

Doctoral Studies Newsletter



ENGAGED LEARNING, Fall 2021

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Words From Our Director

Dr. Julia C. Phillips



After almost 18 months of the shutdown, Cleveland State University re-opened its doors for Fall Semester 2021 under universal masking indoors. CSU has enacted a plan to utilize social persuasion campaigns to encourage vaccinations and the wearing of masks to mitigate risks to students, faculty, and staff. Throughout the year, Asian and Asian-American people in our community faced increased anti-Asian sentiment while Black people continued to face discrimination and police brutality. Engaging in anti-racism work in our professional, academic, and personal lives is more important than ever. In this context, we welcomed 20 new students in Cohort XXXV at the same time as being saddened that two international students were unable to secure visas. A significant milestone occurred this semester when the Counseling Psychology program faculty completed their self-study for re-accreditation and submitted it by the deadline of October 1, 2021. The program will likely have a site visit in 2022-2023 prior to the APA Commission on Accreditation considering re-accreditation of the program. The program is accredited by the Commission on Accreditation of the American Psychological Association (APA) and trains license-eligible psychologists.

**Questions related to the program's accredited status should be directed to the Commission on Accreditation:*

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail: apaaaccred@apa.org
Web: www.apa.org/ed/accreditation

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Words From Our Director, Continued

We have had a very busy year with graduations! Since August of 2020, 22 students graduated with a Ph.D. in Urban Education – check out the list of new graduates and their distinguished dissertation titles on page 23 . I'm thrilled that our 2020 graduates will be celebrated in a special commencement ceremony on the afternoon of Sunday, December 12, 2021. It will be a day of double celebration with our Summer and Fall 2021 graduates walking the stage in the morning and our 2020 graduates doing so in the afternoon. I hope to see you there!

We are extremely excited that multiple students earned honors and awards this year, including Brianne Markley, who earned a 2020-2021 Graduate Student Research Award (GSRA) from the Office of Research. 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. Four Urban Education doctoral students were also recognized by the College of Graduate Studies with Graduate Student Awards for Research (Mengxi Yin), Dissertation (Mitch Lieberth, Kyle Znamenak), Three Minute Thesis (Steven Sanders) and Teaching (Steven Sanders). 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/research/graduate-student-research-award> and <https://www.csuohio.edu/gsrc/college-graduate-studies-awards-programs-202021>.

A major upgrade for CSU this past year was the purchase of Qualtrics to help faculty and students 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 2021 - Sajit Zachariah, Anne Galletta, Adam Voight, Norina Columbaro, Mitch Lieberth, Graham Stead, Debbie Morin, Craig Cotner, Angela Fant, Anthony Podojil, Joseph Gauntner, Chuck Kelly, Hannah Reid, Jessica Bever, Tim Dent, Julia Phillips, and Anonymous. Thanks to our donors, in 2021 we raised \$1570. We will use this money to provide awards to students for unreimbursed research costs. Look for the Call for Applications in November 2021 to apply for these funds. Please also consider donating, or encourage those who are able to support the Office of Doctoral Studies on the next Giving Day – February 16, 2022.



Words From Our Director, Continued

I will be on sabbatical in Spring Semester 2022, working on several grant-funded projects examining the effectiveness of colleges and universities use of diversity, equity, and inclusion (DEI) statements in hiring tenure track faculty. The goal of using such statements is to evaluate job applicants' ability to contribute to a more diverse, equitable, and inclusive campus. While I am on sabbatical, Dr. Karla Hamlen Mansour will be the Interim Director of Doctoral Studies. For the counseling psychology program only, Dr. Tawanda Greer-Medley will be serving as the Interim Director of Training. Please direct questions about the Doctoral Program in Urban Education to Dr. Hamlen Mansour and questions about the counseling psychology specialization to Dr. Greer-Medley in my absence. I am so pleased that both of my colleagues will be serving in these roles during my sabbatical and I look forward to returning to these positions when Summer Semester begins.

While 2020-2021 brought incredible challenges, we believe that our program, our faculty, and especially our students will contribute to a more equitable and socially just world moving forward. In the meantime, remember to engage in regular self-care so that you are able to also care for others and be the best educator, leader, advisor, counselor, and advocate you can be!



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. 8, Spring by Jan. 21, or Summer by Jun. 24.
- 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 comprehensive examination has changed to a portfolio and oral examination.

College Realignment

- The College of Urban Affairs, the College of Education and Human Services, the Department of Sociology/Criminology, and the School of Communication are engaging in the process of realigning as part of CSU 2.0. This will create an opportunity for a further multidisciplinary action on urban issues. It is not anticipated that the realignment will have programmatic impacts on current students.

Program Updates, Tips, and Reminders

Dissertation

- Rita Grabowski has retired, and Sue Shilander is the point of contact for dissertation-related forms and processes.
- Forms to be completed: Scope of Research Activity (SRA) must be uploaded to Blackboard at the beginning of every semester that you are enrolled in EDU 895 or 899, Faculty Dissertation Committee Agreement Form to be completed by every committee member.
- In Spring, students enrolled in EDU 895 will present a poster at the Annual Research Day focused on Chapters I-III of their dissertation proposal (Intro, Lit. Review, Methods).
- Two semesters before you expect to defend your dissertation, you must apply for graduation online in CampusNet. It is recommended that students defend two weeks before the last week of the semester. Your committee members must receive the final document three weeks before your defense date.
- Dissertation committees consist of at least three faculty. The chair must be from the Urban Education (or core Counseling Psychology for CP) program with a Graduate Faculty Status Level I. The methodologist must have at least Graduate Faculty Status Level II. The final 1 - 3 committee members should be content specialists within the scope of the dissertation, one of which must be from outside the college, and must have at least Graduate Faculty Status Level II.
- Students may search for faculty members with similar research interests from the Graduate Faculty Roster (<https://cehs.csuohio.edu/doc/faculty-list>).
- Outside readers and tertiary members may be recruited by: reaching out to faculty from classes you've taken or from previous programs, as well as gathering recommendations from committee members.

Faculty Research Spotlight: Dr. Adam Voight



What is YPAR?

Dr. Voight is the Director of the Center for Urban Education. He has been interested in how school's social-emotional environment, or school climate, influences student's ability to learn and become effective members of society. His recent work has been focused on two questions: how does the school climate matter and how can it be improved? Youth Participatory Action Research (YPAR) is a school climate improvement initiative. Dr. Voight is really excited about the prospects of YPAR, as it puts students in the center of change. The students might be aware of issues that staff aren't privy to, and YPAR can help the students advocate for action.

Faculty Research Spotlight, Continued

So how does this all work?

Students work in groups and identify a problem that is important to them. The problems need to be school-related. Then students receive training to design a research project about the school-related problem. First, students learn research methods. Next, they collect data through quantitative or qualitative means. Finally, they use the findings to justify action which could be advocacy, program implementation, etc. There is growing evidence that this kind of approach can also directly help students. Instead of sit-and-get instruction, it teaches students to be collaborators and critical thinkers. Additionally, it teaches students 21st-century skills such as conducting and presenting research, and advocating for needs and social justice. In short, YPAR is good for students individually and for school climate.

What are the next steps?

Dr. Voight wants to answer some critical questions as this research progresses. Firstly, he wants to know how do staff process student's evidence-based advocacy? Is it being addressed or is this evidence used in the implementation school change. Secondly, he wants to explore how YPAR can be built into the school curriculum rather than the current status of being an elective or extracurricular. Moreover, Dr. Voight is curious about the ability of teachers to implement YPAR into their curriculum independently. On this front he is currently collaborating with teachers in the Cleveland Metropolitan School District. He is working with one teacher to determine the influence that YPAR has on student outcomes. Another teacher is working to include a persuasive essay on the YPAR project. Finally, a math teacher is incorporating statistics and data exploration into the class.

What is the end goal?

Ultimately, Dr. Voight wants to propose YPAR as a pedagogical strategy. Not only does he explain how it can help students and school climate, but it also could encompass other school initiatives such as team teaching, project-based learning, and equity promoting strategies.

How can people learn more?

For individuals interested in getting more information, look for upcoming publications or attend weekly YPAR meetings which occur Mondays at 11am on zoom. Reach out to Dr. Voight for more information.

Phone: 216-687-5437

Email: a.voight@csuohio.edu

Office Location: Julka Hall 385



Welcome to the Students of Cohort XXXV



Leslie Gilchrist: I am Leslie Gilchrist, a retired educator/administrator of the Cleveland Metropolitan School District. Education was a second career for me. Initially, after obtaining a bachelor's degree in communications from the University of Pittsburgh, I worked with major corporations in business development and marketing. I pursued business to make more income out of necessity. However, I had a passion for teaching and learning and my heart took up residence with education. When my son finished his bachelor's degree, I returned to school for a master's in education. My family consist of that one son and his four children who live in Texas. The two youngest still spend summers in Ohio which allows me to expose them to our phenomenal metro parks, the cultural gardens museums and science centers. We spend most of our time enjoying the outdoors because Texas summers tend to be too hot to be outside. Many times, my two Pomeranians tag along to keep things interesting.. Because I have always been a nontraditional student, I am excited to reenter the academia arena for a doctoral degree in Urban Education (Learning and Development). During this endeavor, I want to complete research pertaining to the parenting skills of teen moms and develop a curriculum to help them establish a solid foundation not only as a parent, but quite frequently, a single parent. Strong parenting skills can change the trajectory of their legacy and ultimately, our society. I look forward to interacting with faculty, staff, and students at Cleveland State University.



Ali Martin Scoufield: Ali Martin Scoufield is originally from Houston, Texas though moved a lot growing up and claims dual identity as a Texan and North Easterner. Ali earned a BA in History with a minor in Philosophy from Western New England University in Springfield, MA. She completed her Honors Thesis on tragedy and memory connected to the Texas City Disaster of 1947. Ali then earned a MS in College Student Personnel with concentrations in Cultures and Student Development from Miami University in Oxford, OH. Later, Ali went back to school and earned a MLS in Human Rights and Social Justice from Southern Methodist University in Dallas, TX, completing research in active bystander behavior and Holocaust education. Currently, Ali serves as the Associate Dean of Students, Community Standards & Advocacy at Cleveland State University after working in various roles in higher education at Southern Methodist University, La Salle University, and Case Western Reserve University. Ali is in the Policy specialization and interested in researching intersections between policy and trauma. Ali and her family are East Siders and big sports fans; developing a new appreciation for Cleveland teams (though Philadelphia sports teams will always be their main love). Ali loves reading, traveling, exploring outdoors, and spending time with her four children, Goldendoodle puppy, and Flemish Giant rabbit.



Grace Karas: Grace Karas moved to the United States from Taiwan when she was thirteen years old. She began her career in education 18 years ago with Cleveland Metropolitan School District. Grace currently works as the assistant principal at William Cullen Bryant Elementary School. Prior to William Cullen Bryant, Grace served five years as the International Baccalaureate Coordinator at the Campus International School, where she helped led the school in achieving authorization status.
(*Continues, Next Page*)

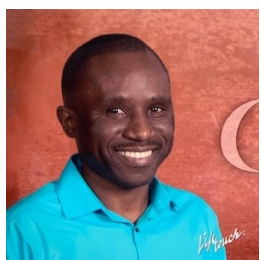
Welcome to the Students of Cohort XXXV

During her time at Campus International, she held professional development, led teacher book clubs, student clubs, parent groups, and served as a mentor to students. Grace has taught various grade levels ranging from kindergarten through eighth grade. Grace holds a Master's Degree in Early Childhood Education from Cleveland State University and Bachelor's Degree in Psychology from Ohio Wesleyan University. She also holds her Administrative Licensure from Ashland University as well as Ohio Urban Principal Endorsement from Cleveland State University. Grace is currently a Doctoral student seeking her specialization in school administration. Her research interests are collaborative professional learning, group dynamics, teacher education, and pedagogical change. In her spare time, Grace enjoys reading, biking in the Metroparks, and spending time with her family.



Andy Taylor: Hello all! My name is Andy Taylor, and I am incoming student in the Adult, Continuing, and Higher Education specialization of the Urban Education doctoral program. I am a Cleveland native and began my higher education journey in the PSEO program here at CSU about a decade ago. I ultimately received my bachelor's degree in Exercise Science from The University of Toledo (Go Rockets!), and recently returned from Waco, Texas, where I graduated with a master's degree in Higher Education and Student Affairs from Baylor University. In between my bachelor's and master's degrees, I served for a year with the

AmeriCorps program at Tri-C's eastern campus, working with students in developmental math courses. At Baylor, I served as a Graduate Apprentice for Leadership Development Initiatives, where I helped oversee a number of student programs and departmental organizations. I was recently hired as a Success/Graduation Coach at Cleveland State and am working with a cohort of roughly 60 incoming students this semester. My research interests include the intersection of race and class in higher education, and the implementation of critical perspectives in higher education instruction and programming. Additionally, I am interested of the ways in which student personality and perception affects the educational process and experience, and competency development in student affairs professionals. I am an avid Cleveland sports fan, love trying different foods (and make frequent trips to the West Side Market) and spend a fair amount of time helping out with my family's nonprofit just a few blocks from CSU.



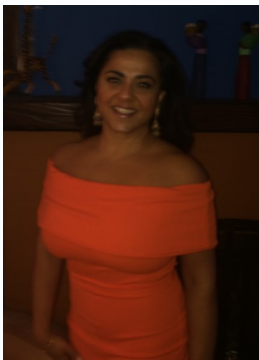
Amani Mende: Amani Mende is a doctoral student pursuing a specialization in School Administration. His research interests are in the areas of recruitment and retention of minority male teachers in urban schools. Currently he is a special education teacher and special education-liaison at Bard High School Early College within the Cleveland Metropolitan School District. His education includes a Master of Special Education from the University of Dayton, a Master of Educational Administration from Cleveland State University, and a Bachelor in Early Childhood Education from Cleveland State University. He coaches cross country and track and field at his

school. In his spare time, he enjoys running, watching sports, spending time with his family, traveling, and reading. He is married and has two school age children.

Welcome to the Students of Cohort XXXV



Cory Beets: I am Cory Beets and I am going into my 20th year of education. I received my undergraduate degree in middle school education from Ashland University in 2002. I taught for four years at a charter in the Cleveland area before taking a leap of faith and moving to Maryland. I taught for five years in Montgomery County Public Schools, a premier school district in the D.C. area. While there I worked on my Masters in Administration at Hood College in Frederick, Maryland. My husband and I were expecting our first son so we decided to bring our talents back to Cleveland. After I became a mom to two little boys, Vincent and Dominic, I secured a position in Cleveland Metropolitan School District as an assistant principal. My time in CMSD has been fulfilling and challenging. I am going into year seven at Artemus Ward. I love a challenge and learning more which led me to the Aspiring Principal Program in the 2019-2020 school year. My end goal is to go into the principal ship within a few years. My PhD has been a goal of mine for a long time so I would like to complete my coursework before taking on the challenge of leading my own building. As an assistant principal, my focus is on culture so I have research interest on behavior management systems including consequences and how that impacts student achievement. I also have interest in researching how high expectations correlates with increased student achievement. I am excited for this adventure at Cleveland State University.



Shifa Isaacs: My mission as an educator is to inspire, influence, and impact communities with the joy of learning in order to make the world a more peaceful place for all. My ultimate goal is to complete my doctorate to empower future educators, conduct research within a community of learners, and contribute to dismantling systemic barriers by offering equitable educational opportunities for all. I am a multilingual, tri-culture human. I am ethnically from Northern India but was born in Nairobi, Kenya. My primary years of education were shaped through attendance at the ISK in Nairobi, Lahore American School in Pakistan, and The American School in Antananarivo, Madagascar. My family immigrated to the USA, where I finished my secondary education through a Master's Degree in Education. In my teaching experience of 15 years, I have worked in urban schools in Cleveland, East Cleveland, Santa Fe, and Albuquerque. My experiences also include teaching at private international schools in Mexico and Colombia. I am currently employed as an IB Coordinator for Shaker Heights Lomond Elementary school. I am an internationally-minded person dedicated to promoting education as a means to create a more peaceful world. I will offer the cohort a global perspective.



Wenjun Wang 王文君: My name is Wenjun Wang. I am a new Ph.D. student in specialization of learning and development in the College of Education and Human Services at CSU. My educational background can be concluded as the following: I got the M.A. in major of foreign linguistics and applied linguistics at Nanchang HangKong University in China in 2015 and got the B.A. in major of foreign language education at East China University of Technology in 2003. My research interests focus on the foreign language education and culture comparison between eastern culture and western culture. I have a 13-year-old boy. He is in 7th grade in China now. He will come over to go to school next year. My husband is a professor in Shantou University in China. I love them very much. In my spare time, I love hiking and music. I also love Chinese calligraphy. I am looking forward to meeting you all.

Welcome to the Students of Cohort XXXV



Marissa Stock: Marissa Stock is a first-year doctoral student working on her PhD in Urban Education, specializing in Adult, Continuing, and Higher Education. She has a BA in Women's, Gender, and Sexuality Studies from John Carroll University and an M.Ed. in Teaching English to Speakers of Other Languages (TESOL) from CSU. Her research will take an intersectional approach to understanding gender differences among the learning outcomes of ESOL students. Marissa has experience working with diverse, under-served populations and is passionate about serving others. Previously, Marissa taught English as a Second Language to adult refugees and immigrants at beginner to advanced levels. She also served as an AmeriCorps volunteer at Migration and Refugee Services. Now, you can find Marissa at the LGBTQ+ Student Services Center working as a Graduate Assistant. In her free time, Marissa loves spending time with her wife, Carly, their adorable pug Tina, and mischievous cat Walter.



Quenton Davis: Quenton Davis is currently the proud Principal at The Garrett Morgan School of Engineering & Innovation where he aides his teachers with cultivating and molding his scholars into productive high school students that will embark upon college, career endeavors, or military options. Mr. Davis was also the past administrator, here at Max S. Hayes High School. He was apart of the administration team that opened the "New Max Hayes". As a native of Atlanta, Georgia, he is a proud graduate of The Unsinkable Albany State University where he earned a Bachelor of Science Degree in Middle Grades Education. After receiving his Bachelor's Degree, he began to teach for his alma mater school district outside of Atlanta, Clayton County Public Schools. After 2 years in Clayton, he began educating the youth of Spalding County School System. Spalding County schools gave Mr. Davis the opportunity to engage the district's teachers with professional development sessions, create model English lesson plans for district English teachers that covered common core, and become a member of the administrative team that gave vision and leadership to turn around the worst performing school in the district to the number two school in the district. During his teaching years, he received a Master of Art Degree in Curriculum and Instruction from Central Michigan University and a Specialist Degree in Educational Leadership from Columbus State University. Mr. Davis brings a diverse background in teaching strategies, effective discipline strategies, assessment practices and student engagement. He has a strong passion in ensuring that every student and teacher realizes their potential and creating positive opportunities for them to maximize their potential.



Allyson Chicoski: My name is Allyson Chicoski, Ally; I'm in the Adult Continuing and Higher Education track. I have been an RN for 27 years. After 20 years of working at the bedside, I started my master's in nursing education. Currently, I work at CSU in the School of Nursing teaching nursing students' skills in our lab. I also have experience teaching in the didactic and clinical portions of nursing. Teaching has given me a new passion as I continuously tap into my love of lifelong learning to better my abilities and myself. A PhD seems to be a natural step in my career. My research focus includes better ways to educate our nurses. Nursing is not producing practice-ready graduates so I hope to research ways to improve the field. On a personal note, I am married. (*Continues, Next Page*)

Welcome to the Students of Cohort XXXV

In my previous career I was a traveling nurse, this is where I met my husband in South Florida, he was also a traveling nurse. We have 22 years of marriage and four beautiful children, all boys. My oldest son, 18, started college this year. Next, 17, a senior, then 14, a freshman, and last, 13, an 8th grader. My husband recently brought home a puppy, I assume to fill the void of my son's absence. We have another dog, a cat, and a Bearded Dragon. Our family recently visited the Florida Keys for a scuba diving trip, a hobby I picked up as a traveling nurse. I also enjoy gardening and just being outside.



Taniesha Jackson: My name is Taniesha Jackson. I earned my bachelor's degree from Baldwin Wallace University in Communication Sciences and Disorders. I have a master's degree in Speech Pathology & Audiology from Miami University of Ohio. I've been a Speech-Language Pathologist (SLP) for 16 years and currently I work as a school SLP servicing students in PreK through fifth grade. My specialization in the Urban Education Doctoral Program is Policy Studies. Some of my research interests include studying how language variation impacts academic achievement, culturally responsive teaching methods and therapy practices, and collaboration between SLPs and teachers. When I'm not working or studying, my three children keep me busy, I enjoy reading, activities with my church, trying out new recipes, workouts and exploring the minimalist lifestyle!



Jennifer "Jen" Batton: My research interests are in education policy implementation and monitoring at scale in states/countries. Her experience includes working with local and global communities building their capacity to prevent, address, and manage conflict. Batton served in state government as the Director of Education Programs for the Ohio Commission on Dispute Resolution and Conflict Management (serving approximately 3600 public schools and 52 teacher training colleges and universities), the director of the Global Issues Resource Center at Tri-C, and taught for UA, CSU, AU and Tri-C. She worked in 23 countries in her leadership roles for the Global Partnership for the Prevention of Armed Conflict's, Peace Ed. Working Group, as a member of the Inter-American Program on Education for Democratic Values and Practices Advisory Board for The Organization of American States and as a Senior Consultant for UNESCO's International Institute for Educational Planning. Batton also served as a trainer, Senior Fellow and VP for the Sustained Dialogue Institute in Washington focused on moving from dialogue to collaborative action on challenges which at their root are based in identity such as race, ethnicity, gender, sexual orientation, religion, ability, and socio-economic status. Batton volunteers as a member of the Hudson City School District's Cultural Proficiency Committee, the League of Women Voters, and the Hudson DEI Task Force. She holds a B.A. in Political Science from Miami University, an M.A. in Conflict Analysis from Antioch University, and 39 hours toward a Ph.D. in Conflict Analysis through Nova Southeastern University.



Nancy Pratt: I earned a Ph.D. In Interdisciplinary Studies with a concentration in leadership. My dissertation looked at civilian leadership during violent conflict. I work as Executive Director for the Division of Continuing and Extended Education at Cleveland State. I have two dogs. A Huskypoo named Harry and an Airedale puppy named My Buddy Bob. I am soon to be a resident of Cuyahoga Falls.

Welcome to the Students of Cohort XXXV



Ananda Sotherland: Native Clevelander and nature enthusiast. I earned a B.A. in Psychology with heavy concentration in Black Studies in 2001 from Cleveland State. In 2008 I completed graduate school earning a Master of Education degree in Counseling from Cleveland State University. I am excited to be back at Cleveland State this fall as a first year Counseling Psychology doctoral student. You can find me on campus working as a graduate assistant with the Black Studies Program. My research interests include examining the social determinants of mental health among minority populations, raced based trauma, and using yoga and mindfulness to increase equity in mental health care for minority populations. Additionally, evaluating access to culturally centered and holistic models of mental health care for African

American women. Previous professional experience as an accomplished non-profit community mental health leader. Expertise in transforming organizational culture to align with trauma informed care practices including practicing trauma informed clinical supervision. Co-facilitator of NASW 's Anti-Oppression Informed Practitioner training and consultation. AOIP provides a framework for interdisciplinary practitioners to position their practice towards a lens for social justice. The three core foundational principles of the practice include: situating in an understanding of history and culture, being critical of systems and power, and prioritizing relationships and mutual transformation. 200 hour Registered yoga teacher who enjoys teaching free outdoor classes with My Village Yoga during warmer months in Cleveland. My most favorite moments are time spent with my husband and two sons hiking, camping or having a picnic in the surrounding Metroparks. Favorite quote is from Toni Morrison: "As you enter positions of trust and power, dream a little before you think."



Michaela Steiner: My name is Michaela Steiner and I am in the Counseling Psychology specialization here in the Urban Education doctoral program! I completed my undergraduate degree in psychology at the University of Toledo in 2018 and received my master's degree in clinical psychology in the Spring of 2021 at Cleveland State. I have previous experience working at the Charak Center as a group counseling co-facilitator during my master's clinical practicum. For my graduate assistant position I am currently working as the Roslyn Z. Wolf fellow at the Center for Educational Leadership here on campus. My research interests are risky sexual behaviors and sexual education, especially among marginalized youth and adolescents. My master's thesis focused on parental-adolescent relationship quality,

adolescent risky sexual behaviors, and how these affected adolescent mental health. During my free time I enjoy going on hikes in the Metroparks with my puppy and my partner. I also love cooking, finding new restaurants to try, movie nights at home, and spending time with my family.



Sara Massey: My name is Sara Massey, I use pronouns She/Her/Hers and I am from Cleveland, Ohio. I have my BSW and MSW from Cleveland State University and have been practicing as a Master's Level Licensed Social Worker since 2013. I currently hold an Independent Clinical Social Work license with a supervisor designation (LISW-S) and an Independent Chemical Dependency Counselor License (LICDC) in the state of Ohio. I have worked with clients primarily at nonprofit and community mental health organizations providing assessments, case management, individual, and group counseling at an outpatient, intensive outpatient (IOP), and inpatient level of care. *(Continues, Next Page)*

Welcome to the Students of Cohort XXXV

I am enrolled in the Counselling Psychology Ph.D. program as a first-year student. My research interests are trauma and resiliency, specifically as it relates to BIPOC youth, systematic racism, and community violence. My long-term goal is to open a nonprofit facility that can provide transitional housing and wrap around services for young adults, including but not limited to case management, job placement, benefit analysis, independent living/life skills, and counseling and to advocate for broad systematic change in the juvenile justice system.



Kirstyn Watts: I was born and raised in Washington, D.C. Although, I love living in the city, I have lived in Florida for six years and Georgia for three years. I earned my Bachelor's degree in psychology from the University of West Florida and my Master's degree in Clinical Mental Health Counseling. I recently moved to the Cleveland area and have hopes of becoming a future dog mom. I enjoy jigsaw puzzles, baking, traveling, and painting. I am a National Certified Counselor (NCC) and a Licensed Graduate Professional Counselor (LGPC) in Washington, DC. I completed my counseling practicum and internship experience at a community mental health agency, and I primarily worked with victims of domestic violence and sexual assault. I later implemented and co-facilitated a sexual assault jail-based

psychoeducational group with my internship site. Realizing I loved advocating for survivors of domestic violence, I spent the past year practicing at a domestic violence organization. I worked via telehealth with both survivors of domestic violence and their perpetrators. My research interests include multicultural issues, health disparities, microaggressions, and trauma. Primarily, the role of trauma on cultural identity development.



Almad Allen: My name is Almad Allen, and I am pursuing a specialization in educational administration. My research interests are in student agency and increasing student engagement. Currently, I am an assistant principal for the East Cleveland City School District. I have earned all my degrees at CSU! I earned my bachelor's in English and a Master's of Education in Curriculum and Instruction. I have earned my principal and superintendent licensure at the Center for Educational Leadership. I am the husband to my greatest teammate Nakeya, and proud father of Maddix, Dash, Pyper, and Roxxane. In my spare time, I enjoy the

outdoors with family and volunteering my time working with youth.



Program Spotlight: Counseling Psychology



Counseling Psychology faculty and students enjoying time outdoors at Cuyahoga Valley National Park!

Program Information: The Counseling Psychology Program in the College of Education and Human Services at Cleveland State University is a specialization in the Urban Education Ph.D. program. The aim of the program is to train health service psychologists in the specialty of Counseling Psychology. The program is accredited by the Commission on Accreditation of the American Psychological Association (APA).

Students:

- Gain discipline specific knowledge in the field of psychology.
- Learn profession-wide competencies in the practice of psychology and specific to our program, in vocational and career development and urban issues.
- Do practicum providing mental health services to clients at local agencies, hospitals, and university counseling centers. Students currently are at MetroHealth, Bellefaire, JCB, OhioGuidestone, Baldwin Wallace University, University of Akron, Cleveland State University, Daily Behavioral Health, and Behavioral Wellness Group
- Learn skills to conduct research that advances the professional practice of psychology.

**Questions related to the program's accredited status should be directed to the Commission on Accreditation:*

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750 1st Street, NE, Washington, DC 20002
Phone: 202.336.5979 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Thank You & Farewell To Rita Grabowski



Rita Grabowski retired as the Administrative Coordinator (AC) for the Department of Curriculum and Foundations. Previously she was the AC for the Urban Education Ph.D. Program. She has been a warm and supportive presence for our students and graduates since she began her affiliation with the doctoral program in 2013. Her early years at CSU were spent in the Department of English and as the manager of the Poetry Center. Thank you, Rita for your 30+ years of service to



Welcome Suzanne (Sue) Shilander

About Sue: I was born and raised in Chicago. My husband, who grew up in Euclid, and I recently moved here where we are happily living on the lake, tending to our garden, and making repairs around the house.

What I do: I make sure all the necessary forms related to dissertation proposals and defenses are filled out properly and submitted. Think of me as the Conductor on the Doctoral Studies Train. I don't drive the train, but I make sure everybody knows where they are going, and has the proper documentation.

Contact: Email: s.shilander@csuohio.edu — Phone: 216-523-7139 — Office: Julka Hall 380

Please help us to welcome, Sue!



Selected Student and Faculty Publications

- Clonan-Roy, K.**, Goncy, E., Fuller, K., Naser, S., DeBoard, A., Hall, A., & Williams, A. (2020). Preserving abstinence and preventing rape: How sex education textbooks contribute to rape culture. *Archives of Sexual Behavior*, 50(1), 231-245.
- Clonan-Roy, K.**, Gross, N., & Jacobs, C. (2020). Safe rebellious spaces: The value of informal spaces in schools to combat the emotional silencing of youth of color. *International Journal of Qualitative Studies in Education*, 34(4), 330-352.
- Fuller, K., **Clonan-Roy, K.**, Goncy, E., & Naser, S. (2021). The omission and minimization of sexual decision-making skills within U.S. sex education textbooks. *Sex Education*, 1-15.
- Goodell, J. E.**, Koc, S., Boboc, M., **Ausherman, J.**, Gore-Panter, S., & Rutherford, S. (2021). Faculty learning about teaching large online classes remotely: Reflections of faculty developers. In S. Koc & M. Boboc (Eds.), *Teaching large online and blended classes*. Information Age Publications.
- Greer, T.M.** (in press). The role of coping strategies in understanding the effects of racism on academic self-concept for African America college students. *Journal of Negro Education*.
- Hansman, C. A.** (in press). Mentor concepts to further leadership development in adult education contexts. In Alston, G. D & Hansman, C. A. (Eds.), *Mentoring, learning, & leadership*. Jossey-Bass.
- Horvath, M.**, Gueulette, J. S., & Gray, K. A. (2021). Employee reactions to interruptions from family members during work. *Occupational Health Science*, 5(1), 141-162.
- Jacobs, C., & **Clonan-Roy, K.** (2021). Developing organizations with gender and queer inclusive cultures. In K. Pak & S. Ravitch (Eds.), *Critical leadership praxis: Leading in and through challenge and transformation* (pp. 137-150). Teachers College Press.
- Kibler, A. K., **Andrei, E.**, & Salerno, A. S. (2021). Attending to the interactional histories behind multi lingual writers' texts: New directions in TESOL teacher education. *TESOL Quarterly*.
- Kim, E., & **Hogge, I.** (2021). Microaggressions against Asian international students in therapy. *Professional Psychology: Research and Practice*, 52, 279-289.
- Lalwani, A.**, **Green, W.**, & **Hamlen Mansour, K.** (in press). 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*.
- Lam, E. T. C.** (2021). Corruption. In Paul M. Pedersen (Ed.), *Encyclopedia of sport management*. Edward Elgar Publishing.
- Lam, E. T. C.** (2021). Demographics. In Paul M. Pedersen (Ed.), *Encyclopedia of sport management*. Edward Elgar Publishing.
- Lam, E. T. C.** (2021). Governance. In Paul M. Pedersen (Ed.), *Encyclopedia of sport management*. Edward Elgar Publishing.
- Lam, E. T. C.** (2021). Sport governance and policy development. In B. Li & B. J. Ruihley (Eds.), *Administration and governance in global sports business* (pp. 147-166). Kendall-Hunt.
- Lam, E. T. C.**, & Zhang, J. J. (2021). Differentiation of service quality in the health-fitness setting: A segmentation analysis. In B. G. Pitts & J. J. Zhang (Eds.), *Sport business in the United States: Contemporary perspectives* (pp. 245-270). Routledge.
- Liao, K. Y-H.**, **Stead, G. B.**, & **Liao, C-Y.** (2021). A meta-analysis of the relation between self-compassion and self-efficacy. *Mindfulness*, 12(8), 1878-1891.
- Litam, S.**, **King-White, D.**, **MacCluskie, K.**, & **Phillips, J. C.** (2021). Mental health workers' perceptions of risk factors for human trafficking in Nairobi, Kenya: A preliminary qualitative investigation. *Journal of Counseling Sexology* 2(2), 104-116.

Selected Student and Faculty Publications

- Litam, S. D. A., & Lam, E. T. C.** (2021). Sex trafficking beliefs in counselors: Establishing the need for human trafficking training in counselor education programs. *International Journal for the Advancement of Counselling*, 43, 1-18.
- Martin Scoufield, A. & Clifford, G.** (in press). Better together: utilizing strategic partnerships to cultivate student responsibility. *Association of Student Conduct Administrators: Reflections*.
- Moore, J.** (2021) Assaults on freedom of speech: Why social studies must defend the first amendment. *The Social Studies*, 1-20.
- Naser, S., **Clonan-Roy, K.**, Fuller, K., Goncy, E., & Wolf, N. (2020). Exploring the experiences and responses of LGBTQ+ adolescents to school-based sexuality education. *Psychology in the Schools*.
- Nichols, B., Wortham, S., **Clonan-Roy, K.**, Rhodes, C. (2020). Interethnic relations and local politics in an American town. *Academia Letters*, 1(1).
- Pourdavood, R. G. & Yan, M.** (2020). Becoming critical: In-service teachers' perspectives on multi cultural education. *International Journal of Learning, Teaching and Educational Research*, 19(2), 112-135.
- Pourdavood, R. G. & Yan, M.** (2021). Preparing pre-service and in-service teachers to teach mathematics and science using an integrated approach: The role of a six-week summer course. *International Journal of Learning, Teaching and Educational Research*, 20(1), 64-85.
- Pourdavood, R. G.**, McCarthy, K., & McCafferty, T. (August 2020). The impact of mental computation on children's mathematical communication, problem solving, reasoning, and algebraic thinking. *Athens Journal of Education*, 7(3), 241-253.
- Rhodes, C., **Clonan-Roy, K.**, & Wortham, S. (2020). Bilingual or academically successful? Demarcating English as the language of schooling and Spanish as the language of deviance. *Language and Education*.
- Salerno, A. S. & **Andrei, E.** (2021). Suntem profesori/We are teachers: Self-exploration as a pathway to language teacher education. In N. Rudolph , A. F. Selvi , & B. Yazan (Eds.), *The complexity of identity and interaction in language education* (pp. 154-170). Multilingual Matters.
- Salerno, A. S., & **Andrei, E.** (2021). Inconsistencies in English learner identification: An inventory of how home language surveys across U.S. states screen multilingual students. *AERA Open* 7(1), 1-16.



Selected Student and Faculty Publications

- Schultheiss, D. E.** (2021) Shining the light on women's work, this time brighter: Let's start at the top. *Journal of Vocational Behavior*, 126.
- Stead, G. B., LaVeck, L. M., & Hurtado Rua, S. M.** (in press). Career adaptability and career decision self-efficacy: Meta-analysis. *Journal of Career Development*.
- Stead, G. B., & Poklar, A. E.** (2021). Cross-cultural career psychology from a critical psychology perspective. In P. Robertson, T. Hooley, & P. McCash (Eds.), *The oxford handbook of career development* (pp. 239-253). Oxford University Press.
- Voight, A., & King-White, D.** (in press). School counselors' role in supporting student voice initiatives in secondary schools. *Multicultural Learning and Teaching*.
- Wang, L. C., Lam, E. T. C., & Hu, Z.** (in press). Effects of Quizlet-based learning activities on American high school students' beliefs and confidence in learning Chinese as a foreign language. *International Journal of Technology in Teaching and Learning*.
- Wiley, E., Phillips, J. C., & Schultheiss, D. P.** (in press). Supervisors' perceptions of their integration of strength-based and multicultural approaches to supervision. *The Counseling Psychologist*.
- Wortham, S., Nichols, B., **Clonan-Roy, K.**, & Rhodes, C. (2020). *Migration narratives: Diverging Stories in schools, churches, and civic institutions*. Bloomsbury Press.
- Yin, M., Aoki, K., Liao, K.Y.-H., & Xu, H.** (2021). An exploration on the attachment, acculturation and psychosocial adjustment of Chinese international students in Japan. *Journal of International Students*, 11(1).



Selected Student and Faculty Presentations

- Carbaugh, B. A., Phillips, J. C., & Horvath, H.** (2021, August). *From service to studies: Resilience and college adjustment in student service members/veterans* [Poster presentation]. American Psychological Association Annual Meeting, Virtual.
- Fant, A., & Buckley-Marudas, M.** (2021, April). *Youth participatory action research: Engaging the local community in a virtual context* [Poster presentation]. Provost's Teaching Summit at Cleveland State University, Virtual.
- Green, M., Liao, K.Y.-H., & Kim, J.** (2021, October). *Impact of COVID-19 on learners in clinical placements: Investigating psychosocial and educational outcomes using mixed methods* [Paper presentation]. American Association for Adult and Continuing Education Annual Conference, Destin, FL.

Selected Student and Faculty Presentations

- Hamlen, K. R.** (2021, August). *The role of reality television in cancel culture: A case study of MTV's The Challenge* [Paper presentation]. American Psychological Association Annual Convention, Virtual.
- Kim, J. & Liao, K.Y.-H.** (2021, August). *Effects of counseling trainees' anger discomfort and self-absorption on intervention to client dissatisfaction: An analogue study* [Poster presentation]. Annual Convention of the American Psychological Association, Virtual.
- Kim, J.** (2021, April). *Adverse childhood experiences, suicidal ideation, mental health outcomes, and gender differences among US military personnel and veterans (women's health session)* [Podium Presentation]. Annual Partnerships for Veterans & Military Health: Inspiring a Community of Care and Connections, Virtual.
- Kim, J.** (2021, April). *Women of color in STEM majors: Risk and protective factors* [Poster presentation]. University of California, Berkeley's Annual Education Research Day, Virtual.
- Kim, J., & Hogge, I.** (2021, August). *The burden of "Keeping it to yourself": self-concealment and suicidality* [Poster presentation]. Annual Convention of American Psychological Association, Virtual.
- Kim, J., & Stead, G. B.** (2021, August). *Validation of the Korean version of Anger Discomfort Scale* [Poster presentation]. 2021 Annual Convention of American Psychological Association, Virtual.
- Malec, D., & Phillips, J. C.** (2021, August). *A qualitative analysis of men's preferences for therapist gender* [Poster presentation]. American Psychological Association Annual Meeting, Virtual.
- Martin Scoufield, A. & Cilia, L.** (2021, June). *CARE & Title IX: Promising practices in supporting trauma survivors* [Workshop presentation]. HECMA, Virtual.
- Martin Scoufield, A. & Cilia, L.** (2022, February). *Focusing on history, emotions, and fact finding: Trauma-informed techniques in student conduct* [Accepted workshop presentation]. ASCA, Washington, DC.
- Martin Scoufield, A. & Fish, H.** (2021, March). *Beyond food pantries: Addressing students' basic needs during a pandemic* [Workshop presentation]. Student Affairs Administrators in Higher Education Conference, Virtual.
- Martin Scoufield, A. & Myrick, A.** (2021, July). *Infusing equity & inclusion into student conduct* [Workshop presentation]. Gehring Academy ASCA, Virtual.
- Martin Scoufield, A.** (2021, July). *The value of trauma-informed student conduct practice* [Workshop presentation]. Gehring Academy ASCA, Virtual.
- Martin Scoufield, A., Sigg, N., & Cilia, L.** (2021, November). *What do you need: Womxn supporting womxn through advocacy, boundary setting, and mentorship* [Accepted workshop presentation]. NASPA Region IV-E Womxn in Student Affairs Conference, Virtual.
- Pourdavood, R. G. & Yan, M.** (2021, October). *Teachers as change agents in multicultural classrooms* [Paper presentation]. Annual Meeting of the Mid-Western Educational Research Association (MWERA), Cincinnati, OH.
- Pourdavood, R. G. & Yan, M.** (2021, October). *Teachers' collaboration: Planning and instruction for teaching integrated 4th and 5th grades mathematics and science* [Paper presentation]. Annual Meeting of the Mid-Western Educational Research Association (MWERA), Cincinnati, OH.
- Sinwald, S., & Wlodarsky, R.** (2021, October). *Therapy dogs to assist with developing equity: Utilizing animal assisted education and animal assisted therapy* [Poster presentation]. American Association for Adult and Continuing Education Annual Conference, Destin, FL.
- Xuan, S.** (2021, April). *Using classical Chinese literatures to develop a culture and language integrated curriculum in Chinese as A Foreign Language (CFL) education*. University of California, Berkeley's Annual Education Research Day, Virtual.

Faculty & Student Grants

- Brown, R.** (2021-2024, Co-PI). Cleveland Museum of Natural History SLAM Dunk Program. Institute of Museum and Library Services Grant. (\$186,000).
- Clonan-Roy, K., & Jacobs, C.** (2021, Co-PI). Exploring the Experiences of BIPOC Youth in Independent Girls Schools. Diversity TRACTION (Teaching, Research, and Action) Grant Program. Cleveland State University. (\$2,500).
- Hampton, F.** (2021, PI). Applied Research in Urban Schools. Cleveland Foundation Grant. (\$50,000).
- Jacobs, C., & Clonan-Roy, K.** (2021, Co-PI). Understanding the Experiences of BIPOC Youth in Girls' Schools Through a Critical Race Feminist Model of Positive Youth Development. Mini-Grant. American Educational Research Association (AERA), Division G – Social Context of Education (\$4,500).
- Keary, D., Sommer, B., & Martin Scoufield, A.** (2021, Co-PI). Rise and Thrive Campus-Community Partnerships Grant. (Amount pending).
- Liao, K.** (2021-2022, PI). African American Women's Lifestyle and Mental Health during COVID-19: The Role of Racism and the Strong Black Woman Stereotype. Cleveland State University, Office of Research. (\$4,962.43).
- Liao, K.** (2020-2021, PI). A Self-Compassion Writing Intervention to Reduce the Negative Impact of Internalized Strong Black Women Schema. Cleveland State University, Office of Research. (\$5,000).
- Liao, K.** (2020, Co-PI). Faculty Innovative Research and Engagement (FIRE) Initiative Award. Applying stress-process and life-course models to understand the negative effects of the school-to-prison pipeline among youth who reside in a disadvantaged neighborhood. Cleveland State University, Office of Research. (\$20,000).
- Phillips, J.** (2020-2021, PI). Use of Diversity, Equity, and Inclusion Statements and Rubrics in Faculty Hiring. Aspire Alliance Institutional Change Network Catalytic Funding for Innovation and Collaboration Grant. (\$34,990).
- Phillips, J.** (2021, PI). Cleveland State University Diversity Institute Associates TRACTION (Teaching, Research, and Action) Grant. (\$2,500).
- Voight, A.** (2020-2024, PI). Youth Participatory Action Research as Academic and Behavioral Intervention in Secondary Schools. Institute of Education Sciences, U. S. Department of Education Grant. (\$1,399,069).

Faculty & Student Leadership and Awards

- Clonan-Roy, K.** (2021). Alumni Award Graduate School of Education, University of Pennsylvania.
- Kim, J.** (2021). APA Division 17: Section on Supervision and Training Best Poster Award.
- Robinson-Grafton, L.** (2021). Graduate of the Cleveland Leadership Center: Advanced Leadership Institute.
- Robinson-Grafton, L.** (2021). Ideastream Public Media featured professor and coordinator of the Urban Health course at CSU. <https://www.ideastream.org/news/cleveland-pre-med-students-learn-about-bias-to-combat-health-disparities>
- Liao, C.Y.** (2021). Donald E. Super Fellowship Award. American Psychological Association, Division 17: Counseling Psychology.
- Stead, G.** (2021). Awarded the Licentiate of the Royal Photographic Society of Great Britain.
- Sweeney, C.** (2021). Awarded tenure and advancement to Associate Professor of English at Tri-C.

Alumna Update: Dr. Carmine Stewart



Carmine Stewart is the Vice President of Programming at Seeds of Literacy, a nonprofit organization that provides 1-to-1 tutoring to adult learners in Cleveland, Ohio. Like many organizations, Seeds was forced to close its doors in March of 2020 due to the COVID19 Pandemic. The Seeds of Literacy staff pivoted to virtual instruction in an effort to continue providing services to students ages 18 to 89. In 9 days they transitioned from a fully face-to-face program, to a fully virtual program. Seeds reopened its physical locations in July of 2021 with the requirement that students, tutors, and staff be fully vaccinated and continue following other precautions. Dr. Stewart stated, "We are screening people as they enter the building, we are still requiring masks, and we have implemented advanced cleaning protocols. We have plexiglass dividers and hand sanitizer at each table, and air purifiers spaced throughout the classroom as well. So many of our tutors are over 60, and many of our students, tutors, and staff have health conditions. We want to protect everyone. We believe that the small sacrifices that we are asking people to make for one another are worth the little bit of inconvenience if it keeps us all healthy."

The staff at Seeds was expecting that there would be some hesitancy surrounding the vaccines in their student and tutor population. Disinformation and misinformation, and distrust of the medical industry fuel vaccine hesitancy. "Being educators our obvious response was to try to provide as much information as possible, in as many ways as possible. Our Communications Director Katie Kucera has culled some great resources on our website. The staff has written blog posts, sent text messages, and made videos (produced in-house by west side Site Coordinator Chris Richards), and shared their own reasons for choosing to get vaccinated with students and tutors."

Personal conversations with students are also a part of their vaccination education strategy. In the age where a large percentage of the population has access to the internet and social media, there is an information overload that makes it difficult to know which sources to trust. The staff at Seeds is committed to educating students on how to find credible sources and providing timely information. "We have lost students to COVID, and our students have lost family members, so providing accurate information and helping them find credible sources is important to us. Just the other day my coworker Kara Krawiec who is the Site Coordinator at our Kinsman location was printing off information for a student to consider after the student asked her about her decision to get vaccinated. All of our work is important and life-changing; our hope is that our vaccination education efforts will be lifesaving as well." <https://www.seedsofliteracy.org/blog-masks-vaccines-hippa-and-the-classroom/>

Prior to joining Seeds as a staff member, Carmine worked with Seeds as a consultant, preparing the staff and tutors for the new high school equivalency tests. Carmine is the President and CEO of Aspire Consulting and Educational Services, conducting research, evaluation, professional development, and diversity training for adult literacy agencies. Carmine is an Adjunct Professor at Cleveland State University where she teaches future educators in Adult Learning and Development, and Curriculum and Foundations. Carmine earned her doctorate from CSU in August 2012, after defending her dissertation, "Teacher Preparation and Professional Development in Adult Literacy Education."

Diversity, Equity, Inclusion, & Justice Focused Reading List

Nonfiction

- *Democracy in Black* by Eddie Glaude
- *400 Souls: A Community History of African America, 1619-2019* by Ibram X. Kendi & Keisha M. Blain
- *White Trash* by Nancy Isenberg
- *Born a Crime* by Trevor Noah
- *Blindspot* by Mahzarin Banaji & Anthony Greenwald
- *Heavy* by Kiese Laymon
- *How to be an Anti-Racist* by Ibram X Kendi
- *Biased* by Jennifer Eberhardt
- *Minor Feelings: An Asian American Reckoning* by Cathy Park Hong
- *Just Mercy* by Bryan Stevenson
- *They Called us Enemy* by George Takei (graphic novel)
- *American Prison* by Shane Bauer
- *Evicted* by Matthew Desmond
- *Half the Sky* by Nicholas Kristof & Sheryl WuDunn
- *Becoming* by Michelle Obama
- *Killers of the Flower Moon* by David Grann
- *Hillbilly Elegy* by J.D. Vance
- *An African American and Latinx History of the United States* by Paul Ortiz
- *Educated* by Tara Westover
- *Never Caught* by Erica Armstrong Dunbar
- *White Fragility: Why Its So Hard for White People to Talk About Racism* By Robin DiAngelo
- *They Were Her Property* by Stephanie E. Jones-Rogers
- *Winners Take All* by Anand Giridharadas
- *The Trials of Nina McCall: Sex, Surveillance, and the Decades-Long Government Plan to Imprison "Promiscuous Women"* by Scott Stern
- *A Colony in a Nation* by Chris Hayes
- *Caste: The Origins of Our Discontents* by Isabel Wilkerson

Nonfiction Education

- *The Trouble with Black Boys* by Pedro Noguera
- *The Prize: Who's in Charge of America's Schools?* by Dale Russakoff
- *Pushout* by Monique Morris
- *For White Folks Who Want to Teach in the Hood* by Christopher Emdin
- *Paying the Price* by Sara Goldrick-Rab

Fiction

- *The Nickel Boys, and The Underground Railroad* by Colson Whitehead
- *Homegoing* by Yaa Gyasi
- *Everything I Never Told You, and Little Fires Everywhere* by Celeste Ng
- *A Burning* by Megha Majumdar
- *The Sympathizer* by Viet Thanh Nguyen
- *Winter Counts* by David Heska Wanbli Weiden
- *Washington Black* by Esi Edugyan
- *The Hate You Give* by Angie Thomas
- *The Buddha in the Attic* by Julie Otsuka
- *The Night Watchman, and The Round House* by Louise Erdrich
- *Crazy Rich Asians* by Kevin Kwan
- *Children of Blood and Bone* by Tomi Adeyemi
- *The Tattooist of Auschwitz* by Heather Morris
- *The Old Drift* by Namwali Serpell
- *Washington Black* by Esi Edugyan
- *An American Marriage* by Tayari Jones
- *Clayton Byrd Goes Underground* by Rita Williams-Garcia
- *Bestiary* by K-Ming Chang
- *Homeland Elegies: A Novel* by Ayad Akhtar



Dissertation Defenses

Mitch Lieberth, Fall 2020

Cohort XXXI, Policy Studies

Graduate What's in a Name: The Lived Experiences of Transgender College Students using a Preferred Name Policy

Jennifer Murphy, Fall 2020

Cohort XXIX, UEL: Learning and Development

Understanding School Psychologists' Experience of Identifying Students with Specific Learning Disabilities in Urban Schools

Kyle Znamenak, Fall 2020

Cohort XXIX, Adult, Continuing and Higher Ed.

Warriors, Guardians or Both: A Grounded Theory Approach of Exploring the Development of Patrol Officers in Urban Community Relations

Myrita Whilite, Fall 2020

Cohort XXIX, UEL: Learning and Development

Masculinity Parental Decision Making Regarding Cochlear Implant Use in School-Age Children: A Self-Determination Perspective

Anil Lalwani, Fall 2020

Cohort XXVIII, Adult, Continuing and Higher Ed.

Urban International Students' Perceived Barriers and Underutilization of Campus Services

Auburn Sandstrom, Fall 2020

Cohort XXX, Policy Studies

Problematizing "Whiteness" in Urban Teacher Education: An Abolitionist Stance

Natale Noela Hilael-Badillo, Fall 2020

Cohort XXIII, UECF: Counseling Psychology

Identification of gifted learners in an urban elementary school: What is "The Gifted Spark?"

Adam Cusner, Spring 2021

Cohort XXVII, UECF: Counseling Psychology

Graduate Relationship between religious support, perceived barriers and work volition among the Orthodox Jewish population

Casey Posey Matthews, Spring 2021

Cohort XXXI, UEL: Learning and Development

Making Sense of the Gutters: How Advanced Level English Teachers Use Graphic Novels

Michele A. Barton-Verdi, Spring 2021

Cohort XXV, UEL: Learning and Development

The Development of a Systematic Discharge Planning Process for the Care of COPD Patients in a Small Urban Community Hospital

Rene Teruko Molenaar, Spring 2021

Cohort XXVIII, Policy Studies

The Helper and Gatekeeper:

Examination of the Implementation of a Mandated Attendance Policy in Ohio School Districts in the Midst of Covid-19

Steven M. Sanders, Spring 2021

Cohort XXX, UECF: Counseling Psychology

Racial microaggressions and mental health: Internalized racism as a mediator and positive Black identity and social support as moderators

Lorna Patrice Fuller, Summer 2021

Cohort XVII, Leadership and Lifelong Learning

The Impact of Participation in Workplace Adult Education Programs on Low-Income Single Mothers Working in Healthcare Service Occupations

Laura M. Fogarty, Summer 2021

Cohort XXX, UECF: Counseling Psychology

A phenomenological exploration of clinicians' approaches to working with people with psychosis



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.

Doctoral Studies Update

Cleveland State University
College of Education and
Human Services
Office of Doctoral Studies
Julka Hall 215
2485 Euclid Avenue
Cleveland, OH 44115

