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## **Mellinee Lesley, Ph.D.**

*Professor*

*Language, Diversity & Literacy Studies*

Texas Tech University

College of Education

Lubbock, TX 79409-1071

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## **EDUCATION**

### **Ph.D., Language in Education Division 1998**

Reading/Writing/Literacy specialization

*University of Pennsylvania, Philadelphia, PA*

Lesley, M. (1998). Towards a critical model of professional development: Teachers' constructions of professional identities and issues in children's literacies (Doctoral Dissertation, University of Pennsylvania, 1998). *Dissertation Abstracts International*.

### **M.A., English 1990**

Rhetoric and the Teaching of Composition specialization

*New Mexico State University, Las Cruces, NM*

Lesley, M. (1990). Instigation, analysis, and synthesis: The process of evaluation in epistemic rhetoric (Master's Thesis, New Mexico State University, 1990). *Masters Abstracts International*.

### **B.A., English 1988**

*University of Iowa, Iowa City, IA*

## **RESEARCH INTERESTS**

- Engaged Scholarship
  - Writing Development, Instruction and Reform
  - Critical Literacy and Critical Media Literacy
  - Disciplinary Literacies
  - Adolescent Literacy
  - Developmental Literacy
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## **ACADEMIC RECOGNITION, FELLOWSHIPS, AND AWARDS**

- 2024** Selected as the Community-engaged Learning Faculty Fellow for the Office of Outreach and Engagement  
*Texas Tech University*
- 2023** Awarded Faculty Development Leave (Sabbatical)  
*Texas Tech University*
- 2022** Awarded Community Engagement Scholarship Award for Exemplary Projects  
*Association of Public and Land Grant Universities (APLU) in Association with the W. K. Kellogg Foundation*
- 2022** Awarded the President's Excellence in Teaching Award  
*Texas Tech University*
- 2021** Awarded the TLPDC's Faculty Spotlight Award  
*Texas Tech University*
- 2020** Awarded the President's Excellence in Engaged Scholarship Award  
*Texas Tech University*
- 2020** Selected as a Service Learning Faculty Fellow  
*Texas Tech University*
- 2019** Inducted into the Teaching Academy as a Teaching Academy Fellow  
*Texas Tech University*
- 2017** Nominated for the Chancellor's Council Distinguished Teaching Award  
*Texas Tech University*
- 2013** Nominated for the President's Faculty Book Award  
*Texas Tech University*
- 2010** Awarded the College of Education Award for Creativity in Teaching  
*Texas Tech University*
- 2010** Nominated for the Spencer A. Wells Award for Creativity in Teaching  
*Texas Tech University*
- 2009** Awarded Faculty Development Leave (Sabbatical)  
*Texas Tech University*
- 2009** Listed in the *Who's Who in Education Higher Education*
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- 2008** Awarded the Donald McDonald Excellence in Teaching Award, *Texas Tech University*
- 2008** Listed in the Honors Edition of *Who's Who Among Executives and Professionals*
- 2007** Recognized as an Outstanding Professor at the Phi Beta Kappa Induction Ceremony, *Texas Tech University*
- 1996** Listed in the 4<sup>th</sup> Edition of *Who's Who Among America's Teachers*
- 1995-1996** Awarded Graduate Assistantship, Penn Literacy Network  
*University of Pennsylvania*
- 1993-1995** Awarded Research Assistantship, Graduate School of Education  
*University of Pennsylvania*
- 1994** Listed in the 3<sup>rd</sup> Edition of *Who's Who Among America's Teachers*
- 1992** Awarded Fellowship, National Writing Project  
West Texas Writing Project Summer Institute, *University of Texas, El Paso*
- 1988-1990** Awarded Graduate Teaching Assistantship, Department of English  
*New Mexico State University*

## **PROFESSIONAL AND ACADEMIC WORK EXPERIENCE**

### ***Administrative Experience***

- 2024-2025** **Interim Department Chair**, Curriculum & Instruction, College of Education,  
*Texas Tech University, Lubbock TX*
- 2022-present** **Program Coordinator**, Language & Literacy M.Ed. Program,  
*Texas Tech University, Lubbock, TX*
- 2015-2019** **Associate Dean of Graduate Education & Research**, College of Education  
*Texas Tech University, Lubbock, TX*
- 2015-2019** **Supervisor**, Doctoral Support Center for Writing and Research Excellence,  
College of Education, *Texas Tech University, Lubbock, TX*
- 2013-2015 & 2022-2024** **Program Coordinator**, Language, Diversity & Literacy Studies Program,  
*Texas Tech University, Lubbock, TX*
- 2012-2013** **Program Coordinator**, Secondary Education Program,

*Texas Tech University, Lubbock, TX*

**1998-2002** **Coordinator** for the Developmental Reading Program at *Eastern New Mexico University*, Portales, NM  
Responsibilities included coordinating course curriculum, conducting ongoing program review, and providing professional development for Reading 100 staff.

***Other Leadership Positions***

**2019-present** **Co-Director** of the Llano Estacado Writers Alliance, College of Education  
Texas Tech University, Lubbock, TX

**2019-present** **Graduate Advisor** for the Language & Literacy Specialization in the Curriculum & Instruction Master's, College of Education, Texas Tech University, Lubbock, TX

**2008-present** **Graduate Advisor** for the Developmental Literacy Graduate Certificate, College of Education, Texas Tech University, Lubbock, TX

**2000** **Director**, High Plains Writing Project Summer Institute, National Writing Project  
Eastern New Mexico University, Portales, NM  
Responsibilities included co-teaching summer institute, facilitating follow-up meetings, and soliciting matching funds from area schools

***Teaching Experience***

**2014-present** **Professor** in the Language, Diversity & Literacy Studies Program in the Curriculum & Instruction Department, *Texas Tech University*. My primary teaching responsibilities include teaching two graduate courses a semester in literacy education at either the master's or doctoral level.

**2008-2014** **Associate Professor** in the Language & Literacy Program in the Curriculum & Instruction Department, *Texas Tech University*. My primary teaching responsibilities included teaching two to three graduate, postbaccalaureate, and undergraduate courses a semester in literacy education.

**2002-2008** **Assistant Professor** in the Language & Literacy Program in the Curriculum & Instruction Department, *Texas Tech University*. My primary teaching responsibilities included teaching two to three graduate and undergraduate courses a semester in literacy education.

**2002** **Associate Professor** of Reading/Literacy, *Eastern New Mexico University*  
Promoted to the rank of Associate Professor and Tenured. My primary teaching responsibilities included: teaching three to five graduate or undergraduate courses a semester in Reading/Literacy Education. I also served as the Coordinator for the

Developmental Reading Program, and served as the Coordinator for the undergraduate and graduate reading programs.

- 1997-2001** **Assistant Professor** of Reading/Literacy, *Eastern New Mexico University*. My primary teaching responsibilities included: teaching three to five graduate or undergraduate courses a semester in Reading/Literacy Education. I also served as the Coordinator for the Developmental Reading Program, and served as the Coordinator for the undergraduate and graduate reading programs.
- 1993-1996** **Facilitator**, Penn Literacy Network, University of Pennsylvania. I designed and taught three professional development courses to area elementary schools in literacy over the following topics: standards in literacy, teaching diverse student populations, and alternative approaches to literacy assessment.
- 1995-1996** **Adjunct Faculty**, Graduate School of Education Reading/Writing/Literacy Program, *University of Pennsylvania*. I taught two sections of "Fieldwork for Reading Specialists," a seminar in reading for Masters students seeking certification as a reading specialist K-12.
- 1993-1994** **Lecturer**, Department of English, *Philadelphia College of Textiles and Sciences*. I taught two sections of freshman composition and a course in reading and composition.
- 1991-1993** **Teacher**, Department of English, *Loretto Academy High School*, El Paso, TX I taught freshman and sophomore English.
- 1990-1993** **Instructor**, Department of English, *El Paso Community College*, El Paso, TX I taught "remediated" freshman composition to basic writers and ELL students.
- 1992-1993** **Instructor**, Department of English, *El Paso Community College*, Fort Bliss Campus, El Paso, TX. I taught "remediated" freshman composition to enlisted Army personnel and furloughed inmates seeking college credits.
- 1990-1991** **Lecturer**, Department of English, *University of Texas at El Paso*, El Paso, TX I taught "remediated" and regular freshman composition courses as well as research writing/response to literature courses.
- 1988-1990** **Teaching Assistant**, Department of English, *New Mexico State University*, Las Cruces, NM. I taught "remedial," regular, and honors sections of freshman composition.

## **SCHOLARSHIP**

*\*Manuscripts including student authors*

## **PUBLICATIONS**

### *Refereed Journal Articles:*

- 40: \***Lesley, M.** & Tharp, S. (under review). Liminality and praxis: English teachers' theories about teaching writing in an 'underperforming' high school.
- 39: \***Lesley, M.**, Stewart, E. & Keene, J. (under review). Cultivating college readiness through disciplinary literacies.
- 38: \***Lesley, M.**, Higgins, A., Stewart, E., Keene, J. & Terry, S. (under review). Becoming boundary spanners in a long-term engaged scholarship partnership.
- 37: Saldaña, R., Aquino-Sterling, C., Gonzalez, T., Jung, J. K., **Lesley, M.**, Nguyen, N., Torres, A., & Valle, F. (in press). I am both, I am neither: A collaborative autoethnographic poem. *Qualitative Inquiry*.
36. \*Keene, J., **Lesley, M.** & Stewart, E. (2024). Entanglements of the mind, soul, and body: A collage. *The Autoethnographer*.
35. \***Lesley, M.**, Stewart, E., & Keene, J. (2023). Exploring the connections between disciplinary and digital literacies in history. *Journal of Adolescent & Adult Literacy*. 67 (2), 53-64. <https://doi.org/10.1002/jaal.1308>.
34. \***Lesley, M.**, Beach, W., Stewart, E., & Keene, J. (2023). Reflexive narratives as a tool to confront university researcher roles in engaged scholarship. *Journal of Community Engagement and Scholarship*. 15(2),1-16.
33. \*Guo, L., Wang, J., Lee, J., **Lesley, M.** (2023). Examining the differentiated impacts of balanced literacy: An analysis of reading comprehension skills. *Reading & Writing Quarterly*, DOI: 10.1080/10573569.2023.2186293
32. \***Lesley, M.**, Higgins, A., Beach, W. Stewart, E., & Keene, J. (2022). Shared accountability: How one school is reforming a writing curriculum through sustained engaged scholarship. *Literacy Research and Instruction*. 1-24. DOI: [10.1080/19388071.2022.2138646](https://doi.org/10.1080/19388071.2022.2138646)
31. \*Smit, J., **Lesley, M.**, Beach, W. & Stewart, E. (2022). Investigating meaningful impact in adolescent writing achievement within a high-stakes testing context. *Research in Reading*. 45(3), 447-467.
30. \***Lesley, M.**, Beach, W., Ghasemi, E., & Duru, H. (2021). "This year we've mostly focused on just getting kids comfortable with the idea of writing something": Factors undermining writing pedagogy in an "underperforming" high school. *Reading & Writing Quarterly*, 37(3), 279-299.

29. \***Lesley, M.**, Beach, W., & Smit, J. (2021). "You can't put everything i've been through into professional development": Transformative literacy coaching in an "underperforming" high school. *Literacy Research and Instruction*, 60(1), 13-35.
28. Hite, R., Shin, S., & **Lesley, M.** (2021). Reflecting on responsible conduct of research: A self study of a research-oriented university community. *Journal of Academic Ethics*. DOI: <https://doi.org/10.1007/s10805-021-09418-0>
27. \* Stewart, E., Cho, J., **Lesley, M.** & Smit, J. (2021). Home literacy initiatives of middle school families during the 2020 quarantine period: Transformation in education? *Current Issues in Middle Level Education*: Vol. 26: Iss. 2, Article 2. Available at: <https://digitalcommons.georgiasouthern.edu/cimle/vol26/iss2/2>
26. **Lesley, M.** (2020). The undulations of writing for publication. *Taboo: The Journal of Culture and Education*, 19 (4). Retrieved from <https://digitalscholarship.unlv.edu/taboo/vol19/iss4/9>.
25. Kersch, D., Krause dos Santos, G., Meyrer, K., & **Lesley, M.** (2020). Teacher training, equality, access and critical literacy in COVID-19 times. *Calidoscópio*, 18(2), 477-484.
24. Kersch, D. & **Lesley, M.** (2019). Hosting and healing: A framework for critical media literacy pedagogy. *Journal of Media Literacy Education*, 11(3), 37-48.
23. \*Smith, P., Varner, J., Nigam, A., Liu, Y., **Lesley, M.**, Smit, J., Burke, D., & Beach, W. (2019). Teaching writing in the midst of fragile alliances: Insights from literacy educators. *Action in Teacher Education*. DOI: [10.1080/01626620.2019.1658657](https://doi.org/10.1080/01626620.2019.1658657)
22. \*Guzzetti, B., Foley, L. & **Lesley, M.** (2015). 'Nomadic knowledge': Men writing zines for content knowledge. *Journal of Adolescent & Adult Literacy*, 58 (7), 591-601.
21. \***Lesley, M.** & Kelley, H. (2015). "A boy told me I was ugly." Voices of at risk Adolescent Girls on Gender Identity and Dating Roles," *MLET: The Journal of Middle Level Education in Texas*: Vol. 2: Iss. 1, Article 2. Available at: <http://scholarworks.sfasu.edu/mlet/vol2/iss1/2>
20. **Lesley, M.** (2014). "Spacecraft reveals recent geological activity on the moon": Exploring the features of NASA *Twitter* posts and their potential to engage adolescents. *Journal of Adolescent & Adult Literacy*, 57(5), 377-385.
19. **Lesley, M.** (2014). Three issues affecting content area literacy courses for middle and secondary level teacher candidates. *Literacy Research & Instruction*, 53, 50-71.



18. Gee, D., Matthews, M. & **Lesley, M.** (2013). Situated identities, competing cultural models: A discourse analysis of policy makers' views on teaching. *Journal of Educational Research and Practice*.
17. **Lesley, M.** (2011). Understanding resistance: Pre-service secondary teachers' discourse models of "struggling" readers and school literacy tasks. *Journal of Adolescent & Adult Literacy*, 55(1), 25-34.
16. **Lesley, M.**, Gee, D. & Matthews, M. (2010). Separating the chaff of bureaucracy from the grain of teaching: Creating "quality" new teachers in the age of accountability. *Teacher Education Quarterly*, 37(2), 33-51.
15. \***Lesley, M.**, Button, K., Elliot, S., Griffith, R., Hamman, D., & Olivarez, A. (2009). 'I'm prepared for anything now': Student teacher and cooperating teacher interaction as a critical factor in determining the preparation of "quality" elementary reading teachers. *The Teacher Educator*, 44, 40-55.
14. **Lesley, M.**, & Matthews, M. (2009). Place based essay writing and content area literacy instruction for pre-service secondary teachers. *Journal of Adolescent & Adult Literacy*, 52(6), 523-533.
13. **Lesley, M.** (2008). Access and resistance to dominant forms of discourse: Critical literacy and 'at risk' high school students. *Literacy Research & Instruction*. 47, 174-194.
12. **Lesley, M.** (2008). High stakes testing and fourth grade readers: Documenting the impact on teachers, children, and learning. *Thinking Classroom/Peremena*. 9(2), 20-28.
11. \***Lesley, M.**, Watson, P., & Elliot, S. (2007). 'School' reading and multiple texts: Examining the metacognitive development of secondary-level pre-service teachers. *Journal of Adolescent and Adult Literacy*. 51(2), 150-162.
10. \*Akrofi, A., Janisch, C., **Lesley, M.**, Griffith, R., & Xiaoming, L. (2007). Quiet, do not disturb: Prying open the door to examine our worlds of testing and assessment. *Essays in Education*, 19, 18-36.
9. \*Hamman, D., Olivarez Jr., A., **Lesley, M.**, Button, K., Chan, Yoke-Meng, Griffith, R., & Elliot, S. (2006). Pedagogical influence of interaction with cooperating teachers on the efficacy beliefs of student teachers. *The Teacher Educator*, 42(1), 15-29.
8. \*Hamman, D., Olivarez, A., Button, K., **Lesley, M.**, Chan, Y., Griffith R., & Woods, K. (2006). Relation between the reading instruction of cooperating and student teachers. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, 10(2), 77-94.



7. **Lesley, M.** (2004/2005). Creating space for critical literacy in the developmental reading classroom. *Journal of College Literacy and Learning*, 33, 1-23.
6. **Lesley, M.** (December 2004/January 2005). Looking for critical literacy with post-baccalaureate content area literacy students. *Journal of Adolescent and Adult Literacy*, 48 (4), 320-334.
5. **Lesley, M.** (2004). ‘Why do kitties climb trees?’: Developing reading confidence and motivation with a “special-needs” child via self-selected readings. *Journal of Balanced Literacy Instruction*, 11, 87-105.
4. **Lesley, M.** (2004). Refugees from reading: Students’ perceptions of ‘remedial’ reading pedagogy. *Literacy Research & Instruction*, 44(1), 62-85.
3. **Lesley, M.** (2003). A pedagogy of control: Worksheets and the special-needs child. *Language Arts*, 80(6), 444-452.
2. **Lesley, M.** (2001). Exploring the linkages between critical literacy and developmental reading. *Journal of Adolescent and Adult Literacy*, 45(3), 180-189.
1. **Lesley, M.** (1997). The difficult *dance of critical literacy*. *Journal of Adolescent and Adult Literacy*, 40(6), 420-424.

**Books:**

- Lesley, M.,** Saldana, R., Smit, J. & Jung, J. (Eds.). (2022). *Liminal spaces of writing in adolescent and adult education*. Lexington.
- Guzzetti, B. & **Lesley, M.** (Eds.). (2016). *Handbook of research on the societal impact of digital media*. IGI Global.
- Lesley, M.,** McMillan, S. & Webb, S. (2016). *Taking a multiliteracies approach to content area literacy, third edition*. Kendall Hunt Publishing.
- Lesley, M.,** McMillan, S. & Webb, S. (2013). *Taking a multiliteracies approach to content area literacy, second edition*. Kendall Hunt Publishing.
- Lesley, M.,** McMillan, S. & Webb, S. (2012). *Taking a multiliteracies approach to content area literacy*. Kendall Hunt Publishing.
- Lesley, M.** (2012). *Invisible girls: At risk adolescent girls writing within and beyond school*. Peter Lang Publishers.

**Book Chapters:**

**Peer Reviewed:**

\*Saldana, R., Stewart, E., **Lesley, M.** & Beach W. (2022). Perspectives on cultivating a qualitative researcher's identity. In A. Zimmerman (Ed.), *Methodological Innovations in Research and Academic Writing*. IGI Global.

**Lesley, M.** (2021). Writing about the self as a vital component of preparing doctoral students to write for research and publication. In A. Zimmerman (Ed.), *Developing Students' Scholarly Dispositions in Higher Education*. (pp. 212-231). IGI Global.

\*Smit, J., Jones, E., Ladick, M. & **Lesley, M.** (2021). Socialization of doctoral students into academic writing: The llano estacado writers alliance. In A. Zimmerman (Ed.), *Developing Students' Scholarly Dispositions in Higher Education*. (pp. 109-131). IGI Global.

**Lesley, M.,** & Smit, J. (2020). Teaching as we learn: Mentoring graduate students in engaged scholarship. In A. Zimmerman (Ed.). *Preparing Students for Community Engaged Scholarship in Higher Education*. (pp. 62-83). IGI Global.

Guzzetti, B., & **Lesley, M.** (2017). Surviv-ing: An african-american man reconstructing masculinity through literacy. In T. Ransaw & R. Majors (Eds.), *New Trends and Directions for Closing Achievement Gaps for African- American Males*. (pp. 57-83). MSU Press.

**Lesley, M.** (2013). Ethical subtexts in studying "at risk" adolescent girls' writing practices. In K. Weiss & C. Rhodes (Eds.). *Ethical issues in literacy research*. (pp. 31-40). Routledge.

\*Foley, L., Guzzetti, B., Agnello, M.F., & **Lesley, M.** (2013). Teaching writing in the "techno-zone": Exploring new literacies in a first grade class. In K. Pytash & R. Ferdig (Eds.). *Exploring multimodal composition and digital writing*. (pp. 152-158). IGI Global.

**Lesley, M.** (2009). 'You gotta read it with awake in you': Marginalized high school readers, engagement, and reading as performance. In J. Richards & C. Lassonde (Eds.) *Evidence-based quality literacy tutoring programs: What works and why*. (pp. 46-55). International Reading Association.

**Invited:**

**Lesley, M.** (2022). "I really wish more girls would tell their story": Adolescent girls' composing for advocacy in the liminal space of digital media. In M. Lesley, R. Saldana, J. Smit, & Jung, J. (Eds.) *Liminal Spaces of Writing in Adolescent and Adult Education*. Lexington.

Pytash, K. & **Lesley, M.** (2022). More than the second "R": Revisiting young adults' writing and writing instruction for young adults. In M. Lesley, R. Saldana, J. Smit, & Jung, J. (Eds.) *Liminal Spaces of Writing in Adolescent and Adult Education*. Lexington.

**Lesley, M.**, Saldana, R. & James, C. (2022). "Places so far that I could only dream": An interview with cameron james. In M. Lesley, R. Saldana, J. Smit, & Jung, J. (Eds.) *Liminal Spaces of Writing in Adolescent and Adult Education*. Lexington.

Saldana, R., **Lesley, M.**, Smit, J., & Jung, J. (2022). Introduction: The role of liminality in developing useful writing. In M. Lesley, R. Saldana, J. Smit, & Jung, J. (Eds.) *Liminal Spaces of Writing in Adolescent and Adult Education*. Lexington.

**Lesley, M.** & D'Almas, J. (2016). Internet activism. In K. Peppler (Ed.). *The sage encyclopedia of out-of-school learning*. Sage Publications Incorporated. (pp.385-386). DOI: <http://dx.doi.org/10.4135/9781483385198.n149>

**Lesley, M.** (2012). 'I don't really rely on the textbook': Mentoring a secondary-level, teacher candidate toward teaching content area literacy. In S. Myers & C. Anderson (Eds.) *Dimensions in mentoring: A continuum of practice from beginning teachers to teacher leaders*. (pp. 73-84). Sense Publishers.

### **Reprints:**

\*Smit, J., Jones, E., Ladick, M. & **Lesley, M.** (2022). Summer mentoring experiences for students in online doctoral programs: The llano estacado writers alliance. In Information Resources Management Association (Ed.). *Research anthology on doctoral student professional development* (pp. 252-273). IGI Global. (Reprinted from *Developing Students' Scholarly Dispositions in Higher Education*, pp. 109-131).

**Lesley, M.** (2005). Exploring the linkages between critical literacy and developmental reading. In G. Moss (Ed.) *Annual editions: Critical reading in the content areas* (pp. 3-11). Dushkin/McGraw-Hill. (Reprinted from the *Journal of Adolescent and Adult Literacy*, pp.180-189.)

**Lesley, M.** (2003). Exploring the linkages between critical literacy and developmental reading. In N. Stahl and H. Boylan (Eds.). *Teaching developmental reading: Historical, theoretical, and practical background readings* (pp. 72-86). Bedford/St. Martin's. (Reprinted from the *Journal of Adolescent and Adult Literacy*, pp. 180-189)

### **OTHER PUBLICATIONS**

#### **Book Review:**

**Lesley, M.** (2013). Adolescent literacies and the gendered self: (Re)constructing identities through multimodal literacy practices by Barbara Guzzetti & Thomas Bean. *Education Review*. (Invited)

### **Book Preface:**

Guzzetti, B. & Lesley, M. (2016). Crafting reflections on the past, present, and future of digital media. In B. Guzzetti & M. Lesley (Eds.). *Handbook of research on the societal impact of digital media* (pp. 1-9). Hershey, PA: IGI Global.

### **Book Foreword:**

Lesley, M. (2022). Foreword. In M. Ladick, C. Embley, C. Rose, S. Rose, & E. Jones (Eds.). *Purposeful development of professional learning processes*. DIO Press.

### **Practitioner Resources:**

Lesley, M. (2020). Vignette: Literacy leadership in action: Cultivating literacy teacher leaders through a school/university partnership. In A. Degan & R. Bean (Eds.). *Best practices of literacy leaders: Keys to school improvement*. (pp. 256-257). New York, NY: Guilford Press.

Lesley, M. (2001). Reading the university. In M. Willen (Ed). *ENMU Freshmen Seminar Handbook*. Portales, NM: ENMU Press.

Gee, D., Everhart, J., Lesley, M., Howald, C., & Matthews, M. (2000). Rubric for new mexico competencies for entry-level elementary teachers. Published for the State Department of New Mexico.

### **Invited Podcasts:**

Lesley, M. & Keene, J. (2023). Connecting disciplinary and digital tools. [Audio podcast episode]. in *Journal of Adolescent & Adult Literacy*  
<https://podcasts.apple.com/us/podcast/journal-of-adolescent-adult-literacy-podcast/id1678225245?i=1000633350544>

Lesley, M. (2014). “Spacecraft reveals recent geological activity on the moon”: Exploring the features of NASA *Twitter* posts and their potential to engage adolescents. *Journal of Adolescent & Adult Literacy*

## **GRANTS**

### **Funded Grants:**

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| 2022 | Lesley, M. (Principal Investigator). “Literacy Champions” Community Foundation of West Texas. Funding Amount: \$5,000.00.  |
| 2021 | Lesley, M. (Principal Investigator). “Literacy Champions.” East Lubbock Promise Neighborhood Return Funding Requests. College of Education, Texas Tech University. Funding Amount: \$5,000.00. |

- 2020-2024 **Lesley, M.** (Principal Investigator and Project Director), Sobehrad, L. (Co-Principal), Smit, J. (Co-Principal), Saldana, R. (Co-Principal). “Advancing Culturally Sustainable Pedagogy Together: Using History Labs to Enhance College Readiness.” National Endowment for the Humanities: Humanities Initiatives at Hispanic Serving Institutions. Funding Amount: \$100,000.
- 2020 **Lesley, M.** (Principal Investigator). “Literacy Champions.” East Lubbock Promise Neighborhood Return Funding Requests. College of Education, Texas Tech University. Funding Amount: \$5,000.00.
- 2019 \*Smit, J. (Principal Investigator), **Lesley, M.** (Co-Principal), Beach, W. (Co-Principal). “Literacy Champions Partner with Lubbock Independent School District to Improve Academic Writing Achievement of Students.” Sponsored by TTU College of Education Competitive Edge Grant (August 2019-July 2020). \$12,500.00.
- 2019 Smit, J. (Principal), **Lesley, M.** (Co-Principal), Sobehrad, L. (Co-Principal). Literacy Champions: Effective Reading and Writing Intervention from IHE to ISD. 2020 Proposal Assistance Program. Offices of Research and Innovation, Texas Tech University. (October 2019). \$4,000
- 2017 Dwyer, J. (Principal Investigator), **Lesley, M.** (Co-Principal), Lee, J. (Co-Principal), Smith, P. (Co-Principal), Smit, J. (Co-Principal). “College and Career Readiness Standards Review and Revision Project – English/Language Arts and Mathematics (CCRS-ELAM Project),” Sponsored by TX Higher Education Coordinating Board (August 11, 2017 – November 30, 2018). \$ 96,000.00.
- 2009-2010 Janisch, C. (Principal Investigator), **Lesley, M.** (Co-Principal). Growing Graduate Programs, Texas Tech University Graduate School. \$10,000.00.
- 2006-2007 **Lesley, M.** (Principal Investigator). “Literacy as agency: Forming a writing group with ‘at risk’ adolescent girls.” COE Research Grant from Texas Tech University, \$ 502.84.
- 2004-2005 **Lesley, M.** (Principal Investigator). “*Forming a Reading Group for ‘At Risk’ Students.*” COE Research Grant from Texas Tech University. \$ 1,275.32
- 2003-2004 Reading First Grant,

	<p>Grant was focused on differentiated reading instruction with struggling readers within a high stakes testing environment for three rural schools. My role was to provide support for teachers during summer school instruction</p> <p>\$ 20,300.00</p>
2002	<p>COE Research Grant from Texas Tech University with Drs. Doug Hamman and Arturo Olivarez</p> <p>Grant was focused on the study of cooperating teachers' interaction with student teachers in reading instruction</p> <p>\$ 3,786.00</p>
1999	<p>E.U.R.I.G. Grant from the Center for Teaching Excellence, <i>Principal Investigator</i></p> <p>Grant was focused on the study of critical literacy in a developmental reading course.</p> <p>\$ 1,500.00</p>
1999-2001	<p>Action Research Grant with faculty from Ranchvale Elementary in Clovis, NM, Faculty Liaison</p> <p>Grant was focused on studying guided reading practices in kindergarten and first grade classrooms.</p> <p>\$ 1,000.00</p>
1999-2000	<p>GOALS 2000 Grant from the New Mexico State Department of Education, team member with colleagues from ENMU</p> <p>This grant was to align the school of education programs in elementary education, bilingual education and reading education with state competencies for teacher education programs.</p> <p>\$56,767.00</p>
1999-2000	<p>PEW Charitable Trust Grant, team member with colleagues from ENMU</p> <p>This grant was for the planning and implementation of a university-wide portfolio assessment program.</p>
1999-2001	<p>GEAR UP Grant, team member with colleagues from across ENMU</p> <p>This grant was for the successful transition into college for area junior high students.</p>
1998-1999	<p>Action Research Grant with three teachers from the Portales School District from the Center for Teaching Excellence, Faculty Liaison</p> <p>The grant was to study the Accelerated Reader Program at Valencia Elementary in Portales, NM</p> <p>\$ 1,000.00</p>

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***Grants Under Review:***

2024 High School Teachers' Explorations of Disciplinary Writing in English. Principal Investigator: **Mellinee Lesley**, ELATE, National Council of Teachers of English. Amount \$2,500.00

***Grants Submitted without Receiving Funding:***

2023 Cultivating Writing Teacher Leaders through a Research-Practice Partnership in an Urban High School. Principal Investigator: **Mellinee Lesley**, Co-PI: Johanna Keene. Spencer Foundation. Amount: \$119,653.84

2021 Literacy Champions: Scaling up a Research-Practice Partnership to Catalize the Culture of Writing in an Urban School District. **Principal Investigator:** Mellinee Lesley, Co-PI: Amy Higgins. Spencer Foundation. Amount: \$305,183.00

2021 Advancing Through the Middle: Tiered Writing Instruction and Sustained Professional Development. **Principal Investigator:** Mellinee Lesley, Co-PI's: Jin Kyeong Jung, Lane Sobehrad, Rene Saldana, Julie Smit. Institute of Educational Sciences. Amount: 1,478,606

2020 Advancing Through the Middle: The *Block 180 Writing Initiative* for Tiered Writing Instruction and Sustained Professional Development. **Principal Investigator:** Mellinee Lesley, Co-PI's: Lane Sobehrad, Rene Saldana, Julie Smit. Institute of Educational Sciences. Amount: \$920,187.00

2018-2019 Writers and Mathematicians in the Schools. **Principal Investigator:** Mellinee Lesley, Co-PI's: Katie Cortese and Jerry Dwyer. Amount: 40,000.00

2014-2016 Exploring Participatory Media for Teaching and Learning about Climate and Climate Change. Principal Investigator: Barbara Guzzetti, **Co-PI:** Mellinee Lesley. Amount, \$ 55,000.00

2014-2016 Blogging Expository Success in Texas: Closing the Writing Gap. **Principal Investigator:** Mellinee Lesley, Co-PI: Mary Frances Agnello. Amount: 1,600,000.00

2012-2014 Examining Professional Learning Communities in Secondary School Settings Department of Education, Institute of Education Sciences. Principal Investigator: Susan Myers, **Co-PI's:** Mellinee Lesley, Trenia Walker, Fernando Valle, Texas Tech University Amount: \$ 472,185.00

2012-2013 Participatory Media and Adolescents' Writing Achievement, Spencer Foundation. **Principal Investigator:** Mellinee Lesley, Co-PI's: Mary Frances Agnello, Texas Tech University, Barbara Guzzetti, Arizona State University, Kim Callison, Lubbock Independent School District.



Amount: \$ 381,000.00

- 2012-2014 The Influence of Participatory Media on Adolescents' Engagement and Achievement in Writing, Department of Education, Institute of Education Sciences. **Principal Investigator:** Mellinee Lesley, Co-PI's: Mary Frances Agnello, Texas Tech University; Barbara Guzzetti, Arizona State University; Kim Callison, Lubbock Independent School District. Amount: \$ 458,030.00
- 2011-2014 Collaborative Research: Evaluating the Influence of Literature on Children's Understanding of Engineering, National Science Foundation, **Co-Principal Investigators:** Michelle Pantoya, Mellinee Lesley, Tanja Karp, Texas Tech University  
\$ 274,473.00
- 2011-2014 Collaborative Research: Introducing STEM in P-5 with Graphic Novels and Computer Tablets, National Science Foundation, **Co-Principal Investigators:** Michelle Pantoya, Andrea Fontenot, Mellinee Lesley, Texas Tech University, Emily Hunt, West Texas A&M University. \$ 406,669.00
- 2011-2013 Advancing Early Childhood Engineering Education and Emotional Learning Through Literature. National Science Foundation, **Co-Principal Investigators:** Michelle Pantoya, Mellinee Lesley, Malinda Colwell, Texas Tech University.  
\$ 400,000.00
- 2011 Collaborative Research: Engineering Elephants! Developing Children's Literature to Improve STEM Learning, National Science Foundation, **Co-Principal Investigators:** Michelle Pantoya, Mellinee Lesley, Dean Fontenot, Texas Tech University and Emily Hunt West Texas A&M University. \$ 345,000.00
- 2006 Elva Knight Research Grant, **Principal Investigator:** Mellinee Lesley. "Writing and the Academic Equinox of Schooling: Exploring Agency in a Writing Group with 'At Risk' Adolescent Girls." \$ 7,346.82

***Other Grant Activity:***

- 2015-2019 ***Literacy Champion*** for Estacado High School, East Lubbock Promise Neighborhood Grant
- 2013-2017 Literacy Liaison for the TAP Connect Graduate Literacy Certificate, SEED Grant

*\*Grants including student investigators.*

***SCHOLARLY PRESENTATIONS***

***Invited:***

**Lesley, M., Smit, J., Beach, W., Stewart, E. (2020).** Winners of the 2020 president's excellence in engaged scholarship award for work on the literacy champions' engaged scholarship

project. Webinar Series Sponsored by the Office of University Outreach and Engagement, Lubbock, TX. [https://www.youtube.com/watch?v=hFBReiHIs\\_g&t=2](https://www.youtube.com/watch?v=hFBReiHIs_g&t=2)

**Lesley, M.** (2015). 'Displacements and transformation of concepts': Adolescent girls' reclaiming discursive power through new media. *Keynote Address* at the International Congress of Critical Applied Linguistics, Br, Brasilia, Brazil.

**Lesley, M.** (2015). Policies and practices impacting educator evaluation and teacher preparation programs. Panel Presentation at the *15<sup>th</sup> National TAP Conference*. Los Angeles, CA.

**Lesley, M.** (2008). From the margins to the forefront: Integrating a philosophy of critical literacy into developmental reading and the academy. *Keynote Address* at the *Northern California College Reading Association Annual Conference*, Monterey, CA.

*Peer Refereed National Conferences:*

**Lesley, M.,** Saldana, R., Yu, S., Han, A., Anh, H. Kim, S. Jung, J. & Montano-Ramos, R. (2025). Shifting the boundaries of literacy: Writing, identity, and authenticity in multiple contexts. Symposium Presentation submitted to the 2025 *American Educational Research Association* Annual Conference (AERA), Denver, CO.

**Lesley, M.** (2025). The liminality of collaborative publishing with school partners in an engaged scholarship project. Paper submitted to the 2025 *American Educational Research Association* Annual Conference (AERA), Denver, CO.

**Lesley, M. & Tharp, S.** (2025). Unsettled liminality: How do teachers in an 'underperforming' high school navigate writing praxis and theory? Paper submitted to the 2025 *American Educational Research Association* Annual Conference (AERA), Denver, CO.

**Lesley, M.** (2024). Variations on innovation and compliance as writing reform in a secondary school. Paper Session at the 2024 *Association of Literacy Educators and Researchers* Annual Conference (ALER), Orlando, FL.

**Lesley, M.** (2024). No content only skills: Disciplinary writing in high school English. Paper Session at the 2024 *Association of Literacy Educators and Researchers* Annual Conference (ALER), Orlando, FL.

**Lesley, M.** (2024). Creating collage portraits in literacy research. Paper Session at the 2024 *Association of Literacy Educators and Researchers* Annual Conference (ALER), Orlando, FL.

**Lesley, M.** (2024). Mining the core of what it means to be an engaged scholar through a collage portrait. Paper session at the *Virtual Congress of Qualitative Inquiry* Conference (ICQI), Urbana-Champaign, IL

- \***Lesley, M.,** Stewart, E., & Keene, J. (2023). Tracing the path of writing reform entwined with engaged scholarship in a historically ‘underperforming’ high school. Paper Session at the 2023 *Association of Literacy Educators and Researchers* Annual Conference (ALER), Santa Fe, NM.
- \***Lesley, M.,** Stewart, E., & Keene, J. (2023). Examining the shared space of college readiness in an underperforming high school through disciplinary literacies. [Virtual Round Table Session] at the 2023 *American Educational Research Association* Conference (AERA), Chicago, IL.
- \***Lesley, M.,** Stewart, E., & Keene, J. (2023). Creating a collage of words and images to distill complex qualitative data. Paper presentation at the 19<sup>th</sup> Annual *International Congress of Qualitative Inquiry* Conference (ICQI), Urbana-Champaign, IL.
- \***Lesley, M.,** Beach, W., Stewart, E., Keene, J. (2022). Engaged scholarship and transformative literacy research. Study group presentation at the 2022 *Literacy Research Association* Conference, (LRA), Phoenix, AZ.
- \***Lesley, M.,** Stewart, E., & Keene, J. (2022). Exploring the connections between disciplinary and digital literacies in history. Paper presentation at the 2022 *Literacy Research Association* Conference, (LRA), Phoenix, AZ.
- \*Jones, E., **Lesley, M.,** & Ladick, M. (2022). Developing scholarly writing dispositions in online doctoral students through shared space for writing and networks [Virtual Round Table Session] at the 2022 *American Educational Research Association* Conference (AERA), San Diego, CA.
- \*Beach, W., Stewart, E., & **Lesley, M.** (2021). Examining ourselves as researchers: An intrinsic case study of a research team taking a wide-angle lens to literacy research methods. Paper presented at the 2021 *Literacy Research Association Conference* (LRA), Atlanta, GA.
- \***Lesley, M.,** Higgins, A., Beach, W., & Stewart, E. (2021). “Citizen-scholars”: How one school is reforming a writing curriculum. [Virtual Paper] 2021 *American Educational Research Association Conference* (AERA), virtual.
- \***Lesley, M.,** Beach, W. & Stewart, E. (2021). Exploring the self as researcher: An autoethnographic look at qualitative research teams. [Virtual Paper] 2021 *American Educational Research Association Conference* (AERA), virtual.
- \*Beach, W., **Lesley, M.,** Stewart, E. (2021). Professional development and engaged scholarship: Shared space and writing growth in an “underperforming” high school. [Virtual Roundtable Session] 2021 annual meeting of the *American Education Research Association Conference* (AERA), Virtual.

- \*Cho, J., Stewart, E., **Lesley, M.** & Smit, J. (2021). Disrupting the status quo: Strategies to mediate and create change. [Virtual Round Table Session] 2021 *American Educational Research Association Conference* (AERA), virtual.
- \***Lesley, M.**, Smit, J., Beach, W., & Stewart, E. (2020). Learning to impact the field of literacy through engaged scholarship. Paper presented at the 2020 *Literacy Research Association Conference* (LRA), Houston, TX.
- \***Lesley, M.**, Higgins, A., Smit, J., Beach, W. & Stewart, E. (2020). Collaboration for teacher transformation: How one “underperforming” high school is using engaged scholarship to support reform of a writing curriculum. Paper presented at the 2020 *Literacy Research Association Conference* (LRA), Houston, TX.
- \***Lesley, M.**, Smit, J., Beach, W., Stewart, E., Cirlos, U., Higdon, A., & Cruz, J. (2020). Writing for research: Perspectives on mentoring doctoral students into academic writing and research in the field of literacy. Symposium presented at the 2020 *Literacy Research Association Conference* (LRA), Houston, TX.
- \*Smit, J., **Lesley, M.**, Beach, W., & Stewart, E. (2020). Investigating instructional decision-making in adolescent writing development: meaningful impact within an educational context focused on high-stakes testing. Paper presented at the 2020 *Literacy Research Association Conference* (LRA), Houston, TX.
- Baker-Beach, W. L., **Lesley, M.** & Smit, J. (2020, Apr 17 - 21) The superficial practice of collaboration for writing proficiency in an "underperforming" high school [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/rd4xe4o> (Conference Canceled).
- \*Smit, J., **Lesley, M.**, Baker-Beach, W., & Millett, S. (2019, December). Finding common ground: Engaged scholarship as a key to literacy reform and university partnerships in K-12 settings. Paper presented at the 2019 *Literacy Research Association Conference* (LRA), Tampa, FL. (author only).
- \*Baker-Beach, W., **Lesley, M.**, Smit, J. (2019, December). “You’re not an administrator, you’re not a teacher”: Transformative teacher leadership in an “underperforming” high school. Paper presented at the 2019 *Literacy Research Association Conference* (LRA), Tampa, FL. (author only).
- \*Baker-Beach, W., **Lesley, M.**, & Smit, J. (2019, October). From interloper to partner: The process of cultivating an engaged scholarship study with a high school in crisis. Paper presented at the 2019 *Engaged Scholarship Consortium Conference*, Denver, CO.

- \*Embley, C.G., Karkar-Esperat, T.M., & **Lesley, M.** (2019, October). Engaged scholarship as a vehicle for enhancing K-12 professional development. Paper presented at the 2019 meeting of the *Engaged Scholarship Consortium*, Denver, CO.
- \*Embley, C., Karkar, T., Hudgens, T., **Lesley, M.**, & Barnett, J. (2019). Overcoming barriers in traditional higher education partnerships. Paper presented at the 2019 Annual meeting of the *American Educational Research Association* (AERA), Toronto, CA.
- \***Lesley, M.**, Beach, W., Ghasemi, E., Duru, H. (2019). Factors undermining engaged scholarship in writing in an underperforming high school. Roundtable presentation at the 2019 Annual meeting of the *American Educational Research Association* (AERA), Toronto, CA.
- Lesley, M.** (2018). Engagement, resistance, and uncertainty: Raising writing scores in an underperforming high school through a research-practice partnership. Paper presented at the 2018 Annual meeting of the *National Council of Teachers of English* (NCTE), Houston, TX.
- Lesley, M.** (2018). "I can't write outside the box": Writing instruction in an underperforming public high school. Annual meeting of the *American Educational Research Association* (AERA), New York, NY.
- \*Smit, J., Nigam, A., Burke, D., Smith, P., & **Lesley, M.** (2017). Overcoming challenges in university-school partnerships: The role of Literacy Champions in diverse, underperforming schools. Annual meeting of the *Literacy Research Association* (LRA), Tampa, FL. (Author Only).
- Smit, J., Smith, P., Torres, A., & **Lesley, M.** (2017). Learning from the lessons of literacy educators in underperforming schools. Paper presented at the 2017 annual meeting of the *American Educational Research Association* (AERA), San Antonio, TX.
- Pytash, K. & **Lesley, M.** (2016). More than the second 'r': Revisiting writing instruction for young adults. Paper presented at the *Literacy Research Association* (LRA), Nashville, TN.
- Lancaster, A., Shelton, L., & **Lesley, M.** (2016). Cultivating writing communities for distance students: Writing center roles and writing enrichment experiences, Panel Presentation, *International Writing Centers Association* (IWCA), Denver, CO.
- Guzzetti, B. & **Lesley, M.** (2015). New Literacies, equity, imagination and research: How have new digital media/literacies impacted education, society and the economy? Symposium at the *Literacy Research Association* Annual Conference (LRA), San Diego, CA.

- Lesley, M.** (2015). Finding an epiphany in “everyday voices”: Autobiographical narrative zines written by male zinesters. Paper presented at the *Literacy Research Association Annual Conference (LRA)*, San Diego, CA.
- Lesley, M.** (2014). Stepping in, stepping out: Bursts of humor, idealism, and self-critique in men’s writing about writing zines. Paper presented at the *Literacy Research Association Annual Conference (LRA)*, Marco Island, Florida.
- Lesley, M. & Javeed, L.** (2013). Help wanted: ‘Citizen #scientists’ w/smartphones”: NOAA Twitter posts as engaging text for fostering scientific literacy. Paper presented at the *Literacy Research Association Annual Conference (LRA)*, Dallas, TX.
- Lesley, M. & Javeed, L.** (2013). Is content area literacy for secondary teacher certification in the crosshairs or at the crossroads of teacher education reform initiatives? Paper accepted for presentation at the *Association of Literacy Educators & Researchers Conference (ALER)*, Dallas, TX.
- Lesley, M.** (2012). “Spacecraft reveals recent geological activity on the moon”: Exploring NASA tweets on twitter as an alternative text for teaching scientific literacies. Paper Presentation at the *Literacy Research Association Conference (LRA)*, San Diego, CA.
- Janisch, C., Akrofi, A., & **Lesley, M.** (2012). Doctoral students charting the pathway to academic writing. Round Table Discussion at the *Literacy Research Association Conference (LRA)*, San Diego, CA.
- Lesley, M.** (2011). Reflections on teaching with participatory media: Teacher research. Chair for a Panel Discussion at the *Literacy Research Association Conference (LRA)*, Jacksonville, FL.
- Lesley, M. & Kelley, H.** (2011) “My poem to someone I loved and I ruined it!!!!!!”: At risk adolescent girls’ narratives about dating roles in a third space writing project. Paper Presentation at the *American Educational Research Association (AERA)*, New Orleans, LA.
- Janisch, C., Akrofi, A., & **Lesley, M.** (2010). Using insights from the writer to support increased understanding about writing competency. Round Table Presentation at the *National Reading Conference (NRC)*, Ft. Worth, TX.
- Watson, P., Johnson, H., **Lesley, M.** (2009). Seeking a path to disciplinary literacy: Can we rely on content literacy textbooks to define the knowledge base? Alternative Format Presentation at the *National Reading Conference (NRC)*, Albuquerque, NM.
- Lesley, M., Watson, P., Olivarez, A., & Vice, T.** (2008). Assessing knowledge base in content area reading: What do pre-service middle level and secondary teachers need to know



about content area reading? Alternative Format Presentation at the *National Reading Conference* (NRC), Orlando, FL.

**Lesley, M. & Halsey, P.** (2007). Critical literacy and the reading identities of ‘at risk’ high school students engaged in a literacy project. Paper Presentation at the *National Reading Conference* (NRC), Austin, TX.

**Lesley, M., Gee, D., & Matthews, M.** (2007). Situated meanings and competing cultural models: A discourse analysis of policy makers’ views on teacher preparation. Paper Presentation at the *American Educational Research Association Conference* (AERA), Chicago, IL.

Hamman, D., **Lesley, M.**, Watson, P., Olivarez, A., Wong, C. (2007). Efficacy and strategy use predicts preservice educators’ value for content-area literacy instruction. Paper Presentation at the *American Educational Research Association Conference* (AERA), Chicago, IL

Matthews, M., & **Lesley, M.** (2007). Place-based writing. Paper presentation at the *Rural Sites Network of the National Writing Project Conference* (NWP), Albuquerque, NM.

**Lesley, M.** (2006). Literacy narratives and the literacy identities of secondary level preservice teachers in texas. Symposium Presentation with colleagues from Texas Tech University at the National Reading Conference (NRC), Los Angeles, CA.

Watson, P. & **Lesley, M.** (2006). Pedagogical learning in content area literacy: Perceptions, beliefs, and mediating tensions. Roundtable presentation at the National Reading Conference (NRC), Los Angeles, CA.

Olivarez, A., Hamman, D., Watson, P., **Lesley, M.**, & Wong, C. (2006). A measure of attitudes about content area literacy for teachers of striving readers. Paper presentation at the National Reading Conference (NRC), Los Angeles, CA.

**Lesley, M.** (2006). Access and resistance to dominant forms of literacy: Negotiating critical literacy with ‘at risk’ high school students. Paper presented as part of a panel on Critical Perspectives on Classroom Literacies: Current Issues and Concerns from Members of IRA’s Critical Perspectives on Literacy Committee with Edward H. Behrman; Catherine Compton-Lilly; and John Elkins. *International Reading Association Conference* (IRA), Chicago, IL.

**Lesley, M., Watson, P., & Elliott, S.** (2005). Developing metacognitive awareness in reading with secondary level pre-service teachers. Poster presented at the *International Reading Association* (IRA), San Antonio, TX.



- Lesley, M.** (2004). 'I'm prepared for anything now': Student teachers' and cooperating teachers' perceptions of developing knowledge about teaching reading. Paper Presented at the *National Reading Conference* (NRC), San Antonio, TX.
- Lesley, M.,** (2004). Interaction patterns of cooperating teachers and student teachers learning to teach reading. Paper presented at the *American Educational Research Association* Conference, San Diego, CA.
- Lesley, M.,** Matthews, M. & Gee, D. (2004). Seeking evidence of quality with new mexico teachers. Paper presented at the *American Association of Teacher Educators* (AATE), Chicago, IL.
- Lesley, M.** (2003). Critical literacy in multiple contexts. Paper presented at the *National Council of Teachers of English* (NCTE), San Francisco, CA.
- Lesley, M.** (2003). Refugees from reading: Students' perceptions of 'remedial' reading pedagogy. Paper presented at the *National Association for Developmental Education* Conference, Austin, TX.
- Lesley, M.** (2002). Teaching reading on the margins. Paper presented at the *National Reading* Conference, Miami, FL.
- Lesley, M.** (2002). Teaching reading on the margins: Re-visioning 'remedial' reading pedagogy. Paper presented at the *American Educational Research Association Conference* (AERA), New Orleans, LA.
- Lesley, M.** (2001). Creating critical literacy with developmental readers. Paper presented at the *National Council of Teachers of English* Conference, Baltimore, MD.
- Lesley, M.** (2000). Exploring the linkages between critical literacy and developmental reading. Paper presented at the *National Council of Teachers of English Conference* (NCTE), Milwaukee, WI.
- Lesley, M.** (2000). Exploring the linkages between critical literacy and developmental reading. Paper presented at the *International Reading Association* Conference, Indianapolis, IN.
- Lesley, M.,** Gelzer, L., & Jackson, J. (1999). Teacher research and emancipatory education: Examining critical intersections of research and pedagogy. Paper presented at the *National Council of Teachers of English* Conference, Denver, CO.
- Lesley, M.,** Gelzer, L. & Jackson, J. (1999). What's embedded/What's left out: Editing the critical narratives of teacher research. Paper presented at the *Second Biennial Feminism(s) and Rhetoric(s)* Conference, Minneapolis, MN.

**Lesley, M.** (1999). When the audience is ‘other’: A typology of teachers’ narratives in teacher research, paper presented at the *National Council of Teachers of English* Conference, Tucson, AZ.

**Lesley, M.** (1998). Scapegoat fates: The violence of bureaucratic literacies on homeless women and their children. Paper presented at the *Pedagogy of the Oppressed* Conference, Omaha, NE.

**Lesley, M.** (1997). ‘I don’t live in this community’: Negotiating critical inquiry in a professional development seminar. Paper presented at the *National Council of Teachers of English* Conference, Detroit, MI.

Gelzer, L., **Lesley, M.**, & Jackson, J. (1997). Learning across the life span: Emancipatory education in multiple contexts. Panel Presentation at the *Pedagogy of the Oppressed* Conference, Omaha, NE.

Gelzer, L., **Lesley, M.**, & Jackson, J. (1997). Imposition and representation: Sorting out ‘truth’ in action research. Panel Presentation at the *Ethnography in Education Research Forum*, Philadelphia, PA

#### ***State and Regional Peer Refereed Presentations:***

\***Lesley, M.**, Higgins, A., Keene, J., & Terry, S. (2024). Negotiated knowledge: Co-constructing research and collaborative publishing in a long-term engaged scholarship project. Engaged Scholarship Symposium, Texas Tech University, Lubbock, TX.

\***Lesley, M.**, Higgins, A., Stewart, E., Keene, J. & Terry, S. (2023). Examining turning points in building and sustaining a successful long-term engaged scholarship partnership. Engaged Scholarship Symposium, Texas Tech University, Lubbock, TX.

\*Baker-Beach, W., Stewart, E., Higgins, A. & **Lesley, M.** (2022). Sustaining a long-term engaged scholarship high school partnership in literacy. Engaged Scholarship Symposium, Texas Tech University, Lubbock, TX.

\*Baker-Beach, W., **Lesley, M.**, Stewart, E. (2021). Painting outside the lines: Using portraiture to examine the aesthetics of research. [Virtual Paper Session] 2021 annual meeting of the Southwestern Education Research Association (SERA), Virtual.

\*Stewart, E., Baker-Beach, W., **Lesley, M.**, & Saldana, R. (2021). Using reflexivity as rigor in qualitative research. [Virtual Symposium Session] 2021 annual meeting of the Southwestern Education Research Association (SERA), Virtual.

\*Smit, J., Jones, E. & **Lesley, M.** (2021). Socialization of Doctoral Students into Academic Writing: Perceptions of a Week-Long Online Writing Intensives [Virtual Symposium

Session] 2021 annual meeting of the southwestern Educational Research Association (SERA), Virtual.

Smith, P., Smit, J., **Lesley, M.**, & Finch, B. & (2017). Learning through advocacy: Developing awareness for culturally and linguistically diverse learners. *Southwest Educational Research Association* (SERA), San Antonio, TX.

Smith, P., **Lesley, M.**, & Smit, J., Nigam, A., Finch, B., & Davis, L. (2017). *Supporting writing instruction in East Lubbock*. Regional Academic Engagement Symposium, Texas Tech University, Lubbock, TX.

Janisch, C., Akrofi, A., **Lesley, M.**, & Liu, X. (2004). Informing our views of testing and learning. Panel presentation at the *Southwest Educational Research Association* (SERA), Dallas, TX.

Gee, D., Howald, C., **Lesley, M.** & Matthews, M. (2001). Systematic approaches to assessment of new mexico beginning teacher competencies. Demonstration presentation at the *New Mexico Higher Education Assessment and Retention Conference*, Albuquerque, NM

Gee, D. & **Lesley, M.** (2000). Competencies for entry level teachers. Demonstration presentation at the *Eastern Regional Round Table*, Portales, NM.

**Lesley, M.** (1999). Learning to teach reading through tutoring in ‘nontraditional’ settings. Panel presentation at the *New Mexico International Reading Association*, Portales, NM.

#### ***Non-Peer Refereed Presentations:***

**Lesley, M.** (2020). “Digital media and adolescent girls: Making the case for critical media literacy pedagogy,” Carpe Diem, Texas Tech University, Lubbock, TX.

**Lesley, M.** (2020). Panel discussion over “Engaged scholarship as a university priority— Concepts and strategies for success.” TLPDC, Texas Tech University, Lubbock, TX.

**Lesley, M.** & Smit, J. (2018). Keeping a research journal. EGSO Research Conference, College of Education, Texas Tech University, Lubbock, TX.

**Lesley, M.** & Smith, P. (2017). Leveraging professional learning communities (PLC’s) for improving writing instruction in middle and high schools. 7<sup>th</sup> Annual Leadership Institute: Lubbock Independent School District, Lubbock, TX.

**Lesley, M.** (2006). *Teaching “struggling” readers with multiple texts*. Second Annual Literature Festival, Texas Tech University, Lubbock, TX.

**Lesley, M.** (1996). *Transformation and success: Performance indicators of change in professional development initiatives*. Paper presented at the Administrator's Reception for the Penn Literacy Network, Philadelphia, PA.

***Invited Outreach & Professional Development Seminars and Workshops:***

- 2023 Lunch and Learn Series from the Office of Outreach and Engagement  
Topic: "Getting Started in Engaged Scholarship: Assessing Needs, Defining the Project Scope, and Active Listening" [Presented with Dr. Shirley Matteson, Interim Vice Provost for Outreach and Engagement]
- 2022 Faculty Mentoring Network  
Topic: "*Literacy Champions: Documenting the Evolution of Engaged Scholarship*"
- 2022 Faculty Learning Community Panel, TLPDC  
Topic: "*Making Connections: Engaging Students Beyond Course Content Through Art and Expression*"
- 2020 Llano Estacado Writers Alliance  
Topic: "*Writing Techniques for Capturing and Analyzing Qualitative Data*"
- 2020 Slaton Independent School District  
Topic: "*Talk, Read, Talk Write Method*"
- 2020 Llano Estacado Writers Alliance Writing Retreat  
Topic: "*Finding a Theoretical Framework*"
- 2020 Llano Estacado Writers Alliance Writing Retreat  
Topic: "*How do I Write the Methodology Section of my Dissertation?*"
- 2020 Llano Estacado Writers Alliance Writing Retreat  
Topic: "*Responsible and Ethical Conduct of Research*"
- 2019 Llano Estacado Writers Alliance Writing Retreat  
Topic: "*Responsible and Ethical Conduct of Research*"
- 2019 Estacado High School, Lubbock, TX  
Topic: "*Reader Response and Knowledge Construction with Text*"
- 2018 Writing Retreat for Doctoral Students: TTU College of Education, Lubbock, TX  
Topic: "*Chapter Five: Writing up Conclusions and Recommendations*"
- 2017 Estacado High School, Lubbock, TX  
Topic: "*Formative Assessment*"

- 2017 Language, Diversity & Literacy Studies Summer Institute, Texas Tech University, Lubbock, TX  
Topic: *"Building a Distance Writing and Research Community"*
- 2017 Language, Diversity & Literacy Studies Summer Institute, Texas Tech University, Lubbock, TX  
Topic: *"So, you want to be a Professor? Examining Job Announcements and Creating a CV"*
- 2016 Slaton Junior High, Slaton, TX  
Topic: *"Close Reading and Writing from Sources"*
- 2016 Language, Diversity & Literacy Studies Summer Institute, Texas Tech University, Lubbock, TX  
Topic: *"Building a Distance Writing and Research Community"*
- 2016 TAP National Conference, New Orleans, LA  
Topic: *"Deepening Content: Literacy Strategies that Impact Student Achievement"*
- 2015 TAP National Conference, Los Angeles, CA  
Topic: *"Deepening Content: Literacy Strategies that Impact Student Achievement"*
- 2015 Reading Summit for Slaton ISD, Slaton, TX  
Topic: *"Content Area Literacy Framework"*
- 2015 Reading Summit for Roosevelt ISD, Roosevelt, TX  
Topic: *"Writing from Sources: The Role of Evidence in Teaching Academic Writing K-12"*
- 2015 Balanced Literacy Share Shop, Lubbock ISD, Lubbock TX  
Topic: *"Close Reading with Third-Fifth Grade Students"*
- 2015 Reading Summit for Grand Prairie ISD Teachers, Grand Prairie, TX  
Topic: *"Close Reading and Teaching Students to Comprehend Increasing Complex Texts"*
- 2013 Museum & Heritage Students Association, Lubbock, TX  
Topic: *"Integrating Literacy in a Museum Context"*
- 2012 Lubbock Cooper Independent School District, Lubbock, TX  
Topic: *"Closing the 'Readiness Gap': Writing Instruction for the STAAR Exam and Beyond"*
- 2009 Texas Tech University College of Education, Lubbock, TX  
Topic: *"Promotion and Tenure"*
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- 2003 Jackson Elementary, Lubbock, TX  
Topic: *“Reader’s Workshop”*
- 2001 Center for Teaching Excellence, Socorro, NM  
Topic: *“Teacher Research”*
- 2001 GEAR UP Professional Development Project, Portales, NM  
Topic: *“The Reading/Writing Connection”*
- 2000 Brown Elementary Parents Advisory Council, Portales, NM  
Topic: *“Family Literacy”*
- 2000 Curriculum and Instruction Department Retreat, Ruidoso, NM  
Topic: *“Congruent Assessment/Instruction: Aligning Undergraduate Course Work in Reading Education”*
- 1999 Portales Junior and High School Faculty, Portales, NM  
Topic: *“Reading/Writing Across the Curriculum”*
- 1999 Portales Municipal Schools Faculty and Parents, Portales, NM  
Topic: *“Family Literacy”*
- 1999 Brown Elementary Kindergarten Teachers, Portales, NM  
Topic: *“Emergent Literacy”*
- 1998 Portales Municipal Schools, Title I Teachers, Portales, NM  
Topic: *“Assessing Higher Order Thinking”*
- 1997 Broad Horizon’s Alternative High School, Portales, NM  
Topic: *“Emergent Literacy”*

### ***ENGAGED SCHOLARSHIP REPORTS***

#### ***Collaborative Research Design:***

<b>October 2023</b>	Literacy Champions Research Design, Estacado High School
<b>September 2022</b>	Literacy Champions Research Design, Estacado High School
<b>September 2021</b>	<i>Literacy Champions Research Design</i> , Estacado High School
<b>September 2020</b>	<i>Literacy Champions Research Design</i> , Estacado High School
<b>September 2019</b>	<i>Literacy Champions Research Design</i> , Estacado High School

**September 2018**                      *Literacy Champions Research Design*, Estacado High School

***Research Reports Presented to Community Partners:***

**May 2024**                      *Literacy Champions Research Update*, Estacado High School

**May 2023**                      *Literacy Champions Research Update*, Estacado High School

**May 2022**                      *Literacy Champions Research Update*, Estacado High School

**May 2021**                      *Literacy Champions Research Update*, Estacado High School

**May 2020**                      *Literacy Champions Research Update*, Estacado High School

**January 2020**                      *Literacy Champions Research Update*, Estacado High School

**May 2019**                      *Literacy Champions Research Update*, Estacado High School

**January 2019**                      *Literacy Champions Research Update*, Estacado High School

**May 2018**                      *Literacy Champions Research Update*, Estacado High School

**December 2017**                      *Literacy Champions Research Update*, Estacado High School

**August 2017**                      *Literacy Champions Research Design*, Estacado High School

**Sept. 2015-May 2018**                      *Bi-weekly Reports*, East Lubbock Promise Neighborhood

***Professional Certificates:***

2020                      Designated AVID Professional Learning Module Facilitator (January 25, 2020)

2019                      T-TESS Field Supervisor, TEA

2012-2016                      TAP Certified Team Observer, National Institute for Excellence in Teaching (NIET)

2010                      Quality Matters

***LITREACY EDUCATION COURSES TAUGHT***

**Graduate Level:**

Problems, Trends, and Issues in  
Adolescent Literacy  
Investigations in Literacy  
Qualitative Data Analysis

**Undergraduate Level:**

Content Area Literacy  
Early Childhood Reading and Writing  
Teaching Reading in Elementary Schools  
Writing Centered Classrooms



Studies in Elementary Language Arts

Emergent Literacy

Content Area Literacy

Critical Literacy

Balanced Literacy

Literacy Assessment

Transactional Theories of Reading

Multicultural Literacies

Whole Language

Classroom Techniques in Elementary Reading

Field Work for Reading Specialists

Family Literacy

Phonics for “At-Risk” Students

Teaching Developmental Readers Adolescent to Adult

Theoretical Models of Literacy

Narrative Inquiry in Education

Advanced Practicum in Community Engaged Scholarship

Studies in Gender, Literacies and Adolescents

Content Area and Disciplinary Literacy Policies and Research

Developing Traditional and New Literacies

Increasing Reading Proficiency for All Readers

Language Arts

Developmental Reading

Freshman Composition

Freshman Experience

Honors Seminar: Trends & Issues in

Education Policy & Practice

Developmental Reading

### ***NEW COURSES DEVELOPED***

#### **Graduate Level:**

Teaching Developmental Readers

Adolescent to Adult

Transactional Theories of Reading

Multicultural Literacies

Critical Literacy

Family Literacy

Phonics for “At-Risk” Students

Studies in Gender, Literacies, and Adolescents

Developing Traditional and New Literacies

Content Area and Disciplinary Literacy Policies and Research

#### **Undergraduate Level:**

Trends and Issues in Educational Policy

Creating Writing Centered Classrooms

Content Area Literacy for Music Ed.

### **Dissertation Committees:**

<b>Student Name</b>	<b>Program Area</b>	<b>(Expected) Completion Date</b>
Paul Province	Curriculum & Instruction	2005
Robin Griffith	Curriculum & Instruction	2006
*Cynthia Clinesmith	Educational Leadership	2007
Chiao-Li Wang	Curriculum & Instruction	2007

Donna Cox	Curriculum & Instruction	2007
*Elizabeth Stripling	Special Education	2007
Emily Eicke	Curriculum & Instruction	2007
*Ju Yu Ho	Hospitality & Hotel Management	2008
Beccy Hambrick	Curriculum & Instruction	2009
Paul Frazier	Educational Leadership	2010
+Charlene Bustos	Curriculum & Instruction	2010
+*Beth Van Rensburg	Counselor Education	2011
Macy Satterwhite	Curriculum & Instruction	2011
Penny Pollart	Curriculum & Instruction	2011
Heather Kelley	Educational Psychology	2011
Ellen Wasiuta	Curriculum & Instruction	2011
Eileen Kendrick	Curriculum & Instruction	2011
+Christy Reed	Curriculum & Instruction	2012
Jennifer Hardin	Curriculum & Instruction	2012
Judy Williams	Curriculum & Instruction	2012
+*Lubna Javeed	Curriculum & Instruction	2015
+*Amber Wagnon	Curriculum & Instruction	2016
Kyle Roberson	Human Development & Family Sciences	2019
Charity Embley	Curriculum & Instruction	2019
Michael Ladick	Curriculum & Instruction	2019
+Nanette Montes	Curriculum & Instruction	2019
+Melissa Ingram	Curriculum & Instruction	2020
+*Shona Rose	Curriculum & Instruction	2020
Crystal Rose	Curriculum & Instruction	2020
+*Cari Carter	Curriculum & Instruction	2021
Kimberly Peters	Curriculum & Instruction	2021
Lu Guo	Curriculum & Instruction	2021
Karyn Suggs	Curriculum & Instruction	2021
Elizabeth Woodall	Curriculum & Instruction	2021
Elizabeth Jones	Curriculum & Instruction	2022
Alecha Sheppard	Curriculum & Instruction	2022
Brenda Brown	Curriculum & Instruction	2022
Allison Higdon	Curriculum & Instruction	2022
Rachel Graham	Curriculum & Instruction	2022
Danielle Courtemanche	Curriculum & Instruction	2022
Jennifer Gardner	Curriculum & Instruction	2022
Zach Urquhart	Curriculum & Instruction	2022
Meagan Hill	Curriculum & Instruction	2022
Robert Hobbs	Curriculum & Instruction	2023
Rachel Herny	Curriculum & Instruction	2023
Kerry Hauptert	Curriculum & Instruction	2023
+*Elizabeth Stewart	Curriculum & Instruction	2023
Brian Hortsman	Curriculum & Instruction	2023

Cheryl Brewer	Curriculum & Instruction	2023
Annie Schroeder	Curriculum & Instruction	2023
+*Gracie Gonzales	Curriculum & Instruction	2023
+*Sunny Styles Foster	Curriculum & Instruction	2024
+*Arshunda Washington	Curriculum & Instruction	2024
+*Dawn Burke	Curriculum & Instruction	2024
Eveline Wanki	Curriculum & Instruction	2024
+*Whitney Beach	Curriculum & Instruction	2024
+*Amberly Walker	Curriculum & Instruction	2024
+*Sara Reynolds	Curriculum & Instruction	2025
+*Johanna Keene	Curriculum & Instruction	2025
+*Diamond Tijerina	Curriculum & Instruction	2025
Olivia Perez	Curriculum & Instruction	2025
Dan Spatzierath	Curriculum & Instruction	2025
+*Julie Boatright	Curriculum & Instruction	2026
+*Sara Villanueva	Curriculum & Instruction	2026
+*Bethany Berg	Curriculum & Instruction	2026

\* Methodologist

+ Chair

## **SERVICE**

### ***Manuscript Reviewer:***

2006-present	Editorial Review Board Member, <i>Literacy Research &amp; Instruction</i>
2011-present	Editorial Review Board Member, <i>Journal of Adolescent &amp; Adult Literacy</i> , Volume 56, 57, 58, 59, 60, 61, 62, 63 Publication Years
2017-present	Editorial Review Board Member, <i>Literacy Research: Theory, Method, and Practice</i>
2023-2024	Reviewer for <i>English in Texas</i>
2024	Reviewer for <i>ALER Yearbook</i>
2015-present	Reviewer for the Literacy Research Association Annual Conference
2019-2020	Advisory Board Member, <i>Journal of Media Literacy Education</i>
2020	<b>Expert Reviewer</b> <i>Action in Teacher Education</i>

2014	Editorial Review Board Member, <i>Literacy Research Association Yearbook</i>
2013	Editorial Review Board Member for the Book <i>Exploring Technology for Writing and Writing Instruction</i> (Kristine Pytash and Richard Ferdig, Eds.)
2010	Editorial Review Board Member, <i>Literacy Research Association Yearbook</i>
2009	<b>Expert Reviewer</b> <i>Pedagogies: An International Journal</i>
2009	<b>Expert Reviewer</b> <i>The Teacher Educator</i>
2007	<b>Expert Reviewer</b> <i>Journal of Research in Reading</i>
2007	Reviewer for the International Reading Association's BMENA International Literacy Hub Project
2005	Reviewer for the College Reading Association's 2005 Yearbook

***Book Reviewer:***

2023	Prospectus for Routledge
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***National Committees:***

2017-2022	<b>Chair</b> of the International Literacy Association's Committee for the <i>Leaders Inspiring Readers Award</i>
2004-2006	<b>Member</b> of the Board of Directors for the Critical Perspectives in Literacy Committee, <i>International Reading Association</i>

***External Reviewer for Promotion and Tenure Decisions:***

2024	External Reviewer for Dr. Sarah Johnson for promotion to Associate Professor and tenure, <i>University of Texas, El Paso</i>
2023	External Reviewer for Dr. James Chisholm for promotion to Professor, <i>University of Louisville</i>
2020	External Reviewer for Dr. Dianna Townsend for promotion to Professor, <i>University of Nevada, Reno</i>

2019	External Reviewer for Dr. Aimee Morewood for promotion to Professor, <i>West Virginia University</i>
2019	External Reviewer for Dr. Jodi Lampi for promotion to Associate Professor, <i>Northern Illinois University</i>
2019	External Reviewer for Dr. Mary Styslinger for promotion to Professor, <i>University of South Carolina</i>
2018	External Reviewer for Dr. Katherine Crawford-Garrett for Tenure and Promotion to Associate Professor, <i>University of New Mexico</i>
2017	External Reviewer for Dr. Allison Swan Dagen for Promotion to Professor, <i>West Virginia University</i>
2017	External Reviewer for Dr. Janine Darragh for Tenure and Promotion to Associate Professor, <i>University of Idaho</i>
2016	External Reviewer for Dr. Jenifer Jasinski Schneider for Promotion to Professor, <i>University of South Florida</i>

***State Committees:***

2021-2022	Texas Education Agency Educator Standards Advisory Committee for Reading Specialists ( <i>Appointed</i> )
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***Other Professional Service:***

2024	English Language Arts Teacher Educators (ELATE) Mentor <i>National Council of Teachers of English</i>
2013	Grant Reviewer for the Research & Artistry Awards Opportunity Grant, <i>Northern Illinois University</i>
2004	Grant Reviewer for Interdisciplinary/Multidisciplinary Grants, ORS, <i>Texas Tech University</i>
2001	Technical Assistant for a Title II Teacher Quality Grant for the Professional Development Collaborative at the <i>University of New Mexico</i>
2000-2002	Member of the Teacher Quality Task Force for the <i>New Mexico State Department of Education</i>

1998                      Member of the Content Advisory Committee for the *New Mexico Assessment of Teacher Competency Exam*

***Community Service:***

2015-present    Serving as a Literacy Champion for Estacado High School, Lubbock Independent School District.

2006                Served on an action team charged with studying the cost of teacher recruitment and training for the Frenship Independent School District.

2007-2010        Conducted a writing group with academically “at risk” adolescent girls at Atkins Middle School through the Communities in Schools Program affiliated with the Lubbock Independent School District

2004-2005        Conducted a literacy club with academically “at risk” students at Estacado High School through the Communities in Schools Program affiliated with the Lubbock Independent School District

2003                Taught guided reading with struggling readers in a fourth grade reading class at Jackson Elementary in the Lubbock Independent School District

2001-2002        Served as a volunteer tutoring a child in literacy in first grade for one hour a week in the Portales Municipal Schools

2000-2001        Served as a University Liaison for the KEEP Tutoring Program in the Portales Municipal Schools

2000                Gave a radio interview on Balanced Literacy for the Portales Municipal School’s Professional Development Initiative

1999-2002        Board Member for the Roosevelt County Literacy Council.

1999                Read to preschool aged children during the first annual Rocking Read-a-Thon sponsored by the Portales Public Library

1999                Conducted literacy projects with children in ENMU's Kid's College

1998-2000        Served as a partner for the Portales School District's Strengthening Quality Schools program.

1998-1999        Conducted literacy projects with children in the New Mexico Christian Children’s Home, Portales, NM

- 1998 In conjunction with my children's literature class, conducted a book drive for the New Mexico Christian Children's Home, Portales, NM
- 1997-1998 Tutored high school students at Broad Horizons Alternative High School, Portales, NM
- 1997 Conducted a seminar on emergent literacy with pregnant and teen mothers attending Broad Horizons Alternative High School, Portales, NM

***University Service:***

- 2023 **Faculty Mentorship Academy** member, TLPDC
- 2023-2024 **Faculty Fellows Mentoring Program in Engaged Scholarship** Project mentor, Office of Outreach and Engagement
- 2008-present **Developmental Literacy Graduate Certificate:** created a developmental literacy graduate certificate with two colleagues for the Language & Literacy program in the College of Education. I currently serve as the advisor for this certificate.
- 2017-2020 **Reviewer**, Dissertation Completion Fellowships
- 2020 **Reviewer**, President's Engaged Scholarship Awards, *Texas Tech University*
- 2019-2020 **Facilitator** for the Faculty Search Committee Workshop, *Texas Tech University*

***University Committees:***

- 2023 Teaching Academy Ad Hoc Committee for Review of the Piper Award, *Texas Tech University*
- 2023 Search Committee for the Vice Provost for Outreach and Engagement, appointed, *Texas Tech University*
- 2022 Engaged Scholarship Tenure and Promotion, appointed, *Texas Tech University*
- 2021-2023 Tenure Review Committee, elected, *Texas Tech University*
- 2019-2021 Graduate Council, Graduate, Dean's appointment, *Texas Tech University*
- 2019-2021 Student Affairs Subcommittee, appointed, *Texas Tech University*
- 2019-2022 Ad Hoc Committee on Center & Institute Reviews, *Texas Tech University*
- 2019-2020 Graduate Dean's 5<sup>th</sup> Year Review Committee, appointed by the Provost, *Texas Tech University*
- 2015-2019 Academic Council, *Texas Tech University*
- 2015-2019 Associate Deans, *Texas Tech University*
- 2019 Outreach and Engagement Metrics Taskforce, *Texas Tech University*
- 2019 Presidential Fellowship Award Committee, *Texas Tech University*
- 2018-2019 Research Advisory Council, *Texas Tech University*
- 2018-2019 International Affairs Council, *Texas Tech University*
- 2018 Selection Committee for the Chancellor's Council Distinguished Research Award, appointed, *Texas Tech University*
- 2016 Communication Intensive Advisory Committee, appointed, *Texas Tech University*
- 2012-2017 Investigator Financial Disclosure Committee, appointed, *Texas Tech University*
- 2007-2008 Honors Advisory Council, member, *Texas Tech University*
- 2005-2008 General Education Committee, member, *Texas Tech University*



- 1997-2002 Developmental Studies Advisory Group, member, *Eastern New Mexico University*  
 2001-2002 General Education Committee, member, *Eastern New Mexico University*  
 1998-2001 Curriculum Committee, member *Eastern New Mexico University*

***College Committees:***

- 2024 Teacher Education Department Third Year Review Committee for Catherine Lammert, member, *Texas Tech University*  
 2020-2024 Teacher Education Council, member, *Texas Tech University*  
 2020-2022 Promotion and Tenure Committee, member, *Texas Tech University*  
 2020 Review Committee for C&I Endowed Chairs, member, *Texas Tech University*  
 2018-2019 Research Committee, **ex officio**, *Texas Tech University*  
 2015-2019 Promotion and Tenure Committee, **ex officio**, *Texas Tech University*  
 2015-2019 Graduate Academic Affairs Committee, **ex officio**, *Texas Tech University*  
 2015-2016 P3 Ad Hoc Committee  
 2014-present Jones Fellow Selection and Review Committee, member, *Texas Tech University*  
 2013-2015 Committee for the Advancement of Methodological Programming (A.K.A. the Super Committee), **Co-Chair**, *Texas Tech University*  
 2013-2015 C&I Representative for the Promotion and Tenure Committee, *Texas Tech University*  
 2012 Search Committee for a COE Communications Director, member, *Texas Tech University*  
 2010-2013 Graduate Academic Affairs Committee, member, *Texas Tech University*  
 2010-2011 Graduate Academic Affairs Committee, **Co-Chair**, *Texas Tech University*  
 2010 MS2 Search Committee, member, *Texas Tech University*  
 2008-2009 Faculty Council, **Chair**, *Texas Tech University*  
 2007-2008 Faculty Council, **Chair Elect**, *Texas Tech University*  
 2005-2006 Faculty, Staff & Student Human Resources Committee, **Chair**  
 2003-2007 Faculty, Staff & Student Human Resources Committee, member *Texas Tech University*  
 2005-2009 Leadership Council, member, *Texas Tech University*  
 2007 Search Committee for COE Instructional Support Services Technology Staff Position, *Texas Tech University*  
 1998-2002 Undergraduate Assessment and Retention Committee, member, *Eastern New Mexico University*  
 1998-2002 Graduate Assessment and Retention Committee, member, *Eastern New Mexico University*

***Curriculum & Instruction Department Committees:***

- 2022-2023 Teaching Excellence Standing Committee, *Texas Tech University*  
 2020-2022 Bilingual Education Faculty Search Committee, member, *Texas Tech University*  
 2020-2021 Ad Hoc Committee on Collegiality, member, *Texas Tech University*  
 2020 C&I Annual Review Committee, member, *Texas Tech University*  
 2019-2020 C&I Curriculum Committee, member, *Texas Tech University*  
 2015-2016 STEM Faculty Search Committee, member, *Texas Tech University*

- 2015 Language & Literacy Faculty Search Committee, **Co-Chair**, *Texas Tech University*
- 2010 Language & Literacy Faculty Search Committee, **Chair**, *Texas Tech University*
- 2007-2009 Ad Hoc Ph.D. in C & I Committee, member, *Texas Tech University*
- 2004-2005 Search Committee for Early Literacy Position, member, *Texas Tech University*
- 2005 Search Committee for Middle Level Position, member, *Texas Tech University*
- 2003 Search Committee for Middle Level/Secondary Reading Position, member, *Texas Tech University*

#### **MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS**

*Kappa Delta Pi International Honor Society in Education*, member since 2018

*American Educational Research Association*, member since 1997

Writing and Literacies, SIG member

Research in Reading and Literacy, SIG member

*National Council of Teachers of English*, member since 1991

ELATE member since 2023

*International Literacy Association*, member since 1997

Critical Perspectives in Literacy, ILA SIG member

College Literacy and Learning ILA SIG member

Critical Thinking/Active Learning ILA SIG member

*Literacy Research Association*, member since 2002

*Association of Literacy Educators & Researchers*, member since 2002

*Organization of Teacher Educators in Reading*, member since 2002

*National Association for Developmental Education*, member from 2002-2004

*Pedagogy of the Oppressed*, member from 1996-1999

*New Mexico National Council of Teachers of English*, member from 1997-2002

*New Mexico International Reading Association*, member from 1997-2002

*New Mexico Reading Educators*, member from 1997-2002