

FULL CURRICULUM VITAE

NOLA BUTLER BYRD, Ph.D.

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EDUCATION

- | A. <u>Institution</u> | <u>Years Attended</u> | <u>Degree</u> | <u>Major Field</u> |
|--|-----------------------|---------------|--------------------|
| San Diego State and Claremont Graduate Univ. | 2000-2004 | Ph.D. | Education |
| San Diego State University | 1998-1999 | M.A. | Education |
| Wesleyan University | 1979-1984 | B.A. | Theater |
- B. Title of Dissertation: Cultivating Hearts that Yearn for Transformative Social Justice: The Impact of Experiential Multicultural Education on Graduate-Level Counseling Students

TEACHING EXPERIENCE

<u>Institution</u>	<u>Rank</u>	<u>Date</u>	<u>Major Subject</u>
San Diego State University	Assistant Professor	2004-present	Multicultural Counseling and Social Justice Education (CBB)
	Program Co-Director	2006-current	CBB
	Acting Program Director	2005-2006	CBB
	Lecturer, Full-Time	2003-2004	CBB
	Lecturer, Part-Time	2001-2003	CBB Practicum
	Graduate Teaching Asst.	9/02-12/02	Teacher Education

Community-Based Block Program, Department of Counseling and School Psychology

College of Education, San Diego State University, San Diego, California.

Team taught in this community-based multicultural counseling program. Developed and implemented competent multicultural teaching strategies for master's-level research courses. Trained, supervised, and evaluated master's-level counseling students. Conducted group supervision with one or two other practicum supervisors for nine students in an urban, community-based counseling clinic.

Courses taught:

CSP 600	Cross Cultural Counseling Communication Skills
CSP 600L	Cross Cultural Counseling Pre-practicum
CSP 610B	Determinants of Human Behavior: Social and Cultural
CSP 615	Seminar in Multicultural Dimensions of Counseling
CSP 635	Sexuality and Intimacy in Relationships: Individuals, Couples, & Families
CSP 730	Fieldwork Supervision
CSP 740	Practicum in Individual Counseling
ED 690	Methods of Inquiry and Investigation
ED 791A	Evaluation Techniques
ED 795A & B	Seminar in Implementing Multiculturally Competent Research

RELATED PROFESSIONAL EXPERIENCES

Course Facilitator and Program Coordinator

March– June 2002

Parent Institute for Quality Education, San Diego CA

Facilitated two site-based, graduate-level courses in home-school-community partnership with elementary, middle and high school teachers working in “communities-at-promise”. The theoretical and pedagogical frameworks for the course included critical theory, democratic and multicultural education. Community-based action research methodologies taught and implemented included community scans, stakeholder analysis, focus groups and interviews. Course participants developed projects to improve their school communities and their work with students “at-promise.” Program administration included: budget development and coordination, program and curriculum development, program evaluation, course participant and paid staff recruitment, supervision and development.

Counseling Intern (part-time)

September 1998 – May 1999

Lesbian and Gay Men’s Community Center, San Diego, California

Provided short and long-term individual and couples counseling with adult clients in a diverse community setting.

Diversity and Health Education Counselor

July 1992 – April 1998

National Conference for Community and Justice, San Diego, California

Planned Parenthood of San Diego and Riverside Counties, San Diego, California

Counseled students and adults as part of National Conference for Community and Justice’s diversity education programs and Planned Parenthood’s Images health education theatre program. Because these experiential programs took participants through deep transformational processes, counseling was provided to support participants in areas including, for example: identity development, gender and racial identity, community and school tensions and conflicts. This also included training and supporting volunteer staff to work effectively with participants. Volunteer staff included: principals, teachers, religious leaders, police officers, parents, educators, counselors, and students as peer counselors.

Apartment & Group Home Supervisor/Counselor

November 1981 – November 1982

Parents and Friends of Retarded Citizens, Bridgeport, Connecticut

As a live-in staff member, supervised and counseled mildly retarded adults in supervised apartment and group home settings. Provided training in independent living and social skills.

Assistant Director

June 1980 – April 1981

Gilead House, Inc., Middletown, Connecticut

As a live-in staff member, provided counseling and administrative support to young adult residents in transition from in-patient facilities. Co-facilitated groups and provided individual counseling sessions with residents.

TEACHING EFFECTIVENESS

Instructional Leadership

Acting Director, Community-Based Block (CBB) Program, 2005-06 (.25 Assigned Time)

I was the interim director and responsible for overall management and ensuring the integrity of the program while the director was on sabbatical. This included attending the monthly meetings of program

directors with the department chair, and facilitating weekly meetings of the CBB faculty. One of my primary activities was mentoring temporary faculty within the CBB model. Routine management responsibilities included:

- Coordinating the review of more than 100 student application portfolios,
- Organizing the complex interview process for 60 candidates for the program,
- Selecting and facilitating admissions for 27 new CBBers,
- Placing 27 students in appropriately supervised fieldwork sites,
- Interfacing with the Department's Community Counseling Center for fluid management of CBB's counseling practicum component,
- Developing a Blackboard site for the program,
- Planning, organizing, and scheduling program-wide retreats at the beginning of each semester, and
- Serving as Graduate Advisor for the 27 M.A. students (e.g., filing programs of study, coordinating and administering comprehensive examinations).

This year coincided with the Department's Self-Study in preparation for the 2006 Academic Review. I worked with the director, department chair and an advisory committee to articulate student learning outcomes for the program, then developed rubrics and procedures by which to evaluate those outcomes. I sought training to be able to use TaskStream, subsequently using TaskStream as a tool for outcomes assessment. I conducted the analysis of outcomes and wrote the CBB self-study section for the Department document. Additionally, I initiated a faculty retreat prior to the academic year for team building and to prepare the team for the academic year, as well as regular faculty meetings that included part-time faculty members to enhance communication and program cohesion. These meetings included opportunities for professional development and team building.

Co-Director, Community-Based Block (CBB) Program, 2006-current (no assigned time)

Since my assignment as CBB Interim Director, I have continued to support the efforts of the CBB Program Director, Dr. Maria Nieto Senour, by assuming responsibility for specific leadership tasks: outcomes assessment and annual report, coordinating field placements for 27 students annually (see below), developing, maintaining and updating the program and fieldwork Blackboard sites, developing and disseminating marketing materials and information (see below), and advising the CBB student association and coordinating the African Descent Group (see below). I attend the program directors meeting with the department chair when the agenda is related to my specific duties.

Supervision of Students' Professional Practice

Coordinator of Field Placements, Community-Based Block Program, 2006-current

Service learning is essential to the integrity and efficacy of the CBB. Students are required to engage in community-based supervised field experiences for 200 hours during the academic year. Their placements are as diverse as their interests and eventual professional goals; for example, they are in K-12 schools, community college counseling centers, college outreach programs, community counseling clinics, and other nonprofit organizations. I assist students by (a) helping them clarify their values and interest, and (b) by steering them to appropriate field placement sites. My interface with each field site assures appropriate supervision and learning opportunities for the CBB students. I also ensure that all appropriate legal documents and other paperwork are completed. Beginning with development efforts in summer 2007, and piloted in spring 2008, I offer the fieldwork seminar as a

hybrid course with Blackboard support. Fieldwork experiences now include contributions to the discussion board and completion of several reflective assignments that support students' professional development, the building of an online learning community, and stronger relationships with field sites. The Blackboard site is also populated with resources to support students' professional development, including articles, activities, professional organizations and other resources. My goal is to ultimately invite field site supervisors to participate in an online community to support the sharing of resources and building community among field site organizations.

Recruiting and Retaining Diverse Students

As Co-Director of the program, I developed and re-designed brochures, ads and other marketing pieces that the program uses to recruit diverse students and faculty. I also created newsletters that I distribute to organizations and individuals interested in the program. I respond to numerous requests for information about the program through presentations, phone calls, email and in person meetings. I regularly meet with faculty, students and alumni as individuals and in groups to support student and faculty retention in the program.

2007-current. Faculty Advisor, CBB Student Association.

Students in the CBB program re-instated the CBB Student Association during the 2007-08 academic year in order to develop and support CBB's 35th reunion, and to support their professional development. I agreed to serve as the association's advisor and support the association's goals by developing relationships with key SDSU administrators and staff, and in supporting students in the development and coordination of the association as needed. Currently, I continue to serve as the association's advisor.

2006-current. Faculty Advisor & Mentor, CBB African Descent Group. I developed and coordinate this group of current students and CBB alumni. The purpose of the group is to provide multifaceted mentoring and networking opportunities for current and former students, as well as opportunities for continuing education regarding African-centered psychology and worldview. Discussion topics have included: issues and concerns about Africa, African-centered world view and psychology, what it is to be a person of African descent, bi- and multi-racial identity, the intersections of ethnicity, class, gender, and other critical issues in the interest of professional, personal and community development.

2004-current. Collaborating Faculty Member, CSP African American Mentoring Program.

I collaborate with Drs. Green and Booker to provide mentoring and support for students in the CSP Department. Mentoring is a vital component in the retention and recruitment of African American students. African American mentors are often hard to find on college campuses because of the small numbers of African American faculty. African American students need to feel valued, need to have their voices heard, and need to dialogue about their experiences in a safe cultural environment. African American faculty members from a variety of departments have joined the mentoring program as guest presenters, mentors, and as supporters of the program. A²MP meets regularly and supports the retention of students of African descent in the CSP department.

Fall 2003. CBB Student Admissions Interview Forms and Strategies.

I worked with the CBB Admissions Committee to revise our interview forms and strategies and developed a set of rubrics to strengthen CBB admissions processes consistent with our multicultural education pedagogy. The admissions interview process is the point at which recruitment interfaces with

retention; that is, we could recruit diverse applicants but if not admitted to the program, there would be no retention. Outcomes included: (a) improved clarity for facilitators, students, and alumni participants about their roles in the process and its outcomes; (b) improved consistency in the manner in which applications are processed; and (c) clearer articulation of the CBB admissions process, which makes it easier to explain to applicants and other interested parties. These forms, strategies, and rubrics have been used consistently since Spring 2004. I also developed the selection process scoring sheet each year and administer it during our selection process.

Recruiting and Retaining Diverse Faculty

At the request of the Dean of the College of Education in 2005, I collaborated with the Dr. Carol Robinson-Zañartu, CSP Department Chair, to conduct a self-study of CBB faculty to assess issues related to faculty retention in the program. I worked with her to develop a sound qualitative research design and literature review to inform the development of a questionnaire and interview protocol with the CBB program director, Dr. Maria Nieto Senour and to provide valid analysis of the results. We invited 10 former and current faculty members to participate. I conducted three 45 minute phone interviews of former faculty members and spent a substantial amount of time trying to encourage the participation of two others. I collaborated with Dr. Robinson-Zañartu on the theme analysis of the data. The Dean assessed the themes that emerged and requested that we write a report. I collaborated with Dr. Robinson-Zañartu on the 30 page report and developed a PowerPoint presentation, which I co-presented with Drs. Robinson-Zañartu and Nieto Senour to the Dean and CSP faculty in May 2006.

Robinson-Zañartu, C., & Butler-Byrd, N., (2006, May). *CBB faculty retention study: A qualitative research report to the Dean of the College of Education and Department of Counseling and School Psychology faculty*, San Diego, CA: San Diego State University.

In the Fall of 2009, I began serving on the Faculty Senate's Diversity, Equity and Outreach Committee. As part of my service, I collaborated with Drs. Anne Donadey, Maria Nieto Senour and the California Faculty Association (CFA) to develop and implement three faculty diversity forums designed to support faculty retention at San Diego State. I was also able to secure funding from the CFA to underwrite four African American faculty luncheons in the Spring of 2009 to support the retention and success of African American faculty. All of these events were very successful and as a result, I was invited to coordinate a faculty committee which is developing several more diversity forums, events and African American luncheons during the 2009-10 academic year.

Funded Instructional Innovations and Curriculum Development

Butler-Byrd, N. (2009 – under review). *First in my family: A professional writing project for graduate multicultural counseling students*. Submitted to Mazda Foundation. Requested \$100,000 for one year.

This proposal addresses the well-documented *writing crisis* that currently exists in higher education by providing students of diverse backgrounds enrolled in a cross-cultural counseling program – the Community Based Block (CBB) – at San Diego State University (SDSU) the skills they need to be able to communicate at a professional level in writing. The ability to communicate information and ideas articulately in writing is one of the most important attributes for success in higher education and in one's career. This project will provide opportunities for individuals from diverse backgrounds to create a more inclusive society.

Butler-Byrd, N. (2009) *Course Redesign: Integrating Collaborative Peer Review of Writing and Deaf Compliance into a Multicultural Healing Comprehensive Examination*. SDSU College of Education. Awarded \$300 In-Kind.

The goal of this course redesign project is to help students become more active as agents in their learning and makers of meaning whose words count in a social setting. Students use Pearson Publishing's MyWritingLab online writing system to diagnose and improve their writing skills. Students will also give each other feedback on multicultural healing comprehensive exams with idea-rich writing related to multicultural dimensions of counseling. Critical thinking and learning will be enhanced, as well as collaboration and writing skills. Collaborative writing and peer review of writing helps create a network of relationships that helps make a course a learning community. The goal of this project is to use universal design principles and technology to facilitate the integration of collaborative and peer review of writing into a multicultural healing comprehensive examination, while facilitating access for Deaf students. Outcomes of the project include: higher quality written comprehensive exams, enhanced graduate-level writing skills for students, and community knowledge development. This project will examine the effectiveness of different online tools designed to facilitate collaborative writing and peer review of writing.

Butler-Byrd, N., & Senour, M. N. (2007). Emerging trends stipend for hybrid course development. *Community-Based fieldwork for social justice hybrid course redesign*. SDSU College of Education. Awarded \$1,000.

CSP 730 Fieldwork as a Hybrid Course. This innovation began during the summer of 2007 with the support of a College of Education Emerging Trends grant. Over the years, CBB has been challenged by time constraints to provide adequate attention to community learning through sharing and discussion of fieldwork experiences. Piloted in 2007-08, the use of Blackboard as an on-line learning environment provided a forum and a more cohesive community for our fieldwork sites and students. Participants develop and share new knowledge; communicate with field sites, colleagues and faculty; and evaluate and reflect on their fieldwork experiences with site supervisors and the CBB learning community.

Butler-Byrd, N. (2006). Emerging trends stipend for developing technology projects. *Integrating technology into a collaborative learning environment for enhanced counselor preparation*. SDSU College of Education. Awarded \$1,000.

Butler-Byrd, N. (2005) Emerging trends stipend for developing technology. *CBB WebQuest: Community-Based Block partners-in-learning: Developing a multicultural counseling learning community*. SDSU College of Education. Awarded \$1,000.

This WebQuest was refined during the summer of 2006, and has been revised each year. It is currently being used by the 2009-10 CBB learning community. I developed this WebQuest to help students grapple with the ideas of collective decision-making, democratic processes, social justice and multiculturalism in communities. It is also designed to help students research and analyze the concept of community, how communities work, make decisions, and serve the needs of individuals. Students in 2007-08 used their research from this WebQuest to inform collaborative syllabi development; as well as the development of the CBB learning community. They also began using Google.com and our Blackboard discussion board as collaborative online spaces to enhance individual participation in the collaborative decision-making process.

Mentoring Students' Research and/or Professional Development

Since 2006, I've mentored four students by inviting them to present with me at the 2007 and 2008 Association of Black Psychologists Conferences. I also mentored two students to prepare and present at the 2006 Positive Engagement Conference at Southwestern College in San Diego. As their mentor, I introduced them to the conferences and encouraged their participation and input in developing proposals for the conferences, which I submitted. After the proposals were accepted, I worked with them to develop PowerPoints and presentation outlines and coached them on how to conduct an effective conference presentation. I co-presented with these students and facilitated debriefings of our presentations as part of their professional development.

Mentoring Colleagues' Teaching

As Acting Director of the Community-Based Block Program during the 2005-06 academic year and continuing since then as co-director, I have mentored part-time faculty members who taught ED 690, 791A&B, and 795A&B. This has included assisting with syllabus development, observation and critique of teaching. Because CBB is a block-formatted learning community, with the exception of our research courses, challenges tend to arise in the research class because of students' anxiety about statistics; it is not team taught and is the only course taught in a traditional academic environment, which contrasts dramatically with the rest of the program. I also mentored new practicum faculty in understanding the CBB culture and practicum assistance in learning how to work effectively in CBB's partners-in-learning environment.

Teaching Award

Outstanding Faculty Award—Department of Counseling and School Psychology, SDSU College of Education, May 2006.

PROFESSIONAL GROWTH

Articles in Refereed Journals

Butler-Byrd, N. (in press). An African American supervisor's reflections on multicultural supervision, *Training and Education in Professional Psychology*.

Butler-Byrd, N. (2009). Historical identity development patterns and contemporary multicultural identity in first, second and third generation counseling students. *Penn GSE Perspectives on Urban Education*, 6(1), 21-31. Retrieved September 27, 2009, from <http://www.urbanedjournal.org/Vol.%206%20Immigration%20Issues%20in%20Urban%20Schools/20-31--Byrd.pdf>.

Butler-Byrd, N. (2009). Preparing culturally responsive practitioners for social advocacy and systemic change using dialogic and democratic decision-making processes in multicultural context. *Social Advocacy and Systems Change*, 1(2). Retrieved September 27, 2009, from http://www.cortland.edu/ids/sasc/vol1_issue2/Butler-Byrd%20Final.pdf.

Butler-Byrd, N., Nieto, J., & Senour, M. N. (2008). Community-based multicultural counselor preparation as a site of praxis and social justice. *Journal of Praxis in Multicultural Education*, 3(1), 17-38.

Butler-Byrd, N., Nieto, J., & Senour, M. N. (2006). Working successfully with diverse students and communities: The Community Based Block counselor preparation program. *Urban Education*, 41(4), 376-401.

Book Review in Professional Refereed Journal

Butler-Byrd, N. (2004). Book review. [Review of the book *Teaching against global capitalism and the new imperialism: A critical pedagogy*]. *Anthropology and Education Quarterly*, 3. Retrieved from http://www.aaanet.org/cae/aeq/br/McLaren36_3.htm.

Article in Professional Newsletter Refereed Column

Butler-Byrd, N. (2009). Linking the academic with practical application for community practice competence from a counselor preparation program's perspective. *The Community Psychologist*, 42(1), 35-40.

Edited Book Chapters

Butler-Byrd, N. (2009). Community-Based Block: An uncommon ground for multicultural counselor preparation and life focus. In B. O'Neill (Ed.), *Psychotherapy, community and life focus* (pp. 269-284). Wollongong, AU: Ravenwood Press.

Butler-Byrd, N., & Jangu, M. (2009). A past is not a heritage: Reclaiming indigenous principles for social justice and the education of people of African descent. In J. Andrzejewski, M. Baltodano, & L. Symcox (Eds.), *Social justice, peace, and eco-justice standards: A transformative framework for educators* (pp. 193-215). New York: Routledge.

Book Chapter Commentary

Butler-Byrd, N. (2007). A response to chapter 14: The question of racism. In G. Monk, J. M. Winslade, & S. Sinclair (Eds.) *New horizons in multicultural counseling* (p. 378-380). Thousand Oaks, CA: Sage Publications, Inc.

Manuscripts to be Submitted to Refereed Journals

Butler-Byrd, N. Using deliberative democracy to prepare counselors for social justice: Training outcomes in community practice. Manuscript development is currently underway for submission to the *Journal for Social Action in Counseling Psychology*.

Data-Based Manuscripts under Development for Refereed Journals and Professional Newsletters

Butler-Byrd, N. Articulating community practice competencies: An examination of training outcomes and implications from community practitioners. Preparing to submit to *The Community Psychologist*. Data analysis is currently underway.

Robinson-Zañartu, C., Butler-Byrd, N., Cook-Morales, V., Dauphinais, P., Charley, E., & Bonner, M. School psychologists working with Native American youth: Training, competence, and needs. Preparing to submit to the *International Journal of School Psychology*. Needs one final draft and final review by all authors.

Robinson-Zañartu, C., Butler-Byrd, N., Cook-Morales, V., Green, T.D., Senour, M. N., Lim, S. L. Systemic approaches to multicultural training in counseling and school psychology programs. Preparing to submit to the *Journal of Diversity in Higher Education*. Needs one final draft and final review by all authors.

Butler-Byrd, N. African American experiences in multicultural education. Preparing to submit to the *Journal of Black Psychology*. Data analysis is currently underway.

Research Grants—Internal

Butler-Byrd, N. (2006) *Qualitative Data Analysis of Graduate Student Experiences, SDSU University Grant*. Awarded \$5,195. This award underwrote the entry and analysis of qualitative data from a 5-year research study on student experiences in multicultural counselor preparation by paying for graduate student assistance and the purchase of an upgrade for Atlas.ti, the qualitative data analysis software, which I've been using with this project since 2003 when this study began. These data will be used to develop manuscripts, conference presentations and grant proposals.

Butler-Byrd, N. (2006). *Catching or Carrying Multicultural Awareness and Identity? Immigrant Experiences in Graduate Multicultural Counselor Preparation*. Faculty Stipend for Research and Writing. SDSU College of Education. Awarded \$1,000. I used this award to develop a manuscript about immigrant experiences in the Community-Based Block multicultural counselor preparation program using data collected during a 3.5-year longitudinal study of CBB program participants that began in the Spring of 2003. This manuscript was used as the basis for conference proposals for the American Educational Research Association Annual Meeting and an article I submitted for publication.

Butler-Byrd, N. (2005). *A Longitudinal Study of Experiential Multicultural Counselor Preparation*. Research, Scholarship, and Creative Activity (RSCA). SDSU University Grants Program. Awarded \$1,000. This award provided seed money for consultation and management services from Apian Software for my research study database. These funds also helped me research software that was designed to facilitate the online collection and analysis of data for my research study on graduate student experiences in experiential multicultural education.

Unpublished, Refereed Papers before Professional Conferences

- Butler-Byrd, N., (2008, August). *African American emotional management: Meeting the challenges of African-American mental health*. CEU workshop presented at the Association of Black Psychologists' 40th Annual Meeting, Oakland, CA.
- Butler-Byrd, N., & Brown, A. (2007, August). *African American experiences in a multicultural counselor preparation program: Striving for the physical, mental and spiritual well-being of people of African descent*. Paper presented at the Association of Black Psychologists' 39th Annual Meeting, Houston, TX.
- Butler-Byrd, N. (2007, June). *Prioritizing social justice and community healing through transdisciplinary counselor preparation*. Paper presented at the 11th Biennial Conference of the Society for Community Research and Action (SCRA), Pasadena, CA.
- Butler-Byrd, N., & Senour, M. N. (2007, February). *33 years of multicultural counselor preparation for social justice: The SDSU Community-Based Block Program*. Paper presented at the 2nd Annual California State University Conference on Community Based Teaching and Research: Diversity in California, San Jose, CA.
- Butler-Byrd, N., Senour, M. N., & Page, K. (2007, February). *The SDSU Community-Based Block Program: 33 years of successful, non-traditional counselor preparation*. Paper presented at the 24th Annual Winter Roundtable on Cultural Psychology and Education: Traditional and Non-Traditional Approaches to Addressing Race and Culture in Psychology and Education, New York, NY.
- Butler-Byrd, N. (2006, November). *32 years of transformative counselor preparation: The SDSU Community Based Block*. Paper presented at the National Association for Multicultural Education Conference, Phoenix, AZ.
- Butler-Byrd, N. (2004, April). *Critical perspectives on engineering the doctoral process: An African American female voice*. In A. Ochoa (Chair), *Critical perspectives on engineering the doctoral process: Ethnically diverse voices*. A symposium presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Butler-Byrd, N. (2004, April). *Implementing a Freirian vision: Critical social consciousness development in a multicultural counseling program*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Butler-Byrd, N. (2004, April). *The Community-Based Block Program: Cultivating hearts for transformative social justice at the edge of each other's battles: Social justice educators and community activists*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Butler-Byrd, N. (2003, April). *Liberating Critical Youth Voices for Social Justice in Urban Environments*. Session Chair for paper session at the American Educational Research Association Conference, Chicago, Illinois.

Other Professional Conference Presentations

Butler-Byrd, N. (2009, May). *Microaggressions: Affects on Body & Well-Being*. Paper presented at the Radix Annual Conference, Pacific Palisades, CA.

Butler-Byrd, N. (2009, April). *A Past is not a Heritage: Reclaiming Indigenous Principles for Social Justice and the Education of People of African Descent*. In J. Andrzejewski, M. Baltodano, & L. Symcox (Co-Chairs), *Social Justice, Peace, and Eco-justice Standards: A Transformative Framework for Educators*. A Division G: Social Context of Education Vice-Presidential Invited Session at the American Educational Research Association Conference, San Diego, CA.

Butler-Byrd, N., (2006, March). *Unintentional "Isms" in counseling & therapy*. Paper presented at the Radix Annual Conference, Paho, HI.

Professional Association Membership and Activities

Association of Black Psychologists, member

Society for Community Research and Action (American Psychological Association, Division 27),
Member

American Educational Research Association

Division G: Social Context of Education

Butler-Byrd, N. (Coordinator and Co-Facilitator). (2003, April). *Division G: Social Context of Education Graduate Student Seminar*. A graduate student seminar sponsored by Division G Social Context of Education at the annual conference of the American Educational Research Association, Chicago, IL.

Division E: Counseling

Special Interest Group: Critical Educators for Social Justice

Program Committee Co-Chair: 2002-2003, 2004-2005, 2005-2006

Mentor/Presenter: 1st Annual Graduate Student Forum, 2009

United States Association for Body Psychotherapy, Member

Honors and Awards

National Conference for Community and Justice Service Appreciation Award, May 1998

San Diego Psychiatric Association Award for Contributions to Mental Health in Arts and Music,
May 1995

Fellowships and Training

Kettering Foundation Public Scholar

July 2007- 2009

This program engages recently appointed faculty from institutions that serve marginalized groups in a two-year initiative to further practical research concerning possible roles of American society in the production and articulation of public knowledge. The program is coordinated by Joffre T. Whisenton and Associates, Inc. and supported by the Charles F. Kettering Foundation. As a public scholar, I'm being trained in deliberative democratic processes, issues framing and research methodologies. I am also working on a research project: *Collective Decision-Making and Democratic Processes in*

Community Practice and Counselor Preparation which will be completed by December 2009.

Fulbright Central Connecticut State University Educators' Field School in Ghana, West Africa

Educator Participant

July 7-August 6, 2004

This program gave educators interested in Africa the opportunity to learn about the history and culture of Ghana, West Africa, including its history, art history, geography, archaeology, and African cultural values. Participants also experienced Ghanaian traditions, contemporary life, education, and explored other aspects of Ghanaian life. The curriculum included a workshop by the Ghana Dance Ensemble, lectures by faculty from the University of Ghana-Legon, and visits to the W.E.B. DuBois Center, Padmore Library, Christianborg Castle, Elmina Castle, Cape Coast Castle, Makola Women's Market, and the 31st December Women's Movement.

Claremont Preparing Future Faculty Program

Psychology of Learning Faculty Learning Community Member

September 2002 – May 2003

The Preparing Future Faculty and Learning Communities Program at Claremont Graduate University is part of a national movement to transform the way graduate students are prepared for their careers as professors through workshops, learning communities, courses, fellowships, professional practica, teaching labs, and consultations. I had the opportunity to develop a course and teaching portfolio, as well as the skills and knowledge necessary to teach at a variety of higher education institutions. I also developed a curriculum for CBB's ED 690 course, including course and lesson objectives, appropriate learning activities, and evaluation of learning. I practiced teaching using a variety of strategies and technologies that enhance student learning. I developed a better understanding of faculty roles and responsibilities, including teaching, learning, and service.

Coro Fellows Program in Public Affairs

September 1999 – May 2000

The Fellows Program in Public Affairs is a nine-month, full-time, post-graduate experiential leadership training program which introduces diverse, intelligent and driven individuals to all aspects of the public affairs arena. Field assignments, site visits, interviews and special individual and group projects prepare Coro Fellows to translate their ideals into action for improving their own communities. I was selected to participate in the Los Angeles program through a highly competitive process.

Unconventional by traditional academic standards, the program is rigorous and demanding, and is an unparalleled opportunity for personal and professional growth. As a Coro fellow, I learned how to (a) analyze the resources, needs and goals of different institutions and organizations; (b) communicate effectively with members of diverse communities; (c) build consensus among individuals with differing viewpoints and agendas; (d) understand the dynamics of working with groups and individuals; (e) design, undertake and evaluate projects; (f) promote effective decision-making; (g) build and maintain a personal and professional network. I also learned to see the big picture - the community as a whole - and appreciate the varying perspectives that characterize our cities, states and nation. Additionally, I learned to understand that the long-term vitality of our democracy is more reliant than ever on leaders who can skillfully bridge the competing concerns of an increasingly diverse constituency in a world of constant change, varying resources and increased globalization.

The Bonny Method of Guided Imagery and Music Training

February 1999 – 2002

I participated in two years of specialized training to become a practitioner of the Bonny Method of Guided Imagery and Music by Stephanie Merritt, Ph.D. a fellow in a training program approved by Association of Music and Imagery. The Bonny Method is a music-oriented exploration of consciousness. It offers persons the opportunity to integrate mental, emotional, physical and spiritual

aspects of well-being, as well as awaken to a greater transcendent identification. It is practiced primarily in psychotherapy and counseling settings. Specifically sequenced classical music programs are used to stimulate and sustain a dynamic unfolding of inner experiences. I was trained to facilitate one-to-one and group sessions in this modality, which I have provided to individuals and groups since 2004.

Institute of HeartMath-Claremont Graduate University Collaboration

Research Assistant and Trainee

July 2002-2005

As a doctoral student at Claremont Graduate University, I was a research assistant in two HeartMath research studies and was also trained by the Institute of HeartMath in emotional management techniques and the use of Freeze-Framer (now known as EmWave) emotional management software. For the past four years, my research, teaching and healing has focused on multicultural competence and emotional well-being using HeartMath and other healing modalities. HeartMath emotional management techniques and software were developed from HeartMath research to help individuals reach an identified measurable physiological state that underlies optimal learning and performance. In this state, emotions are calm, and the brain, nervous system and other bodily systems function with increased synchronization and harmony. This facilitates higher cognitive processes critical for focusing attention, reasoning and creativity, all essential for effective learning, performance, competent multicultural service and social success.

RADIX Institute Training

November 2005 – current

RADIX is a personal growth educational process that is based on the Reichian philosophy that each person is a whole being composed of body, mind, spirit and emotions. For personal growth and change to occur and have a lasting effect, it must transform a person holistically. RADIX uses mind (verbal), emotions (affective), and body (somatic) education and counseling techniques to bring lasting change to each level of the whole person. As the work progresses, participants typically begin feeling more fully alive and authentic, while developing healthier behaviors and more choices about how to respond to life events. In a series of quarterly workshops, I have been trained in three essential aspects of this neo-Reichian method: (a) experiential work: the trainee must, open emotionally, experience the process deeply, gain self-understanding and have grown significantly as a consequence; (b) conceptual, technical knowledge: the trainee must come to understand the work well and become familiar with relevant books and articles; and (c) practice teaching, developing the skills to apply this knowledge, including working directly with clients, using supervision effectively and maintaining records. Under the supervision of the Radix Institute Director, Becky Bosch, I provide individual and group experiential education sessions.

SERVICE FOR THE UNIVERSITY AND THE COMMUNITY

Service for the University

African American Faculty Support Group, 2008-current

University Committee on Diversity, Equity and Outreach (DEO), 2008-current

Faculty Senate, Substitute for Karen Cadiero-Kaplan in Spring 2008 and Fall 2009

Service for the College of Education

College of Education Diversity Equity and Outreach (DEO) Committee, 2006-current

Professional Development Committee, 2007-2008

College of Education Information Technology Consultant Selection Committee, Spring 2007
College of Education Technology Committee, 2007-2008
College of Education Futures Retreat, 2006
Emerging Trends Initiative, Spring 2005
Resource Allocation Committee, 2004-2005, 2005-2006
Resource Allocation Committee, 2004-2005, 2005-2006

Service for the Department of Counseling and School Psychology

CSP Resilience Scholarship Committee Member, 2008-present
CBB People of African Descent Group, 2007-current
CBB Faculty Retention Study Committee, 2005-2006
CBB Academic Review Committee, 2005-2006
CBB Faculty Development Committee, 2005-current
CBB Technology Committee, 2004-current
CSP Research Committee, 2004-current
CSP Doctoral Planning Committee, 2004-2005
African American Mentoring Program, 2004-2005; 2006-current
CBB Curriculum Development Committee, 2003-current
Community-Based Block Admissions Committee, 2003-current

Service for the Community

San Diego Community College District Trustee Advisory Council Member, 2007-present

South Bay Teen Recovery Center Staff Workshop in Emotional Management, Consultant and Facilitator, July 24, 2008, San Diego, California.

Dialogue on the Future of the San Diego, California Airport. Sponsored by the San Diego County Regional Airport Authority Co-Facilitator for Viewpoint Learning, April 2 and 3, 2004, San Diego, California.

Dialogue on Healthcare Reform. Sponsored by the Robert Wood Johnson Foundation. Co-Facilitator for Viewpoint Learning, April 17, 2004, Atlanta, Georgia.

California Association of Peer Programs, Board Member and Secretary, 1994 – 1996
Black Women in Recovery, Co-Founder, 1989 – 1991
Expressive Therapy Center, Board Member, 1989 - 1991