April 24, 2018
11:00 a.m. – 2:00 p.m.
Hendrix Student Center
WELCOME, EVERYONE!

Welcome to the 2018 College of Education Research Forum. As you know, this is our second year as a stand-alone College of Education, and we are happy to have the opportunity to highlight for you our current research. The posters presented here represent the work of College of Education faculty and their students, both graduate and undergraduate, along with their co-investigators both on campus and across the country. We hope that our presentations will suggest new areas of research study for faculty and graduate students. Further, we hope that the projects that we highlight will lead to new collaborations both within the College of Education and across the Clemson campus.

A special feature of this year’s Research Forum is an invited panel presentation on early career experiences at R1 Doctoral Universities. We have invited two of our graduates, Mickey Losinski, now a faculty member at Kansas State, and Emily Howell, now a faculty member at Iowa State, to join Clemson faculty member Shanna Hirsch in discussing the transition from graduate student to faculty member and the challenges of the R1 University. Then, following our panel presentation is our annual Awards of Excellence ceremony honoring outstanding contributions of faculty, staff and graduate students. Please join us for these two special events, which will begin at 12:30 p.m. in the David Peebles Room.

Again, welcome and thank you for joining us today.

Dave Barrett
Associate Dean of Academic Affairs and Research

MESSAGE FROM THE DEAN

Thank you all for your participation in the College of Education Research Forum. Faculty and graduate students, we appreciate your continued commitment to inquiry and discovery, and we are proud of your scholarly contributions. Clemson colleagues and visitors, we are delighted that you are having the opportunity to learn more about the exciting research being conducted in our College and to talk with our presenters about their work.

As you know, our mission as a College is to become the “Best in Class,” the pre-eminent College of Education both in the region and in the nation. The College of Education is dedicated to enhancing the education and development of all people, particularly those in underserved communities. While our focus is on the preparation of teachers and the delivery of instruction, you will see at today’s forum that we are addressing many of the important issues that affect families, schools and communities: safety in schools, student identity, leadership development, “trans-discipline” STEM instruction, and bullying prevention, just to name a few. In short, our research is problem-focused – with the ultimate goal of helping us to improve the quality of public education and in this way enhance the life opportunities of citizens in all of our communities. Enjoy your day and thank you all for your interest and continued support.

Sincerely,

George J. Petersen
Founding Dean
AGENDA

9:00 a.m. – 11:00 a.m.  SET-UP FOR POSTER PRESENTATIONS

11:00 a.m. – 12:30 p.m.  ATTENDEE CHECK-IN, POSTER PRESENTATIONS
   Hendrix Student Center Ballrooms A & B

11:45 a.m. – 12:15 p.m.  WELCOMING REMARKS
   Hendrix Student Center Ballrooms A & B
   
   David E. Barrett
   Associate Dean for Academic Affairs & Research, College of Education

   George J. Petersen
   Founding Dean, College of Education

   Robert H. Jones
   Provost, Clemson University

   Tanju Karanfil
   Vice President for Research, Clemson University

   Jason Osborne
   Dean, Graduate School, Clemson University

12:30 p.m. – 1:15 p.m.  PANEL DISCUSSION: FACULTY EXPERIENCES AT R1 UNIVERSITIES
   David Peebles Room

   Emily Howell
   Assistant Professor of Literacy
   Iowa State University

   Mickey Losinski
   Associate Professor, Special Education, Counseling and Student Affairs
   Kansas State University

   Shanna Hirsch
   Assistant Professor, Education and Human Development
   Clemson University

1:15 p.m. – 1:45 p.m.  GRADUATE STUDENT AND FACULTY/STAFF AWARDS OF EXCELLENCE
   David Peebles Room

   George J. Petersen
   Founding Dean, College of Education
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Getting Better at Getting Better: Using the Structured Action Research Cycle (SARC) in a Networked Improvement Community

The field of education has historically undervalued the importance of systematic and organized methods of learning to improve. An improvement paradigm that recognizes the complexities of the work in the field and involves school-based practitioners is needed for a new direction forward (Bryk, 2015). This presentation demonstrates the overall structure and preliminary findings of a two-year research study that began in 2017 as part of the Rural Innovative School Leadership Networked Improvement Community (RISL_NIC). The RISL_NIC is a consortium of rural school leaders, university faculty, and graduate students supported in part by the Carnegie Foundation for the Advancement of Teaching. The purpose of the RISL_NIC is to determine how multiple universities and rural school districts can collaboratively improve teaching and learning outcomes by systematically focusing on problems of practice using inquiry cycles.

Dr. Hans Klar and Parker Morse Andreoli of Clemson University have partnered with a local elementary school principal to complete this study. Initial phases of research include the development and piloting of the Structured Action Research Cycle (SARC) and the use of the SARC by a team of instructional leaders to conduct multiple cycles of inquiry in order to identify problems of practice and utilize evidence-based approaches to improve current practices. Preliminary findings were determined through a qualitative analysis of multiple data sets, including notes from meetings and observations, surveys, interviews with participants, completed SARC, and appropriate quantitative data will also be collected and analyzed at various points in the process.

There has been a significant amount of studies exploring the role of stress on college students and the role of leadership on student development, however, little has been studied of the effect of National Panhellenic Conference sorority student leadership on stress. The purpose of this study is to investigate and describe the relationship between holding a leadership role in an NPC sorority and their feelings of stress. Researchers developed a semi-structured interview protocol to study how being chapter president of a sorority at a large, public institution effects their stress levels. The research team conducted 30-minute interviews with four NPC chapter presidents of the 2017 term. Findings of this study indicated that there is a correlation between stress levels and NPC sorority member’s leadership positions. This research project provides insight on how sorority advisors and student affairs practitioners can best support students in high-stress leadership positions in addition to providing strategies to aid students in coping with a large amount of positional responsibility.
Redefining Activism: Amplifying the Voices of Black Students at Predominantly White Institutions

Track 1. *Empirical Study.* Student activism has increasingly sparked attention in the realm of higher education and student affairs. In lieu of recent controversy surrounding social justice, advocacy and activism, we decided to focus our study on the importance of these topics. This study seeks to understand how Black students attending Predominantly White Institutions (PWIs) define and engage in activism within their institution’s culture. We adapted our research questions from Cole (2014). Cole’s (2014) study delved into the understandings and interpretations of student activism on Christian campuses (p. 317.) Using this adapted framework, our research questions are as follows: How do Black students studying at a PWI understand the concept of activism? How do students make meaning of their activism within the campus culture as they think about their future activism? While our research has provided us with a solid understanding of what the term activism means, this study allowed us to understand how students define activism through a qualitative study of focus group interviews.
Juvenile Delinquency: Are One-Time, Later Starting, Non-Violent Juvenile Offenders at Increased Risk for Adult Crime?

Criminologists distinguish between single-incident, later-starting, non-violent juvenile offenders and persistent juvenile offenders. We examined the relationship between single-incident, later-starting, non-violent juvenile offending and adult criminal behavior. Juveniles referred to a state department of juvenile justice for a single, misdemeanor-level offense during adolescence (age 13 or later) were compared with non-offenders on measures of adult criminal behavior as well as on background characteristics. Data files from the S.C. Department of Juvenile Justice (DJJ) were merged with files from the departments of Mental Health, Social Services, Education, and SLED. The sample included individuals born in 1981-1988 who were referred to DJJ and a control group matched on age, gender and ethnicity. The total sample size was 199,204. Of the DJJ sample (n=99,602), 38,236 met criteria for low-level, juvenile offending. One time juvenile offenders were at elevated levels on all pre-arrest risk factors. Binary logistic regression analyses showed that with all covariates controlled, one-time juvenile offenders were 3 times more likely than non-juvenile offenders to be arrested as adults. Cox Hazards analyses showed that one-time juvenile offending (versus no offending) also predicted earlier adult offending, as did all covariates. Most recent findings published in Journal of Child and Family Studies (2017).
Connecting to Clemson: A Study of Bridge Programs and Factors of Belongingness

The first-year of college is an exciting one for students. The anticipation of academics, social interactions, and new-found freedoms encompass the typical idea of college. However, the transition to college for conditionally admitted students can also pose unique challenges. To help combat these challenges, some universities offer the opportunity to enroll in a program that provides an intensive orientation for incoming freshmen and transfer students who are not fully prepared to meet the demands of college instruction. These programs are commonly referred to as bridge programs.

The purpose of this study was to examine the effectiveness of bridge programs when it comes to fostering the students’ sense of belonging. The study also sought to identify any differences between summer and yearlong programs. Surveys were administered to first year students in the Bridge to Clemson Program and the Early Success Program (ESP) in order to gather data about the effectiveness of bridging programs on the first-year student population.
Female Veterans and Their Transitions into Higher Education

United States military veterans are a population of students in higher education who bring a unique skill set and perspective to campus. Unfortunately, universities have a pattern of creating environments where student veterans feel isolated and invisible, and this is especially true for female student veterans as they are a minority within the larger group. This research attempted to fill the gaps of limited literature for this subpopulation. Focused on transitions, the research compared female student veteran experiences at two-year technical colleges versus four-year higher education institutions. Researchers used qualitative data and Schlossberg’s 4S System to examine various female student veterans’ authentic experiences in institutions to see if the transitions vary at different institution types. The research focused on four factors that influenced female student veteran transition: isolation, academic challenges, identity change, and health factors. The researchers’ hope that the results would aid universities in supporting the female student veteran population on campuses nationwide.
Gendered Perceptions of Alcohol in High-Achieving College Women

Gendered perceptions of alcohol impact all individuals, but may have specific implications for high-achieving women. Less targeted research exists around alcohol consumption of women, who make up more than half of the student body on college campuses across the country. The purpose of the study was to address the specific relationship the current generation of high-achieving college women has with alcohol, aiming to inform student affairs practice for alcohol related support and educational programming. Researchers sought to answer the question, “What is the role of alcohol in the experiences of high achieving women in an honors program?” through qualitative data collected during interviews with honors students at a large university in the Southeast.
School Resource Officers in Public Schools: A National Review

School Resource Officers (SRO) have become commonplace in schools nationwide. There have been several recent occurrences of the misuse of SROs in schools. The purpose of this review is to examine the availability and nature of current state legislation and DOE/DOI guidelines regarding the use and training of SROs. Additionally, recommendations are provided regarding the use of SROs in public schools to provide administrators with assistance on how to develop effective SRO programs.

A dual search system was utilized to find legislation across all 50 states regarding the certification, use, and training of SROs. A second search focused on the recommendations, guidelines, and policies from state level DOE/DOI. While results show that thirty-two states have some form of legislation regarding the topic of SROs, variance in specificity is vast. Legislation ranges from “recommendation” of a memorandum of understanding to identifying specific course work and hours of training required. Eighteen states have no laws regarding certification, use, or training of SROs. DOE/DOI recommendations, guidelines, and policies are even more wide-ranging.

This manuscript was presented at the national Teacher Educators for Children with Behavior Disorders (TECBD) conference in October, 2017, in Tempe, Arizona. It was subsequently submitted for publication consideration in a special edition of Education and Treatment of Children.
Upperclassmen First-Generation College Students
Navigating Identity When Returning Home

Many research studies are centered around the first-generation college student population's transition to college. For this reason, there is a lack of knowledge centered around the continued experiences of first-generation college students navigating their identity with their home environment. Based on this lack of research, this study focused on first-generation college students and their experiences when they return home rather than their on-campus experience. The researchers accomplished this goal by conducting qualitative interviews with four subjects who identify as upperclassmen first-generation college students. This research will further student affairs practitioners' knowledge and understanding of first-generation college students outside of the college experience.

*Keywords*: upperclassman, first generation college student, identity, home
Students of color face more obstacles than their White peers to develop a sense of belonging on their college campuses. While sense of belonging is often discussed in higher education, existing literature fails to examine the experiences of the Latinx community. The researchers examine the impact of employment on first-generation Latinx students and the ability for those students to establish community and develop a sense of belonging. This qualitative study consisted of a survey with open-ended questions followed by a 30-minute, semi-structured interview between the researchers and participants. Participants in this study are full-time undergraduate students at a large predominantly-White institution in the Southeast and are employed at least 11 hours. With institutions pushing to diversify and the Latinx enrollment rates expanding, student affairs practitioners need to understand how to better support underrepresented populations, specifically those who identify as first-generation Latinx.

*Keywords:* first-generation, Latinx, sense of belonging, community, employment, qualitative
Addressing Inequities in Science Teacher Preparation from a Critical Race Perspective

Inequities exist in science education. Students who differ from mainstream norms like emergent bilinguals (student developing proficiency in second language like English) are still marginalized from active participation and achievement in science. Focusing on science teacher preparation, we address these issues of inequities from a critical race perspective that views issues of inequities as issues of race and racism. In particular, we use a case study approach and analyze a pre-service teacher’s (PST) field experiences with two emergent bilingual students. We utilized Perez Huber & Solorzano’s (2015) model of Racial Microaggression, built from Critical Race Theory (Ladson-Billings & Tate, 1995). This model helped to identify and illustrate how instances of subtle acts of racism within the teacher’s practices reflected larger structural forms of racism that are present in the institutions PSTs are involved in. The findings suggest we need to reconsider the focal point of our teacher education programs to center race and equity rather than relegating it to a mere unit in teacher preparation curriculum, if we want to achieve equitable science education goals.

This research was presented at the National Association for Research in Science Teaching (NARST), March 2018, Atlanta, Georgia.
Snapshot of the Latinx Experience at a Predominantly White Institution Through Photovoice

There has been insufficient research showing how Latinx students perceive racism and microaggressions following the 2016 presidential election. The purpose of this study is to understand how non-first year undergraduate Latinx students make sense of their college experiences in the current political and social environment. Semi-structured interviews with non-first year undergraduate Latinx students were conducted utilizing Photovoice methodology. Photovoice allowed participants to capture and share their photos and experiences that related to our research question. This research will provide a snapshot of Latinx students’ lived experiences at a predominately White institution and provide insight for how to better support them.

Keywords: Latinx, sense of belonging, experiences, Photovoice
Research has explored the needs and challenges that faculty face in the earliest years of their careers in academia. Whether faculty are exploring their roles in tenure-track positions (Green et al., 2008; Rice & Sorcinelli, 2002; Solem & Foote, 2006) or as clinical, contingent instructors (Waltman, Bergom, Hollenshead, & August, 2012), early career faculty strive to contextualize their professional expectations and establish a collegial network in order to navigate their institution (Ponjuan, Conley, & Trower, 2011). Others struggle with disillusionment and dissatisfaction related to their faculty identity (Reybold, 2005) that often differs from their doctoral student experiences (Austin 2002; Reynolds, 1992). Some struggle with establishing mentorship relationships with experienced faculty in their academic network (Savage et al, 2010).

To assist faculty in the field of higher education/student affairs, the Student Affairs Administrators in Higher Education (NASPA) national association developed the Emerging Faculty Leader Academy (EFLA), a one-year program for early career faculty to equip them with the tools and knowledge for a sustainable, fulfilling faculty career. Throughout the program, faculty participate in regularly scheduled online and in-person educational sessions. This poster session will summarize the components of the EFLA, which was founded and co-coordinated by Dr. Pamela Havice with assistance from her graduate assistant Dr. Chelsea Waugaman. The poster will also include insights the second cohort of participants gained over the 2017-2018 academic year that the cohort recently shared during the NASPA annual conference in a special panel presentation.
Our research team has spent the last four years conducting a longitudinal study exploring how STEAM teaching practices are enacted in a variety of middle school classrooms in three school districts in South Carolina. First, we created a research-based instructional model to guide STEAM instruction that guided professional development with all participants in our study. Next, we collected qualitative data including questionnaires, classroom observations, teachers’ reflective journals, focus group interviews, and STEAM units designed by teachers to research their practices with STEAM instruction. In this phase of our research, we analyzed data from 43 of our participants through the lens of two theoretical frameworks, connected learning theory and cognitive apprenticeship to further suggest ways to develop and support effective STEAM instruction. In this way, we hope to increase engagement and learning for all students. We also report on technology integration and challenges faced by participants to offer a way forward for school districts, teachers and teacher educators wishing to implement STEAM in the classrooms.

This research has been published in:
International Journal of STEM Education
Journal of Computers in Mathematics and Science Teaching
School Science & Mathematics
Professional Development in Education
Journal of Science Education and Technology
Science Scope
On the Horizon

This research was funded by Bosch Community Fund Grant and a Gordon/MacArthur/ETS Fellows Grant for 21st Century Learning and Assessment. This research has been presented at numerous national and international conferences including AERA, DML, NARST and SITE.
Voices of Positive Behavior Intervention and Support (PBIS) Film Creators: In-Depth Interviews on PBIS Film Development and Implementation

Each year 75-100 schools submit films to the Positive Behavior Intervention and Support (PBIS) Film Festival. However, the supports for creating and procedures for disseminating the films are unclear. The purpose of the PBIS Interview Project is to gain an understanding of how schools are creating (e.g., resources, administration commitment) PBIS films. A secondary focus is to gain a better understanding of the participant’s views on the use of PBIS films. The research questions are as follows: What resources (i.e., technology) are needed to create the Films? What resources (i.e., personnel) are needed to create the Films? How do the PBIS films align with your school’s mission or values? We have drafted a manuscript and intend to submit it for publication in a top tier journal focused on PBIS. This is a cross-university collaboration with Robin Ennis (University of Alabama at Birmingham), Ashley MacSuga-Gage (University of Florida), and Hannah Mathews (University of Virginia). The preliminary findings have been presented at the National PBIS Forum, Council for Exceptional Children Convention, and Association for Positive Behavior Supports. The project received financial support from Clemson Creative Inquiry.
Positive Behavior Interventions and Support in Videos: A Descriptive Analysis of Four Years of PBIS Videos

Positive behavior interventions and supports (PBIS) is a proactive framework designed to support student behavior. Over the course of the past decade, schools have adopted videos as a medium to support their instruction. Emerging research indicates that various stakeholders are included in the development and use of video. Further videos are created based on existing school data (e.g., office discipline referrals) as well as the PBIS Expectation Matrix. However, little is known about the specific content of the videos. Therefore, the purpose of this research project is to better understand the topics and content featured in PBIS videos. We are in the process of viewing and rating over 175 PBIS videos (2015-2018) on a variety of factors (e.g., topic, content, audience, and grade level). In addition, we have created rubric to code each video on 12 PBIS film quality indicators.
A Constructivist Grounded Theory Approach: Unpacking the Thought-Process Behind Pursuing More Education Using Visual Methods

This study included a constructivist grounded theory methodology approach and an emergent, participant-generated method called photo-elicitation. Participants for this study took photographs of how they decided to attend graduate school and then discussed the photographs in an interview. The photo-elicitation method was selected to sharpen the memory, support self-reflection, and stimulate interview responses to generate the data (Clark-Ibáñez, 2004; Harper, 2002). Data analysis involved Charmaz’s (2009) four cycles of coding: (a) open coding, (b) axial coding, (c) selective coding, and (d) theoretical coding. The developed conceptual framework of Hossler and Gallenger’s (1987) model provided the analytic underpinning for the four cycles of coding (Charmaz, 2009). Findings from eight participants in this study revealed five major themes about how the Black master’s students gathered facts, information, and awareness about graduate school.

Research from this study will be presented at the 2018 International Congress of Qualitative Inquiry (ICQI) Annual Convention in Urbana-Champaign, Illinois.
Student Voice in Virtual Writing Feedback

The purpose of this study was to understand how students in virtual secondary schools understand writing feedback and how they are using it to propagate or push back on the prevailing discourses in their academic environments. The setting was a virtual charter school in South Carolina. Students enrolled in an English I course and their teacher responded to Qualtrics surveys consisting mostly of open-ended questions. The researchers utilized In Vivo coding during data analysis. Results revealed that students perceive the main purpose of teacher feedback as aiding in student writing development. They felt that they had a great amount of choice in whether or not they might use feedback and suggested that a primary reason students may not use teacher feedback is to maintain an individualistic writing style. These results contrasted with the teacher response, which held that students felt they had to use teacher feedback in their writing in order to obtain a certain grade in a class. Results varied on whether students perceived the virtual environment as beneficial, harmful, or neutral in the feedback process. These findings support the reframing of feedback in the virtual environment as Design and offer avenues for further research with feedback in the virtual environment. This study was presented at the American Reading Forum Annual Conference in December 2017.
Exploring How Pokémon Play Shapes Identity

This qualitative case study describes how playing Pokémon affected the lives of two adults who self-identify as life-long Pokémon players. Our research provides an understanding of how Pokémon influenced their self-concept and identity, and offers insight into why they continue playing. Data collection included questionnaires, semi-structured interviews, follow-up questions and artifacts. Using a priori codes we identified four main themes: early support, socialization, media production and competition and then crystallized the themes to develop case narratives telling our participants’ stories. The case demonstrates that while the players share many commonalities in their early gaming habits, they also had some marked differences in how Pokémon shaped their self-concept and identity in regards to socialization practices and different types of status within the game community, which impacts the reasons they continue to play. Results from this study extend prior research on the value of games towards shaping identity.

This research will be presented at AERA (2018). It has been submitted to the Journal of Play (in review).
Teachers’ Awareness and Attitudes Towards Educational Rights for Immigrant Students

This proposal is an overview of my current quantitative survey research on U.S. K-12 teachers’ awareness and attitudes towards educational rights for immigrant students, particularly students who are undocumented or have DACA (Deferred Action for Childhood Arrival) status. The study also examines teachers’ beliefs about borders and migration as well as their levels of nationalism. It explores the correlation between these constructs as well as the demographic characteristics that are associated with more inclusive or exclusive beliefs. The initial analysis reveals a strong relationship between awareness of immigration policy and attitudes towards rights for immigrant students as well as a strong correlation between nationalism, views towards borders and migration, and attitudes towards rights for immigrant students. This study is of special relevance given the current political environment as well as the pedagogical considerations that arise from studying teachers’ attitudes towards immigrant students.
Systematic Review of Cyberbullying Prevention Programs in Schools

The explosion of technology and its ease of accessibility has led to an increasingly popular form of electronic bullying affecting today's youth called cyberbullying. This review systematically investigated the efficacy of cyberbullying prevention programs for school aged youth. In all, 13 articles published between 2006 and 2016 met inclusionary criteria set forth by the researchers. Participants in each study were school-age adolescents, in grades 4 through 12 across Europe, Asia, North America, and Australia. Results revealed that 7 studies showed a reduction in cyber victimization, while 12 studies showed a reduction in cyber perpetration behaviors. Overall, digital media and cyberbullying-only programs demonstrated greater success than traditional bullying programs in reducing victimization and perpetration behaviors. In addition, interventions appeared to be more effective for younger students in comparison to older ones. Implications for educators and areas for future research are discussed. This research was presented at the 2017 Teacher Educators for Children with Behavioral Disorders (TECBD) conference.
Critical Consciousness: An Exploration of Measurement and Mean Differences by Age, Sex, and Ethnic-Racial Identity

Critical consciousness (CC) is a developmental asset that supports marginalized youth in challenging societal inequities and navigating barriers to social mobility and inclusion. CC has been associated with school engagement and academic achievement, career development and occupational attainment, as well as civic and political participation. Yet, how CC varies across groups is not well known. This study examines differences in CC measurement, primarily to lay groundwork for further scholarship to examine how and for whom CC develops and how CC operates within individuals and across groups over time.

Specifically, this study explores if there are age, sex, or ethnic-racial identity differences in CC by testing a multiple indicator and multiple causes (MIMIC) model of CC’s measurement and construct means. A MIMIC model is a special case of confirmatory factor analysis (CFA) where all latent constructs are regressed on exogenous covariates. This study utilizes data from three distinct cohort administrations (total \( N = 655 \)) of the Critical Consciousness Scale, examining (a) equivalence in how the components of CC are measured and (b) if there are latent mean differences between younger and older participants, between White youth and youth of color, and between boys and girls.
Assessing Middle School Students’ Motivation to Read

The Middle Grades Motivation to Read Profile (MGMRP) is an instrument designed to assess middle school students’ motivation to read. This mixed methods study followed an exploratory sequential design to initially explore middle school students’ perceptions of reading motivation and then to determine how students’ reading motivation could be reliably measured. In Phase I, this instrument was developed from the qualitative data from 30 interviews with 6th grade students. Expectancy-value theory served as a framework for item development. Therefore, the items on MGMRP focus on the constructs of readers’ self-concept and their value of reading, with additional items to address the construct of discussion of reading. In Phase II, the MGMRP was piloted nationally to over 400 students in grades six-through-eight from five states. The survey was conducted through Qualtrics, and responses were then submitted to an excel spreadsheet for descriptive analysis in SPSS. Reliability analyses indicated a scale alpha of .801 for 15 items. The remaining ten items, although qualitative in nature, were not assessed quantitatively. Rather, these items are useful for classroom teachers to initiate one-on-one conversations with students about their reading and helping teachers gain a deeper understanding of each student’s reading motivation.
Exploring Writing Approaches Across Contexts in K-12 First and Second Language Classes

While much of the extant research focuses specifically on second language writing without looking closely at a student's writing abilities in their first language, research that investigates the relationship between L1 and L2 writing is growing. Therefore, the focus of my study is to investigate the ways in which American K-12 teachers in multiple language settings address writing instruction with their students. This qualitative study looks at four teachers in unique positions of teaching writing in different language contexts. One teaches public elementary school ESOL and Spanish for Heritage Learners. The second teaches early college high school English Creative Writing, SAT Prep, and Spanish I-II. The third teaches 11th grade English and French I-AP in a rural public high school. The fourth teaches high school English, English Creative writing, and ESOL for international students in an affluent private school. Each of these contexts requires the teacher to teach writing to students in their L1 and L2. I examine differences in strategies, expectations, and goals, as well as how these strategies cross over into both classes. I also explore the ways that “quality writing” is measured in each writing context, and the ways the definition of quality writing varies for each teacher, writing context, and group of students. Finally, I review what we can learn from these teachers, what we can apply to our own context of writing instruction, and how these results can be used for advocacy for L1/L2 writing instruction in various ways.
The Transformational Impact of Disciplinary Literacy Professional Development on Teacher Self-Efficacy in the Four Core Subjects

Recent South Carolina state reading assessments place S.C. students behind national averages, thus prompting new state legislation requiring additional graduate coursework in content area literacy for teachers. Realizing the limitations of content area literacy instruction and teachers’ limited understanding of literacy in their discipline, the purpose of this study was to examine the effectiveness of meaningful professional development on teacher self-efficacy in disciplinary literacy. Research was conducted during a graduate course on disciplinary literacy at a large urban high school in the spring of 2016. Quantitative data from 24 participants representing the four core disciplines (science, math, English, and social studies) was collected through a survey regarding teacher efficacy with literacy teaching in their discipline. To determine effectiveness of the disciplinary literacy course, the self-efficacy survey was distributed on the first and last class of the professional development. Analysis of the data is still in the preliminary stages, and research findings will be available by the date of presentation. The results of this research have implications for future state legislation in regard to required professional training for secondary educators.
Effective Counseling Techniques for Working with At-Risk Youth in Residential Settings

The effectiveness of therapeutic group homes has been questioned as an effective form of treatment for at-risk youth. This presentation will examine the recidivism rates of a sample of at-risk youth who participated in an established group home program. While least restrictive interventions are the primary mode of treatment for adolescents, therapeutic group homes still offer an alternative to training school and long stays in local detention centers for adolescents who may have failed in other therapeutic modalities.
Gender, Identity and the Authentic Leadership of Small Businesses

The authentic leadership (AL) framework was explored within small businesses to determine whether: owners were authentic leaders which elicited enhanced job satisfaction and performance in their associates; gender identity and work role identity were mediators between AL and job satisfaction; and, owner gender was a moderator of the AL framework. A total of 155 owners and associates from 63 small businesses from three states were studied. Using structural equation modeling, three leader models were developed, all genders, women only, and men only, and included the owner(s) and their associate(s). The findings revealed: for the all genders and women only models, AL led to greater job satisfaction; job satisfaction did not mediate AL and performance; leader gender moderated AL; and, for the men only model, gender identity and work role identity mediated AL and job satisfaction. The results are discussed relative to gender, identity and AL.
Are Women Business Owners Authentic Servant Leaders?

The study of women business founders provides an opportunity to determine their unique leadership characteristics. Starting a business may be a way for women business owners to be authentic and create more people-centered businesses. Servant leadership’s gender integrative attributes where both agentic and communal behaviors are valued may be more congruent and reflective of the leadership behaviors of women entrepreneurs. Recently the motivation of compassionate love was theorized to be an antecedent to servant leadership and, we argue, exists in conjunction with authenticity. Thus, this study investigates compassionate love, authenticity, and servant leadership and argues that they exist in the behaviors of founding female business owners. This qualitative research study employed summative content analysis of telephone interviews conducted with twelve women business owners of professional service firms in four U.S. states to determine whether these women’s motivations, traits and behaviors were consistent with the compassionate love servant leadership model and whether authenticity was the cornerstone of servant leadership. The analyses found that these women revealed a strong authenticity orientation as they enacted a compassionate love servant leadership style within their businesses. Themes that emerged from the study were: agency, calling, humility, trust and respect, self-development, stewardship, authenticity, and providing direction. The study revealed support for some of the characteristics associated with compassionate love servant leadership as well as two characteristics which were unique to this study. As a qualitative study of twelve individuals, these findings may not be generalizable beyond the four U.S. states of professional service enterprises of women business founders. Future research should test the full servant leadership model of women business owners on a larger group of business founders and the sub themes where little support exists. The more gender integrative style of compassionate love servant leadership may be beneficial for women owners to employ as business leaders.
The Diversity Intelligent Servant Leader:
Developing Leaders to Meet the Needs of a Diverse Workforce

The ability of organizations to realize diversity remains problematic. To meet the needs of the modern workforce, new diversity and leadership approaches are required. Diversity intelligence, a promising new human resource development tool, leads to enhanced inclusion and equitable treatment in the workplace (Hughes, 2016). Several propositions herein advance that diversity intelligence is an antecedent to the compassionate love servant leadership model (van Dierendonck & Patterson, 2015). The author describes the potential value diversity intelligent servant leaders provide to society, organizations, leaders, and especially employees with protected class status. This paper addresses the implications of the propositions to theory, explores the intersection of servant leadership and diversity and inclusion research streams; practice, describes how organizations and human resource development professionals can benefit from and implement these arguments; and social impact, discusses the benefits society can accrue when all organizational members are engaged, productive and valued. This article benefits organizations, leaders, employees, and human resource development professionals as well as leadership and diversity and inclusion scholars and practitioners.
Moral Sensitivity, Teacher Education and Nursing: A Literature Review

Issues of unethical behavior are of growing concern in numerous professions, including education. Many scholars consider teaching and education to be value-laden activities, yet research on moral development of teachers is sparse. A limiting factor for the field of education may be the subject matter. That is, stake-holders agree on the importance of ethical conduct, but cannot agree on definitions of what is and is not ethical nor can they agree on best practices for teaching it. One solution lies in studying how individuals recognize ethical dilemmas. Embedded within James Rest's Four Component Model of Morality is moral sensitivity which provides an avenue for further examination. Therefore, the present research focuses on 10 empirical studies of moral sensitivity in teacher education and nursing with the purposes of defining moral sensitivity and understanding the construct's importance to developing future teachers. Studies from the field of nursing were included to offset the limited number of studies in education, and offer a distinct yet comparable profession with which to compare and contrast education. Analysis revealed moral sensitivity is both essential for educators and a need exists for future research conducted within the uniquely pluralistic context of the United States.
Scholarly Practice and Inquiry: Dynamic Interactions in an Elementary and Mathematics Methods Course

This poster represents research that exists at the crossroad of scholarly practice and scholarly inquiry. Scholarly inquiry is the exploration of “issues and practices through systematic data collection and analysis that yields theoretically-grounded and empirically-based findings” (p. 3), while scholarly practices are “adapted from empirical studies of the teaching and learning of mathematics and the preparation of mathematics teachers” (Lee & Mewborn, 2009, p. 3). We share the design, enactment and empirical examination of an elementary mathematics methods course activity, Exploring and Supporting Student Thinking (ESST) which engaged 18 prospective elementary mathematics teachers in two 30-minute sessions of one on one problem posing with different 3rd grade students. Our results mirror outcomes from existing literature focused on student interviews and letter exchanges as well as reveal other potential prospective teacher experiences from such interactions.

Research from this study was presented at the 2017 North American Chapter of the International Group for the Psychology of Mathematics Education Conference in Indianapolis, Indiana.
Exploring the Lived Experiences of
Tenure-Track Faculty at Comprehensive Universities

The tenure process for faculty at all types of higher education institutions and in all disciplines is oftentimes characterized in the literature as ambiguous and changing (O’Meara, 2011; O’Meara, Terosky, & Neumann, 2008). This is especially true in the understudied comprehensive university (Rice, Sorcinelli, & Austin, 2000; Youn & Price, 2009). The purpose of this research project was to explore what pre-tenure comprehensive university faculty experienced and how they successfully navigated their tenure track processes. To investigate this topic, a hermeneutic phenomenological data analysis was employed on interview data, participant journals, and promotion and tenure evaluation criteria collected from nine pre-tenure or recently tenured higher education/student affairs faculty members in the 2017-2018 academic year. Themes were organized within a conceptual framework of faculty contexts that started from the individual micro-level, advanced to the institutional and disciplinary meso level, and concluded with a more global, abstract macro level that privileged certain faculty knowers and forms of knowledge (Gonzales & Rincones, 2011; Melguizo & Strober, 2007; Rhoades & Slaugher, 2004).

Participant stories were overwhelmingly positive and brought to light the sources of support and forms of human, social/social network, and structural capital (Perna, 2005) the pre-tenure faculty possessed that helped them succeed at their institutions. This poster session will highlight the participants’ narratives, couched within the faculty contexts and the toolkits of capital the participants utilized. Best practices will be shared for future comprehensive university faculty navigating tenure and senior faculty wishing to mentor junior, untenured faculty.
Let There Be Dragons! An Engaging Quest to Explore Genetics

Many educational researchers tend to view games as engaging, interactive learning environments. But educational games often fail to achieve the same level of engagement that popular entertainment games do. Hence, it is important to design educational games that enhance the player experience. Much research has been published enumerating design features necessary for a good game in theory. However, there is a dearth of research directly comparing educational games to successful entertainment games. Additionally, few studies have investigated game design features from the player’s perspective. The purpose of this research is to investigate the complex network of game design features and potential for learning and player preference by comparing an educational game to a highly successful entertainment game. As a necessary first step, the initial goal of this project is to design and develop a mod for a popular entertainment game that will achieve comparable learning outcomes to the educational game while maintaining the same level of player engagement achieved by the entertainment game which is modded.
The Power of the Pixel: Utilizing Photovoice as Agency

First presented at the American College Personnel Association Conference, this study explores the experiences of graduate students of color at Clemson University to understand how barriers, student needs, and various support systems, affect their educational experience. We employed participatory action research (PAR) coupled with Photovoice to highlight the experiences of navigating the campus racial climate. PAR is grounded in collective action, identifying clusters of problems, being flexible and responsible, collective learning, and knowledge productions; while the Photovoice methodology is used to promote critical dialogue and knowledge about personal and community issues through group discussions and photographs. As such, current graduate students of color were asked to submit 12 photos responding to four prompts and participate in a 60-minute semi-structured interview. Upon the conclusion of data collection, descriptive coding analysis will be used to identify emergent themes. The findings of this study will be used to determine recommendations for university practices, processes, and policies to support graduate students of color. As an under-researched topic that has rarely been examined through a participatory action research methodology or a Photovoice lens, this study lends itself to qualitative research innovations that explore campus climate and support mechanisms for graduate students of color.
Student Academic Development and the Impacts of Military-Connectedness and Military-Related Residential Mobility: A Literature Review

This literature review sought to delve deep into the body of existing research concerning military-connected students and their academic development. Its primary goals were to identify the specific developmental impacts of being a military-connected child, the impact of residential mobility on military-connected children, and the existing school supports in place to enhance the development of military-connected children. Through this review, the author discovered that very little research currently exists in the realm of academic development of military-connected students, and almost no research exists that speaks specifically to the academic impacts of military-connected residential mobility. Additionally, the author found that there are many individual schools and districts that have developed and implemented academic programs and strategies that target military-connected students, but their progress and impact are rarely tracked and scaled. At the conclusion of the literature review, the author suggests that more longitudinal and widespread research needs to be done concerning military-connected students and their residential mobility in order to draw correlation and devise supports.
Use of Task Analysis Application for Assisting Individuals with intellectual Disabilities Complete Office Related Tasks

Individuals with intellectual disabilities (ID) often experience a combination of both intellectual and adaptive functioning deficits that impact conceptual, social, and practical domains. These deficits can negatively impact an individual’s ability to achieve independence and sustained employment due to limited cognitive abilities, which inhibits their working memory and conceptual understanding. Fortunately, research has shown that assistive technology (AT) can help support employment skills for individuals with ID. In addition, strategies such as the use of visual or auditory prompting have also demonstrated efficacy in assisting individuals with ID with task completion to improve employment outcomes. This multiple baseline design study investigated the use of a Task Analysis smart phone application with four young adults with ID on the completion of work-related office tasks. Researchers used the video prompting and modeling functions of the app to record necessary steps to complete common office related tasks, including shredding, copying, and scanning. While the study is still ongoing, initial findings indicate the smart phone app is highly effective for increasing work performance of individuals with ID ability to independently and correctly complete office-related tasks. The study will be completed by the Research Forum.
Using Technology with Audio Prompting to Support Partner Practice of Word Reading

Through collaboration of faculty and graduate students in Special Education and Computing Science and with the support of internal funding through the Office of the Associate Dean for Research in the College of Education, we developed and tested the functionality of an application for iPad®. Additionally, we assessed its acceptability and feasibility among second-grade teachers and students and presented this project at the 2018 Annual SC Council for Exceptional Children conference. The intended purpose of this application was to support word-reading skills among pairs of students identified by their teachers as low performing. Our Peer Tutor application pronounced words using audio prompting, which allowed for instructional feedback to be immediate and accurate. Although systematic peer tutoring is an evidence-based instructional strategy, a common limitation is that the tutor needs to know the correct response to provide accurate feedback to the tutee. One potential solution for having two low-performing students work together is to make correct responses available through audio prompting. Results indicated that Peer Tutor functioned as intended, and teachers provided positive feedback about ease and practicality. Students largely reported positive ratings for working with partners and for liking the application, although several participants had suggestions for potential changes.
A Conceptual Approach to Addressing Black Talk in the Writing Center

In 1974, The Conference on College Composition and Communication (CCCC) adopted the “Students’ Right to Their Own Language” (SRTOL), a resolution aimed at shifting how the interplay of race, ethnicity, and culture was understood in writing instruction (Kynard, 2007). Within this resolution, the members of the CCCC affirmed that teachers should be educated in ways that allow them to transcend their own linguistic biases and become capable of fighting to protect their students’ linguistic rights within the classroom. Notably, whereas a substantial body of literature exists dedicated to promoting equitable composition instruction in K-16 classrooms, the same cannot be said for university writing centers. Influenced by the SRTOL, this project promotes a reconceptualized approach to writing center training aimed at ensuring that tutors develop the critical language awareness necessary to confront linguicism on their campuses as well as to promote positive self-concept in Black Talk speakers. Necessarily, this project incorporates raciolinguistic perspectives aimed challenging the notion of appropriate language within academic and professional contexts and recommends several adjustments to contemporary writing center theory and practice.

This paper is under review by Southern Discourse in the Center: A Journal of Multiliteracy and Innovation.
Boys and Book Clubs: An Intervention for Reading Motivation

Building upon a previous study (Hubbard et al., 2018, in press) that looked at the reading motivation patterns of at-risk readers in kindergarten through third-grade participating in an afterschool one-on-one tutoring program, we used a formative experiment framework (Reinking & Bradley, 2008) to work towards the pedagogical goal of increasing the reading motivation of five first- and second-grade males in the afterschool program. In the previous study these participants demonstrated low motivation to read scores on the Me and My Reading Profile (Marinak et al., 2015), but interest in social talk about and around books. Adapting the Book Club of Raphael and McMahon (1994), a Book Club intervention was designed with the following essential elements: reading about books, writing about books, and discussing books.

Using case study methods and the qualitative data analysis protocol of Howell, Butler, and Reinking (2017), we used a constant-comparison analysis (Glaser, 1965) followed by a retrospective analysis (Gravemeijer & Cobb, 2006) to analyze the semi-structured and informal interviews with tutors and students and video-recordings of the Book Club to determine the enhancing and inhibiting factors of the intervention that impacted progress toward our pedagogical goal. One inhibiting and two enhancing factors emerged: (a) the physical space of the Book Club, (b) the students’ ability to discuss the book with others, and (c) the support from the tutors during the Book Club intervention.

The study was presented at the 2017 Literacy Research Association Conference in Tampa, Florida, and is currently under review for publication in Literacy Research: Theory, Method, and Practice.
A land-grant university's administration and Faculty Senate responded to results from a campus climate survey indicating a need for faculty mentoring. Taking into account critiques of traditional dyadic mentoring, they sponsored a year-long pilot program of interdisciplinary mentoring circles, a collective approach that disperses power-differentials. Mentoring circles offer an emerging popular, and largely unresearched, approach with potential for groups of mentors and protégés in negotiating orientation, induction, and promotion in various organizations. Theoretically, participants in mentoring circles both mentor and are mentored, and these groups tend to work more effectively than dyadic mentoring, especially for women and persons of color. Literature documenting the use of mentoring circles with faculty in higher education is relatively scant. This mixed methods study addressed that gap by documenting the pilot program through participant perceptions of multi-dimensional experiences. Overall, participants found the program effective and helpful for navigating issues around tenure and promotion, university culture, and networking. The largest challenge revolved around scheduling meetings. This research was presented at the 2017 ASHE conference.
Partnership Building to Improve Sustainable Health in Developing Countries: The Role of Academia

This project examines the value of multi-level partnerships to foster a Building a Healthier Community (BHC) process in a low-resource setting in the Dominican Republic. Territorial and trans-territorial partnerships developed and strengthened for this BHC project were arranged for analysis in accordance to the Global Health Framework (Bozorgmehr, 2011). Collaborations occurred between Clemson University in the U.S., and Iberoamerican University, diverse governmental and community organizations, and community leaders in the Dominican Republic. Partnerships between sectors within the community, outside Las Malvinas II’s city limits, and beyond country borders identified priorities and strategies to improve community’s health and well-being. The BHC jointly established five public health priorities—sanitation, education, vaccine preventable diseases, chronic diseases, and unwanted pregnancies—as well as determining the appropriate community sectors—work, health, education, community organizations, and community at large—to promote teamwork within the initiative. Lessons learned and recommendations for future research and interventions were discussed. June 29-July 1, 2018 this paper will be presented at the SPSSI Conference Bridges to Justice: Building Coalition and Collaborations Within and Beyond Psychology, in Pittsburg, Pennsylvania.
Preparing Counselors to Assist Transgender College Students Exploring Their Career Development

The number of transgender college students continues to increase every year. These students face unique challenges that many college and university career centers are not prepared to handle. The bottleneck hypothesis, proposed by Schmidt and Nilsson (2006) is the idea that transgender youth may put off typical career development tasks because they are busy dealing with their own gender identity and issues related to their identity. Additionally, data from various studies support that transgender individuals will likely face workplace discrimination (Grant et al., 2011). A professional development design is proposed to identify and assess challenges for both transgender students and counselors, provide background information and working definitions from the transgender community, discuss resources for counselors working with transgender students, and consider the role of career development practitioners in the therapeutic relationship. This research has been presented at a national conference – American College Counseling Association Conference 2018 in Charlotte, N.C.
Preparing Preservice Special Educators to Teach Early Literacy Through Evidence-Based Practices: Recommendations for Teacher Educators

Research has addressed critical components of literacy instruction (phonemic awareness, phonics, vocabulary, fluency, and comprehension) and the importance of explicit and systematic instruction in necessary literacy skills for students with or at risk of reading difficulties. Yet preservice and in-service teachers report inadequate preparation to teach reading to students, especially those with reading difficulties (Spear-Swerling, Brucker, & Alfano, 2005; Berkeley, Regan, Dimitrov, Guckert, & Ray, 2016). It is incumbent on teacher preparation programs to prepare both general and special educators with expertise in literacy instruction to address students’ literacy skills and needs. An overview of the critical components of early literacy is provided, followed by examples of evidence-based practices for preservice special educators that are documented as effective in teaching reading. Finally, recommendations for promising practices in special education preservice field placements are presented. This session was presented at the 2017 Teacher Educator Division of the Council for Exceptional Children conference and was funded through the College of Education Graduate Student Travel Grant.
Bolstering Academic Success Through the General Engineering Learning Community

As interest in STEM fields increases, large numbers of students are being drawn to pursue a degree in engineering. Some of these traditional first-year students do not possess the prerequisite skills in mathematics to perform adequately in college courses, including introductory calculus, engineering, and science courses. This leads to loss of scholarships and decreased retention rates among the students pursuing a degree in engineering without a mastery of essential mathematics skills upon entry to the university.

To combat this trend, the General Engineering Learning Community (GELC), implemented in Fall 2017, was designed to provide academic and self-regulatory support for first-year engineering students entering without adequate skills in mathematics through transparency of course support programs, a study skills course, and weekly collaborative sessions within a community. After the first semester, the academic performance of GELC students, compared to that of students that were eligible but chose not to join the program, and anecdotal evidence obtained from the students and professors suggest that participation in this program bolsters academic and social performance in first-year engineering students.
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MISSION
The College of Education (CoE) is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high-quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

VISION
The College of Education will become a nationally prominent institution of education among land-grant universities through excellence in scholarship, transformational educational opportunities, and active service throughout the state and nation in order to improve life outcomes for the greater benefit of society.