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About the Editorial Board

Editor

James C. Wadley, PhD, LPC (PA & NJ), ACS is an associate professor and director of the Master of Human Services program at The Lincoln University. As a scholar-practitioner, he is a licensed professional counselor and maintains a private practice in the States of Pennsylvania and New Jersey.

He is the founding editor of the scholarly, interdisciplinary journal, the *Journal of Black Sexuality and Relationships*. His academic and professional background in human sexuality education and educational leadership has enabled him to galvanize scholars and practitioners in the field of sexology across the world.

His research and publication interests include sexual decision making among young adults, masculinity development and conceptions of fatherhood by non-custodial fathers, and HIV/AIDS prevention. He has written undergraduate and graduate courses and recently authored twenty-two courses for the Master of Science in Counseling program for The Lincoln University. He has spoken around the country about intimacy enhancement, sexual identity and orientation, anger management and conflict negotiation, contemporary issues around sexuality diversity and race, and has written for several popular media outlets about relational formation, maintenance, and longevity.

Dr. Wadley received his Doctorate of Philosophy degree in education from the University of Pennsylvania with a concentration in educational leadership and human sexuality education. He has a Master of Science in Education degree in school psychology from the University of Kentucky. Finally, he holds a clinical postgraduate certificate from Thomas Jefferson University/Council for Relationships in Philadelphia and several other state certifications that enable him to be one of the nation's best marriage, family, and sexuality clinicians.

Editorial Board

Crystal Rae Coel (pronounced like Noel but with a c), JD, is the Director of Speech and Debate in the Organizational Communication Department within the College of Business at Murray State University. She has been at Murray State for over seventeen years. She enjoys serving as the Head of Elizabeth College, which is one of the eight residential colleges made up of students, staff, and faculty members. She is the first African American head of a residential college at Murray State. In 2012, Kentucky Governor Steve Beshear appointed her to a four year term on the Public Advocacy Commission that oversees the public defender system.

She has appeared in *Who's Who in Education* and *Who's Who in American Law*. Her expertise is in public speaking, debate, mediation, broadcast performance, team communication and leadership. She's a licensed Pennsylvania attorney, certified mediator, and the owner of C-R-C Consulting, LLC. She is also the author of *THE Presentation Guide Book: From the Classroom to the Boardroom* with Kendall Hunt Publishing.

Dr. Coel is from suburban Philadelphia, Pennsylvania. She received her Bachelor of Arts in mass media and journalism from Hampton University in Virginia, her Master of Arts in communications with an emphasis in public address, from the University of Louisiana at Monroe, and her Doctor of Jurisprudence from Southern University Law Center. She has taught in London, England; Dublin, Ireland; at the University of Wisconsin; and at the Community College of Philadelphia. She has trained post-doc fellows at the National Taiwan University's Intel-NTU Center. She is a member of several professional communication and legal organizations and she has received awards for forensics and teaching excellence. Her article "Campaign 2008: The Legal and Ethical Considerations of Rhetorical Posturing and Media Strategies" appears in the fall 2007 *Kentucky Journal of Communication*. She loves God as the Trinity, her family members, her friends and her students.

Andrea Davis, PhD, is the former director of the Centre for Research on Latin America and the Caribbean (CERLAC) and an associate professor in the Department of Humanities at York University in Toronto. She teaches courses in literatures and cultures of the Americas and has published widely on Black women's fictional writing and constructions of gender and sexuality. She is also interested in questions of engaged multicultural citizenship, in particular, the role of minority youth and women in reconstituting

ing national identities. Her current research partnership, “Youth and Community Development in Canada and Jamaica: A Transnational Approach to Youth Violence,” funded by the Social Sciences and Humanities Research Council of Canada (SSHRC) builds on this research priority. The partnership, which brings together researchers from five Canadian universities and the University of the West Indies (Mona), as well as Jamaican and Canadian community partners to explore the role of the arts as an intervention into youth violence, was identified for its research excellence by the Council of Ontario Universities (COU) and profiled in 2012–2013 in COU’s Research Matters Campaign.

Karen Flynn, PhD, is an associate professor in the Department of Gender and Women’s Studies and the Department of African-American Studies Program at the University of Illinois, Urbana–Champaign. She received her PhD in women’s studies from York University, Toronto, Ontario, in 2003. Her research interests include migration and travel, Black Canada, health, popular culture, feminist, Diasporic and post-colonial studies. Dr. Flynn’s recent book: *Moving Beyond Borders: Black Canadian and Caribbean Women in the African Canadian Diaspora* is published by the University of Toronto Press. *Moving Beyond Borders* won the Lavinia L. Dock Award from the American Association of the History of Nursing. She is currently working on a second book project that maps the travel itineraries of Blacks across borders.

In addition to her academic work, Dr. Flynn has published numerous editorials in *Share*, Canada’s largest ethnic newspaper, which serves the Black and Caribbean communities in the Greater Metropolitan Toronto area. She was also a freelance writer for *Canada Extra*, and most recently for *Swaymag.ca* where she wrote passionately about contemporary issues considering issues of race, gender, class, sexuality, age, and nation. Dr. Flynn is currently a Dean’s Fellow for the College of Liberal Arts and Sciences, a program geared towards strengthening and expanding the cadre of leaders in the College.

Anita Hawkins, PhD, has more than thirty years of experience in the field of health and human services, working with public agencies, health care organizations, institutes of higher education and community-based organizations. Her field work and related research on HIV, substance abuse, and mental health issues have led her to explore the nexus of sexuality and sexual relationships on the health and well-being of the African American

community. She earned her BS in psychology from Georgetown University, her MHS from The Lincoln University in Pennsylvania, and her PhD in community health education from the University of Maryland College Park.

Larry D. Icard, PhD, DSW, is a professor in the College of Health Profession and Social Work at Temple University where he also serves as director of the Center for Intervention and Practice Research. His research and publications focus on developing and testing interventions to reduce health problems experienced by at-risk populations including pre-release incarcerated men, African American men on the down low, African American gay and heterosexual men, South African adolescents, South African men who have sex with men, South African heterosexual men, South African adolescents, and HIV-positive African American men and women.

Treva Lindsey, PhD, is an assistant professor of women's, gender, and sexuality studies at The Ohio State University. Her research and teaching interests include African American women's history, Black popular and expressive culture, Black feminism(s), hip hop studies, Black sexual politics, and critical race and gender theory. Her first book, *Colored No More: New Negro Womanhood in the Nation's Capital*, is under contract with University of Illinois Press. She is also the co-editor of a forthcoming volume on Black popular culture studies in the twenty-first century.

Doreen Loury, PhD, is currently Director of the Gateway/ACT 101 Program at Arcadia University in Glenside, Pennsylvania, which is a state EEO (Equal Education Opportunity) program designed to provide access and support to socially and academically disadvantaged students attending college. Dr. Loury is also a professor in the Department of Sociology, Anthropology, and Criminal Justice at Arcadia where she developed the university's African American studies curriculum and is currently developing a minor in Africana Studies. Dr. Loury is the 2010 recipient of the prestigious Lindback Foundation Award for Distinguished Teaching and is the first African American to receive the award at Arcadia University.

Dr. Loury is the Founder and Executive Director of the nationally recognized Black Male Development Symposium. The symposium during its six years has been held annually at Arcadia University's campus and has offered workshops and speakers to over four thousand students, parents, community leaders, and practitioners in the tri-state and beyond.

Aretha Faye Marbley, PhD, is a professor and director of community counseling in counselor education at Texas Tech University. She is a critical global multicultural–social justice womanist activist, scholar, storyteller, and clinical counselor educator whose multicultural-social justice and human rights work has spanned over three decades. As a helper, healer, advocate, and storyteller for women, people of color, and marginalized communities, she critically examines the intersectionality of multiple social identities (e.g., race, ethnicity, nationality, ancestry, age, class, gender, ability, and sexuality) and listens to the experiences, voices, and counternarratives of marginalized women, communities, and people trapped in oppressive social structures, social locations, and social statuses. She is the recipient of numerous awards for her work including a national human rights award, a social justice anti-oppression award, and a research award.

Winnie Mucherah, PhD, is a professor of developmental psychology. She received both her master's and doctorate degrees in human development from the University of Maryland, College Park, Maryland. Her research interests include classroom climate and academic achievement, reading motivation and academic achievement in middle school students, self-concept and academic achievement, self-concept and self-esteem among minorities, significance of native languages, and cross-cultural research focusing on adolescents. In addition, she conducts research on teachers' sense of efficacy and beliefs in immersive learning experiences.

Winnie also developed a partnership with two Kenyan universities involving student and faculty exchanges and research. Through this partnership she takes Ball State students to Kenya in the summer for immersive learning. Winnie also writes grants for a rural primary school in Kenya on various projects like nutrition, barriers to academic success, and health and hygiene among preadolescent and adolescent girls.

Kenneth Monteiro, PhD, is the dean of the College of Ethnic Studies at San Francisco State University, the only college of ethnic studies in the nation. Prior, he was the University Dean of Human Relations, professor, and former chair of the Psychology Department at San Francisco State University. Before teaching at San Francisco State, he was on faculty at the University of Illinois at Urbana–Champaign and at Rutgers University at New Brunswick. Dr. Monteiro received his PhD from Stanford University in experi-

mental psychology with a specialization in cognitive psychology, and his bachelor's degree (AB) in psychology from Dartmouth College.

He has published in a range of areas including emotion and memory; culture and thought; ethnic, gender and sexual identity; and academic and reading achievement for African, Asian and Latino youth. His edited text, *Ethnicity and Psychology: African, Asian, Latino and Native American Psychologies*, has been used nationally to bridge ethnic studies and psychology courses addressing these communities.

Valerie Newsome, PhD, received her doctorate in biobehavioral health from Pennsylvania State University in 2013. Her research addresses cultural influences on sexuality and health behavior, as well as the structural contributors to disparities in health across race and gender. She has co-authored various papers and presentations addressing HIV/AIDS in the United States and South Africa.

Bridgette Peteet, PhD, is an assistant professor of psychology at the University of Cincinnati. Her academic research interests include the impact of racial identity and psychological well-being on ethnic minority achievement. She is a licensed clinical psychologist with a small private practice emphasizing mood disorders, cultural issues, and couples therapy. She also teaches courses on cultural competency in clinical practice and research. In her community Dr. Peteet has served as a cultural competency consultant and conducts an ethnic minority parenting support group.

James Peterson, EdD, is a research scientist with the Department of Epidemiology and Biostatistics at George Washington University, where he teaches a course "Ethnographic Methods as Applied in Public Health" and has participated with and managed ethnographic and qualitative research activities on multiple projects.

His interests are conducting ethnographic research among substance abusers, HIV/AIDS fieldwork, and using social research strategies to gain access to hard-to-reach populations, applying a variety of ethnographic and qualitative research methods including types of street and institutional interviewing, observations, and focus group research.

Currently, Dr. Peterson conducts ethnographic research with high-risk populations in Washington DC on a CDC-funded National HIV Behavioral Surveillance (NHBS) study.

Leon Rouson, PhD, is an associate professor in the Department of Early Childhood, Elementary and Special Education at Norfolk State University in Norfolk VA. Dr. Rouson completed both his bachelor's and master's degrees from North Carolina Central University in Durham NC and his PhD from Old Dominion University in Norfolk VA.

Dr. Rouson has published several research articles in refereed journals and has written many book chapters. His research focuses on issues of diversity and social justice—and most often centered around diversity and oppression, urban Black males, child development, curriculum and instruction, and school culture.

Dr. Rouson is also a renowned national educational consultant and motivational speaker.

Gregory Seaton, PhD, serves as an associate professor at the College of New Jersey in the Department of Education Administration and Secondary Education. He teaches pre- and in-service teachers educational psychology, curriculum design, adolescent learning and development, and research methods. His research is primarily focused on how context informs the developmental and academic possibilities of youth, particularly Black males. Most recently, Seaton's research has examined the role of student-teacher relationships in promoting positive outcomes for urban youth.

Seaton has served as a youth outreach worker for the Orlando Housing Authority where he was responsible for job readiness and life skill training for public housing residents. Additionally, Seaton served as executive director for Teacher Education for America's Minorities (TEAM) at the University of Central Florida. As director, he recruited and trained minority teachers to provide high quality instruction in urban and poorly funded schools. Seaton has a counseling-based EdM from Harvard University in risk and prevention and a PhD in educational leadership and human development from the University of Pennsylvania.

Dionne Stephens, PhD, is an assistant professor in the Department of Psychology at Florida International University (FIU); she also holds affiliated faculty status in the Women's Studies program and Latin America and Caribbean Studies Center. Originally from Toronto, Canada, she became a faculty member at FIU after earning her doctorate in human development from the University of Georgia.

Dr. Stephens's research examines socio-historical factors shaping minority populations' sexual scripting and sexual health processes, with emphasis on gender and ethnic/racial identity development. Her current research study explores young adults' and parents' attitudes toward HPV vaccines, and cultural factors influencing intimate partner violence attitudes. She is author of several articles on sexuality issues in racial minority communities. For her work in these areas, Dr. Stephens was awarded the Jessie Bernard Award for Outstanding Contribution to Feminist Scholarship from the National Council of Family Relations and the Carolyn Payton Early Career Award from the American Psychological Association.

Terrell L. Strayhorn, PhD, is a professor of higher education in the College of Education and Human Ecology (EHE) at The Ohio State University, where he also serves as director of the Center for Inclusion, Diversity, and Academic Success (IDEAS) and EHE chief diversity officer. Dr. Strayhorn has faculty affiliations with several centers and academic programs/departments, including Kirwan Institute for the Study of Race and Ethnicity and Sexuality Studies. Author or editor of eight volumes, Dr. Strayhorn maintains an active and highly visible research agenda focusing on two major foci: assessing student learning and development outcomes and the ways in which college affects students, and identifying and understanding factors that enable or inhibit the success of historically underrepresented, misrepresented, and vulnerable populations in education, with a particular accent on issues of race, class, and gender and how they affect the experiences of racial/ethnic minorities, college men, economically disadvantaged individuals, and marginalized groups in postsecondary education. Finally, he is author of several books including one on gay students of color in college.

Joseph Youngblood II, PhD, JD, is the vice provost for academic affairs and dean of the John S. Watson School of Public Service and Continuing Studies at Thomas Edison State College. Dr. Youngblood has spent the past twenty years working in education, law, and public policy. Dr. Youngblood earned a JD from the University of Iowa College of Law and a PhD from the University of Pennsylvania, where he was a Crawford Fellow and received an interdisciplinary doctorate that combined anthropology, comparative human development, public policy, and education to study issues of race, culture, identity, and inequity in schools, political systems, and society. Dr.

Youngblood's recent research interests include the prediction of resiliency and the influence of identity processes for competence formation among urban children with special needs classifications. Other research and practice initiatives include the ongoing development and implementation of developmentally appropriate, culturally competent, and contextually unique programs for urban adolescents and adults.