

**Allura Sandra Casanova**  
Curriculum Vitae  
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## **EDUCATION**

- 2022            **University of Michigan**, Ann Arbor, MI: 2016-2022  
Joint PhD in Psychology and Women’s and Gender Studies (Expected 2022)
- 2021            **University of Michigan**, Ann Arbor, MI: 2016 – 2021  
U-M Graduate Teacher Certificate (Expected 2021)
- 2019            **University of Michigan**, Ann Arbor, MI: 2016-2019  
Master of Science, Psychology September 2019
- 2016            **CUNY John Jay College of Criminal Justice**, New York, NY: 2012-2016  
Bachelor of Science, Forensic Psychology May 2016: GPA 3.69  
Bachelor of Arts, Global History May 2016

## **HONORS AND AWARDS**

Dissertation Writing Group Leader, University of Michigan, Sweetland Center for Writing: Winter 2021 (\$600)

Rackham Humanities Research Candidacy Fellowship, University of Michigan,  
Rackham Graduate School: Winter 2021, Spring/Summer 2021 (Stipend of \$11,217, Tuition &  
Healthcare benefits per term)

Sexual Harassment and Gender-Based Violence Award, University of Michigan, Women’s and Gender  
Studies Department: Summer 2020 (\$900)

Rackham Professional Development Grant, University of Michigan, Rackham Graduate School: Fall  
2019 (\$400)

Library Mini Grant, University of Michigan, University of Michigan Library: Fall 2019 (\$1,000)

Rackham Student Travel Grant, University of Michigan, Rackham Graduate School: Winter 2019  
(\$800)

Foreign Language and Area Studies Fellowship, University of Michigan, International Institute: Winter  
2019 (\$7,500 stipend & Tuition) – Declined

Foreign Language and Area Studies Fellowship, University of Michigan, International Institute:  
Summer 2018 (\$5,500)

Rackham Merit Fellowship, University of Michigan, Rackham Graduate School: Fall 2016 – Winter  
2022 (Stipend, Tuition, & Healthcare benefits per term)

Ronald E. McNair Scholar, John Jay College of Criminal Justice: Fall 2014 – Winter 2016 (\$3000)

## **RESEARCH INTERESTS**

Men and Masculinity  
Mental Health  
Intersectionality

Gender Discrimination  
Sexual Harassment  
Health Disparities

## **PUBLICATIONS**

### *Published*

Watkins, D. C., Goodwill, J. R., Johnson, N. C., **Casanova, A.**, Wei, T., Allen, J. O., Williams, E. G., Anyiwo, N., Jackson, Z., Talley, L. M., & Abelson, J. M. (2020). An online behavioral health intervention promoting mental health, manhood, and social support for Black men: The YBMen project. *American Journal of Men's Health*.

### *Under Review*

**Casanova, A.** & Watkins, D. (Under Review). Positive Forms of Social Support for Young Black Men. *Forgotten Realities of Men*. Book Chapter.

**Casanova, A.** & Cortina, L. (Under Review). Brotherhood runs deep: The sexual harassment of men in the military. *Psychology of Men and Masculinities*.

### *In Progress*

**Casanova, A.**, Aguinaldo, E. R., Mention, N., & Watkins, D. (In Progress) Regressive or Progressive? Manifestations of Masculinity and its Influence on Young Black Men's Mental Health

Williams, E., **Casanova, A.**, & Watkins, D. C. (In Progress) Mental Health Literacy in Young Black Boys.

**Casanova, A.** & Watkins, D. C. (In Progress) "No lie, It's a struggle out here" Exploration of Mental Health Barriers for Young Black Men.

**Casanova, A.**, & Kiebler, J. (In Progress). Male dominated vs. female dominated work environments: Vulnerability of low-income men and women in medicine.

## **RESEARCH EXPERIENCE**

### *Graduate Research Experience*

#### **University of Michigan, School of Social Work**

*Supervisor: Daphne C. Watkins, PhD, Professor of Social Work, Gender and Feminist Psychology  
Faculty Affiliate, May 2019 – Present*

*Primary Investigator/Co-Investigator*

- I have a qualitative data analysis on differentiating Black men's perception of masculinity within United States compared to masculinity that is unique to their racial group. This project identifies different masculinity attributes that Black men adhere to.

**University of Michigan, Department of Psychology and Women's Studies**

*Supervisor: Lilia Cortina, Professor of Psychology and Women's Studies* May 2017- Present

*Primary Investigator/Co-Investigator*

- This is the third wave of a quantitative data collection of the Michigan Medicine #MedToo Essential Workers project, and it specifically focuses on men in lower positions of power in the status hierarchy lower positions of power who are often understudied (e.g., security personnel, social workers, environmental service/janitorial service).

**University of Michigan, Department of Personality and Social Contexts Psychology**

*Supervisor: Myles Durkee, PhD, Assistant Professor of Psychology*, May 2017 – March 2020

*Co-Investigator*

- I ran analyses on a new measure examining Black and Latinxs' experiences with cultural invalidations (instances where a person is accused of being an inauthentic member of their own race).
- Participated in coding participants' perceptions of White people who "act black" and Black people who "act White".
- Trained undergraduate UROP and SROP students in research methodology, literature reviews, and coding while helping them develop their own research projects.

*Supervisor: Terri Conley, PhD, Professor of Psychology*, August 2016 – May 2017

*Research Assistant*

- Analyzed a quantitative analysis examining the effect of stigma and social factors on casual sex acceptance of Lesbian women and Gay men.

*Undergraduate Research Experience*

**John Jay College for Criminal Justice, Department of Psychology**

*Supervisor: Daryl A. Wout, PhD, Associate Professor of Psychology*, Fall 2013 – June 2017

*Primary Investigator/Research Assistant*

- I developed my first independent project, which was my McNair Thesis on "Mr. Mom: The Negative Perceptions of Black and White Stay at Home Fathers" which involved a quantitative analysis on understanding the racial impact on the perceptions of stay-at-home fathers in terms of competence, warmth, and masculinity.
- Participated in the collection of data on the study of social interactions and social perception, testing the effects of a person having mixed race groups of friends compared to same race groups.
- Created surveys using Qualtrics and online databases.
- Trained fellow research assistants in study procedures and explanations.

Ronald E, McNair Scholar, Alexis Hiralal, BA  
Research Assistant

Fall 2013 – January 2016

- Participated in the collection of data on the investigation of whether Blacks perceive Black/White Biracial students as in group members when they state stereotypical comments about blacks.
- Distributed in payment and moving subjects from task to task.

Ronald E, McNair Scholar, Jamel Love, BA  
Research Assistant

March 2014 – January 2016

- Participated in the collection of data on the investigation of Black and White students' political preferences based on the specific communities/environments they live in.

Department of Psychology, Evan Dawson, PhD  
Research Assistant

June 2014-September 2014

- Participated in an FBI funded data collection of two laboratory experiments examining unconscious influences in intelligence interviews.
- Navigated participants throughout the procedure, including obtaining informed consent, moving subjects from task to task, administering dependent measures, debriefing, and payment.

## **TEACHING EXPERIENCE**

*Graduate Student Instructor Teaching Orientation Facilitator*, University of Michigan, September 2019 – May 2020

Overall Graduate Student Evaluations: 5/5

**Responsibilities:** Every semester, the University of Michigan holds the Graduate Student Instructor Teaching Orientation (GSITO) for incoming GSIs to help them prepare for their initial teaching experiences. Each GSI is given the opportunity to practice teaching a five-minute lesson to an interdisciplinary group of graduate students. Facilitators are advanced graduate students who have multiple years of teaching experience, and they supervise each of these sessions while providing crucial feedback to improve GSI teaching styles, delivery, and organization of their lectures.

*Graduate Student Instructor (GSI)*, University of Michigan, September 2017 – May 2019

**WS 240 Intro to Women's Studies:** Winter 2019 | University of Michigan \*Race & Ethnicity Requirement\*

Overall Student Evaluations: 4.9/5

**Responsibilities:** I previously taught WS 240 which is a course that focuses on teaching feminist theory and fulfills the race and ethnicity requirement. I had a total of 23 students across my two sections that were 2 hours long. Every week we engaged with theoretical articles and broke down important but complex passages of the text, while working together to comprehend the main takeaways. I encouraged students by engaging them in class discussion questions, putting them into think-pair-share groups, and assigning weekly writing assignments that reinforced materials presented in lecture. During the month

of February, I gave a guest lecture during the main lecture of the class. I additionally worked together with a team of 9 GSIs to prep lesson plans prior to discussion sections. Lastly, I assisted in making questions for bi-weekly quizzes and grading all the work of my students (including essays and additional assignments assigned by the professor).

**WS 300 Men's Health:** Fall 2018 | University of Michigan  
Overall Student Evaluations: 4.8/5

**Responsibilities:** As the sole GSI in this Women's studies course I supervised and educated 74 undergraduate students. Every week I lectured in 3 1-hour discussion sections, held office hours and met weekly with the head instructor. My duties included making questions for the exams, prepping the exams, and administering them. Additionally, I was a guest lecturer in class and helped organize additional guest lectures for the course. I additionally made study guides for the students and helped students to engage and think critically about feminist material. Next, I created discussion section writing workshops and prepared citation guides to help lower-level students not as familiar with writing literature reviews. Lastly, I edited and added additional material/requirements to the course syllabus to address conflicts within the class.

**PSYCH 111 Introduction to Psychology:** Winter 2018 | University of Michigan  
Overall Student Evaluations: 4.7/5

**Responsibilities:** As a GSI in the Winter Psychology course I oversaw 160 undergraduate students. Though this course did not require that I teach discussion sections, I graded essays, exams and held office for all my students. Additionally, as part of a 3-person GSI team, I worked together with the professor to help develop multiple choice and short answer exams, each of the essays, and test reviews. Lastly, I helped to proctor exams and held review sessions with my fellow GSIs.

**PSYCH 111 Introduction to Psychology:** Fall 2017 | University of Michigan  
Overall Student Evaluations: 4.7/5  
Additional: **Honor's Course Instructor**

**Responsibilities:** As a GSI in the Fall Psychology course I oversaw 75 undergraduate students. I held 3 1-hour discussion sections, office hours, created around 50-100 questions per exam (3 in total) and graded weekly writing reports. Though not required for the class, I developed engaging test review prep and study guides for my students. Additionally, in my 4-person GSI team I was the Exam Content Leader. The purpose of the Exam Content Leader is to create questions, edit and check questions prepared by the other GSIs, and make sure all questions are relevant to the course before giving the exam draft to the head instructor. After the professor makes comments, I made final edits before handing the completed exam to the Exam Prep Leader. Lastly, I oversaw an Honor's Course and met with one student weekly and discussed additional material to the course. I created a separate syllabus, course requirements and final project. This student presented her own individual project at the end of the course and received credit after completing these requirements on top of the regular requirements.

### **INVITED PRESENTATIONS**

**Casanova, A.** (2020, October). Guest Lecture "Multiple Masculinities" for the Virtual Class "Men's Health." Women's Studies (300). University of Michigan, Ann Arbor.

**Casanova, A.** (2019, October). Guest Lecture "Multiple Masculinities" for the Class "Men's Health."

Women's Studies (300). University of Michigan, Ann Arbor.

**Casanova, A.** (2019, February). Guest Lecture "Queer Masculinity" for the Class "Intro to Women's Studies." Women's Studies (240). University of Michigan, Ann Arbor.

**Casanova, A.** (2018, December). Guest lecture "Sexual Harassment of Men" for the Class "Men's Health." Women's Studies (300). University of Michigan, Ann Arbor.

**Casanova, A.** (2018, October). Guest lecture "Hegemonic and Toxic Masculinity" for the Class "Men's Health." Women's Studies (300). University of Michigan, Ann Arbor.

**Casanova, A.** (2018, October). Panel "LGBT Experiences with Health Care and Mental Health" for the Class "Men's Health." Women's Studies (300). University of Michigan, Ann Arbor.

## **PRESENTATIONS**

### *Workshops*

\*These authors contributed equally.

Salazar, M. M.\*, **Casanova, A\***, & Kiebler, J.\* *Strategies for effective anti-racist allyship within your sphere of influence.* Society for Personality and Social Psychology Annual Convention, Virtual Convention, February 9-13, 2021.

Jackson, Z., Talley, L., & **Casanova, A.** *The YBMen Project: The Young Black Men, Masculinities, and Mental Health Project.* Depression on College Campuses, Ann Arbor, Michigan, March 18-19, 2020.  
\*Canceled due to COVID-19\*

**Casanova, A.\***, Marathe, M.\*, & Pettit, C.\* *Psych! An Interdisciplinary Conversation about Histories and Science of the Mind.* Eisenberg Institute for Historical Studies, University of Michigan, Ann Arbor, Michigan, April 5, 2019.

### *Conference Presentations (Oral)*

**Casanova, A.** *Brotherhood runs deep: The Sexual harassment of Men in the Military.* Fighting Injustice: The power of research, policy and activism in challenging times, San Diego, California, June 21-23, 2019.

**Casanova, A.** & Wout, D. "Mr. Mom": *Perceptions of Black and White stay at home fathers.* McNair Scholars Conference, Buffalo, New York, 2015.

### *Conference Presentations (Poster)*

**Casanova, A.** & Durkee, M. *Where do I belong? Development of the Cultural Invalidation Scale.* Construction of the 'Other' Development, Consequences, and Applied Implications of Prejudice and Discrimination, Rio Grande, Puerto Rico, December 10-12, 2020. \* Canceled due to COVID-19\*

**Casanova, A.** & Wout, D. "Mr. Mom": *Perceptions of Black and White stay at home fathers.* American

Men and Masculinities 25<sup>th</sup> Annual Conference, Ann Arbor, Michigan, April 2017.

Casanova, A. & Wout, D. John Jay College Student Showcase, New York City, NY 2015

### **STUDENT ADVISING AND MENTORING**

#### **Undergraduate Senior Thesis Graduate Student Mentor:**

Allison Knox

“Living Context as Moderator of the Effects of Racial Microaggressions on Black and Latinx Students’ Mental Health,” Psychology, University of Michigan, 2018

Nicholas Powell

“Campus Involvement’s Role in Moderating the Effects of Racial Microaggressions and Racism on Black and Latinx Students’ Academic Achievement,” Psychology, University of Michigan, 2018

#### **Summer Research Opportunity Program Graduate Student Mentor:**

Jabarey Wells

“Racial Identity, Discrimination, and Political Activism,” Psychology, University of Michigan, 2018

Ariana Munoz-Salgado

“Latino Enough? Spanish Fluency and Family Language Context Predict Invalidations of Cultural “Authenticity,” Psychology, University of Michigan, 2018

## **SERVICE**

### *Departmental*

#### **Psychology & Women's and Gender Studies Program: Graduate Student Admissions Committee – Graduate Student Committee Member, *University of Michigan***

December 2020-January 2021

- Participated in the admissions committee for the 2021-year admissions applicants of the Psychology & Women's and Gender Studies Program.

#### **Diversity Recruitment Weekend: Department Video Lab Tours – Personality and Social Contexts & Women's and Gender Studies, *University of Michigan***

October 2020

- Every year the Psychology department hosts a Diversity Recruitment Weekend (DRW) where we invite approximately 15-30 undergraduate students from marginalized backgrounds (e.g., first-gen, low SES, racial minority, LGBTQ+) to tour and learn about the department. During this weekend, students meet with potential faculty mentors and current graduate students. Due to COVID-19, we could not invite students to our campus this year, therefore, DRW was 100% online. I participated in developing a video tour of the different labs two videos highlighting the different labs, professors, and students in their two areas (Personality and Social Contexts & Women's and Gender Studies). This video has been presented at multiple recruitment weekends and shared with other programs at UofM committed to DEI initiatives.

#### **Psychology Student Academic Affairs Committee – Graduate Student Area Representative (Women's and Gender Studies), *University of Michigan***

September 2020 – April 2021

- Graduate student representatives in the psychology SAA committee participate in monthly departmental faculty meetings, like faculty, SAA are eligible to vote on departmental-wide changes (e.g., new classes, Master's degree requirements). SAA graduate student committee members are also a part of the Graduate Student Leadership Council, in this role members are asked to participate in meetings with the Department Chair, Associate Chairs, and SAA Director, to discuss issues pertinent to the graduate program and convey information from these meetings to their Area peers.

#### **First Generation Graduate Student Advisory Committee – Committee Member, *University of Michigan***

January 2020 – December 2020

- The office of Academic Multicultural Initiatives (OAMI) has recently created a graduate student advisory committee to help give Rackham insight as to the types of programs that would best serve 1st Generation Graduate Students. Initiatives will focus on providing resources, emotional support, and plan events to help 1<sup>st</sup> generation graduate students feel included.

#### **Diversity Recruitment Weekend: Graduate Student Panels – Psychology, *University of Michigan***



October 2019

- Diversity Recruitment Weekend a two-day event where 15-30 undergraduate students from marginalized backgrounds are invited to visit the psychology department to learn about our programs and how to develop a competitive graduate application. Graduate students on the diversity committee oversee planning this entire weekend. Responsibilities include reviewing student's applications, recruiting volunteers, leading lab tours, and other professional development sessions. I specifically oversaw the graduate student panels, where current graduate students from different disciplines and backgrounds give advice and support to the visiting students.

**Preview Weekend Graduate Student Panel – Asian Languages & Culture (ALC), *University of Michigan***

November 2019

- ALC Preview Weekend is a three-day event that was recently established to recruit prospective doctoral students to the University of Michigan. The purpose of the graduate student panel is to help students learn about the institution and the resources available. I helped this initiative by recruiting students from various Asian culture programs and moderated/participated in the panel.

*Graduate Student Organizations*

**Japanese Studies Interdisciplinary Colloquium Coordinator (JSIC), *University of Michigan*,  
September 2018 – May 2020**

- This is an interdisciplinary student organization funded by the Rackham graduate school. JSIC coordinators oversee providing opportunities for collaboration among graduate students, faculty, and visiting scholars interested in Japanese Studies. JSIC sponsors and organizes a variety of different events to support members of the academic community, such as reading groups, professional development workshops, and welcome dinners.

**Latinx Student Psychology Association (LSPA) – Psychology Diversity Committee  
Representative, *University of Michigan***

May 2019 – April 2020

- LSPA is a student organization run by Latinx graduate students throughout the entire psychology department at the University of Michigan. On the LSPA E-Board the position of the diversity committee representative is to give input on various diversity matters in the psychology department. The *Psychology Diversity Committee* consists of faculty and graduate students from all areas of the Department and is chaired by the Associate Chair for Diversity. The committee is charged with developing and coordinating activities designed to foster the Department's commitment to creating and maintaining an environment of inclusivity that is welcoming to and supporting of individuals from all social identity groups.

**Michigan Association of Psychological Scholars Mentor, *University of Michigan*  
September 2016-2017**

- This program was created to pair graduate student mentors with one or two undergraduate

students who have similar interests. The purpose of the program is for undergraduate students to get information about graduate school and receive academic guidance from their mentors throughout the semester.

### *Outreach*

#### **Latino Outreach, Pioneer High School, MI, September 2017-2019**

- This is the start of a new program joining the graduate students within the Latino/a Student Psychological Association at the University of Michigan with a local resident high school. The purpose of the program is to encourage and support the development of Hispanic high school students to apply and prepare for college.

#### **Latinas On the Verge of Excellence Mentoring Program – Undergraduate Student Mentor, International High School at LaGuardia, NYC**

October 2015-May 2016

- Latinas On the Verge of Excellence (L.O.V.E) is a program dedicated to working with young Hispanic women in various high schools across New York City. The purpose of L.O.V.E. is to support and empower young Latinas to strive for success, both in school and in life, through health interventions targeted at mental, reproductive and physical health as well as career readiness and mentorship. In this program, each undergraduate student mentor works to help empower, provide advice/support, and serve as a role model for their mentees (4-5 mentees per mentor).

### *Research*

#### **Students Tackling Advanced Research (STAR) Scholars Program – “Life of a Grad Student” Presenter, University of Michigan**

March 2021

- The STAR Scholars Program is an important educational outreach initiative designed to facilitate underrepresented students’ involvement in research and help understand why research is important in a greater context, ensure equal opportunities for students and continue to break down barriers and ensure success for all students. I was invited to present for a workshop on guided tours of various research labs in the psychology department. I presented for my specific areas of Personality and social contexts and women’s and gender studies and explained the day-to-day activities and responsibilities of a graduate student.

#### **Summer Research Opportunities Program (SROP) – Graduate Student Mentor, University of Michigan**

June 2018-August 2018

Faculty Advisor: Myles Durkee, PhD

- This program takes underrepresented students of different backgrounds and allows them the chance to work closely with a faculty member and graduate students. Each graduate student mentor oversees 1-2 students and their prospective projects. Mentors teach

students statistics, look over the student's final projects and advices them on different studies within the lab.

**Undergraduate Research Opportunities Program (UROP) – Graduate Student Mentor,**

*University of Michigan, October 2017 - May 2018*

Faculty Advisor: Myles Durkee, PhD

- This University of Michigan undergraduate program allows up to 4 undergraduate students to work closely with a faculty member and graduate students. Both the faculty member and graduate student(s) oversee the selected students their research projects. Mentors assign each student an individual project that they present at a UROP conference at the end of the year.

**LANGUAGE PROFICIENCIES**

Modern Japanese (intermediate speaking, intermediate reading proficiency)