

Curriculum Vitae

Diane A. M. Archer-Banks, PhD

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- Successful career working within various levels of the educational system from classroom teacher to higher education and a capable executive and founder of a nonprofit organization.
- Critical knowledge of education policy and practice with a focus on evidence-based information and leadership.
- International speaker on topics related to the intersectionality of race, gender, socio-economic status on individuals educational and leadership experiences.

SKILL SETS

- Organizational management
- Public speaking
- Qualitative research
- Focus group/interview facilitation
- Grant and proposal writing
- Curriculum development
- Policy development and analysis
- Personal and professional development
- Survey development
- Program evaluation
- Research development
- Web and publication design

AREAS OF EXPERTISE

- Postsecondary preparation and access
- Organizational leadership
- Qualitative research
- Youth leadership development
- Online teaching and learning
- Program evaluation

EDUCATION

- Ph.D. University of Florida, Gainesville, Florida, 2007
Department of Educational Administration & Policy
Concentration: Curriculum and Instruction Leadership (EDL)
- Ed.S. University of Florida, Gainesville, Florida, 2004
Department of Educational Administration & Policy
Concentration: Educational Leadership
- M.S. Nova Southeastern University, Fort Lauderdale, Florida, 2000
Department of Education and Health
Concentration: Social Studies Education
- B.S. University of Florida, Gainesville, Florida, 1995
College of Journalism
Major: Public Relations

RESEARCH INTEREST

My research focuses on the role race, ethnicity, socioeconomic status, and gender play in individual's leadership experiences. In addition, I have conducted research on such topics as the assessment of student learning, evaluation and assessment, and technology integration in the learning environment and the intersectionality of race, gender and socio-economic status on individual's schooling experience.

LEADERSHIP EXPERIENCE

EDUCATIONAL ACCESS INSTITUTE, Inc. (EAI Inc.)

Gainesville, Florida

1/1/2013 - Present

Founder, Chief Executive Officer & Principal Researcher

- Provide leadership and guidance in executing EAI Inc's vision, mission, and goals.
- Develop, maintain, and support a strong Board of Directors; serve as ex-officio of each committee; seek and build board involvement with strategic direction for both ongoing local and international initiatives.
- Facilitate and lead the organization's strategic planning, meetings, and other decision-making activities.
- Lead, coach, develop, and retain EAI Inc's high-performance team.
- Ensure ongoing local programmatic excellence, rigorous program evaluation, and consistent quality of finance and administration, fundraising, communications, and systems; recommend timelines and resources needed to achieve the strategic goals.
- Prepare and disseminate executive summaries, reports, and presentations on EAI Inc's program objectives and outcome measures.
- Generate external funding via contracts and other funding-raising methods for the EAI's scholarship and programmatic efforts.
- Actively engage and motivate EAI Inc's volunteers, board members, event committees, partnering organizations, and funders.
- Provide leadership, oversight, and guidance in the development and implementation of EAI Inc's youth leadership development model.
- Collaborate with community partners to facilitate increased leadership development opportunities for youth in varied geographic locations.
- Collect and evaluate data for technical reports and research studies.
- Conduct presentation at international, national, and state professional conferences on topics related to EAI Inc's mission and goals.

7/2010 – 10/2012

Interim Director

- Served as a liaison between the UF Alliance and its multiple partners and affiliates.
- Provided leadership and guidance in executing the vision, mission, and goals of the UF Alliance Center.
- Provided leadership, oversight, and guidance in the development and implementation of an advising and mentoring model for the Alliance Scholars Program.
- Collaborated with guidance counselors from partner schools to ensure that targeted students and their parents/guardians were fully informed about college application and enrollment processes and deadlines.
- Collaborated with school administrators and relevant district personnel to ensure that students were provided with the support services needed to excel socially and academically.
- Provided one-on-one and group advising/mentoring for Alliance Scholars at the University of Florida.
- Coordinated the development and implementation of professional development opportunities for Alliance advisors and mentors.
- Collaborated with university faculty to promote the mission and goals of the Alliance program.
- Implemented and maintained a successful model for partnership between a research university and urban high schools.
- Coordinated with the UF Office of Admission on Alliance scholarship awards.
- Developed and implemented school reform initiatives with urban middle and high schools and their surrounding communities.
- Collaborated with school personnel and other stakeholders on key initiatives related to postsecondary access and success among urban high school students and families.
- Performed a leadership role in the program's strategic planning, meetings, and decision-making activities.
- Prepared and delivered executive summaries, reports, and presentations on UF Alliance's program objectives and outcome measures.
- Collected and evaluated data for technical reports and research studies.
- Presented at international, national, and state professional conferences on topics related to the Alliance's mission and goals.
- Coordinated and implemented the Alliance Freshman section of the First-Year Florida Program.
- Managed a budget of \$450,000.

- Generated over \$200,000 in external funding for the program via contracts and other funding-raising methods.

7/07 to 6/2010

Program Coordinator

- Served as a consultant for K-12 administrators on topics related to establishing college-going cultures within urban and high-poverty secondary schools; communicated.
- Collaborated with schools and school districts to cultivate college-going cultures in high poverty middle and high schools.
- Collaborated with school administrators to develop and implement initiatives geared toward improving instruction and student achievement.
- Coordinated and facilitated professional services to urban schools in such areas as college awareness and outreach for students, and job-embedded professional development opportunities for novice and other teachers.
- Mentored undergraduate Alliance scholars and students.
- Served as an instructor for Dean of Student Office, First Year Florida Program.

ACADEMIC POSITIONS

UNIVERSITY OF PHOENIX (Online)
College of Doctoral Studies (CoDS)

Tempe, Arizona

9/2019 – present

Doctoral Instructor (Educational Leadership Program)

- Maintain an active research agenda.
- Teach doctoral-level educational leadership and research courses.
- Provide support to students during their dissertation journey.
- Chair dissertation committees
- Participate in professional, university, and college-related services.

9/2017 -9/2019

Lead Faculty Area Chair, Educational Leadership Program

- Maintained an active research agenda.
- Taught doctoral-level educational leadership and research courses.
- Participated in professional, university, and college-related services.
- Advise students.
- Chaired dissertation committees
- Served as liaison between EDD faculty and the Associate Dean for Instruction.
- Mentored and coached Educational Leadership faculty.
- Conducted online classroom performance reviews for CDS Educational Leadership program (EDD)

- Participated in CDS academic governance meetings.
- Advised students in the Educational Leadership Doctoral program.
- Evaluated incoming graduate students' transcripts

9/2015 – 9/2017

Associate Faculty

- Served as a chair for dissertation committees.
- Maintained an active research agenda.
- Taught doctoral-level educational leadership and research courses.
- Participated in professional, university, and college-related services.

UNIVERSITY OF FLORIDA

Gainesville, Florida

7/2007 – 5/2016

Teaching Assistant/ Adjunct Professor/Instructor

- Taught doctoral-level educational leadership courses
- Taught and co-taught undergraduate teacher education courses.

SANTA FE COLLEGE

Gainesville, Florida

Education Programs

8/2014 – 6/2015

Adjunct Professor

- Taught and co-taught undergraduate teacher education courses.

12/2013 – 6/2015

Student Support Specialist

- Provided support and guidance to students enrolled in the Educator Preparation Institute.
- Guided students in the development of their portfolios toward attaining Florida Teacher Certification.
- Evaluated and approved students submitted portfolios.
- Created evaluation tools to monitor students' progress toward Florida Teacher Certification.

PACE Center for Girls of Alachua

Gainesville, Florida

1/1999 – 6/2004

Academic Program Manager

- Served as a liaison between the center, local school district and schools, and the Florida Department of Juvenile Justice.
- Developed, implemented, and maintained the program's annual continuous improvement plan.
- Coordinated and facilitated the daily academic operations of a gender-specific program funded by the Florida Department of Juvenile Justice and the School Board of Alachua County.
- Oversaw the staffing, supervision, and evaluation of teachers; developing program curriculum and instructional materials for students; developing the school's day-to-day academic schedule.
- Developed program progress reports for both the Florida Department of Education and the Florida Juvenile Justice Program,

- Monitored the program's adherence to the standards and guidelines of the program's funding agencies.
- Developed and facilitated professional development opportunities for teachers.

DOCTORAL DISSERTATION COMMITTEES

Chaired and served on the committees for the following completed dissertation studies:

Christie, P. (2019). *An investigation of knowledge management in the U.S. army civilian workforce: A qualitative study* (Management and Organizational Leadership, University of Phoenix). Chair: Diane Archer-Banks

Couverthie, M. (2019). *Exploring the challenges of leading virtual teams: A phenomenological study in Puerto Rico*. (Management and Organizational Leadership, University of Phoenix). Chair: Diane Archer-Banks

Dadzie, P. (2018). *Exploratory case study of residence life at a Ghanaian public university*. (Higher Education Administration, University of Phoenix). Chair: Diane Archer-Banks

DeArmond Hillard, A. J. (2019). *Management leadership and employee satisfaction: A correlation study*. (Management and Organizational Leadership, University of Phoenix). Chair: Victor Wang

Jackson, A. R. (2020). *The impact of absent fathers on the progression of early adolescent Black males: A Delphi study*. (Educational Leadership, University of Phoenix). Chair: Diane Archer-Banks.

Moore, K. B. (2022). *Differentiated professional development: Teacher's perception of their needs to increase achievement an exploratory case study*. (Educational Leadership, University of Phoenix). Chair: Diane Archer-Banks.

Nania, G. (2022). *Teachers' perception of professional development: A qualitative descriptive case study*. (Educational Leadership, University of Phoenix). Chair: Diane Archer-Banks.

Sullivan, A. (2020). *Are urban African American parents involved during summer break: A phenomenological study*. (Educational Leadership, University of Phoenix). Chair: Diane Archer-Banks.

Thomas, J. (2021). *Students' performance in a charter school. A qualitative exploratory study*. (Educational Leadership, University of Phoenix). Chair: Diane Archer-Banks.

Tyler, D. P. (2021). *Instructional practices used with students with disabilities in inclusive classrooms: A qualitative study*. (Educational Leadership, University of Phoenix). Chair: Diane Archer-Banks.

Venable, D. (2018). *College instructors' perceptions of technology integration in the classroom: An instrumental case study*. (Higher Education and Administration, University of Phoenix). Chair: Diane Archer-Banks.

Vogel, K. (2020). *Secondary teachers' acceptance and use of cloud computing applications: a qualitative descriptive case study*. (Educational Leadership, University of Phoenix). Chair: Diane Archer-Banks.

Woods, M. R. (2019). *Exploring disparities of African American women STEM fields: A qualitative case study*. (Education in Educational Leadership, University of Phoenix). Chair: Diane Archer-Banks

RESEARCH GRANT EXPERIENCES

- 2/2008 – 8/2010 **Post-Doctoral Researcher**
National Science Foundation Grant: An Investigation of African American Girls' Positionality in Science and Mathematics.
- Assisted in data collection, analysis, and dissemination of results.
- 8/2006 – 1/2007 **Research Assistant**
Howard Hughes Medical Institute's (HHMI) Science for Life Grant
- Assisted in data collection and analysis.
- 8/2006 – 1/2007 **Research Assistant**
Northeast Florida Educational Consortium (NEFEC) Florida Reading Initiative Grant
- Assisted in data collection, analysis, and dissemination for a project located in Bunnell, Florida.

UNIVERSITY/COLLEGE TEACHING

UNIVERSITY OF PHOENIX

CUR/723 **Assessment of Student Learning**

This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes

CUR/732 **Program Evaluation**

In this course, students explore components of program evaluation models and methods that are applicable to learning and other related organizations. The focus will be on the theory and practice of evaluation, including research methods and design strategies to measure program outcomes and skills to evaluate the various components of a program or projects. The course will also include an examination of the skills needed to prepare, interpret, and report evaluation findings.

- EDD/733 **Evaluation and Assessment Methods**
This course explores the strengths and weaknesses of evaluation and assessment methods utilized in learning organizations. Accreditation issues, outcomes-based assessment, institutional research, and student and faculty evaluation are key topics. The influence of leadership styles on evaluation and assessment methods is also examined
- EDD/714 **Comparative Models of Educational Environments**
This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students to adult learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.
- RES/728 **Qualitative Case Study**
This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.
- HEA/722 **Academic and Student Affairs Administration**
In this course, major functions housed in the academic division of colleges and universities and the major functions of student affairs administration are analyzed. Emerging issues in the academic and student affairs profession are also evaluated as they relate to the achievement of the institutional mission

UNIVERSITY OF FLORIDA

- EDA/6271 **Technology Leadership for School Administrators**
This course is designed to help teacher leaders and school administrators understand the role of technology in enhancing all aspects of teaching, learning and school operations. This course supports those leaders as they plan and develop ways to integrate technology and establish policies and procedures that foster the implementation and use of technology devices as leadership, teaching, learning, and evaluation tools.
- EDA 6423 **Data-Driven Decision Making**
This course is intended to develop aspiring school leaders' skills and understanding of data-driven decision making as essential tools to improve schools and student achievement. While the first part of the course focuses on data-driven decision making at the various levels of schooling in Florida (i.e., the district level, the high school level, the middle school level, & the elementary level), the second half of the class focuses on aspiring school leaders as researchers.

EDF 1005 Introduction to Education

This course examines the United States educational system using the historical, philosophical, and sociological foundations of education. Topics include the governance and financing of public schools, legal and ethical issues of teaching, school reform, and diverse student populations. This course requires students to volunteer for a minimum of 15 hours of field-based experience over a specified time, in a public-school classroom, under the supervision of a certified teacher during the semester of enrollment in the course. Students must meet all volunteer requirements of the school board or agency with which they are completing their field-based experience.

SANTA FE COLLEGE

EDF 1005 Introduction to Education

This course examines the United States educational system using the historical, philosophical, and sociological foundations of education. Topics include the governance and financing of public schools, legal and ethical issues of teaching, school reform, and diverse student populations. This course requires students to volunteer for a minimum of 15 hours of field-based experience over a specified time, in a public-school classroom, under the supervision of a certified teacher during the semester of enrollment in the course. Students must meet all volunteer requirements of the school board or agency with which they are completing their field-based experience.

EDF 2085 Teaching Diverse Populations

This course provides prospective educators with the opportunity to develop their understanding of student diversity and its impact on teaching and learning. Students will explore personal attitudes towards diverse student groups and examine issues that arise in diverse classrooms. This course requires students to volunteer for a minimum of 30 hours of field-based experience over a specified time, in a diverse public-school classroom, under the supervision of a certified teacher, during the semester of enrollment in the course.

PEER-REVIEWED PUBLICATIONS

Archer-Banks, D. A. M. & Behar-Horenstein, L. S. (2012). Ogbu revisited: Unpacking high achieving African American girls high school experiences. *Urban Education, 47*(1), 198-223.

Archer-Banks, D. A. M. & Behar-Horenstein, L. S. (2008) African American parental involvement in their children's middle school experiences. *The Journal of Negro Education, 77*(2), 143-156.

Pringle, R. M., Brkich, K. M., Adams, T., West-Olatunji, C., & **Archer-Banks, D. A. M.** (2012). Factors influencing elementary teachers' positioning of African American girls as science and mathematics learners. *School Science & Mathematics, 112*(4), 217-229.

Archer-Banks, D. A. M. (2008). Accountable Teacher Evaluation: Toward Highly Qualified and Competent Teachers: A Book Review. *Florida Journal of Educational Administration and Policy, 1*(2), 110-113.

MANUSCRIPTS IN PROGRESS

Archer-Banks, D. A. M. (2023). *Building a more robust pipeline of future leaders: An exploratory case study* [Manuscript in preparation]. Educational Access Institute, Inc

Archer-Banks, D. A. M. & Young, K. V. (2023). *Leadership experiences of Black women in academia: A meta-synthesis* [Manuscript in preparation]. College of Doctoral Studies, University of Phoenix.

PEER-REVIEWED PRESENTATIONS

International (Peer-reviewed)

Archer-Banks, D.A.M. (2017, June). *Leading systemic technology integration in schools: The role of school administrators as technology leaders*. A paper presented at the University of the West Indies School of Education Biennial Conference, Montego Bay, Jamaica

Archer-Banks, D.A.M. (2017, June). *Disrupting the capital divide: Positioning economically-disadvantaged students to attain tertiary education* A paper presented at the University of the West Indies School of Education Biennial Conference, Montego Bay, Jamaica

Archer-Banks, D. A. M. (2008, July). *Triumphs amidst challenges: Disputing Ogbu's cultural-ecological theory*. A paper presented at the Paris International Conference on Education, Economy, and Society, Paris, France.

Oliver, B., **Archer-Banks, D. A. M.**; Melendez, D., & Maxis, S., Basallo, J., & Primack, M. (2009, June). *Enhancing college access for poor minority students: A perspective from a leading America research university*. Paper presented for the Canada Millennium Scholarship Foundation Conference, Toronto, Canada.

Oliver, B.; Maxis, S., **Archer-Banks, D. A. M.**, Melendez, D. & Washington, L. (2007, June). *The elephant in the room: Student identity and achievement*. Paper presented at the Fourteenth International Conference on Learning, Johannesburg, South Africa.

National (Peer-reviewed)

Archer-Banks, D.A.M., Parker, J.; Negrón-Reyes, D., & Maye, M. (2015, April). *Augmented capital as a conduit for positioning low-income urban high school students to achieve postsecondary access and success*. A poster presented at the 2015 American Educational Research Association Conference, Chicago, Illinois.

Archer-Banks, D. A. M. (2013, October). *Utilizing hybrid learning spaces to position low-income Black girls for academic and personal success.* Paper presented at the Educational Strategies & Student Engagement Institute, Orlando, Florida

Archer-Banks, D. A. M., & Coleman, J. (2013, October). *Increase capital as a conduit for positioning low-income urban high school students to achieve postsecondary access and success.* Paper presented at the Educational Strategies & Student Engagement Institute, Orlando, Florida

Archer-Banks, D. A. M., Dyer, T., & Negron-Reyes, D. (2011, November). *The role of university/high school partnerships in enhancing college access among urban high school students.* Paper presented at the Educational Strategies & Student Engagement Institute, St. Petersburg, Florida.

Banks, D.A.M. (2011, February). *University and high school partnerships: Key components to retention among underrepresented urban high school youth.* A paper presented at the 23rd Annual At-Risk Youth Forum, Myrtle Beach, SC.

Malcolm, Z. & **Archer-Banks, D. A. M.** (2010, April). *First-generation Caribbean students transition in the U. S. education system.* A poster presented at the 2010 American Educational Research Association Conference, Denver, Colorado.

Oliver, B., **Archer-Banks, D. A. M.;** Negron-Reyes, D., & Maxis, S. (2010, February). *Creating college hope for at-risk children.* A paper presented for the 22nd Annual At-Risk Youth Forum, Myrtle Beach, SC.

Archer-Banks, D. A. M., Oliver, B., Negron-Reyes, D., & Maxis, S., (2010, January). *Attacking the Achievement Gap Issue through College Access and Outreach: The University of Florida Alliance Experience.* A paper presented at the Holmes Partnership Conference, Charleston, SC.

Pringle R. M., Milton, K., **Archer-Banks, D. A. M.,** West-Olatunji, C., & Lott Adams, T. (2010, January). *Beyond the school grades: voices of rising 5th grade African American schoolgirls as science learners.* A paper presented at the 2010 Association of Science Teacher Educators, Sacramento, CA.

Archer-Banks, D. A. M. (2009, September). *Key Connections: The role of teachers and parents in college access among underrepresented urban youth.* A paper presented at National College Access Network Conference, San Francisco, CA.

Archer-Banks, D. A. M.; Oliver, B., Melendez, D., & Maxis, S., Primack, M., & Handy, B. (2009, June). *College access and outreach: Keys to student motivation and achievement.* A paper presented at the 23rd HTSW Staff Development Conference, Atlanta, GA.

Archer-Banks, D. A. M.; Oliver, B., Melendez, D., & Maxis, S., Primack, M., & Handy, B. (2009, March). *Educational capital: Promoting postsecondary education among Latino students.* A paper presented at the College Board's Prepárate Conference, Orlando, FL

- Malcolm, Z. & **Archer-Banks, D. A. M.** (2009, April). *Caribbean Students and Classroom climate: An exploratory study of their undergraduate experiences at a public four-year university in the united states*. A paper presented at the 21st Annual Ethnographic & Qualitative Research Conference, Cedarville, OH.
- Oliver, B., **Archer-Banks, D. A. M.**; Melendez, D., & Maxis, S., Primack, M., & Handy, B. (2009, May). *Education capital: The key to effective college access and retention programs*. A paper presented at the 2009 International Conference on Student Retention, New Orleans, LA.
- Oliver, B., **Archer-Banks, D. A. M.**; Melendez, D., & Maxis, S., Primack, M., & Handy, B. (2009, May). *Logic model: A framework for evaluating college access and retention*. A paper presented at the 2009 International Conference on Student Retention, New Orleans, LA.
- Pringle, R., Adams, T. A., Milton, **K.**, LaFramenta, J., West-Olatunji, C., Shure, L., Lewis, D., **Archer-Banks, D.A. M.**, & Flesner, D. (2008, November). *Fifth-grade African American females' positionality as mathematics and science learners*. A paper presented at the Annual Convention School Science and Mathematics Association. Durham, NC.
- Archer-Banks, D. A. M.**, West-Olatunji, C., Pringle, R. & Lott-Adams, T. (2008, May). *How low-income African American Girls are positioned in science and mathematics classrooms*. A paper presented at the 40th Annual National Alliance of Black School Educators Conference, Atlanta, GA.
- Oliver, B., **Archer-Banks, D. A. M.**; Melendez, D., & Maxis, S., Primack, M., & Handy, B. (2008, May). *College access and success: The pathway to education as a civil right*. A paper presented at the 40th Annual National Alliance of Black School Educators Conference, Atlanta, GA.
- Archer-Banks, D. A. M. (2008, January). *Voices of high-achieving African American high school girls: Increasing their opportunities to excel*. A paper presented at the 12th Annual Holmes Partnership Conference, Orlando, FL.
- Oliver, B., **Archer-Banks, D. A. M.**; Melendez, D., & Maxis, S. (2007, November). *Resiliency: guaranteeing the success of African American & Hispanic Males in academic environments*. A paper presented at the 2007 Black, Brown & College Bound: Strategies, Best Practices, and Model Programs to Strengthen the Future of African American and Hispanic Males, Tampa, FL.
- Oliver, B., **Archer-Banks, D. A. M.**; Melendez, D., & Maxis, S. (2007, November). *Leadership for adolescent African American Students: What principals need to know*. A paper presented at the 39th Annual National Alliance of Black School Educators Conference, Nashville, TN.
- LeFave, M., Behar-Horenstein, L. S., Dix, A., **Archer-Banks, D. A. M.** (2007, March). *Impediments to sustaining school reform*. Paper presented at the annual American Educational Research Association, New York, N. Y.

INVITED LECTURES, WORKSHOPS & PANEL DISCUSSIONS

Archer-Banks, D. A. M., Richardson, S., & Collins, T. (2022, July 28). *The arts as a tool for equitable youth leadership development opportunities* [Webinar]. Educational Access Institute. <http://www.educationalaccess.net/events-2/quarterly-webinar-series/the-arts-as-a-tool-for-equitable-youth-development-opportunities/>

Archer-Banks, D. A. M., King, N., Negron-Reyes, D., Parker, J., Dadzie, P., & Smalling, M. (2022, March 24). *Building sustainable partnerships that promote youth leadership development* [Webinar]. Educational Access Institute. <http://www.educationalaccess.net/events-2/quarterly-webinar-series/building-partnerships/>

Archer-Banks, D. A. M. & Esmail, A. (2020, October). Alignment in research triad and research method and design. A webinar presented for the 2020 RSE Workshop Series, University of Phoenix.

Archer-Banks, D. A. M. (2016, January). *Testing and accountability*. A lecture presented at the Jacksonville Public Education Fund (JPEF), One x One: Moving Public Education Forward Conference, Jacksonville, FL.

Archer-Banks, D.A.M. & Maye, M. (2014, May). *Intercultural competence: A key component of the culturally sensitive learning space*. A workshop presented at the Primetime Palm Beach County Afterschool Symposium, West Palm Beach, FL

Archer-Banks, D. A. M. (2015, March). *D.A.R.E. to define your level of excellence*. Presented at the Florida Fund for Minority Teachers Conference, Orlando, FL.

West-Olatunji, C., Pringle, R., Adams, T., Milton, K., & **Archer-Banks, D. A. M.** (2009, April). *The positioning of low-income African American girls as mathematics and science learners: What you don't know can hurt them*. A lecture presented at the National Education Association Women's Summit, Washington, DC

Archer-Banks, D. A. M. (2009, May,). *Excelling in the face of challenges: The minority graduate experience*. A workshop presented for the University of Florida Graduate Minority Program Symposium, Gainesville, FL.

UNIVERSITY AND COMMUNITY/VOLUNTEER SERVICE (Past and Present)

Community/Volunteer Service

2013 – present: Founder/President, *Educational Access Institute, Inc.*, Gainesville, Florida

- 2016 - present: Vice President, Board of Directors, *Caton Foundation*, Long Island, New York
- 2016 - 2018: President; *Council of Catholic Women*, St. Patrick Catholic Church, Gainesville, Florida

University Service

- 2019 – 2020 Reviewer for University of Phoenix, Institutional Review Board (IRB)
- 2007 – 2013: Advisor, *University of Florida Caribbean Student Association* (CaribSA)
- 2011 – 2012: Co-Advisor, *Club Creole* (UF Haitian Student Association)
- 2007 – 2012: Mentor, *University of Florida, University Minority Mentoring*

Professional Reviewer (Past & Present **)

- Applied Developmental Science
- Urban Education (UE) **
- Florida Journal of Educational Administration and Policy (FJEAP)
- School Science and Mathematics **
- American Educational Research Association (AERA) **
- Journal of Negro Education
- Association for the Study of Higher Education (ASHE)
- 21st Century Learning Community Grant Program

PROFESSIONAL MEMBERSHIPS (Past & Present **)

- Kappa Delta Pi Honorary Society **
- American Educational Research Association (AERA) **
- National Association of Professional Women (NAPW)
- National College Access Network (NCAN)
- National Alliance of Black School Education (NABSE)
- National Partnership for Educational Access (NPEA)
- Florida College Access Network (FCAN)