

Doctoral Studies Newsletter



ENGAGED LEARNING

Words from Our Director

Dr. Julia C. Phillips



We welcomed our 18 new students in Cohort XXXIII at the Annual Welcome Reception, combining it with an orientation session that provided general information to all students and specialization specific information to each subgroup of students. Over the past year, 11 students successfully defended their dissertations and reached that ultimate goal of a Ph.D. Five more students either defended or are scheduled to defend in Fall, 2019. We are proud that multiple students earned honors and awards this year, including Dean Malec who received a 2018-2019 Graduate Student Research Award from the Office of Research and Markita Warren, Steven Sanders, and Brittany Carbaugh who received 2018-2019 Graduate Student Awards from the College of Graduate Studies. Internal to the College of Education and Human Services, students benefited from the Urban Education Ph.D. Recovery Fund, the Lewis and Janice Patterson Award, the Emerging Adult, Continuing, and Higher Education Scholar Fund, and the Daniel D. Drake Endowment Fund Memorial Scholarship. Doctoral students have very much benefitted from the financial support provided from these scholarships in the past year. Changes to the administrative structure of the College of Education and Human Services resulted in Ms. Rita Grabowski moving to the Administrative Coordinator's position in the Curriculum and Foundations Department. We are grateful for her passion for helping doctoral students throughout the years – her commitment and caring for the program were a hallmark of her service to the Office of Doctoral Studies. We welcome Brianne Markley and Kelli Hess who are serving as the new Graduate Assistants in the Office of Doctoral Studies, as well as Sandra Obi who is serving in the role of student assistant.

IN THIS ISSUE:

Where To Go For What: A Guide	p. 2
Reminders	p. 3
Collaboration: The City Club	p. 3
Guest Lecturer: Dr. Hewitt	p. 4
Doctoral Studies Research Awards	p. 5
Introductions to the Students of Cohort XXXIII	pp. 6-11
Snapshot into Research: An Article by Dr. Lam	pp. 12-13
Recent Dissertation Defenses	p. 13
Selected Student and Faculty Publications	pp. 14-15
Selected Student and Faculty Presentations	pp. 15-17
Faculty/Student Scholarships, Awards, and Grants	p. 18
Faculty/Student Leadership	p. 19
Alumni Update	p. 20

Where to Go For What: A Guide

- Prospective Students – UrbanEducationPhD@csuohio.edu or Julia Phillips j.c.phillips6@csuohio.edu
- Admissions – Education Student Services Center Michele Arrighi m.arrighi@csuohio.edu
- Scheduling classes – your advisor first, then or cc'ing UrbanEducationPhD@csuohio.edu
- Plans of coursework – complete with your advisor first, then submit to Office of Doctoral Studies, JH 215, or to UrbanEducationPhD@csuohio.edu
- Petitions – complete with your advisor's input, then submit to Office of Doctoral Studies, JH 215 or to UrbanEducationPhD@csuohio.edu Note: incomplete petitions will be returned
- Permissions for EDU courses – Curriculum & Foundations, Rita Grabowski r.grabowski@csuoho.edu
- Special events e.g., orientation – CASAL Department, Sarah Henley s.henley14@csuohio.edu
- Student Travel Applications and Reimbursements – Dean's Office, Adam Miller a.d.miller69@csuohio.edu
- Comprehensive examinations applications and information – UrbanEducationPhD@csuohio.edu
- EDU 895/899/897 – your advisor and/or Julia Phillips j.c.phillips6@csuohio.edu
- Dissertation, Commencement, Graduation – Curriculum & Foundations, Rita Grabowski r.grabowski@csuoho.edu
- Graduate Assistantships Applications – UrbanEducationPhD@csuohio.edu
- Contracts - Dean's Office, Adam Miller a.d.miller69@csuohio.edu

REMINDERS!

- ⇒ All doctoral students will now be required to start their EDU 895 dissertation research in the Fall of their third years, rather than the Fall of their second years.
- ⇒ In collaboration with the Center for Urban Education, the Doctoral Studies Committee will host its second Annual Research Day for doctoral students to present their dissertation research. This year, students enrolled in EDU 895 will be required to present their work on Chapters 1, 2, and 3 in a poster during the event.
- ⇒ Two semesters before you expect to defend your dissertation, you must apply for graduation online in campusnet.
- ⇒ There is a new email for the program – UrbanEducationPhD@csuohio.edu – you may use this email.

A New Collaboration: The City Club

The Office of Doctoral Studies became a Community Partner with the City Club to host a table in 2-3 of their Education Forum luncheons. This Fall, 5 students and 2 faculty members attended Dr. Pedro Noguera's presentation, *Making a Difference Through Education: A Broader and Bolder Approach to School Reform*.



Campus Engagement Event: Navigating the Public Policy Landscape: Lessons from a Psychologist and Former Hill Staffer



Dr. Amber Hewitt is the Manager of Policy and Advocacy in the National Office of Policy and Prevention at Nemours Children’s Health System in Washington, DC. She received her Ph.D. in Counseling Psychology from Loyola University Chicago. Dr. Hewitt served as science policy fellow at the National Institute of Mental Health from 2017 to 2018. Prior to that, she was a legislative fellow in The Office of United States Senator Cory A. Booker. She has provided professional leadership as chair of the Membership Board of the American Psychological Association and as a member of the DC Commission of Father’s, Men and Boys. Dr. Hewitt was an assistant professor at University of Akron, and an adjunct professor in American University, Loyola University Chicago, and Adler School of Professional Psychology. She was licensed as a psychologist in Ohio (currently inactive) and provided mental health services at Minority Behavioral Health Group from 2014 to 2016.

In April 2019, Dr. Hewitt presented as a guest lecturer at Cleveland State University. She spoke with students and faculty about her journey into policy, the lessons she learned on Capitol Hill, and her experiences with advocacy at the Federal level. She reported on best practices for communicating with policy makers, and highlighted both benefits and challenges one may encounter through advocacy. She shared how students and community members can begin to get involved with advocacy efforts, and answered questions pertaining to specific policy concerns. Dr. Hewitt encouraged attendees to “put values into action” and invited all in attendance to consider their roles as advocates.

We thank Dr. Hewitt for her time and insights!

Student Research: Inaugural Doctoral Studies Research Day

Thank you to all students who participated, and a special congratulations to the following:

Angela Fant, Paula Baughn, and Nichole Kelsey—**First Place (\$400):**

“Individual Resiliency Counseling and its Role in the Academic Achievement of First Generation College Students”

Melissa F. Carter—**Second Place (\$200):**

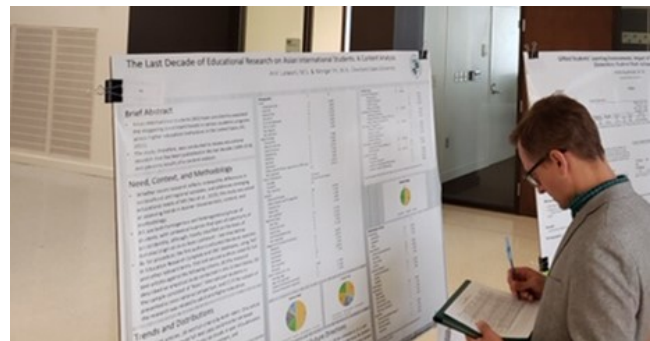
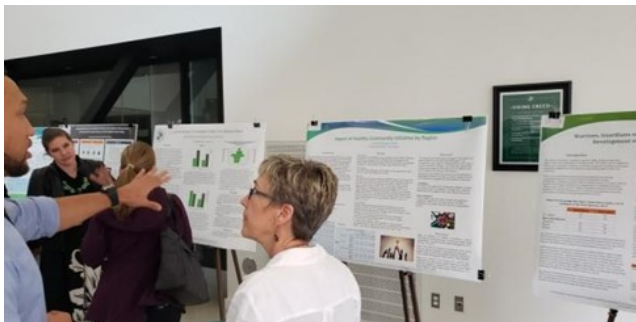
“Parental Incarceration on Children’s Social-Emotional Development”

Dean Malec—**Third Place (tie, \$100 each)**

“Masculinity and men's preferences for therapist gender”

Toni Paoletta:

“The Untrained Adjunct”



Welcome to the Students of Cohort XXXIII



Jasmine Bragg: My name is Jasmine A. Bragg and I was born and raised in East Cleveland, Ohio. In my spare time I enjoy spending time with my husband and family. I also find pleasure in shopping and attending church regularly. I am a fifth and sixth grade English Language Arts educator at Apex Academy in Cleveland, Ohio. I hold a bachelor's degree in English with a concentration in Creative Writing and a master's degree in Education-

al Psychology both obtained from the University of Toledo. I am a first-year doctoral student in the field of Urban Education specializing in Learning and Development at Cleveland State University. My research interest includes studying the learning and development of at-risk students in inner city schools and the lack of motivation in their academic studies verses their peers in suburban school districts. I am interested in identifying the source behind this underlining issue so that I can help bring about a change by identifying a resolution. I have a love for motivating scholars to reach their fullest potential to ensure that they shine in academic excellence. I believe in building positive relationships with my students and tailoring instruction to meet students where they are in order to take them where they need to be academically. In addition, I strongly believe that all scholars can achieve and excel above any expectations set before them and I will go above and beyond to assure that they do so.



Renata Brown: I was born in Cleveland, grew up in Brunswick, and currently live in Cleveland Heights with my husband Dave, 2 old goldfish and 3 oldish dogs. I got my BA in biology from the University of Toledo, and my MA in curriculum and instruction and teaching certification from Bradley University. My first real job was amazing and I've been lucky enough to keep having amazing employment! I worked at the Toledo Zoo in the education

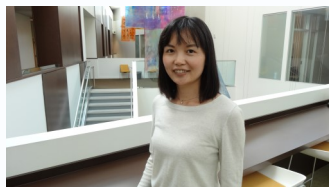
department for 6 years, eventually becoming the assistant curator of education. I moved on to be the education/volunteer coordinator at Luthy Botanical Garden in Peoria, IL, then came back home to work at Cleveland Botanical Garden for over 11.5 years, working my way to Vice President of Education. I moved on to the Boys & Girls Clubs of Cleveland as Director of Program Operations where I got to know and love 1,000 kids that I still call my own, and have just recently landed at the Cleveland Museum of Natural History as Director of School and Family Learning. I'm in the learning and development specialization and currently interested in evaluating museum programs for impact and quality. I love to read, pet my dogs, play in my garden, cheer on the Tribe and Browns, and cook and bake. In 2010 I published my very first book, *Gardening Lab for Kids: 52 Fun Experiments to Learn, Grow, Harvest, Make, Play, and Enjoy Your Garden*, and am looking forward to wherever this fantastic Urban Education program leads me.



Casandra Sweeney: After taking part in the early days of PSEOP, I earned a BA in Psychology from Cleveland State University and a MA of English from DePaul University, where I also had the luxury of completing a semester abroad at Cambridge (how I wish I could return) and graduating with honors (a confirmed nerd). I am currently an Assistant Professor of English at Cuyahoga Community College and will apply for tenure in 2021

(Lord, help me). This clearly ties to me interest in the Adult & Continuing Education specialty in the Urban Education Ph.D., where I hope to research specific programming that helps create greater equity through community colleges. When I'm not working or studying (a true rarity), I enjoy long walks on the beach (I had to do it), practicing yoga, drinking martinis, playing with my cats, or enjoying the outdoors with family. I am thrilled to be a part of Cohort XXXIII!

Welcome to the Students of Cohort XXXIII



Xiaona Jin: My name is Xiaona Jin. I received my M.A. in Linguistics and Applied Linguistics from Yangzhou University in 2013, and my B.A. in Chinese Language and Literature from Shanxi Datong University in 2009. I have been a Chinese language instructor at the School of International Exchange and program manager at the Office of International Affairs at Tianjin Foreign Studies University for the past 6 years. I was a visiting Chinese language instructor and

cultural project manager at the Confucius Institute at Cleveland State University from 2014 to 2016. I worked as a Chinese teacher at Cedar Ridge Elementary School in Whitfield County of Georgia in the United States from 2010 to 2012. I have been dedicating myself to helping people from other cultures to better understand Chinese culture as well as communicate fluently in Chinese. My specialization is Teaching Chinese as a Foreign Language. My main research interests include teaching methodology, Chinese grammar, professional development of Chinese teachers, and application of technology in Chinese teaching and learning. In my spare time, I enjoy hiking, playing badminton, Pingpong, playing Chinese zither, and cooking with my family.



Kelli Hess: My name is Kelli Hess, and my specialization is counseling psychology. I graduated from the University of Virginia's College at Wise in 2015 with my B.S. in Psychology and Administration of Justice. I received my M.A. in Counseling from East Tennessee State University in 2017. For the past couple of years, I have been working on obtaining my license from the state of Tennessee while working as a therapist in two community mental health agencies.

I have been working with individuals across the lifespan in a rural community who have experienced severe trauma throughout their lives. I mostly enjoy working with teenagers and young adults. My research interest is primarily on the LGBTQ+ community, with a focus on social justice and advocacy. I have recently formed a more specific interest in the ethicalities that go along with being a university staff member in a college counseling center at private universities where university policy is in conflict with APA ethical guidelines for LGBTQ+ students. I spend most of my free time with my partner and our two dogs, Oakley and Ellie. I really enjoy taking them on hikes as well as just relaxing with them and watching Netflix. While there aren't as many opportunities to play now, my number one hobby is playing softball. I frequently settle for just throwing with another person or watching it on TV now. I also enjoy hanging out with friends, getting tattoos, traveling to new places, and shopping.



Lumar Vargas: I completed a Principal Licensure Program at Indiana Wesleyan University and hold a master's degree in Educational Administration and a bachelor's degree in English/Language Arts Education from Cleveland State University. I have an Ohio Educational Administration and a 7-12 Adolescent and Young Adult Teaching licensure. I serve as Director of Adult Education and Groups at Grace CMA. In my role, I oversee leaders throughout the city

by equipping and coaching them through professional development and training and have been a guest speaker throughout the U.S. and internationally. Formerly, I was an English/Language Arts middle school and high school teacher for 8 years at Painesville City Schools and Shaker Heights Schools. My research interests are centered on quality leadership and management, leader inquiry and training, and teacher and administrator retention.

Welcome to the Students of Cohort XXXIII



Christo Lehmann: I am doctoral student pursuing a specialization in Development and Learning. I am currently in my 23rd year of teaching technology classes in a public high school and during that time grown increasingly interested in how students learn. My education includes a minor in Psychology, BS in Labor Economics, B.A. in Sociology, and a Masters in Education. I appreciate the different lens these perspectives have shown me regarding human

behavior but I am especially drawn to the fundamentals of efficiency that are a central theme in economics. I believe that economics has a great deal to offer in helping us understand learning and it is my hope to investigate this further. At home, my wife, son and I do a lot of cooking. When on my own, I enjoy wood working and when with my friends, we can usually be found playing games of all sorts.



Huiwen Li: I earned an M.Ed. in Education Management from China, an M.A. in Psychology in Education from University of Pittsburgh, and an Ed.D. in Educational Leadership from Duquesne University. And I am very grateful for being admitted into the Ph.D. program of Teaching Chinese as a Foreign Language, which I hope will enhance my research and teaching skills significantly. Currently I serve as the Head Teacher / Assistant Director of Educa-

tional Programs at the CSU Confucius Institute. Also, I am the chief editor for Journal of Chinese Language Teaching Methodology and Technology. Under the Chinese language and culture teaching umbrella, I am specialized in curriculum development, teacher training, psychology in education, and program evaluation. My research interests include effective learning, teacher professional development, teacher competency, culture shock, and program operation. My wife and I live in Ohio, and she is a nurse. My daughter goes to Florida State and studies organizational psychology as a Ph.D. student. My wife likes reading and hiking. My daughter and I are interested in singing and writing Chinese calligraphy.



Nick Petty: I am currently the Director of Undergraduate Inclusive Excellence at Cleveland State University. I lead the innovative work in the Graduation Coaching Offices and work with underrepresented minority and at-risk students' connecting them with on-campus and city-wide resources. The primary goal of my body of work is to enhance retention and improve graduation rates amongst this subgroup. I have co-authored an award winning article entitled "Assessing the Social, Emotional, and Mental Health Needs in Urban High Schools to Support Academic Achievement."

The article focuses on the social emotional needs of urban students and how they are affected based upon traumatic experiences. Previously, I was the principal of Ginn Academy in the Cleveland Metropolitan School District. I have also served as Principal of several small schools both at East High School, Cleveland, Ohio and Cleveland Heights-University Heights High School. I earned my Business Management Degree from Kent State University in 1997 and a Masters in Curriculum and Instruction from Cleveland State University in 2000. I am a former graduate of University School Class of 92'. I have been the recipient of numerous honors and awards for his contributions to the profession of Education. I am active in a variety of civic and cultural organizations including Habit for Humanity. I have extensive experience working in urban school districts and have worked closely with teachers to create learning environments designed to support personal computing and adapt to the changes in curriculum, assessment and professional development. I am currently on the Board of Karamu House and Evergreen Energy Solutions. A native of Cleveland, Ohio, I currently reside in Beachwood, Ohio with my wife and two daughters. Outside of professional interests, I travel widely, read and am an avid sports fan, especially football.

Welcome to the Students of Cohort XXXIII



Cory Hersh: I grew up in Beachwood, Ohio and attended Beachwood public schools until graduation from high school. After that, I attended Bucknell University where I received my undergraduate degree. I double-majored in psychology and education. After graduating from Bucknell, I headed straight to Philadelphia where I studied counseling psychology at Temple University. I graduated this past May and obtained my M.Ed. During the last year of my master's program, I completed my internship at TECH Freire Charter School, where I counseled a client load of 15 high school

students in urban Philadelphia. This past summer I worked as a Therapeutic Support Staff for Milestone Behavioral Health. There, I helped work on behavioral modification with children who had been diagnosed with a variety of different cognitive and behavioral disorders. Here at Cleveland State University, I will be working towards my doctorate in urban education with a specialization in counseling psychology. My research interests surround the intersection between athletics and psychology, specifically the transition from high school into college for student athletes, the impact of injury and loss of sport on mental health, and the ability to create a post-athletic identity following the end of a high school, collegiate or professional career. Some fun things about me are that I have played guitar for 13 years write original music, I am a superfan of all things Cleveland, and I have a Blue Staffordshire/Pitbull Terrier named Burger.



Catherine Johnson: Coming from a liberal arts background, I obtained my bachelors in Journalism and Promotional Communications under the advertising tract with a minor in marketing from Cleveland State University in 2009. After a few years of working in marketing operations at Bank of America I returned to CSU and received a masters in Applied Communications Theory and Methods in 2015. I've been a brand ambassador the last several years and

tutoring per my friends and family requests when needed. Tutoring introduced me to a passion within that I'm looking to move towards. I'm enrolled in the Learning and Development specialization and am excited to be a part of Cohort XXXIII. My research interests include motivation, self-esteem, and communicating and marketing education effectively. I plan to use my doctoral studies to further education in any way that I can help and to travel as much as I can while doing it. Other things I enjoy include eating (I'm a foodie), gardening, writing poetry and enriching my mind in all available capacities.



DJ Walker: I am Donald Walker Jr. I prefer DJ though. I attended The Ohio State University for undergrad, and I majored in Psychology, with a minor in Women, Gender, and Sexuality Studies. I attended Cleveland State University for my Master's program in Clinical Psychology. I most recently worked as a Case Manager for a correctional facility in Columbus, OH. I assisted with reentry resources, and I ran groups that targeted criminal thinking and substance abuse. I haven't identified a specialization yet, but I interested in forensic components of Psychology. My research interests include cultural

influences on forensic assessment, the interrelation between mental health treatment and recidivism, and the treatment of sex offenders. I'm also curious about the possibility of suicide attempts preceding and/or causing PTSD. I recently got engaged to my longterm girlfriend, Margie. As for hobbies, I enjoy music, all things Nintendo, films, and film criticism.

Welcome to the Students of Cohort XXXIII



Susan Carmen: My undergraduate degree is from Ursuline College where I studied English. I was the editor of Inscape Fine Arts Magazine and a member of Sigma Tau Delta, the English honor society. I won the English award as the graduating senior with the highest English GPA, summa cum laude. I completed my master's in Education with a reading endorsement in 2014 and graduated magna cum laude. I attended UCLA too, where I studied Botany. In my current position, I am an intervention specialist at CMSD and work with emotionally disturbed students in grades 3 - 5. My research interests are in investigating how intense academic interventions impact students who have been negatively impacted by lead exposure. As an aside, my school, Iowa Maple Elementary was identified in a study

conducted by Case Western Reserve, as having the highest blood lead levels in students entering Kindergarten in the district - over 47%. This fact guided me into the Urban Education program at CSU where I am in the Policy Studies program. I love outdoor pursuits: gardening, hiking and skiing. I love to explore new places and cultures. I enjoy museums and art history.



Diane Daugert: I received my Associates Degree in Paralegal Studies from Lakeland Community College at 29 years of age and continued my education at Cleveland State. I hold a Bachelor of Urban Studies, a Master of Education and an Administrative Specialist degree. I began teaching as a third career path and have been an educator for 11 years. I began my career as an intervention specialist with the Cleveland Metropolitan School District. This experience

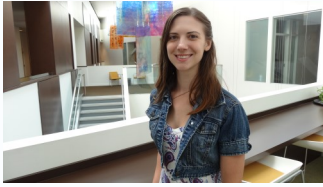
opened up my eyes and made me the teacher I am today. It also sparked an interest in Urban Education and building student relationships. After 3 years with CMSD, I moved on to Parma City Schools, where I am an intervention specialist in high school. Research interests are primarily focused on building student relationships in an urban setting and the positive impacts on education. Thus, I have chosen Urban Education as my doctoral specialization. In my free time I enjoy gardening and being a novice small farm operator and building things. I am married and have three rescue dog children, a barn cat and some chickens.



Tom Domzalski: Hello--my name is Tom Domzalski and it is a pleasure to be a part of Cleveland State University's Doctoral Studies program. Currently, I serve as the Director of Data, Research, Assessment & EMIS with the East Cleveland City School District. This is my fifth year in East Cleveland and my eleventh year in education. Prior to coming to CSU, I completed my undergraduate and graduate course work at Baldwin-Wallace College where I

earned a B.A. in English and philosophy as well as my M.A.Ed. in education technology. My teaching background is in secondary education where I taught English and computer science. I was also a director of a drop out recovery high school and a principal at Shaw High School. My specialization in the doctoral studies program is school administration. As an EMIS and data person with classroom and building administration experience, I feel I am in a unique position to explore some of the issues in education today. I am passionate about the effective use of data to drive instruction and the ability of data to inform wide-ranging decisions which impact school districts. Through this lens, I plan to explore the impact of state takeovers on public school districts--from student engagement to teacher retention to shifts in pedagogical practices. In short, the scope of this work is wide open. When I'm away from academia, I enjoy spending time with my fiancé Caelie.

Welcome to the Students of Cohort XXXIII



Lauren Nehilla: I earned a Bachelor of Arts in Psychology from Norwich University and a Master of Science in Clinical-Counseling Psychology from Radford University. My research interests focus on the treatment of trauma and coping strategies, protective factors for PTSD, and the impact of assault on unit cohesion and reporting. I am primarily interested in working with military personnel and their families. An interest that was largely influenced by my time in

the Corps of Cadets at Norwich. During my practicum at Virginia Tech I was particularly inspired by the animal assisted therapists and a PTSD service dog named Wagner. I am new to Cleveland but not to new experiences, and eager to explore the area. I am an art lover and in my free time enjoy drawing, painting, and ballroom dancing.



Muata Niamke: I completed the School Superintendent Licensure program and earned a Master of Education in Educational Administration from Ashland University, and a Master of Education in Community Counseling from Kent State University. I also earned a Bachelor of Arts from Kent State University in Radio-Television Production (major) and Pan-African Studies (minor). I have 19 years of experience working in urban education settings, including commu-

nity/charter schools and public schools. I currently serve as the Business Manager and Food Service Director for Maple Heights City School District, where I have been employed for over nine years. I am also a seasonal part-time scorer for Pearson, rating students' reading and writing responses on state-mandated assessments (Kentucky and Texas). My area of specialization is School Administration. My administration background includes serving as an elementary and middle school principal, high school assistant principal, and various central-office administrator roles. In my spare time, I enjoy traveling with family, playing board and card games, bike riding, and completing do-it-yourself home projects.



Jessica Moore: Greetings Everyone! I am currently a doctoral student and proud member of the 2019 cohort for the Counseling Psychology program specializing in Urban Education. My clinical experience spans a variety of settings including residential treatment, pediatric psychiatry, and individual counseling within community mental health agencies. This fall, I will begin my administrative duties as a Graduate Assistant in the Counseling & Academic Success Clinic, assisting with counseling students currently enrolled in Internship. Hailing from South Euclid-

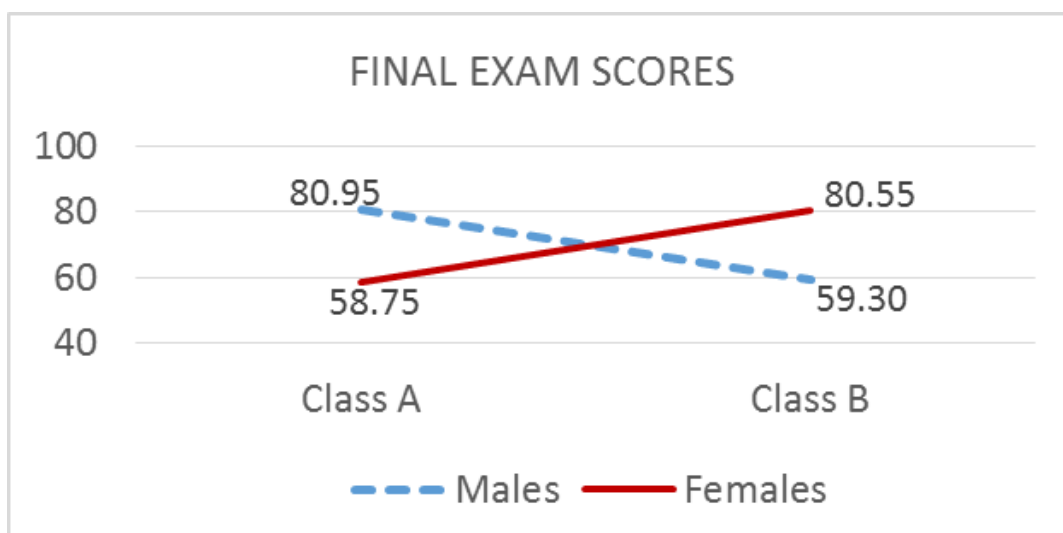
Lyndhurst school district, I obtained my high-school diploma from Charles F. Brush Highschool (2010), followed by a Bachelor of Arts degree in Psychology from Bowling Green State University (2014). In May of this year, I obtained my M.Ed. in Clinical Mental Health Counseling from Cleveland State along with my state licensure as a Professional Counselor. With a primary focus on the minority community, I seek to address effective treatment for those who are in culturally underrepresented groups and have experienced trauma. My desire to deconstruct the societal myths of mental health has significantly contributed to my passion for clinical work and continues to encourage my professional development. I am a loving wife and mother of two who enjoys family, friends, tacos and seafood. Beyonce is my spirit animal and I'm known as the "Disney connoisseur" when it comes to the classics. In my free time I love to take nature walks, binge watch my favorite shows, read, paint, sing, and experience anything that is new and exciting. I love to learn and look forward to doing just that as I continue my education in the doctoral program. I am extremely humbled by my acceptance into the Doctoral Studies Program and am looking forward to profound experiences and fostering new connections.

WHEN WILL “ONE-WAY ANOVA” BECOME “NO WAY ALOHA”?

Eddie T. C. Lam, Ph.D.

Most people may think they know how to use a one-way ANOVA, but I wonder if they know *how*, or when *not*, to use it. First, I’ve read hundreds of articles using one-way ANOVA as a statistical technique. However, the Levene’s test, a prerequisite for an ANOVA, is rarely mentioned. It is a good practice to include the Levene’s test, particularly when you have found significant group differences (e.g., a significant gender difference). Let’s use one-way ANOVA to examine if the student outcome is related to teaching effectiveness. Instructors A and B are teaching the same course (Class A and Class B, respectively). The dependent variable is the final exam score and the independent variable is the instructor. Running a one-way ANOVA with IBM SPSS, there was no significant ($F = .001, p = .980$) mean difference between Class A (mean = 69.85 ± 13.38) and Class B (mean = 69.93 ± 12.73).

A female student stops by the Advising Office and asks which class she should take. Based on the outcome of the one-way ANOVA, the Academic Advisor tells her it does not matter because there is no difference between instructors. However, a factorial 2 (Instructor) \times 2 (Student) ANOVA was used to analyze the *same* data. The results indicated that both the main effects of Instructor and Student were not significant ($p > .05$). However, there was a significant interaction ($F = 185.959, p < .001$) where male and female students performed differently in the two classes. Be cautious when it comes to the interpretation of the significant interaction because of the Type IV error (e.g., Games, 1973; Levin & Marascuilo, 1972). The figure below depicts the descriptive statistics showing why the Academic Advisor should advise male and female students differently.



(continues, next page)

So, what's wrong with the one-way ANOVA? You know Type I error (incorrectly rejecting the null hypothesis) and Type II error (not rejecting the null when you should). Do these apply? Not really because the result was not significant and the means of the two groups were almost identical. Let's take a look the **Type III error**, such as when you get the right result using the wrong statistic, which is not uncommon in journal publications. For example, a researcher uses Pearson Product-Moment Correlation Coefficient instead of Spearman's Rho to interpret the relationship of two ordinal variables. An even more common error is using principal component analysis instead of common factor analysis to examine the factor structure (construct validity) of a scale (Lam & Lee, 2015). Others interpret Type III errors as reaching the wrong conclusion with an inappropriate statistic (Carrier & Wallace, 1989). This is the case with the previous example. Next time you read a published article using a one-way ANOVA, consider whether you should cite those articles "as-is" or say "Aloha, let me think about it twice"? Remember, there are three types of lies: true lies, damned lies, and statistics. In statistics, even if you are 100% sure you're right, **you can still be wrong!**

* Please see Dr. Lam for references.

Recent Dissertation Defenses

Sara Nardone, SU 2019

Cohort XXVIII, UECP: Counseling Psychology
High School Discipline Policies and the Teacher-Student Relationship
 Dissertation Chair: Dr. Stead

Carol A. Olszewski, SU 2019

Cohort XXX, UEAE: Adult, Continuing, and Higher Education
Experiences of Music Therapy
Junior Faculty Members: A Narrative Exploration
 Dissertation Chair: Dr. Hansman

Erica Wiley, SU 2019

Cohort XXVIII, UECP: Counseling Psychology
A Grounded Theory Investigation of Supervisors' Perspectives on Multicultural Strength-Based Supervision
 Dissertation Chair: Dr. Phillips

Charles E. Kelly, SU 2019

Cohort XXIII, UEL: Learning and Development
Teacher Perceptions of an International Baccalaureate Program in a Mid-Western, Inner-Ring Suburban High School During the First Seven Years
 Dissertation Chair: Dr. Galletta



Selected Student and Faculty Publications

- Andrei, E., & Buckley-Marudas, M. F.** (2019). It does not need to be perfect! Two teacher educators quest to enhance online instruction with videos. *Networks: An Online Journal for Teacher Research*, 21(2), 1-8.
- Banks, T., Andrei, E., & Dohy, J.** (2019). An inclusive educator licensure pathway to meet the educational needs of all students: Dual Residence Education Action Model (DREAM). *Curriculum and Teaching Dialogue*, 21(1 & 2), 21-35.
- Clonan-Roy, K.** (2019). Latina girls' sexual education in the 'New' Latinx Diaspora. *Girlhood Studies: An Interdisciplinary Journal*, 12(2), 65-81.
- Draper, S., **Kullman, E., Sparks, K., Little, K., & Thoman, J.** (In publication). Effects of intermittent pneumatic compression on delayed onset muscle soreness (DOMS) in long distance runners. *International Journal of Exercise Science*.
- Doerr-Stevens, C. & **Buckley-Marudas, M.F** (2019). Hearing knowledge into action: Mobilizing sound for multicultural imaginaries, *International Journal of Multicultural Learning and Education*. 21(1), 105-124.
- Green, W.** (In press). How paradigms influence practice in the health professions. In L. Hill (Ed.), *Assessment, evaluation, and accountability in adult education*. Herndon, VA: Stylus Publishing.
- Hamlen, K., Liu, X.,** Zhu, Y., & Wang, H. (2019). Interdisciplinary game design process in anonymous communications. *Proceedings of the 2019 e-Learn Conference: AACE*.
- Hurtado Rua, S. M., **Stead, G. B., & Poklar, A. E.** (2019). Five-factor personality traits and RIASEC interest types: A multivariate meta-analysis. *Journal of Career Assessment*, 27, 527-543.
- Ingersoll, R. E., & Keppen, H.** (2018). Ego development as experiential framework in psychotherapy. *Journal of Experiential Psychotherapy*, 21(4), 3-9.
- King-White, D.*, Liao, K.Y.-H.*, & Rogers, E.** (2019). Promoting self-care and awareness of stress, the Strong Black Woman schema, and mental health among African-American women. In Evans, S. Y., Wathington, D., Davis, S. K., & Hinkson, L. (Eds.) *Black Women and Public Health: Regenerative History, Practice, and Planning*. SUNY Press, Black Women's Wellness Book Series. (Asterisk indicates that both authors contributed equally to this chapter).
- Liao, K.Y.-H., & Wei, M., & Yin, M.** (In press). The misunderstood schema of the strong Black woman: Exploring its mental health consequences and coping responses among African American Women. *Psychology of Women Quarterly*.
- Liao, K.Y.-H.,** Shen, F.C., Cox, A.R., Miller, A.R., Sievers, B., & Werner, B. (2019). Asian American men's body image concerns: A focus group study. *Psychology of Men & Masculinity*.
- Northrop, L., & Andrei, E.** (2019). More than just word of the day: Vocabulary apps for English learners. *The Reading Teacher*, 72, 623-630.
- Saylor, S., **Kullman, E., Little, K., & Sparks, K.** (Accepted for publication). Efficacy of whole-body suspension training on enhancing functional movement abilities following a supervised or home-based training program. *The Journal of Sports Medicine and Physical Fitness*.

- Seaman, R. L., & Schaefer, J. M. (2019). Multiple Disabilities. In N. Young, A. C. Fain, & T. Citro (Eds.), *Creating compassionate classrooms: Understanding the continuum of disabilities and effective educational interventions*. Wilmington, DE: Vernon Press.
- Wang, V., Torrisi-Steele, G., & Hansman, C. A. (2019). Critical Theory and transformative learning: some insights. *Journal of Adult and Continuing Education* 0(0), 1-18.
- Webb Hooper, M., Mitchell, C., Marshall, V. J., Cheatham, C., Austin, K., Sanders, K., Krishnamurthi, S., Grafton, L. (2019). Understanding multilevel factors related to urban community trust in healthcare and research. *International Journal of Environmental Research and Public Health*, 16(18), 3280.
- Wlodarsky, R., & Hansman, C. A. (2019). Women Professors' Ways of Working in Academia. In V. Wang (Ed.), *Handbook of Research on Transdisciplinary Knowledge Generation* (pp. 143-156). Hershey, PA: IGI Global.

Selected Student and Faculty Presentations

- Clonan-Roy, K., Fuller, K., Goncey, E., & Naser, S. (2019, June). *Access to inclusionary and accurate sexual health information for gender minority youth*. American Association of Sexuality Educators, Counselors, and Therapists, Philadelphia, PA.
- Corbett, S., Knowles, M., November, D., & Sweeney, C. (2019, October) *Linking infamous history and sustainability: Fifty years since the 1969 Cuyaboga River fire*. Presentation given at the Association for the Advancement of Sustainability in Higher Education, Spokane, WA.
- Drcar, S.S.J. & Litam, S.D.A. (2019). *The role of counselor educators when hate incidents occur on campus: An exploration of a LGBTQ+ hate incident at a midwest university*. Presentation at the Association of Counselor Education and Supervision Conference, Seattle, WA.
- Drcar, S.S.J. & Patsey, M. (2019). *LGBTQ+ clients: Increasing competency and reducing bias among counseling students through queer pedagogy*. Roundtable Presentation at the Association of Counselor Education and Supervision Conference, Seattle, WA.
- Drcar, S.S.J. (2019). *Empowering LGBTQ+ college students who face poverty and homelessness*. Presentation at the Third Annual Conference on Confronting Poverty Among College Students, Parma, OH.
- Galleta, A., & Najjar, K. (2019). Pathways, identities, and positionalities: Exploring and interrogating subjectivity. In Fine & Li (Chairs) *Resisting reification and flattening: A critical dialogue on identity and subjectivity*. Symposium conducted at the 6th Annual Society for Qualitative Inquiry in Psychology



Selected Student and Faculty Presentations

Hogge, I., & Blankenship, P. (2019, August). *Self-concealment and suicidality: Mediating roles of unmet interpersonal needs and help-seeking.* Poster session presented at 127th Annual Convention of the American Psychological Association, Chicago, IL.

Huang, G. H., Lam, E. T. C., & Taylor, E. S. (2019, November). *A mixed method to investigate the obstacles facing Congolese refugee families in the Midwestern Region of the United States.* Paper presented at the Great Lakes Conference on Refugee Resilience and Integration: Promising Practices, Emerging Trends, Cleveland, OH.

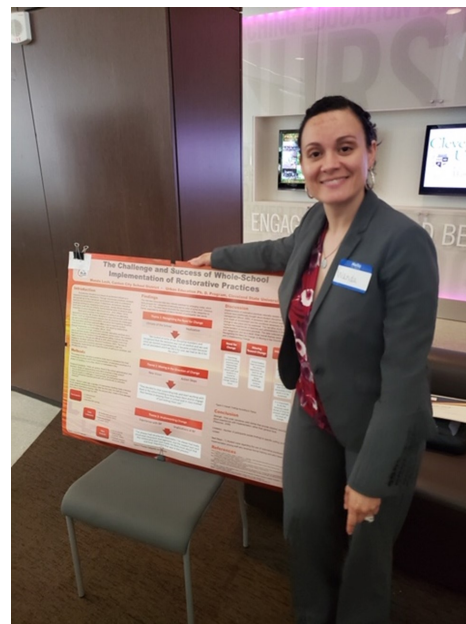
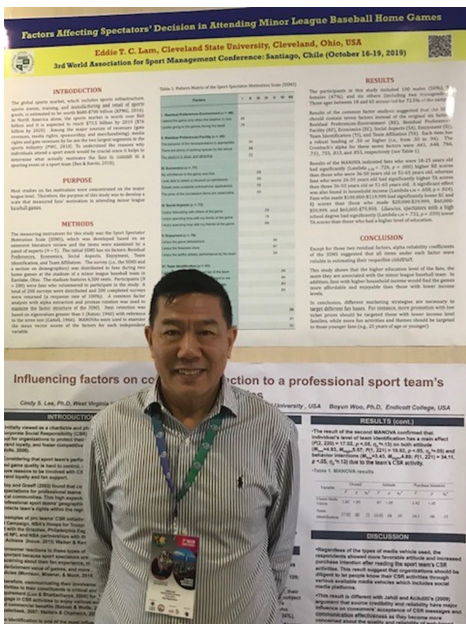
Lalwani, A. (2019, March). *Doing self-care as an educator-in-training and practitioner: Barriers and resolutions.* Experiential session presented at the annual meeting of American College Personnel Association, Boston, MA.

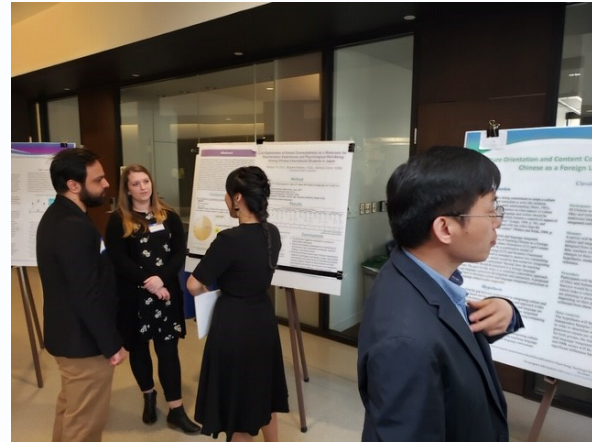
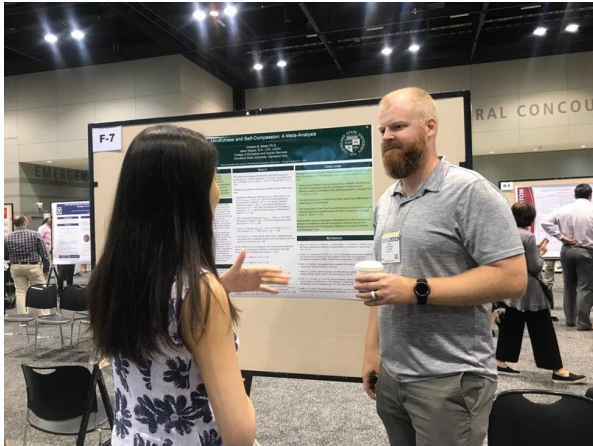
Lalwani, A. (2019, March). *International students' perceived barriers in seeking student personnel services.* Poster session presented at the annual meeting of American College Personnel Association, Boston, MA.

Lalwani, A., & Prior, I. (2019, March). *Re-envisioning doctoral mentoring: Remedying minority stress and advancing career readiness.* Poster session presented at the annual meeting of American College Personnel Association, Boston, MA.

Lam, E. T. C. (2019, October). *Factors affecting spectators' decision in attending Minor League Baseball home games.* Poster presented at the World Association for Sport Management Conference, Santiago, Chile.

Lam, E. T. C. (2019, October). *Scale development & questionnaire design in the global sport management setting.* Workshop conducted at the World Association for Sport Management Conference, Santiago, Chile.





Liao, K.Y.-H., Tsai, P., Cheng, H.-L., Liao, C.-Y., Yin, M., & Najjar, K. (2019). *Perceived language discrimination, shame, and collective self-esteem: A moderated mediation model.* Poster session presented at 127th Annual Convention of the American Psychological Association, Chicago, IL.

Liao, K.Y.-H., Yin, M., & Liao, C.-Y. (2019). *The misunderstood schema of strong black woman: Its mental health consequences and coping responses.* Poster session presented at 127th Annual Convention of the American Psychological Association, Chicago, IL.

Pratt, N., Green, W., Hansman, C. A., & Boboc, M. (2019, October). *Urban serving public research university: Continuing education capacity building and serving communities.* Presented at the annual conference of the *American Association for Adult & Continuing Education, St Louis, MO.*

Stead, G. B., & Mogus, J. T. (2019, August). *Mindfulness and self-compassion: Meta-analysis.* Poster session presented at 127th Annual Convention of the American Psychological Association, Chicago, IL.

Wlodarsky, R., & Hansman, C. A. (2019, June). *Women professors' ways of working in academia.* Presented at the 60th Annual Adult Education Research Conference, Buffalo, NY.



Faculty/Student Honors, Awards, Grants, and Scholarships

Brittany Carbaugh: 2019 Graduate Student Award, Outstanding Engagement & Social Advocacy.

Melissa Carter: 2019 BOGO Scholarship, CASAL Department, Cleveland State University.

Jacobs, C., & **Dr. Katie Clonan-Roy:** Research Partnership Award. (\$5,000). Examining the Experiences of Girls of Color in Independent Schools. National Coalition of Girls' Schools.

Jacobs, C., & **Dr. Katie Clonan-Roy:** Trustees' Council of Penn Women, Faculty Research Fellowship (\$2,000). Examining the Experiences of Girls of Color in Independent Schools. University of Pennsylvania.

Naser, S., Fuller, K., Goncy, E., & **Dr. Katie Clonan-Roy:** Undergraduate Summer Research Award (\$3,600). Sexual Health Information Access for Gender Minority Youth. Cleveland State University.

Dr. Debbie Jackson: Honored as a "Women Living STEM" by the North East Ohio STEM Ecosystem.

Dr. Kelly Liao: Faculty Scholar Initiative Award (FSI) (\$5000.00) (2019-2020). Received research funding from Office of Research to conduct a study entitled "A Self-Compassion Writing Intervention to Reduce the Negative Impact of Internalized Strong Black Women Schema." Cleveland State University.

Dr. Kelly Liao: Summer Undergraduate Research Award (\$4,500). (2019). Cleveland State University, Office of Research.

Dean Malec: 2018-2019 Graduate Student Research Award, CSU Office of Research.

Dr. Karla Hamlen Mansour: APA Fellow, Division 46: Society for Media Psychology and Technology.

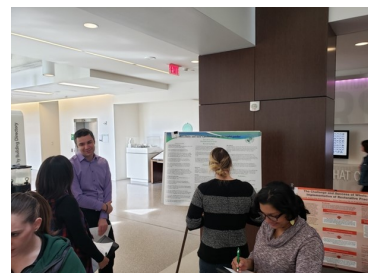
Khadeja Najjar: 2019 Ohio Aerospace Institute National Technical Association, Cleveland Chapter Award - Nsoroma Princess.

Steven Sanders: 2019 Graduate Student Award, Excellent Research in Law/Education/Social Sciences/Humanities.

Lumar Vargas: 2018-2019 Lewis & Janice Patterson Scholarship, Cleveland State University.

Markita Warren: 2019 Graduate Student Award, Outstanding Teaching Assistant Award.

Mengxi Yin: 2019 BOGO Scholarship, CASAL Department, Cleveland State University.



Faculty/Student Leadership Activities

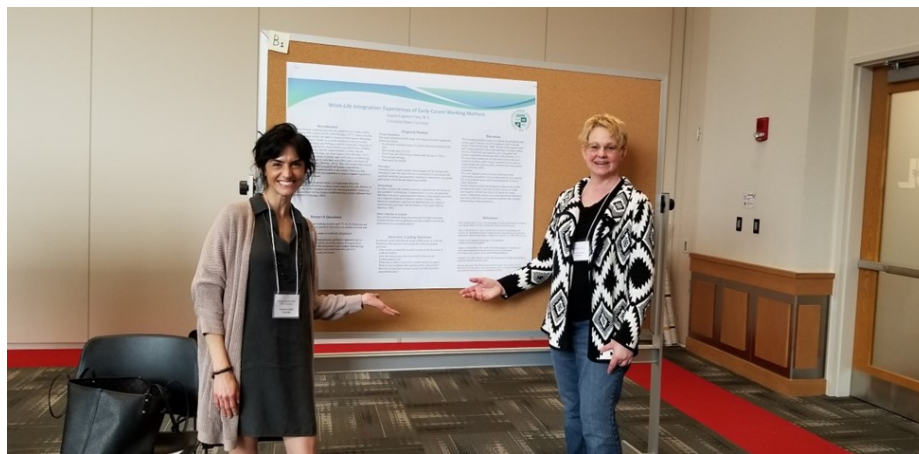
Lena Grafton: Advanced Leadership Institute of the Cleveland Leadership Center, Stokes Fellow (2019 - 2020).

Dr. Catherine Hansman: Co-editor, 2014 to July 2019, Sage publications *Adult Education Quarterly* (with Jeff Zacharakas, Leona English, and Qui Sun).

Dr. Julia Phillips: Past President, Council of Counseling Psychology Training Programs.

Dr. Julia Phillips: Tri Chair, 2020 Counseling Psychology Conference, New Orleans.

Dr. Graham Stead: Higher Learning Commission Peer Reviewer, This work concerns the reaffirmation of accreditation of post-secondary institutions. The HLC oversees accreditation of colleges and universities in 19 states, including Ohio.



Alumni Update

Dr. Romi Jain participated in the Insight Development Grant Competition for a project grant. The results were declared in June 2019. As a winner of this competitive grant, Dr. Jain will receive federal funding of \$50,170 in support of her project entitled “Quests for Developing Knowledge Economies: A Comparative Study of the Higher Education Reforms in China and India.” It has been awarded by Canada's Social Sciences and Humanities Research Council (SSHRC), the federal research funding agency.



CONGRATULATIONS, Dr. Jain!

The Graduate Student Resource Center (GSRC), along with its partners, sponsors career and professional development workshops, community-building activities that enhance graduate student life, and a monthly newsletter with news and information specific to the interests of graduate students.

For more information, check out the GSRC website: <http://www.csuohio.edu/gsrc/gsrc>

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

