



2025 Holmes Preconference Agenda

Wednesday, February 19th | Hyatt Regency, Beacon A

- 4:00 – 4:15 p.m.** **Welcome**
Cheryl Holcomb-McCoy, President & CEO, AACTE
- 4:15 – 5:00 p.m.** **Opening Keynote**
Pedro Noguera, University of Southern California
- 5:00 – 6:00 p.m.** **Town Hall Sessions for Scholars & Coordinators**
Scholars – Charles Barnes + Shari Baker
 • Beacon A
Coordinators – Nicole Dunn
 • Beacon B
- 6:00 – 7:00 p.m.** **Coordinators Happy Hour**
 • [Yard House](#) | 401 Shoreline Village Drive, Long Beach, CA 90802
 (Appetizers and soft drinks provided by AACTE.)

Thursday, February 20th | Hyatt Regency Ballroom ABC

- 7:45 – 8:30 a.m.** **Breakfast**
- 8:30 – 9:00 a.m.** **Holmes Business Meeting**
2024-2025 Holmes Council
- 9:05 – 10:00 a.m.** **Concurrent Mentoring Sessions I**
- **Research Design and Using Theoretical and Conceptual Frameworks**
 - *aretha marbly, Texas Tech University*
 - *Lora Baily, Virginia State University*
 - Beacon A
 - **Academic Publishing Demystified: Managing Imposter Syndrome and Tips and Tools to Be Successful as a Scholar**
 - *Cheryl Matias, University of San Diego*
 - Regency Ballroom E
 - **Unwrapping & Unpacking the Dissertation Process and IRBs**
 - *Rhonda Jeter, Bowie State University*
 - *J. Fidell Turner, Clark Atlanta University*
 - Regency Ballroom F

- **Ensuring a Sense of Belonging for All: Strategies for Research, Teaching, and Thriving.**
 - Taryrn Brown, University of Florida (Co-Chair, AACTE committee on Educator Diversity)
 - Nichole Brown, SUNY Oswego (Co-Chair, AACTE committee on Educator Diversity)
 - Regency Ballroom ABC

10:05 – 10:45 a.m. Roundtable Presentations & 3-Minute Thesis
Holmes Scholars

10:55 – 12:25 p.m. Academic Job Talk

Scholar Presenters:

1. Isaiah Moore, Virginia Commonwealth University
2. Shawnda Cherry, North Carolina State University
3. Tatum Boothe, Clark Atlanta University
4. Chanel Rice, Sacred Heart University
5. Bianca Shinn, Sacred Heart University

Faculty Review Panel:

- *Tiphonie Gonzalez, SUNY Oswego University*
- *Leslie Ekpe, East Texas A&M University*
- *David Fuentes, William Paterson University*

12:30 – 1:25 p.m. Networking Lunch + Graduation Stoles
Diversified Teacher Workforce TAG

1:30 – 2:25 p.m. Concurrent Mentoring Sessions II

- **How to Use AI Efficiently, Effectively, and Ethically in the Academy**
 - *Guy Tranin, University of Nebraska Lincoln*
 - *Azadeh Hassani, University of Nebraska Lincoln*
 - Regency Ballroom E
- **You're More than the Academy: Using your Degree Outside for More than Higher Education**
 - *Dwayne Ray Cormier, VSorts™ AI*
 - *Jacob Eastley II, Fordham University*
 - Regency Ballroom ABC
- **Discussing Mental Health, Imposter Syndrome, and the Path from Student to Tenure**
 - *Tiphonie Gonzalez, SUNY Oswego*
 - Regency Ballroom F
- **How to Choose a Doctoral Degree (for master's students only)**
 - *Leslie Ekpe, East Texas A&M University*
 - Beacon A

2:30 – 3:00 p.m. Introduction of New Council Members

3:00 – 4:00 p.m. New Scholar Pledge & Pinning Ceremony

4:00 – 5:30 p.m. Holmes Career Fair | Regency Ballroom EF

5:30 – 6:30 p.m. **Alumni Townhall** | Harbor A
NAHSA (National Association for Holmes Scholars Alumni)

Friday, February 21st | Hyatt & Long Beach Convention Center

- 7:30 – 8:15 a.m.** **Breakfast**
- Scholars
 - Hyatt | Regency Ballroom AB
 - Support Session for Coordinators
 - Hyatt | Beacon Rotunda

The remainder of preconference activities will be held at the Long Beach Convention Center

- 8:30 – 10:00 a.m.** **AACTE Annual Meeting Opening Keynote**
- Cheryl Holcomb-McCoy, AACTE President & CEO | Grand Ballroom

10:30 – 11:30 a.m. **Holmes Poster Sessions** | Exhibit Hall B

10:15 – 12:30 p.m. **Dissertation Funding Competition** | Grand Ballroom

Scholar Presenters:

- 1. Janell Miller, North Carolina State University**
“Avoiding Harm, Centering Humanity, and Planting Seeds of Understanding: Developing and Validating a Scale for Measuring Criticality in English Language Arts Education”
- 2. Paris Pruitt, Penn State University**
“Dream Black Girl Dream: Black Girls’ Perceptions of their Career Development Experiences with the Support of Black Women School Counselors”
- 3. Amelia Rivera, North Carolina State University**
“Breaking the Standard Language Barrier: Global Approaches to Linguistic Justice in Teacher Education”
- 4. Matthew Nyaaba, University of Georgia**
“Automatic Generation of Culturally Responsive Science Assessments Using Generative AI”
- 5. Jaime Morales, University of Connecticut**
“Where are the Latinas/os/xs/es in Sport-Based Youth Development Research?”
- 6. Jaminque Adams, University of Georgia**
“Teaching in a Burning House: Investigating Black womxn Teacher’s Labor and Healing Journeys”

Faculty Judge Panel:

- Lisa Huffman, University of Cincinnati | TECSU representative
- Lorry Floyd, Lenoir-Rhyne University | AILACTE representative
- Nicholas Hartlep, Berea College | AACTE Research & Dissemination Committee representative

APPENDIX OF SCHOLAR SESSIONS

3-Min Thesis/ Roundtables (presented on Thursday)

Table 1: Diversity, Equity, and Inclusion in Education

- Integrating Mental Wellness: Enhancing Diversity, Equity, and Inclusion in Teacher Preparation Programs in Learning Institutions in the USA
 - *Rose Chumba, Texas Tech University*
- The New Generation: Measuring Critical Consciousness of Students in an Undergraduate DEI Course
 - *Jessica Fort, Virginia Commonwealth University*

Table 2: Diversity, Equity, and Inclusion in Education

- Reimagining Latino/Latine/Hispanic Representations in the U.S. Media and in the Classroom
 - *Vivian Medina-Messner, Virginia Commonwealth University*
- Collaborative Global Competence: Teacher Candidates, International Students, and a Global Education Fair
 - *Nayomi Gunasekara Field, Ohio University*
 - *Yuchun Zhou, Ohio University*
 - *Michael Kopish, Ohio University*

Table 3: Diversity, Equity, and Inclusion in Education

- Transforming Attitudes: An Educational Intervention to Engage Minority Students in Data Science and Machine Learning
 - *Marcus Harris, University of Connecticut*
 - *Joshua Sukumar, University of Connecticut*
- Transforming Skillsets: A Conversation About Engaging Minority Students in Machine Learning
 - *Joshua (Josh) Sukumar, University of Connecticut*
 - *Marcus Harris, University of Connecticut*

Table 4: Gender and Career Advancement in Higher Education

- Female Learning and Career Advancement at Universities: Barriers and Challenges Through a Narrative
 - *Chau Duong, University of San Diego*
- The Black Woman Tax: Community and Sisterhood in Academia as Resistance
 - *Tiyacca Simms-Jones, Virginia Commonwealth University*
 - *Joyce Robinson Myers, Virginia Commonwealth University*
 - *Kiana Bradford, Virginia Commonwealth University*
 - *Kiara Crawley, Virginia Commonwealth University*

Table 5: Gender and Career Advancement in Higher Education

- Dragon Lady or Lotus Flower: An Ethnographic Study to Examine the Resistance & Resilience of Asian American Women K-12 Social Justice School Leaders
 - *Jessica Huang, University of San Diego*
- Shots Fired: The Public Assassination of Black Women in the Academy and How They Utilize Religious Coping to Manage Institutional Sanctioned Violence
 - *Danielle N. Denton, Ball State University*

Table 6: Gender and Career Advancement in Higher Education

- Black Professionals in Gifted Education—Where Are We?
 - *Ty'Bresha Glass, Purdue University*
- Dream Black Girl Dream: Black Girls' Perceptions of Their Career Development Experiences with the Support of Black Women School Counselors
 - *Paris Pruitt, Pennsylvania State University*

Table 7: Inclusive Practices and Belonging in Academia

- Critical Perspectives: Inclusion and Belonging for Faculty and Classified Professional Staff of Color at California Community Colleges
 - *Dana Grisby, California State University, Fresno*
- Utilizing Strengths and Assets: The Lived Experiences of BIPOC Education Doctoral Students at PWIs
 - *Clarence K. Bumpas, Old Dominion University*
 - *Christine-Marie Turner, Old Dominion University*
 - *Deondre Johnson, Old Dominion University*
 - *Natisha Harper, Old Dominion University*
 - *Hilda Adu Gyamfi, Old Dominion University*

Table 8: Inclusive Practices and Belonging in Academia

- Silenced Voices: A Phenomenological Investigation of Racial Trauma Among Educators of Color
 - *Elba Llantín-Cruz*
- Adapting Campus Cultures: Supporting Latine Students' Spiritual and Religious Identities at PWIs
 - *Samuel King, Purdue University*
 - *Karabella Hernandez, Purdue University*

Table 9: Inclusive Practices and Belonging in Academia

- Youth Voice in Times of Silencing
 - *Thea Racelis, Virginia Commonwealth University*
- Faking the Funk: Collecting BIPOC in the Name of White Performative Action
 - *Yesenia Castro, University of San Diego*

Table 10: Environmental and Mental Health Considerations

- Exploring Environmental Identity of Young Children Growing Amidst Climate Crisis
 - *Srijana Katuwal, Ohio University*
- Cross-Cultural Comparisons of Perfectionism and Mental Health Outcomes Among Adolescents in Nigeria, Kenya, and the USA
 - *Tolulope Aworefa*

Table 11: Environmental and Mental Health Considerations

- Connectedness: A Scoping Review Protocol With Implications for Research and Practice
 - *Olivia H. Wojtowicz, Lehigh University*
 - *Bethany Gen, Lehigh University*
 - *Christopher T. H. Liang, Lehigh University*
- Addressing the Imposter Phenomenon and Promoting Engagement in Underrepresented Adolescents Through Culturally Responsive SEL
 - *Sheiree Powell, Sacred Heart University*

Table 12: Environmental and Mental Health Considerations

- The Power of Joy in Education: A Mixed-Methods Study on How Joyful School Cultures Foster Engaging Classrooms for Culturally Diverse Learners
 - *Tanya Collins, Sacred Heart University*
- How Empathy Leads to Improved Relationships Between Student-Teachers and Students When Differences in Culture Are Present
 - *Craig Hall, University of Nevada, Las Vegas*

Table 13: Identity, Representation, and Pedagogy

- Hidden in Plain Sight: A Multimodal Discourse Analysis of a Mary Magdalene Retelling Adapted as a Role Model for Preteen Girls Role

- *Makeba Lindsay D'Abreu, Virginia Commonwealth University*
- BIPOC Voices & Representation in Young Adult Literature
 - *Valeria Reese, University of San Diego*

Table 14: Identity, Representation, and Pedagogy

- Exploring How Secondary History Teachers Operationalize the Sustained Use of Counter Narratives as a Critical Pedagogical Tool to Disrupt the Dominant Discourse of Whiteness
 - *Joy Beatty, Virginia Commonwealth University*
- We Always Rise: CRT, Praxis, and the Struggles Unseen
 - *Luis A. Legaspi, University of San Diego*
 - *Cheryl E. Matias, PhD, University of San Diego*
 - *Arieas Toney, University of San Diego*
 - *Arturo Servin, University of San Diego*
 - *Jessica Huang, University of San Diego*

Table 15: Identity, Representation, and Pedagogy

- Evaluating Literacy Pedagogy: Teachers' Perceptions and Facilitation of Literacy Praxis in Secondary High School Intervention Classrooms
 - *Kanika Simmons, Sam Houston State University*
- Translanguaging: An Ethnographic Study of Language Practices and Social, Emotional and Academic Learning
 - *Damaris Cruz, Sacred Heart University*

Table 16: Educational Access and Equity

- Accessibility of Research Opportunities for First-Generation College Students
 - *Ashley Robles, Syracuse University*
 - *Benjamin Dotger, PhD, Syracuse University*
- Redefining Educational Equity: Addressing Dominant Narratives in Humanitarian Migrant Education
 - *Patricia Ambrosio, North Carolina State University*

Table 17: Educational Access and Equity

- Navigating Rural Educators' Spirited Search to Support Newcomer English Learners
 - *Riya Chakraborty, University of Florida*
- Educational Resilience for Foster Youth in Transition: Success, Motivations, and Relational Supports
 - *A. Lilyan Falcon, Pennsylvania State University*

Table 18: Educational Access and Equity

- Bridging the Gap: How Racial Disparities in Education Influence African American Student Belonging and Overall Life Satisfaction
 - *Shaundria Gibson, Bowie State University*
- Charting Pathways for Black Special Educators: Mentoring, PD, and Teacher Self-Efficacy
 - *Cametreus Clardy, University of Florida*

Table 19: International and Comparative Perspectives

- I'll Fetch That For You, Boss: The Deficit Lens of Presumptuous Servitude
 - *Reyan Leah Warren, University of San Diego*
- Measuring International Students' Resilience at Multifaceted Levels
 - *Cheolwoo Park, University of Florida*

Table 20: International and Comparative Perspectives

- Contemporary Discussions of Higher Education: International Students and Their Persistence
 - *Erica Terrell, Texas Christian University*

- Exploring the Drivers and Impacts of Teacher Moonlighting on The Gambia's Basic and Secondary Education System
 - *Isatou B Secka, Ohio University*

Table 21: International and Comparative Perspectives

- Understanding Educational Challenges among Refugee Adult Learners: An Ecological Framework Approach
 - *Kahyen Shin, Syracuse University*
- Navigating the Path to HSI Designation: Staff Perceptions and Institutional Readiness at a Private Catholic University
 - *Arturo Anaya Servin, University of San Diego*

Table 22: International and Comparative Perspectives

- I Matter: Exploring the Experiences of Non-Traditional Students in Belize
 - *Monica Manzur, Texas Christian University*
- Assessing Financial Burdens on In-Service Teachers: Insights for Post-Service Education Reform in Sindh, Pakistan
 - *Ihsan Thaheem, Ohio University*

Table 23: Marginalized Identities and Experiences

- They Don't See Us: Understanding the Experiences of Black Men Doctoral Students in Higher Education Doctoral Programs
 - *Sean Hembrick, Pennsylvania State University*
- Redefining Success: The Resilience and Influence of Black Scholar Fathers in Higher Education
 - *Dominic Cooper, University of San Diego*

Table 24: Marginalized Identities and Experiences

- Navigating Digital Challenges: South-Asian Immigrant Parents' Perspectives on Social Media and Adolescents
 - *Anumbano Ali, Sam Houston State University*

Table 25: Marginalized Identities and Experiences

- In the Space Between: Understanding Latine Lesbians' Cultural and Sexual Identity Experiences
 - *Amanda Rosado, Lehigh University*
- *Black and Gifted: A Student Turned Teacher.*
 - *Otis Dupree, Bowie State University*

Table 26: Wellness and Social-Emotional Learning

- Show Me What You Got: Clinical Assessments in Counselor Education
 - *Maria Alayza, Florida Atlantic University*
- Cultivating Connections: A Systematic Review of Teachers' Critical and Multimodal Choices in Socioemotional Instruction
 - *Catherine Restrepo-Widney, Florida Atlantic University*
 - *Sabrina F. Sembiente, Florida Atlantic University*

Table 27: Wellness and Social-Emotional Learning

- Navigating the Journey Out: Intervention Strategies for Supporting Current and Former Jehovah's Witnesses Members from the High-Control Religious Organization, The Watchtower Society
 - *Michael O Miller, Florida Atlantic University*
- Exploring Gaps in Intimate Partner Violence Survivor Support Services
 - *Syreeta Wright, Virginia Commonwealth University*

Table 28: Wellness and Social-Emotional Learning

- A Critical Analysis of Principal Support for Students with Disabilities and Their Teachers
 - *Danielle Jeannite, University of Florida*
- Raising the Roots: Nurturing Black Cultural Wealth and Critical Consciousness in Community Education
 - *Arieas Toney, University of San Diego*

Table 29: Research, Teaching, and Learning

- Symbolic Representations and Numeracy Development
 - *Sydney Katherine Johnson, Ball State University*
- Developing Systems Thinking Assessments in Elementary School Settings
 - *Yameng Cui, Lehigh University*
 - *Thomas Hammond, Lehigh University*

Table 30: Research, Teaching, and Learning

- Thriving Together: A Community Cultural Wealth-Inspired Educational Journey
 - *Oumarou Abdoulaye Balarabe, Ohio University*

Table 31: Research, Teaching, and Learning

- The Impact of Sociomathematical Norms on Grade 3 Students' Multiplicative Reasoning: An Eye-Tracking Study
 - *Temitope Egbedeyi, Kent State University*
- Translanguaging Practice and Culturally Mathematics Responsive Teaching in a Chinese Dual Language Immersion (DLI) Elementary Mathematics Classroom
 - *Anqi Fan, University of Louisville*

Table 32: Maternal Studies and Academic Intersections

- Unmuting Maternity: Feminist Public Pedagogy Against Patriarchal Knowledge
 - *Mahreen Mamoon, Purdue University*
- Examining the Intersectionality of Maternal Health and Academic Success Among Minority Students in Continuing Education Programs: Challenges and Support Mechanisms
 - *Myrna Marton, Ball State University*

Friday Poster Presentations (Alphabetical by Title)

- An Examination of Factors That Influence Black Principals' Attrition in Public Schools Post COVID-19 Pandemic
 - *Eric Barnes, Texas Christian University*
- Associations Between Cumulative Risks and Preschoolers' School Readiness: The Role of Family Resilience
 - *Joey Tsz Ying Lam, Lehigh University*
- Beyond the Horizon of Educational Leadership: Examining Administrator Support for Special Education Teachers
 - *Danielle Jeannite, University of Florida*
- Bridging Policy and Practice: Examining North Carolina's Gifted Education Plans and Leadership Guidance for Gifted Black Girls Through Critical Race Feminism
 - *Laytora Dash, University of North Carolina at Charlotte*
- Community Mental Health Workers' Recommendations to Increase the Behavioral Health Workforce
 - *Elyse Ganss, Lehigh University*

- Coaching Circles: Transformational Leadership Development Networks for Black Women in Christian Ministry
 - Makeba Lindsay D'Abreu, Virginia Commonwealth University
- Exploring Embodied Teaching and Learning Journeys Through West African Dance and Music in a U.S. Predominantly White Liberal Arts University
 - Truth Hunter, University of Connecticut
- How Do Changes in Public Funding Strategies Impact Graduation Rates at Community Colleges: Multi-Method Analysis
 - Zhan Shi, Texas Christian University
- How Does Administrative-Level Decision-Making Influence Teacher Time Use and Tier 3 Instruction Within an MTSS Framework?
 - Ayana Bass, Boston University
- Mathematics Teacher Educators' Preparation and Implementation of Culturally Responsive Pedagogy for Social Justice in Mathematics Teaching
 - Abigail Erskine, Purdue University
- Made By Us: Enhancing School-Based Mental Health for Black Girls Post-COVID-19 Through Student Voice
 - Christina Tillery, Virginia Commonwealth University
- Navigating the Journey Out: Intervention Strategies for Supporting Current and Former Jehovah's Witnesses Members from the High-Control Religious Organization, The Watchtower Society.
 - Michael Miller, Florida Atlantic University
- On the Margins: Students in Alternative Schools
 - Maria Virginia Giani, University of Florida
- Prevalence and Impact of Social Withdrawal Behaviors Among Adolescents with EBD
 - Oktaviani Hidayah, Kent State University
- Reactive Rise: Mapping White Fragility's Resurgence Through Educational Censorship (2020-2024)
 - Alexa Escobedo, University of San Diego
- Resilience Practices in Early Childhood Education
 - Mayra Chavez, Texas Woman's University
- Restorative Practice as a STEM and STEM-CTE Teaching and Learning Classroom Tool
 - Monique North, University of Nevada, Las Vegas
- Systematic Literature Review of Differential Outcomes of Belonging and Mattering by Ethnicity for Higher Ed Students
 - Sharon Hutchinson, Ball State University
- Teaching Under the Influence: A Multiple Case-Study Examining the Impact of Political Polarization Discourse on Community-Connected Instruction (CCI) in Full-Service Community Schools (FSCS)
 - Isaiah Moore, Virginia Commonwealth University
- The Effect of Universal Design for Learning (UDL) on Classroom Engagement of Learners
 - Alexander Gariba, Kent State University

- The Soundtrack: History, Hip-Hop & Her Story
 - Tiyacca Simms-Jones, Virginia Commonwealth University
 - Towards a Place-Based Mathematics Learning and Curriculum
 - Temitope Egbedeyi, Kent State University
 - Unheard Voices: An Ethnographic Examination of Racial Trauma's Impact on Black High School Students
 - Jasmine Bates, Virginia Commonwealth University
 - Unhobbling & Operant Subjectivity
 - ParKer Bryant, Syracuse University
 - Video-Based Multimedia Vocabulary Instruction for Middle School Students with Learning Disabilities
 - Tshebukani Ncube, Kent State University
 - Working Twice as Hard, Getting Half as Far: A Qualitative Study on Black Woman Tax in Education
 - Kiana Bradford, Virginia Commonwealth University
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Saturday Poster Presentations (Alphabetical by Title)

- A Comparative Study of Eco-Anxiety Among Students and Faculty of California and Ohio
 - Srijana Katuwal, Ohio University
- A Data Driven Approach to Closing Achievement Gaps in Mathematical Proficiency
 - Charlese Harris, North Carolina State University
- Black Families of Preschoolers with Disabilities' Experiences Entering the PreK-20 Education System
 - Lissa Love, University of Nevada, Las Vegas
- Building Administrators' Perceptions of Their Preparedness as Leaders of Special Education
 - Veronica Ricigliano, William Paterson University
- Collaborative Global Competence: Teacher Candidates, International Students, and a Global Education Fair
 - Nayomi Field, Ohio University
- Empowering Holmes Scholars: Navigating Predominantly White Spaces
 - Nimisha Joshi & Tiffany Evans, University of Northern Iowa
- Examining the AI Landscape for Black Students in Grades 6-8
 - Dominic Cooper, University of San Diego
- Exploring the Drivers and Impacts of Teacher Moonlighting on The Gambia's Basic and Secondary Education System
 - Isatou B Secka, Ohio University
- From Stress to Symptoms: The Impact of Racial Trauma on Physical Health and Development in Black Children
 - Sharon Hutchinson, Ball State University

- Impact of Immersive Virtual Reality Learning Environments on Students' Conceptualization of the Structure and Scale of the Atom
 - Ruth Mathenge, North Carolina State University
- Perception Driven Performance: Exploring The Relationships Between African American Students' Perception of School Belonging and Academic Achievement
 - Ronnie Cravens, University of San Diego
- "Sifting Through the Ish": Revealing White Emotionalities in the Innovative Leadership of Asian American Educators
 - Jessica Huang, University of San Diego
- Through the Eyes of "Them"
 - Charles Barnes, Rowan University
- Views of Black Girls in Dance in the US and Nigeria
 - Tempestt Johnson, University of South Carolina
- Voices of Resilience: Exploring the Mentorship Needs of Latina Doctoral Students
 - Mayra Marquez-Mendez, University of Nevada, Las Vegas
- Where Are the Latinas/os/xs/es in Sport-Based Youth Development Research?
 - Jaime Morales, University of Connecticut