

# Debbie G. Thomas, Ph.D.

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## Curriculum Vitae

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## EDUCATIONAL ACHIEVEMENTS

<b>Doctor of Philosophy</b> <b>Awarded in 1993</b>	<b>Southern Illinois University at Carbondale (SIUC)</b> <b>Major Area of Focus:</b> Curriculum and Instruction <b>Research Agenda:</b> Multicultural and Inclusive Teacher Education
<b>Master of Arts</b> <b>Awarded in 1985</b>	<b>Northeast Louisiana University (NLU)</b> Renamed, the University of Louisiana at Monroe (ULM) <b>Major Area of Focus:</b> Communication Studies <b>Research Agenda:</b> Journalism and Speech Communication
<b>Bachelor of Arts</b> <b>Awarded in 1983</b>	<b>Northeast Louisiana University (NLU)</b> <b>Major Area of Focus:</b> Journalism <b>Minor:</b> Marketing and Public Relations

## OVERVIEW OF ADMINISTRATIVE EXPERIENCE

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### Executive Leadership Positions:

- *Vice Chancellor for Learning and Instruction*
- *Provost and Vice President for Academic Affairs*
- *Dean of Academic Affairs*
- *Provost and Vice Chancellor for Academic Affairs*
- *Associate Provost and Associate Vice Chancellor for Academic Affairs*
- *Executive Director of the Center for Urban and Regional Excellence*
- *Associate Provost for Institutional Effectiveness*
- *Director of Teacher Education and Certification*
- *Assistant to the Vice Chancellor of Academic Affairs*
- *Coordinator of an M.Ed. and M.A. Graduate Education Program for the Department of Curriculum and Instruction in the College of Education*

### NON-PROFIT LEADERSHIP POSITIONS:

- *Executive Supervision of Team for Non-profit Institute Indiana University Northwest*
- *Executive Director of the Greater Philadelphia Regional Office of The National Conference for Community and Justice(NCCJ)*

## **Chronology of Executive & Administrative Appointments**

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### **Vice Chancellor for Learning and Instruction**

**Arkansas State University Mid-South (August 2019-April 2020)**

#### ***Position Description: Chief Academic Officer***

- I served as the senior Academic Affairs leader, provided executive leadership and supervision of all academic units, and guided the instructional role of the college to ensure excellence in teaching and learning
- Supervised academic leadership team including associate vice chancellors, dean, director, and lead faculty
- Managed academic fiscal resources, providing budgetary oversight, and implementing academic policies and procedures
- Provided leadership on all curriculum and instruction matters as well as strategic planning and accreditation
- Served as a member of the Chancellor's executive team offering significant recommendations and insights with regard to continuous quality improvement
- Conducted ongoing academic program review, faculty evaluation, assessment of student learning, and operational efficiency
- Advanced innovative approaches to teaching and learning by employing best practices and data-informed decision-making
- Managed the development of all academic materials including though not limited to academic calendar, catalog, and class schedule
- Established and maintained strong collaborative relationships with peer CAOs from other institutions throughout the state as well as with the community at-large

### **Provost and Vice President for Academic Affairs**

**Kentucky State University (2017-2018)**

#### ***Position Description: Senior Administration Executive and Chief Academic Officer***

- I served as the Chief Academic Officer providing leadership of all academic units including the following: College of Agriculture and Sustainable Systems which is comprised of the Division of Land Grant, Department of Aquaculture, and Department of Family and Consumer Science; College of Humanities and Social Science which is comprised of the Department of Humanities, Department of Mathematics and Sciences, and Department of Social Sciences; and College of Professional Studies which is comprised of the Department of Education, Department of Public Administration and Government, and the Department of Business and Computer Science.
- Also included in my purview, were the Office of Institutional Effectiveness, Office of Quality Enhancement Plan, Office of Graduate Education, University Library, Office of Distance Education, and Office of the Registrar.
- I provided leadership of institutional efforts for accreditation reaffirmation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

**Dean of Academic Affairs  
Capital Community College (2015-2017)**

***Position Description: Chief Academic Officer***

- Capital Community College (CCC) is a member of the Connecticut State Colleges and Universities and is one of the most culturally diverse institutions of higher education in the New England region.
- The CCC is an Achieving The Dream Leader College and in 2017, was designated one of the Ten Best Two-year Colleges in the nation for adult learners, according to a survey by the Washington Monthly magazine. The college was ranked 10th among two-year schools by the College Board's Annual Survey of Colleges.
- As the Dean of Academic Affairs, my responsibilities included working collaboratively with other College leaders to advance curriculum and instruction, institutional effectiveness, continuous quality improvement, institutional and programmatic accreditation, strategic planning, as well as faculty and staff professional development.
- My duties included academic budget management, grants implementation and evaluation, and also oversight of the following academic units: Department of Social and Behavioral Sciences, Department of Mathematics and Science, Department of Business and Technology, Division of Nursing, Department of Health Careers, Department of Developmental Education, Department of Humanities, Academic Success Center, College Library, Early Childhood Education, Academic Media Services, Center for Teaching, Distance Learning, Academic Advising, and Institutional Research.
- I was appointed to the statewide advisory and planning group for college and university Centers for Teaching.
- I provided leadership for the college's participation in the Northeast Resiliency Consortium of the Achieving the Dream organization which fostered development in the following core competencies: Critical Thinking, Adaptability, Self-Awareness, Reflective Learning, and Collaboration.
- I served as a member of the CSUCU committee to review procedures for academic program review.
- I also served as the institutional liaison for accreditation of the New England Association of Schools and Colleges' Commission on Institutions of Higher Education.
- Following our college's successful reaccreditation, I was asked to serve as a Reviewer for NEASC. \*I was unable to participate because prior to the site visit scheduled for the fall of 2017, I accepted a position as Provost and Vice President at Kentucky State University.
- I participated in the 2016 Leadership Hartford Cohort alongside leaders from throughout the Greater Hartford region including representatives from higher education, business, religious organizations, and non-profit agencies.

**Personal Sabbatical and Family Caregiver (2013-2015)**

In 2013, after 25 years in higher education without a sabbatical, I decided to embark upon a Personal Sabbatical to focus on my scholarly agenda. However, after both of my parents were diagnosed with cancer, I decided to instead serve as their caregiver, a distinct honor indeed. I shall remain forever grateful that I was able to be with them during their time of greatest need.

**Provost and Vice Chancellor for Academic Affairs**

**North Carolina Central University (2011-2013)**

***Position Description: Senior Academic Affairs Executive***

- It was my honor to serve as the chief academic officer with primary responsibility for providing visionary transformative academic leadership.
- Included in my day-to-day purview was the development, implementation, evaluation, and enhancement of the institution's comprehensive academic mission to ensure continuous quality improvement and operational efficiency.
- My direct reports included academic Deans of the Colleges of Science and Technology, Liberal Arts, Behavioral and Social Sciences, as well as the Schools of Law, Education, Business, Library and Information Sciences, and also the Departments of Nursing, Graduate Studies, Continuing Education, Institutional Effectiveness, Library, and Registrar. The University College, Museum, Center for Teaching and Learning, and Quality Enhancement Plan were also within my purview.

**Selected Achievements:**

- **Academic Restructuring:** *Created and implemented an original comprehensive university academic program review and restructuring process entitled, "CDR 360," which was lauded as an exemplary model*
- **Strategic Institutional Efficiency:** *Collaborated with the Vice Chancellor for Finance and Administration in the simultaneous review of academic and fiscal university operations to ensure sustainable academic integrity and fiscal responsibility through the concurrent implementation of CDR 360 (developed by Academic Affairs) and PIE: Performance Improvement and Enhancement (developed by Financial Affairs)*
- **Academic Budget Realignment:** *The CDR 360 and PIE Collaboration resulted in academic and operational efficiencies with overall budgetary savings of two million dollars without terminating tenured faculty*
- **Graduate Program Development:** *Created and implemented of the university's first sustainable Interdisciplinary STEM Doctoral Degree program, the Ph.D. in Integrated Biosciences*
- **Successful Merger:** *Combined two colleges, the College of Science and Technology with the College of Liberal Arts, to create the new College of Arts and Sciences*
- **Grant Procurement:** *Secured external funding from multiple state and federal grants to support and advance excellence in teaching, research, and service throughout the university*
- **Distance and Online Expansion:** *Enhanced academic programmatic curricular offerings to include entire programs and departmental courses*
- **Faculty Development Office:** *Restructured and reinvested in the office to improve faculty engagement and also provide technological resources to promote excellence in research, teaching, and service*

**Associate Provost and Associate Vice Chancellor for Academic Affairs  
North Carolina Central University (2010-2011)**

***Position Description: Academic Affairs Leadership Team***

My primary duties included providing transformational leadership for the strategic development, implementation, and evaluation of the following comprehensive university initiatives:

- **Faculty Professional Development**
  - **Faculty Workload Management and Evaluation**
  - **Academic Policies and Procedures**
  - **Office for Faculty Professional Development and Instructional Media, (formerly known as the Center for Teaching and Learning)**
  - **Graduate Education**
  - **Undergraduate General Education Curriculum**
  - **Faculty Handbook and Faculty Governance**
  - **Faculty Grievance Protocols Processing**
  - **Faculty Appointments Management**
  - **Executive Management of the Office of Academic Affairs in the absence of the Provost.**
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- Additionally, I provided leadership and oversight for other areas of responsibility including though not limited to, selected University-wide Title III Grant Programs.
  - My duties therein included program development, implementation, fiscal oversight, evaluation, and sustainability.
  - Other assigned special projects encompassed multiple academic affairs research and sponsored program initiatives as well as the development of strategic reports for the General Administration, Board of Governors, and Board of Trustees.
  - Further, I served as the designated institutional representative as needed.

**Executive Director  
Indiana University Northwest Center for Regional Excellence  
Indiana University Northwest (2007-2010)**

***Position Description: Executive Leadership for Institutional Engagement***

- I served as the university's primary facilitator of community outreach and scholarly engagement for the collaborative advancement of the institutional academic mission of excellence in research, teaching, and service.
- My duties included implementing a mutually-beneficial and reciprocal strategic agenda of academic excellence and regional development for the seven counties of northwest Indiana which were included in the university's regional constituency.
- The Mission of the Center for Regional Excellence (CRE) was to foster learning, scholarship, discovery, creativity, and service.
- The CRE served as the "Open door to *authentic* university and community engagement." Our programmatic agenda was designed to promote regional stewardship and to improve the overall quality of life in the region.
- As the "Open Door," we facilitated collaborative partnerships in six areas of focus including: education, economic development, environmental sustainability, health disparities, arts, and culture.

**Six Foci Strategic Operational Agenda:**

The Center offered multiple university and community engagement opportunities in the six strategic goal areas to achieve the following:

1. **Education** – P-20 initiatives with area schools to advance excellence, equity, and access
2. **Economic Development** – Collaborations with corporations, businesses, non-profits, as well as regional planning and workforce development organizations
3. **Environmental Sustainability** – Regional initiatives with environmental organizations, consortia, and institutions throughout the northwest Indiana region as well as Chicago
4. **Health Disparities** – Cooperation and service with regional and local healthcare facilities, professionals, organizations, committees, commissions, and boards
5. **Arts** – Collaboration with regional arts councils, organizations, and institutions
6. **Culture** – Joint initiatives with regional and local cultural councils and social justice groups

**Selected Center for Regional Excellence Signature Initiatives**

- The **Non-Profit Institute** - provided education, research, assessment, and technical assistance that increased the capacity and sustainability of non-profits for fund development, service, strategic planning, programmatic design, and governance.
- **The Faculty Fellows Program** - provided support to faculty members university-wide through funded research fellowships to advance research, teaching, and service.
- **The Student Internship Program** - fostered inquiry-based experiential learning as a meaningful co-curricular process to enable undergraduate and graduate students to serve in community organizations, corporate, and non-profit organizations while simultaneously engaging in quantitative and qualitative research with faculty members.
- The Northern Indiana Consortium for the Environment (NICE) – a collaborative venture which was comprised of area universities and colleges to promote regional environmental sustainability.
- The South Shore Journal – a peer-reviewed electronic journal which advanced the development of a knowledge base by, for, and about the northwest Indiana region. The publication showcased the outstanding scholarly work of faculty members from institutions throughout the region.
- Regional Arts Summit (Grant Funded) – provided multiple opportunities to showcase the work of regional artists, arts organizations, and arts providers through collaborative ventures.
- Community Organizations for Families and Youth (COFFY) (Grant Funded) – a collaborative initiative which engaged organizations serving families and youth in Gary, Indiana to address community needs in education, health, recreation, arts, and culture. COFFY provided leadership of the 21<sup>st</sup> Century Community Learning Centers.
- Regional Planning Commission Steering Committee 2040 Plan – appointed member
- Engagement Academy for University Leaders – successfully completed program

***The Center promoted enhanced Regional Quality of Life Indicators along the following twelve dimensions:***

1. A region, in which all residents are treated with respect, equity, and dignity
2. A region thriving economically
3. A region of opportunity for all
4. A region in balance with its environment
5. A region that facilitates learning and intellectual growth
6. A region whose residents are healthy in body, mind, and spirit
7. A region of open and viable neighborhoods
8. A region equitably facilitating access to education, healthcare, work, commerce, and recreation
9. A region whose residents and visitors are safe
10. A region that appreciates the arts and celebrates life
11. A region of responsible and caring neighbors and institutions
12. A region of empowered citizens served by an effective and ethical public sector

**Associate Provost for Institutional Effectiveness  
Fisk University (2005)**

***Position Description: Strategic Leadership and Accountability Team***

- Served as Academic Affairs Administrator, SACS Liaison, Curriculum & Instruction and Faculty Development Supervisor, Value-Added Assessment Coordinator, and Sponsored Programs Facilitator. Reported directly to the President and the Provost, I was responsible for ensuring that the institution engaged in Continuous Quality Improvement.
- I provided Leadership in the areas of institutional Strategic Planning, Comprehensive Value-added Assessment, Curriculum Design, Faculty Development, and Academic Excellence.
- Developed and administered systemic, broad-based, and interrelated strategic planning and assessment processes for the educational, administrative, and academic support initiatives of the University
- Worked collaboratively with the Director of Institutional Research to develop and implement Benchmarking and Value-added Assessment strategies to ensure the implementation of assessment results to thereby enhance the academic programs of the university
- Provided leadership for Strategic Planning to promote the comprehensive systemic implementation of the university Strategic Plan
- Designed, implemented and evaluated the quality and effectiveness of teaching and learning in all units of the university
- Coordinated initiatives related to Instructional Program Review, Performance review, Research Advancement, and Unit-level Assessment and Accountability

**Assistant to the Vice Chancellor of Academic Affairs  
Chair of General Studies and Director of Academic Advising  
The University of Arkansas at Monticello (2001-2002)**

***Position Description: Senior Academic Affairs Management Team***

I provided leadership in three key administrative roles--Assistant to the Vice Chancellor of Academic Affairs, Chair of the Division of General Studies, and Director of the University Academic Advising Center. My responsibilities included the following:

- Serving as a Senior Administrator of Academic Affairs reporting directly to the Vice Chancellor and working in leadership with university Deans and Division Chairs
- Directing the university-wide initiatives of the Academic Advising Center including Centralized and Decentralized Academic Advising, Student Retention and Success, Academic Support Programs, and Enrollment Management
- Leading efforts for Curriculum Development, Faculty Professional Development, Accreditation Preparation, and Distance Learning
- Developing and implementing strategic academic, curricular, and administrative initiatives for the Division of General Studies
- Advancing academic excellence and promoting professional development

**Executive Director  
The National Conference for Community and Justice  
The Greater Philadelphia Region (1997-1998)**

***Position Description:***

- Created, implemented, facilitated, and evaluated all Development/Fund Raising, Programmatic Initiatives, and Professional Training Opportunities for clients from the corporate, P-16 education, and community sectors
- Advance the organization's mission of *"fighting bias, bigotry, and racism by promoting understanding and respect among all races, religions, and cultures through advocacy, dialogue, conflict resolution, & education."*
- As Executive Director of the Greater Philadelphia Regional Office, I had the honor of facilitating conflict-resolution, team-building, change advocacy, self-empowerment, and collaboration among diverse constituent groups
- Collaborated with significant stakeholders including, though not limited to: Educators and Students, Community Organizations, Governmental Organizations, Religious Institutions, and Businesses/Corporations.
- My staff included full-time and part-time employees, consultants, and volunteers.
- The distinguished Board of Trustees included high-ranking governmental officials, corporate CEO's, community organization leaders, educators, and clergy.

## **OVERVIEW OF ACADEMIC EXPERIENCE**

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### **Faculty Appointments:**

- *Kentucky State University, School of Education, Tenured Full Professor, Provost and Vice President for Academic Affairs*
- *North Carolina Central University, College of Education, Tenured Full Professor, Provost and Vice Chancellor for Academic Affairs*
- *Indiana University Northwest, School of Education, Tenured Associate Professor*
- *Fisk University, Department of Teacher Education, Tenured Associate Professor and Director of Division of Teacher Education*
- *The University of Central Florida, College of Education, Associate Professor and a Coordinator of Curriculum and Instruction Graduate Programs*
- *Louisiana Tech University, College of Education, Associate Professor*
- *Indiana University Purdue University at Indianapolis, School of Education, Assistant Professor*
- *The University of Kentucky, College of Education, Assistant Professor*
- *The University of Arkansas at Little Rock, Department of Communication, Instructor*

### **TEACHING, RESEARCH, AND SERVICE**

*Curriculum and Instruction*  
*Multicultural Education*  
*Secondary Education Methods*  
*Student Teaching Supervision*  
*Education for Social Justice*  
*Socio-cultural Foundations of Education*  
*Cross-cultural Communication*  
*Diversity and Education*  
*Historical Foundations of Education*  
*Critical Race Theory*  
*Speech Communication*  
*Interpersonal Communication*  
*Media Studies*

*Teacher Education*  
*Culturally-inclusive Education*  
*Elementary Education Methods*  
*Multicultural Literature*  
*Education for Social Justice*  
*Classroom Management*  
*Social Studies Methods*  
*Foundations of Pedagogy*  
*Contemporary Foundations*  
*Qualitative Research*  
*Cross-cultural Communication*  
*Organizational Communication*  
*Oral Interpretation*

## **Chronology of Full-time Academic Appointments**

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**2007 – 2018** *Throughout my career I have held both Academic and Administrative positions, often serving in concurrent appointments. For the last 11 years, I have served as a Senior Executive in 12-month Administrative roles and maintained tenured academic appointments.*

### **Director of Teacher Education and Certification**

**Fisk University (2002-2006)**

**Academic Appointment – Associate Professor, Division of Teacher Education**

#### ***Position Description:***

- My responsibilities included serving as Director of Teacher Education, Teacher Certification Officer, Program Accreditation Specialist, Recruitment and Retention Facilitator, Student Teaching Coordinator, Curriculum and Instruction Developer, Grants and Fund Development Leader, Faculty Recruiter and Supervisor, and also Collaborative Partnership Facilitator.
- Given the accelerated non-traditional nature of the Certification program, I was actively engaged in simultaneous teaching and administrative responsibilities during weekdays, evenings, and weekends.
- In additional service to the university, I was a member of numerous departmental, division, and university-wide committees including the Provost's Council, Faculty Assembly Executive Council, Faculty Benefits Committee, and the Core Curriculum Committee.
- In 2003, I was afforded a unique opportunity to actively participate in the lobbying, initiating, and facilitating of a change in Tennessee State Board of Education policy, which resulted in more equitable legislation regarding accreditation for Teacher Preparation programs in the state.
- I was appointed to the State Institutional Review Board and served to conduct accreditation site review to ensure compliance with state standards for accreditation.

### **Associate Professor and Coordinator of M.Ed. and M.A. Degree Programs in**

**College of Education's Department of Curriculum and Instruction**

**The University of Central Florida (2000-2001)**

**Academic Appointment – Associate Professor, College of Education**

#### ***Position Description:***

- My duties included teaching graduate and undergraduate courses in Multicultural Teacher Education and Education for Social Justice in the Department of Educational Foundations. The courses were designed to empower future educators to meet the educational needs of *All* learners in our society through culturally-inclusive education.

- Additionally, the coursework was augmented by authentic experiential opportunities provided through collaborative relationships with area P-12 schools in an effort to enhance and concretize the Multicultural awareness/attitudes, skills, knowledge, and dispositions of Education Majors. My scholarly agenda also advanced the promotion of Teacher Education for Social Justice and Multicultural Teacher Education through ongoing *School-Community-University* initiatives.
- As a Graduate Program Coordinator, I developed and implemented strategic plans to promote numerous M.Ed. and M.A. programs including—Curriculum Studies, Gifted Education, Middle Level Education, Multicultural & Global Education, and Pre-K Special Education. Consistent with my duties, I provided administrative leadership, collaborated with faculty, developed a public relations campaign, coordinated student admission activities, and managed ongoing recruitment & retention initiatives.
- I also served as a member of the College of Education NCATE Committee. Additionally, I was a member of a College team selected to participate in the NCATE/NBPTS training, which took place in Washington, D.C. Our participation gave us significant insight into the accreditation process as well as efforts to align the standards of the two national organizations.
- I served on the strategic planning committee for the Tony Jennings Exceptional Education Institute. I worked collaboratively with all internal external constituents to ensure that the Institute would be designed to address the over-representation of Minorities in Special Education and the under-representation of Minorities in Gifted Education.

**Associate Professor and Multicultural Education Specialist**  
**The Louisiana Tech University (1998-2000)**  
**Academic Appointment – Associate Professor, College of Education**

***Position Description:***

- I developed and taught graduate and undergraduate courses, which provided a pedagogically-sound foundation to prepare educators for the role of effectively meeting the needs of learners in our culturally diverse society.
- My scholarly endeavors consisted of advancing educational excellence and equity through innovative research, teaching, and service. To achieve this goal, I taught the following courses: Educational Foundations, Classroom Management, Qualitative Assessment and Evaluations, The Secondary School Curriculum (via Distance Learning), and Social Studies Methods Courses for Elementary and Secondary Education.
- My responsibilities also included Supervision of Pre-Service Teachers and the development of community-based service learning opportunities to incorporate social justice and service learning into the teacher education program.
- I conducted scholarly research, engaged in grant writing, facilitated professional development for educators, and cultivated collaborative partnership opportunities between the university, schools, parents, and community organizations.

**Assistant Professor  
Indiana University Purdue University Indianapolis (1995-1997)  
Academic Appointment – Assistant Professor, School of Education**

***Position Description:***

- I developed and taught multiple undergraduate and graduate courses designed to prepare educators to meet the needs of students in our culturally diverse society.
- I also coordinated efforts to re-establish a Center for Urban and Multicultural Education, which promoted research, teaching, service, and collaboration.

**Assistant Professor  
The University of Kentucky (1993-1995)  
Academic Appointment – Assistant Professor, College of Education**

***Position Description:***

- In addition to my scholarly teaching and research responsibilities, I launched an initiative to establish a Multicultural Education Institute.
- The graduate and undergraduate courses I developed and taught included Education in a Culturally Diverse Society, Foundations of Pedagogical Principles, and also Historical & Contemporary Issues in Education.
- I also supervised practicum students in Secondary Education and coordinated the development of a conflict management curriculum for Secondary Education students.
- Additionally, I served as a member of the College of Education grant writing team to seek federal funding to support the recruitment and retention of Minority educators.

**Instructor  
The University of Arkansas at Little Rock (1986-1988)**

***Position Description:***

I served as a full-time member of the faculty in the Department of Communication and taught multiple courses including:

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|-------------------------------|------------------------------|
| • Speech Communication        | Public Speaking              |
| • Interpersonal Communication | Organizational Communication |

Additionally, I also successfully completed doctoral courses and experiences in the areas of

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|--------------------------------|-----------------------------|
| • Cross-cultural Communication | Intercultural Communication |
| • Communication Research       | Performance                 |
| • Communication Theory         | Conversational Analysis     |
| • Oral Interpretation          | Rhetoric                    |
| • Theoretical Criticism        |                             |

## **ADDITIONAL PROFESSIONAL AND EDUCATIONAL PREPAREDNESS:**

- **Engagement Academy for University Leaders**  
American Association of State Colleges and Universities, Coalition of Urban and Metropolitan Universities, National Association of State Universities and Land-Grant Colleges, Virginia Tech University's Center for Organizational and Technological Advancement
- **Qualified for Joint Academic Appointment in Communication**  
Completion of Extensive Doctoral Coursework in Communication Studies including Speech Communication, Media, Cross-cultural Communication, Gender Communication, as well as Interpersonal & Organizational Communication

## **SCHOLARLY AGENDA**

### ***Curriculum:***

***PAR: Participatory Action Research Conceptual Framework to Enhance Higher Education Academic Programs Through Authentic Collaborative Community Engagement***

### ***Diversity:***

***Creating and Sustaining an Inclusive Institutional Environment to Facilitate a Paradigmatic Shift Toward Valuing Rather Than Merely Tolerating Diversity in Higher Education***

### ***Leadership:***

***CDR 360: A Strategic Efficiency Model For Transformative and Transparent Leadership of Comprehensive Academic Program Review and Restructuring in a Climate of Fiscal Austerity.***

### ***Policy:***

***From Policy to Practice: Implementing Research-based Evidence-driven Best Practices For First Generation Under-resourced Students to Achieve Successful Matriculation and Graduation***

## **REFEREED PUBLICATIONS**

Thomas, D. (2003).

Recruitment and Retention of African American and Hispanic Teachers in an Accelerated Teacher Certification Program, *Zona Familiar*, Hispanic Publication of Middle Tennessee

Holman, F., Hamilton, D., Thomas, D., and Gullatt, D. (2001).

Lesson plans: Another dinosaur ready for extinction or a future mechanism for teacher accountability? Conference proceedings of The Mid-South Educational Research Association.

Smith, G., Echols, S., and Thomas, D. (2001).

Guide to Multicultural Teacher Education Resources. *Multicultural Perspectives*.

Strutchens, M., Thomas, D., and Perkins, F. (1996).

Common threads: Similarities among effective collaborative models which promote parental involvement in culture-inclusive mathematics education. A book chapter for The National Council of Teachers of Mathematics.

Sandridge, R., Thomas, D., Russo, C., and Harris III, J. (1996).

Preparing school leaders for the 21<sup>st</sup> century: A mandate to develop educational administration programs that are multicultural. *Review Journal of Philosophy & Social Science*. 20(1 & 2), 101-115.

Thomas, D. (1994).

Implementing multicultural education in teacher education programs. *Childhood Education*, 70(3).

Thomas, D., Chinn, P., Perkins, F., and Carter, D. (1994).

Multicultural education: Reflections on Brown at 40. *Journal of Negro Education*, 63(4).

Smith, L., Thomas, D.G., and Nicholas, K. (1993).

Utilizing literature as a vehicle for teaching about multicultural education in a Reading Methods course. In T. Rasinski and N. Padak's, (Eds.), *Inquiries in literacy, learning, and instruction*, 161-170, The College Reading Association.

## **REFEREED PRESENTATIONS**

Thomas, D.G. (2003). Leave No Child Behind: The Excellence Versus Equity Paradox Confronting Culturally Diverse Urban Schools. Middle Tennessee State University International Conference on Cultural Diversity.

Thomas, D.G. (2003). W.E.B. DuBois Conference on the Fiftieth Anniversary of the Brown Versus Board of Education Decision. Clark Atlanta University.

Thomas, D.G. (2002). Excellence and Access in an Open Admissions University: Synergistic Visions or Competing Paradigms? The National Conference of Academic Deans.

Thomas, D.G. (2001). Imperatives for Advocacy Based Pedagogy in Teacher Education: Recommendations for Best Practice in the New Millennium. The Association of Teacher Educators Annual Conference in New Orleans, LA.

Thomas, D.G. (2001). From Multicultural Education to Education for Social Justice: Transforming Teacher Education. The Association of Teacher Educators Annual Conference in New Orleans, LA.

Thomas, D.G. and Holloway, P. (2001). Having Our Say: Ethnographies of Retired African American Educators Who Contend That African American Children Were "Placed at Risk" by School Desegregation. The National Association for African American Studies Annual Conference in Houston, TX.

Thomas, D.G. (2000). Imperatives for Multicultural Teacher Education in the New Millennium: Recommendations for Best Practice. The Southern Region of The Comparative and International Education Society Annual Conference in Orlando, FL.

Thomas, D.G. (2000). Multicultural Education in the New Millennium: Imperatives for Teacher Educators. The Association of Teacher Educators Annual Conference in Orlando, FL.

Thomas, D.G. and Edwards, R. (2000). Combating Racism in The 21<sup>st</sup> Century: A University, Corporation, and Community Collaborative. The Association of Teacher Educators Annual Conference in Orlando, FL.

Thomas, D., Gaudelli, W., Boote, D., and Sluti, G. (2000).  
Multicultural Education and Global Education: Competing Paradigms or Shared Visions? The Southern Region of The Comparative and International Education Society Conference in Orlando, FL.

Holman, F., Hamilton, D., Thomas, D., and Gullatt, D. (1999).  
Lesson Plans: Another Dinosaur Ready For Extinction? The Mid-South Educational Research Association Annual Conference in Point Clear, AL.

Thomas, D.G. and Perkins, F. (1997).  
From Theory to Practice: Best Practices For Preparing Culturally Inclusive Educators. The National Association For Multicultural Education Annual Conference in Albuquerque, NM.

Thomas, D.G. (1996).  
The Stages of Grief: A Socio-cultural Context For Facilitating a Multicultural Paradigmatic Shift. The Midwest Regional Social Work Association Annual Conference in Louisville, KY.

Thomas, D.G. (1994).  
Contemporary and Futuristic Considerations For Multicultural Education. The American Educational Research Association Annual Meeting in New Orleans, LA.

Thomas, D.G. (1994).  
Valuing Diversity: An Imperative For The Workforce of The Future. The Kentucky Rehabilitation Association Annual Meeting in Louisville, KY.

Thomas, D.G. (1994).  
The Role of The Multicultural Education Task Force. Challenges and Opportunities. The Annual Meeting of The Association For Multicultural Education in Detroit, MI.

Quisenberry, N.L., McIntyre, D.J., and Thomas, D.G. (1994).  
Multicultural Education in Rural Schools: Considerations For Teacher Education. The Annual Meeting of The Association of Teacher Educators in Atlanta, Georgia.

Thomas, D.G. (1993).  
Cooperative Learning: An Effective Teacher Education Curriculum Option to Prepare Teachers For The Multicultural Classroom. The Annual Meeting of The Association of Teacher Educators in Los Angeles, CA.

Thomas, D. and Goldenhersch, B. (1993).  
An Update on The Preparation of Teachers in Multicultural Education And The Recruitment & Retention of Minority Teacher Education Students. The Annual Meeting of The Association of Childhood Education International in Phoenix, AZ.

Smith, L., Thomas, D., and Nichols, K. (1992).

Multicultural Education in The Teacher Education Program: The Need For Pre-Service Teachers to Grow Beyond Cultural Awareness. The Annual Meeting of The College Reading Association in St. Louis.

## GRANT PROCUREMENT

<b>Title</b>	<b>Agency</b>	<b>Role</b>	<b>Year</b>	<b><u>Overall Amount</u></b>
<b>NCCU Academic Affairs</b>	Federal and State	Administrator	2011	\$300,000
<b>Non-Profit Institute</b>	United Way	Administrator & Director	Present	\$150,000 Awarded
<b>21<sup>st</sup> Century Learning</b>	Indiana Dept of Education Centers (NWI Boys & Girls Clubs and COFFY)	Evaluation Consultant	2009	\$900,000 Awarded
<b>Mentoring Enhancement</b>	OJJDP FY 09	Evaluation Consultant	2009	Submitted
<b>COFFY</b>	Legacy Foundation	Consultant	2007-08	\$10,000 Awarded
<b>BASE-TN</b>	TN Dept of Educ	Principal Investigator	05/07	\$75,000 Awarded Per Year
<b>Nanoscience Teacher Development Institutes National Center for Teaching and Learning</b>		Consultant	06/07	\$80,000 Awarded
<b>Project Pull: Recruitment and Retention of Minority Teachers</b>	Tennessee Higher Education Commission	Principal Investigator	2003	\$70,000 Submitted
<b>KIDS: K-12 Instructional Development in Science</b>	National Science Foundation & Hampton University	Co-Principal Investigator	2003	\$150,000 Submitted
<b>Faculty Development Summer Stipend</b>	Fisk University	Principal Investigator	2003	\$750 Awarded
<b>W.E.B. DuBois Center For Excellence in P-16 Urban Education</b>	Rockefeller Foundation	Principal Investigator	2003	\$300,000 <i>Proposal Inquiry</i>
<b>Family Literacy</b>	The Alabama Department Of Education(by Dr. Fran Perkins)	Consultant	2001	\$50,000 Awarded
<b>The Latchkey Community Center</b>	U.S. Department of Education	Principal Investigator	2000	\$200,000 Submitted

## GRANT PROCUREMENT continued...

<b>Title</b>	<b>Agency</b>	<b>Role</b>	<b>Year</b>	<b><u>Overall</u> Amount</b>
<b>Multiple Intelligences &amp; Technology Integrated Instruction</b>	The Louisiana Challenge Grant	Consultant	1998	\$150,000 Submitted
<b>Community Empowerment</b>	The William Penn Foundation	Principal Investigator	1998	\$500,000 Submitted
<b>Youth Leadership</b>	The City of Philadelphia	Principal Investigator	1998	\$5,000 Submitted
<b>Equity and Accountability</b>	The Fayette County School Board & Equity Task Force	Principal Investigator	1998	\$40,000 Awarded
<b>Anyschool: Professional Development</b>	The Kentucky Department of Education	Principal Investigator	1994	\$20,000 Awarded
<b>Multicultural Education Pilot Program</b>	The Univ. of Kentucky And DOE	Co-Principal Investigator	1993	\$42,000 Awarded
<b>Minigrant: Multicultural Education Research Center</b>	The University of Kentucky	Principal Investigator	1993	\$1,500 & \$750 Awarded
<b>Project LEGACY: Recruitment &amp; Retention of Minorities in Education</b>	U.S. Dept. of Education	Grant Writing Team Member	1993	\$700,000 Submitted

## **PROFESSIONAL INTERNATIONAL TRAVEL EXPERIENCES**

- Israel**      *Purpose:* The primary objective of the journey was to promote unity and diversity. I served as a member of a diverse team, which included: human relations professionals, politicians, educators, community representatives, and clergy persons. We engaged in multiple collaborative ventures to advance cross-cultural understanding in the public and private sector locally, nationally, and internationally. While in Israel, we met with Israeli and Palestinian political and military leaders to learn more about the issues that cause conflict and confrontation among the people. We also toured numerous historic sites throughout Israel and the surrounding geographic areas.
- Spain**      *Purpose:* On this journey, I visited Barcelona to explore different opportunities for international studies which could be made available to our university students and faculty. I evaluated the potential for development of joint multi-disciplinary undergraduate and graduate academic programs between our institutions. While there, I participated in multiple strategic planning meetings with faculty and administrators from throughout The University of Barcelona. Additionally, I participated in multiple touring engagements and university/community events.
- UK**      *Purpose:* Personal and Familial experience to explore London and Scotland

## **PROFESSIONAL CONSULTATIONS**

### **Educational Organizations and Institutions**

- Metropolitan Regional Educational Service Agency, “DIVERSITY: Creating A Strategic Action Plan”
- Northwest Technical College, “Pluralism And Diversity: Competing Paradigms?”
- Seminole Community College, “Teaching Diverse Learners”
- Seminole Community College, “Introduction to Education”
- Northeast Louisiana Association of Early Childhood Education, “Multicultural Education and Education for Social Justice: From Theory to Practice.
- Alternative School, “Parental Involvement for Alternative Schools: Issues and Answers”
- Alternative School, “Cultural Diversity and Alternative Education: Curriculum and Instruction Issues”
- The Latchkey Community Center, “Saving Our Greatest Natural Resource – Our Children: A Collaborative Network of Schools, Parents, Communities, and Universities”
- Psychologists, Social Workers, and Educators, “Diversity: An Asset, Not a Liability”
- Healthcare Professionals, Educators, Parents, and Students, “Parents as Partners: Strategies for Working Collaboratively With Parents to Ensure Academic Success for Students”
- Educators, Parents, and School Social Workers, “Toward Cultural Competence: Strategies for Creating a Culturally Inclusive Educational Environment”
- Students, Educators, and Civic Leaders, “The Ultimate Goals For Cultural Diversity in The 21<sup>st</sup> Century: Mutual Respect And Acceptance...Not Mere Tolerance”
- Elementary School Teachers, Administrators, and Staff, “Educational Equity Issues in Primary Grades”
- Phi Delta Kappa Members, “Cultural Diversity: From Definition to Direction”
- College of Nursing Faculty and Administrators, “Human Diversity Issues in Healthcare”
- Early Childhood Educators, “Multicultural Education in Early Childhood Education: Moving Beyond Mere Tolerance to Unconditional Valuing”
- Parents, Educators, and Administrators, “Teaching African and African American Content in KERA Classrooms”
- Teacher Educators and Civic Leaders, “Valuing Diversity: Developing a Rationale And Pro-active Strategy”
- University Faculty and Administrators, “Unlearning Racism: Moving Beyond Politically Correct Tolerance”
- Community College Administrators, “Diversity: A Win-Win Agenda For Academe”
- Middle School Educators, “Curriculum Considerations For The Future”
- Educators and Administrators, “Cooperative Learning and Multicultural Education: From Theory to Practice”
- Minority Students in Enrichment Program, “Using Drama to Teach Black History And Enhance Self-esteem”

**Businesses and Corporations**

- Leadership Northwest Indiana, “Embracing Diversity in Northwest Indiana”
- Boys And Girls Clubs of Northwest Indiana, “Sustaining Non-profit Organizations”
- Region Women Initiative, “Cultural Transformation in Northwest Indiana”
- Northwest Indiana Race Relations Council, “Strategic Planning Facilitation”
- Corporate Managers, “Diversity, Change, and Teambuilding: An Agenda For Managing The Workforce”
- Hospice Care Professionals, “Hospice Care And Diversity: Rethinking Traditional Approaches to Care Through an Exploration of Different Traditions in Dying”
- Minority Business Owners, “Equity Issues: Lexington Chamber of Commerce Focus Groups”
- Non-profit Organization Staff, “Inclusive Agenda: Multicultural Curriculum Choices”
- Rehabilitation Professionals, “Cultural Diversity: Considerations for Rehabilitation Institutions”
- Corporate Managers, “Teambuilding And Valuing Diversity: A Winning Combination”
- Managers of Financial Institutions, “Dialect Reduction or Cultural Reduction?: Mutually Respectful Cross-cultural Communication in the Corporate Workplace”

**INVITED GUEST  
LECTURES AND WORKSHOPS**

- The ABC’s of Making a Difference in a Culturally Diverse Society
- Race, Class, and Gender: Examining Ways in Which Schools “Place Students at Risk”
- Honoring The Dream: Empowering Youth to Become Agents of Change
- CommUnity 2000: Embarking Upon The Next Millennium as a Culturally Inclusive and Pluralistic Nation
- Anytown: Breaking Down Barriers to Cross-cultural Unity
- Self-empowerment: Conflict Resolution Strategies For Leaders in Culturally Diverse Society
- Equity Issues in Math and Science: For All of Us to Win, We All Have to Play
- Tolerance is Intolerable: An Agenda For Valuing Diversity
- Confronting Cross-cultural Assumptions
- Problematic Approaches to Multicultural Education
- Multicultural Education: Considerations For The Classroom Teacher
- Multicultural Education: Curriculum And Instruction Strategies For Graduate Teaching Assistants and Faculty Members
- Analyzing Textbooks And Other Literature For Bias
- Cooperative Learning: A Model For Instruction
- To Be Or Not To Be Young, Gifted, And Black: Considerations For Teachers of Gifted African American Students

## **UNPUBLISHED RESEARCH REPORTS**

Southern Illinois University Task Force on Multicultural Education

“Multicultural Education Thrusts in The College of Education at Southern Illinois University at Carbondale”

Southern Illinois University at Carbondale Department of Women’s Studies

“Curriculum Integration For The Implementation of Multicultural Education in Higher Education Curricula”

## **INSTITUTIONAL ENGAGEMENT**

- ASU Mid-South Chancellor’s Executive Leadership Team
- ASU Mid-South Chancellor’s Senior Leadership Committee
- ASU Mid-South Catalog and Calendar Groups
- Kentucky State University President’s Cabinet
- Kentucky State University Green Ribbon Council
- Kentucky State University SACS Reaffirmation Leadership
- North Carolina Central University Chancellor’s Cabinet
- North Carolina Central University Provost’s Cabinet
- North Carolina Central University Council of Deans
- North Carolina Central University Academic Planning Council
- Indiana University Northwest Vice Chancellor for Academic Affairs Academic Core Group
- Indiana University Northwest Chancellor’s Council
- Indiana University Northwest Strategic Planning Team
- Indiana University Northwest AQIP (Sub-Committee Chair)
- Indiana University Northwest Diversity Programming Planning Team
- Indiana University Northwest Facilities Planning Committee
- Fisk University Provost’s Council
- Fisk University Committee On Promotion, Tenure, and Reappointment (COPTR)
- Fisk University Faculty Assembly Executive Committee
- Fisk University Race Relations Institute Committee
- Fisk University Academic Advising Committee
- Fisk University CORE Faculty Team
- The University of Arkansas at Monticello Academic Affairs Council
- The University of Arkansas at Monticello Graduate Council
- The University of Arkansas at Monticello Faculty Assembly
- The University of Arkansas at Monticello Strategic Planning Committee
- The University of Arkansas at Monticello General Education Committee
- The University of Central Florida Faculty Senate

- The University of Central Florida College of Education M.Ed. And M.A. Curriculum and Instruction Degree Program Coordinator
- The University of Central Florida College of Education Academy For Teaching And Learning Exceptional Education Institute
- The University of Central Florida Office of Diversity Initiatives
- The University of Central Florida College of Education Project JERICO: TESOL Training
- The University of Central Florida College of Education Multicultural and Global Education Institute
- The University of Central Florida Black Faculty and Staff Association
- The Louisiana Tech University Graduate Faculty
- The Louisiana Tech University Faculty and Staff Club
- The Pennsylvania Department of Education Multicultural Teacher Education Task Force
- The Indiana University Purdue University of Indianapolis Student Affairs Committee
- The Indiana University Purdue University of Indianapolis School of Education Cultural Diversity Committee
- The University of Kentucky Faculty Senate
- The University of Kentucky Graduate Faculty
- The University of Kentucky Undergraduate Council
- The University of Kentucky Multicultural Education Task Force
- The University of Kentucky College of Education Teacher Opportunity Program
- The University of Kentucky College of Education Master of Education Degree Program
- The University of Kentucky College of Education Language Education Program
- The University of Kentucky College of Education National Minority Recruitment and Retention Conference Committee
- The University of Kentucky College of Nursing Accreditation Consultant

## **COMMUNITY ENGAGEMENT**

- Northwest Indiana United Ways of Lake, Porter, and LaPorte Counties
- Barden Gary Foundation Board Member
- Dunes Learning Center Board Member
- Northwest Indiana Boys And Girls Clubs
- Northwest Indiana Quality of Life Council
- Northwestern Indiana Regional Planning Commission
- Northwest Indiana Race Relations Council
- The Legacy Foundation
- The Center of Workforce Innovations
- Northwest Indiana Regional Development Authority
- Northwest Indiana Health Visions

- Northwest Indiana Regional Arts Council
- South Shore Arts Journal
- Northwest Indiana Area Chambers of Commerce
- Higher Education Collaborative
- Northern Indiana Consortium for the Environment
- City of Gary, Indiana
- Gary Community Health Foundation
- Region Women Initiative
- Community Organizations for Families and Youth
- Glen Park Community Development Corporation
- Pathways to Education Committee
- The Nashville Office National Conference for Community and Justice “Walk As One”
- The Fisk University and Wharton Middle Arts Magnet School Saturday Academy
- Monticello Elementary School Parent Teacher Organization
- The Creative School Parent Association
- The YMCA of Orlando
- The Latchkey CommUnity Center Board of Trustees
- The Northeast Louisiana Arts Council
- The Greater Philadelphia CommUnity Dialogue Empowerment Steering Committee
- The City of Philadelphia Education Nominating Committee
- The President’s National Summit on Volunteerism
- The Coalition of Philadelphia Human Relations Professionals
- The Philadelphia Anti-Violence Peace Rally
- The Indianapolis Public Schools Volunteer
- The Indianapolis United Way
- The Indian Creek Elementary School Parents, Students, and Teachers Organization
- The YWCA of Fayette County Board of Directors
- The Lexington Community Youth Action Committee
- The African American Education Coalition
- The Lexington Black Achievers Steering Committee
- The Maxwell Elementary School Parent Teacher Association
- The Volunteer Center of The Bluegrass
- The Philadelphia Human Relations Commission Proclamation of Community Leadership
- The National Sara Lee Frontrunner Award, Nominee
- (\*\*This awards celebrates the accomplishments of women and brings national notice to those who are making a difference in the arts, business, government and the humanities.)
- The Illinois Consortium For Educational Opportunity Program
- The Graduate Dean’s Fellowship
- The National Reference Institute Who’s Who in American Education
- Outstanding Young Women of America
- The Paul Robeson Academic Excellence Award