

JOHN WESLEY WHITE

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Education

- 2004 **Postdoctoral Fellowship, University of Colorado at Boulder**, Literacy Engagement for Struggling Elementary-Aged Readers
- 2003 **Ph.D., University of Colorado at Boulder**, Curriculum & Instruction, English Education and Foundations of Education
- 1996 **M.A., Southern Methodist University**, English
- 1993 **B.A., University of North Carolina at Greensboro**, English
- 1990 **B.A., Wake Forest University**, Political Science

Certifications/Licenses

Professional Teaching Certificate (FL), English Language Arts, Reading, and TESOL, 2012-
Professional Teaching Certificate (FL), Social Studies 6-12, 2016-

Academic Positions

- 2021- present **Professor**¹, English Education and Reading, University of North Florida
- 2019- present **Assistant Chair, Department of Curriculum and Instruction**
- 2018- present **Founder, Director, & PI, Seven Bridges Writing Project** (a National Writing Project site)
- 2012 – 2021 **Associate Professor**, English Education and Reading, University of North Florida
- 2008 - 2012 **Assistant Professor**, University of North Florida
- 2007 - 2008 **Assistant Professor, Graduate Teacher Education**, Regis University, Colorado

Teaching Experience: University Level

- 2008 - 2017 **University of North Florida**
EDG 6906, *Academic Discourse, Code-Switching, and Code-Meshing*
RED 3310, *Teaching Reading as a Process*
RED 6000, *Language and Cognitive Foundations of Reading*
EDF 2XXX (experimental), *Schools, Media, and Reality*
LAE 6339, *Special Methods in Teaching English*

¹ Promotion to Professor was officially granted March 5, 2021 and will take effect at the start of the new faculty contract year (August 1, 2021).

LAE 4335, *Special Methods: Secondary English*
 ENC 6990, *Writing Literacy Seminar for Current English Teachers*
 LAE 4323, *Special Methods: Middle Grades English*
 RED 6906, *Reading Methods for STEM graduate cohort program*
 RED 3333, *Reading Methods for Secondary Teachers*
 EDF 1005, *Introduction to Education*
 ESE 4943, *Supervision of Student Teaching Interns*
 EDG 6906, *Independent Studies: Curriculum Theory*
 EDG 6906, *Independent Studies: Adolescent Literacy & Collaborative Playwriting*
 EDG 6906, *Independent Study: Critical Literacy and the ELA Curricula*
 ESE 4905, *Independent Study: Periods of Later British Literature*
 ESE 4905, *Independent Study: Introduction to Linguistics and Sociolinguistics*
 ESE 4905, *Teaching Reading as a Process*
 ESE 4905, *Young Adult Literacy* (2 different semesters)
 RED 6334, *Content Area Reading* (graduate)

2006 - 2008 **Regis University, School for Professional Studies** - Teacher Education

EDFD 600, *Philosophical Foundations of Education*
 EDFD 610, *Interdisciplinary Perspectives in Education*
 EDFD 603, *Multicultural and Ethical Perspectives on Education*
 EDSC 663, *Secondary Teaching Methods: Language Arts*
 ENG 435, *Contemporary Literature*
 ENG 437, *Minority Literature*

2003 - 2005 **University of Colorado at Boulder**, School of Education (Visiting Professor)

ED 3013, *School and Society*
 ED 5115, *Modern Trends in Education and Teaching*

1995 - 1996 **Southern Methodist University** (Teaching Fellow, English Department)

ENG 1302, *First-year Seminar in Rhetoric*

Teaching Experience: Public K-12

2004 - 2007 **Language Arts Teacher**, Colorado Charter High School (Denver)

I developed ELA curriculum and taught language arts to 10th-12th grade students (95% free-reduced lunch eligible). As the ELA curriculum developer, I employed many research-based approaches to the teaching of ELA to culturally, linguistically and academically diverse students. I also served as an official faculty mentor to a select group of students.

2003 - 2004 **Director, Books as Mentors (BAM) Literacy Program** (Spangler Elementary School, St. Vrain County Schools, CO & CU Boulder-Partnership)

I worked with struggling readers individually and in groups using frequent assessments and individualized reading and writing plans. I modeled these activities and developed curriculum and pedagogies for classroom K-5 teachers and 12 graduate students working with more than 100 elementary students. The position was a major part of a postdoctoral fellowship.

Higher Education Leadership and Governance

2020- present **Creator and Coordinator, Freshman-Faculty Mentoring Program**

Working in concert with Academic Affairs and Enrollment Services, I created a model by which select faculty are paired with cohorts of first-generation and low-socioeconomic status college freshman (2-5 students per faculty member). The goal is to provide the students who are most at risk of failing or withdrawing from the university with non-classroom faculty relationships wherein they can learn some of the collegiate cultural capital they need to survive and thrive in college and where they can get non-academic guidance and support. Our team is recruiting faculty and students for a pilot program to begin Fall 2021 and we are creating a portal through which to provide mentor pairs with resources and a feedback mechanism.

2020-2022 **President, Faculty Association (faculty governing body), University of North Florida**

Elected by the faculty of the university, the President of the Faculty Association is an *ex officio* member of the UNF Board of Trustees (the only faculty voice on that board) and of the Board of the UNF Foundation, leads the monthly Faculty Association Meeting (to which all faculty governance issues are brought), meets regularly with the Provost and President of the university, and is an *ex officio* member on all of the Faculty Association committees: Academic Programs (all curriculum at UNF), Academic Standards, Adjunct Affairs, Budget Advisory, Campus Technology, Faculty Affairs, Faculty Enhancement, Nominations and Elections, Strategic Planning Advisory, Support Services, Executive, and the Research Council. The president also participates in the UNF Dean's Council and the Council of Chairs. and in 2020-2021 the COVID-19 Task Force. I also serve on the university Commencement Committee where, in addition to helping plan graduation, I have arranged for graduation speakers. I am also an active member of the Faculty Senate Task Force I created. My primary goal as President has been to bring to UNF faculty a referendum on and a model for a faculty senate (in lieu of the direct democracy approach we now have). The creation of a faculty senate will necessitate a change to the Faculty Association Bylaws (which I have taken the lead in revising). I have also been advocating to UNF faculty, administration, and the Board of Trustees to make the university known as a site that focuses on social justice education.

2019-2020 **Bargaining Team & Government Relations Officer, United Faculty of Florida (UNF Chapter)**

The Bargaining Team of the UNF-UFF negotiates all "terms and conditions of employment" for faculty at UNF regardless of the faculty member's status as a union member. The team negotiates with the Board of Trustees via an administrative bargaining team and their attorney. These sides negotiate the Collective Bargaining Agreement (CBA), an enforceable document that traditionally covers three years. In addition, the Bargaining Team also negotiates "reopeners" every year; in non-contract years, each side can open up to three articles for review and changes. While we negotiated multiple articles in 2020, we settled with the administration to make changes to only one article: Salary (Article 30). We successfully negotiated a 3% salary increase in the Spring of 2020 with another 3% increase in August of 2020 with an additional one-time bonus equivalent to roughly 1%. In addition, we negotiated a 1% merit increase for the Fall of 2020. (Note: the administration initially proposed and stuck to a 2.5% increase across the board.)

I also served as the Government relations Officer for the chapter (and as a member of the statewide Government Relations Committee). I kept the chapter abreast of all university and labor-related issues being taken up by the Florida Legislature.

- 2014-2017
2018-2020
- Senator, United Faculty of Florida (UNF Chapter)**
Senators represent the entire in-unit faculty at UNF (roughly 600 in number) at the bi-annual meeting of the United Faculty of Florida. There they discuss issues relative to state legislation, bargaining, grievances, membership, and vote on policies and union endeavors. Senators also attend monthly chapter meetings.
- 2019 - present
- Assistant Chair, Department of Teaching, Learning, and Curriculum, University of North Florida**
Beginning in 2018-2019, the Departments of Foundations and Secondary Education (FSE) and Childhood Education, Literacy, and TESOL (CELT) merged, bringing the total department faculty to 26. Shortly after the merger was official, I was hired to serve as Assistant Chair to help the Chair manage the department. I have been responsible for curriculum development, fostering program changes through the academic program committee (APC) process, helping develop faculty/course schedules, assigning workspaces, leading search committees, developing online modules for K-12 interns (student teachers), and being a part of the college leadership team. I remain an in-unit faculty member and am compensated for my role via course releases and a summer stipend rather than additional pay.
- 2017- present
- Founder & Director, Seven Bridges Writing Project (a National Writing Project Site)**
In the fall of 2017, I researched and then began the process of bringing the National Writing Project to UNF via a dedicated site for northeast Florida/southern Georgia. In the spring of 2018 I applied for UNF to become a NWP site, prepared for the first annual NWP Summer Institute, and created marketing, management materials, and a website for the new *Seven Bridges Writing Project* at UNF. We are holding our second annual Summer Institute this year with >50 participants in a weeklong mini-conference format. The entire program, including materials, keynote speakers, stipends for guest speakers/presenters, and free parking paid out of funding we received for this purpose from a grant.
- 2018 - 2020
- Faculty-in-Residence, Professional Development School (PDS): Terry Parker High School**
As faculty-in-residence, I was involved in the initial stages of the creation of a secondary-level professional development school with Terry Parker (the first high school-level PDS at UNF). I served as the primary liaison between UNF and the school and was instrumental in placing UNF interns and pre-interns in content area classes, providing professional development to the school's teachers, and working with the principal on common areas of concern (primarily the performance of the school's lowest quartile students).
- 2017 (Fall)
- Producer, Ibram X. Kendi Speech on History of Racism (UNF)**
As part of my work in *The Center for Urban Education and Policy*, I arranged to bring Dr. Ibram Kendi to UNF to speak on the history of racist ideas. Kendi won the *National Book Award* (2016) and became a New York Times bestselling author for *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. In producing the event, I negotiated a contract with Kendi's agent and worked with UNF

administrators, venue management, local vendors, and with local advertising. To ensure that the event was open to the public and free, I raised \$8000 to cover the budget and print/radio advertising (not including venue and labor costs). We issued 1200 tickets for the event.

- 2017 – 2018 **Policy Director, Center for Urban Education and Policy**
The Center for Urban Education and Policy serves the faculty, community, schools, and most importantly the students in local public schools. Focusing on bridging curricular and pedagogical theories into culturally relevant practice, CUEP aims to serve as a resource to faculty and to schools. As Director of Policy, my role was to advocate for research-based and socially just approaches to teaching urban youth. This work entailed working with local schools and districts as well as lobbying for (and against) specific educational policies and practices in the media and to policymakers in Tallahassee.
- 2014 - 2017 **President, United Faculty of Florida (UNF Chapter)**
The United Faculty of Florida (UFF), UNF Chapter represents more than 600 faculty—members and nonmembers alike—in negotiations and enforcement of the collective bargaining agreement (CBA) and all faculty labor issues and advocates for faculty rights and higher education issues at the local, state, and national levels with a focus on academic integrity and social justice. The chapter president is the primary liaison between members, officers, and university administration and oversees all union-related activities including contract negotiations, the work of the chapter standing committees, and establishing goals for the year. He/she is also responsible for all official communications from the chapter to faculty and administration. During my three years as chapter president, I led the creation of a new “full book” collective bargaining agreement that included compression and inversion adjustments and the first-ever promotion system for non-tenure-track faculty; I established a quarterly newsletter, was a member of the statewide Government Relations Committee, a member of the statewide Council of Presidents, and I created a new comprehensive website for the chapter. During my time as president, the chapter received the statewide award for growth and I received the *Democracy in Higher Education Prize* from the National Education Association for my work fighting a bill that would allow concealed carry weapons on public college and university campuses.
- 2013 - 2015 **Grievance Officer, United Faculty of Florida (UNF Chapter)**
I advised faculty who claimed harm from a breach of university administration of the collective bargaining agreement (CBA). I examined cases for merit, conferred with the statewide legal advisor for the union, and represented the faculty member (and the union) in informal negotiations as well as in hearings or in arbitration.
- 2012 - 2013 **President, College Faculty Assembly and Executive Committee**
I served as the leader for our college faculty governance during the 2012-2013 academic year and represented faculty on the college leadership team (a biweekly meeting of Deans, Chairs, and Department Heads). I led the revision of the college bylaws and incorporated into them the college constitution. My team and I ensured that the new bylaws conformed to university rule, state law, the university’s collective bargaining agreement, and aligned with the American Association of University Professors (AAUP) guidelines. This was the first revision of these documents in almost twenty years. I also revised all of the college’s official policies and ushered them through a faculty vote.

2012 - 2013 **Secretary, United Faculty of Florida (UNF Chapter)**
I was responsible for scheduling all chapter meetings, recording minutes, and soliciting faculty feedback and suggestions for the University chapter of the State University System (SUS) union.

2008 - present **Program Leader, English Education and Secondary/Content Reading**
Since arriving at UNF in 2008 I have been in charge of our college's English Education Program and the Secondary/Content reading courses. Our English Language Arts program leads to undergraduate state certification in 6-12 ELA (with TESOL and reading endorsements). I have led the program through numerous course changes as well as through NCATE/CAEP and state Department of Education reviews. My duties include ensuring that the English Education program and the reading course meet state department of education requirements for reading competencies, meets all of the required Florida Educator Accomplished Practices (FEAPS), and copious TESOL requirements.

Research Experience

2008 - Present **University of North Florida**

Currently I am engaged in five research projects:

- Examining how podcasts can be used as culturally-relevant and engaging text/story/literature within secondary ELA classrooms. While research shows that podcasts have been used in educational settings, such research shows that almost all uses have been to convey lecture material in postsecondary settings. My work hypothesizes that podcasts can both serve as literature worthy of study as well as culturally-relevant supplement to other literary studies.
- How reading practices in middle and high schools inadvertently diminish students' desire to read. My data clearly show that most students enter secondary school with an enjoyment of reading (especially stories) but that English Language Arts practices (namely excessive focus on deconstructing texts) and a focus on reading for content knowledge serve to turn students away from lifelong reading enjoyment. The current study gives students' perspectives as well as quantifiable numbers that correlate early literacy experiences to perseverance as readers through secondary school.
- Select English Language Arts teachers and I are using pre- and post-revision writing artifacts and associated readability scores to examine the efficacy of using readability as a means to improve student writing and as a way to engage students to revise original drafts. When reverse-engineered, we believe that readability measures can be a promising way to engage students in vocabulary development, sentence combining, and improved writing.
- I am also engaged in a research study examining the validity of large-scale and high-stakes reading assessments. Working with my colleague, Dr. Dan Dinsmore, we have conducted a study that finds that students' performance on reading comprehension examinations is not strongly correlated with the texts associated with the reading comprehension questions. In other words, students answering reading comprehension questions without an associated reading passage tended to score similarly to those for whom a passage was provided.

More generally, my research focus at UNF has centered on the connection of language to power, cognition, and academic discourse communities; cultural and linguistic hegemony; and how to expand the general content and the traditional canon of the

secondary English classroom to be more inclusive to today's diverse students. My primary focus has been to find ways to engage or re-engage 6-12 students in reading, literature, and self-expression (primarily through the use of young adult literature and creative/multimodal means of demonstrating their ideas and learning). In recent years, I have been examining the growing conflict between ELA "best practices" (as defined in peer-reviewed research) and district and state mandated ELA classroom practices. I posit that the primary ways in which public middle and high schools teach the English Language Arts is based upon required fidelity to major corporately produced ELA curricula rather than upon evidence-based ELA pedagogies. As such, it is ultimately detrimental to creating lifelong readers. I examine the ways that classroom teachers and literacy professors supplement, circumvent, and even ignore the official curricula in order to teach in ways that engage newer generations of readers and open up new modalities of self-expression (e.g., challenging the dominance of the prose essay).

2016 **Primary Grant Writer & Co-PI, ESOL Career Ladder for Student Success (ESOL CLASS)**, College of Education and Human Services, University of North Florida
I was the primary grant writer and initially the co-Principal Investigator for this U.S. Department of Education grant awarded at \$2,200,000. The program was designed to provide a means by which bilingual paraprofessionals, teachers, and prospective teachers (degreed individuals) become certified ESOL elementary or secondary classroom teachers.²

2007-2008 **Regis University**
I examined issues related to academic literacy and academic/discursive 'cultural capital', critical literacy & pedagogy, secondary English/literacy methods and issues. I created a model for and founded a Professional Development School (PDS) with *Pinnacle Charter School*, a large public K-12 school in the Denver metropolitan area. I was selected by the University to be an inaugural Ignatian Scholar, studying the Jesuit philosophy of education and its connection to social justice.

At Regis I also conceived and developed the University's first Professional Development School (based on the model advocated by John Goodlad). We partnered with Pinnacle K-12 charter school in a Denver suburb. There we offered professional development to the school's teachers, curricula for the school's students, and professional training to teachers and administrators at the university. We placed our teacher education students in cohorts and gave them a wide range of classroom levels, content areas, and teaching experiences in our partner school. For more information, see my publication on the experience below.

2006 **CardioHeads Program**, National Institutes of Health and the University of Colorado Science Education Partnership
I adapted technical and health-related scientific and medical information into the CardioHeads cardiovascular health curriculum for middle school students. This included creating lessons and supplemental teaching materials for teachers and making the curriculum age- and developmentally appropriate and at the correct readability

² Despite having asked me to serve as co-PI on the grant (and my role as Co-PI being documented in the approved grant application multiple times), the principal investigator disputed my serving in that role once the grant had been awarded. As the purpose of the grant is not closely related to my areas of interest, I chose to withdraw rather than contest her actions.

levels for middle school students. These materials were used in public middle schools in Colorado.

- 2003-2004 **Elementary Literacy Research Project**, University of Colorado at Boulder/St. Vrain Valley School District (CO)
I planned curriculum and directed the *Books as Mentors* (BAM) program with the goal of improving at risk students' reading and writing through the use of stories—from books and from students' own lives—while integrating culturally-relevant, hands-on literacy activities such as art, drama, and journaling. Supervised literacy personnel and university graduate and pre-service students in literacy activities.
- 1999-2001 **Student Academic Services Center**, University of Colorado at Boulder
Study Skills Specialist and Academic Counselor
I lectured classes, groups, and worked with individual students on effective study skills, test taking, note taking, time management, reading, and writing. Conducted assessments of students' study skills and test-taking skills. I monitored the progress of students on academic probation and worked with diverse students on issues of collegiate inclusion, academic and social success, and issues of academic literacy.
- 1998-2000 **Research Assistant**, University of Colorado at Boulder, School of Education
I coordinated Masters Plus student placements in local schools, helped integrate new educational technologies into the School of Education (securing \$80,000 in grants), and conducted research (connections between culturally relevant music and literacy development, the relationship of book clubs to reading activities, and the literacy practices taking place between children and parents at an inner-city enrichment program).

International Education

- 2008-2020 **England & Belize Internship Experiences, University of North Florida**
I was co-director and trip leader for five of the College of Education and Human Services international experiences. One placed undergraduate students in schools in Plymouth England for part of their student teaching; one placed students in diverse London schools for ten days of participant observation; the last placed students in public schools in Belmopan Belize. I am also helping to coordinate our newest trips to English schools (including sites in Chester, Plymouth, and London). I wrote four successful grants (totaling \$52,500) to support students on these trips.

Funded Grants[¥]

- 2020 Transformational Learning Opportunity (\$25,000) to fund international teacher exchange program to three cities in England, University of North Florida.[‡]
- 2020 Seven Bridges Writing Project (with Elizabeth Hale and Kadesh Lauridsen) (\$30,000). Academic Affairs Faculty Development Grant, University of North Florida.
- 2018 Seven Bridges Writing Project (\$20,000). Funding used for tuition for practicing K-12 teachers in Summer Institute. Grant from the Office of the Dean (College of Education and Human Services, University of North Florida).

[¥] Total: \$2,412,500.

[‡] Trip postponed to summer 2021 due to pandemic.

- 2017 Cross-disciplinary Middle School Curriculum Development (with Dr. Katrina Hall) (\$30,000). Foundation Grant, University of North Florida.
- 2016 Career Ladder and Student Success (ESOL CLASS). (\$2,200,000). U.S. Department of Education, grant award notification T365Z160339. Primary Grant Writer & Co-PI. **NOTE:** While I was primary grant writer for and Co-PI on the funded grant, I am no longer affiliated with this grant or its administration (see explanation above).
- 2011 Transformational Learning Opportunity Grant (\$16,000).to fund international student teacher exchange, Jacksonville-Belize, University of North Florida.
- 2010 Transformational Learning Opportunity Grant (\$6500) to fund international teacher exchange program to London (graduate students), University of North Florida.
- 2009 Transformational Learning Opportunity (\$5000) to fund international teacher exchange program to Plymouth England (graduate students), University of North Florida.
- 1998 Technology in Education Grant (\$45,000), Amoco Foundation.
- 1999 Technology and Teacher Training Grant (\$35,000) from the Hill Foundation, Wells Fargo & Company, Denver.

Unfunded Grant Applications

- 2017 Culturally Responsive Educators Acting Together for Excellence (CREATE), (\$16,000,000). U.S. Department of Education, Supporting Effective Educator Development Grant Program (SEED).
- 2016 Cross-Curricular Design and Implementation (\$3000). Dean's Advisory Council Grant (College of Education and Human Services, University of North Florida.

National and International Peer-Reviewed Journal Publications³

- White, J.W.** & §Cummings, C. (forthcoming, 2021). Writing to transgress: Autobiographies and family trees as multimodal writing pedagogy. *Teaching/Writing: The Journal of Writing Teacher Education*.
- McGinley, W., Kamberelis, G., & ***White, J.W.** (2020). Roles of affect and imagination in reading and responding to literature: Reclaiming the humanities in the English classroom. *Educational Philosophy and Theory Journal*, 53(4), 350-362.
- White, J.W.** & Ali-Khan, C. (2020). Sex and sexuality in the Language Arts classroom. *English Education*, 52(4), 383-309.
- White, J.W.**, Aragon, S.R., and Blakewood-Pascale, A. (2020, Spring). Collegiate cultural capital and integration into the college community. *College Student Affairs Journal*, 38(1), 34-52.
- Ali-Khan, C., & **White, J.W.** (2020[†]). Between hope and despair: Teacher education in the age of Trump. *Educational Philosophy and Theory*, 52(7), 738-746.

³ Visit johnwesleywhite.net for pdf full text of articles.

§ Student co-author.

* Corresponding author (if other than first author)

- White, J.W.** (2018). Poems, Artifacts, Ambiguity: William Butler Yeats and Beer Goggles. *English Journal*, 108(2), 55-61.
- Proffitt, J. & ***White, J.W.** (2017, Winter). Preventing violence or promulgating fear? ALEC, the NRA, and guns on campus. *Thought & Action*. 33(1), 11-27.
- White, J.W.**, Ali-Khan, C., & Zoellner, B. (2017). Deconstructing meritocracy in the college classroom. *College Teaching*, 65(2), 1-15.
- White, J.W.**, & Chant, R.H. (2014). Challenging idealism: Pre-service teachers' core beliefs before, during, and after an extended field-based experience. *Teacher Education Quarterly*, 41(2).
- White, J.W.**, & Hungerford-Kresser, H. (2014, May). Character journaling through social networks: Exemplifying tenets of the New Literacy Studies. *Journal of Adolescent and Adult Literacy*, 57(8), 642-654.
- White, J.W.**, & Ali-Khan, C. (2013). The role of academic discourse in minority students' academic assimilation. *American Secondary Education*, 42(1), 24-42.
- White, J.W.** (2012). Can I Get an Amen? The Black Gospel Church as Discourse Community, Pedagogy, and Model of Code Meshing. *Journal of Languages and Cultures*, 3(6), 96-111.
- White, J.W.** (2012). Round peg, square Hole: Trying to bridge PDS models and nontraditional teacher education. *School University Partnerships*, 5(1), 40-56.
- White, J.W.** (2011). Resistance to classroom participation: Minority students, academic discourse, cultural conflicts, and issues of representation in whole class discussions. *Journal of Language, Identity, and Education* 10(4), 250-265.
- White, J.W.** (2011). De-centering English in the English classroom: Using texts to highlight the dynamic nature of the English language and to promote the teaching of code-switching. *English Journal* 100(4), 44-49.
- §Black, K.L. & ***White, J.W.** (2011). Deedle-deedle everyone: Creating a school-wide curriculum based upon a musical. *Teaching Theater*, 21(2), 12-20.
- White, J.W.**, & Lowenthal, P.R. (2011). Minority college students and tacit "codes of power": Developing academic discourses and identities. *The Review of Higher Education*, 34(2), 283-318.
- Lowenthal, P. R., **White, J.W.**, & Cooley, K. (2011). Remake / remodel: Using electronic portfolios and a system of gates to improve student assessment and program evaluation in a teacher education program. *International Journal of ePortfolio*, 1(1), 61-70.
- White, J.W.**, & Lowenthal, P.R. (2009, Spring). The cyclical rhetoric of educational reform and the rationalization of a failed zeitgeist. *eJournal of Educational Policy*.
- White, J.W.** (2009). Reading "The Word and the World": The double-edged sword of teaching critical literacy. *Voices from the Middle*, 17(2), 55-57.
- White, J.W.** (2005). Sociolinguistic challenges to minority collegiate success: Entering the discourse community of the college. *Journal of College Student Retention: Research, Theory & Practice*, 6 (4), 369-393.

§ Student co-author.

McGinley, W., Conley, K., & **White, J.W.** (2000). Pedagogy for the few: Book club discussion guides and the modern book industry as literacy teacher. *Journal of Adolescent and Adult Literacy*, 44(3), 204-214.

Regional and State Peer-Reviewed Journal Publications

White, J.W. (in press). English teachers as guerrilla warriors. *Florida English Journal*.

Book Chapters

Ali-Khan, C., and **White, J.W.** (2020). Confronting disembodiment in public schooling. In Kress, T., C. Emdin, & B. Lake (Eds.), *Critical pedagogy for healing: A soul revival of teaching and learning*. Bloomsbury Publishers.

White, J.W. (2012). From textbooks to 'managed instructional systems': Corporate control of the English Language Arts. In H. Hickman and B. Porfilio (Eds.). *The new politics of the textbook: A project of critical examination and resistance* (pp. 193-212). Sense Publishers.

Reprint as Book Chapter

White, J. (2007). Sociolinguistics and collegiate success: The discourse community of the college. In A. Seidman (Ed.), *Minority Student Retention: The Best of the Journal of College Student Retention: Research, Theory & Practice* (pp. 271-295). Baywood Publishing Company.

Encyclopedia Entry

Lowenthal, P. R., & **White, J.W.** (2009). Enterprise model. In P. Rogers, G. Berg, J. Boettcher, C. Howard, L. Justice, & K. Schenk (Eds.), *Encyclopedia of distance and online learning* (2nd ed., pp. 932-936). IGI Global.

Book Review

Lowenthal, P. R., & **White, J.W.** (2008, January). [Review of the book *The Cognitive style of PowerPoint: Pitching out corrupts within*]. *Education Review*.

Conference Proceedings

Lowenthal, P. R., & **White, J. W.** (2009). The changing nature of online communities of inquiry: An analysis of how discourse and time shapes students' perceptions of presence. In M. Simonson (Ed.), *32nd Annual proceedings: Selected research and development papers presented at the annual convention of the Association for Educational Communications and Technology*. Washington D. C.: Association for Educational Communications and Technology.

Lowenthal, P.R., **White, J.W.**, & Cooley, K. (2009). *Implementing electronic portfolios by beginning with assessment and evaluation instead of tools and technology*. In the EDUCAUSE 2009. http://www.educause.edu/sites/default/files/library/presentations/E09/PS015/EDUCAUSE_2009_ePortfolios.pdf

Lowenthal, P.R., & **White, J.W.** (2009). The changing nature of online communities of inquiry: An analysis of how discourse and time shapes students' perceptions of presence. In M. Simonson (Ed.), *32nd Annual proceedings: Selected research and development papers presented at the annual convention of the Association for Educational Communications and Technology*.

Washington D. C.: Association for Educational Communications and Technology.
http://www.aect.org/pdf/proceedings09/2009I/09_21.pdf

Textbook Chapter

Poverty and the dangers of deficit theory [chapter section] in Sadker D. and Sadker M. (2010). *Teachers, Schools, and Society* (9th ed.) (pp. 133-136). McGraw-Hill.

Publications Under Revision or Review

White, J.W. & Dinsmore, D. (under review). Testing the Validity of Score Interpretations of Standardized Reading Comprehension Tests, *Teachers College Record*.

White, J.W., & Ali-Khan, C. (revise and resubmit). Clandestine teaching in the English Language Arts: Teaching around scripted curriculum and test preparation. *English Journal*.

Publications/Research Studies in Process

White, J.W., #Sumner, L., Bible, A., & ^Ward, E. (in process). Podcasts as literature: Engaging students in literary analysis via auditory modalities. *Journal of Adolescent and Adult Literacy*.

White, J.W. (in process). A pyrrhic victory in reading: How test-focused approaches to reading improvement dissuades students' desire to read. *English Education*.

White, J.W. (in process). The efficacy of using readability formulas with high school writers for writing improvement, engagement, and competition.

White, J.W. & Dinsmore, D. (in process). Traditionally-trained teachers versus *Teach for America*: Novice teachers' effectiveness as a function of their route to teaching. Data from DCPS.

Professional Presentations

Ali-Khan, C. & White, J.W. (2021). *Sexual healing: Confronting disembodiment in public schooling*. Special (invited) session paper presented at the Annual Conference of the American Educational Research Association (AERA), virtual meeting April 9-12, 2021.

Ali-Khan, C., & White, J.W. (2020). *Hope as resistance: Two pedagogical journeys*. Paper presented at the National Association for Multicultural Education, Montgomery, AL, October 8-10. Converted to online.

Ali-Khan, C., & White, J.W. (2021). *(Don't) leave your body at the door: Confronting heteronormativity in high school classrooms*. Paper presented at the Stonewall National Education Project 2020 Symposium on LGBTQ Youth, Miami, FL, April 19 – 22, 2020. (Conference Canceled).

Ali-Khan, C., & White, J.W. (2020, Oct 28 – Nov 1). [Critical Pedagogy for Healing: A Soul Revival of Teaching and Learning Symposium]. American Educational Studies Association (AESAs) Annual Conference, San Antonio, TX (Conference moved to virtual format).

Wilson, H., & White, J.W. (2020). *Teacher acceptance beliefs*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April 17 - 21, 2020.

Student co-author.

^ Former student co-author, currently a DCPS teacher.

- White, J.W. (2019). *Podcasts as text: Literary analysis with digital storytelling media*. Paper presented at the National Council of Teachers of English (NCTE), Baltimore, MD, November 21-24, 2019.
- Dinsmore, D. & White, J.W. (2019). *Testing the validity of score interpretations of standardized reading comprehension tests*. Paper presented at the *European Association for Research on Learning and Instruction*, Aachen, Germany, August 12-16.
- White, J.W. (2019). *Challenges and Opportunities: Avoiding pitfalls in a new professional development school*. Paper presented at the Annual Conference of the National Association of Professional Development Schools (NAPDS), Atlanta, GA, February 14-16.
- *White, J.W., Chant, R., Zoellner, B., & Pardue, M. (2019). *Faculty-Teacher Buy-In to PDS Goals*. Paper presented at the Annual Conference of the National Association of Professional Development Schools (NAPDS), Atlanta, GA, February 14-16.
- *Chant, R., Pardue, M., Zoellner, B., & White, J.W. (2019). *Teaching methods in a high school PDS: Negotiating curricular tensions*. Paper presented at the Annual Conference of the National Association of Professional Development Schools (NAPDS), Atlanta, GA, February 14-16.
- *Zoellner, B., Pardue, M., Chant, R., & White, J.W. (2019). *But how are things really going? An initial assessment of a burgeoning PDS partnership*. Paper presented at the Annual Conference of the National Association of Professional Development Schools (NAPDS), Atlanta, GA, February 14-16.
- White, J.W. (2018). *Preparing and supporting professional teachers or teaching to a mandate? The crisis faced by urban teacher education programs*. Paper presented at the Critical Questions in Education Conference, Portland, OR, March 5-7, 2018.
- White, J.W. (2016). *William Butler Yeats and beer goggles: Cultural relevance, the New Literacy Studies, and challenging traditional interpretive paradigms*. Paper presented at the Annual Meeting of the National Association of Teachers of English (NCTE), Atlanta, GA, November 17-20, 2016.
- White, J.W., Ari, M. (2016). *Seeking Equality for Invisible (non-tenure) Faculty*. National Education Association Higher Education Conference, San Diego, CA. **Invited & Sponsored.**
- White, J., Zoellner, B., & Ali-Khan, C. (2016). *Teaching school funding, social mobility, and the realities of economic life in the United States: An interactive critical approach*. Paper presented at the annual meeting of the Eastern Educational Research Association, Hilton Head Island, SC.
- Ali-Khan, C. & White, J.W. (2014). *Musing on morphing: Reflections on teaching and learning through Second Life and Facebook*. Paper presented at the Information Fluency Conference, Orlando, Florida.
- White, J.W. (2013). *Socially Mediated Reading: Facebook as Character Journal, Multi-genre Project, and Culturally-Relevant Pedagogy*. Paper presented at the Conference on English Education Summer Institute, Ft. Collins, Colorado, July 11-14, 2013.
- White, J.W. (2011). *Promoting modern conceptions of literacy: Social literacy, social networks, and social justice*. Paper presented at the Conference on English Education (CEE), Fordham University, New York, NY.
- White, J.W., & Black, K. (2011). *Musical theater as school wide curriculum: Lessons learned from Centering curricula around a production of "Fiddler on the Roof"*. Paper presented at the Annual Meeting of the Eastern Educational Research Association, Sarasota, FL.

- White, J.W. (2010). *Talk Like "the man": Academic Discourse, Student Identity, and Minority Cultural Resistance to Academic Assimilation*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- White, J.W., & McVeigh, J. (2010). *Using Collaborative Playwriting to Engage High School Students in Writing, Drama, and Literature*. Poster presented at the annual meeting of the American Educational Research Association, Denver, CO.
- White, J.W. (2010, February). *Hybrid professional development school models: A paradox?* Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Atlanta, GA.
- White, J.W., Chant, R., & Nelson, F. (2010). *Idealism, theory, and reality: Examining preservice teaching beliefs across disciplines within undergraduate methods courses and field experiences*. Paper presented at the Annual Meeting of the Eastern Educational Research Association, Savannah, GA.
- Lowenthal, P.R., White, J.W., & Cooley, K. (2009, November). *Implementing electronic portfolios by beginning with assessment and evaluation instead of tools and technology*. Paper presented at EDUCAUSE 2009, Denver, CO.
- Lowenthal, P.R., & White, J.W. (2009, October). *The changing nature of online communities of inquiry: An analysis of how discourse and time shapes students' perceptions of presence*. Paper presented at the annual meeting of the Association for Educational Communications and Technology, Louisville, KY.
- White, J.W. & Woodrow, K.* (2009). *The need for and potential of hybrid professional development schools: A case study of a PDS partnership between a non-traditional teacher education program and a K-12 urban charter school*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- White, J.W. & Aragon, S. (2009). *Hidden essentials and cultural capital Navigating and code-switching in the university environment*. Presented at the Annual Meeting of the American Educational Research Association (Division J), San Diego, CA.
- Lowenthal, P. R., White, J.W., & Cooley, K. (2008). *Thinking differently about student assessment and program evaluation in a school of education: A self-study and blueprint for change*. Paper presented at the annual meeting of the American Evaluation Association, Denver, CO.
- White, J.W. & Lowenthal, P. R. (2008). *Returning to an Ideal That Never Existed: Business management and the rhetoric of school reform*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- White, J.W. (2007). *Intersecting genres in the inner-city classroom: Engaging students in poetry by expanding "what counts" in the official English curriculum*. Paper presented at the annual meeting of the National Council of Teachers of English, New York, NY.
- White, J.W., & Ashcraft, C. (2007). *Tackling the "taboo": Using sexuality as a vehicle for academic achievement, culturally-relevant curriculum, and engagement in discourse in a diverse secondary classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- White, J.W. (2006). *Talking the talk and selling the soul: Language, identity, and minority cultural resistance to assimilation at the university*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

- White, J.W. (2005). *The participation paradox: Minority students, cultural conflicts, and issues of representation in whole class discussions*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- White, J.W. (2005). *Cultural capital and collegiate success: Institutional understanding, individual contentment and student integration into the college culture*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- White, J.W. (2004). *The discourse of school reform: Shaping America's perception of the state of public education*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- White, J.W. (2003). *Sociolinguistic challenges to minority collegiate success: Entering the discourse community of the college*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- White, J.W. (2001). *Transitional skills, academic support and the efficacy of college-level academic intervention in preventing minority collegiate attrition*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- White, J.W. (2000). *Equity in college life and academics: Putting affirmative-action into practice*. Paper presented at the conference Equity in Education: Moving Beyond the Rhetoric, Ann Arbor, MI.
- White, J.W. (2000). *The pedagogy of the black church: Language, discourse, and implications for culturally-relevant teaching*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

*Presentations made with K-12 public school partner(s).

Local Presentations and Media Appearances

- Action News Jax (July 28, 2019). "New changes aim to help thousands of struggling educators pass mandatory test to teach."
- Folio Weekly. (January 9, 2017). "Man Who Lied About College Degree Appointed to UNF Board of Trustees."
- "First Coast Connect": WJCT PBS affiliate. (2015, October 5). The dangers of concealed weapons on college campuses.
- White, J. W. (2015, September 28). Banned books and the English classroom: Censorship, hegemony, and cultural relevance. *Banned Books Week Panel Discussion*. Carpenter Library, University of North Florida
- "First Coast Connect": WJCT PBS affiliate. (2011, May 10). Duval County School Funding, "value-added" assessment and Florida's "Student Success Act."
- Education News & Legislative Update, Spring 2017 Issue & Fall 2017 Issue. Distributed within College of Education and Human Services and to local stakeholders.
- Article: A show of force: Education professors speak out against the legislative broadside of public education, *Folio Weekly*, May 10, 2011.
- Article: Role of standardized testing called into question. *The Spinnaker* (University of North Florida Newspaper), November 16, 2011.

Newspaper Editorials

- White, J.W. (2017). Blaming unions for school failure a red herring. *The Beaches Leader*, June 8, 2017.
- White, J.W. (2016). Forced to explain a sad, terrible lesson in democracy. *Florida Times-Union & The Beaches Leader*, September 8, 2016.
- White, J.W. (2015). Mattox claims red herring designed to promote school privatization. *The Beaches Leader*, March 10, 2016.
- White, J.W. (2015). My view: Guns & campus do not mix. *Tallahassee Democrat*, September 14, 2015.
- White, J.W. (2015). Student issues propaganda on guns and campus. *Florida Times Union*, September 4, 2015.
- White, J.W. (2011). Marching toward plutocracy: The failure of meritocracy and the standardization of inequality. *Folio Weekly*, Backpage Editorial, August 16, 2011.
- White, J.W. (2011). The unspoken option: Education cuts, a balanced budget, and the missing equation. *Folio Weekly*, Backpage Editorial, May 31, 2011.
- White, J.W. (2011). Rhetoric discredits public schools. *The Jacksonville Ledger*, May 24, 2011
- White, J.W. (2011). None of the above. *Florida Times Union*, May 9, 2011.
- White, J.W. (2009). Don't slam reenactments. *Rethinking Schools*, 24(1), 10.

Consulting

- Item Specification and Template Development, English 6-12 Written Performance Section, Florida Teacher Certification Examinations (FTCE)/Pearson, 2021.
- Item Specification and Rubric Creation, English Language Arts Proficiency, Florida Teacher Certification Examinations (FTCE)/Pearson, 2021
- Grant Reviewer, Supporting Effective Educator Development (SEED), US Department of Education, 2020-2021
- Item Validity, English Language Arts Proficiency, Florida Teacher Certification Examinations (FTCE)/Pearson, 2020

Professional Service

- Duval County Teacher of the Year (EDDY Awards), Finalist Selection Committee, 2020
- Led successful effort to change Jacksonville City Charter to allow public employees serve on the School Board of the Duval County Public Schools.
- Duval County Teacher of the Year (EDDY Awards), Finalist Selection Committee, 2019
- Presentation on Engaging 6-12th Grade Students in Writing, *Teach for America*, December 2019
- Created and maintained website for [English Language Arts teachers](#), 2014-
- External Reviewer of Promotion and Tenure, Lori Dassa (Florida Atlantic University), 2017
- Program Reviewer, National Council of Teachers of English (NCTE) / National Council for Accreditation of Teacher Education (NCATE), 2010 –
- Created *Education Policy Forum* and associated website as an outlet for critiques of neoliberal school reform, 2009-2011
- American Educational Research Association (AERA): Proposal Reviewer, (2000-2012), Session Discussant (2007), Session Chair (2006, 2008, 2010)
- Editorial Review Board, *The Florida English Journal*, 2012 –

- Reviewer (ongoing):
 - *English Education*
 - *English Journal*
 - *TESOL Journal*
 - *Review of Higher Education*
 - *Urban Education*
 - *American Educational Research Journal*
 - *Journal of Teacher Education*
 - *Educational Researcher*
 - *Pedagogy, Culture, and Society*
 - *High School Journal*
 - *Florida English Journal*

Service: University of North Florida

University of North Florida

- President, Faculty Association (UNF Faculty Governance), 2020-2022
 - Member, UNF Board of Trustees
 - Member, UNF Foundation Board
 - Ex-Officio member of all Faculty Association Committees
 - Ex-Officio member of Chairs Council and Council of Deans
 - UNF COVID-19 Instructional Delivery Task Force, 2020-
 - Faculty Senate Task Force, 2020-
 - Primary author of revised Bylaws for a faculty senate
 - Gen Ed Diversity Task Force, 2020-
- Chair, UNF Child Development Research Center Board, 2020-2022
- University-wide presentation on *Constructivist Pedagogies*, in collaboration with the Office of Faculty Enhancement, 2021
- Creator, Faculty-Freshman Mentorship Program, 2021-
- Commencement Steering Committee, 2020 & 2021
- Arranged graduation speaker (Al Letson) for Commencement Fall 2020
- Slides providing Advice on Promotion and Tenure for junior faculty, 2020
- Panel Discussion of Promotion and Tenure, 2020
- University Promotion and Tenure Committee (elected position), 2020-2021
- Bargaining Team, UNF-UFF, 2020
- Government Relations Officer, UNF-UFF, 2019-2020
- Editor of *Faculty Climate Survey* (joint effort of faculty union and faculty governance), 2020
- University Screening Committee, Faculty Service Award, 2020
- Presentation to Faculty Affairs Committee on need for a faculty senate, 2020
- Founder & Director, Seven Bridges Writing Project (a National Writing Project site), 2017-
- Provost Search Committee (elected position), 2018-2019
- University Promotion and Tenure Committee (elected position), 2017-2019
- Senator, United Faculty of Florida, UNF Chapter, 2017, 2019-
- Committee to Evaluate and Adopt e-portfolio for UNF Promotion and Tenure, 2015-2017
- Panel Discussant, Promotion and Tenure at UNF, 2015
- President, United Faculty of Florida (chapter affiliate of NEA, FTA, AFL-CIO), 2014-2017
- ALF-CIO representative, UFF, 2015-2017
- Interim Provost Search Committee, Spring 2017

- Government Relations Officer, United Faculty of Florida, 2015, 2019-2020
- University Selection Committee, Outstanding Faculty Service Award, 2016-2017
- UNF Constitutional Jurisdiction Committee, 2016-2018
- University Selection Committee: Outstanding Graduate Teaching Award, 2016-2017
- Community-Based Transformational Learning Opportunity Review/Scoring, 2012-2015
- Grievance Officer, United Faculty of Florida, 2013-2015
- Creator and Webmaster, UNF-UFF.org, 2014-2017
- Advisory Council, Educator Preparation Institute, University of North Florida 2013-2015
- Academic Standards Committee, 2014-2016
- University Distinguished Professor Selection Committee, 2014
- Secretary, United Faculty of Florida (State University System Union), 2012-2013
- University International Council (awarding grants and exchange programs), 2011-2014
- Honors Council, 2011-2013
- Student Conduct Board, 2011-2013
- Community Based Transformational Learning Opportunity Grants Reviewer, 2012-2015
- Transformational Learning Opportunity Assessment Reviewer, 2012-2015
- Chair, University Service Award Committee, 2009-2010
- Chair, Faculty Staff Campaign Committee, 2009-2010

College of Education and Human Services, University of North Florida

- Created orientation materials for new faculty (about region, city, housing, schools, cultural attractions, and UNF), 2020
- Creator and leader of Promotion and Tenure Support Group, 2020-2021
- COEHS representative, *Teach For America* Fair, 2020
- Created new course (RED 6906) and changed RED 3333 to RED 4333 to enable co-listing, 2020
- Search Committee, Associate Director of Center for Urban Education and Policy, 2019
- Faculty Mentor to new Assistant Professors (Drs. E. Hale and J. Kilpatrick), 2019-2020
- Creation of online modules (to replace face-to-face, two-day internship seminar), 2019
- Creation of website for mentor teachers for COEHS interns, 2019
- Dissertation Committee, David MacKinnon, 2019-
- Faculty Sponsor, Education Club, 2018-2020
- Faculty-in-Residence, Terry Parker High School Professional Development School, 2017-
- Curriculum Committee (APC), COEHS, 2017-2018
- Dissertation Committee, Anna Byrd, 2016-2018
- Strategic Planning Committee, 2017-
- International Faculty Travel Grant (not funded)
- Search Committee, Associate Director, Research Programs and Services, 2017
- Assessment Coordinator Search Committee, 2016-2017
- LCSM Promotion and Tenure Committee, 2017
- Curriculum Revision Lead (Amending FL Consent Decree), 2016-2017
- CAEP Review Committee, Standard 1, 2016-2017
- Doctoral Dissertation Committee, Anna Byrd, 2016-
- Personnel Committee, 2013-2015
- Dean Search Committee, 2013-2014
- President, Executive Committee and Faculty Assembly, 2012-2013
- College Bylaws & Constitution Revisions and Ratification, 2012-2013
- Vice President, Executive Committee and Faculty Assembly, 2011-2012
- Undergraduate Standards and Curriculum Committee, 2012-2013
- Chair, Personnel Committee, 2011-2012

- Florida School Boards Association Annual Meeting, Tampa, Florida 2011
- Accreditation Committee, National Council for Accreditation of Teacher Education, 2009-2011
- Florida Association of Teacher Education Northeast Conference/Crown Region Conference Selection Committee, Speaker, and Participant, 2010
- Graduate Curriculum Committee, 2008-2010
- Undergraduate Curriculum Committee, 2010-2011
- Dissertation Committee, Susan Slavicz, 2012-2013

Department of Teaching, Learning, and Curriculum (Formerly Foundations & Secondary Education)

- Chair, Endowed Chair Teacher Education Search Committee, 2019-2020
- Official mentor to new faculty member (Terrie Galanti), 2020-2021
- Facilitated changes in Elementary Education field courses (from two to three credit hours each), 2020
- Created new secondary concentration for M.Ed. in Curriculum and Instruction and co-wrote proposal for new degree and APC
- Official mentor to new faculty member (Elizabeth Hale), 2019-2020 Department Bylaws revision (updating for newly combined department)
- Department Guidelines revision (updated for newly combined department)
- APC for major overhaul to literacy sequence in the Elementary Education program, 2019-2020
- Proposal/request for funding for physical renovations to merge CELT and FSE suites (\$75,000+)
- Lead on New Academic Program proposal (M.Ed. in Curriculum and Instruction), 2019
- Chair, Literacy Instructor search committee, 2019
- Leader, Literacy program revision, 2019
- Led curriculum development for secondary Master of Arts in Teaching (M.A.T.) degree, 2017
- Professional website for preservice and in-service ELA teachers and reading scaffolding for content area teachers (johnwesleywhite.com)
- Florida Reading Endorsement Matrix (competencies 1-5), English Education Program, 2019
- Florida Reading Endorsement Matrix (competencies 1 & 2) Secondary Education Programs, 2019
- Adult Learning Compact (ALC) university/ state reporting for English Education Program, 2008-
- Curriculum Committee, 2017-
- Promotion and Tenure Committee, 2013-
- English Education Program Leader & Curriculum Developer, 2008-
- APC to reduce English Education to 120 hours
- Adult Learning Compact (ALC) for secondary education
- Creating free (open access) materials for RED 3333
- Assisting in revamping Literacy program (mapping standards to courses, assignments, and assessments; reporting mechanism to show student mastery of standards)*
- Selection of COEHS scholarship recipients**
- Guidelines and Bylaws review/revision for Foundations and Secondary Education, 2009-2010
- Wrote and submitted community based transformational learning Scholarship Grant, 2013
- MOU for conducting research in PDS schools (with Linda Skrla and Lauren Gibbs)
- Department Guidelines Lead (replacing former bylaws), 2015-2016
- Course Creator, RED 6906 (for DCPS graduate cohort)
- Course Creator, RED 6336 (graduate co-listing for School Counseling Cohort)

* These activities are part of my new role as Assistant Chair. I include them under service because I have taken on these tasks prior to being compensated for this work.

** Ibid.

- Chair, Educational Psychology Faculty Search Committee, 2010-2011
- Multicultural Education Faculty Search Committee, 2010-2011
- Science Education Faculty Search Committee, 2009-2010
- Art Education Faculty Search Committee, 2010-2011
- Curriculum Committee, 2008-2011
- Personnel Committee, 2008-2011
- Chair, Development Committee, 2011-
- Revised Department Bylaws, 2009-2010
- NCATE Accreditation: English Education and Secondary Reading
- Student-Faculty Contact Program, 2010-2011
- NCATE Master Syllabus development (RED 3333, LAE 4335, EDF 1005)
- Course ESOL infusion (RED 3333 & LAE 4335)

Service: Other Universities

Regis University

- Academic Council (University Academic Governing Board), Regis University
- Accreditation Co-Chair, Teacher Education Accreditation Committee (TEAC)
- Creator and Faculty Lead, Regis-Pinnacle Professional Development School (K-12)
- Ignatian Scholar (Jesuit education and social justice), 2006-2008

University of Colorado at Boulder

- Faculty Search Committee, Research Methods (Summer 2007) & Counseling (Fall 2007)
- Graduate Student Senator, University of Colorado Student Union, 2000-2001
- Graduate Student Representative, Faculty Search Committee (Secondary English)

Community Service

- Selection Committee, Duval County Teacher of the Year, 2019-2020
- Teaching Writing Professional Development Seminar, Teach for America (Duval), 2018
- Board of Directors, Unitarian Universalist Church of Jacksonville, 2017-2018
- *25 Reading Challenge* (Duval County Public Schools/Kernan Middle School), 2015
- Small group reading instruction, Tides Montessori, Neptune Beach, Florida, 2015-
- HOPE Leadership Team, *Jacksonville Times-Union* 2012-
- Mayoral election volunteer, Jacksonville, Florida, 2010
- Presidential and congressional campaign volunteer, 1998, 2000, 2002, 2004, 2008
- Five Points Community Project (after school literacy program), Denver, CO 1999-2000
- American Civil Liberties Union of Colorado, Educational Outreach, 2001-2003
- AIDS Walk Colorado Volunteer, 1999-2004
- Habitat for Humanity, 2006-2007
- Colorado Political Leaders Fellowship, 2007-2008

Funded Professional Development

- TOL 6100 Teaching Online Development Course, UNF (\$2,000)
- Course Development and Quality Certification, UNF (\$2,000)
- Open Educational Resources Initiative, UNF (\$1,000)

Awards and Honors

2020	Faculty Research Award, College of Education and Human Services, UNF (\$1,900)
2019	Recipient, Outstanding Undergraduate Teaching Award (\$2,500)
2017	Democracy in Higher Education Award, National Education Association (\$5,000)
2017	Recipient, Outstanding Faculty Service Award (\$2,500)
2012	Recipient, Outstanding Undergraduate Teaching Award (\$2,500)
2011	Finalist, Outstanding Undergraduate Teaching Award
2007-2008	Named an “Ignatian Scholar” (St. Ignatius, founder of Jesuits), Regis University
2007-2008	Recipient, Colorado Political Leaders Fellowship
2002-2003	Awarded Education Scholarship, University of Colorado at Boulder
2002-2004	Awarded Teaching Fellowship, Southern Methodist University
1994-1996	Awarded Academic Scholarship in English, Southern Methodist University

Memberships & Professional Affiliations

- National Council of Teachers of English (NCTE)
- English Language Arts Teacher Educators (ELATE)
- International Reading Association (IRA)
- Duval Reading Association
- American Educational Research Association (AERA)
- Association for Supervision and Curriculum Development (ASCD)
- Sigma Tau Delta (National English Honor Society)
- Association for the Study of Higher Education (ASHE)
- Florida Association of Teacher Educators (FATE)
- American Association of University Professors (AAUP)
- American Association of Colleges of Teacher Education (AACTE)
- United Faculty of Florida (UFF), National Education Association (NEA), American Federation of Teachers (AFT), and American Federation of Labor-Congress of Industrial Organizations (AFL-CIO)

