

CURRICULUM VITAE

Monique T. Mills, PhD, CCC-SLP

Associate Professor

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ACADEMIC POSITIONS

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

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)

Mills, M.T., (2021). Forum: Serving African American English Speakers in Schools through Interprofessional Education & Practice. *Language, Speech, and Hearing Services in Schools*, 52, 1-3.

Mahurin-Smith, J., **Mills, M.T.**, & Chang, R. (2021). Rare vocabulary in school-age narrators from low-income communities. *Language, Speech, and Hearing Services in Schools*, 52, 51-63.

Mills, M.T., Moore, L.C., Chang, R. Kim, S. & Frick, B. (2021). Perceptions of Black Children's Narrative Language: A Mixed-Methods Study. *Language, Speech, and Hearing Services in Schools*, 52, 84-99.

Holt, Y., Mendez, L., **Mills, M.T.**, & O'Brien, K. Phonological and morphological awareness interventions with African American children. *Journal of Negro Education*. Accepted.

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.

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.

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- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

HONORS

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| February 2021 | Texas A&M University-Corpus Christi, Build and Broaden: Bridging Critical Research Collaborations for Faculty Success in Texas Minority-Serving Institutions, National Science Foundation |
| January 2021 | 1,000 Inspiring Black Scientists in America, The Community of Scholars, http://crosstalk.cell.com/blog/1000-inspiring-black-scientists-in-america |
| Fall 2020-Spring 2021 | Cougar Chairs Leadership Academy, University of Houston |
| Fall 2019-Spring 2021 | University of Houston Academic Women in Leadership Program, University of Houston |
| July 2017 | Society for Research in Child Development Ethnic and Racial Issues Committee's Inaugural National Institutes of Health Grant-writing Bootcamp |