

Tommy L. Wells

Bellarmino University
Annsley Frazier School of Education
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EDUCATION

- 2020 *Ed.D., Educational Leadership and Policy*
Peabody College, Vanderbilt University, Nashville, TN
- 2016 *M.S.Ed., Educational Leadership and Policy*
College of Education, Purdue University, West Lafayette, IN
- 2015 *M.Ed., Educational Psychology*
School of Education, Loyola University Chicago, Chicago, IL
- 2014 *Ed.S., Counseling and Counselor Education*
Minor in Learning and Developmental Sciences
School of Education, Indiana University, Bloomington, IN
- 2013 *M.S.Ed., Counseling and Counselor Education*
School of Education, Indiana University, Indianapolis, IN
- 2011 *B.A., Psychology; B.Mus., Contemporary Voice Studies*
Northwestern University, Evanston, IL

PROFESSIONAL APPOINTMENTS

- 2020 – present Assistant Professor of Education
Bellarmino University, Louisville, KY

PUBLICATIONS

Refereed Manuscripts

1. Wells, T., Chimka, M., & Kaur, S. (in press). Rural principal perspectives of leadership development needs. *The Rural Educator*.
2. 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>
3. Graves, S. L., Newell, M., Harrell, F., & Wells, T. (2019). A mixed data analysis of graduate student mentoring for faculty careers in school psychology. *Contemporary School Psychology*, 2159-2020(7), 1-10.
<https://doi.org/10.1007/s40688-019-00253-0>

Refereed Books and Book Chapters

4. Wells, T., Chimka, M., & Gee, V. (in press). Teacher candidate perceptions and knowledge of trauma-informed practices (TIP) in schools. In Schepers, O., Brennan, M., Bernhardt, P.E., (Eds.). *Creating Classrooms that Foster Equity, Resiliency, and Asset-Based Approaches: Implementation of Curricula and Programs in Teacher Preparation* (pp. XXX-XXX). Charlotte, NC: Information Age Publishing.
5. Coffee, G., Fenning, P., & Wells, T. L. (2015). *Promoting youth sexual health: Home, school, and community collaboration*. New York, NY: Routledge.

Manuscripts under review

1. Wells, T. (under review). School counselor perceptions and knowledge of trauma-informed practices. *Professional School Counseling*.

PRESENTATIONS

Refereed Presentations

- Wells, T., Chimka, M., & Gee, V. (2021). Teacher candidate perceptions and knowledge of trauma-informed practices. Paper presented at the Association of Teacher Educators' Online Summer Conference.
- Wells, T., Chimka, M., & Kaur, S. (2020). 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 (UCEA) virtual convention.
- Coffee, G., Wells, T., Holmes, K., Karahalios, V., & Way, K. (2015). LGBTQI youth experiences and perceptions of sexuality education. Paper presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

Invited Presentations

(External)

- Wells, T. (2021). Chronic stress & self-care: Strategies for college and graduate students. Hosted by the Northwestern Network Mentorship Program, Evanston, IL.
- Wells, T., & Young, R. (2021). Chronic stress & self-care: Strategies for school leaders. Presented at Kentucky's 5th Annual Leadership EdCamp: For Principals by Principals.
- Wells, T. (2020). Social and cultural capital of a first-generation college student. Invited Speaker. HED 565G: First-Generation College Student Experience at Merrimack College, North Andover, MA.

(Internal)

- Wells, T. (2021). Reopening schools, re-envisioning success: A virtual symposium on mental health initiatives in education. Invited Speaker. School of Education, Bellarmine University, Louisville, KY.

TEACHING

Bellarmino University

2020 – present Research Methodology for School Leaders (EDUG 601); EDUG-675
Foundations of Trauma-informed Practices (EDUG 675);
Trauma-informed Classrooms (EDUG 676); Creating Trauma-informed
Schools (EDUG 677); Advocacy for Wellness and Trauma-informed Care
(EDUG 678)

Indiana University-Purdue University, Indianapolis

2018 – 2020 Individual Appraisal: Principles and Procedures (EDUC-G 505); Theories
of Counseling (EDUC-G 522); Practicum in Counseling (EDUC-G 524);
Internship in Counseling (EDUC-G 550); Mental Health Counseling
(EDUC-G 563); Teaching Anger Management (EDUC-G 580);
Psychopathology and Advanced Diagnosis (EDUC-G 615); Advanced
Internship in Mental Health Counseling (EDUC-G 647)

University of Indianapolis

2019 Practicum Seminar (MHC 550)

SERVICE

To the University, School, or Department

Bellarmino University

2021 – present Member, President's Task Force for Community Engagement, University
2021 – present Advisor, Graduate Student Advisory Council, School of Education
2021 – present Member, Benefits Committee, University
2020 – present Member, Diversity, Equity, & Inclusion Committee, School of Education
2020 – present Member, MAEd Teacher Leadership Committee, Department
2020 Chair, Search Committee, MAEd program instructor, School of Education

To the Profession, Discipline, and Field

Editorial Board

2021 – present Member, Journal of School Counseling
2021 – present Member, Association of Independent Liberal Arts Colleges for Teacher
Education (AILACTE) Journal
2021 – present Member, The Rural Educator

ADVISING AND RESEARCH MENTORSHIP/SUPERVISION

Doctoral

Dissertation - Chair

Drew Thiemann, Education and Social Change program

Dissertation - Committee Member (= Served as Research Methodologist)*

Carolyn Waters*, Education and Social Change program

Andre Dulaney, K-12 District Leadership program

Kristie O'Bannon, K-12 District Leadership program

Master's

Primary Advisor, School of Education

2021 – 2022 Jeffrey Archer; Mary Cambron; Meagan Campbell; Kurrion Carmichael; Courtney Cecil; Shanda Collins-Alexander; Ariel Davidson; Felicia Duncan; Bridget Flanigan; CJ Fleming; Anita Groenwoldt; Jen Hoffa; Megan Justice; Emily Kaumeyer; Brooke Krekeler; Brianne Mason; Jerusha McGee; Emily Parks; Courtney Pollock; Alison Rodriguez; Shauna Roshone Day; Michelle Salman; Madison Willhite

2020 – 2021 Barbara Anderson; Karissa Bachman; Hannah Ball; Sylvia Barrett; Laiken Breeden; Courtney Cunningham; Laura Davis; Regan Davis; Hailee Day; Rachele Eggleston; Jessica Gilkey; Sara Graviss; Donna Haidle; Jessie Hedge; Kristen Heupel; Sarah Hilb; Julie Jackie; Jennifer Kelly; Kayla Miller

HONORS, RECOGNITION, & AWARDS

2020 Superstar Staff, MSD Washington Township
2018 Transformational Leader, Indiana University-Purdue University, Indianapolis

PROFESSIONAL MEMBERSHIP

American Educational Research Association (AERA)
American School Counselor Association (ASCA)

PROFESSIONAL EXPERIENCE

2017 – 2020 School Counselor, MSD Washington Township, Indianapolis, IN
2018 – 2020 Associate Faculty, Indiana University-Purdue University, Indianapolis
2019 Associate Faculty, University of Indianapolis
2015 – 2019 Instructor, Kaplan Test Prep, Indianapolis, IN
2015 – 2017 School Counselor, Indianapolis Public Schools, Indianapolis, IN
2012 – 2014 Site Coordinator, MSD Washington Township, Indianapolis, IN
2011 – 2013 Clinical Associate, Healing Hidden Hurts, Carmel, IN

CERTIFICATIONS

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
Mental Health Counselor (LMHC): Indiana (39003449A)
National Certified Counselor (NCC): ID 685069
National Certified School Counselor (NCSC): ID 685069
Certified Trauma & Resilience Practitioner – Clinical (CTRP-C)