

Joyce Robinson Myers, M.A., Ph.D. Student  
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404-441-7275

## **EDUCATION**

*Virginia Commonwealth University (VCU)*, School of Education, Ph.D., Richmond, VA  
Focus: Educational Psychology, Anticipated May 2026  
Dissertation: *Pending*

*Piedmont College*, School of Education, Athens, GA  
Master's Degree in Education, Sec. Education, English, Dec. 2016, *Summa Cum Laude*  
Thesis: *Communication in a Culturally Relevant Classrooms*

*Warner University*, School of Social Sciences, Lake Wales, FL  
Bachelor of Arts in Psychology and Social Work, May 2007, *Cum Laude, Dean's List*

## **HONORS AND ASSISTANTSHIPS**

**AACTE Holmes Scholar**, *VCU*, August 2022-Present  
Recipient **Graduate Assistantship**, *VCU Dept. of Teach. & Learn.*, August 2022-Present  
**Hurston-Wright Fellow**, Howard University, July 2022

## **ACADEMIC POSITIONS**

### **American University, First-Year Advising Department**

- *Adjunct Faculty, (January 2020 – May 2021)*
- *Collaboration Award*

### **Gwinnett Technical College, English Department**

- *Adjunct Faculty, (Summer 2019)*

## **CURRENT PROFESSIONAL EXPERIENCE**

### **Relationship Researcher & Educator (September 2021-Present)**

Match Marry Mate, Washington, D.C.

Match Marry Mate is a dating and relationship coaching suite that teaches fundamental to advanced relationship skills for personal healing, early dating, and forward movement in relationship and marriage formation for Black women and couples. I manage a caseload of about 50 clients to provide expert guidance and support to help them bolster their confidence, develop effective communication skills, and navigate the challenges of modern dating. I translate research studies and findings into practical advice and digestible information. I also script and publish weekly podcast episodes about Black love, Black female life, and research development.

- Develop and execute research plans and methodologies to investigate dating and relationship topics; Collect data through surveys and interviews for trend monitoring or client dating experience and behavior; Conduct literature reviews to remain updated on the latest relationship education studies and theories and dating trends.
- Collaborate with writers and other professionals to translate research findings into information and engaging articles, blog posts, and videos.
- Participate in interviews, webinars, and public speaking engagements to share insights on how dating, partnered, and married women can increase their relationship quality and satisfaction.

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## **PRODUCTS OF SCHOLARSHIP**

My line of research connects the links between education, economics, and marital availability of Black boys and men and examines that impact on Black women and children. I explore education achievement gaps as debts owed to Black male students to improve their economic arm and increase their likelihood of Black marriage, family, and wealth—positively addressing personal and financial well-being, marital stability and satisfaction, and future outcomes of children. I also study the dating and relationship experiences and decisions of Black women with Black men. My research aims to discover restorative and interventions Black men and their (future) families and promote positive gender relation among Black women and men.

## ***RESEARCH CONFERENCE PRESENTATIONS***

**Robinson, J.** (2024, February). *Pursuit of Prosperity: Exploring the Educational, Economic, and Marital Disadvantages of Black Men*. American Association of Colleges for Teachers Education (AACTE) Annual Conference, Denver, Colorado.

**Robinson, J.** (2023, February). *A Bridge Between Transitioning Homeschools and Public High School Leaders*. American Association of Colleges for Teachers Education (AACTE) Annual Conference, Indianapolis, Indiana.

**Robinson, J.** (2020, December). *Writing through Social Identity and Awareness*. Conference on College Composition and Communication (CCCC), University of Southern California. Virtual.

## ***RESEARCH CONFERENCE PRESENTATIONS: SUBMITTED***

NeSmith, T., Zhang, Y., **Robinson Myers, J.**, Wallace, M., LoCasale-Crouch, J., (2024, May). *Understanding Student Parents' Perceptions of University Supported Childcare*. Submitted to Society for Prevention Research (SPR) 32<sup>nd</sup> Annual Conference, Washington, D.C.

Deeken, G., LoCasale-Crouch, J., **Robinson Myers, J.**, (2024, May). *Examining the Intergenerational Impact of Systemic Racism on African American Maternal and Child Health*. Submitted to Society (SPR) for Prevention Research 32<sup>nd</sup> Annual Conference, Washington, D.C.

**Robinson Myers, J.**, (2024, May). *Anti-Racist Restoration: Exploring Educational, Economic, and Marital Debts Owed to Black Boys and Black Men*. Submitted to the Society for Research in Child Development Conference, Panama City, Panama.

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**Robinson Myers, J.**, (2024, May). *Lessons Learned on How Black Women Describe their Dating Experiences and Decisions*. Submitted to the The Love Consortium Conference, University of North Carolina, Chapel Hill, North Carolina.

### ***PEER-REVIEW PUBLICATIONS: UNDER REVIEW, \*Doctoral Student***

\*Deeken, G., LoCasale-Crouch, J., **Robinson Myers, J.** (under review). Examining the Intergenerational Impact of Systemic Racism on African American Maternal and Child Health. Manuscript submitted for publication.

### **INVITED PRESENTATIONS & PANELS**

**Robinson Myers, J.** (2023, February). *Dating in the District*. Expert Panelist, Washington, D.C.

**Robinson, J.** (2021, March). *What is Homeschooling?* Guest Lecturer for Emily Morris, Ph.D., American University, Washington, D.C.

### **TEACHING EXPERIENCE**

CORE 200: <i>AU Experience I</i> , Instructor, AU	Spring-Fall 2020, Spring-Fall 2021
CORE 201: <i>AU Experience II</i> , Instructor, AU	Spring-Fall 2020, Spring-Fall 2021
ENGL 101: Freshman English, GTC	Summer 2019

### **EDUCATIONAL LEADERSHIP AND MANAGEMENT EXPERIENCE**

#### ***Annual and Academic Year Leadership***

#### **Adult Education Program Manager (Feb 2020 – August 2021)**

CHADD, Inc. Lanham, MD

CHADD Inc is a nonprofit organization whose mission is to improve the lives of people affected with ADHD. I oversee transitional youth and adult education programs targeting adolescents and young adults ages 14-24 and their families. Programming includes high school-to-college, college-to-workforce, and independent adulthood transitions teaching life skills, social and professional development, school and career readiness, and independent living and adult responsibility. I provide day-to-day management of online educational programs, ADHD subject matter expert collaborators, and volunteers, and I oversee the \$100,000 program budget.

- launch the adult program to support approximately 500 adult students and working professionals. Collects and analyzes post-evaluation data, presents feedback, and makes recommendations to the leadership team, other management staff, and board members.
- Conducts learning needs analyses and partners with ADHD experts and other committees to produce 2-4 live webinars and interviews monthly for the ADHD community and comply with grant and sponsor funding; live broadcasts are hosted with 100-300 participants.
- Design plans, courses, and curricula to fit the needs of transitional youth and adults living with ADHD for approximately 300 learners.

*Key first-year accomplishments include:*

- Launched the adult education program for adults newly diagnosed with ADHD.
- Reorganized the adult education program's budget to board member's approval.
- Designed the development of standard processes and procedures for webinar production.

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**Graduate Program Coordinator., International Training & Education Program (Aug 2019 – Aug 2020)**

American University, Washington, D.C.

The International Training and Education Program (ITEP) is a graduate program in the School of Education (SOE). I was the point of contact for all students and supported them from matriculation to graduation understanding while adhering to university regulations, academic and graduation requirements, and program details with experience in *GoEd* and *Slate*. I developed programs of study and assisted faculty with course planning, initiating program protocols in the school's first independent year, and coordinated program events.

- Trained graduate program assistants.
- Analyzed and interpreted data to identify internal program practices and areas of improvement.
- Processed graduate applications for faculty admission review and assisted in final admission decisions.

*Key first-year accomplishments include:*

- Initiated tracking system for progress reports and data management.
- Created academic course roster template for faculty planning and posting.
- Designed and facilitated the program's first student virtual open house with 22% program admissions.
- Recruited 100% of the targeted enrollment rate for Spring 2020 semester—highest in program history.

***Secondary Education***

**Program Director and Academic Instructor, English and History**

The Shavet School, Atlanta, GA (June 2013 – June 2019)

Shaped organizational development by refining policies and procedures, developed strategic project plans and timelines, identified partnership opportunities, and the hiring, training, and supervising of staff with a team of educators who provided alternative academic services and schooling to non-traditional students. Responsible for implementation of student recruitment strategies and all phases of the admission process from program marketing to qualifying students for enrollment, collected, analyzed, and reported on program data to evaluate effectiveness, collaborate with colleagues to conduct needs assessment, the execution of the business plan, control of expenses, fundraising, and other managerial functions; *Outstanding Performance Award 2016 & 2019*.

- Taught grades 6-12 in English Language Arts, Literature, Reading and Literacy, Composition, and History courses (live and online) for non-traditional track students; strengthened students' comprehension skills and improved writing skills for upward of 85% of student load; adapted lessons for advanced students and for struggling students to foster confidence and increase student performance; consulted with parents to increase support and reduce apprehension.
- Wrote, edited, and formatted comprehensive English and History curricula (across full life cycle) for learners ages 12-20; created personalized learning plans for individuals/small groups including: gifted, general, and remedial level students; provided parents with clear and effective education and/or graduation maps; provided academic advisement with higher education or job placement efforts including career counseling; 90% of students and parents report satisfaction and success with academic plans, graduation rates, and college acceptance or job hires.

**Student Classroom Teacher**

Berkmar High School, Lilburn, GA, 2012-2013

Served as the student teacher to the English Language Arts and Literacy team lead teacher, assisted her in planning, organizing, and implementing instruction for gifted freshman students; Created lesson

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plans and assessments aligned with Georgia CC standards; Encouraged and monitored the progress of individual students and used findings to adjust teaching methods; Graded class work, homework, tests, and other assignments.

**Substitute Teacher**

Secondary Education, Polk County Schools, Cobb County Schools, Marietta City Schools, 2006-2011

**PROFESSIONAL AFFILIATIONS**

American Psychological Association (APA)

American Association of Colleges for Teacher Education (AACTE)

International Association for Relationship Research (IARR)