

Sonia Ramrakhiani, Ph.D.

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Higher Education Counseling and Student Affairs
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Education and Professional Training

- 2017 Doctor of Philosophy, Old Dominion University (CACREP-Accredited)
 Concentration: Counselor Education and Supervision
- 2013 Master of Science, Syracuse University (CACREP-Accredited)
 Concentration: Clinical Mental Health Counseling
- 2010 Bachelor of Arts, St. Xavier's College, Mumbai
 Major: Psychology (Honors)

Certifications

- 2021 Teaching and Learning in the Diverse Classroom, Cornell University
- 2020 Certified Strengths Coach, Gallup Organization
- 2019 Quality Assurance Reviewer, California State University

Academic Employment

- 2022 – Present *Associate Professor and Program Coordinator, Higher Education Counseling and Student Affairs, California Polytechnic State University, San Luis Obispo, CA. Responsibilities include teaching, scholarship, and service.*
- 2017 – 2022 *Assistant Professor, Higher Education Counseling and Student Affairs, California Polytechnic State University, San Luis Obispo, CA. Responsibilities include teaching, scholarship, and service.*
- Summer 2017 *Adjunct Professor, Counseling and Human Services, Old Dominion University, Norfolk, VA. Responsibilities included teaching the practicum course to graduate students in counseling.*

Relevant Professional Experience

2019-2020	<i>Mental Health Counselor</i> , Allan Hancock College – Responsibilities include providing individual counseling to students at the community college who are faced with various mental health challenges, such as, anxiety, depression, relational and financial struggles, etc.
2016-2017	<i>Bi-lingual Advocate</i> , YWCA South Hampton Road – Domestic and Sexual Violence Shelter, VA. Responsibilities included providing individual counseling and translation when communicating with social worker, lawyers, etc. to domestic and sexual violence survivors.
2015-2017	<i>Individual Supervisor</i> , Old Dominion University, VA. Responsibilities included providing individual and triadic supervision to masters and doctoral students in counseling and supervision techniques and skills.
2015-2016	<i>Residential Counselor</i> , Harbor Point Behavioral Health Center, VA. Responsibilities included providing individual, group and family counseling sessions, managing care and working collaboratively with other health care professionals to serve residents with tendencies to engage in self-injurious behaviors. Residents varied from 13 to 19 years of age.
2014-2017	<i>Growth-group Facilitator</i> , Old Dominion University, VA. Responsibilities included providing group experience to undergraduate students in interpersonal skill development, to master's students in developing group facilitation skills and their development as a group counselor, and to doctoral students in identifying group dynamics, understanding subjective countertransference, and increased ability to tune onto group process.
2014	<i>In-home Counselor</i> , Family Buddy, Mumbai, India. Responsibilities included identifying, assessing, and addressing learning and developmental needs of children. Additionally, providing consultation to parents, to enhance the learning and adjustment of children.
2013	<i>Outpatient Counselor</i> , Syracuse Behavioral Healthcare, Syracuse, NY. Responsibilities included providing individual and group counseling sessions to adults (18 and over) with mainly Axis I diagnosis, especially Bipolar Disorder, Post-traumatic Stress Disorder and Schizophrenia.
2012-2013	<i>Academic Success Coach</i> , Say Yes Collegiate Preparatory Academy, Syracuse City School District, NY. Responsibilities included SAT preparation, guidance provided to high school students, outreach and management of the program.

Teaching and Instructional Related Activities

Course taught at California Polytechnic State University

Fall 2017 & 2018

EDUC 586: Introduction to Inquiry in Education

Fall 2019 - 2023	EDUC 561: Group Counseling (2 sections)
Fall 2019 & 2022	EDUC 500: Independent Study
Fall 2017 - 2023	EDUC 573: Field Experience-Counseling
Winter 2018 - 2023	EDUC 564: Legal and Ethical issues in Counseling
Winter 2024	EDUC 560: Counseling Theories
Winter 2021 & 2023	EDUC 500: Independent Study
Winter 2017 – 2024	EDUC 573: Field Experience-Counseling
Spring 2023	EDUC 568: Individual Counseling Techniques
Spring 2018 - 2022	EDUC 589: Educational Research Methods
Spring 2023	EDUC 500: Independent Study
Spring 2017 - 2023	EDUC 573: Field Experience-Counseling

Course taught at Old Dominion University

Summer 2017	COUN 669: Counseling Practicum (Online course) COUN 644: Growth Group (2 sections)
Spring 2017	COUN 801: Current Issues in Counseling and Counselor Education*
Fall 2016	HMSV 341: Introduction to Human Services COUN 655: Social and Cultural Issues in Counseling and Education* COUN 650: Theories of Counseling and Psychotherapy* COUN 647: Addictive Disorders*
Summer 2016	COUN 691: Family Systems and Family Development (Online course)* COUN 647: Addictive Disorders (Online course)* HMSV 491: Family Guidance (Online course)
Spring 2016	HMSV 339: Interpersonal Skills in Human Services COUN 634: Advanced Counseling and Psychotherapy Techniques*
Fall 2015	HMSV 346: Diversity Issues in Human Services
Summer 2015	COUN 691: Family Systems and Family Development (Online course)* HMSV 346: Diversity Issues in Human Services (Online course)
Spring 2015	HMSV 346: Diversity Issues in Human Services (2 sections)* COUN 655: Social and Cultural Issues in Counseling and Education*
Fall 2014	HMSV 441: Non-Profit Fundraising in Human Services* HMSV 339: Interpersonal Skills in Human Services*

Note: * indicates courses that were co-taught as Co-Instructor.

Professional Development and Scholarly Activities at Cal Poly

External Funding

Grant Awarded

Almeida, D., Lehr, J., O'Bryant, C., **Ramrakhiani, S.**, & Byrne, A. (2019-2024). *CSU Strengths Alliance: Community of Practice for Underrepresented Minority Science, Technology, Engineering, & Mathematics (STEM) Faculty Engagement & Success*. National Science Foundation (NSF) Alliance for Graduate Education and the Professoriate (AGEP) program.

I am a co-principal investigator on this \$2,638,250 multi-institution grant awarded by the NSF. We are a team of colleagues from four institutions: Cal Poly San Luis Obispo, Cal Poly Pomona, CSU Dominguez Hills and CSU Fresno. The project team has created a web-based, culturally-informed, strengths-based community of practice for newly hired CSU underrepresented minority (URM) tenure-track/non-tenure-track STEM/STEM Education. We are training tenured CSU faculty to coach pre-tenure URM STEM faculty in navigating their institutional contexts with their unique intersecting identities by leveraging their strengths in their teaching, research, service, and professional networking. My primary role entails serving as the lead qualitative researcher and workshop facilitator. I am responsible for overseeing the data collection, data analysis, and dissemination of findings. I have also chaired the diversity, equity and inclusion (DEI) committee during the first couple of years of the grant. I was charged with developing and facilitating workshops for faculty coaches, project leadership and participants. We had conducted several trainings on intersectionality, implicit bias, retention and tenure. I continue to support the efforts of the DEI and professional development committee as we enter the third year of this grant. I offer support to other committees, such as, marketing committee and reflections committee.

Internal Funding

Grant Awarded

Ramrakhiani, S. & Hackman, C. (2019-2020). *Development and evaluation of a novel Bystander Intervention (BI) Program to prevent harm and violence in college students*. Research, Scholarly, and Creative Activities Grant. (\$12,458).

I was a co-principal investigator on this Research, Scholarly and Creative Activities (RSCA) grant program awarded by the Office of Research and Economic Development. Originally, the researchers (Dr. Hackman and I) planned on conducting a quasi-experimental pre and post-test study that examines the effect of a novel intervention in promoting bystander intervention among college students. This study would have provided initial evidence of efficacy of the novel BI program to ultimately reduce harm and violence in college students. This study would be used as pilot data to apply for federal funding (i.e. Centers for Disease Control and Prevention) and the results would be disseminated through conferences and peer reviewed publications. However, upon starting the project, researchers did not receive a complete BI program from our campus partner: WITH US. Researchers worked all Summer to make necessary revisions to complete the program manual before requesting a panel of 8 experts for feedback on the program. Based on their feedback in the Fall, researchers spent Winter and Spring addressing their concerns. The final product of this grant was a revised draft of the BI program based on expert feedback, which was provided to WITH US to conduct a pilot study. We recommended a second round of expert review prior to proceeding with the

pilot study to examine the effectiveness of the BI intervention in preventing/reducing harm and violence among college students, by focusing on these four: sexual and dating violence, hate and bias, hazing, and unhealthy alcohol/drug use, which will hopefully be implemented in the near future. Lastly, this grant work with student researchers was invaluable. It offered me with opportunities to mentor students throughout this process.

Awarded - BEACoN Research Faculty Mentor (2021, 2022, & 2023)

Title of Research Project: Black, Indigenous and People of Color (BIPOC) student experience on a predominantly white campus: Perceptions of campus climate in the current sociopolitical environment. (Stipend for Mentor and Mentee: \$5000)
The purpose of this study was to understand the impact of the current sociopolitical climate on the campus climate from the lens of BIPOC students, specifically at a Predominately White Institution (PWI). A holistic approach was adopted that is inclusive of the social, emotional and psychological concerns of students. The focus was on uplifting voice of BIPOC students using a narrative inquiry approach. I worked with an interdisciplinary team including, my BEACoN mentees, an underrepresented minoritized undergraduate student on this research project during Winter and Spring of 2021, 2022, & 2023. I brought out and recognized the skills, abilities and assets my mentee had to offer to this project in a collaborative working relationship.

Unfunded

Somoza-Norton, A., & **Ramrakhiani, S.** (January, 2019). *Development of an innovative online Educational Leadership Studies Professional Certificate (ELSPC) for working professionals.* Grant submitted to California State University Innovation Grant program. (\$60,000).

I was a co-author on this grant proposal with my colleague, Dr. Somoza-Norton from the Educational Leadership and Administration Program (ELAP). We identified the need for an online certificate program to serve those unable to attend a graduate program like ours and those seeking additional knowledge in their professional roles in K-12 or higher education, hence we decided to collaborate to seek funds to develop the ELSPC. My co-author's contribution to this proposal was 60%, with my contribution being 40%.

Ramrakhiani, S., Carlisle, K., & Goodman-Scott, E. (May, 2018). *Mindfulness and self-care for educators: An innovative practice to increase teacher efficacy and reduce stress.* Grant submitted to the United States Department of Education: Supporting Effective Educator Development grant program (US DOE: SEEDS Grant Program). (\$1,252,847).

I was the principal investigator on this grant that stemmed from the inherent need for self-care of current teachers, who often work under tremendous stress and experience high rate of burnout resulting in rising rates of turnover in public schools. My co-author, Dr. Carlisle, was my peer and colleague at my previous institution. She is currently an Assistant Professor at Old Dominion University, VA. Her contribution on the project was 30%. My second co-author, Dr. Goodman-Scott, was my faculty and colleague at my previous institution. She is an Associate Professor at Old Dominion University, VA. Her contribution to the project was 10%, with my contribution to the grant being 60%.

Ramrakhiani, S., & Byrne, A. (Feb, 2018). *Mindfulness training for future educators and educational leaders*. Grant submitted to the 2018-19 Research, Scholarly and Creative Activities Grant. (\$12,990).

I was the principal investigator on this grant proposal and it was conceptualized and designed to provide mindfulness training to teacher credentialing students in the School of Education at Cal Poly. My co-author, Dr. Byrne is my colleague in the Higher Education Counseling/Student Affairs program at Cal Poly. His contributions to the project were 20%, with my percentage of contribution to the grant being 80%.

Byrne, A. M. & Ramrakhiani, S. (Feb, 2018). *Development and testing of an adventure-based group lab experience*. Grant submitted to the 2018-19 Research, Scholarly and Creative Activities Grant. (\$11,907).

I was the co-principal investigator on this grant proposal and research design. It was conceptualized by my co-author, Andrew Byrne, who is my colleague in the Higher Education Counseling and Student Affairs program at Cal Poly. The primary purpose of this grant was to develop and test the efficacy of an adventure-based group lab experience for our EDUC 561 Group Counseling course. His contributions to the project were 80%, with my percentage of contribution to the grant being 20%, as a co-facilitator for the group lab.

Publications

Wong-Campbell, J., & **Ramrakhiani, S.** (2024). Defining mixed-race college students: Multiracial (re)categorization and the visibility of graduation gaps. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000556>

Type: Peer-reviewed journal article

Notation: My co-author is a recent graduate from our program (June 2023). He worked on this research study as part of my research class in the program. I served as an RPI and research team member on this study by helping him with the research design, conducting quantitative data analysis, and writing. I also helped the student identify journals for submission and provided feedback on the entire manuscript. My writing contributions focused on the literature review, discussion, and implications. *Journal of College Student Retention: Research, Theory, & Practice* is a leading peer-reviewed journal in higher education and students. My contributions to the study are 30% and occurred at the rank of Assistant & Associate Professor.

Ramrakhiani, S., Byrne, A. M., Almeida, D. J., Bhavsar, V. M., & Sanchez, R. J. Culturally Competent Strengths Peer Coaching for Justice, Equity, and Inclusivity. In *Faculty Peer Coaching in Higher Education: Opportunities, Explorations, and Research from the Field*. Rainville, K. N., & Desrochers, C. G. (Eds.). (2023)

Type: Book chapter

Notation: The book chapter appears in “*Faculty Peer Coaching in Higher Education: Opportunities, Explorations, and Research from the Field*” edited by Rainville & Desrochers. This chapter was proposed as a way to disseminate the work we are doing as part of the Alliance for Graduate Education and the Professoriate (AGEP) NSF Grant. Second and third authors are colleagues at Cal Poly and the other two are colleagues at *Cal Poly Pomona* and *CSU Fresno*. My percentage of contributions towards this book chapter is about 40% and occurred at the rank of Assistant & Associate Professor.

Ramrakhiani, S., Byrne, A. M., & Sink, C. (2021). Examining the experiences of campus safety among international students. *Journal Committed to Social Change on Race and Ethnicity*, 7(2). <https://journals.shareok.org/jcscore/article/view/146/97>

Type: Peer-reviewed journal article

Notation: The second author is a Research Associate at Western Washington University, Bellingham. The third author is an Assistant Professor in my department and program at Cal Poly. As the first author, my role involved designing the research study, collecting data, transcribing, coding and writing the manuscript. My co-authors served as a research team members, assisted in data analysis, and writing the methodology. JCSCORE is a leading peer-reviewed journal in higher education and students and is the flagship journal of the NCORE. My percentage of contributions towards this study is about 70% and occurred at the rank of Assistant Professor.

*Lê, E., & **Ramrakhiani, S. (2021).** Know family, know self: Exploring the influence of family on Vietnamese American college students' experiences. *Journal Committed to Social Change on Race and Ethnicity*, 7(1). <https://doi.org/10.15763/issn.2642-2387.2021.7.1.83-116>

Type: Peer-reviewed journal article

Notation: My co-author is a recent graduate of our program (June 2020). She worked on this research study as part of my research class in the program. I served as an Responsible Primary Investigator (RPI) and research team members by helping her with the research design, coding and analyzing the data. I also helped identify journals for submission and helped convert this class project into a manuscript. My writing contributions focused on the literature review, discussion and implications. I also provided feedback on the entire manuscript. JCSCORE is a leading peer-reviewed journal in higher education and students and is the flagship journal of NCORE. My percentage of contributions towards this study is about 40% and occurred at the rank of Assistant Professor.

*Chávez, M., & **Ramrakhiani, S. (2020).** Resist: An exploration of student activists' partnerships with faculty and student affairs. *Journal of Student Affairs Research and Practice*. Advanced online publication. <https://doi.org/10.1080/19496591.2020.1784748>

Type: Peer-reviewed journal article.

Notation: My co-author is a graduate of our program (June 2019). I served as the RPI on the project with overseeing and providing feedback on the research design, data collection and analysis. I also helped the student with data analysis, identify journals for submission, and helped convert this class project into a manuscript. My writing contributions focused on the literature review, discussion and implications. I also provided feedback on the entire manuscript. *Journal of Student Affairs Research and Practice* is a leading peer-reviewed journal and is the flagship journal of the National Association of Student Personnel Administrators (NASPA) one of the largest student affairs organization in the US. My percentage of contributions towards this study is about 40% and occurred at the rank of Assistant Professor.

Brown, E. M., **Ramrakhiani, S., & Tate, K. (2020).** Not a problem to be fixed: Successful first-generation graduates and implications for college counselors. *Journal of Multicultural Counseling and Development*, 48, 243-256. <https://doi.org/10.1002/jmcd.12197>

Type: Peer-reviewed journal article.

Notation: My co-authors are Assistant Professors in Chicago and New York. I served as a research team member and assisted in coding, data analysis, findings, and identifying implications. My writing contributions focused on the literature review and discussion. Journal of Multicultural Counseling and Development is a leading peer-reviewed journal in counseling, relevant to multicultural interests, intersectional identities, and/or experiences in all areas of counseling and human development; it is the flagship journal of the Association for Multicultural Counseling and Development. My percentage of contributions towards this study is about 30% and occurred at the rank of Assistant Professor.

Ramrakhiani, S. (2017). Overcoming Compassion Fatigue. In *Counselor Self-care* by Corey, G., Muratori, M., Austin, J., & Austin, J., sponsored by American Counseling Association.

Type: Book contribution

Notation: My contribution was focused on addressing experiences of counselors with compassion fatigue/vicarious trauma and provides ways to overcome the same. My contributions to this book occurred at the rank of Assistant Professor.

Manuscript in Submission

*Maldonado-Guzman, D., *Meza, I., & **Ramrakhiani, S.** (*under review*). *¡Con Ganas!* Experiences of first-generation Latinx students at a Predominantly White Institutions: Stories of resilience and persistence.

Journal: *Journal of Latinos and Education*

Notation: My co-authors are recent graduates of our program (June, 2020). They worked on this research study as part of my research class in the program. I served as an RPI and research team members on this study by helping her with the research design, conducting coding and data analysis, and writing the manuscript. I also helped the students identify journals for submission and provided feedback on the entire manuscript. My writing contributions focused on the literature review, discussion and implications. Journal of Latinos and Education is a leading peer-reviewed journal in higher education that addresses questions about Latinos in education. My percentage of contributions towards this study is about 30% and occurred at the rank of Assistant & Associate Professor.

Ramrakhiani, S., *Edwards, J., *Chávez, M., *Hill, C., & *Kiner, E. (*under review*). BIPOC student narratives on campus climate: Navigating a Predominantly White Institution.

Journal: *Journal of Student Affairs Research and Practice*.

Notation: My co-authors are recent graduates of our program (June 2019 and 2020). As the first author, my role involved designing the research, collecting and analyzing data, preparing the manuscript. My co-authors served as a research team taking on various tasks based on their availability to support data collection, analysis and preparing of the manuscript. Journal of Student Affairs Research and Practice is a leading peer-reviewed journal and is the flagship journal of the National Association of Student Personnel Administrators one of the largest student affairs organization in the U.S. My contributions to the study are 60% and occurred at the rank of Assistant & Associate Professor.

Ramrakhiani, S., Brown, E., & Carlisle, K. (*under review*). A qualitative examination of racially minoritized female international students' experiences and perceptions of safety on campus.

Type: Peer-reviewed journal article

Journal: *Journal of Human Services*

Notation: The second author is an Assistant Professor at DePaul University, Chicago, IL. The third author is an Associate Professor at Old Dominion University, Norfolk, VA. As the first author, my role involved designing the research study, collecting data, transcribing, coding and writing the manuscript. My co-authors served as a research team member and assisted in coding and data analysis. *Journal of Human Services* is the flagship journal of the National Organization of Human Services (NOHS). My percentage of contributions towards this study is about 80% and occurred at the rank of Assistant & Associate Professor.

*Kamp, S. J., **Ramrakhiani, S.,** & Thomas, J. D. (*under review*). A historical analysis of student life, curriculum and the role of student affairs in higher education.

Journal: *Journal of Critical Scholarship on Higher Education and Student Affairs*

Type: Peer-reviewed journal article

Notation: The first author is a graduate student in Educational Leadership and Administration. My second co-author is an Assistant Professor in department of Kinesiology and Public Health, at Cal Poly. As the co-author, my role involved guiding the first author in designing an outline for this historical analysis, helped the student identify journals for submission and provided feedback on the entire manuscript. My writing contributions focused on the recent history and implications for practice. *Journal of Critical Scholarship on Higher Education and Student Affairs* is a leading peer-reviewed journal in higher education and students affair. My percentage of contributions towards this article is about 30% and occurred at the rank of Assistant & Associate Professor.

Manuscript in Preparation

Ramrakhiani, S., *Chávez, M., *Edwards, J., *Datuin, E., *Kiner, E., & *Hill, C. (*in preparation*). BIPOC student affairs students' experiences with campus climate at a PWI.

Journal: *Journal of Student Affairs Research and Practice*.

Notation: My co-authors are recent graduates of our program (June 2019 and 2020) and my Beacon Mentee. As the first author, my role involved designing the research, collecting and analyzing data, preparing the manuscript. My co-authors served as a research team taking on various tasks based on their availability to support data collection, analysis and preparing of the manuscript. *Journal of Student Affairs Research and Practice* is a leading peer-reviewed journal and is the flagship journal of the National Association of Student Personnel Administrators one of the largest student affairs organization in the US. My contributions to the study are 60% and occurred at the rank of Assistant & Associate Professor.

Ramrakhiani, S., *Campbell, J., Vieira, P., Almeida, D. J., Byrne, A. M., Lehr, J. L., Sanchez, R. J. (*in preparation*). Experiences of early career faculty from underrepresented backgrounds in STEM: Examination through a strengths lens.

Journal: Journal of Higher Education

Notation: My co-authors are my colleagues at Cal Poly, a current student of our program, and colleagues from *CSU Dominguez Hills* and *CSU Fresno*. As the lead qualitative researcher on the NSF grant, I was actively involved in designing this study, collecting data, ensuring trustworthiness and analyzing the findings from the first two cohort of participants. Journal of Higher Education is the leading scholarly journal on the institution of higher education. My contributions to the study are 60% and occurred at the rank of Assistant & Associate Professor.

Ramrakhiani, S., *Lê, E., & Dhillon, A. . (in preparation). Campus resources and support services utilization and sense of belonging.

Notation: Second author is a recent graduate of our program (June, 2020). She worked on this research study during her time in the program. Third author is an Assistant Professor in the Communication Studies, at Cal Poly. As the first author, my role involved designing the research and the survey to examine campus resource utilization and its relationship to sense of belonging for students. I conducted data collection and analysis with my former student/second author. My percentage of contributions towards this study is about 70% and occurred at the rank of Assistant Professor.

***Kiner, E., Ramrakhiani, S., Chávez, M., & *Hill, C. (in-preparation).** Negotiating the Professional and Activist Role: Autoethnographies of Student Affairs Professionals

Journal: *Journal Committed to Social Change on Race and Ethnicity (JCSCORE)*

Notation: First is a recent graduate of our program (June 2021). The third author is an alum of our program (June 2019) and the fourth author is also a recent graduate of our program (June 2021). We worked on this research study as a research team based on the initial interest expressed by the first student. I served as an RPI and helped establish this research team member of diverse members to conduct this autoethnography. I also helped with the research design, journal prompts, conducting qualitative data analysis, and writing. I helped the student identify journals for submission and provided feedback on the entire manuscript. My writing contributions focused on the literature review, method, and discussion. JCSCORE is a leading peer-reviewed journal in higher education and students and is the flagship journal of NCORE. My percentage of contributions towards this journal article is about 30% and occurred at the rank of Assistant Professor.

***Koduri, N., & Ramrakhiani, S. (in preparation).** Examining DEI outcomes in a Residential Curriculum and the Role of RA's racial identity.

Journal: *Journal of College and University Student Housing*

Notation: My co-author is a recent graduate of our program (June 2021). She worked on this research study as part of my research class in the program. I served as an RPI and research team members on this study by helping her with the research design, conducting qualitative data analysis, and writing. I also helped the student identify journals for submission and provided feedback on the entire manuscript. My writing contributions focused on the literature review, method, discussion and implications. Journal of College and University Student Housing is the academic journal of the Association of College and University Housing Officers – International (ACUHO-I). My percentage of contributions towards this journal article is about 40% and occurred at the rank of Assistant Professor.

Note: * used above represents student co-author(s).

Invited Editor/Reviewer

Journal Reviewer

Journal of Human Services, Spring 2021

2021

Conference Reviewer

Western Association for Counselor Education and Supervision Conference

2018 & 2022

International Peer-Reviewed Conference Presentations

Ramrakhiani, S. & Sink, C. (2018). International students and their experiences on campus: Impact of campus environment and support on wellbeing. International Association for Counseling, Rome, Italy.

Ramrakhiani, S. (2018). Gender and Sexual Minority Students' Experiences on Campuses: Implications for Counseling. International Association for Counseling, Rome, Italy.

National Peer-Reviewed Conference Presentations

Ramrakhiani, S., Almeida, D. J., Vieira, P. A., & *Campbell, J. (2024). "It takes a village" - Creating a support system through peer coaching for Latine and Black Faculty. National Conference on Race & Ethnicity in Higher Education (NCORE), Honolulu, HI.

Ramrakhiani, S., Almeida, D. J., Vieira, P. A., & *Campbell, J. (2024). Institutional barriers to thriving - Narratives of Black and Latine early career faculty. NCORE, Honolulu, HI.

Vieira, P. A., **Ramrakhiani, S., Almeida, D. J., & *Campbell, J. (2024).** Building a multi-campus professional development community to support faculty of color. NCORE, Honolulu, HI.

***Meza, I., *Maldonado-Guzman, D., & Ramrakhiani, S. (2024)** ¡Con ganas! The Experiences of First-Generation Latinx Students at Predominantly White Institutions: Stories of Resilience and Persistence. National Association of Student Personnel Administrators (NASPA) Annual Conference, Seattle, WA.

Ramrakhiani, S., & Carlisle, K. (2023). Preparing counselor educators to support BIPOC students: Lessons from BIPOC counseling graduate students. Association for Counselor Education and Supervision Conference. Denver, CO.

Smith, E., & **Ramrakhiani, S. (2023).** Culturally responsive gatekeeping: Considering otherness in counselor education and supervision programs. Association for Counselor Education and Supervision Conference. Denver, CO.

Ramrakhiani, S., Almeida, D. J., & Vieira, P. A., & *Campbell, J. (2023). Surviving vs. Thriving: A qualitative examination of Early Career Faculty of Color in STEM. NCORE, New Orleans, LA.

Vieira, P. A., **Ramrakhiani, S., Almeida, D. J., Campbell, J., & Macdonald, S. (2023).** Culturally-Informed Strengths-based Coaching for Early Career Faculty of Color Development. NCORE, New Orleans, LA.

Macdonald, S., **Ramrakhiani, S., Almeida, D. J., & Vieira, P. A., & Campbell, J. (2023).** Creating Connections Across Institutions: An Innovative Model for STEM Faculty of Color Networking. NCORE, New Orleans, LA.

Ramrakhiani, S., Almeida, D. J., & Byrne, A. M. (2022). Culturally-responsive strengths peer coaching and its impact on early career faculty. National Science Foundation Alliance for Graduate Education & the Professoriate Conference. Corpus Christie, TX.

Bhavsar, V. M., Berrett, B. D., Lehr, J. L., & **Ramrakhiani, S. (2022).** Distinguishing among coaching, peer coaching, networking, and mentoring for early career faculty success. National Science Foundation Alliance for Graduate Education & the Professoriate Conference. Corpus Christie, TX.

*Koduri, N., & **Ramrakhiani, S. (October, 2021).** Resident Advisor Activism: A Mixed Methods Examination of DEI Outcomes in a Residential Curriculum Model. Association for the Study of Higher Education (ASHE, Virtual Conference).

Almeida, D. J., Byrne, A. M., **Ramrakhiani, S., et al., (March 2020, postponed due to Covid19 to November, 2020).** Embracing Strengths x Identities: Toward a Model for Underrepresented Minoritized (URM) STEM Faculty Engagement & Success. Workshop Proposal Accepted for the annual meeting of the National Science Foundation Alliance for Graduate Education & the Professoriate Evaluation Capacity Building Conference (Virtual)

Byrne, A. M., Almeida, D. J., & **Ramrakhiani, S. (June, 2020).** Centering the strengths of faculty with minoritized identities. National Conference On Race and Ethnicity. California State University Underrepresented Minority (URM) STEM Faculty Alliance Model: A culturally-informed strengths-based approach to advance early-career faculty success. Poster presented at the annual meeting of the National Conference on Race & Ethnicity in Higher Education (Virtual)

Ramrakhiani, S. (April, 2020). Examination of a novel bystander intervention to prevent harm and violence on campuses. American Counseling Association Conference. San Diego, CA. (Canceled due to Covid19).

*Lê, E., & **Ramrakhiani, S. (March, 2020).** Know family, know self: Exploring the influence of family on Vietnamese American college student experience. AAC&U 2020 Conference on Diversity, Equity and Student Success. New Orleans, LA. (Virtual).

*Xiong, A., & **Ramrakhiani, S.** (March, 2020). The effects of the model minority myth on underrepresented Southeast Asian American students in STEM. AAC&U 2020 Conference on Diversity, Equity and Student Success. New Orleans, LA. (Virtual).

Ramrakhiani, S., Byrne, A., & Almeida, D. (2019). Moving away from the cookie cutter Multicultural Course: Integrating MSJCC in all aspects of Counselor Education. Association for Counselor Education and Supervision Conference, Seattle, WA.

Ramrakhiani, S. (2018). Current Sociopolitical Climate Impact on International Student/Immigrant Safety. American Counseling Association Conference, Atlanta, GA.

Ramrakhiani, S., & Smith, E. (2017). International student safety on American college campuses: Implications for Counselor Education. Association for Counselor Education and Supervision Conference, Chicago, IL.

Smith, E., & **Ramrakhiani, S.** (2017). Who are we and where are we going: Reclaiming the intersubjective experience in Counselor Education. Association for Counselor Education and Supervision Conference, Chicago, IL.

Snow, K., Mariotti, D., Pau, K., & **Ramrakhiani, S.** (2017). International Counselor Professional Identity: Current Issues and Future Trends. Association for Counselor Education and Supervision Conference, Chicago, IL.

Note: * used above represents student co-presenters.

Regional Scholarly Presentations

Ramrakhiani, S. (2022). BIPOC student narratives of campus climate at a Predominately White Institution. Western Association for Counselor Education and Supervision Conference, Portland, OR.

Ramrakhiani, S. & *Lozano, A. (2018). Mindfulness and wellness training for teachers and staff: An innovative school counseling practice to increase efficacy. Western Association for Counselor Education and Supervision Conference, Santa Rosa, CA.

Ramrakhiani, S. & *Rahman, I. (2018). Gender and Sexual Minority students' experiences on college campuses: Implications for counselor education & supervision. Western Association for Counselor Education and Supervision Conference, Santa Rosa, CA.

*Chávez, M. & **Ramrakhiani, S.** (2018). Student activists' experiences partnering with faculty and student affairs professionals. Western Association for Counselor Education and Supervision Conference, Santa Rosa, CA.

Smith, E., & **Ramrakhiani, S.** (2018). Counselor trainees' embodied counseling approach: Results of a constructivist grounded theory investigation. Western Association for Counselor Education and Supervision Conference, Santa Rosa, CA.

Note: * used above represents student co-presenters.

Invited Presentation

Ramrakhiani, S. (2023). Gallup StrengthsFinder Workshop. Volunteer Leadership Retreat. Cal Poly Alumni Association, Cal Poly.

Ramrakhiani, S. (2023). Gallup StrengthsFinder through an Intersectional Lens Workshop. Emerging Leaders, Western Association for Counselor Education and Supervision.

Ramrakhiani, S. (2023). Gallup StrengthsFinder Workshop with Administrators and University Leadership. California State University – Fullerton.

Gonzalez, M., **Ramrakhiani, S.**, Brew, L., & Field, T. (2022). Inclusive leadership in Counselor Education. Pre-conference Workshop, Western Association for Counselor Education and Supervision Conference, Portland, OR.

Ramrakhiani, S. (2022). Gallup StrengthsFinder through an Intersectional Lens Workshop. Emerging Leaders, Western Association for Counselor Education and Supervision.

Ramrakhiani, S. (2022). Gallup StrengthsFinder through an Intersectional Lens Workshop. Beacon Program, Cal Poly.

Ramrakhiani, S.,*Edwards, J., *Chávez, M., *Kiner, E., & *Hill, C. (2021). BIPOC student narratives and experiences on campus climate. Cal Poly Student Affairs, Cal Poly.

Ramrakhiani, S. (2021). Gallup StrengthsFinder Workshop. Volunteer Leadership Retreat. Cal Poly Alumni Association, Cal Poly.

Ramrakhiani, S. (2021). Panhellenic DE&I Dialogue. Cal Poly Panhellenic Association, Cal Poly.

Note: * used above represents student co-presenters.

Professional Development and Scholarly Activities prior to Cal Poly

Publications

Hrovat, A., & **Ramrakhiani, S.** (2015). Containing the Experience: Therapeutic Termination in the Supervisory Group. In Group Work Experts Share Their Favorite Activities for Supervision, Association for Specialist in Group Work.

Type: Book contribution

Co-author: My co-author is a professor at the College of Saint Rose, Albany, NY. My co-author proposed the idea and was the lead on this submission. My contributions to this project were focused on the writing and understanding the submission process. My co-author's contribution on this manuscript was 60% and my contributions to this were 40%.

Invited Editor/Reviewer

Book Reviewer

Dictionary of Counseling and Human Services: An essential resource for students and professional helpers. Authors: Neukrug, E., Kalkbrenner, M., & Snow, K. 2017

Guest Editor

Journal of Human Services, Current Issues Winter Monograph 2015

Newsletter Editor

Chi Sigma Iota Omega Delta Chapter, Newsletter Editor 2015 – 2016

National Scholarly Presentations

Ramrakhiani, S. (2017). Call for multiculturalism and advocacy in counselors and counselor educators: Implications for practice. American Counseling Association Conference, San Francisco, CA.

Clark, M., & **Ramrakhiani, S.** (2016). Counselor Educators' use of social justice pedagogy. American Counseling Association Conference, Montreal, QC, Canada.

Ramrakhiani, S. (2015). Working with first generation students. Association for Counselor Education and Supervision Conference, Philadelphia, PA.

Smith, E., & **Ramrakhiani, S.** (2013). All is well: CSI Chapter wellness advocacy as a way to promote counseling professionals self-care. American Counseling Association Conference, Cincinnati, OH.

Regional Scholarly Presentations

Ramrakhiani, S. (2016). International students' safety on American college campuses. North Atlantic Regional Association for Counselor Education and Supervision Conference, Syracuse, NY.

Ramrakhiani, S., & Kalkbrenner, M. (2016). Counselor Educators' experiences infusing social justice into pedagogy. North Atlantic Regional Association for Counselor Education and Supervision Conference, Syracuse, NY.

Ramrakhiani, S. (2016). Muslim students in public schools: Impact on islamophobia & multicultural school counseling practices. North Atlantic Regional Association for Counselor Education and Supervision Conference, Syracuse, NY.

Kalkbrenner, M., & **Ramrakhiani, S. (2016).** Counselors as leadership coaches in an academic medical setting: Implications for Counselor Educators. North Atlantic Regional Association for Counselor Education and Supervision Conference, Syracuse, NY.

Kalkbrenner, M. & **Ramrakhiani, S. (2016).** Using Dewey's Theory of Education to infuse experiential learning into counselor education pedagogy. Southern Association for Counselor Education and Supervision Conference, New Orleans, LA.

Kalkbrenner, M. & **Ramrakhiani, S. (2016).** Recognizing and supporting college students with mental health issues: The REDFLAGS Model. Southern Association for Counselor Education and Supervision Conference, New Orleans, LA.

State/Local Scholarly Presentations

Ramrakhiani, S., & Sunal, Z. (2017). Transformative Cross-Cultural Adult Learning Theory in counselor education. Virginia Association for Counselor Education and Supervision Conference, Norfolk, VA.

Ramrakhiani, S., & Sunal, Z. (2017). Interprofessional experience and telehealth in counselor education: A qualitative study. Virginia Association for Counselor Education and Supervision Conference, Norfolk, VA.

Sunal, Z., & **Ramrakhiani, S. (2017).** "International" Supervision. Virginia Association for Counselor Education and Supervision Conference, Norfolk, VA.

Ramrakhiani, S., & Kuzmina, M. (2015). Understanding international students' sense of safety on college campus: Implications for counseling. Virginia Association for Counselor Education and Supervision Conference, Harrisonburg, VA.

Ramrakhiani, S., & Kuzmina, M. (2015). Incorporating continuous client feedback in counselor training and supervision. Virginia Association for Counselor Education and Supervision Conference, Harrisonburg, VA.

Kuzmina, M., & **Ramrakhiani, S. (2015).** Counseling profession within international setting. Virginia Association for Counselor Education and Supervision Conference, Harrisonburg, VA.

Kuzmina, M., & **Ramrakhiani, S.** (2015). Implication for clinical treatment of families involved with international adoptions. Virginia Association for Counselor Education and Supervision Conference, Harrisonburg, VA.

Ramrakhiani, S. (2010). Child sexual abuse. St. Xavier's College Annual Psychology Seminar, Mumbai, India.

Invited Presentations

Ramrakhiani, S. (2017). Multicultural and Social Justice Counseling Competencies. COMPS Preparation, CSI Omega Delta Chapter.

Ramrakhiani, S. (2016). Multicultural and Social Justice Counseling Competencies. COMPS Preparation, CSI Omega Delta Chapter.

Johnson, K., & **Ramrakhiani, S.** (2016). De-escalating violence through Cognitive Behavioral Techniques. Law Enforcement Justice Symposium, Old Dominion University, VA.

Ramrakhiani, S. (2015). Utilizing Dialectical Behavioral Therapy and Mindfulness-based Therapy. Psychoeducational Groups, Old Dominion University, VA.

Licensure and Certification

Licensures:

- Counselor in Resident, Virginia Board of Counseling 2015

Certificates:

- Safe Space Faculty/Staff Ally Certification 2016
- CPR and First Aid by Harbor Point Behavioral Health Center, VA 2015
- Trauma-Focused CBT by Medical University of South Carolina, SC 2013
- DSM V by OASAS, Syracuse Behavioral Healthcare (SBH), NY 2013
- De-escalation Techniques by Larry Kent, SBH, NY 2013
- Aggression Replacement Techniques by Larry Kent, SBH, NY 2013
- Integrated Clinical Hypnosis by California Hypnosis Institute of India, Mumbai 2010
- Rational Emotive Behavior Therapy by Institute of Human Technology, Mumbai 2007
- Robert Carkhuff Model of Counseling by Institute of Human Technology, Mumbai 2007

Service and University Citizenship

Program

- Program Coordinator – Fall 2022 to present
- Led Quarter-to-Semester Conversion work – Fall 2022 to Fall 2023
- Updates to HECSA Website – Fall 2023
- Designed new courses/electives as part of Quarter-to-Semester Conversion – Spring 2023
- Recruited and hired new lecturers – Summer 2023
- Developed and hosted our Virtual Graduation Event – Spring 2020 & 2021
- Developed and hosted an End of Year Celebration and Networking Event – Spring 2022 & Spring 2023
- Developed and hosted Internship Fair, Winter 2018, 2019, 2020, 2021, 2022 & 2023
- Developed and hosted Advisory Board Lunch, Fall 2018
- Program Admissions Committee, Spring 2018, 2019, 2020, 2021, 2022 & 2023
- Program Information Sessions – 2020, 2021, 2022 & 2023
- Program student recruitment panel member – Fall 2020
- Program internship co-coordinator Fall 2018 – Present

School of Education (SOE)

- Member of Coordinating Council, Fall 2022 to present
- Serving on three DRPC – Fall 2023
- Chair of the SOE Diversity, Equity and Inclusion Committee – Fall 2022 to present
- Member of the SOE Curriculum Committee – Fall 2022 to present
- Co-chair of the SOE Diversity, Equity and Inclusion Committee – Fall 2021 to 2022
- Graduate Programs Research Committee Member – Summer 2021 to present
- Developed the first annual SOE Research Symposium – Spring 2021
- Co-facilitated SOE Fall Retreat – Fall 2021
- Facilitated a book circle on *Stamped* – Spring 2021
- Co-facilitated monthly Cross-cultural Conversations for faculty and staff – Winter 2021 to Spring 2022
- Co-facilitated monthly Cross-cultural Conversations for students – Winter 2021 to Spring 2022
- Facilitated a post-panel discussion on *Picture a Scientist (documentary)* – Winter 2021
- Facilitated a book circle on *How to be an antiracist* – Fall 2020
- Developed and presented on “Mindfulness for Educators and Educational Leaders” for University Supervisor Workshop – Fall 2020
- Member of the SOE Diversity, Equity and Inclusion Committee – Fall 2020 to present
- Served on the SOE Community Engagement Subcommittee – Fall 2020 to present
- Facilitated a *Community sharing space for Faculty and Students of color* at a time of racial unrest (George Floyd Murder and Black Lives Matter movement) – June 2020
- Facilitated a book circle on *Why are all the black kids sitting together in the cafeteria* – Spring 2020
- Developed and hosted “Multicultural Awareness and Sustainability Effort” (MASE) group for all SOE faculty – Winter 2018

University

- Academic Senate Substitute – Spring 2023
- Member of the CSM Inclusion and Equity Committee – Academic year 2022 - 2023

- Reviewer for CSM Inclusion and Equity Fund – Academic year 2022 - 2023
- Member of the International Programs Committee – Fall 2022 to present
- Facilitated International Student Inclusivity Workshop – Spring 2023 and Fall 2023
- Facilitated Gallup StrengthsFinder Workshop for the Beacon Program – Spring 2022
- Facilitated Gallup StrengthsFinder Workshop for the Alumni Association, Volunteer Leadership Retreat – Summer 2021
- Served as a BEACoN Faculty Mentor, Winter and Spring of 2021 & 2022
- Attended and Presented at BEACoN Research Symposium, Spring 2021
- Served on the Faculty/Staff Task Force for Student Success – Spring 2021
- Served as a Faculty/Staff Volunteer with in-person commencement – Spring 2021
- Facilitated Diversity, Equity and Inclusion Dialogue for The Panhellenic Association – Winter 2021
- Served as a panel member for the BEACoN Mentor Panel on Professional Development – Winter 2021, 2022
- Served as a peer coach/mentor for CTLT's Summer Coaching Program – Summer 2020
- Served as a peer mentor for the faculty transitioning to online teaching – Spring 2020
- Co-facilitated book circle on *Why are all the black kids sitting together in the cafeteria* – Fall 2019, and Winter 2020 (with Sarah McDonald for CTLT)
- Co-facilitated a book circle on *Why are all the black kids sitting together in the cafeteria* – Spring 2021 (with Sarah McDonald for Physics department faculty)
- Co-facilitated book circle on *White Fragility* – Spring 2019 (hosted by CTLT)
- Co-facilitated book circle on *White Fragility* – Spring 2019 (hosted by COSAM)
- Developed and hosted "Multicultural Awareness, Sensitivity, and Sustainability" (MASS) Workshop for faculty and staff in COSAM, Fall 2018
- Chaperon for students at the California Forum for Diversity in Graduate Education

CTLT Workshops/Trainings

- Attended Trauma Healing for Educators of Color Workshop, Fall 2022
- Attended Introduction to Equitable and Inclusive Teaching, Summer 2021
- Attend International faculty learning community 2019-2020
- Attend Quality Online Teaching Academy 2019-2020
- Attend Clifton Strengths for New Faculty 2018-2019
- Attend Flipping your classroom workshop, Summer 2018
- Attend Teaching Inclusion and Diversity Everywhere (TIDE) workshop, Summer 2018
- Attend Assessment Planning workshop, Spring 2018
- Attend Creating Accessible Course Materials workshop, Spring 2018
- Attend Rethinking Support for At-Risk Students workshop, Spring 2018
- Attend Curriculum Mapping workshop, Winter 2018
- Attend AL\$ workshop, Winter 2018
- Attend Program Learning Outcome workshop, Fall 2017

Professional

- Elected as President-Elect Western Association for Counselor Education and Supervision (WACES) – July 2023 to present (three year term: President Elect, President and Past President)

- CSU Strengths Alliance for Graduate Education and the Professoriate Research Committee Chair, 2022 to present
- CSU Strengths Alliance for Graduate Education and the Professoriate Diversity, Equity and Inclusion Committee Chair, 2019-2020
- CSU Strengths Alliance for Graduate Education and the Professoriate Research Committee Member, 2019 to present
- CSU Strengths Alliance for Graduate Education and the Professoriate Marketing Committee Member, 2021 to present
- StrengthsFinder Workshop for Administrators and University Leaders – California State University – Fullerton, Summer 2023
- Served as a mental health counselor at Alan Hancock College, 2019
- WACES Diversity and Inclusion Exploratory Committee Chair, 2021 to present
- Developed and hosted the first BIPOC Panel for WACES Conference – 2022
- Developed and hosted the first BIPOC Reception for WACES Conference – 2022
- Facilitated Gallup StrengthsFinder Workshop for the WACES Emerging Leaders – 2022
- Developed and Facilitated Multicultural Awareness and Sustainability Series (monthly meetings) for WACES members, 2021 to present
- WACES Board Member, 2018-2020
- WACES 2018 Conference, Graduate Student Reception Coordinator
- WACES 2018 Conference, Emerging Leadership Workshop Panel Member
- WACES Social Media Chair, 2018-2020
- WACES Emerging Leaders Mentor, 2020-present
- WACES Chair of Membership and Engagement Committee, 2020-present
- Association for Counselor Education and Supervision Conference Volunteer (2017)

Honors/Awards

2022	President's Award - Western Association for Counselor Education & Supervision
2021	Special Recognition Award – Western Association for Counselor Education & Supervision
2016-2017	Outstanding Doctoral Student – Counseling, Old Dominion University
2016-2017	Outstanding Researcher – Counseling, Old Dominion University
2016-2017	Chi Sigma Iota Professional Development Scholarship, Omega Delta Chapter, Old Dominion University
2015-2016	Chi Sigma Iota Doctoral Academic Excellence Scholarship
2015-2016	Chi Sigma Iota Outstanding Doctoral Student, Omega Delta Chapter

Fall 2015	Mid-Atlantic Group Psychotherapy Society (MAGPS) Scholarship
Spring 2013	Dean's Scholarship – Counseling, Syracuse University
Spring 2013	Counseling Professional Development Scholarship, Syracuse University
2012-2013	Outstanding Masters Student – Counseling, Syracuse University

Professional Affiliations

- Alliances for Graduate Education and the Professoriate (AGEP)
- American Counseling Association (ACA)
- Association for Counselor Education and Supervision (ACES)
- Western Association for Counselor Education and Supervision (WACES)
- National Association of Student Personnel Administrators (NASPA)
- Association of American Colleges and Universities (AAC&U)
- Association for the Study of Higher Education (ASHE)
- National Center for Faculty Development and Diversity (NCFDD)