

BRUCE A. JONES

EDUCATION

Columbia University, New York

- Ph.D. Political Science
- M.Phil. Political Science

Teachers College, Columbia University, New York

- M.A. Politics and Education

Adelphi University, Garden City, New York

- B.A. Psychology

RESEARCH AREAS

- School leadership, higher education administration
- Education reform, education policy, low-income student achievement, institutional assessment and evaluation
- Cultural competence, race, gender and ethnicity in society
- Community engagement

ACADEMIC and ADMINISTRATIVE POSTS

University of Houston (Main Campus), Houston, Texas

Vice Provost for Academic Programs and Professor of Educational Leadership, College of Education (2014-present) and (Interim) Vice Provost and Dean of the Graduate School, (2017-present)

Under the auspices of the Provost and Chief Academic Officer and direction of the Vice Provost for Academic Programs, the **Office of Academic Programs** serves over 43,000 students (undergraduate and graduate levels) as well as the academic program administrative infrastructure across the University of Houston campus. The **Graduate School** serves over 6,000 graduate students who are enrolled in an array of academic program offerings that include master's, doctoral, advanced certificate, professional, and joint degree programs.

As the founding Vice Provost for Academic Programs and second individual appointed to the role of (Interim) Vice Provost and Dean of the Graduate School, my responsibilities focus on the full creation of the Office of Academic Programs and the continued creation and development of a Graduate School, which is in its fourth year of existence.

Office of Academic Programs Responsibilities

Academic Strategic Planning

- Work with each of the 16 Deans on campus in planning, development, and implementation of Academic Strategic Plans as a key component of the University of Houston Strategic Planning process.

Academic Program Authorization and Approval Process

- Ensure academic proposals (Bachelorette, Master's, Doctorate and Certificate proposals), which emanate from the Colleges, follow the newly developed authorization and approval process. The process includes Provost approval, Undergraduate and Graduate Professional Studies Committee faculty review, UH Board of Regents approval and ultimately, the Texas Higher Education Coordinating Board approval.

Academic Program Encoding in UH Systems

- Ensure that newly approved academic degree offerings are appropriately encoded in all UH data systems (i.e., Office of the Registrar, Office of Admissions, SACs Accreditation, Institutional Research, Strategic Enrollment Management and Financial Aid).

Academic Program Oversight and Quality Assurance

- Serve as chair of the Academic Program Planning Committee (APPC), which includes representatives of the Office of the President, the Division of Student Affairs, the Graduate School, Office of Institutional Research, Office of Strategic Enrollment and Management, Office of the Registrar, Office of Financial Aid, Office of Student Housing and Residential Life, and the Division of Athletics. This work requires collaboration and coordination across operational and academic units to ensure conformity to the university mission, policy, standards, practice and procedures as well as policy that is set by the Texas Higher Education Coordinating Board.

UH Academic Centers and Institutes

- Provide direct oversight of the 29 academic Centers and Institutes on the University of Houston campus with respect to the development and establishment of said entities and quality assurance with respect to the accountability (annual reporting) of these academic entities. Ensure that all original proposals to establish Academic Centers and Institutes and all annual reports are electronically catalogued and archived in the Office of the Provost, Academic Programs.

Memorandums of Understanding, Articulation and Clinical Affiliation Agreements

- Provide direct oversight of Memorandums of Understanding (MOUs), Articulation Agreements and Clinical Affiliation Agreements between the University of Houston and other institutions of higher education and nonprofit organizations in Texas.

Ensure that all fully executed agreements are electronically catalogued and archived in the Office of the Provost, Academic Programs.

Academic Program Funding, Advancement and Development

- Work closely with executive management, the Division of Advancement and Development, Division of Finance and Administration, College Deans and Department Chairs to identify opportunities for the creation of innovative academic programming and methods for securing funding, state, federal and foundation (philanthropic) grants and other types of resources to support such programming.

Texas Higher Education Coordinating Board

- Serve as the principle contact between the university and the Texas Higher Education Coordinating Board on all matters that relate to academic program compliance, degree and certificate program work, university course offerings, academic policies and procedures.

Task Force and Committee Work

- Assist the Provost in other matters related to academic programs as assigned:
 - Served as Chair: Provost Task Force to Establish a Branch Campus of the University of Houston in Sugar Land, Texas (2014-2015).
 - Served as Chair: Provost Advisory Committee to Establish and Launch the University of Houston, College of the Arts (2014-2015).
 - Served as Chair: Provost Task Force to Establish a Branch Campus of the University of Houston in Costa Rica, Central America (2014-2015).
 - Served as Chair: Provost Task Force (Transitional Executive Committee) to Establish and Launch the Governor William P. Hobby School of Public Affairs (2016-2017).
 - Serve as Co-Chair: Provost Committee on Lumina Foundation Initiative. *Beyond Financial Aid: Student Retention, Graduation and Student Success for Low-Income Students* (2016-present).
 - Serve as Chair: Academic Program Planning Committee (APPC), which coordinates academic program planning (including the four-campus - University of Houston System Academic Calendar) with the Office of the President, Division of Student Affairs, the Graduate School, Office of Institutional Research, Office of Strategic Enrollment and Management, Office of the Registrar, Office of Financial Aid, Office of Student Housing and Residential Life, and Division of Athletics.

The Graduate School Responsibilities

Graduate School Operational and Academic Strategic Plan

- Work with faculty, graduate school staff and select administrators to continue the development and completion of the Operational and Academic Strategic Plan of the Graduate School for, ultimately, Provost approval.

Build the Operational Infrastructure

- Build and seek Provost approval for the operational infrastructure of the School. This includes staffing, facilities and fiscal support.

Launch Programmatic Strategies

- Develop graduate-level *recruitment, admissions, retention, and graduation-related* strategies within the Graduate School.
- Develop data warehousing and data analytics capacity within the Graduate School to advance a strategic focus in the Graduate School and advance UH strategic enrollment management goals.
- Build relationships with graduate-level alumni.

Student Research and Career Support

- Plan, develop, and launch campus-wide research forums that allow students to showcase student research projects and student publications.
- Develop incentives (i.e., Research Mini-Grant Program) that will encourage faculty-student mentoring on research initiatives.
- Plan, develop and launch career-related forums (i.e., Graduate School Fair) to introduce graduate students to local, national, and international employers in the for-profit, non-profit and government sectors.
- Develop quality assurance measures for student thesis and dissertations.
- Provide oversight and disbursement of funds for research-related initiatives and student travel to state, national, and international research conferences.

Student Financial Support

- Provide oversight of TA and faculty training opportunities.
- Provide oversight of graduate-level tuition and fees support programs to include scholarships, grants and student support-related endowments.

State and National Representative

- Represent (i.e., Texas Higher Education Coordinating Board, Council of Graduate Schools) University of Houston on all matters (i.e., conferences, forums) that concern graduate education, graduate policies, latest innovations in graduate study at the state and national levels.

UH Division of Research

- Work with the Division of Research to develop graduate-level research opportunities from the state and federal agency-sectors as well as the private philanthropic sector.
- Work with the Division of Research to jointly sponsor pre- and post award workshops to promote graduate-level grant writing and grant support initiatives.

University of South Florida, Tampa, Florida

Associate Dean for Research and the David C. Anchin Endowed Professor of Education and Professor of Special Education, College of Education (2006-2014)

As the inaugural Associate Dean for Research in the College of Education at the University of South Florida, worked to build and sustain the research and training pre- and post award infrastructure of the College. This work focused on increasing the national ranking and visibility of the research and training portfolio of the College. In

doing so, I hired and supervised all pre- and post award staff as well as all research faculty-advisory committees. I also led the establishment of the protocol for developing, authorizing and approving all research proposal submissions in the College. Under the auspices of the USF Office of Research and Innovation, I worked with Associate Deans for Research across the campus to build a research-oriented culture on the USF campus as the campus moved from being a primarily teaching university to a research university.

As Associate Dean for Research served as Chair of the Research and Compliance Committee, which focused on three areas, (1) Building a Research Culture, (2) Ensuring Research Compliance, and (3) Promotion of Faculty, Staff and Student Research Training:

Build A Research Culture

- In conjunction with the USF Office of Research and Innovation, launched *USF ResearchOne Week* in the College of Education, which highlighted faculty, staff and student research in a series of research forums on campus.
- Using resources from the Office of the Dean and the David C. Anchin Center, launched the *Faculty Mini-Grant Research Program*, which allowed faculty resources to pilot research projects with the expectation that said pilots would lead to the submission of research proposals at the national and state levels.
- Launched *Research Travel Program*, which allowed faculty and student mentees to travel to national and international conferences to present research thus building a stronger research culture among our student population while bringing greater visibility to the university around the world.
- Provided oversight of all *Research Centers and Institutes* in the College to help foster collaboration and interdisciplinary research across academic departments within the College and across the campus.
- Coordinated site visits (*USF Entourage*) to Washington, D.C. and Tallahassee to visit agency heads within the *federal sector and our state sector* (i.e., National Institutes of Health, Department of Education, National Science Foundation, Department of Labor, National Endowment for the Humanities, National Endowment for the Arts, Florida Department of Children and Families, Florida Department of the Elder Affairs, Florida Department of Education, Florida Department of Housing and Urban Development) as a means to develop and sustain one-on-one professional relationships between USF and said agencies in grant seeking efforts.
- Established relationships with senior administrators within the *philanthropic sector* (i.e., The Helios Foundation, The Quantum Foundation, the Gulf Coast Community Foundation, the Florida Philanthropic Network) as a means to enhance the research grant portfolio of the College.

Ensure Research Compliance

- Served as the liaison to the USF Office of Research and Innovation in the effort to ensure grant compliance in the College as this concerned campus, state and federal (i.e., *Circular A-21* federal) rules.
- Monitored IRB (Human Subjects) protocol as this pertains to federal rules (*45 Code of Federal Regulations* (CFR) 46 and ethical principles, which are delineated in the *Belmont Report*.
- Maintained a review and periodic revision of *Conflict of Interest* procedures for the College to ensure that College administrators, research faculty, staff and students were aware of said procedures.
- Worked with the *USF Research and Innovation, Technology Transfer/Patents & Licensing Office* to ensure proper licensing and protection of newly developed products and/or technologies in the College.
- Communication to research faculty, staff and students *Homeland Security* rules that govern overseas travel and safeguarding of Intellectual Property (IP).

Promote Faculty, Staff and Student Research Training

- Planned, developed and launched research-training opportunities for research faculty, staff and graduate students. Training opportunities included *webinars* with federal agency representatives on providing insight into grant seeking efforts at the federal level.
- Established, for the first time, *Quarterly Research Training Workshops*, which included the following topics: (1) Research Compliance: Campus, State and Federal Rules, (2) Tips and Techniques on Proposal Writing, (3) How to Foster Interdisciplinary Research, (4) (in partnership with Office of the General Counsel) Homeland Security Rules on Travel Overseas and Protection of Intellectual Property, (4) Pre and Post Award Processes-What Everyone Should Know, (5) Research and the Philanthropic Sector.
- Held *Rapid-Response Targeted Interdisciplinary Sessions*, which consisted of research faculty and staff. The sessions were convened on the heels of federal and state *Calls for Proposals*, whereby there was minimal time to respond. These sessions allowed the College to systematically develop strategies for responding to federal and state Call for Proposals in a rapid manner outside of the traditional proposal writing and proposal submission process.

Anchin Endowed Professor and Director Responsibilities

As the David C. Anchin Endowed Professor of Education and Professor of Special Education, served as Director of the David C. Anchin Center and taught courses in the College of Education that focused on education and students with disabilities.

- Responsible for supervision of the David C. Anchin Center research and administrative staff and 25 fully funded graduate research assistants.
- Raised over \$33 million in external funding, placing the College at a ranking of 16 in the nation in external funding and (excluding the medical center) propelling the Anchin Center into the largest research and training Center on the University of South Florida campus.
- Produced *Florida's First Comprehensive Conditions of Education Report* on the status of student achievement and K-12 institutional performance in the state.
- Expanded the focus of the Center to include leadership, policy and teacher reform.

University of Missouri-Kansas City, Kansas City, Missouri

Kauffman Foundation Endowed Professor of Education, Assistant Dean, College of Education and (Acting) Department Chair, Urban Leadership and Policy Studies in Education (2001-2006)

Teaching Responsibilities

As the Ewing Marion Kauffman Foundation Endowed Professor of Education taught courses in the following areas:

- K-12 School Leadership
- Leadership Theory and Practice
- Leadership in Higher Education
- Urban Education
- The History and Politics of Higher Education
- K-12 School Law
- Legal Issues in Higher Education
- Public Policy in Education
- Schools, Communities and Community Engagement
- The Politics of Education
- Organizational Theory
- Issues of Culture, Race, Ethnicity and Gender in School
- School Reform
- Evaluation and Institutional Assessment in K-12 Settings
- P-16 Reform
- Education and Cross-Sector Collaboration

Assistant Dean Responsibilities

- Established venues for faculty and staff to engage in discussions with

representatives of the philanthropic community (i.e., Kauffman Foundation, Kansas City; Danforth Foundation, St. Louis; Hall Family Foundation, Kansas City; Peter Hershend Foundation, Silver Dollar City, MO and Civic Progress, St. Louis) and representatives of government agencies (i.e., Missouri Department of Education, U.S. Department of Education) to promote faculty and student research and educational reform in the Kansas City School District and the St. Louis Public Schools.

- Worked with the Dean to establish training opportunities for faculty and students to increase research and grant productivity in the College.
- Worked closely with the Dean in efforts to meet national accreditation standards for each department within the College.

(Acting) Department Chair Responsibilities

- Served as (Acting) Department Chair of the Department of Urban Leadership and Policy Studies in Education (ULAPSIE). The department housed three program specializations: (1) Educational Leadership, (2) Higher Education, and (3) Policy Studies.
- Led the department in the development of its first strategic plan.
- Led the department in the accreditation process.
- Administered matters pertaining to curriculum, faculty, student and staff development.
- Supervised the administration and disbursement of student support - student grants, scholarships, fellowships, and financial aid.
- Assessed faculty performance for purposes of annual merit and promotion and tenure review. Also reviewed senior staff in the annual review process.
- Provided oversight of all fiscal matters that concerned the department.

University of Missouri-Columbia, Columbia, Missouri

Associate Professor and Director of the Statewide Consortium for Educational Policy Analysis (CEPA) and Department Chair, Educational Leadership and Policy Studies (ELPS) (1995-2001)

Teaching Responsibilities

- K-12 School Leadership
- Leadership Theory and Practice
- Leadership in Higher Education
- Urban Education
- The History Higher Education
- K-12 School Law
- Legal Issues in Higher Education
- Public Policy in Education

- Schools and Communities
- The Politics of Education
- Organizational Theory
- Issues of Culture, Race, Ethnicity and Gender in School
- School Reform
- Evaluation and Assessment in K-12 Settings
- P-16 Reform
- Education and Cross-Sector Collaboration

**Director, Consortium for Educational Policy Analysis Responsibilities
(Headquartered on MU campus with offices on UM-KC and UMStL campuses)**

- Directed and administered the statewide Consortium for Educational Policy Analysis, headquartered on the University of Missouri-Columbia campus with satellite offices on the University of Missouri-Kansas City and University of Missouri-St Louis campuses. In this role, reported to three academic deans – the Dean of the College of Education on the MU campus, the Dean of the College of Education on the UM-St. Louis campus and the Dean of the College of Education on the UM-Kansas City campus.
- Supervised faculty, staff and students on three campuses of the University of Missouri System to promote research and education reform initiatives at a system level.
- Reported to the Associate Vice President for Academic Affairs at the University of Missouri System level in working with state legislators, the Office of the Governor and State Department of Education officials on research-related requests and the development and establishment of policy in higher education, K-12 and community reform.
- With support from the Peter F. Hershend Foundation, the Ewing Marion Kauffman Foundation, Civic Progress, St. Louis; the Hall Family Foundation and the Danforth Foundation, conducted extensive research on the academic status of children and public schooling in the state. This research led to the establishment of Missouri’s first comprehensive *Public Education Evaluation Report (PEER)*.

Department Chair Responsibilities

- Served as Chair of the Department of Educational Leadership and Policy Studies (ELPA). The department housed programs in: (1) Educational Administration, (2) Higher Education Administration, and (3) Policy and International Studies. Reported directly to the Dean of the College of Education on all matters concerning the administration and operation of the department, such as, accreditation matters, curriculum development, faculty promotion and tenure review, staff and student development, department liaison with the community and alumni, development and fund-raising, student affairs and student enrollment planning, strategic planning and

implementation. Also, provided oversight of Missouri's first statewide Ed.D. program.

University of Pittsburgh, Pittsburgh, Pennsylvania

Associate Professor of K-12 Educational Leadership and Higher Education, Associate Director of the Institute for Research and Practice in Education and Program Chair, Educational Leadership Program (1989-1995)

Began university professional career as an Assistant Professor at the University of Pittsburgh. Received tenure and promotion to the rank of Associate Professor in 1996.

As Associate Professor, Department of Administrative and Policy Studies (APS), taught graduate-level courses in the fields of K-12 and Higher Education leadership as this concerned historical, political and social dimensions of each field. Also taught courses in educational policy, the foundations of education, community development, and the politics of school and community affairs.

In the role as Associate Director of the Institute for Research and Practice in Education, served as a liaison between the University, local neighborhood organizations (i.e., the Urban League, Boys and Girls Club) and local school districts. Also established forums, and meetings between the College of Education and representatives of the philanthropic and business sectors to promote educational reform, leadership training opportunities, and teacher efficacy initiatives.

In the role of Program Chair of Educational Leadership, coordinated faculty, staff, student and curriculum development efforts in the program on K-12 educational leadership. Also dealt with human resource issues as this concerned faculty development in the program and issues related to promotion and tenure.

CONSULTANCIES In PHILANTHROPIC FIELD

The Quantum Foundation (Palm Beach, FL)

- External evaluator and independent consultant of STEM (Science, Technology, Engineering, Mathematics) initiatives housed at State College of Palm Beach County, Palm Beach Atlantic University, and Florida Atlantic University in partnership with Palm Beach County School District.

- Served as strategic planning consultant to the executive staff and Board of the Quantum Foundation, which focuses on STEM, community mental and medical health initiatives.

Gulf Coast Community Foundation & All Faiths Food Bank (Sarasota, FL)
- As a consultant, authored the first ever comprehensive report on the status of children and food security in Sarasota County and DeSoto County, Florida.

On the Edge I – Child Hunger in Sarasota County
On the Edge II – Child Hunger in DeSoto County

Links to Reports:

<http://www.gulfcoastcf.org/news/2014/03/18/hunger-study-finds-children-on-the-edge/>

<http://www.heraldtribune.com/article/20140319/article/140319571>

Ewing Marion Kauffman Foundation (Kansas City, MO)

Eight-City Denali Initiative

- Served as the lead evaluator and independent consultant of the Denali Initiative, which focused on leadership and entrepreneurship for non-profit community-based organization executives in eight cities across the United States.

Howard J. Heinz Foundation (Pittsburgh, PA)

Manchester Craftsmen's Guild Strategic Planning Document

- Strategic planning independent consultant.

The Ford Foundation (New York, NY)

Twenty-one City Urban Collaborative Initiative

- Member of the documentation team that collected data about the status of dropout prevention programming in 21 cities across the United States. Education Resources Group, NY, NY.

Edna McConnell Clark Foundation (New York, New York)

- Member of the documentation team that collected data about the efficacy of the community-based reform initiative. Education Resources Group, NY, NY.

The Lilly Endowment (Indianapolis, IN)

Middle Grades Improvement Program (MGIP)

- Member of the documentation team that collected data about the status of multiple middle school initiatives throughout school districts in Indiana. Education Resources Group, NY, NY.

ADDITIONAL EXPERIENCE IN FIELD OF PHILANTHROPY

Assistant to the President

Edward W. Hazen Foundation

New York, New York

Served as program administrator for the review and distribution of competitive grants to non-profits across the United States. Areas of funding included youth development, community engagement, literacy and communications, education and writing.

Founding Director

The *I Have A Dream* Foundation (IHAD)
New York, New York

Worked with Eugene Lang (founder of IHAD), by serving as the first Director of Support Services of the Foundation. Established protocols for the creation of classes across the five boroughs of New York City (Manhattan, Queens, Bronx, Staten Island and Brooklyn) and assisted with the nationwide expansion of the foundation in 14 cities. Worked closely with the IHAD Board of Directors and investors on the selection of schools that would ultimately house student beneficiaries of the foundation. Also developed leadership-training programs for the IHAD Program Directors, who reported to me, in their role as IHAD neighborhood supervisors in each of the five boroughs of New York City.

Conducted research and developed a document on apartheid in South Africa. The final document was used by the Board of Trustees to begin divestiture of funds in companies who conducted business with South Africa.

RESEARCH AND PUBLICATIONS

Jones, B.A., Croft, M., & Longacre, T. (2017) (In-Press). We're all in this together: Collective impact as a practical and conceptual guide for advancing low-income student success in higher education. *Metropolitan Universities Journal*.

Jones, Bruce A. (Author) & Horn, Catherine (Co-Editors) (In-Press). *Higher Education in America: The Conundrum of Change and the Opportunity for Advancement*. Information Age Publishing.

Jones, Bruce A. (Editor) & Rolle, A. (Co-editor) (2016). *Leading Schools in Challenging Times: Eye to the Future*. Charlotte, NC: Information Age Publishing.

Jones, B.A., (Author) Van DerVelde, R. (Co-author) & Walker, K. (Co-author) (2016) *Teacher Leaders as Learners and Advocates of Science: What Can Happen When K-12, Higher Education and Philanthropy Join Forces*. In BA Jones (Ed) and A. Rolle (Co-editor), *Leading Schools in Challenging Times: Eye to the Future*. Charlotte, NC: Information Age Publishing (pp. 203-226).

Jones, B.A. and Nichols, E. (2013) (Co-authors). *Cultural competence in America's schools: Leadership, engagement and understanding*. Charlotte, NC: Information

Age Publishing.

Jones, B.A. (2009). *African American school leadership in a policy context: A tornado of private influence and interests*. In L. foster & L. Tillman (Eds.), *African American perspectives on leadership in schools: Building a culture of empowerment*, (pp. 195-210) Lanham, MD: Rowman & Littlefield Publishers.

Jones, B.A. (2008). *Privatization and its impact on urban school reform: Table top theory as a guiding conceptual framework*. *Teacher Development*, 12(4), pp. 319-328.

Jones, B.A. & Jackson, N.D. (2007). Learner centered leadership in “urban” contexts: Key elements to consider for professional development. In A. Danzig, K.M. Borman, B.A. Jones & W. F. Wright (Eds.) *Learner-centered leadership: Research, Policy, and Practice*. Mahwah, NJ: Lawrence Erlbaum, pp. 207-220.

Danzig, A., Borman, K.M., Jones, B.A. and Wright, W. F. (Eds.) (2007) *Learner-centered leadership: Research, Policy, and Practice*. Mahwah, NJ: Lawrence Erlbaum Publishers.

Jones, B.A., (2007). Student resiliency, institutional structures, and arts education: Manchester Craftsmen’s Guild as a model. In D. M. Davis (Ed.) *Resiliency Reconsidered: Policy Implications of the Resiliency Movement*. Charlotte, North Carolina: Information Age Publishing, Inc.

Jones, B.A. (2007). Table top theory as a policy framework for gauging the confluence of teaching and private sector interests. *Teacher Education Quarterly*, 34(2), 185-204.

Jones, B.A. (2000) (Ed.). *Educational Leadership: Policy Dimensions in the 21st Century*. Connecticut: Ablex Publishers, Inc.

Jones, B.A. (2000). The school leadership shortage: Framework for policy discussion. In Jones, B.A. (Ed.) *Educational Leadership: Policy Dimensions in the 21st Century*. Connecticut: Ablex Publishers, Inc. (pp. 153-170).

Gysbers, N.C., Lapan, R.T. and Jones, B.A. (2000). School board policies for guidance and counseling: A call to action. *Professional School Counseling*, 3(5), 349-355.

Jones, B.A. (1997). Desegregation, education, politics and policy legacies. *The Negro Educational Review*, XLVIII(3-4), 109-119.

Jones, B.A. (1996). School-Community Based Organization Collaboratives: Differentiating between “Different Characteristics”. *Educational Research Quarterly*, 20, 3-16.

Jones, B.A. & Borman, K.M., (1994) (Eds.). *Investing in U.S. Schools: Directions for Educational Policy*. Norwood, NJ: Ablex Publishers, Inc.

Jones, B.A. (1994). Schools in the community and urban context: Incorporating collaboration and empowerment. In B.A. Jones, and K.M. Borman (Eds.) *Investing in U.S. Schools Directions for Educational Policy*. Norwood, NJ: Ablex Publishers, Inc. (pp. 5-17).

Jones, B.A. (1994). The multiple constituency concept of collaboration: Influences of race, class, gender and ethnicity. *Theory into Practice*, 33(4), 227-234.

Jones, B.A. (1994). The community-based organization in an urban education setting: Implications for urban policy development. In F. Rivera (Ed.) *Reinventing urban education: Multiculturalism and the social context of schooling*. New York: IUME (Institute for Urban and Minority Education) Press, Teachers College, Columbia University.

Jones, B.A. (1992). Collaboration: The case for indigenous community-based organization support of dropout prevention programming and implementation. *The Journal of Negro Education*, 61(4), 496-508.

CONFERENCE PRESENTATIONS

Desegregation in Florida schools: Separate is not equal. Florida State University, LeRoy Collins Institute, Tallahassee, FL. (Upcoming, September 27, 2017).

Promoting institutional efficacy to ensure retention and graduation of low-income and first generation college students. 7th Annual Texas Higher Education Symposium, Austin, TX (August 4-5, 2017).

Manchester Craftsmen's Guild: Giving meaning to structural school reform. U.S. Senator Bob Casey (D-PA) Honoring of William E. Strickland, Manchester Bidwell Corporation, in Black History Month. Kennedy Caucus Room, Russell Building, U.S. Senate: Washington, D.C. (February 25, 2013).

Co-existence strategies in Israel education: Using the Manchester Bidwell model. Akko, Israel. (May 25, 2013).

We C.A.R.E.: Urban League Statewide Town Hall Meetings on the educational status of Black children in Florida. (Series of Local-Community Conversations Across the State) (August – September 2013).

Urban League Statewide Town Hall Meetings

Tallahassee, Florida WCBS-TV Affiliate News Link (The Educational Status of African American Children)

<http://www.wctv.tv/home/headlines/Urban-League-Of-Tallahassee-To-Host-Town-Hall-Meeting-223303771.html>

Community conversations: Truth-telling and the School-to-Prison Pipeline. ACLU Convening at The Children's Board. (Local-Community Convening), Tampa, Florida (January 21, 2014).

Educational policy, e-learning, and blended learning strategies. Caliquity Conference, Palm Springs, California (March 15, 2012)

Student achievement: Report on the Conditions of Education in Florida. Palm Beach, Florida, Palm Beach School District-Office of the Superintendent (Local-Community Convening) (July 14, 2011).

The connection between education and "community." Facing the issues roundtable, Greater D.C. Cares, Impact Summit, Washington, D.C. (June 15, 2011).

Barriers to learning: Differential racial/ethnic performance for students in a southeastern U.S. school district. INTED2011, Valencia, Spain (March, 2011).

Education, youth and attributes of crime: What the data shows. Gang Reduction Task Force, Office of the Attorney General of Florida. Hillsborough County, Florida (October 20, 2010).

African American achievement in the context education reform. National Association for the Advancement of Colored People (NAACP). Tampa, Florida (April 26, 2010).

Top educational policy issues for Florida. Florida Philanthropic Network (FPN) Statewide Conference. Orlando, Florida (February 2010).

Governing Florida today – How we got here, where we're going. Florida Philanthropic Network (FPN) Annual Statewide Conference. Orlando, Florida (February 12, 2010).

The ongoing legacy of Civil Rights icon Bernard LaFayette, Jr., Black Heritage Month. Tampa, Florida (January 21, 2010).

International perspectives on educational reform: Dialogue and understanding. The People to People Program, Johannesburg and Cape Town, South Africa (November 8-22, 2009).

Students as global citizens. College Board, Advanced Placement Summer Institute for School Teachers. Tampa, Florida, USF (July 27, 2009).

The collaborative continuum: Strategic grantwriting to get what you want. USF-Sarasota campus – Faculty Orientation. Sarasota, Florida (August 1, 2008).

Cultural competence: Measurements, student achievement and institutional performance. International Forum on Education, Economy and Society. Paris, France (July 17-18, 2008).

Leading with teams: Challenges and opportunities. American Educational Research Association. San Francisco, CA. (April 2008).

The power of partnerships: Achieving collective interests. TN P-16 Initiatives. Nashville, Tennessee (March 19, 2008).

Taking charge-taking responsibility. Collective approaches to exemplary school achievement for African American children. Richland One School District Conference on Student Achievement. Columbia, South Carolina (Local-Community Convening) (March 15, 2008).

Culturally competent leadership: Critical issues in critical times. Voluntary Public School Choice Program, Project Directors’ Conference. Washington, D.C., U.S. Department of Education (January 18, 2008).

Getting fired up: Culturally competent leadership. The Annual Meeting of Magnet Schools of America. Crystal City, Virginia (October 21, 2007).

School leadership in a global context: Our responsibility. 17th Annual Leadership Conference: Southern Regional Minority Leadership Conference. Tunika, Mississippi (May 28, 2007).

The diminishing “public” in public education. California Council on Teacher Education (CCTE). San Jose, California (April 2007).

The state of Black America: Implications for African Americans in the State of Florida. Citigroup African Heritage Network, CitiCorp. Tampa, Florida (February 22, 2007).

- Challenges for learner-centered leadership in urban settings: Good intentions, unintended consequences.* American Educational Research Association, San Francisco, California (April 2006).
- The informal dynamics of educational policy: The confluence of classroom and private interests. University of the Pacific, California (April 2006).
- Education leadership and business at the crossroads: Affecting a critical mass.* International Business-Education Partnership Conference, London, England (November 2004).
- The state of education reform packages in the United States.* Annual Meeting of PANOPSI (Professional Administrators of New Orleans Public Schools Inc.), Bay St. Louis, Mississippi (August 2004).
- Integrated and interdisciplinary approaches to school leadership preparation, recruitment, renewal and legacy.* Annual meeting of the Reader's Digest (Wallace) Foundation on School Leadership, Eugene, Oregon (March 2003).
- Urban leadership: Operating under siege and conflict.* American Educational Research Association, Chicago, Illinois (April 2003).
- Urban youth in the context of education and community reform: Evaluating impact.* Yale University School of Medicine. Yale University, New Haven, Connecticut (April 19, 2002).
- Policy centers and "infrastructure" issues.* American Educational Research Association, New Orleans, LA (Policy roundtable) (April 2000).
- Education policy centers: Ten years later.* American Educational Research Association, Montreal, Canada (April 1999).
- Education outside the vacuum: Community development policy, evaluation, and assessment.* Harvard University, College of Education, Cambridge, MA. (February 1998).
- Politics and evaluation: Impact on policy and community development.* Presented to the politics and education special interest group, American Educational Research Association, Chicago, Ill. (April 1997).
- The status of African American students: Transitioning from secondary to post-secondary education.* Forum on Leadership and Institutional Effectiveness, Consortium for Educational Policy Analysis (June 1997).

Critical concerns in the field of evaluation: African American community focus. Association for the Study of Higher Education, Memphis, TN (October 1996).

Conceptualizing the internal capacity to evaluate. International Education Business Conference, Glasgow, Scotland (April 1995).

The political context of higher education: Implications for ethical issues in teaching. The American Educational Research Association, San Francisco, CA (April 1995).

Making room for weird neighbors: Divergent views of systems and power in collaboratives. The American Educational Research Association, San Francisco, CA (April 1995).

Assessing the impact of education collaboratives. National Association of Partners in Education, Crystal City, VA (November 1994).

"Collaboration" out of chaos: Trustee, faculty, and administrative responses to leadership crisis. Association for the Study of Higher Education, Tucson, AZ (November 1994).

Multiculturalism: Putting it in perspective(s). Association for the Study of Higher Education, Tucson, AZ (November 1994).

Historical perspectives of multiculturalism: Issues of power and diversity. 28th Annual Duquesne University History Forum, Pittsburgh, PA (October 1994).

Dimensions of multiculturalism: Roots, politics, and practice. The American Educational Research Association, New Orleans, LA (April 1994).

Shaping college student outcomes; the interplay of institutional and student characteristics. The American Educational Research Association, New Orleans, LA (April 1994).

Investing in U.S. schools: Directions for educational policy. The American Educational Research Association, Atlanta, GA (April 1993).

The new American schools: Alternative concepts and practices. The American Educational Studies Association, Pittsburgh, PA (November 1992).

Focus on issues of race, ethnicity and gender: What does the professional, research and social mirror reveal? The Association for the Study of Higher Education. Minneapolis, MN (November 1992).

Student diversity, multiculturalism, and campus environments. The Association for the Study of Higher Education, Minneapolis, MN (November 1992).

Community empowerment and the urban education agenda: Combining oil and water? The First Annual Conference on Urban Education, Teachers College, Columbia University. New York, NY (July 1992).

Factors related to partnerships and self-assessment. The First International Conference on Education Business Partnerships, Birmingham, England (June 1992).

High support for adolescents: School, family and the community. The American Educational Research Association, San Francisco, CA (April 1992).

Shared decision-making and the evolving impact of formal and informal leadership structures at the school site. The American Educational Research Association, San Francisco, CA (April 1992).

Community and parent involvement: National, state and local models. Thanks to Teachers--Power of Partnerships Symposium. University of Pittsburgh, School of Education, Pittsburgh, PA (April 1992).

The Ford Foundation Urban Collaborative Initiative: Trends toward successful partnerships. National Symposium on Partnerships In Education (November 1991).

Comprehensive collaboration as the model for student-centered education. Conference on Breaking the Mold: Alternative Structures for American Schooling and Schools. University of Cincinnati, Cincinnati, OH (November 1991).

Using technical assistance agencies as change agents in the collaborative process: Seeing the light beyond the tunnel. The American Educational Research Association annual meeting, Chicago, IL (April 1991).

Restructuring schools through involvement of parents and community. The annual meeting of the National Symposium on Partnerships In Education, Crystal City, VA (November 1990).

Political perspectives on the debate about multiculturalism. Association for the Study of Higher Education. Boston, MA (November 1991).

Combating racism in higher education. YWCA of Greater Pittsburgh and The Pennsylvania State Council of YWCA'S, Pittsburgh, PA (October 1990).

Boards of trustees, social issues and the concept of neutrality. Association for the Study of Higher Education. Boston, MA (November 1991).

Assessing program model effectiveness in dropout prevention: Shooting at a moving target. American Educational Research Association annual meeting, New Orleans, LA (April 1988).

The "I Have a Dream" program: Bringing together business, schools, and community based organizations, colleges and universities in education and school reform. National Symposium on Partnerships in Education annual meeting, Crystal City, VA (October 1987).

GUEST UNIVERSITY LECTURES

Teachers College, Columbia University. Course: Leadership and Institutional Analysis: The Community and Program Development. *Evolution of partnerships to collaboration: Opportunities and barriers.* September 19, 1995.

Viborg, Handelsskole (School of Business). *An assessment of U.S. education-business cooperation and collaboration for education change.* August 10-11, 1995, Viborg, Denmark.

Carnegie-Mellon University. Course: Graduate School-Arts Management. *Models for Evaluating the Arts.* February 15, 1995.

Teachers College, Columbia University. Course: Leadership and Institutional Analysis: The Community and Program Development. *Evolution of partnerships to collaboration: Opportunities and barriers.* September 14, 1993.

Buffalo State College of New York. PROJECT R.I.C.E. (Responsive Inner City Education). *Education, issues of race and ethnicity.* July 12-13, 1993.

Buffalo State College of New York. PROJECT R.I.C.E. (Responsive Inner City Education). *Education, issues of race and ethnicity.* July 30-31, 1992.

Teachers College, Columbia University. Course: Leadership and Institutional Analysis: The Community and Program Development. *Collaboration as a means to foster community advancement: A political focus.* September 15, 1992.

Carnegie-Mellon University. Course: Graduate School-Arts Management. Topic: *Evaluation as a means of engagement in self-assessment.* February 23, 1994.

Carnegie-Mellon University. Course: Graduate School-Arts Management Department.
Topic: *Quantitative and qualitative program evaluation*. September 22, 1992.

Carnegie-Mellon University. *Evaluation as a tool to assess the impact of the arts*.
September 9, 1991. Carnegie Mellon University: Black Graduate Student
Organization Workshop. *The quest: Benefits and costs of a Ph.D.*. November
16, 1990.

PUBLISHED BOOK REVIEWS

(2003) *A Time for Boldness: A Story of Institutional Change*. Nancy Zimpher, Stephen
Percy, & Mary Jane Brukardt. Bolton, MA: Anker Publishing, 2002. In *The
Review of Higher Education*, Summer (2003) pp. 529-530.

(1994) *Blacks at Harvard: A Documentary History of African-American Experience at
Harvard and Radcliffe*. Werner Sollors, Caldwell Titcomb, & Thomas A.
Underwood (Eds.). New York: New York University Press, 1993. In *The
International Journal of Higher Education and Education Planning*, 29, (1995)
pp. 217-224.

(1994) Reviewed. *Parents the Forgotten Educators: Collaboration with Public Schools*.
Mary E. Henry. New York: SUNY Press, 1994. Reviewed for SUNY Press.

(1994) *The Education of African-Americans*. Charles V. Willie & Antoine Garibaldi &
Wornie L. Reed (Eds.). New York: Auburn House, 1991. In *Educational Studies:
A Journal in the Foundations of Education*, Volume 25, Number 2 (Summer,
1994), pp. 127-130.

(1992) *The Children's Rights Movement: A History of Advocacy and Protection*. By
Joseph M. Hawes. Boston: Twayne Publishers, 1991. In *The History of Education
Quarterly*, Volume 32 Number 4, pp. 537-8.

(1992) *Blacks in the White Establishment? A Study of Race and Class in America*. By
Richard Zweigenhaft and William Domhoff. New Haven: Yale University Press,
1991. In *Educational Studies: A Journal in the Foundations of Education* 23(3)
pp. 391-97.

(1991) *Making Schools Work for Underachieving Minority Students*. Josie Bain (Ed.);
Connecticut: Greenwood Press (1990). In *Educational Studies: A Journal in the
Foundations of Education*, Volume 22, Number 3 (Fall, 1991), pp. 426-30.

(1990) Reviewed. *The Racial Crisis in American Higher Education*. Philip Altbach (Ed.).
New York: SUNY Press (1990). Reviewed for SUNY Press.

PUBLISHED EDITORIALS (Newspaper Op-Eds)

(The Private Sector) Art for Kids' Sake: Arts Integration Can Help Boost Learning, Particularly for Economically Disadvantaged Students. Pittsburgh Post Gazette, Tuesday, January 31, 2006.

Reform Schools from Inside: Across America, Urban School Districts Have Become Bastions of Experimentation for School Reform "Packages." The Kansas City Star, Wednesday, September 17, 2004.

For Those Who Were Not There: A Legacy of the Unsung. Oakland Press, February 1993.

CURRENT/PAST MEMBERSHIPS and PROFESSIONAL ASSOCIATIONS

- American Political Science Association (APSA)
- American Educational Research Association (AERA)
- Association for the Study of Higher Education (ASHE)
 - Editor, ASHE Reader Series Journal in Higher Education (1996 - 1999)
 - Chair, Committee on ASHE Publications (1993 - 1996)
 - Member, Editorial Board, *The Review of Higher Education*, published by the Association for the Study of Higher Education
 - ASHE Task Force for the Study of Higher Education in the 21st Century (1992)
 - Site Co-Coordinator of ASHE Annual Conference held in Pittsburgh (1993)
 - Chair, Committee on Ethnic Participation, ASHE (1991 - 1992).
- Alpha Phi Alpha Fraternity, Inc.
- Charles F. Kettering Foundation (Dayton, Ohio)
 - Recipient of *Eugene Chollar Fellowship Award* (1985)
- U.S. Congressman Augustus F. Hawkins Memorial Foundation Board Member Washington, D.C./Los Angeles (1993-1997).
- Clairton School System, Member of Governor Appointed Board of Control Clairton School District, Commonwealth of Pennsylvania (1995-1996).

- National Association of Partners in Education (NAPE), Board Member
 - Chair, Resource Development Committee (1994 - 1997).

- Family Services America, Inc. Board Member. Milwaukee, Wisconsin/Washington, D.C. (1994-1996).

- Alliance for Children & Families Board Member (formerly known as Family Services America, Inc.). Milwaukee, Wisconsin/Washington, D.C. (1996-1997).

- National Association of Secondary School Principals Journal Editorial Board, (2006-2014)

- Chair - National Policy Board in Educational Administration (NPBEA), “Policy Circle” and Board Member (Washington, D.C.) (1996).

- Mayerson Academy Board Member, Cincinnati, Ohio (2007-2009).

- National Literacy Council, Board Member (2010-2014).