

**Curriculum Vitae**  
**H. Richard Milner, IV**  
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### **Current Position**

Lois Autrey Betts Associate Professor of Education (with tenure)  
Peabody College of Vanderbilt University

### **Areas of Specialization**

Urban Education; Teacher Education; English Education; African American Literature

### **Education**

Doctor of Philosophy	The Ohio State University/Columbus, Ohio (2001) School of Educational Policy and Leadership Department of Philosophical, Psychological, and Comparative Studies; Comprehensive Area: Curriculum Studies
Master of Arts	The Ohio State University/Columbus, Ohio (2000) Educational Policy and Leadership
Master of Arts	South Carolina State University/Orangeburg, South Carolina (1997) Teaching (English Education)
Bachelor of Arts	South Carolina State University/Orangeburg, South Carolina (1996) English, <i>cum laude</i>

### **Professional Experience**

*Lois Autrey Betts Associate Professor of Education (with tenure)* (2008 – )  
Department of Teaching and Learning, Peabody College  
Vanderbilt University; Nashville, Tennessee

***Lois Autrey Betts Assistant Professor of Education and Human Development*** (2006—2008)

Department of Teaching and Learning, Peabody College  
Vanderbilt University; Nashville, Tennessee

***Affiliate Faculty*** (2008 - )

Division of Social Sciences; Teacher Education Program  
Fisk University; Nashville, Tennessee

***Assistant Professor of Education*** (2003—2006)

Department of Teaching and Learning, Peabody College  
Vanderbilt University; Nashville, Tennessee

***Affiliate Faculty***; African American Studies Program

Vanderbilt University (2005-2006)

***Research Assistant Professor of Education*** (2001—2003)

Department of Teaching and Learning, Peabody College  
Vanderbilt University; Nashville, Tennessee

***Adjunct Faculty*** (1999—2001)

Department of Developmental Studies  
Columbus State Community College; Columbus, Ohio

***Graduate Research and Teaching Associate*** (1998—2001)

School of Educational Policy and Leadership, Department of Philosophical, Psychological, and  
Comparative Studies

The Ohio State University, Columbus, Ohio

***Teacher of English*** (1997—1998)

Lower Richland High School; Columbia, South Carolina

***Teacher of English*** (Summer, 1998)

Upward Bound Program  
University of South Carolina; Columbia, South Carolina

***Teacher of English*** (Summer, 1998)

Summer School Program;  
Keenan High School; Columbia, South Carolina

**Licensure**

National Teachers' Certification; Public School Grades 7-12 in English (1997—present)

**Honors & Affiliations**

Policy Fellow

Education Policy Research Unit, Arizona State University and

Education and the Public Interest Center, University of Colorado at Boulder  
(2007-present)

American Educational Research Association  
SCE Early Career Award (2006)

Vanderbilt University  
Affirmative Action and Diversity Initiatives Certificate of Recognition (2005)

Nashville, Tennessee  
Brothers and Sisters of the Academy Outstanding Service Award (2002)

The Ohio State University  
College of Education Student Service Award (2001)  
Mentoring Program Service Award, Office of Minority Affairs (2000)  
College of Education Holmes Scholar (1999-2001)  
Distinguished Mentor Team Award, Office of Minority Affairs (1999)  
PROFS (Providing Research Opportunities for Scholars) Fellow (1998-2001)

### **Research, Policy, and Teaching Interests**

- Urban Education (Students' Opportunities and Access to Learning)
- Teacher Education
- Race and Equity in Society and Education

### **Books**

Milner, H.R. (Ed.) (2009). *Diversity and education: Teachers, teaching, and teacher education*. Springfield, IL: Charles C. Thomas Publisher. (250 pages)

Milner, H.R. & Ross, E.W. (Eds.) (2006). *Race, ethnicity, and education: The influences of racial and ethnic identity in education*. Westport, CT: Greenwood/Praeger. (330 pages)

Ford, D.Y. & Milner, H.R. (2005). *Teaching culturally diverse gifted students*. Waco, TX: Prufrock Press. (72 pages)

### **Refereed Handbook Chapters**

Milner, H.R. (2009). Preparing teachers of African American students in urban schools. In L.C. Tillman (Ed.), *The handbook of African American education* (pp. 123-140). Thousand Oaks, CA: Sage Publications.

Milner, H.R. (2006). Classroom management in urban classrooms. In C.M. Evertson & C.S. Weinstein (Eds.), *The handbook of classroom management: Research, practice & contemporary issues* (pp.491-522). Mahwah, NJ: Lawrence Erlbaum.

### **Book Chapters**

Tenore, F.B., Dunn, A.C., Laughter, J. & Milner, H.R. (in press). Selection, recruitment, and induction in teacher education: A critical analysis with implications for transformation. In C.W. Lewis & V. Hill-Jackson (Eds.), *Transforming teacher education: History, implementation, and accountability*. Sterling, VA: Stylus Publishing. **(with doctoral students)**

Cummings, T., Whitaker, M., Darrow, C. & Milner, H.R. (in press). Identity development. In K. Lomotey (Ed.), *Encyclopedia of African American Education*. Thousand Oaks, CA: Sage Publications. **(with doctoral students)**

Milner, H.R. (2009). On the confluence of diversity and education: An introduction. In H.R. Milner (Ed.), *Diversity and education: Teachers, teaching, and teacher education* (pp. xxvii-xxxiv). Springfield, IL: Charles C. Thomas Publisher.

Milner, H.R. (2009). African American males in urban schools: No excuses—teach and empower. *Theory into Practice* 46(3), 239-246 (originally published in 2007)  
Reprinted/Adapted in H.R. Milner (Ed.), *Diversity and education: Teachers, teaching, and teacher education* (pp. 5-16). Springfield, IL: Charles C. Thomas Publisher.

Milner, H.R. Laughter, J. & Tenore, F.B. (2008). Multicultural education in teacher education. In C.A. Lassonde, R. Michael, & J. Rivera-Wilson (Eds.) *Issues in Teacher Education* (pp. 156-170). Charles C. Thomas Publishers. **(with doctoral student advisees)**

Milner, H.R. (2008). Race, racism, and color-blindness. In S. Mathison & E.W. Ross (Eds.), *Battleground Schools* (pp. 509-514). Westport, CT: Greenwood.

Ford, D.Y. & Milner, H.R. (2006). Counseling high achieving African Americans. In C.C. Lee (Ed.), *Multicultural issues in counseling: New approaches to diversity* (pp. 63-78). Alexandria: American Counseling Association.

Milner, H.R. (2006). But good intentions are not enough: Theoretical and philosophical-relevance in teaching students of color. In J. Landsman & C.W. Lewis (Eds.), *White teachers/diverse classrooms: A guide to building inclusive schools, promoting high expectations and eliminating racism* (pp.79-90). Sterling, VA: Stylus Publishers.

Milner, H.R. & Ross, E.W. (2006). The colorblind myth and why racial identity matters in education. In H.R. Milner & E.W. Ross (Eds.), *Race, ethnicity, and education: The influences of racial and ethnic identity in education* (17-27). Westport, CT: Greenwood/Praeger.

- Laughter, J., Baker, A., Williams, S., Cearley, N.K., & Milner, H.R. (2006). The power of story: How personal narratives show us what teachers can do to fight racism. In H.R. Milner & E.W. Ross (Eds.) *Race, ethnicity, and education: The influences of racial and ethnic identity in education* (147-165). Westport, CT: Greenwood/Praeger. (**with graduate students**)
- Milner, H.R. (2006). Motivation. In P.A. Alexander's *Psychology in learning and instruction*. Columbus, Ohio: Merrill, 191.
- Milner, H. R., Caldwell, L. D., & Murray, I. E. (2004). When race shows up in the curriculum: Teacher (self-)reflective responsibility in students' opportunities to learn. In K. D. Vinson & E. Wayne Ross (Eds.), *Defending public schools: Curriculum continuity and change in the 21st century* (pp. 149-160). Westport, CT: Greenwood/Praeger. (**with graduate student**)
- Milner, H.R. (2004). African American graduate students' experiences: A critical analysis of recent research. In D. Cleveland (Ed.), *A long way to go: Conversations about race by African American faculty and graduate students* (pp. 19-31). New York: Peter Lang.
- Milner, H.R. (2004). The expert on diversity. In L. Flowers (Ed.), *Diversity issues in American colleges and universities: Case studies for higher education and student affairs professionals* (pp. 47-49). Springfield, IL: Charles C. Thomas Publishers.
- Ford, D.Y., Grantham, T.C. & Milner, H.R. (2004). Underachievement among gifted African-American students: Cultural, social and psychological considerations. In D. Boothe & J. Stanley (Eds.), *In the eyes of the beholder: Cultural and disciplinary perspectives in gifted education* (pp. 15-31). Prufrock Press.
- Milner, H.R. (2003). Contributed to *The greenwood dictionary of education*. In J. W. Collins III and N. P. O'Brien (Eds). Westport: Greenwood Press.

### **Journals Articles**

+ = Peer-Refereed Journal Articles

\* = Invited Journal Articles

+/\* = Invited and Refereed

- +Demerath, P., Lynch, J., Milner, H.R., Peters, A., & Davidson, M. (in press). The secrets of their success: A middle-class logic of individual advancement in a U.S. suburb and high school. *Teachers College Record*.
- +Milner, H.R. (2008). Critical race theory and interest convergence as analytic tools in teacher education policies and practices. *Journal of Teacher Education* 59(4), 332-346.
- +Milner, H.R. & Williams, S.M. (2008). Analyzing education policy and reform with attention to race and socio-economic status. *Journal of Public Management and Social Policy* 14(2), 33-50.

- +Milner, H.R. (2008). Disrupting deficit notions of difference: Counter-narratives of teachers and community in urban education. *Teaching and Teacher Education* 24(6), 1573-1598.
- +Milner, H. R., Tenore, F. B., & Laughter, J. (2008). What can teacher education programs do to prepare teachers to teach high-achieving culturally diverse male students? *Gifted Child Today*, 31(1), 18-23. (with doctoral student advisees)
- +Milner, H.R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational Researcher* 36(7), 388-400.
- +/\*Milner, H.R. (2007). African American males in urban schools: No excuses—teach and empower. *Theory into Practice* 46(3), 239-246.
- +Milner, H.R. (2007). Race, narrative inquiry, and self-study in curriculum and teacher education. *Education and Urban Society* 39(4), 584-609.
- \*Milner, H.R. & Frazier-Trotman, M. (2007). Parental involvement and gifted culturally diverse students. *Understanding our Gifted* 20(1), 15-17.
- +Milner, H.R. & Ford, D.Y. (2007). Cultural considerations in the under-representation of culturally diverse elementary students in gifted education. *Roeper Review* 29(3), 166-173.
- +Milner, H.R. (2006). The promise of Black teachers' success with Black students. *Educational Foundations* 20(3-4), 89-104.
- +Milner, H. R. (2006). Preservice teachers' learning about cultural and racial diversity: Implications for urban education. *Urban Education*, 41(4), 343-375.
- +Milner, H.R. (2006). Culture, race, and spirit: A reflective model for the study of African Americans. *International Journal of Qualitative Studies in Education*, 19(3), 267-285.
- \*Milner, H.R. (2006). Effective pedagogical strategies and philosophies for gifted students of color. *Gifted Education Press Quarterly* 20(1), 4-8.
- +Milner, H.R. (2005). A study of a high school English teacher's responsive curriculum. *Teacher Education and Practice*, 18(1), 74-88.
- +Milner, H.R. & Ford, D.Y. (2005). Racial experiences influence us as teachers: Implications for gifted education curriculum development and implementation. *Roeper Review*, 28(1), 30-36.
- +Milner, H.R. (2005). Developing a multicultural curriculum in a predominantly White teaching context: Lessons from an African American teacher in a suburban English classroom. *Curriculum Inquiry*, 35(4), 391-427.

- +Milner, H.R. (2005). Stability and change in prospective teachers' beliefs and decisions about diversity and learning to teach. *Teaching and Teacher Education*, 21(7), 767-786.
- +/\*Moore, J.L., Ford, D.Y., & Milner, H.R. (2005). Underachievement among gifted students of color: Implications for educators. *Theory into Practice*, 44(2), 167-177.
- +Moore, J.L., Ford, D.Y. & Milner, H.R. (2005). Recruitment is not enough: Retaining African-American students in gifted education. *Gifted Child Quarterly*, 49(1), 51-67.
- +Ford, D.Y. Moore, J.L. & Milner, H.R. (2005). Beyond cultureblindness: A model of culture with implications for gifted education. *Roeper Review*, 27(2), 97-103.
- +Milner, H.R. & Howard, T.C. (2004). Black teachers, Black students, Black communities and *Brown*: Perspectives and insights from experts. *Journal of Negro Education*, 73(3), 285-297.
- +Milner, H.R. & Smithey, M. (2003). How teacher educators created a course curriculum to challenge and enhance preservice teachers' thinking and experience with diversity. *Teaching Education*, 14(3), 293-305.
- +Milner, H. R., Flowers, L.A, Moore, E., Moore, J. L., & Flowers, T. (2003). Preservice teachers' awareness of multiculturalism and diversity. *The High School Journal*, 87(1), 63-70.
- +Milner, H.R. (2003). Reflection, racial competence, and critical pedagogy: How do we prepare preservice teachers to pose tough questions? *Race, Ethnicity, and Education*, 6(2), 193-208.
- +Milner, H. R., & Woolfolk Hoy, A. (2003). A case study of an African American teacher's self-efficacy, stereo-type threat, and persistence. *Teaching and Teacher Education*, 19, 263-276.
- +Flowers, L. A., Milner, H. R., & Moore, J. L. (2003). Effects of locus of control on African American high school seniors' educational aspirations: Implications for preservice and inservice high school teachers and counselors. *The High School Journal*, 87(1), 39-50.
- +Milner, H.R. (2003). A case study of an African American English teacher's cultural comprehensive knowledge and (self) reflective planning. *Journal of Curriculum and Supervision*, 18(2), 175-196.
- +/\*Milner, H.R. (2003). Teacher reflection and race in cultural contexts: History, meaning, and methods in teaching. *Theory into Practice* 42(3), 173-180.
- \*Milner, H.R. (2003). This Issue: Teacher reflection and race in cultural contexts. *Theory into Practice*, 42(3) 170-172.

- +Milner, H.R., & McCutcheon, G. (2002). A high school social studies teacher's planning and the 21<sup>st</sup> century: A call for more studies. *Teacher Education and Practice*, 15(3), 95-109.
- +Milner, H.R. (2002). A case study of an experienced English teacher's self-efficacy and persistence through "crisis" situations: Theoretical and practical considerations. *The High School Journal*, 86(1), 28-35.
- +Milner, H.R. (2002). Affective and social issues among high-achieving African American students: Recommendations for teachers and teacher education. *Action in Teacher Education*, 24(1), 81-89.
- +McCutcheon, G., & Milner, H.R. (2002). A contemporary study of teacher planning in a high school English class. *Teachers and Teaching: Theory and Practice*, 8(1), 81-94.
- +Milner, H.R., Husband, T., & Jackson, M.P. (2002). Voices of persistence and self-efficacy: African American graduate students and professors who affirm them. *Journal of Critical Inquiry into Curriculum and Instruction*, 4(1), 33-39.

### **Book Reviews**

- Milner, H.R. (2003). Book review of *What's going on* by Nathan McCall. New York: Vintage Books. *Educators for Urban Minorities*, 2(1), 135-138.
- Milner, H.R. (2003). High achieving African American students and teacher education. Book review of *A hope in the unseen* by Ron Suskind. New York: Broadway Books. *Journal of Teacher Education*, 54(2), 173-176.
- Milner, H.R. (2002). Book review of *Culturally, responsive teaching: Theory, research, & practice* by Geneva Gay. New York: Teachers College Press. *Urban Education*, 37(1), 149-156.
- Milner, H.R. (2002). Book review of *The new structure of school improvement: Inquiring schools and achieving students* by Bruce Joyce, Emily Calhoun, and David Hopkins. Buckingham and Philadelphia: Open University Press. *Teachers and Teaching: Theory and Practice*, 8(2), 232-237.

### **Other Publication**

- Milner, H.R. (2005). Does diversity or culture matter in learning? *Learning Sciences Institute Newsletter*, 2(1), 4.

### **Scholarly Presentations**

- Milner, H.R. (2008, October/November). *On being a Black man in the academy*. American Educational Studies Association, Savannah, Georgia.

- Milner, H.R. (2008, October). *Learning, teaching, and diversity dilemmas: Working to make complex connections in (teacher) education*. Lois Autrey Betts Chair Lecture, Vanderbilt University, Nashville, Tennessee.
- Milner, H.R. (2007, October). *Black males in P-12 schools*. Invited roundtable discussant. Temple University; Philadelphia, Pennsylvania.
- Milner, H.R. (2007, June). *Diversity in preservice teacher education: Thinking about scientific knowledge*. Invited presenter for Teacher professional continuum research project. University of Pittsburg; Pittsburg, Pennsylvania.
- Milner, H.R. (2007, February). *Neo-liberalism and preparing teachers for diversity*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New York, New York.
- Irizarry, J. & Milner, H.R. (2007, February). *Perspectives and experiences of teacher educators of color: Issues of equity, diversity, and urban Education*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New York, New York.
- Milner, H.R. (2007, April). *Racialized theories of teaching: How do we know what we know?* Paper to be presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Milner, H.R. (2007, April). *Neo-liberalism and preparing teachers for diversity*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Milner, H.R. (2007, April). Chair to *Reducing problem behaviors and enhancing achievement* at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Tenore, F.B. & Milner, H.R. (2006, November). *Urban teachers' learning to teach high achieving Black students*. Intermediate Presentation at the annual meeting of the National Association for Gifted Children Conference. Charlotte, North Carolina. (**with doctoral student advisee**)
- Milner, H.R. (2006, April). *Urban teachers' struggles and successes in classroom management: Implications for research and practice*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.
- Milner, H.R. (2006, April, Invited Session, Division K). *A light in darkness: Black male teachers' pedagogical and curricular success in an urban context*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

- Milner, H.R. (2006, April). *White teachers in diverse classrooms: Implications for African American student achievement*. Panel discussant at the annual meeting of the American Educational Research Association, San Francisco, California.
- Milner, H.R., Laughter, J., Williams, S. & Moses, V. (2005, November). *Building and sustaining parental involvement: A model for retaining culturally diverse gifted students*. Intermediate Presentation at the annual meeting of the National Association for Gifted Children Conference. Louisville, Kentucky. (**with graduate students**)
- Miner, H.R., Cearley, N.K., Mann, H. & Brophy, S. (2005, June). *An exploratory look at what diversity needs are pertinent to African American undergraduates in the sciences*. Poster Presentation at the Vanderbilt University VaNTH Annual NSF Site Visit. Nashville, Tennessee. (**with graduate student**)
- Milner, H.R. (2005, May) Panel discussant for Project ASSERT's Diversity focus. Harvard University. Cambridge, Massachusetts.
- Milner, H.R. (2005, January). *Learning and change in prospective teachers' beliefs and pedagogies about diversity*. Paper presented at the annual meeting of Hawaii International Conference on Education. Honolulu, Hawaii.
- Milner, H.R. (2004, June). *Update on a critical issue: Diversity*. Presentation at the Vanderbilt University VaNTH Annual NSF Site Visit. Nashville, Tennessee.
- Thompson, P.W., Milner, H.R. & Liu, Y. (2004, April). *Teacher reflection and reflective abstraction: Viewing mathematics teachers' change from two perspectives*. Poster presentation at the annual meeting of the American Educational Research Association, San Diego, California.
- Milner, H.R., & Howard, T.C. (2003, January). *Addressing the underachievement of African American students in pre-service teacher education*. Paper presented at the annual meeting of the Hawaii International Conference on Education, Honolulu, Hawaii.
- Milner, H.R., & Smithey, M. (2003, April). *The process and results of a course curriculum to challenge preservice teachers' thinking and experience with diversity*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Tillman, L., Milner, H.R., & Gooden, M. (2003, April). *Mentoring African American doctoral students and junior faculty*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Howard, T.C. & Milner, H.R. (2003, January). *Reflecting on race in teacher education*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans, Louisiana.

- Milner, H.R. & Smithey, M. (2003, January). Chair and discussant to *Addressing the needs of students of color in P-12 classrooms by changing teacher education practices* at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans, Louisiana.
- Milner, H.R. & Smithey, M. (2003, January). *How teacher educators created a course curriculum to challenge preservice teachers' thinking and experience with diversity*. Paper to be presented at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans, Louisiana.
- Stephens, N.M, Milner, H.R., & Gooden, M. (2002, March). *Reawakening the "gods": keeping African American boys in school through spirituality, and community responsibility in the 21<sup>st</sup> century*. Paper presented at the annual meeting of the Association for the Study of Classical African Civilizations, Philadelphia, Pennsylvania.
- Milner, H.R. (2002, April). *Teacher efficacy and student achievement: A case study of an African American teacher in a white school*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Milner, H.R. & Woolfolk, A. (2002, April). *Respect, social support, and teacher efficacy: A case study*. Paper presented at the annual meeting of the American Educational Association, New Orleans, Louisiana.
- Gooden, M., & Milner, H.R. (2002, January). *Lifting as we climb: Pitfalls, and potentials of the job search for Holmes Scholars from new Holmes Scholar alumni*. Roundtable discussion at the annual meeting of the Holmes Scholars, San Antonio, Texas.
- Ammah, J., Gaston, J., Gooden, M., McDaniel, G., Milner, H.R., Lazarus-Steward, D. (2001, January). *Assessing the multiple facets of institutional diversity: The Holmes Scholars' perspective*. Roundtable discussion at the annual meeting of the Holmes Scholars, Albuquerque, New Mexico.
- PROFS FELLOWS. (2001, April). *Opening the doors, letting me in, and seeing me through: The experiences of students of color in a support organization (PROFS) on a predominantly White degree granting research institution of higher learning*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, Washington.
- Demerath, P., Lynch, J., & Milner, H.R. (2000, November). *Denaturalizing privilege in a suburban U.S. high school: Understanding the young, the restless, and the "stressed out."* Paper presented at the annual meeting of the American Anthropological Association, San Francisco, California.

Milner, H.R. (2000, April). *African-American students' attributional perceptions of their academic probation*. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, Louisiana.

Milner, H.R. (2000, April). *African-American students' attributional perceptions of their academic probation*. Paper presented at the annual meeting of the Edward F. Hayes Graduate Research Forum. The Ohio State University, Columbus, Ohio.

Milner, H.R. (1999, June). *African American students' judgments of factors relating to academic successes and failures*. Paper presented at The Ohio State University College of Education 4<sup>th</sup> Annual Diversity Forum and Graduate Student Symposium, Columbus, Ohio.

Milner, H.R. (2000, April). *The role of Black Greek letter organizations on university campuses*. Panel Discussant. Office of Minority Affairs Mentoring Program. The Ohio State University, Columbus, Ohio.

Milner, H.R. (2000, January). *A hope in the unseen: Perspectives and implications*. Book Lecturer. The College of Education, Educational Policy and Leadership. The Ohio State University, Columbus, Ohio.

Howard, T.C., Milner, H.R., Stephens, N.M., & Sunami, C. (1999, May). *The roles and needs of culturally relevant pedagogy in the public school system*. Panel Discussant. Office of Language, Literacy and Culture Diversity Awareness Program. The Ohio State University, Columbus, Ohio.

Milner, H.R. (1999, July). *The graduate college web site: Findings, implications, recommendations, and limitations*. Paper presented at Lancaster University's Annual Research and Internship Graduate Student Symposium, Lancaster, England.

### **Invited Keynote Addresses, Presentations, and Discussions**

Kappa Delta Epsilon, Presentation to undergraduate teacher education students on Beliefs and Knowledge in Teaching at Vanderbilt University (Fall 2008)

Contemporary Topics in Higher Education, Presentation to graduate students on Diversity in higher education: Future implications, Tennessee State University, Nashville, Tennessee (Summer 2008)

ENED 2920, Discussion to undergraduate and graduate students on Images of African Americans in Society and Texts, Vanderbilt University (Spring 2008)

Bishop Joseph Johnson Black Cultural Center, Panel Discussant on the Little Rock Nine and Desegregation, Vanderbilt University (Spring 2008)

Leading, Learning, and Teaching in Urban Communities 913-01, Presentation to graduate students on Urban Education, Leadership, and Learning, University of Cincinnati, Cincinnati, Ohio (Spring 2008)

Alpha Phi Alpha Fraternity Incorporated, Presentation to undergraduate students on Fighting Oppression at Vanderbilt University: Reality and Privilege, Bishop Joseph Johnson Black Cultural Center, Vanderbilt University (Fall 2007)

EDUC 3510, Lecture to graduate students on Classroom Management in Urban Schools (Spring 2007)

EDUC 3040, Discussant to graduate students on Researching and Writing a Case: Developing a Multicultural Curriculum (Spring 2007)

McNair Conference, Vanderbilt University, An introduction to graduate programs in the Department of Teaching and Learning (Fall 2007)

Alpha Delta Pi, Sorority, Incorporated, Vanderbilt University, Invited faculty discussant on stereotypes of Greek letter sororities and fraternities (Spring 2007)

EDUC 3510, Discussant to graduate students on Classroom Management in Urban Classrooms, Vanderbilt University, Peabody College, Department of Teaching and Learning (Spring 2006)

DTL Brown Bag on the Job Search for Faculty Positions in Higher Education, Presentation to Doctoral Students, Vanderbilt University, Peabody College, Department of Teaching and Learning (Spring 2006)

HOD 1700 Lecture to undergraduate students on Qualitative Research: Critical Consideration in Conducting Educational Research (Fall 2005)

EDUC 2310/2701/3000/2291/3006 Lecture to combined group of undergraduate students on Effective Pedagogical Strategies for Urban Schools, Vanderbilt University, Peabody College, Department of Teaching and Learning (Fall 2005)

DTL Brown Bag on the Job Search for Faculty Positions in Higher Education, Presentation to Doctoral Students, Vanderbilt University, Peabody College, Department of Teaching and Learning (Spring 2005)

EDUC 3510, Discussant to graduate students on Culturally Appropriate Classroom Management Strategies, Vanderbilt University, Peabody College, Department of Teaching and Learning (Spring 2005)

EDUC 4233/EDUC 5223, Lecture to a Combined Class of Undergraduate and Graduate Students on Classroom Management in Urban Classrooms, Belmont University, Department of Education (Spring 2005)

EDUC 2310 Lecture to undergraduate students on Classroom Management in Urban Classrooms, Vanderbilt University, Peabody College, Department of Teaching and Learning (Spring 2005)

DTL Brown Bag Series on Culturally Responsive Pedagogy, Presentation and Discussion on Moving the Talk into a Walk: Culture, Complexities and Commitment (Spring 2005)

Student Tennessee Education Association (STEA) , Invited Keynote Presentation and Discussion on Four C's to Effective Teaching in a Diverse Society, Vanderbilt University; Nashville, Tennessee (Spring 2005)

SPED 2060/3060 (Cultural Diversity in American Education), Lecture to undergraduate and graduate students on English Language Learning and Learners, Vanderbilt University, Peabody College, Department of Special Education (Spring 2005)

SPED 2060/3060 (Cultural Diversity in American Education), Lecture to undergraduate and graduate students on Race in the Schools: A Call to Teachers, Vanderbilt University, Peabody College, Department of Special Education (Spring 2005)

EDUC 3900 (Language, Literacy, and Culture), Lecture to Graduate Students on Race and Teacher Responsibility, Vanderbilt University Peabody College, Department of Teaching and Learning (Fall 2004)

HOD 3960, Presenter and Panel Discussant for Graduate Students, Staff, and Faculty on Race, Justice and Well Being, Vanderbilt University, Peabody College, Department of Human and Organizational Development (Fall 2004)

EDUC 2310, Lecture to Undergraduate Students on Diversity Issues in Teaching, Vanderbilt University, Peabody College, Department of Teaching and Learning (Fall 2004)

EDUC 4233/EDUC 5223, Lecture to a Combined Class of Undergraduate and Graduate Students on Diversity Issues in Public Schools, Belmont University, Department of Education (Summer, 2004)

EDUC 2310, Lecture to Undergraduate Students on An African American English Teacher's Thinking and Beliefs in Curriculum Decision-Making, Vanderbilt University, Peabody College, Department of Teaching and Learning (Spring, 2004)

EDUC 2310, Lecture to Undergraduate Students on An African American English Teacher's Self-Efficacy Beliefs in Curriculum Decision Making, Vanderbilt University, Peabody College, Department of Teaching and Learning (Spring, 2003)

EDUC 3510, Lecture to Graduate Students on An African American English Teacher's Self-Efficacy Beliefs in Curriculum Decision Making, Vanderbilt University, Peabody College, Department of Teaching and Learning (Spring, 2003)

The Ohio State University College of Education Educational Psychology Research Group, Invited Presentation on using Qualitative Research Methods to Understand Teacher Self-efficacy, The Ohio State University; Columbus, Ohio (2003, July)

Kappa Delta Epsilon Professional Education Honor Society, Invited Presentation and Panel Discussant on Career Opportunities in Higher Education, Vanderbilt University; Nashville, TN (2003, March)

EDUC 3009, Lecture to Graduate Students on Diversity Perspectives in Teacher Education, Vanderbilt University, Peabody College, Department of Teaching and Learning (Fall, 2002)

EDUC 2310, Lecture to Undergraduate Students on Strategies to Improve the Academic Achievement among Students of Color, Vanderbilt University, Peabody College, Department of Teaching and Learning (Fall, 2002)

### **Research Grants and Grant Consultations**

Consulting Investigator for the National Science Foundation-sponsored Engineering Research Center: VaNTH (Vanderbilt-Northwestern-Texas-Harvard/MIT HST) Engineering Research Center in Bioengineering Educational Technologies (2004-2006) (Thomas R. Harris, Principal Investigator)

Consulting Investigator for National Center for Improving Student Learning and Achievement in Mathematics and Science (NCISLA) (2003) (Paul Cobb and Kay McClain, Principal Investigators)

Consulting Investigator for National Science Foundation Project: The Role of Multiplicative Reasoning in the Development of Statistical Reasoning (2002) (Patrick Thompson, Principal Investigator)

Principal Investigator for Peabody College Dean's Office Grant: Contextual Effects and Teacher Self-Efficacy: Voices of Persistence, Tenacity, and Frustration (2002, Funded \$9,398).

### **Teaching**

#### **Vanderbilt University, Nashville, Tennessee**

EDUC 3080/Graduate Course on Diversity and Equity in Education (Spring 2007, Fall 2007, Fall 2008) **Developed this Course**

EDUC 3954/Graduate Practicum on Curriculum and Supervision (Spring 2005)

EDUC 3900/Doctoral Seminar on Contemporary Issues in Race-Based Research (Spring 2005) **Developed this Course**

EDUC 2920/Undergraduate Course on Social and Philosophical Aspects of Education  
(Fall 2003, Spring 2004, Fall 2004, Spring 2006, Fall 2006, Fall 2008)

ENED 2280/Undergraduate Course on Language Study in Elementary and Secondary  
Schools/ENED 3040/Graduate Course on Perspectives of the English Language  
(Combined Undergraduate and Graduate Course) (Fall 2004, Fall 2005, Fall 2006)

EDUC 3612/Graduate Course on Curriculum Development: Designing and Constructing  
Curriculum (Fall 2003)

EDUC 3611/Graduate Course on Curriculum Foundations (Fall 2002)

VV 0001/Vanderbilt Visions, Freshman Seminar (Fall 2008)

### **Fisk University, Nashville, Tennessee**

EDUC 340/Undergraduate Course on General Secondary Education Methods I (Spring  
2008)

### **The Ohio State University/Columbus, Ohio/Winter 1999-Spring 2001**

Educational Policy and Leadership 259/Individual Learning and Motivation In College  
College of Education, Graduate Teaching Associate

### **Columbus State Community College/Columbus, Ohio/ Fall 2000**

Developmental Studies 044/Critical Reading and Thinking  
Department of Developmental Education, Adjunct Faculty

Developmental Studies 090/College Success Skills  
Department of Developmental Education, Adjunct Faculty

### **Academic Advising**

#### **Advising 8 Undergraduate Students**

Vanderbilt University, Peabody College

Vanderbilt University, Peabody College

Summer Academic Orientation and Advising Program; Secondary Education  
(Summer 2003)

#### **Advising 3 Masters Level Students**

Vanderbilt University, Peabody College

**Doctoral Students**

Committee (Co-Chair) for Jud Laughter (Ph.D., Language, Literacy, and Culture)  
Major Area Paper Defense March 11, 2008; Dissertation Proposal Defense December 2, 2008;

Committee (Co-Chair) for Blake Tenore (Ph.D., Language, Literacy, and Culture)

Committee (Member) for John Patrick Tiedemann (Ph.D., Language, Literacy, and Culture)  
Major Area Paper Defense January 31, 2007; Dissertation Proposal Defense November 11, 2008;

Committee (Member) for Shin Ji Kang (Ph.D., Early Childhood Education)  
Major Area Paper Defense January 17, 2006; Dissertation Proposal Defense September 26, 2006;  
Dissertation Defense March 21, 2008

Committee (Member) for Jim Furman (Ph.D., Language, Literacy and Culture)  
Major Area Paper Defense May 22, 2006; Dissertation Proposal Defense February 1, 2007

Committee (Member) for Nancy K. Kiel (Ed.D., Curriculum and Instructional Leadership)  
Dissertation Defense December 6, 2004

Committee (Member) for Charmaine Lowe (Ed.D., Language, Literacy, and Culture)  
Major Area Paper Defense March 2, 2005; Dissertation Proposal Defense December 19, 2005;  
Dissertation Defense February 20, 2008

Committee (Member) for Mary Saunders (Ed.D., Leadership, Policy, and Organizations)  
Dissertation Proposal Defense September 30, 2004; Dissertation Defense October 20, 2006

Committee (Member) for J. Christopher Fleming (Ed.D., Leadership, Policy, and Organizations)  
Dissertation Proposal Defense June 22, 2006; Dissertation Defense April 16, 2007

Committee (Member) for Scott Bradbury (Ph.D., Curriculum and Instructional Leadership)  
Withdrew Spring 2004

**Service****Journal Editorial Boards**

Board, *Teaching and Teacher Education* (2008 - )

Board, *Urban Education* (2008 - )

Board, *Educational Foundations* (2005-2008)

Board, *Journal of Curriculum and Supervision* (2004-2006)

**Guest Journal Editor**

Editor, *Theory into Practice*, Volume 42(3) (2003)

**Book Editorial Service**

Consulting Editorial Board Member, *Curriculum Studies Reader* (2007)  
 Editorial Advisory Board Member, *National Reading Conference Yearbook* (2007)  
 Co-Editor (with E.W. Ross) *Race, ethnicity, and education: The influences of racial and ethnic identity in education* (2006-2007)

**Professional Affiliations**

American Association of Colleges for Teacher Education (2002-present)  
 American Educational Research Association (1998—present)  
 Brothers of the Academy Team (2002-2004)  
 National Association for Gifted Children (2005-present)  
 National Council of Teachers of English (2002-present)  
 Phi Delta Kappa International Education Society (1996-2002)  
 Sigma Tau Delta English Honor Society (1995-2002)  
 South Carolina Education Association (1997-2000)

**Professional Reviewing**

(1) *American Educational Research Journal* (Spring 2007)  
 (2) *Action in Teacher Education* (Fall 2001)  
 (2) *Allyn & Bacon* (Winter 2000-present)  
 (1) *Curriculum Inquiry* (Fall 2001-present)  
 (3) *Education and Urban Society* (Spring 2007-present)  
 (7) *Educational Broadcasting Corporation* (Summer 2006-present)  
 (1) *Educational Evaluation and Policy Analysis* (Spring 2006-present)  
 (3) *Educational Foundations* (Spring 2006-present)  
 (1) *Educational Researcher* (Fall 2005-present)  
 (1) *High School Journal* (Summer 2000-present)  
 (1) *Journal of Critical Inquiry Into Curriculum and Instruction* (Fall 2001)  
 (3) *Journal of Curriculum and Supervision* (Fall 2003-present)  
 (2) *Journal of the Professoriate* (Summer 2005-present)  
 (11) *Journal of Teacher Education* (Fall 2001-present)  
 (4) *Multicultural Perspectives* (Fall 2001-present)  
 (3) *National Reading Conference Yearbook* (Spring 2007)  
 (1) *Research in the Teaching of English* (Fall 2006)  
 (1) *Review of Educational Research* (Spring 2008)  
 (4) *Roeper Review* (Summer 2007-present)  
 (5) *Sage Publishers* (Spring 2005)  
 (1) *Teacher Education Quarterly* (Spring 2006-present)  
 (1) *Teachers College Record* (Summer 2003-present)  
 (3) *Teaching and Teacher Education* (Spring 2006-present)  
 (1) *Thomson/Wadsworth* (Summer 2005-present)  
 (4) *Urban Education Journal* (Summer 2000-present)  
 (2) AERA's Research Focus on Black Education Proposal (2003-present)

- (6)AERA's Division K, (Teaching and Teacher Education) Proposal (2005-present)
- (3)AERA's Scholars of Color in Education Committee Proposal (2006-present)

### **National**

American Educational Research Association

Member, Scholars of Color in Education Committee (2005-2008)

Chair, Nominating Committee, Division K (2005-2008)

Member, Nomination Committee, Division B (2007-2008)

### **State**

Vanderbilt University

Roads Scholars Tour Participant (2003, August)

Nashville, Tennessee

Appointed to the Improving Teacher Quality Grant Program Advisory Board, State of Tennessee Higher Education Commission (Fall, 2002)

### **Community**

Nashville, Tennessee

*The Ensworth School, Southern Association of Independent Schools (SAIS), Curriculum Review Team (2008, October)*

Nashville, Tennessee

*The Next Door Housing and Recovery Services for Women, Keynote Address: Working with What You've Got: Hope in the Midst of Difficult Times (2007, December)*

Murfreesboro, Tennessee

*Room in the Inn Homeless Shelter, Volunteer, Feed the Homeless Each Third Friday of the Month (2007- )*

Nashville, Tennessee

*Hadley Park Tutorial Program for Students of Pearl-Cohn High School, Panel Discussant on Career Aspirations (2007, October)*

Nashville, Tennessee

*Science, Engineering, Mathematics, Aerospace Academy (SEMMA) Ceremony, Tennessee State University, Keynote Address: Setting and Accomplishing Your Goals in the Sciences (2007, Spring)*

Nashville, Tennessee

*The Ensworth School, Martin Luther King Assembly, Keynote Address to the Lower School: What is Your Dream?: Living and Learning in Community (2005, January)*

Nashville, Tennessee

*YWCA GED Preparation Program*, Invited Discussion on Learning and Success Strategies (2004, March and April)

Murfreesboro, Tennessee

*Alpha Kappa Alpha Sorority, Incorporated*, Scholarship Reception, Keynote Address: Maximizing Potential (2004, May)

Nashville, Tennessee

*YWCA Job Readiness and Career Development*, GED Graduation Ceremony, Commencement Keynote Address: Maximizing Potential (2004, February)

Columbus, Ohio

*Second Avenue Elementary School Kindergarten Class*, Invited Talk on I know I can be What I Want to be, Columbus, Ohio (2003, August)

### **Committee Membership**

#### **University**

Vanderbilt University

Vanderbilt/Nashville Metropolitan School Partnership Committee (Fall 2008-Present)

Faculty Associate, Murray House (Fall 2008-Spring 2009)

VV 0001/Vanderbilt Visions, Freshman Seminar (Fall 2008)

Religious Affairs Committee (Fall 2008-Spring 2011)

Graduate Review Committee (Fall 2007-Spring 2008)

#### **College**

Vanderbilt University, Peabody College

Member and Presenter, Committee on Undergraduate Admissions (Fall 2008-Spring 2009)

Chair, Martin Luther King Lecture Committee (Fall 2004-Spring 2005)

Member, Affirmative Action and Diversity Committee (Fall 2001/Fall 2003-Spring 2004)

Faculty Adviser, Association of Black Graduate Students at Peabody (ABGSP) (Spring 2006-present)

#### **Department**

Vanderbilt University, Department of Teaching & Learning:

Member, Search Committee (Endowed Chair in Teacher Education Faculty Position) (2008-present)

Member, Faculty Mentoring Committee for Karon LeCompte (2008-present)

Member, Faculty Mentoring Committee for Lisa Pray (2008-present)

Chair, Masters Program Development in Learning, Diversity, and Urban Studies (2007-present)

Member, Search Committee (Educating Learners from Diverse Backgrounds Faculty Position) (2007-present)

Member, Search Committee (English Language Learners faculty position) (2007-2008)

Member, NCATE, English Education Preparation Committee (2007-2008)

Member, Professional Promise Student Awards Committee (2006)

Member, Masters Capstone Project Review (2005-2006)

Member, Search Committee (Diversity and Teaching faculty position) (Fall 2002)

Member, Search Committee (Social Studies faculty position) (Spring 2002)

Member, Secondary Education Program Committee (2001—2005)

**Master's Comprehensive Examination Question Developer and/or Evaluator; Peabody College of Vanderbilt University**

(14 Students since 2002)