

Tommy L. Wells, Ed.D.

Assistant Professor of Education
Bellarmine University
twells@bellarmine.edu

EDUCATION

- 2020 Doctor of Education (Ed.D.), Educational Leadership and Policy
Vanderbilt University, Nashville, TN
- 2016 Master of Science in Education (M.S.Ed.), Educational Leadership and Policy
Purdue University, West Lafayette, IN
- 2015 Master of Education (M.Ed.), Educational Psychology
Loyola University Chicago, Chicago, IL
- 2014 Specialist in Education (Ed.S.), Counseling and Counselor Education
Minor: Learning and Developmental Sciences
Indiana University, Bloomington, IN
- 2013 Master of Science in Education (M.S.Ed.), Counseling and Counselor Education
Indiana University-Purdue University Indianapolis (IUPUI), Indianapolis, IN
- 2011 Bachelor of Arts, Psychology
Bachelor of Music, Contemporary Voice Studies
Northwestern University, Evanston, IL

PROFESSIONAL EXPERIENCE

Academic Appointments

Visiting Fellow, School of Education and Social Policy (2023 – present)
Northwestern University, Evanston, IL

Assistant Professor (tenure track), Annsley Frazier School of Education (2020 – present)
Bellarmine University, Louisville, KY

Adjunct Faculty, School of Education (2018 – 2020)
Indiana University-Purdue University Indianapolis (IUPUI), Indianapolis, IN

Adjunct Faculty, College of Applied Behavioral Sciences (Summer 2019)
University of Indianapolis, Indianapolis, IN

Administrative Assignments

Graduate Research Assistant, School of Education (2014 – 2015)
Loyola University Chicago, Chicago, IL

K-12 Education Experience

School Counselor, MSD Washington Township, Indianapolis, IN (2017 – 2020)
Summer School Principal, Indianapolis Public Schools, Indianapolis, IN (Summer 2017)
School Counselor, Indianapolis Public Schools, Indianapolis, IN (2015 – 2017)
Summer School Teacher, Butler Community Arts School, Indianapolis, IN (Summer 2016)
Interim School Counselor, Zionsville Community Schools, Zionsville, IN (Spring 2014)
After School Coordinator, MSD Washington Township, Indianapolis, IN (2012 – 2014)
Special Education Teaching Assistant, MSD Pike Township, Indianapolis, IN (Fall 2011)
Enrichment Teacher, AmeriCorps - Summer Advantage USA, Indianapolis, IN (Summer 2011)

Consulting Experience

Consultant, EDreimagined, San Antonio, TX (2021 – present)
Consultant, Collaborative for Teaching and Learning, Louisville, KY (2023)
Subject Matter Expert, Western Governors University (2023)

Mental Health Counseling Experience

Therapist, Family and Community Partners, Indianapolis, IN (Summer 2019)
Mental Health Professional, Camp Kesem - Indiana University, Princeton, IN (Summer 2014)
Mental Health Counselor Associate, Healing Hidden Hurts, Carmel, IN (2011 – 2013)

SCHOLARSHIP

Refereed Journal Articles

**student co-author*

1. **Wells, T.**, Taylor, A. J., & Young, R. (2022). Kentucky school administrator perspectives on trauma-informed practices: Implications for critical supervision. *Journal of Educational Supervision*, 5(3), Article 3. <https://doi.org/10.31045/jes.5.3.3>
2. Taylor, A. J., **Wells, T.**, & Lein, A. E. (2022). Preservice teachers' knowledge and perceptions of Response to Intervention/Multi-tiered Systems of Support. *Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children*, 9(1), Article 3. <https://digitalcommons.murraystate.edu/ktej/vol9/iss1/3/>
3. **Wells, T.**, Chimka, M., & Gee, V.* (2022). Teacher perspectives of professional development needs on trauma-informed practices. *Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children*, 9(1), Article 2. <https://digitalcommons.murraystate.edu/ktej/vol9/iss1/2/>
4. **Wells, T.** (2022). School counselor perceptions and knowledge of trauma-informed practices. *Professional School Counseling*, 26(1), 1–13. <https://doi.org/10.1177/2156759X221096352>
5. **Wells, T.**, Chimka, M., & Kaur, S. (2021). Rural principal perspectives of leadership development needs. *The Rural Educator*, 42(3), 45–55. <https://doi.org/10.35608/ruraled.v42i3.1111>

6. Thompson, C. E., & **Wells, T.** (2021). How do peace psychologists address the violent assaults on Black people's lives? A review of studies published in the Peace and Conflict journal. *Peace and Conflict: Journal of Peace Psychology*, 27(2), 120–135. <https://doi.org/10.1037/pac0000515>
7. Graves, S. L., Newell, M., Harrell, F., & **Wells, T.** (2021). A mixed data analysis of graduate student mentoring for faculty careers in school psychology. *Contemporary School Psychology*, 25(1), 99–108. <https://doi.org/10.1007/s40688-019-00253-0>

Book Chapters

*student co-author

8. **Wells, T.**, Chimka, M., & Gee, V.* (2023). Teacher candidate perceptions and knowledge of trauma-informed practices in schools. In O. Schepers, M. Brennan, P. E. Bernhardt (Eds.), *Developing trauma informed teachers: Creating classrooms that foster equity, resiliency, and asset-based approaches: Research findings from the field* (pp. 195-215). Information Age Publishing.
9. Coffee, G., Fenning, P., & **Wells, T. L.** (2015). *Promoting youth sexual health: Home, school, and community collaboration*. Routledge.

Manuscripts under Review

Wells, T., & Archibald, J. (revise and resubmit). A phenomenological study of Black women secondary school counselors and their experiences with self-care. *Professional School Counseling*.

Wells, T. Creating trauma-informed higher education classrooms: Exploring undergraduate and graduate student perceptions. *Journal of Effective Teaching in Higher Education*.

Wells, T., Taylor, A. J., & Lein, A. A critical policy analysis of Kentucky school districts' trauma-informed education plans: Issues of availability, quality, and state-level guidance. *Kentucky Teacher Education Journal*.

PRESENTATIONS

Refereed National and International Conference Presentations

*student co-author

1. **Wells, T.**, & Taylor, A. J. (2023, April). *Creating trauma-informed higher education institutions: Perspectives from students with military affiliation*. Poster presented at the American Educational Research Association (AERA) annual meeting. Chicago, IL.
2. Taylor, A. J., **Wells, T.**, & Lein, A. (2022, October). *Preservice teachers' perceptions and knowledge of response to intervention/multi-tiered systems of support*. Poster presented at the 44th International Conference on Learning Disabilities. Richmond, VA.
3. **Wells, T.**, Chimka, M., & Gee, V.* (2022, February). *Teacher perceptions and knowledge of trauma-informed practices: Preparation to implementation*. Paper

presented at the Association of Teacher Educators annual meeting. Chicago, IL.

4. **Wells, T.**, Chimka, M., & Gee, V.* (2021, August). *Teacher candidate perceptions and knowledge of trauma-informed practices*. Paper presented at the Association of Teacher Educators Online Summer Conference. [Virtual]
5. **Wells, T.**, Chimka, M., & Kaur, S. (2020, October). *Supporting rural principals through connection: an early assessment of Elgin Children's Foundation's Principal Support Program*. Paper presented at the University Council for Educational Administration annual convention. [Virtual]
6. Coffee, G., **Wells, T.**, Holmes, K., Karahalios, V., & Way, K. (2015, February). *LGBTQI youth experiences and perceptions of sexuality education*. Paper presented at the National Association of School Psychologists annual convention. Orlando, FL.
7. **Wells, T.**, Rosado, A., & Knobloch-Fedders, L. (2011, May). *Mixed-message communication, generalized anxiety disorder, & distress in couples*. Poster presented at the Midwestern Psychological Association annual meeting. Chicago, IL.

Refereed Regional, State, and Local Conference Presentations

1. Taylor, A. J., **Wells, T.**, & Lein, A. (2023, April). *Preservice teachers' experiences with MTSS: Universal screening & intervention planning*. Paper presented at the Kentucky Excellence in Educator Preparation (KEEP) 2023 Summit. [Virtual]
2. Taylor, A. J., **Wells, T.**, & Lein, A. (2022, April). *Preservice teachers' perceptions and knowledge of response to intervention/multi-tiered systems of support*. Paper presented at the Kentucky Excellence in Educator Preparation (KEEP) 2022 Summit. [Virtual]

Invited Workshops, Panels, and Lectures

1. **Wells, T.** (2023, April). Introduction to trauma-informed practices. Guest Lecturer. MAT 605: Teaching Diverse Learners, Bellarmine University, Louisville, KY.
2. **Wells, T.** (2023, March). Teaching in higher education. Invited Panelist. Vanderbilt University, Nashville, TN.
3. **Wells, T.** (2022, September). Resilience in the classroom: Transforming student veteran experiences in higher education through trauma-informed practices. Workshop presented for the Office of Military & Veteran Services, Bellarmine University, Louisville, KY.
4. **Wells, T.** (2022, June). How to create trauma-informed schools. Guest Lecturer. EDAD 709: Admin Issues Special Populations, Bellarmine University, Louisville, KY.
5. Taylor, A. J., & **Wells, T.** (2022, February). Bellarmine pathways program mentor training: Classroom management tips. Workshop presented for the Center for Community Engagement, Bellarmine University, Louisville, KY.

6. **Wells, T.** (2021, July). Reopening schools, re-envisioning success: A virtual symposium on mental health initiatives in education. Invited Panelist. School of Education, Bellarmine University, Louisville, KY.
7. **Wells, T.** (2021, July). Final project presentations. Invited Panelist. EDUC-G 575 Multicultural Counseling, Indiana University-Purdue University Indianapolis.
8. **Wells, T.** (2021, February). Chronic stress & self-care: Strategies for college and graduate students. Workshop presented for the Northwestern Network Mentorship Program, Evanston, IL.
9. **Wells, T., & Young, R.** (2021, January). Chronic stress & self-care: Strategies for school leaders. Workshop presented for Kentucky's 5th Annual Leadership EdCamp: For Principals by Principals.
10. **Wells, T.** (2020, July). Social and cultural capital of a first-generation college student. Guest Lecturer. HED 565G: First-Generation College Student Experience at Merrimack College, North Andover, MA.
11. **Wells, T.** (2020, July). Final project presentations. Invited Panelist. EDUC-G 575 Multicultural Counseling, Indiana University-Purdue University Indianapolis.

GRANTS

Funded

2022 - 2023 Taylor, A. J. (PI), **Wells, T.** (Co-PI), & Lein, A. (Co-PI). *Educator Preparation Reform Project 2022-2023*. Kentucky Excellence in Educator Preparation. Total Awarded: \$1,500.

Unfunded

2023 **Wells, T.** (PI), & Taylor, A. J. (Co-PI). *Creating Culturally Responsive, Trauma-informed Educators in Kentucky*. Spencer Foundation, Small Grant competition. Requested \$49,933.

2022 **Wells, T.** (PI), & Taylor, A. J. (Co-PI). *Creating Culturally Responsive, Trauma-informed Educators*. Spencer Foundation, Small Grant competition. Requested \$47,488.

TEACHING & ADVISING

Courses Taught

Bellarmino University

EDUG 601: Research Methodology for School Leaders
 EDUG 675: Foundations of Trauma-informed Practices
 EDUG 676: Trauma-informed Classrooms
 EDUG 677: Creating Trauma-informed Schools
 EDUG 678: Advocacy for Wellness and Trauma-informed Care

Indiana University-Purdue University Indianapolis

EDUC-G 502: Professional Orientation and Ethics

EDUC-G 505: Individual Appraisal: Principles and Procedures
EDUC-G 522: Theories of Counseling
EDUC-G 524: Practicum in Counseling
EDUC-G 550: Internship in Counseling
EDUC-G 563: Mental Health Counseling
EDUC-G 580: Teaching Anger Management
EDUC-G 615: Psychopathology and Advanced Diagnosis
EDUC-G 647: Advanced Internship in Mental Health Counseling

University of Indianapolis

MHC 550: Mental Health Counseling, Practicum Seminar

Advising Experience

Bellarmino University

Dissertation - Committee Member (* = Served as Research Methodologist)
March 2023 Cory Nygard*, Education and Social Change program
March 2022 Carolyn Waters*, Education and Social Change program

Master's Advising

Primary Advisor, School of Education

- Total Master of Arts in Education Students: 53

SERVICE

Service to the University, School, and Department

Bellarmino University

University

Member, Faculty Council Core Curriculum Committee (2022 – present)

Member, Faculty Affairs, Special Contract Appointments Subcommittee (2022 – present)

Investigator, Title IX Committee (2021 – present)

Member, Benefits Committee (2021 – present)

Chair, Community-engaged Teaching and Scholarship Subcommittee, President's Task Force for Community Engagement (2021 – 2023)

Member, Evaluation Committee of Benefits Broker (2022)

Member, Search Committee for Assistant Director of Center for Community Engagement (2022)

School

Advisor, Graduate Student Advisory Board (2021 – present)

Member, Diversity, Equity, & Inclusion Committee (2020 – present)

DEI Advocate, Search Committee, Math Education Faculty (2023)

Instructor, New Teacher Support Program (2021 – 2022)

Department

Member, Master of Arts in Education - Teacher Leadership Committee (2020 – present)

Chair, Search Committee, Master of Arts in Education - Adjunct Instructor (2020)

Service to the Profession, Discipline, and Field

Editorial Review Boards

Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE) Journal,
Board Member (2021 – present)

Ad Hoc Manuscript Reviewer

Journal of Educational Supervision (2023 – present)
Kentucky Teacher Education Journal (2022 – present)
Journal of School Counseling (2021 – present)
The Rural Educator (2021 – present)

Conference Proposal Reviewer

American Education Research Association Conference, Proposal Reviewer (2022)
Div. A - Administration, Section 5: Leadership Preparation Development
Div. E - Counseling and Human Development, Section 1: Counseling

Service to the Community

Advisory Board Member

Member, Ed.D. in Organizational Leadership program, Franklin University (2022 – present)
Community Liaison, Mental Health and Educational Programming, The Inception Collective,
Grayson, GA (2022 – present)

PROFESSIONAL MEMBERSHIP

American Educational Research Association (AERA)
Division A: Administration, Organization, & Leadership
Division E: Counseling & Human Development
American School Counselor Association (ASCA)
Association of Teacher Educators (ATE)

CERTIFICATIONS & LICENSES

Certified Trauma & Resilience Practitioner – Clinical (CTRP-C), Starr Commonwealth
Indiana Educator Licenses (10234497)
School Counselor
Building-level Administrator
Teaching - Psychology, grades 5-12
Illinois Educator Licenses (2300122)
School Counselor
Principal
Kentucky Educator License (EPSB: 201229966)
School Counselor, Rank I
Mental Health Counselor (LMHC): Indiana (39003449A)
National Certified Counselor (NCC): ID 685069
National Certified School Counselor (NCSC): ID 685069

Professional Counselor (LPC): Illinois (178.012256)

PROFESSIONAL DEVELOPMENT

Qualitative Research Summer Intensive, Research Talk and the Odum Institute for Social Science at UNC-Chapel Hill (2022)

Diversity, Equity, & Inclusion (DEI) Endorsement, Bellarmine University (2021)

Strategies for Effective Facilitation: Online, Harvard Graduate School of Education (2020)

TBRI & Trauma-Informed Classrooms Training, Texas Christian University (2020)

HONORS

Awards

2020 Superstar Staff, MSD Washington Township

2018 Transformational Leader, IUPUI School of Education

Scholarships

2017 Iris Scholarship, Vanderbilt University

2010 Paulsen Family Scholarship, Northwestern University