

GRADUATE COLLEGE MENTORSHIP PROGRAM

Congratulations to
our incoming cohort
2016-2017

AUTUMN WIDDOES



Autumn Widdoes is a second-year Creative Writing MFA student in the Department of English, supervised by Professors Donald Revell and Claudia Keelan. Her critical research is on how poetics and poetry both inform and can be informed by performance, new media, and video/film. She also focuses on translations of poetry from German to English. For her thesis, she is working on a full-length book.

JOSHUA BAILEY



Joshua Bailey is a third-year doctoral student in the Department of Kinesiology and Nutrition Sciences, supervised by Dr. John Mercer. The theme of his dissertation is the transition of running research to the outdoor environment. He hopes to develop methodologies that incorporate wearable technology and advanced analysis techniques that transcend the need for laboratory experimentation of endurance running. His goal is to provide insight on a threshold between performance and injury.

ERIKA K. MASAKI



Erika K. Masaki is a PhD student in the Department of Political Science at the University of Nevada, Las Vegas. She specializes in the study of environmental cooperation with a focus on the conditions that lead to cooperation in Southeast Asia. She also researches global environmental institutions, particularly the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES). Erika is also interested in political theory, both ancient and modern, and on researching theorists' stances on the relationship between humans and the environment. She recently completed the Graduate College Teaching and Research Certificates and served as a Grad Rebel Ambassador for the 2015-2016 school year.

JANNA BERNSTEIN



Janna Bernstein is a second-year Ph.D. student in the Department of Teaching and Learning, with an emphasis in Cultural Studies, International Education, and Multicultural Education (CSIEME). Janna's research interest is how religion and spirituality have an impact on college students' identity development. She hopes to focus her dissertation on interfaith engagement on public college campuses. Through this work, Janna is also creating an *Interfaith Initiative* at UNLV to put theory into practice.

ERICK B LÓPEZ



Erick B López is a doctoral student in the Department of Sociology, supervised by Dr. Takashi Yamashita. His recent peer-reviewed publication explored the mediation/indirect effect of income on the association between acculturation and vegetable consumption among Latinos in the U.S. His dissertation will examine how Latino residential segregation shapes dietary and physical activity health practices and their subsequent impact on the prevalence of chronic diseases among Latinos in the U.S. Through this research, Mr. López hopes to more accurately identify avenues for intervention to reduce ethnoracial health disparities.

MICHAEL W. TREVATHAN



Michael W. Trevathan is a Ph.D. student in the Department of Political Science at the University of Nevada, Las Vegas. His dissertation research examines natural resource conflict with a particular focus on the linkages between water scarcity and political conflict.

RACHEL STEPHENSEN



Rachel Stephensen is a second-year Master's student in the Department of Criminal Justice, advised by Dr. William Sousa. Her thesis research will address hot spots policing, specifically the strengths and limitations of different methodologies used to measure the effects of policing in crime hot spots. She hopes to identify best practices to utilize in her current role as a crime analyst with the Las Vegas Metropolitan Police Department.

SHAHLA FAYAZPOUR



Shahla Fayazpour is a Fourth-year Ph.D. student in the Department of Teaching and Learning, advised by Dr. Christine Clark, with an emphasis in Multicultural Education and International Studies. Her dissertation research will address immigrant students and their parents, and the barriers that they face in society, home, and schools. She hopes to identify the best practices in society and schools to remove these issues that continue to afflict Immigrant children's academic outcomes in the U.S. educational system.