

## CURRICULUM VITA

### CERTIFICATION

I HAVE READ THE FOLLOWING AND CERTIFY THAT THIS CURRICULUM VITA IS A CURRENT AND ACCURATE STATEMENT OF MY PROFESSIONAL RECORD.

Date: September 25, 2004

Signature: Marilyn J. Chambliss

### 1. PERSONAL INFORMATION

Marilyn J. Chambliss  
Curriculum and Instruction  
Associate Professor  
Promoted August 2002

#### Educational Background

9/83 - 1/90	Ph.D.	Educational Psychology	Stanford University
9/78 - 8/82	B.A.	Psychology	San Jose State University
9/66 - 6/67	Teaching Credential	Social Studies and English	University of California, Berkeley
9/62 - 6/64	B.A.	Sociology	University of California, Berkeley
9/60 - 6/62			University of Redlands

#### Employment Background

7/03 - 7/04	Visiting Scholar, School of Education, Stanford University
8/96 - 8/02	Assistant Professor, Department of Curriculum and Instruction, University of Maryland
2000 -	Faculty, Maryland Literacy Research Center, College of Education, University of Maryland
2000 -	Affiliate Faculty, Educational Psychology Specialization, College of Education, University of Maryland
10/94 - 6/96	Project Director, Fostering a Community of Learners, University of California, Berkeley
2/94 - 6/94	Lecturer, San Jose State University
10/92 - 10/94	Research Associate, Co-director of the Evaluation Team, Stanford University, for the California Advocacy for Mathematics and Science (CAMS), a National Science Foundation Systemic Initiative
1/90 - 9/96	Member of dissertation reading, oral defense, and proposal hearing committees, Stanford University
8/92 - 12/92	Lecturer, San Jose State University
11/89 - 10/92	Research Associate, Project Director, Text Analysis Project, Phase III, Stanford University
6/90 - 9/90	Lecturer, Stanford University
11/67 - 6/69	Junior High School English and Reading Teacher, New York City

## PUBLICATIONS

### Books

#### *Books: Authored:*

Chambliss, M. J., & Calfee, R. C. (1998). Textbooks for learning: Nurturing children's minds. 316 pages. Malden, MA/Oxford, UK: Blackwell Publishers.

#### *Chapters in books: (\* designates refereed chapter; + designates solicited chapter.)*

\*+Calfee, R. C., & Chambliss, M. J. (1991). The design of empirical research. In J. Flood, J. M. Jensen, D. Lapp, & J. R. Squire (Eds.), Handbook of research on teaching the English language arts (pp. 159-175). New York: Macmillan Publishing Company.

+Calfee, R., Chambliss, M., & Beretz, M. (1991). Organizing for comprehension and composition. In W. Ellis (Ed.) All language and the creation of literacy (pp. 79-93). Baltimore: The Orton Dyslexia Society.

+Chambliss, M. J. (1992). Assessing instructional materials/How comprehensible are they? In C. Gordon, G. Labercane, & W. R. McEachern (Eds.), Issues in elementary reading education: Process and practice (pp. 319-341). Needham Heights, MA: Ginn Press.

+Chambliss, M. J. (1993). Assessing instructional materials/How comprehensible are they? In C. Gordon, G. Labercane, & W. R. McEachern (Eds.), Issues in elementary reading education: Process and practice, 2nd Ed. (pp. 319-341). Needham Heights, MA: Ginn Press.

+Chambliss, M. J. (1994). Why do readers fail to change their beliefs after reading persuasive text? In R. Garner & P. A. Alexander (Eds.), Beliefs about text, text comprehension, and instruction with text (pp. 75-89). Hillsdale, NJ: Erlbaum.

+Calfee, R., & Chambliss, M. (1999). Cognitive perspectives on primers and textbooks. In D. A. Wagner, B. V. Street, & R. L. Venezky (Eds.), Literacy: An international handbook, (pp. 179-185). Boulder, CO: Westview Press.

+Chambliss, M. J., & McKillop, A. M. (2000). Creating a print and technology rich classroom library to entice children to read. In L. Baker, M. J. Dreher, & J. Guthrie (Eds.), Engaging young readers: Promoting achievement and motivation (pp. 94-118). Guilford Press.

+Chambliss, M. J. (2002). The characteristics of well-designed science textbooks. In J. Otero, J. Leon, & A. Graesser (Eds.), Psychology of science text comprehension (pp. 51-72). Mahwah, NJ: Erlbaum.

\*+Calfee, R. C., & Chambliss, M. J. (2003). Designing empirical research. In J. Flood & D. Lapp (Eds.), Handbook of research on teaching the English language arts, Rev. Ed. (pp. 152-170). Mahwah, NJ: Erlbaum.

+Chambliss, M. J. (in press). Reading: Learning from text. In J. W. Guthrie, J. M. Braxton, J. M. Cooper, S. R. Goldman, S. P. Heyneman, J. E. Koppich, & C. Kridel (Eds.), The Encyclopedia of Education, 2nd Ed. New York: Macmillan Reference.

Articles in Refereed Journals (\* designates refereed article; + designates solicited article.)

\*+Calfee, R. C., & Chambliss, M. J. (1987). The structural design features of large texts. Educational Psychologist, 22, 357-378.

\*+Calfee, R. C., & Chambliss, M. J. (1988). Beyond decoding: Pictures of expository prose. Annals of Dyslexia, 38, 243-257.

\*Chambliss, M. J., & Calfee, R. C. (1989). Designing science textbooks to enhance student understanding. Educational Psychologist, 24, 307-322.

\*+Chambliss, M. J. (1994). Evaluating the quality of textbooks for diverse learners. Remedial and Special Education, 15, 348-362.

\*Chambliss, M. J. (1995). Text cues and strategies successful readers use to construct the gist of lengthy written arguments. Reading Research Quarterly, 30, 778-807.

\*Chambliss, M. J., & Garner, R. (1996). Do adults change their minds after reading persuasive text? Written Communication, 13, 291-313.

\*+Chambliss, M. J. (2001). Analyzing textbook materials in science to determine how "persuasive" they are. Theory into Practice, 40 (4), 255-264.

\*Chambliss, M. J., & Murphy, P. K. (2002). Fourth and fifth graders representing the argument structure in written texts. Discourse Practices 34, 91-115.

\*Chambliss, M., Christenson, L., & Parker, C. (2003). Fourth graders composing scientific explanations about the effects of pollutants: Writing to understand. Written Communication, 20, 426-454.

## Research Reports

Calfee, R., Haertel, E., Barr, B., Brewer, B., Chambliss, M., Ferrara, S., Korpi, M., & Prescott, B. (1987). Who's in charge here? Testing, teaching, and learning. In R. Calfee, (Ed.), The Study of Stanford and the Schools: Views from the inside, Part II: The research, Final report submitted to The William and Flora Hewlett Foundation, Menlo Park, CA.

Children as thinkers comprehending and composing challenging text. Interim report submitted to the National Academy of Education and the Spencer Foundation, September 16, 1997.

Fourth and fifth graders following the author's reasoning in social studies passages with an argument structure. Final report submitted to the National Academy of Education at the completion of a Spencer Postdoctoral Fellowship, August 20, 1998.

Children as thinkers comprehending arguments and explanations. Final report submitted to the

Spencer Foundation at the completion of a Small Research Grant, January 2001.

Book Reviews (\* designates refereed review; + designates solicited review.)

+Chambliss, M. J. (1997). Constructing and reconstructing text: Expert Readers, Literate Computers, and Beginning Writers. Issues in Education, 2, 207-216. (Invited book review).

## PROFESSIONAL PRESENTATIONS

### Conferences: Refereed

Chambliss, M. J. (1986, March). Comprehension and the design of texts. Paper presented at the annual meeting of the Washington Organization of Reading Development, Seattle, WA.

Brewer, A. J., Chambliss, M. J., & Calfee, R. C. (1986, April). The impact of assessment on instruction. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Chambliss, M. J. (1986, December). The characteristics of comprehensible text. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Chambliss, M., Calfee, R., Wong, I., & Murray, S. A. (1987, April). Analyzing expository text as a stimulus for comprehension. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Okamoto, Y., Calfee, R., Varghese, S., & Chambliss, M. (1987, April). A cross-cultural comparison of textbook designs. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Chambliss, M. (1987, May). Project READ: Narrative training in elementary classrooms. Paper presented at the annual meeting of the International Reading Association, Anaheim, CA.

Calfee, R. C., & Chambliss, M. J. (1988, April). The structure of social studies textbooks: Where is the design? Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Calfee, R. C., & Chambliss, M. J. (1988, May). Content and structure in the comprehension of exposition. Paper presented at the annual meeting of the International Reading Association, Toronto, ON.

Calfee, R. C., & Chambliss, M. J. (1988, August). Designing science textbooks to enhance student understanding. Paper presented at the annual meeting of the American Psychological Association, Atlanta, GA.

Chambliss, M. J., Calfee, R. C., & Wong, I. (1990, April). Structure and content in science textbooks: Where is the design? Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

Chambliss, M. J. (1990, April). Good readers constructing the gist of long arguments: What do they know? What do they do? Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

Chambliss, M. J. (1991, April). Good readers constructing the gist of long arguments: Part II. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Chambliss, M. J., Beretz, M. M., & Calfee, R. C. (1991, December). Which differences in text design affect comprehensibility of expository texts? Paper presented at the annual meeting of the National Reading Conference, Palm Springs, CA.

Calfee, R. C., & Chambliss, M. J. (1992, April) Developing texts for the new middle schools. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Garner, R., & Chambliss, M. J. (1992, April). Do adults change their minds after reading persuasive text? Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Chambliss, M. J. (1992, April). A framework for considering text design. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Chambliss, M. J., Calfee, R. C., & Beretz, M. M. (1992, June). Design features of comprehensible explanations. Paper presented at the annual meeting of the Text and Discourse Society, San Diego, CA.

Chambliss, M. J. (1992, December). Good readers comprehending lengthy written arguments: The effect of text design. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Calfee, R. C., & Chambliss, M. J. (1992, December). Comprehenders and composers as text designers. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Chambliss, M. J. (1994, April). Why does persuasive text fail to change reader's minds? Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Chambliss, M. J. (1994, April). Readers as thinkers: The effect of text design. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Brown, A., Campione, J., Chambliss, M.J., & Sosniak, L. A. (1995, April). Are cockroaches the longest living animals? Widening communities of learners with technology. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Chambliss, M. (1996, April). Research agenda of FCL. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Chambliss, M., Brown, A. L., & Campione, J. (1996, April). Designing elementary classrooms to be communities of learners. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Chambliss, M., Austin, K., & Widdowson, D. (1996, April) First, second, and sixth graders construct arguments about biological content. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Chambliss, M., Wilson, C., Austin, A., & Widdowson, D. (1996, April). The migration and appropriation of scientific ideas and concepts between first- and second-grade students engaged in a community of learners curriculum. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Chambliss, M., Wilson, C., & O'Connor, C. (1996, April). Designing assessment of rich literacy instruction. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Chambliss, M., Wilson, C., Austin, K., & Widdowson, D. (1996, April). The development of explanatory conceptual frameworks within the domain of biology in an FCL classroom. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Chambliss, M. (1997, December). Teaching fourth graders to follow an author's reasoning in written explanations with science content. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Chambliss, M. (1998, March) Reading, writing, and researching in social studies and science: A focus on elementary school, Symposium presented at the annual meeting of the State of Maryland International Reading Association Council, Towson, MD.

Chambliss, M. (1998, April). Children as thinkers composing scientific explanations. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Chambliss, M., & Murphy, K. P. (1998, December). Teaching fourth and fifth graders to follow an author's reasoning in written argument with social studies content. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Chambliss, M., Fink, R. P., & Wortham, S. (1999, April). Mixed methods, mixed messages?: Power and pitfalls of using combined research methods to study literacy, gender, and cultural issues. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Chambliss, M. (1999, April). Contrasting typical textbook materials with those designed to change young minds. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Chambliss, M. (2000, April). Fifth graders discussing written explanations: What do they actually learn? Paper presented at the annual meeting of the American Educational Research

Association, New Orleans, LA.

Chambliss, M. J. (2000, December). Are trade books an improvement over textbooks for primary grade children? Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Chambliss, M. J. (2001, April). Fourth and fifth graders reading and writing in social studies and science: The drudgery of reading and the joy of writing. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Chambliss, M. J., & Parker, C. (2002, April). A reading researcher crosses over into physics with trepidation: Does she have the right? Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Chambliss, M. J., & Graeber, A. (2003, April). Does subject matter matter? Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Chambliss, M. J., Torney-Purta, J.V., Richardson, W. K. (2004, April). Enhancing students' civic knowledge and engagement: Could reading better texts play a role? Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Croninger, R. G., Chambliss, M. J., Graeber, A. O., Price, J. N., Alexander, P. A., Larson, J. C., Von Secker, C. E., & Schatz, C. J. (2004, April). One project's tale: Problems inherent in studying teaching. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

#### Invited Presentations

Chambliss, M. J. (1991, February). Organizing for comprehension and composition. Paper presented at the spring conference of the Louisiana Branch of the Orton Dyslexia Society, Baton Rouge, LA.

Chambliss, M. J. (1991, May). Good readers constructing the gist of lengthy texts with an argument structure. Paper presented at the annual meeting of the International Reading Association, Las Vegas, NV.

Chambliss, M. J. (1997, September). Children as thinkers comprehending and composing challenging text. Paper presented at the Fellows Forum, National Academy of Education Fall Meeting, Boulder, CO.

Chambliss, M. J. (1999, April). Teaching children in the middle grades to comprehend and compose scientific explanations. Paper presented at the annual meeting of the District of Columbia Reading Council, A Council of the International Reading Association, Washington, DC.

## CONTRACTS AND GRANTS

Different Structures of Text Material and Their Effects on Students' Civic Knowledge and Engagement. Carnegie Corporation discretionary grant, August 1, 2003 – July 31, 2004, \$49,945. Co-Principal Investigator with Judith Torney-Purta. Oversee and participate in protocol development, data collection, analysis, and manuscript preparation.

High Quality Teaching of Foundational Skills in Mathematics and Reading, (# 0115389), National Science Foundation Interdisciplinary Educational Research Initiative (IERI), September 1, 2001-August 31, 2006, \$4,500,000. Senior Researcher along with Patricia Alexander, Jeremy Price, and Anna Graeber, and Co-Principal Investigators, Linda Valli and Robert Croninger. Oversee and participate in data collection, analysis, and manuscript preparation for the reading component of the grant.

High Quality Teaching of Foundational Skills in Mathematics and Reading, planning grant (#0089243), National Science Foundation Interdisciplinary Educational Research Initiative (IERI), July 1, 2000-June 30, 2001, \$102,000, Senior Researcher along with Patricia Alexander, Jeremy Price, and Anna Graeber, and Co-Principal Investigators, Linda Valli and Robert Croninger. Participated in writing of grant proposal, working on the development of conceptual framework, and developing classroom observation instruments.

Children as thinkers comprehending arguments and explanations, Spencer Foundation Small Research Grant Program, July 1, 1999-September 30, 2000, \$35,000, Principal Investigator.

Children as thinkers interacting with challenging text, Department of Curriculum and Instruction, Small Research Grant Award, July 1, 1998-May 1, 1999, \$700, Principal Investigator

Reading and writing about science: A design-experiment strategy, National Science Foundation Interagency Education Research Initiative, 2000-2003. Consultant. Dr. Robert Calfee and Dr. Melanie Sperling Principal Investigators, University of California, Riverside. Participated in writing of grant proposal, working on the development of conceptual framework, and developing teacher survey.

## FELLOWSHIPS, PRIZES, AND AWARDS

1996 National Academy of Education Spencer Foundation Postdoctoral Fellow,  
Children as thinkers interacting with challenging text, \$40,000

Top ten finalist in the International Reading Association Outstanding Dissertation of the Year Award - 1990-91

Fellow, School of Education, Stanford University - 1983-1984

## REVIEWING ACTIVITIES

1990 Manuscript reviewer for Review of Educational Research

1994 Manuscript reviewer for Educational Assessment

- 1995 Manuscript reviewer for Scientific Studies of Reading  
Manuscript reviewer for Discourse Processes
- 1996 Manuscript reviewer for Journal of Educational Psychology  
Manuscript reviewer for Scientific Studies of Reading  
Manuscript reviewer for Discourse Processes
- 1997 Editorial Board, National Reading Conference Yearbook  
Manuscript reviewer for Journal of Educational Psychology
- 1998 Manuscript reviewer for Journal of Research in Science Teaching
- 2000 Editorial Review Board, special issue on technology, Reading Research and Instruction
- 2001 Manuscript reviewer for Journal of Research in Science Teaching  
Manuscript reviewer for Contemporary Perspectives in Early Childhood Education  
Manuscript reviewer for Scientific Studies of Reading
- 2002 Editorial Review Board, Contemporary Educational Psychology  
Manuscript reviewer for Journal of Research in Science Teaching
- 2003 Editorial Review Board, Written Communication  
Editorial Review Board, Contemporary Educational Psychology  
Manuscript reviewer for Journal of Research in Science Teaching  
Manuscript reviewer for Research in the Teaching of English

Proposal reviewer for the Annual Meeting of the American Educational Research Association, Division C and Basic Research in Reading and Literacy Special Interest Group (1995, 1996, 1997, 1998, 1999, 2000, 2001, 2003, 2004)

Proposal reviewer for the Annual Meeting of the International Reading Association (1999, 2000, 2001)

Proposal reviewer for the Annual Meeting of the American Psychological Association (2001, 2004)

Proposal reviewer for the Text and Discourse Society annual meeting (2001)

## ORGANIZATION MEMBERSHIPS

- 1985- American Educational Research Association  
1985- International Reading Association  
1986- National Reading Conference  
1990- Association for Supervision and Curriculum Development  
1994- Phi Delta Kappa  
1999- American Psychological Association

## TEACHING AND ADVISING

Courses Taught in the Last 5 Years	Semester	Enrollment
Independent Study (EDCI 798)	Fall 2004	2
Doctoral Dissertation Research (EDCI 880)	Fall 2004	4
Cognitive Basis of Instruction (EDCI 788)	Fall 2004	11
Independent Study (EDCI 798)	Spring 2003	2
Doctoral Dissertation Research (EDCI 899)	Spring 2003	3
Content Area Reading (EDCI 661)	Spring 2003	15
Diagnostic Reading Assessment and Instruction (EDCI 662)	Spring 2003	12
Diagnostic Reading Instruction (EDCI 660)	Fall 2002	15
Content Area Reading (EDCI 661)	Spring 2002	21
Seminar on Theory and Research in Reading (EDCI 769)	Spring 2002	16
Independent Study (EDCI 798)	Spring 2002	3
Doctoral Dissertation Research (EDCI 899)	Spring 2002	2
Diagnostic Reading Instruction (EDCI 660)	Fall 2001	15
Independent Study (EDCI 798)	Fall 2001	1
Doctoral Dissertation Research (EDCI 899)	Fall 2001	2
Diagnostic Reading Assessment and Instruction (EDCI 662)	Spring 2001	12
Independent Study (EDCI 798)	Spring 2001	1
Doctoral Dissertation Research (EDCI 899)	Spring 2001	2
Reading in the Secondary School (EDCI 463)	Fall 2000	24
Independent Study (EDCI 798)	Fall 2000	2
Doctoral Dissertation Research (EDCI 899)	Fall 2000	1
Reading Instruction & Diagnosis Across Content Areas (EDCI 464)	Spring 2000	31
Reading in the Secondary School (EDCI 463)	Spring 2000	19
Independent Study (EDCI 798)	Spring 2000	1
Doctoral Dissertation Research (EDCI 899)	Spring 2000	1
Seminar on Theory and Research in Reading (EDCI 769)	Fall 1999	11
Diagnostic Reading Instruction (EDCI 660)	Fall 1999	13
Independent Study (EDCI 798)	Fall 1999	1
Doctoral Dissertation Research (EDCI 899)	Fall 1999	1
Reading Instruction & Diagnosis Across Content Areas (EDCI 464)	Spring 1999	30
Reading in the Secondary School (EDCI 463)	Spring 1999	19
Independent Study (EDCI 798)	Spring 1999	1
Reading Instruction & Diagnosis Across Content Areas (EDCI 464)	Fall 1998	20
Diagnostic Reading Instruction (EDCI 660)	Fall 1998	11
Independent Study (EDCI 798)	Spring 1998	1
Reading Instruction & Diagnosis Across Content Areas (EDCI 464)	Spring 1998	29
Content Area Reading (EDCI 661)	Spring 1998	16
Cognitive Basis of Instruction (EDCI 788U)	Fall 1997	14

## Course or Curriculum Development

Fall 1998	Redesigned EDCI 464 so that it would be taught weekly during student teaching rather than during the last three weeks of the semester.
Fall 1999	Developed a seminar for EDCI 769 on the relationship between text characteristics and comprehension.
Fall 1999	Am participating in program and course development of a new Master's program

for Elementary and Middle School Teachers designed to prepare experienced teachers for National Board Professional Teaching Standards (NBPTS) certification.

Spring 2000 Redesigned EDCI 362 to be in compliance with the requirements mandated by the Maryland State Department of Education.

Advising: Other Than Research Direction

*Graduate*

*Master's:*

1999- Kimberly Long  
2001- Jennifer L. Race  
2001- Michelle Hudasko  
2002- Jennifer Goodman

*Doctoral:*

1998- Judith Concha  
1999- Lea Ann Christenson  
1999- Anita Voelker  
2000 - Michelle Pace  
2000- Sharon Russell  
2001- Lauren Behar  
2001- Tina Leon  
2001- Donna McDowell  
2001- Terry Newman  
2001- Lynn Newman

Advising: Research Direction

*Master's Seminar Paper:*

1998-1999 Kristin Kolarz  
1998-1999 Mary Colangelo  
1999-2000 Heidi Knechtle  
2001-2002 Andrea Comiez  
2002-2003 Christine Troffkin  
2002-2003 Amy Petrilla  
2004-2005 Monica Rozzi

*Doctoral Dissertation:*

Committee Co-Chair

\*Kim Bobola (proposal approved 1999; graduated 2002)

Committee Chair

\*Judith Concha (proposal approved 2002)

\*Sharon Russell (proposal approved 2003)

\*Ayanna Baccus (proposal approved 2003; graduated 2004)

\*Anita Voelker (proposal approved 2004)

## Doctoral Dissertation Committee Membership

### *University of Maryland, College Park*

#### *Department of Curriculum and Instruction*

- \*Jacqueline Munyer (proposal hearing Spring 1998)
- \*Barbara Kehr, EdD, 1999
- \*Sharon Pitcher, EdD, 1999
- \*Susan Seidenstricker, EdD, 1999
- \*Leslie Rach, PhD, 2000
- \*Jill Manga, EdD, 2001
- \*Sharon Craig, EdD, 2001
- \*Karen Fisher, PhD, 2002
- \*Janice Knight, EdD, 2002
- \*Deborah Litt, PhD, 2003
- \*Hunter Hogewood, PhD, 2004

#### *Department of Human Development*

- \*P. Karen Murphy, PhD, 1998
- Deborah Watkins, PhD, 2000
- \*Sevgi Ozgungor, PhD, 2001
- \*Michelle Buehl, PhD, 2003

#### *Department of Special Education*

- \*Linda Mason, PhD, 2002

### *Stanford University*

#### *School of Education*

- \*Susheela Varghese, PhD, 1990
- \*Naomi Wise, PhD, 1991
- \*Irene Bell Wong, PhD, 1991
- \*Susan Allen Murray, PhD, 1992
- Kenneth Wolf, PhD, 1992
- \*Norma Francisco, PhD, 1996

\*Member of proposal committee as well.

## SERVICE

### Professional

- |           |                                                                                                                                                     |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1999-2000 | National Reading Conference Oscar Causey Award Committee. Responsible for soliciting and reviewing nominations for this prestigious research award. |
| 2000-2001 | American Educational Research Association Program Committee, and Co-chair,                                                                          |

2003 - Division C, Learning and Instruction, Section 1, Language and Learning. With co-chair, responsible for coordinating and monitoring the entire review process and for constructing the Section 1 program for the 2001 Annual Meeting.  
International Reading Association Subcommittee on Studies and Research Grants

Department

1997 Merit Pay Committee  
 1998-1999 Nomination Committee  
 1998-1999 Reading Search Committee  
 1998-2000 Executive Committee  
 1999 Merit Pay Committee  
 1999-2000 Reading Search Committee  
 1999-2001 Graduate Committee  
 2000-2001 Reading Search Committee  
 2002-2003 Reading Search Committee  
 2001-2002 Nomination Committee  
 2002-2003 Advisory Committee  
 2004- Director, Reading Center  
 2004- Grievance Committee

College

1996-1997 Professional Preparation Committee, College of Education, responsible for reviewing course changes to all professional programs in the College and monitoring the progress of university approval of all changes.  
 2001- Bladensburg Project, a joint effort of Prince George's County and the College of Education to improve the reading and mathematics instruction in Bladensburg High School and a middle school and elementary school that feed into the high school. Responsible for providing professional support to content area high school teachers as they integrate reading instruction into their courses and for co-developing a reading methods course for elementary school teachers.  
 2002-2003 College Senate.  
 2002-2003 Faculty Development Committee  
 2004- Faculty Development Committee

University

2000- College of Information Studies School Library Media Program  
 Advisory Board  
 1999-2001 Academic Procedures and Standards Committee, University Senate  
 2004- University Senate  
 2004- Educational Affairs Committee