

**VERONICA G. THOMAS, PH.D.**  
**PROFESSOR**  
**DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOEDUCATIONAL STUDIES**  
**SCHOOL OF EDUCATION**  
**HOWARD UNIVERSITY**  
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#### **WORK EXPERIENCE**

##### **HOWARD UNIVERSITY**

Professor, Department of Human Development and Psychoeducational Studies (HD/PES)  
1994 – Present

Associate Professor

Department of HD/PES (*Tenured and promoted to Professor, 1994*)  
1989 - 1994

Assistant Professor

Department of Urban Studies  
1983 - 1989

##### **PRESENT AND HISTORICAL LEADERSHIP APPOINTMENTS**

Director, Evaluation and Continuous Improvement

Georgetown-Howard University Clinical Center for Translational Sciences (National Institutes of Health-funded grant)

2010 – Present

Interim Dean

School of Education, Howard University

1996 – 1999 (*School earned initial National Council for the Accreditation of Teacher Education under my deanship and received its first \$1 million donation – Barry Rand and Xerox Scholarship for prospective Urban K-12 teachers*)

Chair

Department of HD/PES, Howard University

1994 – 1996

Coordinator of Graduate Studies

Department of HD/PES, Howard University

1992 – 1994

Director (Acting), Institute for Urban Affairs and Research,  
Howard University (*Concurrent with faculty appointment*)

1990-1992

Chair (Acting)

Department of Urban Studies, Howard University

1987 - 1989

## **HONORS/AWARDS**

Textbook & Academic Authors Association

**Most Promising New Textbook Award, 2021**

*Evaluation in Today's World: Respecting Diversity, Improving Quality, and Promoting Usability*  
SAGE Publications

American Evaluation Association's Multiethnic Issues in Evaluation TIG (Topical Interest Group)

**Scholarly Leader Award, 2021**

For scholarship that has contributed to social justice-oriented, equity-focused, and/or culturally responsive evaluation literature.

Annie E. Casey Foundation

**LEEAD (Leaders in Equitable Evaluation and Diversity, 2016)**

For contribution and service as mentors to LEEAD scholars

American Evaluation Association's Multiethnic Issues in Evaluation TIG

**Outstanding Service to TIG and the Evaluation Profession, 2012.**

Recognition for the advancement of the TIG's mission and to the American Evaluation Association.

National Forum for Black Public Administrators

**Educator of the Year Award, 2010.**

American Psychological Association

**Presidential Citation, 2006**

Service to the Association, to psychology, and to women,

American Psychological Association (APA) Public Policy Office

**Honor for Outstanding Contribution to the Advancement of Public Interest Policy, 2005**

Committee on Women in Psychology

## **PROFESSIONAL LEADERSHIP AND SERVICE**

**NATIONAL, REGIONAL, AND LOCAL PROFESSIONAL LEADERSHIP (APPOINTED AND ELECTED POSITIONS).** *Dates are provided when available; some earlier activities listed are before 2020.*

- Founding Member and Faculty Advisory Group, DC Consortium Student Conference on Evaluation and Policy (DCSCEP) (2018 – Present)
- (Elected) Board of Directors, American Evaluation Association
- Board Member, Eastern Evaluation Research Society (EERS)
- Board Member, Washington Evaluators' Group

- University Ambassador, Washington Evaluators Group
- Program Chair, Annual Convention, Division 35, APA
- (1<sup>st</sup> Elected) President, Section on Black Women, APA (Section 1 of Division 35)
- Program Chair, Annual Convention, Section on Black Women (Division 35), PA
- Commissioner, National Commission on African American Education (NCAAE)
- Chair, Committee on Urban Initiatives, American Psychological Association (APA)
- Chair, American Psychological Association (APA) Task Force on Urban Psychology
- School Board Member, Children's Village Academy Charter School (Kinston, NC)

#### **PROFESSIONAL SERVICE (NATIONAL)**

*Activities listed are before 2020*

- Membership Committee, American Evaluation Association (AEA)
- Member, Ethics Committee Guiding Principles Task Force, American Evaluation Association
- Member, Building Diversity Initiative Proposal Review Committee, American Evaluation Association
- STEM Evaluation Community Project Stakeholder Group (NSF Grant)
- LEED (Leaders for Equitable Evaluation & Diversity) Mentor, Annie C. Casey Foundation
- Member, American Psychological Association (APA) Committee on Women in Psychology
- Member, APA Presidential Task Force on Education
- Member, Task Force on Women Administrators in America, Division 35, APA
- Awards Committee, Talent Development Special Interest Group (SIG), AERA
- Member, Carolyn Sherif Award Committee, Division 35, APA
- Member, Task Force on Cultural Diversity and Feminist Training, Division 35, APA

#### **ADVISORY AND TECHNICAL PANELS**

*Dates are provided when available; some earlier activities listed are before 2020*

- Multistakeholder Advisory Board, Assessment, Bladder Health Education, Continence Promotion, and Restoration to Decrease Burden of Urinary Incontinence among Primarily Minority Women through Primary Care in Metropolitan DC (ABC-in-DC) Project, 2025 - Present
- Technical Advisory Group, Robert Wood Johnson Foundation & EvaluAct, 2025
- Technical Review Panel, National School Climate Surveys, U.S. Department of Education, National Center for Education Statistics, 2024
- Advisory Panel, Quantitative Evaluation of the ADVANCE (NSF Funded) Program (2009)
- Technical Work Group for the Evaluation of the National Assessment of Educational Progress (NAEP), U.S. Department of Education
- Advisory Group, Evaluation of the Research and Evaluation on Education in Science and Engineering (REESE) Program (NSF Funded Grant to Westat Inc.)

**EDITORIAL BOARDS AND AD HOC REVIEWER (CURRENT AND PAST)**

*Activities listed are before 2020, if not listed as ongoing*

- Ad Hoc Reviewer, *American Journal of Evaluation* (Ongoing)
- Editorial Board, *Sex Roles: A Journal of Research*
- Editorial Board, *Journal of Negro Education*
- Editorial Board, *Women and Health: Research on Gender, Behavior, and Policy*
- Consulting Editor, *Psychology of Women Quarterly*
- Editorial Board, *Journal of Multicultural Counseling and Development*
- Newsletter Editor, Talent Development Special Interest Group (SIG), AERA

**ACADEMIC PROFESSIONAL MEMBERSHIPS (CURRENT)**

- American Association of Blacks in Higher Education (AABHE)
- American Educational Research Association (AERA)
- American Evaluation Association (AEA)
- American Psychological Association (APA)
- Textbook & Academic Authors Association (TAA)
- Washington Evaluators (WE)

**UNIVERSITY AND COLLEGE WIDE SERVICE (SELECTED LISTING 2023 – PRESENT)**

- Subject Matter Expert, Collaborate with the HU Office of Digital and Online Learning to convert human development traditional classes to online classes for the HD online degree completion program (2025 - Present)
- Member, Walter & Theodora Endowed Scholarship Fund (served as Chair for over 20 years) (current)
- Member, Charles Thompson Annual Colloquium Committee (served as Secretary for over five years) (current)
- Chair, Faculty Search Committee, Department of HD/PES (current)
- Member, Student Advising Working Group, Office of the Provost, 2024 – 2025
- Chair, SOE Executive Decanal Evaluation Committee (2021-2023)
- Member, Dissertation and Thesis Committee (continuous service and student mentoring)

**EVALUATION EXPERIENCES (SELECTED LISTING)**

*Dates are provided when available; some earlier activities listed are before 2020*

- Evaluator, **Harnessing Entrepreneurship Access Drive by STEAM(HEADSUP), Inc.**, 2026
- Evaluation Trainer and Consultant, **Centers for Disease Control's Division of Overdose Prevention (DOP)**, 2023 - 2024
- Evaluation Consultant, **National Alliance of State and Territorial AIDS Directors (NASTAD) Building Resource Network Program**, 2023

**Evaluation Experiences** (*continued*)

- Evaluation Consultant, **South Carolina State University Open Educational Resources (OER) Program, 2021 - 2022.**
- Evaluator, **Howard University Interdisciplinary Environmental Studies/Science Program, DC ACTS (Advancing Competencies in Technology and Science) Project, 2020**
- Evaluator, **University of Maryland Eastern Shore, Carnegie Course Redesign Initiative Program, 2015**
- Site Visitor, **National Science Foundation (NSF) Science Learning Center**
- Evaluator, **NASA's Family Life Activities at the Smithsonian Folklife Festival**
- Evaluator, **Project Rebound (DC Charter Schools)**
- Evaluator, **Prime Time Sister Circle Project: A Stress Management and Health Promotion Project for Black Women**
- Evaluator Trainer, **Criminal Justice Coordinating Council, District of Columbia Government**
- Evaluator, **Northern Virginia Urban League, ARMS Extended (Resource Mothers) Project Targeting Pregnant and Parenting Adolescent Girls**
- Evaluation Trainer, **National Council for Community and Educational Partnership, Howard University Graduate School & School of Social Work, Summer Research Institute (Evaluator)**
- Evaluator, **Howard University Medical School Curriculum**
- Evaluator, **Howard University Research Centers in Minority Institutions (RCMI)**
- Evaluator, **Council of Graduate Schools, Preparing Future Faculty (PFF) Program**
- Evaluator, **Minority Graduate Education (MGE) Program**
- Evaluator, **Kids House (After-School Program) and Curriculum Kit, Urban Family Institute**
- Evaluator, **Family and Child Services, District of Columbia Government**

**Evaluation Experiences** (*continued*)

- Evaluator, **Office of Gifted and Talented, D.C. Public Schools**
- Evaluator, **Public Education Fund Network (PEFNet)**
- Evaluation Trainer, **Center for Substance Abuse Treatment, U.S. Department of Health and Human Services**
- Evaluation Trainer, **Center for Substance Abuse Prevention, U.S. Department of Health and Human Services**
- Research and Evaluation Trainer, **National Forum of Black Public Administrators**

**SCHOLARLY PUBLICATIONS**

**Scholarly Books/Graduate Textbooks**

- Campbell, P.B. & **Thomas, V.G.** (2026, March). *Health Program Evaluation: Using a Culturally Responsive, Racialized, and Equity Perspective*. Thousand Oaks, CA: SAGE Publications. (394 pages)
- **Thomas, V.G.** & Campbell, P.B. *Evaluation in Today's World: Respecting Diversity, Improving Quality, and Promoting Usability*. Thousand Oaks, CA: SAGE Publications. (553 pages) **Winner, 2021 Textbook & Academic Authors Association Most Promising New Textbook Award.**

**Journal Articles: 2016 – Present**

(*R*) denotes peer reviewed publication; Asterisk \* denotes student co-author

- **Thomas, V.G.**, Ricks, E., Johnson, B.\*, & Baylor, R. (2025). Influence of Black HBCU STEM Doctoral Students' Intersecting Identities on Their Values and Expectations Toward Entering the Professoriate. *Journal of Women and Minorities in Science and Engineering*, 31(3), 1-25. <https://doi.org/10.1615/JWomenMinorScienEng.2024049123> (**R**)
- **Thomas, V. G.**, & Bledsoe, K. L. (2024). Calling it like we see it! Our reflections, positionality, and vision for CRE's future. *New Directions for Evaluation*, 180, 27-34. <https://doi.org/10.1002/ev.20595> (**R**)
- Campbell, P.T., **Thomas, V.G.** & Bachmann, G. (2022). Reducing mortality rates of Black mothers and infants: A suggested racialized/social justice template of care. *Journal of Women's Health*, 31(12), 1889-1670. <https://doi.org/10.1080/03630242.2022.2095614> (**R**)

**Journal Articles: 2016 – Present** (*continued*)

- Keita, G., & **Thomas, V.** (2021). Martha Tamara Schuch Mednick (1929–2020). *American Psychologist*, 76(6), 1088–1089. <https://doi.org/10.1037/amp0000893> (Invited In Memoriam)
- Campbell, P.B. & **Thomas, V.G.** (2021-2022, Fall/Winter). What are we missing? Looking at maternal health programs serving Black women from a racialized perspective. *Writing Heals & Inspires Maternal Health and Wellness*, 2, 11-14. (Invited Essay)
- Scott, D. M., **Thomas, V. G.**, Otado, J., Rockcliffe, F\*, Olopoenia, O., Johnson, D., & Callier, S. (2020). Attitudes and experiences regarding genetic research among persons of African descent. *Journal of Community Genetics*, 11(1), 65–72. <https://doi.org/10.1007/s12687-019-00429-0> (R)
- **Thomas, V.G.**, Madison, A., Rockcliffe, F\*, DeLaine, K.\* & McDonald-Lowe, S.\* (2018). Racism, social programming, and evaluation: Where do we go from here? *American Journal of Evaluation*, 39(4), 514-526. <https://doi.org/10.1177/1098214018777033> (R)
- **Thomas, V.G.** & Parsons, B. (2017). Culturally responsive evaluation meets systems-oriented evaluation. *American Journal of Evaluation*, 38 (1), 7-28. <https://doi.org/10.1177/1098214016654543> (R)
- **Thomas, V.G.**, Gaston, M.H., Porter, G.K., & Anderson, A.\* (2016). Prime Time Sister Circles II: Evaluating a culturally relevant intervention to decrease psychological and physical risk factors for chronic disease in mid-life African American women. *Journal of the National Medical Association*, 108(1), 6-18. <https://doi.org/10.1016/j.jnma.2015.10.004> (R)

**Journal Articles Before 2016**

(R) denotes peer reviewed publication; Asterisk \* denotes student co-author

- Manswell Butty, J. L., Wakiaga, L. A., McKie, B. K., **Thomas, V. T.**, Green, R. D., Avasthi, N., & Swierzbins, C. L. (2015). Going full circle with teacher feedback: Conducting responsive evaluations in urban pre-k classrooms. *Sage Open*, 1-11. <https://doi.org/10.1177/2158244015614653> (R)
- Trochim, W. M., Rubio, D. M., **Thomas, V. G.**, & the Evaluation Key Function Committee. (2014). Evaluation guidelines for the clinical and translational science awards (CTSAs). *Clinical and Translational Science*, 6(4), 303–309. <https://doi.org/10.1111/cts.12148> (R)
- **Thomas, V. G.** (2011). Cultural issues in evaluation: From margin toward center. *American Journal of Evaluation*, 34(4), 578–582. <https://doi.org/10.1177/1098214011412680> (R)

**Journal Articles Before 2016** (*continued*)

- Smith, N. L., Brandon, P. R., Hwalek, M., Kistler, S. J., Labin, S. N., Rugh, J., **Thomas, V.**, & Yarnall, L. (2011). Looking ahead: The future of evaluation. *American Journal of Evaluation*, 32(4), 565-599. **(R)**
- Gaston, M. H., Porter, G. K., & **Thomas, V. G.** (2011). Paradoxes in obesity with mid-life African American women. *Journal of the National Medical Association*, 103(1), 17–25. [https://doi.org/10.1016/S0027-9684\(15\)30102-7](https://doi.org/10.1016/S0027-9684(15)30102-7) **(R)**
- **Thomas, V. G.**, & Madison, A. (2010). Integration of social justice into the teaching of evaluation. *American Journal of Evaluation*, 31(4), 570–583. <https://doi.org/10.1177/1098214010372620> **(R)**
- **Thomas, V. G.** (2010). The case for better evaluation theory: Comments on Miller, Kirkhart, and Smith. *American Journal of Evaluation*, 31(3), 414–417. <https://doi.org/10.1177/1098214010372604> **(R)**
- Lane, S., Zumbo, B. D., Abedi, J., Benson, J., Dossey, J., Elliott, S. N., Kane, M., Robert, L., Paredes-Ziker, C., Rodriguez, M., Schraw, G., Slattery, J., Thomas, V., & Willhoft, J. (2009). Prologue: An introduction to the evaluation of NAEP. *Applied Measurement in Education*, 22(4), 309–316. **(R)**
- Jones-Wilson, F. & C., & **Thomas, V.G.** (2007). An overview of the education of Black people: Past, present, and future. (Guest Editorial). Celebrating the legacy of The Journal: 75 Years of Facilitating Excellence in Black Education (Special Issue). *Journal of Negro Education*, 76 (3), 196-197. **(R)**
- Thomas, V.G. & Jackson, J. A.\* (2007). The education of African American girls: Past to present. *Journal of Negro Education*, 76(3), 357-372. **(R)**
- Gaston, M.H., Porter, G.K., & **Thomas, V.G.** (2007). Prime Time Sister Circles: Evaluating a gender-specific, culturally relevant health intervention to decrease major risk factors in mid-life African American women. *Journal of the National Medical Association*, 99(4), 428-438. **(R)**

**Journal Articles Before 2016** (*continued*)

- **Thomas, V.G. & McKie, B.** (2006). Collecting and utilizing evaluation research for the public good and on behalf of African American children. *Journal of Negro Education*, 75(3), 341-352. **(R)**
- **Thomas, V.G. & Stevens, F.I.** (2004). Editor's notes. *Co-constructing a contextually responsive evaluation framework: The Talent Development Model of school reform*. New Directions for Evaluation, No. 101. (pp. 1-2). San Francisco, CA: Jossey-Bass. **(R)**
- Thomas, V.G. (2004). Building a contextually responsive evaluation framework. In V.G. Thomas & F.I. Stevens (Eds.). *Co-constructing a contextually responsive evaluation Framework: The Talent Development Model of school reform*. New Directions for Evaluation, No. 101. (pp. 3-24). San Francisco, CA: Jossey-Bass **(R)**
- Thomas, V.G. (2004). Introduction. Special Issue on "Studying the Lives of African American Girls and Women: Psychological and Sociocultural Perspectives". *Journal of Black Psychology*, 40 (3), 281-285. **(R)**
- Thomas, V.G. (2004). The psychology of Black women: Studying lives in context. *Journal of Black Psychology*, 30(3), 286-306. **(R)**
- Tangri, S.S., **Thomas, V.G.**, Mednick, M.S., & Lee, K.S.\* (2003). Predictors of satisfaction among college-educated African American women. *Journal of Adult Development*, 10 (2), 113-125. **(R)**
- Bonner, F.B., & **Thomas, V.G.** (2001). New and continuing challenges and opportunities for Black women in the academy. *Journal of Negro Education*, 70 (3), 121-123. **(R)**
- Thomas, V.G. (2001). Educational experiences and transitions of reentry college women: Special considerations for African American female students. *Journal of Negro Education*, 70 (3), 139-155. **(R)**
- Braithwaite, K., & **Thomas, V.G.** (2001). HIV/AIDS knowledge, attitudes, and risk-behaviors among African American and Caribbean college women. *International Journal for the Advancement of Counselling*. (British spelling), 23, 115-129. **(R)**

**Journal Articles Before 2016** (*continued*)

- Thomas, V.G. (2000). Learner-centered alternatives to social promotion and retention. *Journal of Negro Education*, 69 (4), 323-337. **(R)**
- Thomas, V. G. (2000). Ending social promotion: Help or hindrance. *Kappa Delta Pi Record*, 37 (1), 30-32. **(R)**
- Thomas, V.G. (1994). Using feminist and social structural analysis to focus on the health of poor women. *Women and Health*, 22, 1 - 15. **(R)**
- Thomas, V.G. (1992). Explaining health disparities between African American and white populations: Where do we go from here? *Journal of the National Medical Association*, 84, 837 - 840. **(R)**
- Thomas, V.G. (1990). Determinants of global life happiness and marital happiness in dual-career black couples. *Family Relations: Journal of Applied Family and Child Studies*, 39, 174-178. **(R)**
- Thomas, V.G. (1990). Problems of dual-career black couples: Identification and implications for family intervention. *Journal of Multicultural Counseling and Development*, 18, 58 - 67. **(R)**
- Thomas, V.G. (1989). Body-image satisfaction among black women. *Journal of Social Psychology*, 129, 107-112. **(R)**
- **Thomas, V.G.**, Milburn, N.G., Brown, D.R., & Gary, L.W. (1989). Social support and depressive symptoms among blacks. *Journal of Black Psychology*, 14, 35 - 46. **(R)**
- **Thomas, V.G.**, & James, M.D.\* (1988). Body image, dieting tendencies, and sex role traits in urban black women. *Sex Roles: A Journal of Research*, 18, 523 - 529. **(R)**
- **Thomas, V.G.**, & Shields, L.C.\* (1987). Gender influences on work values of black adolescents. *Adolescence*, 22, 37 - 43. **(R)**
- Thomas, V.G. (1986, October). Career aspirations, parental support, and work values among black female adolescents. *Journal of Multicultural Counseling and Development*, 177 - 185. **(R)**

### **Journal Articles Before 2016** *(continued)*

- Carr, P.G., **Thomas, V.G.**, & Mednick, M.S. (1985). Evaluation of sex-typed tasks by black men and women. *Sex Roles: A Journal of Research*, 13, 311 - 316. **(R)**
- Thomas, V.G. (1983). Perceived traditionality and non-traditionality career aspirations of black college women. *Perceptual and Motor Skills*, 57, 979 - 982. **(R)**
- Wirtenburg, T.J., Klein, S., Richardson, B., & **Thomas, V.G.** (1981). Sex equity in American education. *Educational Leadership*, 38, 311 - 319. **(R)**

### **Book Chapters**

- Thomas, V.G. (2024). If They Don't Give You a Seat at the Table, Bring a Folding Chair: My HBCU Faculty Experiences. In B. Walker (ed). *Journeys of Black women in academe: Shared Lessons, Experiences, and Insights* (pp. 103-120). Emerald Limited Publishing Company.
- Thomas, V.G. (2023). Visiting and listening well: A tribute to Jennifer C. Greene, the gentle disruptor. In J.N. Hall, A. Boyce, & R. Hopson (Eds), *Disrupting program evaluation and mixed methods research for a more just society: The contributions of Jennifer C. Greene.* (pp. 77-94). Charlotte, NC: Information Age Publishing.
- Frierson, H.T., **Thomas, V.G.**, & Betrand Jones, T. (2022). Recognizing the influence of race in program evaluation and the role of historically Black Colleges and Universities in producing culturally responsive evaluators. In S.L. Hood, H.T. Frierson, R.K. Hopson, & Kenna N. Arbuthnot. (Eds). *Race and culturally responsive inquiry in education: Improving research, evaluation, and assessment.* (pp. 157-174). Cambridge, MA: Harvard University Press.
- Thomas, V.G. (2010). Evaluation use. In P. Peterson, E. Baker, & B. McGaw (Eds.). *International Encyclopedia of Education*, Vol. 3. (pp. 614-621). Oxford.
- Thomas, V.G. (2009). Critical race theory: Ethics and dimensions of diversity in research. In D.M. Mertens & P.E. Ginsberg (Eds.), *The handbook of social research ethics.* (pp.54-68). Thousand Oaks, CA: SAGE Publications.
- Mednick, M. & **Thomas, V.G.** (2008). Women and achievement. In F.L. Denmark & M.A. Paludi (Eds.) (2<sup>nd</sup> ed). *Women and achievement. Psychology of women: A handbook of issues and theories.* (pp. 625-651). Westport, CT: Prager.

**Book Chapters** (*continued*)

- LaPoint, V., Manswell Butty, J. L., **Thomas, V. G.**, & Reid, M. D. (2006). The Talent Quest Model: Career development as supplemental education for low-income Black students in middle and high schools (pp. 87-107). In R. W. Smith (Ed.). *Time for change: New visions for high school*. Cresskill, NJ: Hampton Press.
- LaPoint, V. & **Thomas, V.G.** (2006). Contributions of Howard University to social science research on Black children. In D.T. Slaughter-Defoe, A.M. Garrett & A.O. Harrison-Hale (Eds.), *Our children too: A history of the Black Caucus of the Society of Research in Child Development, 1973-1977*. Monographs of the Society for Research in Child Development, Series No. 283, Vol. 71, No. 1, 173-187.
- Conley, M.B., & **Thomas, V. G.** (2000). A case study at the Capstone: Howard University's School of Education quest for national accreditation. In B. Williams (Ed.). *Telling our story: Reforming teacher education through accreditation*. Washington, D.C.: National Council for the Accreditation of Teacher Education.
- Thomas, V.G., & Miles, S.E.\* (1995). The psychology of black women: Past, present, and future. In H. Landrine (Ed.) *Bringing cultural diversity to feminist psychology: Theory, research and practice*. (pp. 303-330). Washington, D.C.: American Psychological Association.
- Mednick, M.S., & **Thomas, V.G.** (1993). Women and achievement: A view from the eighties. In F. Denmark and M. Paludi (Eds.) *Psychology of women: Issues and theories*. (pp. 585-625). Westport, CT: Greenwood Press.
- Chipman, S.F., & **Thomas, V.G.** (1987). The participation of women and minorities in mathematical, scientific, and technical fields. In E.Z. Rothkopf (Ed.), *Review of Research in Education*. (pp. 387-430). Washington, D.C.: American Educational Research Association
- Chipman, S.F., & **Thomas, V.G.** (1985). Women and mathematics: Outlining the problem. In S.F. Chipman, L.R. Brush, & D. Wilson (Eds.), *Women and mathematics: Balancing the equation*. (pp. 1-24). New Jersey: Lawrence Erlbaum Associates.
- Thomas, V.G. (1979). *Women in a changing society*. In *The social welfare forum*. (pp. 196-208). New York: Columbia University Press.

*Veronica G. Thomas, Ph.D.*  
*Curriculum Vitae*

### Edited Journal Special Issues

- Jones-Wilson, F. & **Thomas, V.G.** (Guest Editors). (2007). Celebrating the legacy of The Journal: 75 Years of Facilitating Excellence in Black Education. Special Issue of the *Journal of Negro Education*, 76 (3). (R)
- **Thomas, V.G.** & Stevens, F.I. (2004). (Guest Editors). *Co-constructing a contextually responsive evaluation framework: The Talent Development Model of school reform*. New Directions for Evaluation, No. 101. San Francisco, CA: Jossey-Bass (R)
- Thomas, V.G. (Guest Editor) (2004). Studying the lives of Black women: Psychological and sociocultural perspectives. Special issue of the *Journal of Black Psychology*, 30 (3). (R)
- Bonner, F.B., & **Thomas, V.G.** (2001). (Guest Editors) Black women in the academy: Challenges and opportunities. Special issue of the *Journal of Negro Education*, 70 (3). (R)

### Public Scholarship / Policy Publications

- Frierson, H.T., Hood, S., Hughes, G., & **Thomas, V.G.** (2010). A guide to conducting culturally responsive evaluations. In *The 2010 user-friendly handbook for project evaluation* (p. 75-96). Arlington, VA: NSF.
- Campbell, P.B., Stoll, A. & **Thomas, V.G.** (2009). Evaluating efforts to broaden participation in STEM fields. (pp. 64-79). In Clewell, B., & Fortenberry, N. (Eds.) *Framework for Evaluating Impacts of Broadening Participation Projects: Report from a National Science Foundation Workshop*. Arlington, VA: Directorate for Education and Human Resources. National Science Foundation.
- Campbell, P.B., **Thomas, V.G.**, & Stoll, A. (2009). Outcomes and indicators relating to broadening participation. (54-63). In Clewell, B., & Fortenberry, N. (Eds.) *Framework for Evaluating Impacts of Broadening Participation Projects: Report from a National Science Foundation Workshop*. Arlington, VA: Directorate for Education and Human Resources. National Science Foundation.
- **Thomas, V.G.** (Task Force Chair), Saegert, S. (Principal Editor), Cantor, D.W., Gorman-Smith, D., Maton, K.I., Soriano, F.I., & Thornton, D.W. (2005). *Toward an urban psychology: Research, action, and policy*. Report of the Task Force on Urban Psychology. Washington, DC: American Psychological Association (82 pp).

**Public Scholarship / Policy Publications** (continued)

- **Thomas, V.G.** & LaPoint, V. (2004/2005, Winter). Blending evaluation traditions: The Talent Development Model. *The Evaluation Exchange: A Periodical on Emerging Strategies in Evaluating Child and Family Services*, Vol. X (No.4), 7,22.
- Manswell, J.B., LaPoint, V., **Thomas, V.G.**, & Thompson, D.\* (2001). The changing face of after-school programs: Advocating talent development for urban middle and high school students. *National Association of Secondary School Principals Bulletin*, 85, (626), 22-34.
- Thomas, V.G. (2001, May). High-stakes testing: The tail wagging the dog. *Dialogue: An Essay of Opinion and Policy*. Volume 10. The Phelps-Stokes Fund.
- **Thomas, V.G.**, & Littig, L.W. (1985). A typology of leadership style: Examining gender and race effects. *Bulletin of the Psychonomic Society*, 23(2), 123 - 134.
- Milburn, N.G., & **Thomas, V.G.** (1985). Social network characteristics and psychological well-being. *Proceedings of the eighth conference on empirical research in black psychology*. (pp. 73-82). Rockville, MD: National Institute of Mental Health Minority Center.

**Reference Works and Resource Material**

- **Thomas, V.G.**, Braithwaite, K., \* & Mitchell, P.\* (2000). *African American women: An annotated bibliography*. Westport, CT: Greenwood Press.
- Thomas, V.G. (1986). *Sex roles: A synthesis and critique of the literature*. Howard University: Mental Health Research and Development Center, Institute for Urban Affairs and Research.
- **Thomas, V.G.** & Shields, L.C.\* (1986). *A directory of Black churches and other religious-related organizations in the Washington, D.C. metropolitan area*. Howard University: Mental Health Research and Development Center, Institute for Urban Affairs and Research.

**Accepted Forthcoming Publications**

- **Thomas, V. G.**, Anderson, J., Askew, K., Deonauth, K., Jallim-Hall. M., Lee, C., Prime, G., Mason, R., Nyaga, N., Williams, D., & Yu, J. (accepted, forthcoming). A model for preparing and mentoring HBCU STEM doctoral students toward success in the professoriate. In *Beyond Success: Replicating, Scaling, and Sustaining STEM Interventions at HBCUs*. Routledge.

### **Textbook Under Contract**

- **Thomas, V.G. & Campbell, P.B. (2021). (Second Edition).** *Evaluation in Today's World: Respecting Diversity, Improving Quality, and Promoting Usability.* Thousand Oaks, CA: SAGE Publications. **Projected publication date, August 2027.**

### **PROFESSIONAL PRESENTATIONS (SELECTED LISTING 2010 – PRESENT)**

- Thomas, V.G. (2025, October). *Black women in the academy: Legacies, leadership, and liberation.* Discussion facilitated for the HCRN Sister Scholar Circle. Howard University Center for HBCU Research, Leadership, and Policy. (virtual)
- Thomas, V.G. (2025, April). *Taking a seat at the table: Strategic insights for women on the tenure track.* Presentation and discussion for the Howard University Center for Women, Gender, and Global Leadership. Washington, DC.
- **Thomas, V.G. & Ricks, E. (2025, March).** *Breaking barriers: HBCU Black women doctoral students do STEM.* Paper delivered at the American Association of Blacks in Higher Education Annual Conference. National Harbor, MD
- **Thomas, V.G. & Ricks, E. (2025, March).** *Hitting the mark: A socio-ecological perspective on the development of Black HBCU STEM doctoral students.* Poster presented at the American Association of Blacks in Higher Education Annual Conference. National Harbor, MD
- **Thomas, V.G. & Ricks, E. (2024, October).** *HBCU STEM Doctoral Students Leveraging Their Intersectionality for Changing the Landscape of STEM Faculty, Research, and Service.* Roundtable discussion at the AGEP (Alliance for Graduate Education and the Professoriate) At 25 Years Conference. Crystal City, VA.
- **Thomas, V.G. & Bertrand-Jones, T. (2024, April).** *Leveraging and advancing careers and opportunities in program evaluation and assessment—Stafford L. Hood Table* Roundtable discussion at the Annual Conference of the American Educational Research Association, Philadelphia, PA.
- Johnson, B., Ricks, E., Baylor, B., & **Thomas, V.G. (2024, April).** *Building strong connections: Investigating faculty-student relationships among STEM doctoral students in HBCUs.* Roundtable discussion at the Annual Conference of the American Educational Research Association, Philadelphia, PA.

**Professional Presentations: 2010 - Present** *(continued)*

- **Thomas, V.G.**, Baylor, R., Ricks, E., & Johnson, B. (2024, April). Toward a model of HBCU STEM doctoral student socialization and career intentions. I-poster session at the Annual Conference of the American Educational Research Association, Philadelphia, PA
- **Thomas, V.G.** & Campbell, P.B. (2024, April). *Conducting OD2A health equity evaluations from a racialized and social justice perspective*. Webinar conducted for The Centers for Disease Control and Prevention, OD2A Program.
- **Thomas, V.G.**, Ricks, E., & Johnson, B. (2024, March). *Shattering stereotypes: HBCU STEM doctoral students showing up/showing out*. Roundtable discussion at the American Association of Blacks in Higher Education Annual Conference. Las Vegas, NV
- Johnson, B., Ricks, E., & **Thomas, V.G.** (2024, March). *Diversity within unity: Insights from Black STEM HBCU doctoral students*. Poster session at the American Association of Blacks in Higher Education Annual Conference. Las Vegas, NV.
- **Thomas, V.G.** & Ricks, E. (2023, Feb 2). *Aspirations and workplace values of Black HBCU STEM doctoral students interested in the Professoriate and other careers*. Paper presented at the 41<sup>st</sup> Annual Conference of the Research Association of Minority Professors (RAMP). Washington, DC.
- Thomas, V.G. (2022, November). *Evaluating the ending of the HIV epidemic (EHE) projects through culturally responsive and equity-oriented approaches*. Presentation delivered to the EHE Mentorship Program. (virtual)
- Thomas, V.G. (2022, November). *Is rigor really rigorous?* Panel chair and discussant. American Evaluation Association Annual Conference, New Orleans, LO.
- Thomas, V. G. (2022, November). *Advancing health equity through culturally responsive evaluation*. Panelist, American Evaluation Association Annual Conference, New Orleans, LO.
- **Thomas, V.G.** & Sarr, E. (2022, August 20). *Weaving a rebalance of power and advancing equity through culturally responsive and equity-oriented evaluation practices*. Skills-building workshop conducted at the Annual Conference of the Australian Evaluation Society.
- Thomas, V.G. (2022, August 25). *HBCU Black STEM doctoral students' sense of belonging, perceptions of academic climate, and effects of pandemic and social unrest on career plans*. Presentation at the Howard, Hampton, Morgan State Universities AGEP (Alliance of Graduate Education and the Professoriate) Preparing Future Faculty Conference. Washington, DC

**Professional Presentations: 2010 - Present** (continued)

- Campbell, P.B., & **Thomas, V.G.** (2022, April). *Examining health disparities from a social justice and racialized perspective*. Women's Health Institute, Robert Wood Johnson Medical School, Rutgers University. (virtual)
- **Thomas, V.G.**, & Campbell, P.B. (2022, March). *Evaluation in a diverse world: A Conversation with the authors*. Presentation and discussion at the Government Accountability Office, GAO: Applied Research & Methods DE&I Brownbag Series (virtual)
- Thomas, V.G. (2022, January). *Evaluating health equity in communities of color through culturally responsive approaches*. Panel presentation delivered at the National Academy of Medicine's Culture of Health Program Meeting on Measuring Impact to Achieve Health Equity Outcomes. (virtual)
- **Thomas, V.G.** & Campbell, P.B. (July 2021 – January 2022). *Overdose Data to Action (OD2A) Webinar Series: Culturally Responsive Evaluation (CRE) from a Racialized and Social Justice Perspective* (six sessions). Centers for Disease Control and Prevention's Division of Overdose Prevention. (virtual)
- Thomas, V.G. (2021, April). *Leveraging and Advancing a Career in Educational Evaluation: A Multidisciplinary Field that Involves Practice, Scholarship, and Opportunities* (Senior Scholars Roundtable). American Educational Research Association (online)
- Thomas, V.G. (2021, April). *Learning from History: Safely Moving Women's Health Forward*. GITVC (GHUCCTS in the Virtual Community). GHUCCTS (Georgetown-Howard Universities Center for Clinical and Translational Sciences) (online)
- Thomas, V.G. (2021, March). *Culturally responsive evaluation: From margin to center perspectives and approaches for evaluators*. Education Development Center (EDC). (online).
- **Thomas, V.G.** & Campbell, P.B. (2020, November). *Evaluations that Respect Diversity, Improve Quality, and Promote Usability: Considerations and Strategies for CDC Evaluators*. Centers for Disease Control. (online).
- Thomas, V. G. (2020, October). *A social justice orientation in evaluation teaching: Shifting from margins to center*. SAGETalks (online)
- Campbell, P. & **Thomas, V.G.** (2019 November). *Implicit bias, racial framing, and White fragility: Challenges and Possible Answers for Evaluators*. Think Tank Conducted at the Annual Meeting of the American Evaluation Association, Minneapolis, MN.
- **Thomas, V.G.** & Campbell, P. (2017, November). *Cultural conflicts of interests: Definition, description, and avoidance*. Think Tank Conducted at the Annual Meeting of the American Evaluation Association, Washington, DC.

**Professional Presentations: 2010 - Present** (*continued*)

- Thomas, V.G. (2017, November). Discussant on panel *Continuing the Dialog: Evaluation's Call to Action, 21st Century Perspectives in Addressing Race* at the Annual Meeting of the American Evaluation Association, Washington, DC.
- Otado, J., **Thomas, V.G.**, Callier, S., Rockcliffe, F., Johnson, D., & Scott, D. (2017, April). *Knowledge, attitudes, experiences, and behaviors toward genetic research among persons of African descent*. Poster session delivered at the Annual Meeting of the Association for Clinical and Translational Sciences. Washington, DC.
- Thomas, V. G. (2017). *Dialogue on Race and Class in America Series*. Panelist at the American Evaluation Association's first (of three) national dialogues. Washington, DC.
- Thomas, V.G. (2015, November). *Exemplary culturally responsive evaluations: A tale of challenge and change*. Paper delivered at a Presidential Plenary Panel at the Annual Meeting of the American Evaluation Association Meeting, Chicago, IL.
- Randolph, S.M., Kiwalczyk, S., Alexander, S., **Thomas, V.G.**, & Smith, A. (2014, October). *Community-based approaches into evaluation of public health systems approaches to eliminate gender disparities: Lessons from a national evaluation*. Paper presented at the Annual Meeting of the American Evaluation Association, Denver, CO.
- Thomas, V.G. (2013, October). *Using dashboards to Improve Understanding and Use of Results: Tracking and Evaluation Strategies from the Georgetown Howard Universities Center for Clinical Translational Science (GHUCCTS)*. Paper presented at the Annual Meeting of the American Evaluation Association Meeting, Washington, DC.
- Thomas, V.G. (2013, October). *Reframing culturally responsive evaluation from a systems perspective*. Paper presented at the Annual Meeting of the American Evaluation Association Meeting, Washington, DC.
- Thomas, V.G. (2013, October). *Social justice and evaluation in the national capital area*. Panel discussant at the Annual Meeting of the American Evaluation Association Meeting, Washington, DC.
- Thomas, V.G. (2012, October). *A systems orientation for culturally and contextually responsive evaluation*. Paper presented at the Annual Meeting of the American Evaluation Association Meeting, Minneapolis, MN
- Thomas, V.G. (2012, October). *Injecting cultural competence and social justice into the teaching of evaluation*. Paper presented at the Annual Meeting of the American Evaluation Association Meeting, Minneapolis, MN

**Professional Presentations: 2010 - Present** (*continued*)

- Thomas, V.G. (2012, October). *Designing and using dashboards in tracking and evaluation efforts*. Conversation hour presented at the Annual Meeting of the American Evaluation Association Meeting, Minneapolis, MN
- **Thomas, V.G.** & Edwards, D. (2012, April). *An introduction to building and using dashboards for tracking and evaluation*. Skills-building sessions presented at the Eastern Evaluation Research Society Meeting, Absecon, NJ.
- Thomas, V.G. (2011, November). *Practical applications of the AEA Public Statement on Cultural Competence in Evaluation*. Paper presented at a Think Tank the Annual Meeting of the American Evaluation Association, Anaheim, CA.
- Thomas, V.G. (2011, November). *Environmental sustainability and social justice: How can evaluators consider the holistic nature of social problems?* Paper presented at the Annual Meeting of the American Evaluation Association, Anaheim, CA.
- **Thomas, V.G.**, & Smith, V. (2011, November). *Designing and using data dashboards for monitoring and evaluation: A case study*. Demonstration presented at the Annual Meeting of the American Evaluation Association, Anaheim, CA.
- **Thomas, V.G.** & Edwards, D. (2011, May). *Using dashboards in evaluation: Lessons from the field*. Paper presented at the Annual Meeting of the Eastern Evaluation Research Society. Absecon, NJ.
- **Thomas, V.G.** & Madison, A. (2010, November). *Integrating social justice into evaluation teaching: Opportunities and strategies*. Paper presented at the Annual Meeting of the American Evaluation Association, San Antonio, TX.

**FUNDED RESEARCH PROJECTS**

**EXTERNAL GRANTS**

**National Science Foundation**

An AGEP Historically Black Universities Alliance Model with Community College Teaching as a Platform for Advancing Underrepresented Minority STEM Doctoral Candidates in Faculty Careers. (HHMS-AGEP (Howard, Hampton, Morgan State Universities – Alliance for Graduate Education and the Professoriate).

9/1/2020-5/10/2025

Total Award: \$1,445,262 award amount

Role: Co-Principal Investigator and Director of Social Science Research Component)

**External Grants** (*continued*)

**National Institutes of Health**

Evaluation and Continuous Improvement Component (ECI), GHUCCTS (Georgetown-Howard University Center for Clinical Translational Science)  
08/28/2015 – 03/31/2025 (currently in no-cost extension year while renewal grant under review)  
Total Award: \$27 M (to combined Georgetown and Howard Universities)  
Role: Director, Evaluation and Continuous Improvement Component

**National Science Foundation**

Collaborative Research: AGEP Transformation Alliance: CIRTL AGEP - Improved Academic Climate for STEM Dissertators and Postdocs to Increase Interest in Faculty Careers  
20216-2020  
Total Award - \$144,463  
Role: Co-Principal Investigator

**National Science Foundation**

Conference Workshop Grant on Broadening Participation of MSI Faculty in Evaluation Training and the Profession  
2010  
Total Award - \$49,999  
Role - Principal Investigator

**National Science Foundation**

Howard University Gaining Options: Girls Investigate Real Life (GO-GIRL) Project (Part of a larger dissemination grant from the NSF Principal Investigator at Roosevelt University)  
2005- 2007  
Total Award (Howard University's portion) - \$10,000  
Role: Howard University's Principal Investigator

**National Science Foundation**

A Contextually Relevant Mathematics and Science Summer Evaluation Training Institute for Experienced Evaluators  
10/1/02 – 09/30/26  
Total Award - \$1.5 million  
Role: Principal Investigator

**National Science Foundation**

Research Experiences for Undergraduates (REU). A Supplement to the NSF Project on Contextually Relevant Mathematics and Science Summer Evaluation Training Institute for Experienced Evaluators  
2004  
Total Award Amount - \$10,000  
Role: Principal Investigator

**External Grants** (*continued*)

**National Science Foundation**

A Planning Grant for a Culturally Relevant Math and Science Summer Evaluation Training  
Institute for Mid-level Evaluators  
09/01/01 – 02/28/02  
Total Award - \$95,432  
Role: Principal Investigator

**U.S. Department of Education, Office of Educational Research and Improvement**

Assessment and Evaluations Innovations Project (Funded as part of the Center for the Education  
of Students Placed At Risk (CRESPAR)  
10/1/99 - 9/30/03  
Total Award - \$300,000)  
Role: Co-Principal Investigator

**National Institutes of Mental Health**

Well-Being Among Black and White College Women at Midlife  
5/1/92 - 4/30/96  
Total Award - \$547,000  
Role: Co-Principal Investigator

**Women's College Coalition, DuPont Grant**

Educational and Vocational Aspirations of Reentry College Women  
7/1/92 - 12/30/93  
Total Award - \$7,000  
Role: Principal Investigator

**MacArthur Foundation Successful Midlife Development Network**

Howard University Women's Life Path Study  
1992  
Total Award - \$15,000  
Role - Co-Principal Investigator

**U.S. Department of Housing and Urban Development (Cooperative Agreement)**

The Role of Indigenous Organizations in Economic Development and Community Stabilization  
1995  
Total Award - \$2,500  
Role: Principal Investigator

**U.S. Department of Health and Human Services**

Predictors of Depressive Symptoms in Urban Black Adults  
1985 – 1988  
Total Award - \$837-532  
Role: Proposal Writer/Collaborator and Research Team Member

**HOWARD UNIVERSITY INTERNAL GRANTS**

**Fund for Academic Excellence**

Developing an Undergraduate Service-Learning Course on Middle School Girls: Theory, Research, and Practice

2006-2007

Total Award - \$5,000

Role - Principal Investigator

**Fund for Academic Excellence**

Development of a Course and Reference Materials on “The Psychology of African American Women

July 1998 - June 1999

Total Award - \$2,500

Role: Principal Investigator

**University- Sponsored Faculty Research Program in the Social Sciences, Humanities, and Education**

A Qualitative Study of Black Reentry College Women

July 1995 - June 1996

Total Award - \$9,500

Role - Principal Investigator

**Walter and Theodora Daniel Educational Research Award** (inaugural awardee)

Educational Experiences of Mature African American Females: A Reexamination of Reentry College Women

February 1995 - January 1996

Total Award - \$2,500

Role: Principal Investigator

**Office of Research Administration, Graduate School of Arts and Sciences Collaborative Core Unit**

Well Being Among Black College-Educated Women

1991

Total Award - \$36,752 (also funded \$4,950 in FY '90 and \$11,580 in FY '91)

Role - Co-Principal Investigator

**University-Sponsored Faculty Research Program in the Social Sciences, Humanities, and Education**

Dual-Career Black Families: An Examination of Parenting, Marriage, and Career Roles

July 1988 - June 1989

Total Award - \$7,835

Role: Principal Investigator

## **COURSES TAUGHT AND CURRICULUM ENHANCEMENT**

### **GRADUATE COURSES**

- Evaluation Methodology (current)
- Select Topics in Evaluation (current)
- Diversity in the College Classroom (current)
- Introduction to Educational Research (past)
- Evaluation Theory and Practice (past)
- Human Diversity (past)
- Techniques of Urban Analysis I & II (past)
- The Psychology of African American Women (past)
- Family Structures and Functions (past)

### **UNDERGRADUATE COURSES**

- Positive Aging Across the Lifespan (current)
- Human Development and Family Relations (past)
- Risk & Resiliency in Families and Relationships (current)
- Research Methods and Statistics (past)
- Race and Racism (past)
- Community Development and Urban Problems (past)
- Field Experience in Human Development (with focus on Adolescent Female Development\*) (past)
- Honors Seminar (current, as needed)
- Honors Thesis (current, as needed)

### **COURSE DESIGN AND CURRICULUM ENHANCEMENTS**

- Collaborated to design the HD Online Degree Completion Program (2023 – 2024)
- Graduate course design (and teach) “Diversity in the College Classroom”, Howard University Graduate School Certificate Program
- Wrote the proposal for the human development honors programs (approved) and led the development of the honors curriculum within the School of Education
- Graduate course design (and taught) “The Psychology of Black Women”

## **EDUCATION**

PhD., Social Psychology with minor concentration in Personality Psychology  
Howard University

M.S., Social Psychology  
Howard University

B.S., Psychology with minor concentration in sociology  
South Carolina State University