

## CURRICULUM VITAE

Monique T. Mills, PhD, CCC-SLP

### Associate Professor

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### ACADEMIC POSITIONS

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**Associate Professor**, University of Houston, Department of Communication Sciences & Disorders (2018-present)

**Associate Professor**, The Ohio State University, Department of Speech & Hearing Science (2016-2018)

**Assistant Professor**, The Ohio State University, Department of Speech & Hearing Science (2010-2016)

**Post-doctoral Fellow**, Eunice Kennedy Shriver National Institute of Child Health and Human Development  
(grant T32HD007489), University of Wisconsin-Madison, Waisman Center (2008-2010)

Postdoctoral mentor: Julie A. Washington

### EDUCATION

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**PhD in Speech and Hearing Science**, University of Illinois at Urbana-Champaign (2004-2008)

Dissertation title: *Oral Narration of African American Students in General and Gifted Education Programs*

Dissertation adviser: Ruth V. Watkins

**MA in Speech and Hearing Science**, OSU (2002-2004)

MA thesis title: *Phonological Features of African American Vernacular English Child-Directed versus Adult-Directed Speech*

MA thesis adviser: Jan Edwards

**BS in Speech and Hearing Science**, with high honors, University of Illinois at Urbana-Champaign (1997-2001)

Minor: Spanish

### PUBLICATIONS (\* denotes undergraduate student; \*\* denotes master's student; \*\*\* denotes doctoral student)

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1. Holt, Y., Mendez, L., **Mills, M.T.**, & O'Brien, K. Phonological and morphological awareness interventions with African American children. *Journal of Negro Education*. Accepted.
2. **Mills, M.T.**, Mahurin-Smith, J., & Steele, S.C. (2017). Does rare vocabulary use distinguish giftedness from typical development?: A study of school-age African American narrators. *American Journal of Speech-Language Pathology*, 26, 511-523.
3. **Mills, M.T.** & \*\*Fox, M. (2016). Language variation and theory of mind in typical development: An exploratory study of school-age African American narrators. *American Journal of Speech-Language Pathology*, 25, 426-440.
4. **Mills, M.T.** (2015b). The effects of visual stimuli on the spoken narrative performance of school-age African American children. *Language, Speech, and Hearing Services in Schools*, 46, 337-351.
5. **Mills, M.T.** (2015a). Narrative performance of gifted African American school-aged children from low-income backgrounds. *American Journal of Speech-Language Pathology*, 24, 36-46.

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6. **Mills, M.T.** & Washington, J.A. (2015). Chapter 30: Managing two varieties: Code-switching in context. In S. Lanehart (Ed.), *Oxford Handbook of African American Language* (pp. 566-581). New York: Oxford University Press.
  7. Terry, N.P. & **Mills, M.T.**, Bingham, G.E., Mansour, S., & Marencin, N. (2013). Oral narrative performance of African American pre-kindergartners who speak Nonmainstream American English. *Language, Speech, and Hearing Services in Schools, 44*, 291-305.
  8. **Mills, M.T.**, Watkins, R.V., & Washington, J.A. (2013). Structural and dialectal characteristics of the fictional and personal narratives of school-age African American children. *Language, Speech, and Hearing Services in Schools, 44*, 211-223.
  9. Valdez, C.R., **Mills, M.T.**, Bohling, A., & Kaplan, D. (2013). The role of parental language acculturation in the formation of social capital: Differential effects on high-risk children. *Child Psychiatry and Human Development, 44*, 334-350.
  10. Steele, S.C., Willoughby, L.M., & **Mills, M.T.** (2013). Learning word meanings during reading: Effects of phonological and semantic cues on children with language impairment. *International Journal of Speech-Language Pathology, 27*, 354-370.
  11. Steele, S.C. & **Mills, M.T.** (2011). Vocabulary intervention for school-age children with language impairment: A review of evidence and good practice. *Child Language Teaching and Therapy, 27*, 354-370.
  12. Washington, J.A. & **Mills, M.T.** (2010). Language variation in the classroom: The case of the African American child. In S. Levey and S. Polirstok (Eds.), *Language Development and Differences: An overview and introduction*. Thousand Oaks, CA: SAGE Publications, Inc.

## GRANTS

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- Women of Color Coalition Stimulus Research Grant Program (University of Houston), *Assessing Black Students' Narrative Language: Emic & Etic Perceptions* \$5000. Principal Investigator. 01/2020.
- Women of Color Coalition Stimulus Research Grant Program (University of Houston), *An Examination of Speech Disfluencies in Bidialectal Children: A Preliminary Study* \$3756.00. Co-Investigator. PI: Kia Johnson. 12/2018.

## HONORS

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**Awardee**, Visit to DC: NIH and the Hill, Division of Research, UH, March, 2020.

**Awardee**, Society for Research in Child Development Ethnic and Racial Issues Committee's Inaugural National Institutes of Health Grant-writing Bootcamp, July 2017.

## TEACHING EXPERIENCE

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### Instructor

COMD 2339, *Language Development*, Fall 2018.

Department of Communication Sciences and Disorders, University of Houston.

COMD 6261, *Research and Critical Thinking*, Fall 2019

Department of Communication Sciences and Disorders, University of Houston

### Guest Lecturer

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PRESENTATIONS (\*denotes undergraduate student; \*\*denotes master's student; \*\*\*denotes doctoral student)

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### Refereed

1. **Mills, M.T.**, Moore, L.C., Kim, S., & Chang, R. (accepted for March 2020). Assessing Black students' narrative language. Donn Bailey Lecture podium presentation at the National Black Association for Speech-Language-Hearing, Houston, TX.
2. Gregory, K., Taylor L.R., Hamilton, M.B, Newkirk-Turner, B., & **Mills, M.T.** (accepted for March 2020). African American English: Origins and clinical implications. National Black Association for Speech-Language-Hearing, Houston, TX.
3. Johnson, K.N. & **Mills, M.T.** (accepted for March 2020). Examining speech disfluencies in narrative samples. Podium presentation at the National Black Association for Speech-Language-Hearing, Houston, TX.
4. \*\*Walker, C., Johnson, K.N., & **Mills, M.T.** (accepted for February 2020). Examining speech disfluencies in narrative samples of bidialectal African American children. Texas Speech-Language-Hearing Association, Houston, TX.
5. **Mills, M.T.**, Moore, L.C., Kim, S., & Chang, R. (November 2019). Assessing Black students' narrative language: Emic & etic perceptions. Poster presented at the American Speech-Language-Hearing Association, Orlando, FL.
6. Johnson, K.N. & **Mills, M.T.** (November 2019). An examination of speech disfluencies in bidialectal children. Poster presented at the American Speech-Language-Hearing Association, Orlando, FL.
7. **Mills, M.T.**, Johnson, K.N., Alvarez, D.C., & Puente, M. (June 2019). *An examination of speech disfluencies in bidialectal children*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.
8. **Mills, M.T.**, Moore, L., \*\*\*Frick, B. & \*\*\*Kim, S. (November 2018). *Assessing students' narrative language: Emic and etic perceptions*. Poster presentation at the American Speech-Language-Hearing Association, Boston, MA.
9. **Mills, M.T.** & Mahurin-Smith, J. (October 2018). *An open-source assessment tool for evaluating growth in expressive vocabulary*. Interactive poster session presented at the DEVSEC: Conference on the Use of Secondary and Open Source Data in Developmental Science, Phoenix, AZ.
10. Fabiano-Smith, L., Gregory, K., **Mills, M.T.**, Newkirk-Turner, B., Pruitt-Lord, S., & Simón-Cerejido. (2017, November). *Increasing diversity in speech, language, and hearing graduate programs*. Podium presentation at the American Speech-Language-Hearing Association, Los Angeles, CA.
11. **Mills, M.T.**, & Mahurin-Smith, J. (2017, November). *Does rare vocabulary production distinguish risk for language impairment from typical development in school-age African American narrators?* Poster presented at the American Speech-Language-Hearing Association, Los Angeles, CA.
12. **Mills, M.T.**, Holt, Y., \*\*Roush, S., & \*Ankeney, E. (2017, June). *Effect of reading intervention on narrative language*. Poster presented at the annual Symposium on Research in Child Language Disorders in Madison, Wisconsin.
13. **Mills, M.T.**, & \*Fox, M. (2016, November). *Language variation and theory of mind in typically-developing school-age children*. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.

14. **Mills, M.T.** & \*Nester, K. (2016, November). *The effects of visual stimuli on language variation in school-age African American English speakers*. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.
15. **Mills, M.T.**, Mahurin-Smith, J., Steele, S. (2016, June). *Does rare vocabulary production distinguish giftedness from typical development in school-age African American narrators?* Poster presented at the annual Symposium on Research in Child Language Disorders in Madison, Wisconsin.
16. **Mills, M.T.**, \*\*\*Lundine, J., \*Comer, S., & Richels, C. (2016, June). *Does narrative fluency differ between personal and fictional narratives? A study of school-age African American children?* Poster presented at the annual Symposium on Research in Child Language Disorders in Madison, Wisconsin.
17. \*\*\*Lundine, J., **Mills, M.T.**, Harnish, S.M., & McCauley, R.J. (2016, June). *Microstructural comparisons in verbal summaries of expository discourse in adolescents with typical language development*. Poster presented at the annual Symposium on Research in Child Language Disorder in Madison, Wisconsin.
18. **Mills, M.T.** (2015, June). *The relation between theory of mind and language variation in frog stories of school-age African American children: An exploratory study*. Poster presented at the annual Symposium on Research in Child Language Disorders in Madison, Wisconsin.
19. Richels, C.G. & **Mills, M.T.** (2014, November). *Fluency across narrative tasks in school-age children*. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Orlando, FL.
20. Karasinski, C., **Mills, M.T.**, & Weismer, S.E., Ruthven, M., & Scholtens, K. (2014, November). *The relation between dialect density and executive functioning in school-age speakers of African American English*. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Orlando, FL.
21. **Mills, M.T.** (2014, June). *The effects of visual stimuli on the spoken narrative performance of school-age African American children*. Poster presented annual Symposium on Research in Child Language Disorders in Madison, Wisconsin.
22. Karasinski, C., **Mills, M.T.**, & Ellis Weismer, S. (2014, June). *Executive functioning and dialect density in African-American English-speaking children*. Poster presented at the 35<sup>th</sup> annual Symposium on Research in Child Language Disorders in Madison, Wisconsin.
23. **Mills, M.T.** (2013, November). *Macrostructural and dialectal characteristics of fictional and personal narratives in gifted school-age African American children*. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Chicago, IL.
24. **Mills, M.T.** (2012, November). *School-Age African American children's narrative language response to reading intervention*. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Atlanta, GA.
25. Terry, N., **Mills, M.T.**, Bingham, G., Mansour, S., & Marencin, N. (2012, November). *A comprehensive evaluation of narrative skills among African American pre-kindergarteners*. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Atlanta, GA.
26. Valdez, C. R., **Mills, M.**, Bohlig, A., & Kaplan, D. (2012, February). *The predictive role of language acculturation profiles on parent social capital and children's functioning: A person-centered approach*. Symposium accepted for presentation at the themed meeting of the Society for Research in Child Development, Tampa, Florida.

27. **Mills, M.T.** (2011, November). *Language, literacy, and social capital of African American families*. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, San Diego, CA.
28. Steele, S. C., **Mills, M.T.**, & Willoughby, L.M. (2011, November). *Effects of semantic and phonological practice on written word learning*. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, San Diego, CA.
29. **Mills, M.T.**, Rangel, D.E., & Fish, R. (2011, April). *Social capital, ethnicity, and child outcomes*. Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
30. **Mills, M.T.**, \*\*Jones, C.A., & Washington, J.A. (2010, November). *Written Narrative Structure Development in School-age African American Children*. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.

#### **Invited**

1. **Mills, M.T.** (2019, Spring). Work-Life Balance. Provost's Women of Color Coalition, University of Houston.

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#### **NATIONAL SERVICE**

**External Advisory Committee**, *Symposium for Research in Child Language Disorders*, July 2017-present.

**Ad hoc Reviewer**, National Science Foundation Developmental Sciences Program, Spring 2019.

**Guest Editor**, *Language, Speech, and Hearing Services in Schools*, June 2019-present.

**Editorial Board**, *American Journal of Speech-Language Pathology*, January 2017-December 2020.

**Editorial Board**, *Evidence-Based Practice Briefs*, 2011—present.

**Associate Editor**, *Language, Speech, and Hearing Services in Schools*, January 2016-December 2016.

**Reviewer**, *International Journal of Language & Communication Disorders*, 2017—present

**Reviewer**, *Language and Speech*, 2017—present.

**Reviewer**, *Developmental Psychology*, 2016—present.

**Reviewer**, *Scientific Studies of Reading*, 2015—present.

**Reviewer**, *American Journal of Speech-Language Pathology*, 2014—present.

**Reviewer**, *International Journal of Speech-Language Pathology*, 2013—present.

**Reviewer**, *Journal of Speech, Language, and Hearing Research*, 2010—present.

**Reviewer**, *Language, Speech, and Hearing Services in Schools*, 2009—present.

**Reviewer**, *Topics in Language Disorders*, 2009—present.

**Reviewer**, ASH Foundation New Century Scholars Dissertation Grants Summer 2015, 2017

**Committee Member**, Optimizing Health Outcomes: Health Literacy, Communication & Public Health Initiatives, American Speech-Language-Hearing Association, January-November 2020

**Progeny Mentor**, American Speech-Language-Hearing Association, 2017, 2019

**Minority Speech-Language Pathology (MSLP) Mentor**, American Speech-Language-Hearing Association, 2017-2019

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#### UNIVERSITY, COLLEGE, AND DEPARTMENT SERVICE

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##### **University Committees**

*Board Member, Institutional Review Board*, University of Houston, Fall 2019—present

*Faculty Judge*, Three-Minute Thesis, Graduate College, University of Houston, Fall 2019.

*Faculty Interactant*, Scarlet Night, University of Houston, March 2019.

##### **College Committees**

*Chair*, Speech, Language, and Hearing Mobile Unit Committee, University of Houston Summer 2019—present.

##### **Department Committees**

*Chair*, Grievance Committee, COMD, University of Houston, Summer 2019.

*Member*, Evidence-based Practice Review Committee, COMD, University of Houston, Spring 2019—present.

*Member*, Research Committee, COMD, University of Houston, Fall 2019-present.

*Member*, Diversity Committee, COMD, University of Houston, Fall 2019-present.

*Member*, Undergraduate Committee, COMD, University of Houston, Fall 2019-Spring 2019.

##### **Community Service**

Member, Third Ward Community Cloth 2019—present

Senior Advisory Partner, Greater Houston Partnership 2020—present

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#### PROFESSIONAL MEMBERSHIPS

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Coach, National Center for Faculty Development & Diversity 2018--present

Member, Society for Research in Child Development 2008—present

Black Caucus Member

Member, American Speech-Language-Hearing Association 2005—present

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#### CERTIFICATION

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ASHA Certificate of Clinical Competence in Speech-Language Pathology 2007—present

Texas Board of Speech-Language Pathology and Audiology 2020—present