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EDUCATION

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|------|-------|--|
| 2016 | Ph.D. | University of North Carolina at Chapel Hill
School of Education: Educational Psychology |
| 2009 | M.A. | Classics, Victoria University of Wellington, New Zealand |
| 2006 | B.A. | Classics, Wake Forest University |

MANUSCRIPTS PUBLISHED *denotes graduate student; +denotes undergraduate student

- [45] **Brunsting, N. C.**, Stark, K. Bettini, E., Lane, K. L., Common, E. A., Royer, D. J., & Rock, M. (Accepted). Special educators' self-efficacy, burnout, and intent to stay in teaching. *Behavior Disorders*.
- [44] **Brunsting, N. C.**, Katsumoto, S., Lee, H., Bingham, W. P. (Accepted). Differential adjustment outcomes of international students at U.S. universities: Examining the intersections of region of origin, gender, and graduate level. *Journal of International Students*.
- [43] **Brunsting, N. C.**, Dietrich, A. J., Almassri, A. N., & Bingham, W.P. (2023). Informing research-to-practice for underrepresented students studying abroad: Introduction to the special section. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 35(2), 1-13. <https://doi.org/10.36366/frontiers.v35i1.843>
- [42] Bingham, W. P., Smith, B., & **Brunsting, N. C.** (2023). Translating research to practice for Latinx students' study abroad experiences. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 35(2), 14-21. <https://doi.org/10.36366/frontiers.v35i1.849>
- [41] Almassri, A. N., Kullar, R., & **Brunsting, N. C.** (2023). Integrating study abroad research and practice: Asian and Asian American students in focus. *The Interdisciplinary Journal of Study Abroad*, 35(2), 22-28. <https://doi.org/10.36366/frontiers.v35i1.844>
- [40] Bingham, W. P., Mitchell, M., & **Brunsting, N. C.** (2023). Considering LGBTQ+ students' study abroad experiences across research and practice. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 35(2), 29-39. <https://doi.org/10.36366/frontiers.v35i1.847>
- [39] Almassri, A., Welch, Z., & **Brunsting, N. C.** (2023). African-American and Black students studying abroad: Experiences and outcomes. A research-to-practice brief. *Frontiers: The*

- Interdisciplinary Journal of Study Abroad*, 35(2), 40-51.
<https://doi.org/10.36366/frontiers.v35i1.848>
- [38] **Brunsting, N. C.**, McGlynn, S., & Bingham, W. P. (2023). Integrating research and practice: First-generation students abroad in focus. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 35(2), 52-57. <https://doi.org/10.36366/frontiers.v35i1.845>
- [37] Austin, K. S., Allen, G. E., **Brunsting, N. C.**, Common, E. A., & Lane, K. L. (2023). Active Supervision: Empowering teachers and families to support students in varied learning contexts. *Preventing School Failure*, 67(2), 98-105.
<https://doi.org/10.1080/1045988X.2023.2181301>
- [36] Harrison, J. K., Brower, H., & **Brunsting, N. C.** (Accepted). Adjust or crumble while studying abroad: The power of grit, cultural intelligence and critical reflection. *Study Abroad Research in Second Language Acquisition and International Education*.
- [35] Scott, L. A., Bettini, E., & **Brunsting, N. C.** (2023). Special education teachers of color burnout, working conditions, and recommendations for EBD research. *Invited manuscript for special issue, Journal of Emotional and Behavioral Disorders*. Advance Online Publication. <https://doi.org/10.1177/10634266221146495>
- [34] **Brunsting, N. C.**, Chiles, P. L., Harrison, J. K., Crippen, M. C., Kathuria, S., Bingham, W. P., Katsumoto, S., +Chen, A., +Holmes, A., & +Li, L. (2023). Mapping the knowledge base in study abroad from U.S. universities: A scoping review from 2001-2020. *International Journal of Intercultural Relations*, 92, 101745.
<https://doi.org/10.1016/j.ijintrel.2022.101745>
- [33] Bingham, W. P., **Brunsting, N. C.**, & Katsumoto, S.* (2023). LGBTQ+ students abroad: A review of the literature. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 35(1), 152-187. <https://doi.org/10.36366/frontiers.v35i1.736>
- [32] **Brunsting, N. C.**, Bettini, E., Rock, M., Common, E. A., Royer, D. J., Lane, K. L., *Xie, F., +Chen, A., & *Zeng, F. (2023). Working conditions and burnout of special educators of students with EBD: Longitudinal Outcomes. *Teacher Education and Special Education*. 46(1), 44-64. <https://doi.org/10.1177/08884064221076159>
- [31] **Brunsting, N.**, Yu, Q., Smart, J., and Bingham, W.P. (2022). Investigating linkages between international students' English language proficiency, social-contextual outcomes, and wellbeing in U.S. universities. *IELTS Research Reports Online Series, No. 4/22*. British Council, Cambridge Assessment English and IDP: IELTS Australia. Available at <https://www.ielts.org/teaching-and-research/research-reports>
- [30] Tevis, T., **Brunsting, N. C.**, *Kugel, S., & Bryant, R. (2022). Exploring the utilization of and satisfaction with academic support for international students' psychological well-being. *Journal of the First-Year Experience & Students in Transition*. Advance Online Publication.

- [29] Bettini, E., **Brunsting, N. C.**, Scott, L. A., Kaler, L., Parker Moore, D., O'Brien, K. M., & Cumming, M. C. (2022). Experiences of working conditions among special education teachers of color serving students with EBD. *Journal of Emotional and Behavioral Disorders*, 30(2), 96-110. <https://doi.org/10.1177/10634266221077698>
- [28] Stark, K., Bettini, E., O'Brien, K. M., Cumming, M. C., **Brunsting, N. C.**, Binkert, G., Shaheen, T., & Manley, A. C. (2022). Measuring special educators' working conditions: A systematic review. *Remedial and Special Education*. Advance Online Publication. <https://doi.org/10.1177/07419325221079015>
- [27] *Zeng, F., **Brunsting, N. C.**, Jayawickreme, E., Kiang, L., Kathuria, S., & Brocato, N. (2022). Biopsychosocial Factors Associated with Depression among U.S. Undergraduate International Students. *Journal of International Students*, 12, 101-122. <https://doi.org/10.32674/jis.v12i1.2914>
- [26] **Brunsting, N. C.**, Bettini, E., Rock, M., Royer, D. J., Common, E. A., Lane, K. L., *Xie, F., +Chen, A., & *Zeng, F. (2022). Burnout of special educators serving students with emotional-behavioral disorders: A longitudinal study. *Remedial and Special Education*, 43(3), 160-171. <https://doi.org/10.1177/07419325211030562>
- [25] Bettini, E., Lillis, J., Stark, K., & **Brunsting, N. C.**, & Morris-Mathews, H. (2022). Special educators' experiences of interpersonal interactions in self-contained classes for students with emotional/behavioral disorders. *Remedial and Special Education*, 43(2), 98-113. <https://doi.org/10.1177/07419325211022833>
- [24] Buckman, M. M., Lane, K. L., Common, E. A., Royer, D. J., Oakes, W. P., Allen, G. E., Lane, K. S., & **Brunsting, N. C.** (2021). Treatment integrity of primary (Tier 1) prevention efforts in tiered systems: Mapping the literature. *Education and Treatment of Children*, 44, 145-168. <https://doi.org/10.1007/s43494-021-00044-4>
- [23] Kiang, L., **Brunsting, N. C.**, *Zachry, C., +He, Y., +Takeuchi, R., & Tevis, T. (2021). Identity fusion of international students with different social groups and well-being outcomes: A longitudinal study. *Journal of Studies in International Education*, 25, 524-545. <https://doi.org/10.1177/1028315320932320>
- [22] Lane, K. L., Oakes, W. P., Royer, D. J., Menzies, H. M., **Brunsting, N. C.**, Buckman, M. M., Common, E. A., Schatschneider, C., & Lane, K. S. (2021). Secondary teachers' self-efficacy during initial implementation of comprehensive, integrated, three-tiered models of prevention. *Journal of Positive Behavior Interventions*, 23(4), 232-244. <https://doi.org/10.1177/1098300720946628>
- [21] Cumming, M., O'Brien, K. M., **Brunsting, N. C.**, & Bettini, E. (2021). Special educators' working conditions, self-efficacy, and instructional and behavior management practice use with students with Emotional/Behavioral Disorders in self-contained settings. *Remedial and Special Education*, 42, 220-234. <https://doi.org/10.1177/0741932520924121>

- [20] Oakes, W. P., Lane, K. L., Royer, D. J., Menzies, H. M., Buckman, M. M., **Brunsting, N. C.**, Cantwell, E. D., & Schatschneider, C. (2021). Elementary Teachers' self-efficacy during initial implementation of comprehensive, integrated, three-tiered models of prevention. *Journal of Positive Behavior Interventions*, 23, 93-105. <https://doi.org/10.1177/1098300720916718>
- [19] **Brunsting, N. C.**, *Zachry, C. E., +Liu, J., Bryant, R., +Fang, X., +Wu, S., & +Luo, X., (2021). Sources of perceived social support, social-emotional experiences, and psychological well-being of international students. *Journal of Experimental Education*, 89, 95-111. <https://doi.org/10.1080/00220973.2019.1639598>
- [18] Bettini, E., Cumming, M., O'Brien, K. M., **Brunsting, N. C.**, Raganathan, M., Sutton, R., & Chopra, A. (2020). Predicting special educators' intent to continue teaching students with emotional/behavioral disorders in self-contained classes. *Exceptional Children*, 86(2), 209-228. <https://doi.org/10.1177/0014402919873556>
- [17] Bettini, E., Cumming, M. M., **Brunsting, N. C.**, McKenna, J. W., Cooper, C., Muller, R., & Peyton, D. (2020). Administrators' roles: Providing special educators opportunities to learn and enact effective reading practices for students with EBD. *Beyond Behavior*, 29(1), 52-61. Invited article for special issue focused on reading instruction for students with EBD. <https://doi.org/10.1177/107429560904024>
- [16] Common, E. A., Lane, K. L., Cantwell, E. D., **Brunsting, N. C.**, Oakes, W. P., & Bross, L. A. (2020). Teacher-delivered strategies to increase students' opportunities to respond: A systematic methodological review. *Behavioral Disorders*, 45, 67-84. <https://doi.org/10.1177/0198742919828310>
- [15] +Luo, Z., +Wu, S., +Fang, X., & **Brunsting, N. C.** (2019). International students' English competence, domestic student support, and well-being in U.S. universities. *Journal of International Students*, 9, 954-971. <https://doi.org/10.32674/jis.v0i0.605>
- [14] **Brunsting, N. C.**, *Mischinski, M. M., +Wu, W., Tevis, T., +Takeuchi, R., +He, Y., +Zheng, Y., & Coverdell, T. (2019). International Students' Social Outcomes, Educational Status, and Country of High School Graduation. *Journal of Studies in International Education*, 23, 589-606. <https://doi.org/10.1177/1028315318825362>
- [13] O'Brien, K. M., **Brunsting, N. C.**, Bettini, E., Cumming, M. M., Raganathan, M., & Sutton, R. (2019). Special educators' working conditions in self-contained settings for students with emotional/behavioral disorders: A descriptive analysis. *Exceptional Children*, 86, 40-57.
- [12] Lane, K. L., Oakes, W. P., Common, E. A., **Brunsting, N. C.**, Zorigian, K., Hicks, T., & Lane, N. A. (2019). A Comparison between the SRSS-IE and BASC-2 BESS scores at the middle school level: A Look at Convergent Validity. *Behavioral Disorders*, 44, 162-174.

- [11] Garwood, J. D., & **Brunsting, N. C.** (2019). Self-regulated strategy development: Moderating effects of gender and receiving special education services. *Special Education Research, Policy & Practice*, 3, 162-181.
- [10] **Brunsting, N. C.**, Smith, A. C., & *Zachry, C. E. (2018). Academic and cultural transition course for undergraduate international students: Efficacy and socio-emotional outcomes. *Journal of International Students*, 8, 1497-1521. <https://doi.org/10.5281/zenodo.1467805>
- [9] **Brunsting, N. C.**, *Zachry, C. E., & +Takeuchi, R. (2018). Predictors of international undergraduate student psychosocial adjustment to U.S. universities: A systematic review from 2009 to 2018. *International Journal of Intercultural Relations*, 66, 22-33. <https://doi.org/10.1016/j.ijintrel.2018.06.002>
- [8] **Brunsting, N. C.**, Smart, J. W., +Eisner, J., +Liu, J., Coverdell, T., & +Sun, W. (2017). Arrive prepared: An academic college transition program for international pre-college students. *E-Source for College Transitions*, 15, 9-12.
- [7] Bettini, L., Cumming, M., Merrill, K., **Brunsting, N. C.**, & Liaupsin, C. (2017). Working conditions in self-contained settings for students with emotional disorders. *Journal of Special Education*, 51, 83-94.
- [6] Garwood, J. D., Ciullo, S., & **Brunsting, N. C.** (2017). Teaching adolescents with emotional-behavioral disorders to comprehend narrative texts and read fluently. *TEACHING Exceptional Children*, 49, 391-401.
- [5] Lane, K. L., Oakes, W. P., Powers, L., Diebold, T., Germer, K., Common, E. A., & **Brunsting, N. C.**, (2015). Improving teachers' knowledge of functional assessment-based interventions: Outcomes of a professional development series. *Education and Treatment of Children*, 38(1), 93-120. <https://doi.org/10.1353/etc.2015.0001>
- [4] Lane, K. L., Oakes, W. P., Common, E. A., Zorigian, K., **Brunsting, N. C.**, & Schatschneider, C. (2015). A comparison between SRSS-IE and SSiS-PSG Scores: A look at convergent validity. *Assessment for Effective Intervention*, 40, 114-126.
- [3] **Brunsting, N. C.**, Sreckovic, M. A., & Lane, K. L. (2014). Special education teacher burnout: A synthesis of research from 1979-2013. *Education and Treatment of Children*, 37(4), 681-711. <https://doi.org/10.1353/etc.2014.0032>
- [2] Sreckovic, M. A., **Brunsting, N. C.**, & Able, H. (2014). Victimization of students with Autism Spectrum Disorder: A Review of Prevalence and Risk Factors. *Research in Autism Spectrum Disorders*, 8, 1155-1172.
- [1] Garwood, J. D., **Brunsting, N. C.**, & Fox, L. C. (2014) Improving reading comprehension and fluency for adolescents with emotional-behavioral disorders: Recent research synthesized. *Remedial and Special Education*, 35, 181-194.

MANUSCRIPTS IN REVISION AND/OR UNDER REVIEW

Garwood, J. D., **Brunsting, N. C.**, & McKenna, J. W. (2022). Is full inclusion burning out self-contained classroom teachers of students with EBD? *Manuscript under review*.

Katsumoto, S., **Brunsting, N. C.**, Lee, H., & Bingham, W. P. (2022). Different adjustment trajectories to U.S. higher education by international students' high school foreign experiences. *Manuscript revision under review*.

MANUSCRIPTS IN PREPARATION

Bettini, E., Cooper, C., Meyer, K., Lillis, J., Mathews, H., **Brunsting, N. C.**, Cumming, M., Egan, J., & Manganaro, A. (2022). Mobilizing teacher agency to improve teachers' working conditions and students' learning conditions. *Manuscript in preparation*.

Brunsting, N. C. (2023). Special education teacher wellbeing and burnout: Opportunities for intervention development, research, and implementation. *Manuscript in preparation*.

Yu, Q., **Brunsting, N. C.**, Bingham, W. P., *Katsumoto, S., & Smart, J. W. (2022). Longitudinal associations between malleable university factors and international students wellbeing. *Manuscript in preparation*.

BOOK CHAPTERS

[6] **Brunsting, N. C.**, Cumming, M. M., Garwood, J. G., & Uquiza, N. (in press). Special educators' wellbeing, burnout, and engagement. In E. McCray, P. Sindelar, M. Brownell, J. McLeskey, & E. Bettini, *Handbook of Research on Special Education Teacher Preparation*. Routledge.

[5] Oakes, W. P., Lane, K. L., Royer, D. J., Menzies, H. M, & Brunsting, N. C. (2022). Well-being of educators working in tiered systems. In C. J. Lemons, S. R. Powell, K. L. Lane, & T. C. Aceves (Eds.), *Handbook of Special Education Research: Research based practices and intervention innovations* (pp. 43-55). Routledge.

[4] Oakes, W. P., Lane, K. L., & **Brunsting, N. C.** (in press). Educator self-efficacy in tiered systems: Theory and practice. In XX (Ed.) *What is self-efficacy and why it matters*. Nova Publishers.

[3] Cumming, M. M., Bettini, E., **Brunsting, N. C.**, & Theodore, S. (in press). Leveraging working conditions to improve the quality and effectiveness of the special education teacher workforce. In C. J. Lemons, S. Powell, & K. L. Lane (Eds.), *Handbook of special education research: Research based practices and intervention innovations*. Routledge.

[2] Oakes, W. P., Lane, K. L., Menzies, H. M., Royer, D. J., & **Brunsting, N. C.** (2022) Well-being of educators in tiered systems. In C. J. Lemons, S. Powell, & K. L. Lane (Eds.), *Handbook of special education research: Research based practices and intervention innovations* (pp. 43-55). Routledge.

- [1] Bettini, E., Morris-Mathews, H., Lillis, J., Meyer, K., Shaheen, T., Kaler, L., & **Brunsting, N. C.** (2021). Special educators' roles in inclusive schools. Invited chapter for J. McLeskey, F. Spooner, B. Algozzine, & N.L. Waldron (Eds.), *Handbook of Effective, Inclusive Elementary Schools: Research and Practice* (pp. 43-76). Routledge.

TECHNICAL WORKS

- [5] **Brunsting, N. C.**, Kathuria, S. K., Bingham, W. P., Chiles, P. L., Harrison, J. K., Crippen, M. C., Katsumoto, S., +Chen, A., +Holmes, A., & +Li, L. (2022). *Academic Research on Education Abroad (AREA) Database*. <https://raisecenter.wfu.edu/projects/star-database/>
- [4] Kathuria, S., *Zeng, F., Chiles, P. L., & **Brunsting, N. C.** (2022, November). Efficacy of global textbook project for enhancing U.S. high school students' global competency. *Manuscript under revision*.
- [3] Brocato, N., Clifford, M., **Brunsting, N. C.**, & Villalba, J. (2021, February). *Wake Forest University: Campus life and equitable assessment*. University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment, Council for the Advancement of Standards in Higher Education, and Anthology.
- [2] **Brunsting, N. C.**, & *Zachry, C. E. (2020). Adapted measures for a global mindset: intercultural inquiry and global responsibility. *Unpublished manuscript*.
- [1] **Brunsting, N. C.**, Zachry, C. E., Mischinski, M. M., & Kathuria, S. (2020). Intercultural competence semi-structured interview question protocol. <https://raisecenter.wfu.edu/resources/pubs/>

PRESENTATIONS

- [50] **Brunsting, N. C.**, Dietrich, A., & Bingham, W. P. (2023, June). *Collaborative approaches for enhancing research to practice in education abroad*. [Conference Session]. NAFSA Annual Conference, Washington, D.C.
- [49] **Brunsting, N. C.**, & Bingham, W. P. (2023, February). *Introducing the Academic Research on Education Abroad (AREA) Database*. [Conference Session]. Workshop on Intercultural Skills Enhancement (WISE) Conference, Winston-Salem, NC.
- [48] Katsumoto, S., **Brunsting, N. C.**, Bingham, W. P., & Lee, H. (2022, November). *Different adjustment trajectories to U.S. higher education by international students' high school foreign experiences*. [Conference Paper]. Association for the Study of Higher Education (ASHE) Annual Conference in Las Vegas, NV.
- [47] **Brunsting, N. C.**, Royer, D. J., Common, E. A., & Lane, K. L. (2022, November). *Lessons learned regarding teacher burnout and efficacy: How are teachers faring?* [Conference Session]. Teacher Educators for Children with Behavior Disorders (TECBD). <https://education.asu.edu/annual-tecbd-conference>
- [46] Sherod, R., Royer, D. J., Common, E. A., ... **Brunsting, N. C.**, & Lane, K. L. (2022, November). *Project ENHANCE: Enhanced Ci3T Professional Learning Series Supporting*

- Initial and Experienced Delivery*. [Conference Session]. Teacher Educators for Children with Behavior Disorders (TECBD). <https://education.asu.edu/annual-tecbd-conference>
- [45] **Brunsting, N. C.**, & Bingham, W. P. (2022, November). *Demonstration of the open-access academic Research on Education Abroad (AREA) database*. A presentation at the NAFSA Region VII Annual Conference in Charlotte, NC.
- [44] **Brunsting, N. C.** (2022, June). *Study Abroad Research (StAR) Database: A free-access research study dataset*. A poster presented at NAFSA Association of International Educators.
- [43] **Brunsting, N. C.** (2022, April). *Longitudinal Approaches to Understanding University Contextual Factors of Place for International Student Academic adjustment and Wellbeing*. Comparative and International Education Conference. Minneapolis, MN
- [42] Bingham, W. P., & **Brunsting, N. C.** (2022, April). *LGBT+ Study Abroad: Students, Academic Scholarship, and Discussion*. North Carolina Association of International Educators, Winston-Salem, NC. <https://ncaie.org/>
- [41] **Brunsting, N. C.**, & Bingham, W. P. (2022, April). *The RAISE Center Study Abroad Research (StAR) Database: Overview and demonstration*. North Carolina Association of International Educators, Winston-Salem, NC. <https://ncaie.org/>
- [40] **Brunsting, N. C.**, & Chiles, P. L. (2021, June). *International student academic, social, and emotional adjustment: A longitudinal study*. [Poster session]. NAFSA Association of International Educators. <https://www.nafsa.org/conferences/nafsa-2021>
- [39] **Brunsting, N. C.** (2021, April). *Project RISE: A Multi-Institutional Multi-Wave Longitudinal Study to Explore International Student Academic Adjustment and Wellbeing at U.S. Universities* [Conference session]. Comparative and International Education Society (CIES). <https://cies2021.org/>
- [38] Lane, K. L., Oakes, W. P., Allen, G. E., Austin, K. S., **Brunsting N. C.**, Buckman, M. M., Common, E. A., Jones, J. S., Lane, K. S., Lane, N. A., Pérez-Clark, P., Royer, D. J., & Sherod, R. L. (2020, November). *Using Ci3T structures in the Covid-19 era: 10/10 topics* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). <https://education.asu.edu/annual-tecbd-conference>
- [37] **Brunsting, N. C.**, Kathuria, S., Zeng, F., & Harrison, K. (2020, March) *Whose support is most important for international students' well-being: faculty, domestic students, or other international students? A quantitative study*. A paper presented virtually for Comparative and International Education Society Annual Conference, Miami, FL.
- [36] Kathuria, S., & **Brunsting, N. C.** (2020, March). *Broadcasting your successful program using data: steps assessment creation with an example from Wake Forest's university-*

wide Quality Enhancement Plan initiatives. An assessment presentation accepted by North Carolina Association of International Educators, Winston Salem, NC.

- [35] **Brunsting, N. C.**, Bettini, E., Common, E. A., Rock, M., & Royer, D. J. (2020, February). *Social support, self-efficacy, and burnout of special educators of students with EBD*. A paper presented at the Council of Exceptional Children (CEC) Annual Conference. Portland, OR.
- [34] Royer, D. J., **Brunsting, N. C.**, Oakes, W. P., Lane, K. L., Buckman, M. M., Common, E. A. (2020, February). *Secondary teachers' sense of efficacy and burnout after two years of implementing Ci3T*. A paper presented at the Council for Exceptional Children Convention and Expo. Portland, OR.
- [33] Cumming, M. M., O'Brien, K. M., **Brunsting, N. C.**, & Bettini, E. (2020, February). *The effect of working conditions on instructional practices used with students with EBD*. A paper presented at the Council of Exceptional Children (CEC) Annual Conference. Portland, OR.
- [32] Buckman, M. M., Common, E. A., Royer, D. J., Lane, K. L., **Brunsting, N.** (2020, February). Treatment Integrity of Primary Prevention Efforts in Tiered Models: A Review of the Literature [Poster presentation]. Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- [31] **Brunsting, N. C.**, Kathuria, S., Rothberg, K. T., & Dale, S. (2020, February). *We built an awesome program, now what? Best practices in assessment with an example from Wake Forest's Quality Enhancement Plan Initiatives Assessment*. A paper presented at the Workshop on Intercultural Skills Enhancement Conference, Winston-Salem, NC.
- [30] Zeng, F., **Brunsting, N. C.**, Hubbard, K., Ziesel, J., & Kathuria, S. (2020, February). *Whose support is most important for international students' well-being: Faculty, domestic students, and/or other international students?* A paper presented at the Workshop on Intercultural Skills Enhancement (WISE), Winston-Salem, NC, USA.
- [29] **Brunsting, N. C.**, Royer, D. J., Oakes, W. P., Lane, K. L., Menzies, H. M., Buckman, M. M., Common, E. A., & Allen, G. E. (2019, October). *Ci3T Models of Prevention: Middle and high school teacher efficacy and burnout*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- [28] Buckman, M. M., Royer, D. J., Common, E. A., **Brunsting, N. C.**, Lane, K. S., Perez-Clark, P., Oakes, W. P., Lane, K. L. (2019, October). *Treatment Integrity of Primary Prevention Efforts: Lessons Learned from a Systematic Review of the Literature*. A presentation at Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ.

- [27] Allen, G. E., Buckman, M. M., Common, E. A., Royer, D. J., Oakes, W. P., **Brunsting, N. C.**, Lane, K. S., & Lane, K. L. (2019, October). *Examining social validity in tiered systems of support: A systematic review*. A presentation at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- [26] **Brunsting, N. C.**, Rothberg, K., & Dale, S. (2019, July). *Assessing global mindsets: Developing direct and indirect measures of global competency learning outcomes*. Poster presented at the Campus Life Assessment Expo, Winston-Salem, NC.
- [25] ⁺He, Y., ⁺Takeuchi, R., Kiang, L., **Brunsting, N. C.**, ^{*}Zachry, C., & Tevis, T. (2019, March). *Identity fusion and well-being of international university students in the United States*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- [24] **Brunsting, N. C.**, Hubbard, K. L., & Ziesel, J. P. (2019, March). *Sources of social support and international student social-emotional adjustment to U.S. universities*. A paper presented at the North Carolina Association for International Education (NCAIE) Conference, Winston-Salem, NC.
- [23] ⁺He, Y., ⁺Zheng, Y., ⁺Liu, J., & **Brunsting, N. C.** (2019, February). *The relationship between domestic student friendships and international students' social outcomes at U.S. universities*. A paper presented at the Workshop on Intercultural Skills Enhancement (WISE) Conference, Winston-Salem, NC.
- [22] Cumming, M., Bettini, E., O'Brien, K., & **Brunsting, N. C.** (2019, January). *Special educators' working conditions and commitment to teaching students with EBD*. A paper presented at the Council of Exceptional Children (CEC) Annual Conference, Indianapolis, IN.
- [21] Bettini, E., **Brunsting, N. C.**, Lillis, J., & Stark, K. (2019, January). Interpersonal dynamics among adults serving students with EBD in self-contained classes. A poster presented at the Council of Exceptional Children (CEC) Annual Conference, Indianapolis, IN.
- [20] Bettini, E., Ansley, B., Cumming, M., O'Brien, K., Garwood, J., **Brunsting, N. C.**, & Ruble, L. *Supporting special education teachers' well-being: Current research and future directions*. A panel presentation at the Council of Exceptional Children (CEC) Annual Conference, Indianapolis, IN.
- [19] **Brunsting, N. C.**, Cumming, M., Bettini, L., & O'Brien, K. (2018, October). *Special educators' working conditions, stress, and commitment to continue teaching in self-contained settings for students with EBD*. A paper presented at the 41st Teacher Educators for Children with Behavioral Disorders (TECBD) Annual Conference, Temple, AZ.
- [18] Bettini, L., **Brunsting, N. C.**, Lillis, J. & Stark, K. (2018, October). *Interpersonal dynamics among adults serving students with emotional/behavioral disorders in self-contained*

- classes*. A paper presented at the 41st Teacher Educators for Children with Behavioral Disorders (TECBD) Annual Conference, Tempe, AZ.
- [17] Oakes, W. P., Lane, K. L., Menzies, H. M., Royer, D. J., Common, E. A., Buckman, M. M., & **Brunsting, N. C.** (2018, October). *Ci3T models of prevention: Teachers' efficacy*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- [16] Buckman, M. M., Lane, K. L., Oakes, W. P., Allen, G. E., Common, E. A., Royer, D. J., **Brunsting, N. C.** & Lane, K. S. (2018, October). *Assessing treatment integrity of primary (Tier 1) practices in schools implementing Ci3T models of prevention*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- [15] Lane, K. L., Oakes, W. P., Royer, D. J., Common, E. A., Allen, G. E., Buckman, M. M., & **Brunsting, N. C.** (2018, October). *Professional learning: Empowering Ci3T leadership teams*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- [14] ⁺Liu, J., **Brunsting, N. C.** (2018, April). *Which sources of social support predict belonging and well-being?* A poster presentation at the 6th Annual Diversity Abroad Conference, Miami, FL. *Jintong Liu received the Award for Research on Diversity in Inclusion in Education Abroad for her work on this research.
- [13] **Brunsting, N. C.**, *Mischinski, M., ⁺Wu, W., & ⁺Fang, X. (2018, February). International student adjustment to US universities: The role of intercultural skills and social support. A paper presented at the 10th Annual Meeting of the Workshop on Intercultural Skills Enhancement, Winston-Salem, NC.
- [12] **Brunsting, N. C.**, & Harrison, J. K. (2017, March). *The "hidden" value of research in Study Abroad*. A paper presented at the 13th Annual Conference of the Forum on Education Abroad, Seattle, WA.
- [11] **Brunsting, N. C.**, Smart, J. W., & *Zachry, C. E. (2017, February). *Efforts to enhance international students' intercultural competence*. A paper presented at the 9th Annual Meeting of the Workshop on Intercultural Skills Enhancement, Winston-Salem, NC.
- [10] **Brunsting, N. C.** (2016, October). *Efficacy and outcomes of a first-year cultural transition course for international students*. A paper presented at the 23rd National Conference on Students in Transition, New Orleans, LA.
- [9] **Brunsting, N. C.** (2016, February). *Are they picking up what we're putting down: Efficacy and impact of a cultural transition course for first-year international students*. A paper presented at the 8th Annual Meeting of the Workshop on Intercultural Skills Enhancement, Winston-Salem, NC.

- [8] Bettini, L., Cumming, M., Merrill, K., & **Brunsting, N. C.** (2014, October). *Working conditions in self-contained settings for students with emotional disorders: Implications for the development and dissemination of evidence based practices*. A paper presented at the 38th Annual Meeting of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- [7] **Brunsting, N. C.**, Sreckovic, M. A., & Lane, K. L. (2013, October). *Burnout in Special Education Teachers: What we know and what we need to know next*. A paper presented at the 37th Annual Meeting of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- [6] Sreckovic, M. A., **Brunsting, N. C.**, & Common, E. A. (2013, October). *Targeting Peer Victimization and Students with Autism Spectrum Disorder: Risk Factors, Prevalence, and Prevention*. A paper presented at the 37th Annual Meeting of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- [5] **Brunsting, N. C.**, Garwood, J. D., & Lane, K. L. (2013, February). *Literary interventions in self-contained settings for adolescents with emotional/behavioral disorders: A systematic review of studies between 2004 and 2012*. A poster presented at the meeting of Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- [4] **Brunsting, N. C.** (2013, January). *Why can't we be friends? The impact of the teacher-student relationship on student social dynamics*. A paper presented at the meeting of the Southeast Association for Educational Studies, Chapel Hill, NC.
- [3] Zorigian, K., Booker, B. B., Common, E. A., **Brunsting, N. C.**, & Lane, K. L. (2012, October). *Supporting students with exceptionalities: A look at the relationship between motivation and self-determined behavior*. A paper presented at the meeting of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- [2] Lane, K. L., Oakes, W. P., Common, E. A., **Brunsting, N. C.**, Zorigian, K., & Booker, B. B. (2012, October). *A comparison of systematic screening tools at the elementary and middle school levels: A look at convergent validity*. A paper presented at the meeting of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- [1] Oakes, W. P., Lane, K. L., Common, E. A., & **Brunsting, N. C.** (2012, October). *A focus on function: A look at outcomes of a team-based functional assessment training series*. A paper presented at the meeting of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

GRANT FUNDING

2023-2027 *Project ReSpECT: Revealing special educators' conditions for teaching*
Co-PI
\$2,000,000 (PI: Liz Bettini)
Subcontract: \$356,550
Institute for Education Sciences; Measurement (R324A230164)

SCORE: 1.51; FUNDED

- 2022-2025 *Something Inside So Strong: Supporting Black and Hispanic K-6 Students' Identity, Reading, and Community Engagement through Freedom Schools' Culturally Sustaining Summer Academic Programming*
Co-PI
\$400,000 (PI: Lanita Parker Moore)
Subcontract: \$91,000
Spencer Foundation Research-Practice Partnership
FUNDED
- 2022-2026 *Global Center for Resources and Assessment on International Scholarly Engagement* (with Winston-Salem State University)
PI
\$2,398,988
Office of International and Foreign Language Education: CFDA 84.105A, 84.105B
PANELLED; NOT FUNDED
- 2022-2026 *Project Ci3T FITness: Structured Flexibility to Improve Integrated Tiered Systems Technologies in Secondary Schools*
Co-PI
\$3,000,000 (PI: Kathleen Lane)
Subcontract: \$523,198
Institute of Education Sciences: CFDA 84.324X
PANELLED; Score: 2.42; NOT FUNDED
- 2022-2025 *Something Inside So Strong: Supporting Black and Hispanic K-6 Students' Identity, Reading, and Community Engagement through Freedom Schools' Culturally Sustaining Summer Academic Programming*
Co-PI
\$397,000 (PI: Lanita Parker Moore)
Subcontract: \$91,000
Spencer Foundation Research-Practice Partnership
NOT FUNDED
- 2021-2025 *Project ReSpECT: Revealing special educators' conditions for teaching*
Co-PI
\$2,000,000
Subcontract: \$141,477
Institute for Education Sciences; Measurement
PANELLED; Score 2.17; NOT FUNDED
- 2020-2021 *Investigating linkages between international students' English language proficiency, social-contextual outcomes, and well-being in U.S. universities*
Principal Investigator
\$50,000

International English Language Testing System (IELTS)
FUNDED

- 2020-2024 *Project M-SET: Development and validation of a measure of special education teachers' working conditions*
Co-PI
\$1,400,000 (PI: Liz Bettini)
Subcontract: \$138,908
Institute of Education Sciences; Measurement
PANELLED; Score 2.49; NOT FUNDED
- 2019-2024 *Project ENHANCE: Enhancing Ci3T: Building professional capacity for high fidelity implementation to support students' educational outcomes.*
Advisory Board
\$3,999,320
Institute of Education Sciences (R324N190002)
FUNDED
- 2019-2020 *Investigating linkages between international students' English competence and their academic and social-emotional adjustment*
Principal Investigator
\$19,942
International English Language Testing System (IELTS)
AWARDED; Not funded due to IELTS expectations for ownership of data
- 2019-2020 *Investigating potential effects of different sources and types of support on the burnout trajectories of special education teachers serving students with emotional-behavioral disorders*
Principal Investigator
\$49,989
Spencer Foundation
FUNDED
- 2019-2020 *Developing Secondary Teachers' and Students' Global Competency*
Principal Investigator
\$62,618
Tower Bridge International Group
FUNDED
Assisting development of global competency curriculum and researching the efficacy of multiple delivery mechanisms for the curriculum for enhancing secondary school teacher and student global competency.
- 2019 *TBIG Planning Grant*
Principal Investigator
\$21,736
Tower Bridge International Group

FUNDED

Planning project proposal to measure, create curriculum, and design interventions for global competency development of faculty and students at U.S. high schools as well as international student social-emotional adjustment.

2017-2020 *Connect@Wake Planning and Efficacy Grant*
Principal Investigator/Program Director
\$228,800
ZMN International Education Foundation (Beijing, China)

FUNDED

Project to design, implement, and assess Global Connections academic and cultural transition intervention program for incoming international students at Wake Forest University.

RESEARCH

2020-present Center for Research on Abroad and International Student Engagement (RAISE Center): Executive Director, PI
Project RISE: International Student Engagement
Developing Secondary Teachers' and Students' Global Competency

2018-present Trajectories of Special Education Teacher Burnout
Wake Forest University
Principal Investigator

2017-present Comprehensive Integrated Three-Tiered (Ci3T) Models of Prevention Research Team, University of Kansas
Principal Investigator: Kathleen Lane
Certified Ci3T Treatment Integrity Team Leader

2017-present *Social Contexts for Novice Special Educator Teacher Retention*
Boston University
Principal Investigator: Liz Bettini

2015-2020 Academic and Cultural Transition (ACT) Research Team, Wake Forest University
Chair, Principal Investigator
Project RISE: International Student Engagement
Developing Secondary Teachers' and Students' Global Competency
International Student Belonging and Social Support
International Student Transition Course Efficacy and Impact
Team grew into RAISE Center in 2020

2014 Peer Networks Intervention for Bullying of Students with Autism, Frank Porter Graham Institute, University of North Carolina at Chapel Hill.
Principal Investigator: Melissa Sreckovic
Research Assistant

- 2012-2013 Supporting Early Adolescents' Learning and Social Success (SEALS), Center for Developmental Studies, University of North Carolina at Chapel Hill.
Principal Investigators: Jill Hamm and Thomas Farmer
Research Assistant
- 2012 Lane Research Projects, School of Education, University of North Carolina at Chapel Hill.
Principal Investigator: Kathleen Lane
Research Assistant, Multiple Projects:
Project Screen and Support: Identifying and Supporting K-12 Students within the Context of Three-Tiered Models of Prevention to Meet Students' Multiple Needs: A Collaborative Effort; Focus on Function; Self-determination and Motivation

PROFESSIONAL EXPERIENCE

- | | | |
|--------------|--|---------------------|
| 2023-present | Special Education, School Psychology, and Early Childhood Studies
College of Education
University of Florida | Assistant Professor |
| 2022-2023 | Center for Research on Abroad and International Student Engagement (RAISE Center)
Wake Forest University
*Developed RAISE Center, launched July 1, 2020
*Managed one full-time employee, two graduate research assistants, and two part-time employees
*Oversaw assessment of Wake Forest University Quality Enhancement Plan as part of SACSCOC Accreditation
*Managed budget of WFU wholly foreign owned entity (i.e., university bank and business entity) in China
*Chaired WFU undergraduate Richter Scholars Committee | Executive Director |
| 2020-present | Center for Research on Abroad and International Student Engagement (RAISE Center)
Wake Forest University | Director |
| 2015-present | Global Research and Assessment
Center for Global Programs and Studies
Wake Forest University | Director |
| 2014-2015 | Wake Forest Advantage Program
Provost Office of Global Affairs
Wake Forest University | Director |
| 2013 | Pope Academic Center
Loudermilk Center for Academic Excellence | Tutor |

University of North Carolina at Chapel Hill
Tutored college athletes in College Algebra and Topics in Mathematics.
*Post-UNC Athletics scandal

- | | | |
|-----------|---|----------------------|
| 2012-2014 | Durham Public Schools
511 Cleveland Street
Durham, NC, 27702
P: 919-560-2011 | Substitute Teacher |
| 2010-2011 | Discovery School of Virginia for Boys
2697 Coppermine Road
Dillwyn, VA 23936
P: 434-983-5616
Worked as a team with another group leader and a supervisor in a wilderness setting to instruct students and foster the social and emotional growth of a group of eight to twelve students with emotional and/or behavioral disorders. Participated in IEPs, worked 75 hrs/wk, on call 120 hrs/wk. | Group Leader |
| 2008-2010 | Wake Forest University Admissions Office
1834 Wake Forest Road
Winston-Salem, NC 27109
P: 336-758-5201 | Admissions Counselor |

TEACHING EXPERIENCE

- | | | |
|--------------|--|--|
| 2023-present | Special Education, School Psychology, and
Early Childhood Studies
College of Education
University of Florida | Assistant Professor |
| 2018-2023 | Contemporary Global Studies
Wake Forest University
INS 228: Independent Study: International Student Transition (nine students)
INS 130/170: Global Awareness and Competence: Roles of Intersectionality, Identity, and Power
INS 153: Introduction to American Culture and US University Life | Research Associate Professor |
| 2017-2023 | Department of Education
Wake Forest University
EDU 395: Teaching Diverse Learners
EDU 311: Learning and Cognitive Science (7 sections) | Part-Time Assistant Teaching Professor |
| 2015-2016 | Department of Communication
Wake Forest University
INS 153: Introduction to American Culture and US University Life | Part-Time Lecturer |

INS 150: Preparing for Cross-Cultural Engagement Abroad.

2014	The Graduate School University of North Carolina at Chapel Hill IDST 089: Our “Modern” Culture of Drugs First-Year Seminar *Co-taught with two other doctoral students (in Pharmacokinetics and Psychology). One of two such classes taught by graduate students each year at UNC.	Instructor of Record
2014	School of Education University of North Carolina at Chapel Hill EDUC 532: Child and Adolescent Development EDUC 403: Schools, Families, and Communities	Instructor of Record
2013	School of Education University of North Carolina at Chapel Hill EDUC 516: Introduction to the Education of Exceptional Learners	Teaching Assistant
2007-2008	University Preparation Victoria University of Wellington New Zealand	Teaching Assistant
2007-2008	Classics Department, VUW Victoria University of Wellington New Zealand	Teaching Assistant

INVITED PRESENTATIONS

Brunsting, N. C., Eyadiel, M., & Beavers, K. (2022). Realizing Inclusion Diversity and Equity (RIDE-ing) sustainably: RIDE virtual lunch and learn for departmental leaders. An invited panel for the Office of Diversity and Inclusion, Wake Forest University.

Brunsting, N. C. (2021). Generating and sustaining respectful and impactful lines of inquiry in global student mobility. An invited presentation for Southwest China University.

Brunsting, N. C., Campbell, P., & Menius, M. (2020). Language matters: A discussion on language, mental health, and the well-being of non-native speakers of English. A webinar presentation for the International English Language Testing Service (IELTS).

Brunsting, N. C., & Fu, C. (2020). The anatomy of small talk. A presentation to the Master of Science in Business Analytics Program at Wake Forest University.

Jayawickreme, E., Gad, A. N., **Brunsting, N. C.,** Shimelash, W., & Zhan, W. (2019). My way to Wake Forest. A panel presentation for Friendships Beyond Borders at Wake Forest University.

Brunsting, N. C. (2019). International student adjustment: Whose support matters? A presentation to Campus Life Partners at Wake Forest University as part of the Data Dives series.

- Brunsting, N. C., & Fu, C. (2019).** Working across difference in international business. A presentation to the Master of Science in Business Analytics Program at Wake Forest University.
- Brunsting, N. C., Prieto, M.-E., Marinenko, O., & Collins, L. (2019).** Study abroad: Emerging Issues and Effective Practices. A Webinar Presentation for the STAR Scholars Network.
- Brunsting, N. C. (2019).** Engaging international students in the classroom. A presentation to the Business Analytics Faculty at Wake Forest University.
- Brunsting, N. C. (2018).** Social-emotional adjustment and well-being of diverse populations in academic contexts. A presentation to the Interpretation and Translation Studies Graduate Program, Winston-Salem, NC: Wake Forest University.
- Brunsting, N. C. (2018).** Demographics, sources of social support, and international student social-emotional adjustment. A presentation to the faculty of Beijing #35 International High School, Beijing, People's Republic of China.
- Brunsting, N. C. (2017).** Which sources of social support predict international student belonging and well-being at US universities? A presentation to the Committee of Lower Division Academic Advisors, Winston-Salem, NC: Wake Forest University.
- Brunsting, N. C. (2013).** Great expectations: Balancing support and structure to promote student growth and success. A professional development presentation for the Athletic Support Program Staff, Loudermilk Center, Chapel Hill, NC: University of North Carolina.
- Brunsting, N. C. (2012).** Individualized Education Plans and the general education teacher. A guest lecture for EDUC 532: Effective Teaching: Understanding Students, Chapel Hill, NC: University of North Carolina.

GRANT REVIEW AND PANELS

- 2023-present Early Career Reviewer, William T. Grant Foundation
- 2021 Reviewer and Final Review Panel Member, Research-Practice Partnership Grant, The Spencer Foundation (grant application in 2022 precluded review opportunity)
- 2022 Reviewer, Increase and Diversify Education Abroad for U.S. Students (IDEAS) Grant Competition, U.S. Department of State

DOCTORAL COMMITTEES

- 2022- present Omar Trinidad, Higher Education, Oregon State University

MASTERS COMMITTEES

- 2022 Colin Li, Psychology, WFU

SERVICE (DEPARTMENT)

2023-present Faculty Affairs Committee, College of Education, UF
2021-2023 Partnership Advisory Committee, Department of Education, WFU
2020-2023 Global and International Committee, Department of Education, WFU
2016 Search Committee, Director of International Students and Scholars, WFU
2012-2013 Chair, Southeastern Association of Educational Studies Conference, UNC-CH

SERVICE (UNIVERSITY)

2023 Strategic Framing Working Group, Office of the President, WFU
2020-2023 Chair, Richter Scholarship Committee, Office of the Dean of the College, WFU
2019-2021 Mental Health Coalition, Member, Campus Life, WFU
2019 Chinese Student Task Force, Member, Diversity and Inclusion, WFU
2019 Search Committee Chair, Counselor, Learning Assistance Center, WFU
2019 Search Committee, Psychometrician, Office of Wellbeing, WFU
2017-2023 Chinese Student Support Group, Member, Dean of Students, WFU
2018 Search Committee, Assistant Director, Intercultural Center, WFU
2017 Search Committee, Associate Director, Campus Recreation, WFU
2017 Search Committee, Assistant Director, Student Engagement, WFU
2015 Search Committee, Assistant Teaching Professor of English, WFU
2015-2023 Member, Linked Integrated Attention to International Student Experience, WFU

SERVICE (FIELD)

2020-present	Remedial and Special Education	Editorial Review Board
2022-2023	Journal of International Students	Editor, Special Issues
2019-2022	Journal of International Students	Associate Editor
2016-2019	Journal of the First-Year Experience and Students in Transition	Editorial Review Board

Guest Reviewer

Behavioral Disorders
Education and Treatment of Children
Educational Researcher
International Journal of Intercultural Relations
International Journal of Disability, Development and Education
Journal of Cross-Cultural Psychology
Journal of Emotional and Behavioral Disorders
Journal of Teacher Education
Journal of Teaching and Teacher Education
Journal of Special Education
Teacher Education and Special Education

HONORS & AWARDS

2021 Early Career Publication Award, Nominated, Council of Exceptional Children—
Division of Research
2019 Editor's Choice Award for Reviewing, Journal of International Students
2018 URECA Award for Excellence in Mentorship in Research, Nominated

- 2018 THRIVE Dimension Champion: Intellectual Well-Being, Contributions to Campus Intellectual Well-Being, WFU
- 2017 Student Impact Honor, Wake Forest University Advancement
- 2011 Caroline H. and Thomas S. Royster Fellowship, The Graduate School, UNC-CH
- 2007 Alex Scobie Research Prize, Department of Classical Studies, Victoria University of Wellington, New Zealand
- 2006 Honors in Classical Studies, Department of Classical Studies, WFU
- 2005 National Richter Scholars Program. Mochlos Excavation Project, Mochlos, Crete

MENTEES' HONORS & AWARDS

- 2019 Wake Forest Research Fellowship, Undergraduate Research and Creative Activities Center, Wake Forest University
\$4000
Yueying Mary He, Undergraduate Student
Academic and Cultural Transition (ACT) Research Team
- 2018 Academic Achievement for Research in Diversity and Inclusion in Global Education Award | Diversity Abroad
Jintong Tina Liu, Undergraduate Student
Academic and Cultural Transition (ACT) Research Team

TRAINING

Certificate in Leadership (2022). Wake Forest University Executive Education

- Building and Leading Effective Teams (2021, September)
- Leading Effective Change (2021, December)
- Leading People Who Are Different From You (2022, February)
- Authentic and Effective Leadership (2022, December)

Inclusive Excellence for Faculty/Staff Leaders: Realizing Inclusion, Diversity, and Equity. (2021). Office of Diversity and Inclusion, Wake Forest University, Winston-Salem, NC

Intercultural Learning Lab (iLab) 101-103 (2020). Intercultural Center, Wake Forest University, Winston-Salem, NC

Comprehensive, Integrated, Three-Tiered Model of Prevention (2017, December). Certified *Ci3T Treatment Integrity Team Leader*. Lawrence, KS.
Description: Became reliable on Ci3T Treatment Integrity: Direct Observation by completing a scoring rubric check for understanding and three consecutive direct observations training sessions at $\geq 90\%$ accuracy.

Safe Zone Re-Training (2015). LGBTQ+ Center, Wake Forest University, Winston-Salem, NC

Safe Zone Training (2012). University of North Carolina, Chapel Hill, NC

SKILLS

Systematic Literature Reviews, Longitudinal Structural Equation Modeling, EFA/CFA,
Measurement design, Single Case Research Design, Assessment and Data Management, MPlus,
R, SPSS, Wordpress