

# Doctoral Studies Newsletter



## ENGAGED LEARNING, Fall 2023

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### Words From Our Director

*Dr. Julia C. Phillips*



We are now into our second year as the Levin College of Public Affairs and Education and are welcoming our new LCPAE Dean, Dr. Jill Gordon, who will start in January 2024. I am ever grateful to Dean Roland Anglin who has been a strong supporter of our Urban Education doctoral program over the past 18 months. We are collaborating with the Urban Studies and Public Affairs doctoral program wherein their students will soon be taking the EDU research courses. These students will add another unique lens on urban issues to our already multidisciplinary program.

We can celebrate many wins over the past year as a doctoral program. First, congratulations to all of the students who graduated with a Ph.D. in Urban Education since Fall 2022! Check out the list of new graduates and their dissertation titles later in this newsletter. As part of a more comprehensive discussion of the program's approach to comprehensive examinations, we also made changes to our comps policy wherein students who did not pass an exam will be able to review the question and their answers in the presence of their advisors in addition to the feedback provided by the faculty. We hope this will help students better understand how to modify their preparation to be successful on a retake of the exam.

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Levin College of Public  
Affairs and Education

OFFICE OF DOCTORAL STUDIES

#### Editors:

DJ Walker  
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## Words From Our Director, Continued

Please share your thoughts with our Doctoral Studies Committee student representatives about comps processes so that they can then share those with us.

Several students in the program received 2023-2024 Graduate Student Research Awards (GSRA) from the Office of Research this past year. Huge congratulations to Melissa Carter, Kelli Hess, Xiaona Jin, Stacey Sinwald, and Casey Sweeney. The GSRA is an award that financially supports students' dissertation work. Past award recipients have used the funds to provide incentives for participants or buy gift cards, for computer software to analyze data, and/or for summer salary. Applications for the GSRA's are due by February 1st each year – students who have proposed their dissertations or are very close to defending their dissertation prospectuses are most competitive for these awards. Students are strongly encouraged to apply for a GSRA. Hoping to see as many students apply for a GSRA as possible this coming year! <https://www.csuohio.edu/research/graduate-student-research-award>

Two Urban Education alum were also recognized by the College of Graduate Studies with Graduate Student Awards in 2022-2023 for Dissertations – Congratulations to recent graduates, Dr. Kristen Blazek and Dr. Meng Yan. Award categories also include Teaching and Engagement & Social Advocacy. We have many students whose work is worthy of these types of recognition – I encourage all of you to submit nominations at <https://www.csuohio.edu/gsrc/grad-student-award-opportunities>. Finally, Dr. Linda Quinn received the Distinguished Faculty Award for Service for her work in the Statistics Department at CSU, one of the highest awards available for faculty!

For our students, remember that Qualtrics is available to you to help conduct survey research – this software is free to students. To utilize Qualtrics, your faculty research advisor will need to request that an account be set up for you. For more information, go to <https://www.csuohio.edu/research/qualtrics>.

I'm sending so much gratitude to our many donors from CSU's Giving Day in 2023 - Adam Cusner, Angela Fant, Brian Fitts, Frederick Hampton, Karla Mansour, Ali Martin Scoufield, Amani Mende, Debbie Morin, Julia Phillips, Graham Stead, Xuan Song, the LCPAE Dean's Office, and several donors remaining Anonymous. Thanks to our donors, in 2023 we raised over \$2500 and were able to provide financial support for five students' research projects and travel to present the results of their research. We hope you will consider donating or encourage those who are able to support the Office of Doctoral Studies on the next Giving Day in February of 2024.

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# Program Updates, Tips, and Reminders

## Comprehensive Examinations

- Core and research examinations will be scheduled Spring (February) and Summer (August) each year, and specialization comps will be held two weeks after core/research examinations in Spring semester and three weeks after the start of Fall semester.
- In order to take the comprehensive exams you must apply: Fall by Oct. 6, Spring by Jan. 19, or Summer by Jun. 21.
- The earliest the Quantitative research exam can be taken is August before second year, and the earliest the Qualitative research exam can be taken is Spring semester of the second year.
- Students using quantitative methods for their dissertations must pass the Quantitative Research Exam, students using qualitative methods must pass the Qualitative Research Exam, and those using mixed methods must pass both exams.
- Counseling Psychology specialization comprehensive examination consists of a portfolio and oral examination.

## Dissertation Proposal

- Send your Faculty Dissertation Committee Agreement form to your committee members and Dr. Phillips in one email prior to your proposal .
- Your committee may be 3-5 members
- You must have a chair from your specialization, an approved methodologist, an outside member. Your chair must have Graduate Faculty Status level 1 and the others must be level 2. Your outside member must be from a department outside of Teacher Education, Educational Studies Research & Technology formerly Curriculum & Foundations, and CASAL. It may be someone from another university, but they **MUST** get graduate faculty status—talk to Dr. Phillips about this lengthy process.



## New Dissertation

### Deadlines: 2023-2024

**Important Notice:** The College of Graduate Studies has recently established new deadlines for dissertation procedures. Please be aware of the changes as they vary significantly from previous academic years.



#### Missing the deadlines?

The College of Graduate Studies won't guarantee degree conferral in the defense semester. However, defending even after the deadlines has its advantages. If you defend but miss the deadline, you won't incur EDU 899 fees for the next semester.

**Critical deadlines to submit final dissertation draft to committee:**

- Fall and Spring: by week 7
- Summer: by week 4

#### Fall 2023:

- Defense Hearing: By week 10 (November 3, 2023).
- Revisions & Format Submission: By week 13 (November 24, 2023).
- Format Check Review: Week 13 to 15 (November 27 - December 15, 2023).

#### Spring 2024:

- Defense Hearing: By week 10 (March 29, 2024).
- Revisions & Format Submission: By week 13 (April 19, 2024).
- Format Check Review: Week 13 to 15 (April 22 - May 10, 2024).

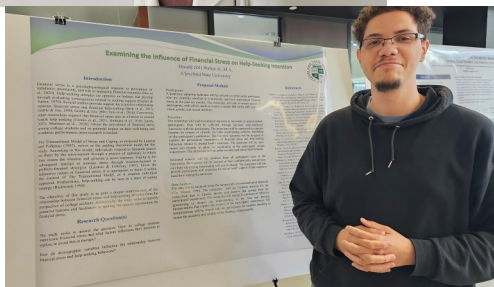
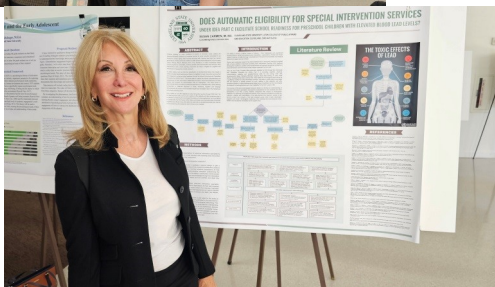
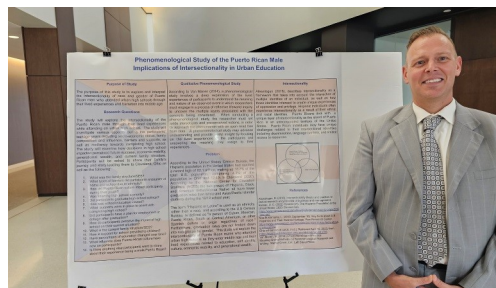
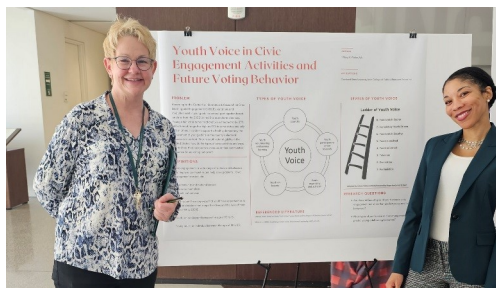
#### Summer 2024:

- Defense Hearing: week 7 (July 5, 2024).
- Revisions & Format Submission: week 10 (July 26, 2024).
- Format Check Review: Week 10 to 11 (July 29 - August 9, 2024).

**A friendly reminder that your committee needs a 3-week advance notice to review your dissertation before your defense.** If you have questions or need further clarifications, please reach out to the College of Graduate Studies.

# 2023 Annual Research Day

Cleveland State University's College of Education and Human Services was proud to showcase the achievements of its doctoral students at the 2023 Annual Research Day. EDU 895 students presented their dissertation progress and hard work and benefited from the insights and comments of a professional audience. A big thank you to all who attended and participated!



## Event Spotlight: "Freedom to Learn"

On May 3, 2023, the Office of Doctoral Studies, The Diversity Institute, and the Counseling Psychology Doctoral Program partnered with the African American Policy Forum to host the "Freedom to Learn" event at CSU. This event underscored the significance of preserving literary diversity and ensuring the freedom to access a range of voices. The highlight of the event was a book giveaway celebrating voices frequently marginalized in academic and public forums. These books have been banned or challenged at various times, yet they remain pivotal, providing insights into diverse human experiences, struggles, histories, and sociopolitical issues.

- *Beyond Magenta* by Susan Kuklin
- *The Bluest Eye* by Toni Morrison
- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- *The Hate U Give* by Angie Thomas:
- *Pedagogy of the Oppressed* by Paulo Freire
- *Out of Darkness* by Ashley Hope Perez
- *Invisible Man* by Ralph Ellison
- *Native Son* by Richard Wright
- *400 Souls: A Community History of African America, 1619-2019* edited by Ibram X. Kendi & Keisha N. Blain



**Thank you to all participants for joining us in advocating for knowledge and inclusion!**

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## Giving Day Acknowledgements

We'd like to extend our gratitude to the following individuals for their contributions to Giving Day:

- Xuan Song
- Graham Stead
- Julia Phillips
- Frederick Hampton
- Brian Fitts
- Debbie Morin
- Amani Mende
- Angela Fant
- Ali Martin Scoufield
- Adam Cusner
- and our anonymous donors

We would also like to thank Dr. Cecile Brennan, a graduate of our Urban Education Ph.D. program, for her generous donation of commencement regalia. Recognizing the financial burdens many students encounter when renting or purchasing regalia, Dr. Brennan's gift offers a meaningful alternative for our graduates. One student has already benefited from her kindness, and we now have an additional gown available in our office. Thank you for your thoughtful contribution, Dr. Brennan!



**Thank you for being a part of our community's growth and success!**

## Giving Day Recipients, Continued

Below we spotlight some of the inspiring stories from our Giving Day recipients.



”I am very grateful for the Giving Day Scholarship, which provided financial support to attend the three-day 2023 American Education Research Association Conference in Chicago, Illinois. The funds were used for travel, hotel, and registration fees during the conference. There was a collaboration and exchange of professional development activities related to educational policy concerns. There was an opportunity to discuss education in different states and expose the policies and practices that disenfranchise and disempower, which have material consequences that stifle the growth and well-being of community partners. I co-presented research to educational analysts, critical scholars, and graduates on state takeovers within three Ohio school districts subject to academic distress policies. I am further inspired by the keynote speaker, Cornell West, who ignited educators with a call to action to move forward and make necessary changes in the educational system in America. “ - **Quinci Teer**

“The Giving Day scholarship was so helpful in helping me pay for conference expenses this semester. It allowed me to focus on my work without this added burden. Every little bit helps!” - **Casey Sweeney**





## Giving Day Recipients, Continued



“As an advanced student in the program, without holding a current GA position, opportunities such as the Giving Day Scholarship have been impactful for me. Receiving this award assisted with a portion of the expenses that I accrued in attending the 2023 American Educational Research Association (AERA) national conference. Attending this conference was influential on both my professional and personal development. It allowed me to gain insight on the needs of potential clients from more of an educational lens than my own clinical one. It also allowed me to connect with other professionals across disciplines to dialogue, problem solve and plan future collaborations. Definitely an incredible experience that was contributed to by this scholarship, and I am grateful for having received it.” - **Melissa Carter**

”On Giving Day, I had the incredible opportunity to receive a scholarship to attend a conference. This scholarship not only allowed me to travel to biggest conference in Education, but also provided me with the means to present my work that was completed in the EDU 800 Advanced Quantitative Research Class at Graduate Research in Progress Round Table. The title of my presentation was "Determinant Factors Affecting the Selection Process of Student-Athletes of NCAA Division I University in 2022." The feedback I received was truly amazing, and I had the opportunity to meet researchers in my area of interest. I had an incredible experience talking to people who works I have been reading as well as exchange ideas and opinions. It was a great learning opportunity and I'm grateful for the chance to present my work. I would love to encourage all graduate students to apply for conference, meet new people, exchange ideas, and make new friends. Your research is important! “ - **Tatiana Nikitina**



## 2023-2024 Graduate Student Research Award (GRSA) Recipients



**Kelli Hess**

Levin College of Public Affairs and Education  
Ph.D. Urban Education, Counseling Psychology  
*Application of the Minority Strengths Model to Sexual Minority Young Adults*



**Casandra (Casey) Sweeney**

Levin College of Public Affairs and Education  
Ph.D. Urban Education, Adult, Continuing and Higher Education  
*The Importance of Diversity in Modern Environmentalism*



**Melissa Carter**

Levin College of Public Affairs and Education  
Ph.D. Urban Education, Counseling Psychology  
*Black Doctoral Students' Experiences with Racism and Racial Trauma in Graduate School*



**Xiaona Jin**

Levin College of Public Affairs and Education  
Ph.D. Urban Education, Policy Studies  
*The Ohio Seal of Biliteracy: Outcomes and Access*



**Stacey Sinwald**

Levin College of Public Affairs and Education  
Ph.D. Urban Education, Adult, Continuing and Higher Education  
*Sit and Stay: Impacts on Healthcare Workers' Experiences Interacting with a Certified Therapy Dog*

## GSRA Words of Wisdom

- **Kelli's** dissertation topic was about the use of a positive psychology lens for sexual minorities compared. She utilized the GSRA funds to offer a financial incentive of \$25 dollar gift cards for participants, and for help funding her costs related to presenting at the Eastern Psychological Association Conference.
- **Casey** recently used some of the GSRA funding to present at the UALL conference at Cambridge University with Dr. Wendy Green. "We presented an approach to addressing climate change in a multi-disciplinary faculty learning community (FLC). Additionally, I intend to use a chunk of the funding to incentivize participation in my dissertation, which uses a participatory action research (PAR) approach. The last of the funds will be used to attend a conference in Spring 2024. For those looking to apply, I would remind them that their research has value and that the only way to obtain funding is to do their best and to apply. The money will be provided to someone, so why not you?"
- **Melissa's** research for the GSRA was a study is to gather qualitative data from Black psychology doctoral students attending predominately White institutions (PWIs) in order to gain a better understanding of their unique experiences, particularly with racism and racial trauma that occurred during doctoral study. She budgeted for the following: coding and transcription software, participant compensation (gift cards), summer salary, and partial coverage for costs for a conference that she submitted a proposal to. Her first tip is to connect with a faculty member so that they can review your materials and give you feedback to get you proposal to be submission ready. Her second tip is to connect with another student that has already successfully gotten the award to help guide your proposal. Her last tip is to be thoughtful about your plan to use the fund as it a necessary component of the application and the funds must be used in the ways that you identify in the proposal. She shared that she believes that following these tips helped her to earn the award.
- **Xiaona's** dissertation examines the effects of earning the Ohio Seal of Biliteracy on high school and college academic outcomes, the individual factors that predict students' SoBL attainment, and the school factors that predict schools' participation in the SoBL program and the percentage of the SoBL recipients. She used the GSRA funds to cover summer salaries and fringes, to travel to national conferences, consultant fees for national lead researchers and policy experts on Seal of Biliteracy, and for data processing fees. Her tips for writing an effective GSRA proposal included careful review of application guidelines and requirements, clear and concise writing to convey substantial information, consider writing multiple revisions, and refer to the evaluation form to make sure you address each criterion effectively.

## Alumni Updates

**Linda Quinn, Ph.D.:** Dr. Quinn won the Distinguished Faculty Award for Service for 2023. Dr. Quinn is a Professor of Practice and Statistical Consultant in the Department of Mathematics and Statistics. Dr. Quinn's faculty profile is here: [https://facultyprofile.csuohio.edu/csufacultyprofile/detail.cfm?FacultyID=L\\_QUINN](https://facultyprofile.csuohio.edu/csufacultyprofile/detail.cfm?FacultyID=L_QUINN)



**Lela Pickett, Ph.D.:** Dr. Pickett is working at a private practice called *Psychology Resources* in Texas. Dr. Pickett strongly believes that the core of her work is cultivating a safe and collaborative space for her clients. She has expertise in trauma work, multicultural counseling, anxiety, depression, identity development, LGBTQ+, and relationships. She primarily works with adults.

**Brianne Markley, Ph.D.:** Dr. Markley is doing a postdoctoral Health Psychology fellowship at the Cleveland Clinic right now. She shared the following about her postdoctoral training:

“They take applications each fall (interviews are in January) and have different specialty tracks for people who want to complete a postdoc in the health psych realm.

The way it works is you 'major' in a specialty area 3 days a week and 'minor' in a specialty area 2 days per week. Then, halfway through the year you switch your minor to a new specialty area. So, over the course of the year you can potentially train in 3 health psych specialties.

I'm a fellow at the Mellen Center for MS and I rotate through general health psychology as my minor rotation. In the spring, I will rotate with consultation liaison psychology as my minor. It's a full-time position with lots of opportunities to learn and specialize. The full list of health psychology specialty areas are: MS, general health, consultation liaison psychology, gastrointestinal, bariatrics, behavioral sleep medicine, chronic pain, epilepsy, movement disorders, and psychosocial oncology.

If students are interested in learning more about this postdoc opportunity here is the fellowship website <https://my.clevelandclinic.org/departments/neurological/medical-professionals/fellowships/psychology>”

## Student Spotlight—Marilyn Orseno

Congratulations to Marilyn Orseno on being named the 2023 Ohio History Teacher of the Year! Marilyn, a first-year PhD student at CSU studying Urban Education and Policy, is being recognized for her exceptional dedication and innovative approach to teaching American history at North Royalton High School.

Marilyn is currently in her seventh year of teaching at North Royalton High School, where she instructs courses in AP U.S. History and College Credit plus American National Government. Her dedication and innovative teaching methods have earned her this well-deserved recognition.

As the Ohio award recipient, Marilyn received a \$1,000 prize, a certificate recognizing her outstanding achievement, an archive of books and historical resources, and a ceremonial recognition. Notably, she has also been named among the top 10 finalists for the National History Teacher of the Year award, with the national winner set to be announced later this fall.

To be considered for this prestigious honor, eligible teachers (with three or more years of teaching experience) must first be nominated by a colleague, parent, or student. The selection committee evaluates candidates based on several criteria, including a demonstrated commitment to teaching American history, evidence of creativity and imagination in the classroom, and the effective use of primary sources to engage students with American history.

Marilyn emphasized the importance of cultivating critical and analytical skills in students, challenging them to think like historians. She designed her lessons to help students discover "history in action" and encourages them to analyze historical events from multiple perspectives. Her goal is to help students uncover the complexities of the stories that shape us and connect them to the present day.

Marilyn acknowledged the invaluable role that her time as a graduate student in the CSU history department played in shaping her teaching career. She mentions her involvement in projects like the Cleveland Historical app and exhibit curation at The Shaker Historical Society, as well as her experience in archival research and historical analysis. These experiences equipped her with the skills and knowledge necessary to excel in the classroom. Marilyn credited the CSU faculty for their instrumental role in shaping her into the educator she is today. She appreciated the guidance, support, and the inspiring atmosphere that the Cleveland State History Department provides to its students.

Furthermore, Marilyn's passion for learning and teaching led her back to CSU, where she is currently pursuing a doctoral degree in the Urban Educational program in Policy Studies. She wants to conduct research related to curriculum development in Social Studies education and create an atmosphere for her students that fosters research, analysis, and a deeper appreciation for their history and heritage.

We congratulate Marilyn. Her commitment to bringing history to life for students is inspiring. We're proud to have Marilyn as part of the CSU community!

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## Faculty Spotlight



This fall, the Counseling Psychology program at CSU welcomed Dr. Casey Hinger as a new faculty member. Her research and teaching background in multicultural psychology and social justice makes Dr. Hinger an exciting addition to the program. We had the pleasure of sitting down with Dr. Hinger to learn more about her journey to CSU and goals as part of our community.

Dr. Hinger's interest counseling psychology stems from her multiracial family background. She recalls witnessing firsthand the privileges and advantages granted to her as a White woman in contrast to the experiences of her Black family members. This disparity did not sit right with Dr. Hinger from a young age. In her quest to understand the intersection of racism and mental health, she saw the field of counseling psychology, with its emphasis on social justice and multiculturalism, as the perfect pathway to create positive change through research, teaching, mentoring, clinical practice, and advocacy work.

Dr. Hinger named multicultural psychology and research methods as the courses she is most excited to teach at CSU. She finds it rewarding to help students understand research, making it feel more attainable for those who often find it intimidating initially. Dr. Hinger loves empowering students to pursue meaningful questions that speak to them. She aims to help students directly apply new knowledge to create change related to their “why” – the driving purpose behind their studies. Central to Dr. Hinger's teaching philosophy is fostering individualized experiences that draw out each student's unique perspectives and goals. She discussed how she was pleasantly surprised by how much she enjoys teaching intervention practicum courses, and getting to see students grow in their ability to conceptualize and care for clients. She spoke about how these experiences can help reaffirm deeper meaning-making that will help students get through even the toughest parts of graduate school.

Dr. Hinger reflected on the mentors who paved her professional journey and shaped her approach to diversity, equity, and inclusion efforts. She expressed deep gratitude for several leaders who modeled leveraging privilege to empower others. Dr. Hinger shared how her dissertation advisor, Dr. Cirleen DeBlaere, pushed her as a White woman to grow in racial justice advocacy and hold herself accountable when partnering with marginalized communities. Another influential mentor was Dr. Amy Reynolds, former president of APA Division 17, who provided a model for advancing racial equity from her position at the forefront of counseling psychology. She also emphasized the mentorship of Dr. Ken Rice at Georgia State University, describing him as the perfect balance of extremely knowledgeable and kind. She learned so much from him about excellence in writing, research, and teaching. Although she does not know Dr. Janet Helms personally, Dr. Hinger noted her seminal work on racial identity development as heavily influential. These mentors laid the groundwork for Dr. Hinger's approach to research, teaching, and clinical practice, and instilled in her the need to show up authentically, build reciprocal relationships, and amplify historically suppressed voices.

## Faculty Spotlight, Continued

Dr. Hinger strives to see students as whole people rather than just measures of academic productivity. Her mentoring approach balances caring support with accountability to develop students' skills. She aims to show up authentically and invest in each student's success. For example, Dr. Hinger models work-life balance by avoiding expectations for students to respond outside work hours. She emphasizes welcoming students' full selves and interests beyond academia into the classroom. Dr. Hinger hopes to replicate the reciprocity she gained from mentors by being fully present and invested in each student's growth. Even difficult conversations remain grounded in her commitment to nurture development while upholding high standards. As Dr. Hinger noted, her ultimate goal is for students to feel cared for as multidimensional individuals while also building skills and accountability to create meaningful change aligned with their own values and interests.

Dr. Hinger's research focuses on how psychologists can better serve historically marginalized communities and avoid perpetuating harm. Specifically, she is interested in White allyship in anti-racist movements. For her dissertation, Dr. Hinger conducted focus groups with people of color to hear how they defined and described White allies in their own lives. She used these insights to develop a scale assessing racial allyship for further research. Acknowledging allyship as an evolving, responsive process rather than a fixed identity, Dr. Hinger's current projects involve reviewing existing allyship measures and their psychometric properties to ensure these measures are being used in effective and meaningful ways. She is also working on partnering with racial justice organizations here in Cleveland to identify tangible ways White psychologists can improve as allies when working with marginalized clients and trainees in our community.

After spending some time getting to know Dr. Hinger, it is apparent that she leads by empowering others. When discussing her long-term goals for research, Dr. Hinger offered words of wisdom for students and early career scholars: Be bold, have confidence in your potential, and believe in your worthiness. She understands feeling undeserving of grant funding compared to big names in the field. However, Dr. Hinger urges emerging researchers not to doubt themselves or their ideas when proposing projects and applying for grants. She welcomes opportunities to consult on student-led projects and loves helping students pursue their own questions through research. If you're interested in learning more about research, or her background as a professional volleyball player or competitive improv comedian, you should reach out. Whether competing in a game or navigating academia, Dr. Hinger takes on a collaborative approach to nurturing new generations of professionals. Her presence at CSU promises to inspire leadership, spark change, and amplify unheard voices. Dr. Hinger's passion for empowering others shines through in her research, teaching, mentoring, and advocacy work. She models leveraging privilege to create equity and provides guidance for students to find their voice. With her commitment to social justice and building reciprocal relationships, Dr. Hinger is sure to make a profound impact at CSU and beyond.

## Welcome to the Students of Cohort XXXVII



**MARQUAN JONES:** Greetings! I am pursuing my PhD in Urban Education, specializing in Learning and Development. I have a BA in Psychology from Morehouse College in Atlanta GA, and a M.Ed. from Relay GSE in New York. I've spent my entire career in education. I started out as an Algebra teacher at a charter school in Harlem NY. I also spent two years as an AP who primarily focused on coaching first and second-year teachers. For the past 5 years, I've been a self-employed tutor and consultant to private clients as well as local schools like Tri-C and a few other middle schools. I'm looking forward to matriculating through this program with the MIGHTY Cohort 37, as I've been working mostly by myself for the past 5 years, and I'm at my best when I'm a part of a team.



**JOHN GALLAGHER:** Hello, everyone! My name is John (he/him) and I am a lifelong Clevelander. I was born and raised on the East side but have spent much of my adult life on the West side, mostly in Lakewood and Rocky River. My wife Helen and I have four children that range from pre-school to college aged. I am a respiratory therapist with a specialization in neonatal and pediatric care. I worked in critical care at UH Rainbow Babies & Children's Hospital for 20 years and at MetroHealth Medical Center for several years prior to that. I recently transitioned into academia and now serve as Assistant Professor and founding program director of respiratory care at Ursuline College in Pepper Pike, Ohio. I hold a Bachelor of Health Sciences from Cleveland State and a Master of Public Health from Ohio State. I am specializing in Adult, Continuing and Higher Education within the Urban Education PhD program. My research interests include neonatal resuscitation training, racial disparities within infant mortality rates, and adult literacy. I enjoy live music, the outdoors, and photography. It is a great honor and pleasure to be here with all of you.



**CRYSTAL ADAMS:** Hello! I am Crystal Adams, an Urban Education doctoral student specializing in Learning and Development. I hold a bachelor's degree in psychology, graduate certification in industrial organizational psychology, and a Master of Education degree in educational administration. I currently work as an Assistant Principal in the ACCEL Schools charter network. Prior to becoming an educator, I served the City of Toledo, Ohio as a firefighter/paramedic for almost a decade. I also worked as a community education and outreach manager specializing in psychiatric services and Medicaid Managed Healthcare. I am thrilled to be part of CSU's 37th Doctoral cohort in Urban Education. My research interests involve improving the educational outcomes of urban students affected by traumatic stress. In my free time, I love spending time with my 3 adult sons, performing in community theater and musicals, and singing multiple genres of music—everything from arias to R&B.



## Welcome to the Students of Cohort XXXVII



**BRIDGET TOVEY:** I am excited to begin the pursuit of my PhD here at CSU along the Policy Studies track. Currently, I work full-time as a Licensed Professional Counselor (LPC) specializing in EMDR and other trauma treatment modalities. I also serve on the board of the Ohio Association for Resiliency and Trauma Counseling (OARTC). I received my Master's degree from Kent State University in Clinical Mental Health Counseling with a specialization in Addictions Counseling, and my Bachelor's degree from Ohio University in Psychology and Sociology-Criminology with a Certificate in Women's, Gender, and Sexuality Studies. I have worked in the field of mental health for 7 years in various roles, including school-based case management and adolescent residential treatment. My research background includes

examining the relationship between various forms of intimate partner violence (IPV) and substance use behaviors among undergraduate students, the relationship between suicidality and workplace discrimination, and suicide protective factors. In my doctoral research I aim to examine the integration of somatic therapy tools into elementary education settings, and the impact those tools have on learning outcomes for students who have experienced trauma. In my free time, I enjoy attending concerts and music festivals, traveling, hiking, practicing yoga, reading, and spending quality time with my husband and our senior dog.



**CAITLIN HAWKINS:** I am in the Adult, Continuing and Higher Education (ACHE) specialization in the Doctoral Program. I have a Master of Science in Social Administration (Community Social Work) and a Master of Nonprofit Organizations from Case Western Reserve University, for which I earned membership to the Nu Lambda Mu Honor Society. I hold a Bachelor's in Women's and Gender Studies with an emphasis on Black Feminist Theory from Wheaton College in Norton, Massachusetts. In this program, my capstone was about Black women stand-up comediennees as educators, activists, and community-builders, and I am interested in pursuing research about stand-up comedy as a vehicle for storytelling and education

about marginalization.

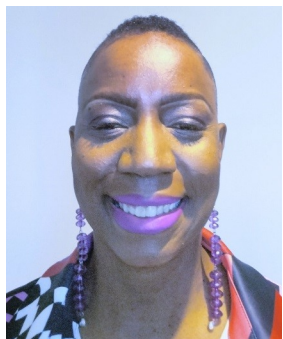
During the day, I am the Director of Diversity, Equity, and Inclusion (DEI) Training at The Diversity Institute in the Maxine Goodman Levin School of Urban Affairs at Cleveland State University. I have over 13 years of experience facilitating dialogue around diversity, equity, and inclusion topics, and spent the last 7 years developing, facilitating, and evaluating DEI workshops and DEI organizational consulting and strategic planning for businesses, nonprofits, and government agencies across Ohio and nationally. CSU students, staff, and faculty can sign up to attend a DEI workshop at CSU here at no cost!

In my free time I like to play board games, try new recipes, practice yoga, and paint.

## Welcome to the Students of Cohort XXXVII



**JADE WOODSON:** Hi, my name is Jade Woodson, a Viking for life as I re-enter the doors of Cleveland State University for a third time as a doctoral student specializing in School Administration. From an early age, my passion for the field of education became evident, leading me to embark on my first professional experience as a tutor in 2013. In 2017, I successfully graduated with honors, earning a Bachelor of Science in Early Childhood Education from Cleveland State University. Shortly thereafter, I assumed the role of a first-grade teacher, further fueling my desire to make a significant impact in the field. Recognizing the need for broader influence, I returned to Cleveland State and, in 2021, graduated at the top of my class with a Master of Education in Educational Leadership. This achievement coincided with a remarkable opportunity to serve as a Middle School Assistant Principal. As a dedicated administrator, I am committed to bridging the best of traditional and innovative ideologies in education; aiming to foster the personal and academic development of students. With that said I find that my research interests will further my agenda as I focus on bringing awareness to how racism has been utilized as a tool to divide, hinder growth, and obstruct unity amongst families of a low socioeconomic status.



**CLOTEA MACK:** Clotea’s mission is “Living a life that exemplifies faith, hope and love while serving God and serving mankind.” She has a BA in English from Case Western Reserve University and Master’s degree as a Reading Specialist from Kent State University. She has been an English teacher for 29 years, and she is an adjunct English professor at Lake Erie College. She is pursuing her Phd in Urban Education with a specialization in Policy Studies. Her areas of interest are helping African-American students with Adverse Childhood Experiences to improve their academic performance and overcome challenging odds to be successful.

As an empowerment coach, organizational trainer and founder of Lifted in Love, LLC, whose mission is to “Empower women to live their BEST lives NOW!” Clotea speaks in both the religious and secular arenas on The Power of Forgiveness, Self-Care and Vision, Creating Positive Work Culture as well as many other relevant and life changing subjects. Clotea is also the founder and Executive Director of ASPIRE Academy, a nonprofit organization that serves young parents. Her goal is to make sure that she leaves the earth having touched and impacted as many lives as possible. Clotea has four children and loves to travel, write, and dance.

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## Welcome to the Students of Cohort XXXVII



**CASSANDRA SQUIRES:** My name is Casey Squires. I am originally from Lancaster, PA, I moved to the Cleveland area in 2010. I am a Coordinator of Teaching and Learning for Lakewood City Schools in Lakewood, Ohio. I currently support the secondary schools in the district, working with teachers in Math, Science, Social Studies, English Language Arts, World Language, STEM and West Shore Career Tech. I assist principals and teachers with their work with students by facilitating collaborative conversations around high quality core instruction and assessment materials, supporting corresponding professional learning opportunities for staff, and supporting data based decision making at the building and district levels to actualize the goals of the district. I got my B.S.E. in Secondary Mathematics from Millersville University and M.Ed in Educational Administration from Cleveland State University. I was a high school mathematics teacher and an instructional coach prior to my current role. I am a passionate educator, who gets excited about all things education, believing that we need to consider the whole child and ALL children as we look at our education systems. I work with EdReports as a content reviewer and am currently a Klawe Fellow in their 5th cohort. In my spare time I am an avid reader, an artist and love to travel and camp with my family.



**EVIE DUVERNEY:** (she/they) is a proud Cleveland resident who has a passion for community, service, and the amplification of marginalized voices. They currently serve as the Assistant Director of the Marejoyce Green Women's Center at Cleveland State University. Previously, they served as Director of Look Up To Cleveland at the Cleveland Leadership Center, in multiple positions at The LGBT Center of Greater Cleveland, and as Director of Programs at The Diversity Center of Northeast Ohio. Their primary professional focus has been on issues of inclusion and equity around race, ethnicity, disability, socioeconomic status, sexual orientation, and gender identity and/or expression. They developed and delivered programs extensively throughout the United States around diversity & inclusion, including a large-scale LGBTQ+ Cultural Competence program in preparation for the 2014 Gay Games in Northeastern Ohio. Evie has been named by The Plain Dealer as one of Cleveland's Community Heroes for their work with young adults and received an LGBT Heritage Day Award from the City of Cleveland for work in education and social services. They were named one of the top five most influential people in Northeast Ohio for LGBTQ+ advocacy by Cleveland Magazine, and Cisgender Ally of the Year by the Northeast Ohio Transgender community. They currently serve on the Board of Directors of Colors+ Youth Center & Stonewall Democrats. Evie holds a bachelor's degree in psychology from Notre Dame College, a master's in psychology from Cleveland State University, and a graduate certification in diversity management. They also serve as adjunct faculty in the Women & Gender Studies department.

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## Welcome to the Students of Cohort XXXVII



**MARY AKINSEYE:** Greetings! My name is Mary Akinseye, and I hail from Nigeria. My pronouns are she/her/hers, and I am a first-year doctoral student in the School Administration track. I am also a graduate assistant for the CRIS Teacher Education Department. My interests are diverse and centered around improving educational systems, exploring different learning models, and the role of technology in education. My educational background includes a Bachelor of Science in Microbiology and a Master of Science in Industrial Microbiology from Nigeria. Additionally, I hold a Master of Education in Educational Administration

and a Master of Education in Curriculum and Instruction both from Cleveland State University. My ultimate aspiration is to make a significant impact in the field of school administration. Beyond academic pursuits, I prioritize spending quality time with my family, traveling, and discovering new things.



**REBECCA MAYFIELD:** I am a first-year student in the Urban Education: Counseling Psychology PhD program. I received my BS in psychology from Walsh University in 2011 and my MS in community counseling from Austin Peay State University in 2013. I have experience in working with the alcohol and other drugs (AOD) population, individuals with chronic pain and those with a history of trauma. I am trained in EMDR therapy and am passionate about holistic approaches. I currently work as a graduate assistant in Doctoral Studies Education assisting with coding for meta analyses. My research interests include trauma, as it

relates to abuse, the medical field or the military. My interests outside of the academic setting include reading, spending time with my kids and dogs and taking my Jeep off-roading with my husband.



**JEANNEA COBB:** Hello everyone! My name is Jeannea Cobb and I am in the Counseling Psychology specialization in the Urban Education PhD program. I did my undergraduate degree in psychology at Point Park University and received my master's degree in educational psychology from Kent State University in the Spring of 2021. I currently work as a counselor trainee and graduate assistant in the CSU Counseling Center. My research interests include exploring the effects of maternal mental health factors and their direct impact on infant development and mortality. Additionally, I'm interested in exploring the effects of socioeconomic status, race,

and ethnicity to better understand perinatal disparities and mortality rates of both mothers and infants. Addressing these concepts can lead to an increase in adequate and diverse rehabilitative interventions, preventative measures, and supports for those in need. This can assist those who are marginalized and those who do not have the resources to attain quality and adequate mental health care.

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## Welcome to the Students of Cohort XXXVII



**ELIZABETH CALDERA:** I am from Northeast Ohio and earned my bachelor's degree in psychology and master's degree in clinical psychology from Cleveland State University. I currently work as a clinician at a mental health private practice and as an adjunct professor at a community college. I am continuing my education in the Urban Education Ph.D. program with a specialization in Counseling Psychology with the hopes of becoming a licensed psychologist in the state of Ohio. While I am not in school, I like to play USTA tennis with my husband and go for walks at the Metro Parks.



**BRENNA KEGG:** Hi everyone, I'm Brenna and I am a first-year student in the Counseling Psychology specialization. I am a Licensed Professional Counselor and earned my master's in Clinical Mental Health Counseling at CSU this May. I've worked in a variety of clinical and research settings, including Cleveland State's Counseling & Academic Success Clinic, community mental health, and hospitals. My areas of interest include the LGBT community, sexual health disparities, the HIV+ community, and the overlaps of chronic illness, trauma, and sexual dysfunction in women. In my free time I enjoy roller skating, playing video games, and being outdoors. I'm looking forward to beginning my PhD journey!



**FAHIMEH ASADI:** My name is Fahimeh Asadi, I'm from Iran and moved to the US last year. I am in the Counseling Psychology specialization. My bachelor's degree was in Physical Education and Sport Science, and I continued my education and earned a master's degree in Sport Physiology. I enjoyed my major and worked as an instructor at a university. However, I felt that I needed to help individuals in a different way. I changed my major to clinical psychology and earned my master's degree in clinical psychology from the University of Tehran. During my master's thesis, I developed a lifestyle questionnaire in order to gain a better understanding of the risk factors and protective factors in a clinical population's daily lives. As a psychotherapist and mindful yoga instructor in private practice clinics, I worked with patients with anxiety, depression, or sexual dysfunction to help them regain a sense of balance. I am interested in mindfulness and self-compassion. I am also interested in the relationship between discrimination and specific personality traits. In general, I want to investigate psychological predictors of discriminatory behaviors and microaggressions towards marginalized populations. Outside of academia, I enjoy hiking, yoga, and painting.

## Selected Student and Faculty Publications

- Clonan-Roy, K.**, Maton, R., Matthews, C., Kitzmiller, E., Kokozos, M., & Jacobs, C. (2023). White Parents and Caregivers' Perceptions of Equity and Antiracism Work at an Independent School. *Teachers College Record*. <https://doi.org/10.1177/01614681231199558>
- Clonan-Roy, K.**, Naser, S., Fuller, K., & Goncy, E. (2023). Sexual and gender diverse youth's marginalization in school based sex education and development of adaptive competencies. *Psychology in the Schools, 60*(7), 2592 – 2609. <https://doi.org/10.1002/pits.22881>
- Eadeh, H.-M., & **Najjar, K.** (2023). Evidence of validation of the Difficulties in Emotion Regulation Scale–18 in Arab, Middle Eastern, and North African emerging adults living in the United States. *Psychological Assessment, 35*(5), 419–429. <https://doi.org/10.1037/pas0001217>
- Giraldo-Garcia, R., Fogarty, L., Voight, A., & Sanders, S.** (2023). Urban secondary students' explanations for the school climate-achievement association. *Psychology in the Schools, 1*–16. <https://doi.org/10.1002/pits.22872>
- Golden, A. R., Gibson, S. O., Fike, K., Wilkerson, E., & **Voight, A.** (In press). You have to look at the whole picture: A qualitative examination of critical social analysis among racially minoritized urban adolescents. *Journal of Adolescent Research*. <https://doi.org/10.1177/07435584231187845>
- Green, W. M., Lam, E.T.C., & **Liao, K.Y.-H.** (2022). The development of the Employee Resource Groups Scale (ERGS). *International Journal of Adult Education and Technology, 13*, (1), 1-15. <https://doi.org/10.4018/IJAET.314632>
- Lalwani, A., Green, W., & **Hamlen Mansour, K.** (2022, Sept). *How campus alienation exacerbated international students' difficulties in accessing campus services remotely during COVID-19: Notes on policy and programming*. American Behavioral Scientist special issue Higher Education Stakeholders' Early Responses to the COVID-19 Crisis – Part 2: Student and “Classroom” Experiences. <https://doi.org/10.1177/00027642221118257>
- Liao, K. Y.-H.**, & Wei, M. (2022) Gratitude and acculturative stress among Chinese international students: A moderated mediation model. *The Counseling Psychologist, 51*(2), 270-294. <https://doi.org/10.1177/00110000221138803>
- Liao, K.Y.-H.**, Wei, M., Tsai, P.C., **Kim, J.**, & Chen, H.-S. (2023). Language discrimination, interpersonal shame, and depressive symptoms among international students with Chinese heritage: Collective self-esteem as a buffer. *Counselling Psychology Quarterly, 36* (4), 774-795. <https://doi.org/10.1080/09515070.2023.2164845>
- Shaw, J., Bailey, C., Danylkiv, A., Kashyap, M., Chávez, N. R., & **Voight, A.** (In press). The work experiences and needs of lone community psychologists: Exploring diversity of settings and identities. *Journal of Community Psychology, 51*(5), 1917–1934. <https://doi.org/10.1002/jcop.22979>
- Voight, A., Giraldo-Garcia, R., Fogarty, L., Sanders, S., Golden, A., Linick, M., & Davis, E.** (In press). Directional links between students' perception of school climate and academic performance in urban schools. *Journal of Research on Educational Effectiveness, 1*-15. <https://doi.org/10.1080/19345747.2023.2189895>

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## Selected Student and Faculty Presentations

- Carter, M.** (2022). Being Black in academia: Black students' experiences with racial trauma [Paper presentation]. The Association of Black Psychologists (ABPsi), Cleveland, OH, United States.
- Carter, M. and Moore, J.** (2022). Why resilience matters to wellness? [Conference presentation]. The Wellness and Wellbeing Summit (Virtual), United States.
- Carter, M.** (2022). Black students' experiences with racial trauma in academia [Poster presentation]. Doctoral Studies Research Day, Cleveland State University, Cleveland, OH, United States.
- Carter, M.** (2023). Exploring the experiences of Black, Indigenous, and People of Color girls in independent schools [Paper presentation]. The Association of Black Psychologists (ABPsi), Cleveland, OH, United States.
- Clonan-Roy, K.** (2022, November). *Curriculum Violence in School Based Sex Education for Sexual and Gender Diverse Students*. American Educational Studies Association, Pittsburgh, PA.
- Clonan-Roy, K.,** Gross, N., Vasudevan, V., & Nagarajan, P. (2022, November). *Caring as Research Praxis: Engaging in Critical Qualitative Methodologies with Youth in Schools*. American Educational Studies Association, Pittsburgh, PA.
- Clonan-Roy, K.,** Jacobs, C. E., & **Carter, M.** (2022, April 21-26). Women and girls of Color navigating academic pathways [Roundtable discussion]. 2022 American Educational Research Association (AERA) Annual Meeting, San Diego, CA, United States.
- Clonan-Roy, K., Najjar, K.,** Naser, S., Fuller, K., & Goncy, E. (2023, April). *Curriculum Violence in School-Based Sex Education for Sexual and Gender-Diverse Students*. American Educational Research Association, Chicago, IL.
- Clonan-Roy, K.,** Vasudevan, V., Nagarajan, P., & Gross, N. (2023, April). *Teaching and Learning Critical Care-Based Research Methodologies: Training the Next Generation of Qualitative School-Based Researchers*. American Educational Research Association, Chicago, IL.
- Clonan-Roy, K.,** Jacobs, C., & Jones, K. (2023, April). *Shocked, Disappointed, and Feeling Left Out: Asian American Parents and Caregivers' Responses to Diversity, Equity, Inclusion, and Antiracism at an Independent School*. American Educational Research Association, Chicago, IL.
- Gibson, S. O., **Voight, A.,** Golden, A. (2023, April). Youth participatory action research as a pedagogical strategy in core content areas. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Griffin-Todd, K., Jin, X.,** Benninger, E., (2023, June 21) *Exploring the Action Step in YPAR: Youth perspectives on facilitators and hindrances of taking actions to make changes*. Society for Community Research and Action, Atlanta GA, United States
- Harris, S., Kerwin, D., and **Martin Scoufield, A.** (2022). "Building Bridges Between Student Conduct and Disability Services," Symplicity Accommodate Webinar, panelist
- Jacobs, C. E., **Carter, M. & Clonan-Roy, K.** (2023, April 12-16). "There's Reasons Why I'm Extra": Constructions of Strength and Resilience of Black, Indigenous, and People of Color Girls in Schools [Paper presentation]. 2023 American Educational Research Association (AERA) Annual Meeting, Chicago, IL, United States.
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## Selected Student and Faculty Presentations

- Jacobs, C., & **Clonan-Roy, K.** (2022, December). Supporting BIPOC Youth and Leveraging Their Strengths Through Equity in Education. National Association of Independent Schools (NAIS) People of Color Conference, San Antonio, TX.
- Jacobs, C., & **Clonan-Roy, K.** (2022, November). *The Consequences of Not Practicing Anti-Racism in Schools*. American Educational Studies Association, Pittsburgh, PA.
- Jacobs, C., Carter, M., **Clonan-Roy, K.** (2023, April). *“There’s Reasons Why I’m Extra”: Constructions of Strength and Resilience of BIPOC Girls in Schools*. American Educational Research Association, Chicago, IL.
- Jin, X., Voight, A., & Javadi, A.** (2023, June). Exploring research question development for youth participatory action research. Society for Community Research and Action, Atlanta, GA.
- Jin, X., Voight, A., Golden, A., & Sanders, S.** (2023, April). An examination of school climate improvement and data use strategies employed by school districts. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Kegg, B.** (2022, October). *Considerations for trauma-informed counseling with HIV-positive women*. All Ohio Counselors Conference (AOCC).
- Kim, J., Shen, F., & Liao, K. Y.-H.** (2023). Parental Anti-gay Attitudes and Depression among Asian American LGBQQ: The Mediating roles of Internalized Homophobia and Minority Stress. Poster presentation at 131st Annual Convention of the American Psychological Association.
- Liao, K. Y.-H., Shen, F., & Kim, J.** (2023). Discrimination, Social Constraint, Minority Stress, & Antigay Attitude Among LBGQQ Asian Americans. Poster presented at 131st Annual Convention of the American Psychological Association.
- Martin Scoufield, A.** (2022). “Promoting a Culture of Integrity,” University of Maine – Augusta (invited speaker).
- Martin Scoufield, A.** (2023). “Bystander Intervention as a Means of Hazing Prevention,” Ohio Anti-Hazing Summit, Bowling Green State University.
- Martin Scoufield, A.** and Clifford, G. (2022). “Equitable Crisis Management Practices: The Importance of Collaboration Between Disability Services, Case Management, & Community Standards,” AHEAD Excellence and Equity Annual Conference.
- Martin Scoufield, A.** and Clifford, G. (2023). “Equitable Conduct Practices: Infusing Disability Services with Community Standards,” ASCA Half-Day Workshop.
- Shen, F., **Liao, K. Y.-H., & Kim, J.** (2023). Asian Values, Social Constraint, Minority Stress & Mental Health of Asian American LGB. Poster presentation at 131st Annual Convention of the American Psychological Association.
- Shen, F., **Liao, K. Y.-H., & Kim, J.** (2023). Culturally Appropriate Body Image Assessments for Asian Men and Women. Poster presentation at 131st Annual Convention of the American Psychological Association.
- Stead, G. B., & Kim, J.** (2023, August). Career adaptability and career exploration: Meta-Analysis. Paper presented at the American Psychological Association Convention, Washington DC.



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## Selected Student and Faculty Presentations

- Sweeney, C.** (2023, October). *Adult education and climate change*. Community College Humanities Association (CCHA).
- Sweeney, C.** (2024, March [accepted]). *Adult education and climate change*. Hawai'i International Conference on English Language and Literature Studies (HICELLS).

## Faculty & Student Grants

- Clonan-Roy, K.** (PI), Naser, S., (Co-PI), Fuller, K. (Co-PI), & Goncy, E. (Co-PI). (2022). The Possibility of Participatory Action Research to Create Inclusive and Affirming School Based Sex Education for Sexual and Gender Diverse Youth. Small Research Grant. *Spencer Foundation* (\$49,904.39).
- Clonan-Roy, K.**, & Jacobs, C. (2023). Understanding the Educational and Developmental Experiences of Girls of Color. Diversity TRACTION (Teaching, Research, and Action) Grant Program. *Cleveland State University*. (\$5,000).
- Clonan-Roy, K.**, Goncy, E., Fuller, K., & Naser, S. (2023). Conducting and Connecting Community-Based Research to Practice with Sexual and Gender Diverse Youth in Northeast Ohio. Undergraduate Summer Research Award. *Cleveland State University* (\$4,914).
- Stead, G. B.** (2023). Internal grant. Faculty Scholarship Initiative (FSI). "Career adaptability and social support: Meta-analysis."
- Struwig, M., & **Stead, G. B.** (2023). Conducting research. Wize Books.

## Faculty & Student Leadership and Awards

- Carter, M.** (2023). 22-23 Graduate Student Research Award (GSRA). Cleveland State University.
- Carter, M.** (2023). Giving Day Scholarship. Cleveland State University.
- Clonan-Roy, K.** (2023). Honorable Mention for the 2023 Outstanding Book Awards for *Care Based Methodologies: Reimagining Qualitative Research with Youth in US Schools*. Educational Problems Division, The Society for the Study of Social Problems
- Hess, K.** (2023). 22-23 Graduate Student Research Award (GSRA). Cleveland State University.
- Jin, X.** (2023). 22-23 Graduate Student Research Award (GSRA). Cleveland State University.
- Martin Scoufield, A.** (2023). Faculty/Staff Health & Wellness Champion Award recipient, awarded by CSU Division of Campus Engagement, Diversity, Equity, and Inclusion
- Martin Scoufield, A.** (2023). US Bureau of Justice Assistance, "Implementing a Co-Responder Protocol at Cleveland State University," Sommers, B., Pettrey, B, Martin Scoufield, A.; co-authored with CSU Counseling Center, CSU Police, and CSU Dean of Students Office: \$367,858.00
- Phillips, J.** (2023). Cleveland State University Golden Apple Alumni Award.
- Sinwald, S.** (2023). 22-23 Graduate Student Research Award (GSRA). Cleveland State University.
- Sweeney, C.** (2023). 22-23 Graduate Student Research Award (GSRA). Cleveland State University.
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## Upcoming Conventions & Conferences

American Association for Adult and Continuing Education

September 19, 2023 – virtual

October 3-6, 2023 – Lexington, KY

Proposal Submission Due Date: Passed

[AAACE](#)



American Educational Research Association

April 11-14, 2024

Philadelphia, PA

Proposal Submission Due Date: Passed

[AERA](#)



Mid-Western Educational Research Association

October 18-20, 2023

Cincinnati, OH

Proposal Submission Due Date: Passed

[MWERA](#)



Critical Race Studies in Education Association Conference

October 26-27, 2023

Chicago, IL

Proposal Submission Due Date: Passed

[CRSEA](#)



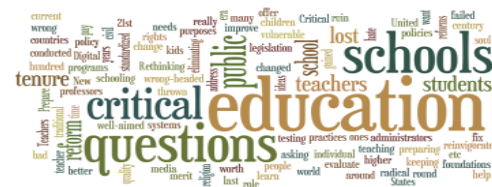
Critical Questions in Education

November 6-8, 2023

Chicago, IL

Proposal Submission Due Date: Passed

[CQIE](#)



Critical Questions in Education

March 3-6, 2024

New Orleans, LA

Proposal Submission Due Date: Not

Yet Released

## Upcoming Conventions & Conferences

Midwestern Psychological Association

April 18-20, 2024

Chicago, IL

Proposal Submission Due Date: Typical-ly  
in November for conference in April

[MPA](#)



National Association of Multicultural Education

November 15-19, 2023

Montgomery, AL

Proposal Submission: typically in April  
for conference in November



National Multicultural Conference and Summit

January 18-19, 2024

Santa Fe, NM

Proposal Submission Due Date: typically in September for  
conference in January

[NMCS](#)



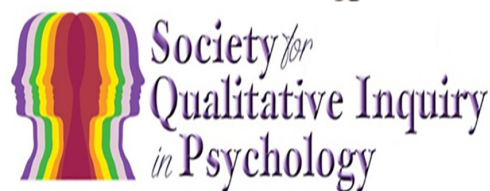
Society for Qualitative Inquiry in Psychology

June 14-16, 2024

Boston College, MA

Proposal Submission Due Date: Early January  
or February

[SQIP](#)



American Psychological Association



**AMERICAN PSYCHOLOGICAL ASSOCIATION**

August 8-10, 2024

Seattle, WA

Proposal Submission Due Date: 5:00 P.M. ET ON JANUARY 10, 2024. [APA](#)

Ohio Psychological Association

2024 Date Not Yet Released

[OPA](#)



## Literature Review Tips

By Logan Ankeney

Writing an effective literature review is a vital skill for researchers. In addition to providing context and rationale for your study, literature reviews allow you to learn about your topic while developing your own perspectives and establishes your credibility as a researcher (Singh & Knight, 2020)– but it can be a daunting task. This article provides helpful tips and strategies to make the process more manageable. From narrowing your topic focus to analyzing and synthesizing sources, here are some key steps for crafting a solid literature review for your study.

### Start with a Focused Topic

One of the most important first steps in writing an effective literature review is defining your research topic and questions. This can be overwhelming at times due to the number of sources available, or frustrating due to lack of relevant material. Spending time conceptualizing your topic and goals before beginning your search can help you avoid these pitfalls. Starting with a clear topic focus will help you identify the most relevant research to discuss (Singh & Knight, 2020). Conversations with peers and professors can help with this process. Discussing your interests with peers helps you gain insight into what you already know and areas needing additional inquiry– and their feedback could help you identify related topics or sources you hadn't considered. Professors can provide more specific advice on your discipline to help you narrow your focus and identify the most effective search terms and databases for finding relevant studies.

### Finding Sources

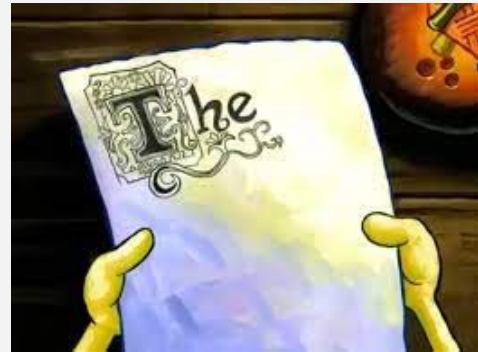
Identifying studies for your literature review is a time-intensive process, so make sure you allow yourself plenty of time to search databases, journals, and books for relevant research. Cast a wide net by looking for seminal studies as well as recent research (Heppner & Heppner, 2004). Starting your search with meta-analyses or systematic reviews on your topic is a quick way to surface many key studies. Try different key word combinations and variations in a systematic manner and look through the reference lists of relevant articles to find additional sources. AI programs can also help accelerate this process – for example, chatGPT can help you generate key words to use as search terms. Other tools like Connected Papers and Research Rabbit visually map links between papers and help identify relevant studies based on keywords. More advanced programs, such as Iris, can quickly analyze patterns in research and recommend relevant papers. To keep track of references as you search, use reference organizers like Zotero or EndNote. While a review of AI programs for research is outside of my expertise and the scope of this article, it's worth considering how the right tools can help you be more efficient throughout this process.

## Literature Review Tips, Continued

### Analyzing & Synthesizing

Take detailed notes on the purpose, methods, findings, and limitations of each study. Keeping an annotated bibliography can help you look for common themes and contradictory results across sources (Cone & Foster, 2006). Consider organizing studies both by topic and methodology - this will streamline your process of critiquing the literature (Singh & Knight, 2020). It can be helpful to think about your literature review as a puzzle - first identify the frame pieces (your theoretical framework) then start sorting other pieces (sources) into piles based on how you anticipate they'll fit together. Your grouping may change as you read more studies and gain a better understanding of the subject. Once you've laid out most pieces, gaps will emerge - these suggest missing information and guide your study's focus and rationale. The goal of a literature review is to assemble the puzzle pieces (sources) into a coherent picture, not just describe each piece in isolation. Look for connections between pieces that interlock logically or contradict each other. Keeping notes on each study in semi-organized "piles" makes identifying patterns easier (Cone & Foster, 2006; Singh & Knight, 2020).

Critically appraising the quality of research studies is vital when reviewing the literature. Cone and Foster's (2006) guiding questions offer a useful framework for systematically examining key components of studies, including the introduction, methodology, results and discussion sections. For example, in the methods section, questions focus on assessing the appropriateness of the sampling, measures, procedures, and analyses used (e.g., Was random assignment to groups utilized?). Other questions (e.g., Were steps



**Tips for staying on track and keeping it relevant:** It's easy to stray off-path when you're initially searching for relevant research to cite and when writing a literature review, it is crucial that all the sources and studies you include are directly relevant to the specific topic and argument you are making. The best way to maintain relevance is to articulate your argument clearly in an "anchor statement" early in the process (Singh & Knight, 2020). This anchor statement can be a thesis statement or a question that summarizes the focus of your literature review. For example, your statement might be "This literature review will examine research on the efficacy of counseling as a treatment for depression." As you search for sources, use this anchor statement as a point of reference to evaluate whether each study you find truly connects to and supports your stated argument and focus. If a study is not clearly relevant, do not include it in your literature review, as irrelevant sources will undermine your credibility on the topic (Singh & Knight, 2020).

## Literature Review Tips, Continued

taken to rule out competing explanations?) can help you evaluate how well the study design accounted for alternative explanations and controlled threats to validity. Systematically asking these types of questions for each study under review can help you identify gaps, limitations, biases, or other issues to consider when synthesizing the literature, as this process helps identify areas requiring more research and informs evaluations regarding the signifi-

### Writing & Revising

When writing, consider relationships between studies, critiquing their methodology, and synthesizing them into an integrated analysis that imposes logical order (describing each puzzle piece, how it fits with the other pieces around it, and the big picture). This process is iterative, requiring re-reading, revising, and integrating new sources in ways that maintain relevance and alignment with the central argument (Singh & Knight, 2020). Additionally, allow time after drafting to step away from the literature review and then revisit it with fresh eyes. Refine awkward phrasing, fill in gaps, check for accuracy, and correct any grammar, spelling, or punctuation errors.

Heppner and Heppner (2004) provide a useful rubric for self-assessing the quality of a literature review before sharing

it with an advisor or peer reviewer. The rubric includes several criteria measured on a scale from 1 (not at all) to 6 (very much so). Some key criteria include: clearly defining the topic parameters; providing an integrative summary of previous research; identifying relationships, contradictions, gaps and inconsistencies across studies; articulating a unique perspective; providing clear takeaway messages; writing concisely; and having strong organizational structure with an explicit topic sentence per paragraph, smooth transitions between ideas, appropriate subheadings, opening and closing summaries, and an elimination of colloquial language. Using this type of rubric can help evaluate your literature review before seeking feedback from others.

### References

Cone, J. D., & Foster, S. L. (2006). *Dissertations and theses from start to finish: Psychology and related fields* (2nd ed.). American Psychological Association.

Heppner, P. P., & Heppner, M. J. (2021). *Writing and publishing your thesis, dissertation, and research: A guide for students in the helping professions* (1st ed.). Research, Statistics, & Program Evaluation.

Singh, A. A., & Knight, J. K. (2020). The experience of academic writing: An ethnographic investigation of senior theses. *Writing & Pedagogy*, 12(3), 375–403. <https://doi.org/10.1558/wap.40981>

## Dissertation Defenses

### Paige Blankenship, Fall 2022

Cohort XXXI, Counseling Psychology  
*Self-Compassion and Psychological Well-Being in Sexual Abuse Survivors: Mediating Roles of Emotional Dysregulation and Shame*

### Allison Griesmer, Fall 2022

Cohort XXXI, Counseling Psychology  
*Mediators of the Relationship Between Psychology Doctoral Students' Perceived Stress and Quality of Life During the COVID-19 Pandemic: Self-care and Social Support*

### Carol Lockhart, Fall 2022

Cohort XXXI, School Administration (UEA)  
*A Phenomenological Study of African American Women in Urban K-12 School Leadership and their Pathways to Self-Efficacy*

### Brianne Markley, Spring 2023

Cohort XXXII, Counseling Psychology  
*Animal-Assisted Therapy: Exploring Practitioners' Perspectives and Experiences*

### Lela L. Pickett, Spring 2023

Cohort XXVII, Counseling Psychology  
*The Relationship Between Perceptions of Barriers and Life Satisfaction as Mediated by Coping Efficacy Title*

### Mengxi Yin, Summer 2023

Cohort XXXII, Counseling Psychology  
*Insecure Attachment and Posttraumatic Growth Following Relationship Dissolutions: The Mediating Roles of Self-Compassion and Gratitude*

### Angela Fant, Summer 2023

Cohort XXXII, Counseling Psychology  
*Women's Experiences of Work-Life Integration and Infertility*

### Chelsea Kelligher, Summer 2023

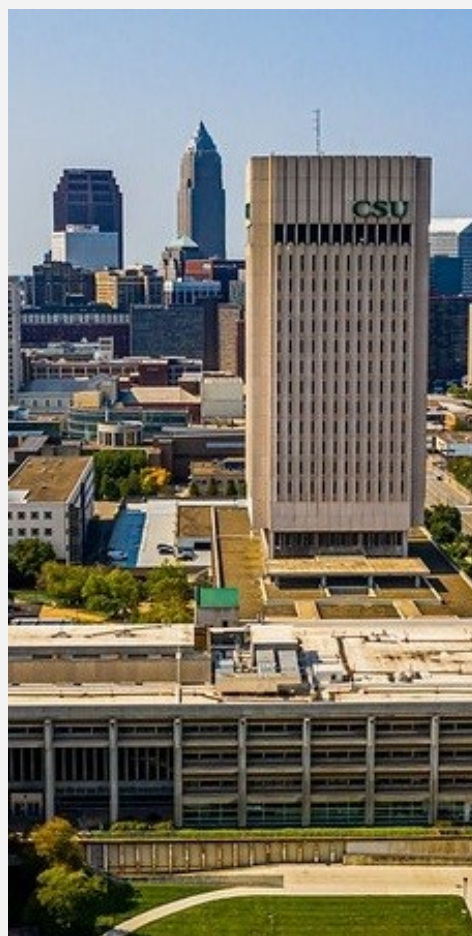
Cohort XXXI, Counseling Psychology  
*Transgender and Gender Nonconforming Individuals' Access to Eating Disorder Treatment: Facilitators and Barriers*

### Lumar Vargas, Fall 2023

Cohort XXXIII, School Administration  
*More than Spiritual Leaders: A Phenomenological Study of Latina/o Pastors and their Roles as Transformational Leaders and Agents of Social and Economic Advancement*

### Meghan Murray, Fall 2023

Cohort XXXI, Counseling Psychology  
*Parenting Practices & Sibling Relationship Quality Within Families With a Child With ASD*



## Graduate School Wellness

### Recommendations From Current Students

Being a doctoral student is both rewarding and challenging. According the U.S. Census Bureau, only an estimated two percent of the American population obtain doctoral degrees. Though earning a Ph.D. is a distinctive accomplishment, graduate students often face unique stressors which can be overlooked (Forrester, 2021). More on that here: <https://www.nature.com/articles/d41586-021-01751-z>

Recognizing the unique position of graduate students, it can be helpful to learn from current students' experiences. Below are tips for navigating graduate school while tending to your wellness:

- Connect with your peers and cohort members. You can relate on shared experiences, learn from one another, and form friendships.
- Reach out to trusted faculty members or advisors to keep them informed on how you're getting along and what supports you may need from them.
- Engage in personal therapy.
- Maintain perspective—ask yourself what is critical and important vs. what can wait or be tended to later.
- Get involved, but also learn when to say no.
- Seek support from the Office of Disability Services if academic accommodations would be useful.
- Take breaks and discover what quality self-care looks like for you.
- Engage in mentorship opportunities with recent graduates, working professionals, and university faculty.
- Use a planner to stay organized.
- Be mindful of the body-mind connection...get adequate sleep, monitor caffeine intake, exercise, eat healthy foods, speak kindly to yourself, etc.
- Incorporate fun into your busy schedule—even in small ways.

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