequence of core courses that all undergraduates complete before internship. The courses are:

- A. EDEC 442 Studies in Integrated Curriculum: Mathematics, Science, Social Studies, and Fine Arts
- B. EDEC 443 Practicum in Integrated Curriculum in Early Childhood Education

5. Grants Related to University Teaching:

Because the nature of my current research agenda is research-based, the grant proposals I developed are listed under *Grants related to research*. However, the research findings are incorporated into the courses I teach (please see pages 17-19 for actual grants develop and funded related to teaching).

6. Publications pertaining to teaching and pedagogy:

The articles that I develop are research and practitioner-based. Each will be marked Research Article or Practitioner-Based in order to explain the premise of the article. These articles can be found under *Publications pertaining to research*, on page 11.

C. Research/Creative Work:

1. Books:

Bailey, L. B. (2017). *Implementing a Standards-based curriculum in the Early Childhood Classroom*. New York: Taylor and Francis Group (**Editor**)

Bailey, L. B., Thornton, P., Pettit, S., Rychly, L. (In Press, 2017). Constructivist Interdisciplinary Curriculum, English Language Learning and CCSS. In Bailey, L. B. (Eds.) *Implementing the Common Core State Standards across the Early Childhood Curriculum* New York: Springer Publishing Company.

Bonner, F. A., Smith, P.C., Marbley, A. F., Neal, L. I., & **Bailey, L. B.** (2010). *African American Female Administrators in Academe: Transgressing Multiple Marginality and the Dilemma of Self-Definition*. San Diego, CA: Birkdale Publishers

Peterson, T., Carter, K. G., Swick, K. J., Jackson, C. W., Freeman, N. K., and **Bailey, L. B.** (2004). *Powerful Allies: Afterschool Programs, Service-Learning and Community*, National Dropout Prevention Center: Clemson, S. C. (**Research-Based, Practitioner Focused Book, 20% Contribution**)

2. a. Article Length Refereed Publications:

Bailey, L. B. (2014). A Review of the Research: Common Core State Standards for Improving Rural Children's School Readiness. *Early Childhood Education Journal*, 42 (6), 389-396.

Bailey, L. B. (2013). A review of the research: Common core state standards for improving children's school readiness. *Early Childhood Journal*, DOI: [10.1007/s10643-013-0621-6](https://doi.org/10.1007/s10643-013-0621-6)

Bailey, L. B. (2010). The impact of sustained, standards-based professional learning on second and third grade teachers' content and pedagogical knowledge in integrated mathematics. *Early Childhood Education Journal*, 38 (2), 123-132. (**Research-Based, Practitioner Focused Article, 100% Contribution**) **International Journal**

Bailey, L. B., Taharally, C. & Thornton, C. (2010). ACEI Research committee Column. The ACEI Activist: Olney, MD.

Sirota, E. & **Bailey, L. B.** (2009). The impact of teachers' expectations on diverse learners' academic outcomes. *Childhood Education*, 85(4), 253-256. (**Research-Based, Practitioner Focused Article, 80% Contribution**) **International Journal**

Bailey, L. B., Lomax, M. L., Rucker, R., Harrington, S., Fujimoto, A. C. & Brown, M. C. (2007). *Training up our children: rural early childhood education and African-American Student*, Patterson Research Institute: Fairfax, VA. (***Research Article in an edited book, 80% Contribution, Data Set**) **National Research Group**

Bailey, L. B. (2006). Interactive homework: a tool for fostering parent-child interactions and improving learning outcomes for at-risk young children. *Early Childhood Education Journal*, 34(2), 155-167. (***Research Article, 100% Contribution, Original Data**) **National Journal**

Bailey, L. B. (2006). Examining gifted economically at-risk students to determine factors that influence early reading success for economically at-risk students. *Early Childhood Education Journal*, 33(5), 307-315. (***Research Article, 100% Contribution, Original Data**) **National Journal**

Bailey, L. B. (2006). Supporting teacher and parent learning using standards-based mathematics training for teachers and parents. *Journal of Early Childhood Education and Family Review*, 14(1), 10-19. (**Research-Based, Practitioner Focused Article, 100% Contribution**) **National Journal**

Bailey, L. B., & Swick, K. J. (2005). Creating supportive home learning environments for parents and children who are homeless. *Dimensions of Early Childhood*.33(1), 17-23.

(Research-Based, Practitioner Focused Article, 50% Contribution) National Journal

Bailey, L. B., & Silvern, S. B. (2005). Improving teachers' abilities to design interactive homework assignments. *Journal of Early Childhood Education and Family Review*, 12(4), 15-26.

(*Research Article, 80% Contribution, Original Data) National Journal

Bailey, L. B. (2004). Designing family friendly homework. *Childhood Education*, 80(3), 146I - 146M.

(Research-Based, Practitioner Focused Article, 100% Contribution) International Journal

Swick, K. J., & Bailey, L. B. (2004). Communicating effectively with parents and families who are homeless. *Early Childhood Education Journal*, 32(3), 211 - 215.

(Research-Based, Practitioner Focused Article, 50% Contribution) National Journal

Bailey, L. B., Silvern, S. B., & Brabham, E., Ross, M. (2004). The effects of interactive reading home work and parent involvement on children's inference responses. *Early Childhood Education Journal*, 32(3), 173 -

178. **(*Research Article, 80% Contribution, Original Data) National Journal**

2. b. Peer Reviewed ERIC Bulletins/Articles

Bailey, L. B. (2003). Standards-based mathematics training to improve teachers' content knowledge and enhance parental support for student learning. *ERIC Document No. 605431*. **(Research-Based, Practitioner Focused Article, 100% Contribution)**

Bailey, L. B. (2003). Training teachers to design interactive homework. *ERIC Digest*: Washington, D. C. **(Research-Based, Practitioner Focused Article, 100% Contribution)**

MANUSCRIPTS SUBMITTED or UNDER REVIEW

N/A

ABSTRACTS AND UNREFEREED PUBLICATIONS

Bailey, L. B. (2008). *In expanding preschool programs: quality comes first*. The Montgomery Advertiser: Montgomery, AL.

Bailey, L. B. (2002). Training teachers to design constructivist reading homework. *Dissertation Abstract International*, 63(78), 2507.

JOURNAL EDITORIAL SERVICE

Editor

My Responsibilities: received all journal submissions; pre-reviewed manuscripts to ensure each met minimum criteria; developed and disseminated letters of receipt to authors; mailed manuscripts to reviewers deemed appropriate for critiquing each article; mailed and emailed letters of reminders to reviewers; communicated with authors and executive editor (Dr. Fran Kochan) during the review, editing and publishing process; collaborated with LRC word processors and executive editor to format and edit manuscripts and collaborated with AU Printing and executive editor to bind and print journal copies.

Bailey, L. B. & Wade, C. (2002). *The Professional Educator - Auburn University*, 23(2), 1- 61.

Bailey, L. B. & Wade, C. (2001). *The Professional Educator – Auburn University*, 23(1), 1-98.

Bailey, L. B. & Wade, C. (2001). *The Professional Educator – Auburn University*, 22(2), 1-70.

Bailey, L. B. & Wade, C. (2000). *The Professional Educator – Auburn University*, 22(1), 1-60.

Associate Editor

Assisted the Editor and Executive Editor with the following responsibilities: receiving all journal submissions; pre-reviewing manuscripts to ensure each met minimum criteria; developing and disseminating letters of receipt to authors; mailing manuscripts to reviewers deemed appropriate for critiquing each article; mailing and emailing letters of reminders to reviewers; communicating with authors and executive editor (Dr. Fran Kochan) during the review, editing and publishing process; collaborating with Learning Resources Center (LRC) word processors and executive editor to format and edit manuscripts and collaborated with AU Printing and executive editor to bind and print journal copies.

Pressley, D. & **Bailey, L. B.** (2000). *The Professional Educator – Auburn University* 21(2), 1-71.

Pressley, D. & **Bailey, L. B.** (1999). *The Professional Educator – Auburn University* 21(1). 1-62.

3. Papers or Lectures:

REFEREED PRESENTATIONS: International and National

Bailey, L. B. (March 2017). *Meeting the needs of all learners: advancing social justice and diversity in teacher preparation.* American Association for Colleges of Teacher Education: Tampa, FL (**Invited Major Forum Speaker**).

Bailey, L. B. (October 2016). *Evaluating international education unit assessment plans, using Commission for Academic Accreditation Standards.* Higher Learning Colleges: Dubai, United Arab Emirates.

Bailey, L. B. (2014). *Bridging the STEM achievement gap: Lessons for transforming STEM education.* American Association for Colleges of Teacher Education: Indianapolis, IN (**Major Forum Moderator**).

Bailey, L. B. (2013). *Cultural influences on diverse students' achievement: Holmes Scholars Research presentation.* Association for Colleges of Teacher Education: Orlando, FL (**Session Moderator**).

Bailey, L. B. (2013). *Issues and successes in diversifying the profession: Association for Colleges of Teacher Education: Orlando, FL* (**Featured Forum Moderator**).

Bailey, L. B. (2013). *Holmes Scholars Opening Session and Mentoring Roundtables: Navigating higher education administration.* American Association for Colleges of Teacher Education: Orlando, FL.

Bailey, L. B. (2012). *Holmes Scholars Mentoring Session III: What is a grant and how do I get one?* American Association for Colleges of Teacher Education: Chicago, IL.

Bailey, L. B. (2012). *Together for children: Empowering young children and family to learn mathematics.* Georgia Association of Young Children: Atlanta, GA

Bailey, L.B., & Taharally, C. (2011). *Facilitated ACEI Concurrent Sessions.* Association for Childhood Education International: New Orleans, LA **Taharally, C. & Bailey, L. B.** (2011) *Facilitated ACEI Research Forums.* Association for Childhood Education International: New Orleans, LA.

Bailey, L.B., & Taharally, C. (2011). *Facilitated ACEI Research Roundtables.* Association for Childhood Education International: New Orleans, LA.

Bailey, L. B. & Mason, J. (2011). *Completing the dissertation at research intensive institutions.* American Association for Colleges of Teacher Education: San Diego, CA.

- Bailey, L. B.** & Nganga, C. (2010). *How to seek a mentor and maintain the mentoring relationship*. Homes Partnership: Charleston, SC.
- Bailey, L. B.**, Marrah, C., Mason, J., & Gonzales-Worthen, D. (2010). *NAHSA & CCSA Collaborating to improve student learning*. Holmes Partnership: Charleston, SC.
- Bailey, L. B.** & Mason, J. (2010). *Embarking upon a life in academia: navigating higher education and the dissertation*. Holmes Partnership: Charleston, SC.
- Bailey, L. B.** (2009). *Beginning your dissertation research*. 14th Annual Holmes Partnership Conference: Jacksonville, FL.
- Bailey, L. B.** & Mason, J. (2008). *Beginning your dissertation research*. 13th Annual Holmes Partnership Conference: Orlando, FL.
- Bailey, L. B.** & Mason, J. (2008). *2008 Holmes Scholars Summer Leadership Institute*: Las Vegas, Nevada.
- Bailey, L. B.** (2008). *Assuring equal access to quality mathematics instruction for minority children*. National Council of Teachers of Mathematics (NCTM) Annual Conference: Salt Lake City, UT.
- Bailey, L. B.** (2008). *Beyond standards: reaching every young child's potential through constructivist-based curriculum and the CLASSIC ESL Dual Language Program*. Association for Childhood Education International: Atlanta, GA.
- Eick, C., Brandt, S., Dagley, P., Jones, M. & **Bailey, L. B.** (2008). *Strengthening a charter PDS through strategic planning following National Council for Accreditation of Teacher Education (NCATE) Professional Development (PDS) Standards*. National Association of Professional Development Schools: Orlando, FL.
- Bailey, L. B.** (2008). *University-School partnerships: strengthening school, family and community relationships to enhance teaching and learning*. 14th International Roundtable (INET) on school, family and community partnerships, AERA Pre-session: New York, NY.
- Bailey, L. B.** (2007). *Transforming teaching and learning in early childhood mathematics classrooms (Pre-K-2)*. Association for Childhood Education International (ACEI) Annual International Conference and Exhibition: Atlanta, GA.
- Bailey, L. B.** (2007). *A report of the Pew rural early education initiative research*. American Educational Research Association AERA Pre-session; PEW Early Education Initiative: Chicago, IL.
- Bailey, L. B.** (2007). *Writing your dissertation*. Holmes Partnership Conference: Orlando, FL.
- Bailey, L. B.** (2006). *Authentic assessments to evaluate mathematics teaching and learning in early childhood education*. National Council of Teachers of Mathematics Annual Conference: St. Louis, MO.
- Bailey, L. B.**, & Mason, J. (2006). *Traversing the slings and arrows of the dissertation process*. Holmes Partnership Conference: Chicago, IL.
- Stiglitz, N., Felner, R., Karp, K., & **Bailey, L. B.** (2006). *Focusing on stewardship of place to develop*

Bailey, L. B. Curriculum Vitae

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quality undergraduate teacher education programs: Strand. Holmes Partnership Conference: Chicago, IL.

Jung, E., Felner, R., Kolander, K., **Bailey, L. B.**, & Karp, K. (2006). *Advancing the public school agenda: a partnership that benefits all.* Holmes Partnership Conference: Chicago, IL.

Bailey, L. B. (2005). *Increasing Young Children's Algebraic Knowledge using Student-Led Seminars.* NCTM Annual Conference: Anaheim, CA.

Bailey, L. B. (2005). *Diversity in homes, families, and schools: training parents to interact with their children during the completion of interactive homework assignments.* ACEI Annual International Conference and Exhibition: Washington D. C.

Bailey, L. B., & Mason, J. (2005). *Traversing the slings and arrows of the dissertation process.* Holmes Partnership Conference: Philadelphia, PA.

Bailey, L. B. & Mason, J. (2004). *Traversing the slings and arrows of the dissertation process.* Holmes Partnership Conference: San Diego, CA.

Bailey, L. B. (2003). *Traversing the slings and arrows of the dissertation process.* Holmes Partnership Conference: Washington, D. C.

REFEREED PRESENTATIONS: Regional

Bailey, L. B. (2016). *Increasing family engagements in early childhood mathematics home learning.* Las Vegas City Schools: Las Vegas, NM.

Bailey, L. B. (2016). *Implementing the Common Core Standards in early childhood mathematics classrooms.* Las Vegas City Schools: Las Vegas, NM.

Bailey, L. B. (2016). *Increasing the effectiveness of advanced placement instruction for high-needs learners.* New Mexico Advanced Placement Institute: Santa Fe, NM.

Bailey, L. B. (2016). *New Mexico Highlands University & Two-Year Community College Partnerships: Addressing Pipeline Issues across Northeastern New Mexico.* New Mexico Legislative Education Study Committee: Los Lunas, NM.

Bailey, L. B. (2008). *Increasing school readiness: strategies for empowering preschool teachers and families to improve student learning.* Alabama Head Start 2008 Spring Conference: Orange Beach, AL.

Bailey, L. B. (2006). *Integrating mathematics across the early childhood curriculum.* NCTM Regional Conference: Richmond, VA.

Bailey, L. B. (2006). *The NCTM equity principle: a vital tool for assuring Equal access to quality mathematics instruction for ALL young children.* Alabama Council of Teachers of Mathematics (ACTM) Statewide Conference: Montgomery, AL.

Bailey, L. B., Johnson, G. H., & Chapman, P. (2005). *Promoting parental involvement in standards-based*

Bailey, L. B. (2005). *Improving teachers' pedagogy using standards-based mathematics strategies.* NCTM Southern Regional Conference: Birmingham, AL.

Bailey, L. B. (2005). *One teacher- diverse students, diverse strategies.* University of South Carolina-Aiken Diversity Conference: Aiken, SC.

Bailey, L. B. (2004). *Teaching diverse young learners.* South Carolina Association for the Education of Young Children (SCAAYC): Charleston, SC.

Bailey, L. B. (2004). *Increasing number sense in second and third grade classes.* NCTM Southern Regional Conference: New Orleans, LA.

Bailey, L. B. (2003). *Teaching diverse young learners.* South Carolina Association for the Education of Young Children (SCAAYC): Charleston, SC.

Bailey, L. B. (2003). *Improving K-3 teachers' mathematics content knowledge using standards-based mathematics reform (two sessions).* NCTM Southern Regional Conference: Charleston, SC.

Bailey, L. B. (2002). *Playing with Science.* SCAAYC: Greenville, SC.

Bailey, L. B. (2002). *Training Early Childhood Education (ECE) teachers to design interactive reading homework.* SCAAYC: Greenville, SC.

3a. Papers and Lectures:

Professional Development Teacher and Administrator Training: National, State and Local

Bailey, L. B. (2009). *How to use National Council of Mathematics Equity Principal and content standards to ensure mathematics competency for diverse learners in preschool-primary settings.* Georgia Association on Young Children: Atlanta, GA.

Bailey, L. B. (2008). *The Holmes Scholars Publication Panel Discussion.* Auburn Network Holmes Scholars Program: Auburn University, AL.

Bailey, L. B. (2007). *Using literature to convert children's favorite stories to songs and chants.* Jean Dean Reading is Fundamental of Alabama: Auburn, AL.

Bailey, L. B. (2005). *Math strategies for teachers of young children.* Elmore County Public Schools, Third Grade Teacher Inservice Training Wetumpka, AL.

Bailey, L. B. (2005). *Helping young children acquire number sense.* Kentucky Council of Teachers of Mathematics: London, KY.

Bailey, L. B. (2005). *Developmentally appropriate practice for increasing young children's number sense.*

Four day teacher and principal professional development for first – fourth grade elementary teachers: Albertville, AL.

Bailey, L. B. (2005). *First –fourth grade paging guide development and implementation*. School district and local school teacher and administrator training: Albertville, AL.

Bailey, L. B. (2005). *Designing standards-based pedagogy to increase student learning and improve teaching in first grade math classes. One day teacher training*: Albertville Elementary School Albertville, AL.

Bailey, L. B., & Johnson, G. H. (2005, 2004, 2003). *Increasing second and third grade teachers' content knowledge and improving pedagogy using standards-based strategies*. Five Day Training Sessions. Richland School District One. University of South Carolina: Columbia, SC.

Bailey, L. B. (2004, 2003). *Increasing teachers' content knowledge and improving pedagogy using standards-based strategies and interactive homework*. Kelly Miller Elementary School: Fairfield County SC.

Keynote Address/Invited Speaker: Non-Refereed

Bailey, L. B. (March 2017). *Meeting the needs of all learners: advancing social justice and diversity in teacher preparation*. American Association for Colleges of Teacher Education: Tampa, FL (**Invited Major Forum Speaker**).

Bailey, L. B. (2010, INVITED). *Engaging young learners in mathematical thinking using NCTM and NAEYC content Standards*. GAYC conference for advanced teachers: Gwinnett Center, Duluth, GA.

Bailey, L. B. (2008). *A review of Auburn University, College of Education Faculty Benefits from Dean Circle Donations*. Dean's Circle Dinner: Auburn University, AL.

Bailey, L. B. (2008). *Sheroes in action*: Multicultural Center 2008 King Week at Auburn University: Auburn University, AL.

Bailey, L. B. (2008, April). *Why become an early childhood education teacher*. Fayette County School System Teacher Academy: Auburn University, AL

Bailey, L. B. (2007). *The National Council of Teachers of Mathematics (NCTM)Equity Principle: A Vital Tool for Assuring Equal Access to Quality Mathematics Instruction for ALL Young Children and education requirements for becoming college professor*. Invited Keynote Speaker. National Association of Holmes Scholars Alumni, Charleston, SC.

Bailey, L. B. (2007). *Training and education requirements for becoming college professor*. Invited Keynote Speaker. Cary Woods Elementary School, Auburn, AL.

Bailey, L. B. (2006). *Using sharing seminars, guided mathematics and interactive homework to improve young children's number sense*. Invited Keynote Speaker. Kentucky early childhood institute training: Elizabethtown, KY.

4. Exhibitions:

Bailey, L. B. (2004). *Spiraling algebraic concepts throughout the ECE grades*. Poster Session. Hawaii

Bailey, L. B. (2003). *How to design interactive homework.* Poster Session. ACEI 2003: Albuquerque, NM.

5. **Performances: N/A**

6. **Patents and Inventions: None**

7. **Other research/creative contributions: N/A**

8. **Grants and contacts:**

Bailey, L. B. (2016). *HSI-STEM Facilitating access to success in STEM and mathematics teaching (STEMFAST).*

Author and Project Director: Fall 2016-Spring 2021.

Purpose: To increase the number of Hispanic and poor students who earn STEM and mathematics education degrees (**Funded, \$2.9 million – 100% contribution**) Department of Education.

Bailey, L. B. (2016). *Pre-K-3: Promoting access to STEM success (PK^3-PASS).* Author and Principal Investigator: Spring 2016-Fall 2017.

Purpose: To increase early childhood teachers' content and pedagogy knowledge in early mathematics, and impact their understanding use of the Common Core State Standards in mathematics to prepare high quality math lessons suitable for increasing student learning (**Funded, \$65,000- 100% contribution**). Title II: Every Student Succeeds Act (ESSA).

Bailey, L. B. (2012). *Engaging undergraduates in STEM research.* National Science Foundation. Principal Investigator: Spring 2012

Purpose: To increase the number of minority undergraduate students majoring in STEM disciplines and selecting STEM careers, and to impact the quality of teaching and learning within the STEM programmatic areas. (**Funded, \$2.4 million – named PI**).

Bailey, L. B. (2010). *Master's in teaching symposium.* Warren Featherbone Foundation Fund-Jackson EMC: Spring 2010

Purpose: To fund, plan, and implement annual master teacher colloquium. Principal Investigator (**Funded, \$2,000 – 100% contribution**).

Bailey, L. B. (July 17-18, 2009). *Early Childhood Constructivist Institute.* Georgia Department of Education. **Principal Investigator.**

Purpose: To develop research-based professional development activities for two days, and to fund two early childhood mathematics/constructivist educators and 300 first through fifth grade teachers to attend a two day symposium to enhance teaching and learning in early childhood mathematics using constructivist principles (**Funded, 45,000 – 100% contributio**)

Bailey, L. B. (2009). Increasing third and fourth grade teachers' content and pedagogical knowledge in mathematics...Improving Teacher Quality Grants Program: State program director - UGA, Athens GA (**Not funded, \$75,000**).

Bailey, L. B. (2008). *Summer 2008 Promotion and tenure and promotion enhancement Project.* Office of Diversity and Multicultural Affairs. **Principal Investigator.**

Purpose: To provide the funds needed to complete one research article using data from my completed Improving Teacher Quality No Child Left Behind SC Grant. Completed two chapters in a text.

\$25,000 (Funded, 100% Contribution toward proposal development)

Bailey, L. B. (2008). *English Language Learner (ELL) & the Minority Child: an Integrative Approach to School & Family Education.* **National Institute of Health, Interagency School Readiness Consortium. Principal Investigator.**

Purpose: The goal of this project is to investigate the impact of an integrative approach and family training on minority at-risk child's development across multiple domains of learning and competencies for 3-5 year olds. The project investigator and team intend to perform quasi-experimental efficacy trials on the CLASSIC© English as a second language/Dual Language (ESL) Program, which is a national level integrative early childhood programmatic approach that promotes school readiness for children ages 3-5 who are English Language Learners and at-risk for later school difficulties.

\$2,100,000 (Not funded, 100% Contribution)

Bailey, L. B. (2007). *Summer 2007 Promotion and tenure and promotion enhancement Project.* **Office of Diversity and Multicultural Affairs. Principal Investigator. Purpose:** To provide the funds needed to complete the analysis of a data set and write a research article and to embark on work to complete two books for the McGraw-Hill Teacher education series.

\$20,000 (Funded, 100% Contribution)

Bailey, L. B. (2007). *Improving preschool education for rural children:* Pew Rural Early Education Initiative (PREEI) research team. **Frederick Patterson Research Institute. Principal Investigator.**

Purpose: This research was funded by the Frederick Patterson Research Institute to investigate and disseminate research for improving preschool education for rural children.

\$5000.00 (Funded, 100% Contribution)

Bailey, L. B. (2006, 2007). *Improving Student Learning and Teachers' Content Knowledge and Early Elementary Algebraic Thinking.* **Federally Funded through the Improving Educator Program,** Kentucky Council on Postsecondary Education. **Principal Investigator.**

Purpose: To determine if web-based training mathematics instruction delivered to early elementary through middle grade teachers throughout the Ohio Valley will increase their algebra content knowledge and improve their pedagogy. Instruction was delivered via synchronous and asynchronous technology, using WebCT Vista and six SREB courses developed at taught by colleagues at the University of West Virginia. Technology was also donated by the Kentucky Virtual University.

\$426,000 (Funded, 100% Contribution)

Bailey, L. B. (2005-2006). *Increasing second and third grade teachers' mathematics knowledge using standards-based...* **Federally Funded through Improving Teacher Quality, No Child Left Behind program -** South Carolina Commission on Higher Education. **Principal Investigator.**

Purpose: To determine if standards-based teacher and parent training will improve teachers' ability to design instruction that will impact learning for second and third grade students, as well as impact parent involvement during the completion of interactive mathematics homework.

\$78,594 (Funded, 100% Contribution)

Bailey, L. B. (2004-2005). *Increasing second and third grade teachers' mathematics knowledge using standards-based...* **Federally Funded, Improving Teacher Quality: No Child Left Behind Grant**, South Carolina Commission on Higher Education. **Principal Investigator.**
Purpose: To determine if standards-based teacher and parent training will improve teachers' ability to design instruction that will impact learning for second and third grade students, as well as impact parent involvement during the completion of interactive mathematics homework.
\$78,588 (Funded, 100% Contribution)

Bailey, L. B. (2003-2004). *Increasing second and third grade teachers' mathematics knowledge using standards-based...* **Federally Funded, Improving Teacher Quality: No Child Left Behind Grant**, South Carolina Commission on Higher Education. **Principal Investigator**
Purpose: To determine if standards-based teacher and parent training will improve teachers' ability to design instruction that will impact learning for second and third grade students, as well as impact parent involvement during the completion of interactive mathematics homework.
\$77,591 (Funded, 100% Contribution)

Bailey, L. B. and Cooper, A. (2/2003-8/2003). *Constructivist learning for pre-engineering and undergraduate engineering education.* **National Science Foundation – Seed Grant. Co-Principal Investigator.**
Purpose: To develop a pilot study to determine if incorporating teaching strategies proven successful in a college of education (teacher education department) will impact the acquisition of pre-engineering concepts for undergraduate pre-engineering students.
\$8,000 (Funded, 50% Contribution)

Bailey, L. B. (March 2003 – July 2003). *School math and science coaches program.* **South Carolina Commission on Higher Education. Principal Investigator**
Purpose: To collaborate with the South Carolina Commission on Higher Education and the South Carolina Department of Education to draft a proposal to increase the quality of school mathematics using a research-based coaching model.
\$8,640 (Funded, 100% Contribution)

Gregg, P. & Bailey, L. B., et al. (March 2004 – May 2005). *Developing high quality middle School mathematics teachers.* **South Carolina Commission on Higher Education. Co-Investigator.**
Purpose: To determine if the development and implementation of five courses (Algebra, Data Analysis and Probability, Measurement, Number and Operation and Geometry) will increase the number of highly qualified middle school teachers in the Midlands of South Carolina.
Principal Role: Co-Grant writer and pedagogy expert.
\$124,999 (Funded, 30% Contribution)

Gregg, P. & Bailey, L. B., et al. (March 2005 – May 2006). *Developing high quality middle school mathematics teachers.* **Federally Funded Improving Teacher Quality: No Child Left behind Program.** South Carolina Commission on Higher Education. **Co-Investigator.**
Purpose: To determine if the development and implementation of five courses (Algebra, Data Analysis and Probability, Measurement, Number and Operation and Geometry) will increase the number of highly qualified middle school teachers in the Midlands of South Carolina.
My principal role was that of co-grant writer and the development of appropriate pedagogy.
\$125,000 (Funded, 30% Contribution)

Brodie, R. & Bailey, L. B. (July 2003 – June 2008). IBN: Ecological and Evolutional Physiology. National Science Foundation. Co-Investigator

My principal role was to write the teacher education component of this career grant. I served as the early childhood curriculum and teacher quality expert, and lesson plan consultant/evaluator.

\$574,286 (*Funded*, 30% Contribution)

D. Service

1. University Service

COLLEGE ADMINISTRATIVE AND COMMITTEE DUTIES

Troy University

University

OER Committee 2017 – present

College

Global Initiatives Committee 2017 - present

Department

2017 - present

Early Childhood Education Program Coordinator 2017 - present

New Mexico Highlands University

University

Deans Council 2013 – 2016

College

Unit Head, College of Education 2013 - 2016

State

New Mexico Deans and Directors Council 2013 - 2016

Indiana University

University

Deans Council 2013 – 2016

College

Unit Head, College of Education 2013 - 2016

State

Indiana Deans Council 2013 - 2016

Brenau University

University

SACS Standard 2.7.2 subcommittee, chaired by Barbara Wilson Fall 2009 – 2011

Academic Affairs Spring 2009 – 2011

Academic Council Spring 2009 – 2011

Graduate Council Spring 2009

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Academic Deans Council
President's Cabinet
Athletics Committee

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Spring 2009 – 2011
Spring 2009 – 2011
Fall 2009 - 2011

College

Dean, School of Education
PEU Chair and developer
NCATE Standards committee developer
NCATE Standard 6 chair

Fall 2009 – 2011
Spring 2009 – 2011
Spring 2009- 2011
Spring 2009 - 2011

Auburn University

University Service:

08/06 – December 2008

AU Multicultural Center Board of Directors, inaugural board

Duties include working closely with the Office of Diversity and Multicultural Affairs to develop strategies and methods for increasing and sustaining minority representation across Auburn University student and faculty populations

05/07-2009

PGOP Committee; Mentoring Chair

Duties include mentoring minority PGOP and SREB fellows in a way that is sufficient for them to acquire the skills needed to successfully complete dissertation and one day become a viable member of the professorate.

College Service:

08/07 – 2008

Auburn Community Collaborative Steering Committee Member

Duties include developing a strategic plan and formal partnership between Auburn University, the Auburn Day Care, Auburn Boys and Girls Club, and community partners to strengthen academic and physical health outcomes for young children in both programs.

08/06- 2008

College of Education Field and clinical experiences committee member

Duties include collaborating with faculty members across the College of Education, members of the ACS-AU PDS and other school partners to strengthen school partnership, as well as assure appropriate systems are in place to adequately assess candidate proficiencies and meet NCATE standards.

08/06 – 2008

Auburn Partnership Network Holmes Scholars Advisor

Duties include mentoring minority Holmes Scholars in a way that is sufficient for them to acquire the skills needed to successfully complete dissertation and one day become a viable member of the professorate within a College of Education.

08/06 – 2008

College of Education Auburn City Schools-Auburn University Professional Development System Steering Committee

Duties working collaboratively with faculty and staff from Auburn City Schools (ACS) and colleagues from the College of Education to improve teaching and learning for Pk-12 students at ACS and candidates at Auburn University.

Department of Curriculum and Teaching Service

09/07 – 2008

Early Childhood Education Faculty Search Committee I

Duties include evaluating candidate applications, meeting with search committee to select top candidates suitable for a campus visit, conducting campus interviews and selecting the most qualified candidate for the position.

09/07 – 2008

Early Childhood Education Faculty Search Committee II

Duties include evaluating candidate applications, meeting with search committee to select top candidates suitable for a campus visit, conducting campus interviews and selecting the most qualified candidate for the position.

09/07 – 2008

Elementary Generalist Search Committee

Duties include evaluating candidate applications, meeting with search committee to select top candidates suitable for a campus visit, conducting campus interviews and selecting the most qualified candidate for the position.

08/07 – 2008

Department of Curriculum and Teaching Graduate School Committee

Duties include reviewing procedures and processes in place to constitute Graduate I and Graduate II level faculty status and other items deemed necessary by the Auburn University Graduate School.

University of Louisville

College Service:

08/05-August 2006

University of Louisville NCATE Standards 2 Chair:

Duties include leading efforts to devise a college-wide assessment system, making formal reports to NCATE Standards 2 committee regarding successful practices for collecting and evaluating programmatic data, and implementing data collection and evaluation efforts.

Departmental Service

08/05-August 2006

Personnel Committee

Program Service:

08/05-May 2006

University of Louisville Chair of Early Childhood Education Search Committee:

Duties include chairing all aspects of the interview process including conducting search committee meetings, screening candidate applications, conducting preliminary phone interviews, validating references, hosting candidates during campus visits and participating in the on-campus interview process.

08/05-May 2006

Early Childhood Education Program Chair:

Duties include overseeing all ECE activities, including student advisement, student recruitment and retention, ECE faculty teaching assignments, evaluating the caliber of contract and term faculty teaching, participating in dean advisement meetings and collaborating with the chair to decide on matters relevant to department policy.

University of South Carolina

College Service**08/04-08/05****University of South Carolina College of Education Student Affairs Committee:****Duties** included evaluating student grievances, and soliciting and granting undergraduate and graduate student awards.**10/03-03/04****University of South Carolina Special Education Search Committee:****Duties** included screening candidate applications, conducting preliminary phone interviews, validating references, hosting candidates during campus visits and participating in the on-campus interview process.**Departmental Service****01/03-08/05****University of South Carolina Instruction and Teacher Education Steering Committee:****Duties** included serving and committee secretary, collaborating with department chair and other program directors to make critical policy decisions including those that impact the NCATE Accreditation process.**08/02-05/04****University of South Carolina Instruction and Teacher Education Curriculum Committee Member:****Duties** included reviewing and making course and program level revisions to existing and new courses and programs.**10/04-03/05****University of South Carolina Early Childhood Education Search Committee:****Duties** same as above.**Program Service****10/03-03/04****University of South Carolina Early Childhood Education Search Committee:****Duties** included screening candidate applications, conducting preliminary phone interviews, validating references, hosting candidates during campus visits and participating in the on-campus interview process.**08/02-10/03****University of South Carolina ECE NCATE Data Collection Team:****Duties** included creating, revising and implementing NCATE data collection and analysis, writing NCATE and SPA reports, and participating in interviews during NCATE visits.**02/03-03/03****University of South Carolina Internal ITE Search Chair Search Committee:****Duties** included soliciting and evaluating applications from qualified applicants, conducting interviews with prospective candidates, and tallying votes and publishing the results of the election.

2. Professional Service

NATIONAL**Professional Organization/Agency****Date**

American Education Research Association (AERA) Research Proposal Reviewer 2005-present

Council for the Accreditation of Educator Preparation (CAEP) CAEP Program Reviewer, 2015-present

National Council for the Accreditation of Teacher Education (NCATE) NCATE Board of Examiner, 2002 - 2015

CAEP Research Committee 2015-Spring 2017

From dean to provost training AACTE: Atlanta, GA Spring 2010

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National Council for Teachers of Mathematics, Cyber Technology Café service: Spring 2010: San Diego, CA

Association for Childhood Education International Research Committee Chair, 2004-2008

Fulbright Teacher Exchange Program; Thai Fulbright Visitor Team, Brenau University; Spring 2009

Association for Childhood Education International Conference Proposal Reviewer; Summer 2004, Summer 2005, Summer 2006 and Summer 2007 - present

Holmes Partnership Annual Conference Proposal Reviewer; Summer 2004 - present

Tenure and Promotion Dossier External Reviewer:

University Served: Mississippi State University

Candidate: Dr. Debra Prince

External Review Results Submitted: January 29, 2007

NATIONAL ORGANIZATION/COMMITTEE SERVICE:

American Association of Colleges of Teacher Education (AACTE) Global Diversity Committee Chair

CAEP Research Committee Spring 2015-Fall 2017

CAEP Reviewer Spring 2015 – present

Journal of Effective Teaching Reviewer Spring 2007-Present

NCTM Atlanta Meeting Room Committee Spring 2007

Kappa Delta Pi National Honor Society Counselor Fall 2002 -----August 2006

National Association of Holmes Scholars Alumni Board Spring 2004 – Present

Research Chair

ACEI Research Committee Co-chair Spring 2007 – 2012

AERA Education Researcher Journal Reviewer Fall 2005 ----- Spring 2006

Childhood Education Journal Reviewer Spring 2003 – Present

STATE AND REGIONAL SERVICE

CONFERENCE PROPOSAL and SCHOLARSHIP REVIEWER/REFEREE

Georgia Association for Teacher Education/Georgia Association for Colleges of Teacher Education/Georgia

Association for Independent Colleges and Teacher Education

Fall 2009

South Carolina Department of Education Spring 2005

South Carolina Association of Teacher Educators Spring 2004

South Carolina Association of Teacher Educators Spring 2003

STATE AND REGIONAL ORGANIZATIONS

New Mexico Deans and Directors (NMACTE) Council, 2016-present

Indiana Deans and Directors Council, 2013-2016

Georgia Association for Colleges of Teacher Education Board of Directors Secretary Fall 2009-Fall 2011

Teacher Quality Higher Education Grants Program Reviewer University of Georgia Spring 2010

Member of the Kentucky Board Education Professional Standards Board Assessment Team

Member of the Board of Directors, South Carolina Association of Teacher Educators

Member of the Board of Directors, SC Higher Education Math Partnership

Masters in Teaching Event, Program Chair Spring 2010 Gainesville, GA

Masters in Teaching Event, Program Chair Spring 2009 Gainesville, GA

CAEP/NCATE and Program Assessment STATE AND REGIONAL SERVICE

CAEP Reviewer, 2015-present

Kentucky Education Professional Standards Board, Continuous Assessment Team member; Fall 2005 – Summer 2006

NCATE Board of Examiners Team for South Carolina; Spring 2004 – Summer 2005

NCATE BOE Training - Spring 2004