

Doctoral Studies Newsletter



ENGAGED LEARNING, Fall 2020

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Words from Our Director

Dr. Julia C. Phillips



It has been quite an eventful year since our Fall 2019 Doctoral Studies Update. The world has been upended by a global pandemic and the world watches as the U.S. faces a racial reckoning brought on by increased video evidence of disproportionate police brutality against people of color. Students and faculty are experiencing stressors as never before with the movement to remote learning. To assist students in coping, CSU implemented a number of initiatives including a pass/fail option instead of taking a grade. Both of these ongoing events show us the importance of education and advocacy in urban environments – the hallmarks of our Urban Education Doctoral Program. In this context, we welcomed 19 new students in Cohort XXXIV at the same time as being saddened that 3 international students were unable to secure visas because of the pandemic and had to defer admission. The Counseling Psychology specialization welcomed Dr. Tawanda Greer-Medley to the core faculty in Fall 2020. Her research on the effect of racism on health and mental health for African Americans fits perfectly with our program. In addition to psychology courses, she will teach the EDU 806 course for all Urban Education students. Over the past year, 18 students successfully defended their dissertations and reached that ultimate goal of a Ph.D. We are proud that multiple students earned honors and awards this year, including Rachael Dabkowski, Anil Lalwani, and Mitch Lieberth who earned 2019-2020 Graduate Student Research Awards from the Office of Research which help financially support their dissertations.

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Words from Our Director: Continued

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. While 2020 brings challenges, we are hopeful that our program, our faculty, and especially our students will contribute to a better world moving forward. In the meantime, remember to engage in regular self-care in the service of being the best educator, leader, advisor, counselor, and advocate you can be!



Reminders About EDU 895/899 & Dissertations

- 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. Students enrolled in EDU 895 Spring will present the preliminary work on Chapters 1-3 of their dissertation during Annual Research Day in April.
- You begin to sign up for EDU 899 the semester AFTER you successfully defend your prospectus.
- Two semesters before you expect to defend your dissertation, you must apply for graduation online in campusnet.
- While Rita Grabowski is no longer doing other administrative work for the Office of Doctoral Studies, she continues to be the point of contact for dissertation-related forms.
- Finally, remember that there are LOTS of things that need to be done after you defend your dissertation – Rita will give you the details. For this reason, we ask that you defend two weeks before the last week of the semester. This deadline comes quickly because faculty must get your final document three weeks before your defense date.

Doctoral Studies—Director’s Statement on Back Lives Matter

Dear Colleagues and Students in the Doctoral Studies Program at CSU,

As the Director of Doctoral Studies, I stand in solidarity with all who are and have been working toward racial justice in protest of the recent murders of Ahmaud Arbery, Breonna Taylor, and George Floyd, following the murders of countless other Black and Brown people. Community activists, scholars, and people of Color have told the stories of injustice and racial disparities that exist in the criminal justice system, in education, in healthcare, in business, in wealth, and in so many other arenas in the United States. We know that these injustices and disparities exist because of systemic racism and the long history of racial injustice, White supremacy, xenophobia, and genocide in this country. I acknowledge that the work I am doing and the life I have lived has been done on land that originally belonged to Indigenous people. The history of Indigenous people in this area is one of settlement, resettlement, and displacement. During and following this displacement, the United States economy with its great wealth was built with the labor of Black people who were enslaved and as a result of laws, policies, and practices that systematically oppressed Black people, Indigenous people, Asian people, and Latinx people over centuries, and that continue to this day. I am heartbroken for and angry about the countless lives lost to police brutality and hate crimes. These continued killings are senseless, enraging, tragic, and traumatic, most especially for the victims’ families, friends, and communities, and for people and communities of Color. We are witnessing a broadening of the understanding of this trauma by more White people who are standing in solidarity with communities of Color. There is so much work to be done, even with the vast foundational racial justice work that already exists. I am committing myself to continue this work and hope that all who are in our community will do the same. This work is ongoing. I pledge to further reflect on my own racial identity development, continuing to read and listen to anti-racist thought leaders, talking to and listening to others, working on anti-racist projects, decolonizing curriculum/syllabi/lesson plans, advocating for change by writing to legislators and elected officials, protesting, and sharing resources. I am heartened to be part of a doctoral program in Urban Education which focuses on racial justice, as well as by the energy of the protests and the hope that the future can be different from the present.

In solidarity,

Julia C. Phillips, Director of Doctoral Studies



Faculty Research Spotlight: Girls in Leadership

Dr. Katie Clonan-Roy

You recently launched the EnGenderEd Research Collaborative with your research partner, Dr. Charlotte Jacobs (University of Pennsylvania). What is the EnGenderEd Research Collaborative?

The research collaborative started with my relationship with Charlotte Jacobs in graduate school. Our dissertation research overlapped, and we learned there was a lack of developmental literature on girls of color. A partnership evolved from a place of saying ‘we need good representative development scholarship out there.’ So, Dr. Jacobs and I, along with our mentor, created a model of positive youth development adapted for girls of color. Then in Summer 2020, after almost a decade of research together, we formally launched the EnGenderEd Research Collaborative. This is a place for research, program development, and practitioner training. We partner with scholars, practitioners, and activists to study how gender influences the daily lives of young people in schools and communities. We want to know more about the impact of gender on experiences from an intersectional approach considering factors such as race, class, and ability status. We are working with school communities on diversity, equity, and inclusion efforts, and collecting data and offering consulting in this realm. This collaborative is ultimately a hub to root our work in.

In addition to launching the EnGenderEd Research Collaborative, you’ve also been working on the Ready to Lead Research initiative with Dr. Jacobs pertaining to leadership supports and barriers for Black and Latinx girls. How are these two endeavors connected (how did these works inform one another)?

The Ready to Lead initiative is one of the projects from our research collaborative. Dr. Jacobs and I have been working to build relationships with scholars, activists, and others in the girlhood studies community. We connected with a fellow researcher, Rachel Simmons, and partnered with Girls Leadership who ultimately produced the report. I served on the research advisory board and Dr. Jacobs authored the report. The report discusses how Black and Latinx girls possess incredible leadership capabilities, but face barriers to leadership through racism, classism, and sexism. The report was generated to shed light on these barriers and to highlight how communities can support and strengthen these girls in their leadership pursuits. This report has gained a lot of press (i.e. Teen Vogue and People Magazine). We’re trying to re-write deficit ideas for girls of color and share the research that supports these innate leadership abilities in girls of color.

Based on findings from your research, what are some important takeaways for fellow researchers, community leaders, and readers/consumers?

From scholars to practitioners, the takeaway is that we need to shift the focus from seeing youth as possessing weaknesses and vulnerabilities and really recognize their strengths and assets. Girls of color are ready to lead and are trying to take steps towards leadership, but they are often discouraged by barriers.

Rather than focusing on the failures of youth, it's important to acknowledge how society is failing them at times. We need to create communities where youth can succeed and thrive. It's imperative to dismantle school and community structures that negatively impact girls' ability to lead. The hope is for researchers and community members alike to engage with this research, but also to have girls know these findings. Recently we held a virtual meeting where adolescent girls of color moderated conversations about the Ready to Lead report. These girls shared how they see this data present in their own lives. Ultimately this research is relevant for girls of all backgrounds, and important for researchers to practitioners and community members alike. There is not only a need for this work developmentally, but a relevance to today's society pertaining to girls and women in leadership on the broader scale.



To find out more about the EnGenderEd Research Collaborative visit:

<https://www.engenderedresearch.com/>

To read the Ready to Lead Report visit:

<https://readytolead.girlsleadership.org/>

Or follow on social media

Instagram: @girlsleadership

Facebook: @GirlsLeadershipInstitute

Twitter: @girlsleadership

LinkedIn: Girls Leadership

Welcome to the Students of Cohort XXXIII



Brittany Randall-Pope: CSU's commitment to high quality experiential learning, research training, and a focus on social justice attracted me to the Urban Education doctoral program's Adult, Continuing, and Higher Education specialization. I have a long standing interest in research related to health, educational, and social disparities. My intended dissertation topic is on racism, not race as a risk factor for preterm birth in Black American women. I would like to elucidate connections and differences among racism experiences across the lifespan among Black women who have had a preterm birth so that coping and prevention strategies can be implemented beginning in childhood by parents and professionals that engage with children in spaces such as education and healthcare. I currently work at OhioGuidestone as Director of Applied Clinical Sciences and Research, within their advocacy, research, and training center of excellence, the Institute of Family & Community Impact. I also proudly serve on committees and boards advocating for residential youth treatment, organizational culture, and diversity, inclusion, and equity. Additionally, I am active in my local community as a proud Christian educator and youth and family volunteer. All aspects of my life intersect with my deep passion to serve, advocate, and improve the lives of people, families, and communities- especially those currently and historically marginalized. I am the proud wife of Tim, a CSU alum and teacher in Cleveland, and mommy of two beautiful, miracle daughters. Them, my mother, and grandparents along with the rest of my village have been my inspiration to pursue doctoral studies.



Darrien Hawkins: I am a recent transplant to the Cleveland area, having spent the past few years in Illinois. Prior to residing in Illinois, I lived in Mobile, Alabama, which I consider home. I received my B.S in Psychology at Spring Hill College, and my M.A. in psychology from Southern Illinois University-Carbondale (SIUC). I was originally accepted into the Counseling Psychology PhD at SIUC, however following the departure of my faculty advisor I was offered an opportunity to transfer to the Counseling Psychology PhD program at Cleveland State University. My research interest lie in moral injury, religion and spirituality, and racism. Currently, my research is focused on exploring the development and maintenance of color-blind racial attitudes, and the influence of color-blind racial attitudes on the perception of racial discrimination. Combining most of my research interest, I also hope to explore the relationship between exposure to racism, religious coping styles, and trauma reactions in African Americans. I am a United States Army veteran, and my post-graduation goal is to work with fellow military veteran's. My primary hobbies are cooking and playing video games. I have a six year-old pit bull named Frasier aka "Pup Pup."



Miguelina Muñiz: My name is Miguelina Muñiz. I am the Director of Latin America for Rosetta Stone. I have spent the majority of my professional career in the education technology & eLearning space. I am the proud mom of a beautiful 3-year old, Miguelina Roselia. It is truly a privilege to be part of Cohort 34. Thank you to the amazing faculty & staff who have demonstrated their care at every turn and so openly share their expertise with us. And to my cohort members, I look forward to learning with you and from you.

Welcome to the Students of Cohort XXXIII



Stacey Sinwald: Hello! I'm Stacey, a first year doc student in the program, specializing in Adult, Continuing, and Higher Education. I am a recent graduate of the Clinical Mental Health Counseling program at CSU, with a master's in education and bachelor's in psychology. Currently, I am a graduate assistant in both the Counseling and Academic Success Clinic (CASC) and Doc. Studies, where I work under ALD faculty. I co-run a young nonprofit, Riley's Angels, where we utilize therapy dogs to aid in education, mental health, physical health, and general community outreach. Having been unofficially training dogs for 12 years, I recently became a certified professional dog trainer (CPDT-KA) and offer puppy and therapy dog training classes to support Riley's Angels' mission and outreach efforts.

Regarding research, I hope to combine my clinical background with my education and therapy dog work to investigate the effects that therapy dogs can have on individuals' mental health. In my limited leisure time, I enjoy watching and attending professional motocross with my friends and fishing out on the lake with my dad.



Patricia Lyons: My name is Patricia M. Lyons and I am pursuing my PhD in Adult, Continuing, and Higher Education. I am a single parent of two sons; my eldest, Marquis, serves in the United States Coast Guard and my youngest, JaJuan, is in his final year at Rochester Institute of Technology where he will earn his B.S. in Game Design and Development. I am also a fur parent to Narco, my Chihuahua. I enjoy swimming, shopping, and spending time with my family. As the current Program Review Coordinator at CSU, I am responsible for connecting internal parties with pre-selected, external constituents, to meticulously review individual departments or programs. During the process, focus is placed on compliance, curriculum, and quality assurance, to properly connect academic program review and annual assessment to Higher Learning Commission accreditation and curriculum development.

My passion and research interest is related to underrepresented minorities and their families and the difficulties they face when matriculating from high school to college. Working to combat the issues faced by this group of people is important to me, as well as to their educational success, in higher education. My focus on underrepresented minorities will allow me to be an asset to these students and assist them with combatting the various difficulties that they will encounter in institutions of higher learning. Discussions about underrepresented minorities are becoming more and more prevalent and pertinent within the educational system and as an educator, I am compelled to address issues that disproportionately impact underrepresented minorities and their families.



Katherine Antall: Hello! My name is Katherine Antall. I'm a first-year student in the Counseling Psychology Doctoral Program. I have a master's degree in educational psychology and currently work as a psychology assistant at an agency which serves individuals with developmental disabilities. My work and research interests involve sexual health of individuals with intellectual/developmental disabilities. Specifically, I plan to focus my dissertation on the intersection of sex trafficking and intellectual disabilities. A Cleveland native, I am married with two children. I enjoy being outdoors and spending time with family and friends. I am thrilled to be included in this year's cohort and look forward to years of learning and growth in the program.

Welcome to the Students of Cohort XXXIIII



Erica Williams: My name is Erica Williams. I grew up in the City of Bedford Heights and attended Bedford Heights City Schools and graduated in 2006. After high school, I attended Cleveland State University, pursuing a Bachelors in Liberal Arts. I majored in studio art and minored in education. I graduated in 2013 and soon started teaching art. I taught for about three years and decided to go back to Cleveland State and obtained a Master's Degree in Education Administration in 2018. Two years later, I am back yet again in pursuit of a Doctoral Degree. My area of study is Urban Education specializing in School Administration. My research interest includes family education, how parenting relates to academic achievement with a concentration in African- American girls. Currently, I am still teaching art to grades K-5 at a local school district as well as working as a Graduate Assistant here at the University.

Outside of education, in my free time, I find fulfillment in the areas of paint, exercise, read, and travel. I love all forms of art, however I find myself paint portraits with the use of watercolor and oils. Those two mediums are my favorite right now. I love to do intense Cross-fit workouts to keep in shape as often as I can. I love reading biographies and short novels. Lastly, I love to travel to different places. A few places on my bucket list are Italy, France, and Africa. Education has always been an important part of my life. I am excited to embark on a new academic journey. I am looking forward working with so many great individuals. For me it is important to be a lifelong learner. It will enhance my understanding of the world and provide more opportunities to improve the quality of life.



Richard Austin: I am a graduate of St. Ignatius High School where I excelled in the sport of basketball winning a district championship on the 2009-10 Varsity Basketball Team. Following high school, I received a full scholarship to Lake Erie College (Division 2) where I made the GLIAC All-League Second Team as a sophomore. After the conclusion of my junior season, I transferred to Gannon University where I was a part of two regular season PSAC championships and one PSAC Tournament Championship. Having received a Bachelor's degree in Sports Management and Marketing (Gannon University, Pa.), I ventured to England where I played basketball professionally for the Newcastle Knights. While playing, I received a Master's degree in Innovation, Creativity and Entrepreneurship (Newcastle University, UK), and focused on my unrelenting passion for serving youth. That passion followed me from high school to the pros where I worked as a trainer for TNBA, Big Shot Basketball and the Newcastle Knights, traveling all over the world to teach youth basketball fundamentals. I currently own a non-profit (Impact Youth Inc.) that teaches character and leadership development through sport in inner-city Cleveland, as well as a service-based clothing line promoting giving back to others. I also coach high school basketball and teach in Cleveland City Schools. I believe my purpose is to reinvigorate inner-city communities from lack to abundance by bringing resources and education to inner city youth.



Martez Glenn: My name is Martez M. Glenn and I was born and raised in Cleveland, Ohio and I currently reside in Maple Heights, Ohio. I am a Sr. Admissions Counselor in the Office of Undergraduate Admissions here at Cleveland State University. In my spare time, I enjoy spending time with my beautiful Fiancée Jonnelle who is also pursuing her Ph.D. at The University of Toledo in Biomedical Sciences and Molecular Medicine, and my two amazing princesses Karly (age 10) and Riayn (age 9). *(Continues next page).*

Welcome to the Students of Cohort XXXIIII

I also enjoy shopping and spending time with close family members and friends. I am a proud and active member of Kappa Alpha Psi Fraternity, Inc. and I enjoy spending time with my brothers giving back to the community. I earned my A.A. from Cuyahoga Community College, my B.A. in AYA Integrated Language Arts/English from Notre Dame College, and my M.Ed. in Higher Education Administration from Tiffin University. I am a first-year doctoral student in the field of Urban Education, specializing in Learning and Development. My current research interest includes investigating "What is the success rate of 4-year collegiate graduates who are African American males that attended an urban public-school district K-12, as opposed to African American males that attended a suburban public-school district K-12?" I am excited to begin my doctoral journey here at CSU and I cannot wait until the day that I finally become Dr. Glenn.



Danny Canfield: My name is Danny Canfield. I am entering the Urban Education Ph.D. program and my specialization will be in Policy Studies. I also have an M.Ed. in Adult Learning and Development also from Cleveland State University. My history here runs deep since I also earned a bachelor's in Art History from Cleveland State University. As well, I have an associate's from Cuyahoga Community College. Currently, I am also at C.S.U. in a graduate assistant position with the Division of University Engagement, under Dr. Ronnie Dunn. My background working with the Office of Inclusion and Multicultural Engagement steered me towards this position. These roles are essentially due to my tendencies of being a Humanist in thinking. Along with this philosophy, my love of the arts guides my thinking towards my goals. I would like to achieve an understanding of cognitive and mental bandwidth within students, particularly in

urban areas, to affect better policy change towards better student outcomes. These ideas have come to fruition from many of my interests, hobbies, and life. I am married with two toddlers; Dominick, our one-year old son, and Noel, our three-year-old daughter. I try to teach and influence them well. From my interest in the visual arts, I have a role at the Cleveland Museum of Art in Protection Services. My personal interest in the arts goes from visual arts into the comic books and video games, of which recently I have been trying to learn some coding on the raspberry pi devices.



Jarrett Pratt: My name is Jarrett Pratt, and my life's mission is to support learners in discovering their full potential in academia and life. I am a resident of Cleveland Heights, Ohio but a son of the south as a graduate of Piney Woods Country Life School in Piney Woods, Mississippi, and Fisk University in Nashville, Tennessee. My background is in Political Science and Urban Education. My life's experiences have led me to the classroom where after several years in the role of intervention specialist I transitioned into educational administration. My research interests include trauma-informed instruction, social-emotional learning skills, and supporting institutions and learners create best practices to improve the experience of individuals who have encounters with the foster care system in post-secondary outcomes. Currently, I serve as the Director of Student Success, Pratt Center for Cleveland State University. In this role, my goal is to provide resources

to any CSU student that has "experienced" the foster care system. Our Success and Leadership Programs aim to enhance and improve students' academic outcomes, encourage an enriching and engaging campus life, and support completion of a short-term work certificate/ credential or undergraduate degree from CSU.

Welcome to the Students of Cohort XXXIII



Martin Beckman: My name is Martin Beckman. I am first year doctoral student in the Learning and Development specialization. I received my bachelor's degree from Concordia University Chicago in Elementary Education in 2013. I received my master's degree from Cleveland State University in Educational Leadership in 2019. I am currently the building principal, 7th & 8th grade math, religion, science, and language arts teacher at Luther Memorial School in Cleveland. My research interests are broad, but I feel particularly drawn to areas of student achievement. Identifying both internal and factors that affect student achievement as well as methods of support is an area of importance. Outside of the classroom, I enjoy spending time outdoors with my two dogs Remi and Moose. Camping, hiking, hunting, and anything else that will get me into the forest is my type of fun! I am an avid reader, a lover of barbeque, and a Cleveland sports fan through and through.



Logan Ankeney: My name is Logan Ankeney and I am excited about starting my first year in the Counseling Psychology PhD program. I completed my Bachelor's degree in psychology from Miami University in 2015 and my Master's degree in clinical mental health counseling at John Carroll University in 2018. I have worked as a clinician in a variety of settings. For 2 years I worked at Safe Space Counseling, a private practice specializing in LGBTQ+ populations and simultaneously, at Solutions Behavioral Consulting, an agency specializing in children with Autism spectrum disorder, behavior problems, and emotional disturbance. Recently, my work at Bellefaire JCB involved individual and group therapy with youth in residential treatment, where I designed skills groups specific to queer and transgender children and adolescents. My research interests include access to mental health care in community settings, social and emotional development of urban children, and evidence-based practices specific to gender and sexual minorities. I enjoy hiking and kayaking in my

spare time and consider myself a pizza fanatic. I currently live in AsiaTown, Cleveland with my partner and our two dogs.



April Braden: My name is April Braden. I am an Urban Education PhD student with a Policy Studies specialization, a first-generation college graduate and Certified Grief Recovery Facilitator. My educational background includes a Diploma in Black Church Studies from Ashland Theological Seminary, B.A. in Industrial/Organizational Psychology and Master of Business Administration with a Marketing and Communications Management specialization from Ursuline College and a Master of Arts in Sociology from Cleveland State University. My professional teaching experience began at SBC/AT&T as a peer coach, Subject Matter Expert, Customer Service trainer and Help Desk Specialist. I served as a Graduate Assistant for the Department of Criminology, Anthropology and Sociology at Cleveland State University which led to a part-time instructor position since 2017. I have served as an adjunct professor teaching Business, Public Relations and Advertising courses at Ursuline College and taught the First Year Experience class at Cleveland State University. I

currently serve as a Doctoral Graduate Assistant for Dr. Elena Andrei. *(Continues next page).*

Welcome to the Students of Cohort XXXIII

My research interest encompasses using restorative justice and the arts to decrease school suspensions and increase graduation rates to diminish the school-to-prison pipeline. My goal is to visit a Native American community to observe sentencing circles, which are the blueprint for modern restorative justice practices. I would like to study and develop a strategy to Identify and diminish the implicit bias of educators and other authority figures to decrease the racism-related stress that could impact graduation rates. Lastly, I desire to see libraries within walking distance to increase students' reading and literacy



Jisu Kim: I obtained my B.S in Psychology from University of Canberra, Australia in 2014. I completed my M.A in Counseling Psychology from Ajou University, South Korea in 2018. My major research experience began with two years spent as a graduate research assistant at Ajou University in the Social Justice, Gender, Emotion, and Multiculturalism Lab. My research experiences include on projects related to scale development of the Microaggression against Women Scale in the Workplace, and the Korean Version of the Belief in a Just World Scale; the relationships between a Belief in a Just World and Hwa-Byung (a Korean culture-bound syndrome used to describe a kind of anger disorder); Work-Family Conflict. For now, my research interests include, but are not limited to: Online Racism, Multicultural Competent Counseling working with clients from minority groups (i.e., women, racial/ethnic, LGBT), and Scale Development/Validation Studies, Self-Concealment, Risk and Protective Factors associated with Mental Health in post-9/11 US Military Veterans, Military Families, and Korean Vietnam War Veterans. During my time at Ajou University, I

worked as a teaching assistant for Ajou Social Science Research Institute in an Advanced Statistical Theories and Practices course. I interned in the University Counseling Center for her Master's field practicum. After graduation, I briefly worked at Seoul Metropolitan Office of Education. Starting the Ph.D. program in Counseling Psychology at Cleveland State University has been my longtime dream, and I am excited to join in the program this year. Outside of school, I love exploring in Cleveland, playing piano, watching Netflix and trying ethnically diverse dishes.



Sophia Elliott: My name is Sophia Elliott and I am proud to be a part of Cleveland State University's Counseling Psychology doctoral program, within the Urban Education Ph.D. program. I earned a Bachelor's degree in psychology from the University of Akron in 2015, a Master's degree in School Psychology from Kent State University in 2017, and most recently, a Master's degree in Clinical Mental Health Counseling from Cleveland State University in spring of 2020. I am also the 2020-2021 recipient of the Lewis and Janice Patterson Scholarship. I am a licensed professional counselor in the state of Ohio. I recently completed a clinical internship at The Counseling Center at Kent State University providing individual and

group counseling services to students, staff, faculty, and community members. I hope to continue providing therapy to college students in a university counseling center setting as a counseling psychologist. I have also provided counseling services to individuals struggling with addiction, as a practicum student and clinician-in-training, at Glenbeigh Outpatient Center. My research interests include exploring the impact of intersectionality on university students' mental health and how they can best be supported through theory based clinical strategies that emphasize client strengths and resiliency. Currently, I am a new graduate assistant in the Center for Urban Education assisting with research. My hobbies include volunteering at animal shelters & sanctuaries, playing with or walking our four cats, traveling, baking, restoring vintage furniture, and hiking. I am excited and grateful for this opportunity and I am looking forward to the journey!

Welcome to the Students of Cohort XXXIII



Anna Braden: I am currently in my first year of my PhD in Urban Education with a focus on Administration at CSU. I have 22 years working in urban education, specifically 7 years teaching Elementary Education, 7 years teaching Preschool Education, 8 years in Educational Administration, and 1 year as a District Charter School Authorizer/Sponsor. Only residing in Ohio for approximately 4 years the majority of my experience is in Chicago, where I was born and raised. I have always been passionate about education. My purpose is and always has been, to break the cycle of poverty and abuse that devastates our urban communities. My research interests center around Adverse Childhood Experiences and utilizing information from this survey in order to properly implement early intervention for students in order to increase the probability of successfully completed education levels. I am also interested in finding ways in which we can quantify systems of oppression in ways that will help dismantle them.



Quinci Teer: For six consecutive years, I have taught math 4-9 in urban, rural, and suburban schools. I have come to recognize and service the special needs and circumstances that bring about variable educational learning needs and to respect the rights of all students to learn. I have the opportunity to meet many nice students who because of their personal lives and personal issues removed themselves into a sphere of isolation and predetermined themselves as math failures. In all school settings, I have personally witnessed students with low self-esteem become disengaged in math learning because they have a fear of math. I began to be an advocate for social-emotional learning in my class by first creating an environment that was safe, integrating math programs that build positive relationships and trust, involved community and family members, and taught students their gifts, worth, and awareness. Social-emotional teaching is unlike other teachings aligned to needs that are easily visible or can be determined by testing. My research interest includes social-emotional teaching strategies when serving a diverse group of students and math anxiety.

Our final member of Cohort XXXIV is **Tiffany Walker**.



Welcoming Faculty Member: Dr. Tawanda Greer-Medley



We are excited to welcome Dr. Tawanda Greer-Medley to Cleveland State University! Dr. Greer-Medley earned a Bachelor of Science degree in psychology from Bowie State University and a Ph.D. in Counseling Psychology from Southern Illinois University at Carbondale. Upon completing her doctorate, Dr. Greer-Medley served on faculty at the University of South Carolina in their Clinical-Community Doctoral Program for 10 years. She then returned to SIU in 2015 where she spent the last five years as an Associate Professor in the Department of Psychology.

Dr. Greer-Medley has an impressive background in teaching, research, and practice. Her research interests include health disparities and health inequities, examining how race-related perceptions impact social decision making for African Americans, the relationship between racism and mental health, and coping/stress management for African Americans. Dr. Greer-Medley served as a former Associate Editor of *Psychology of Women Quarterly*, and currently serves as an Associate Editor for the *Journal of Black Psychology*. Currently, Dr. Greer-Medley is writing a textbook entitled: *The Psychology of Race and Racism*. With regards to practice, she has worked with the VA system, corrections facilities, psychiatric hospitals, college counseling centers, and community mental health agencies. At Cleveland State University, Dr. Greer-Medley will teach CNS 781 (Doctoral Practicum II), CNS 703 (Personality Assessment), and EDU 806 (Cultural Foundations). She will also teach courses within the department of psychology. In her free time, Dr. Greer-Medley enjoys traveling, hiking, and playing pool.

Please join us in welcoming Dr. Greer-Medley to Cleveland State University!

Selected Student and Faculty Publications

- Andrei, E.**, Kibler, A., Salerno, A. S. (in press). No, Professor, that is not true: First attempts at introducing translanguaging to pre-service teachers. In Z. Tian, L. Aghai, P. Sayer, & J. Schissel (Eds.), *Envisioning TESOL through a translanguaging lens. Global Perspectives*. Springer.
- Axelrod, C., **Sparks, K., Little, K., & Kullman, E.** (2020). Menopausal status impairs acute inflammatory recovery from resistance exercise. *Journal of Gerontology & Geriatric Research*, 2(1), 7.
- Buckley-Marudas, M.F.** & Martin, M. (2020). Casting new lights on adolescent literacies: Designing digital storytelling for social justice with pre-service teachers in an English language arts education program. *Contemporary Issues in Teacher Education: Special Issue on Technology and ELA in Troubled Times*.
- Buckley-Marudas, M.F.**, & Rose, S. (2020). Leading through a pandemic: Lessons learned from the “Cleveland Teaching Collaborative”. *English Leadership Quarterly*.
- Byrnes, H., Seitz, B., **Buckley-Marudas, M.F.**, & **Northrop, L.** (in press). Getting what you paid For: Examining online unit plans for classic and contemporary novels. *The Ohio Journal of English Language Arts*.
- 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*.
- Clonan-Roy, K.**, Goncy, E., Fuller, K., Naser, S., DeBoard, A., Hall, A., & Williams, A. (in press). Preserving abstinence and preventing rape: How sex education textbooks contribute to rape culture. *Archives of Sexual Behavior*.
- Draper, S., **Kullman, E., Sparks, K., Little, K., & Thoman, J.** (2020). Effects of intermittent pneumatic compression on delayed onset muscle soreness (DOMS) in long distance runners. *International Journal of Exercise Science* 13(2), 75-86.
- English, L., Gleiman, A., **Hansman, C.**, A., Sun, Q., Zacharakis, J. (2019) Editing adult education quarterly: Reflections on the editorial role. *Adult Education Quarterly* 69 (4), 338-347.
- Giraldo-Garcia, R., Roy, M., & **Hansman, C. A.** (2019). Leveraging minority students’ social capital and employment opportunities: Mentorship and technology. *Journal of Advanced Research in English and Education* 4(3), 7-17.
- Hansman, C. A.** (2020) Book review of: A. Fejes & E. Nylander Mapping out the research field of adult education and learning, *International Journal of Lifelong Education*.
- Hogge, I., & Blankenship, P.** (2020). Self-concealment and suicidality: Mediating roles of unmet interpersonal needs and help-seeking. *Journal of Clinical Psychology*, 76, 1893-1903.
- Jacobs, C., & **Clonan-Roy, K.** (in press). Developing organizations with gender and queer inclusive cultures. In K. Pak & S. Ravitch (Eds.), *Critical Leadership Praxis: Leading in and through Challenge and Transformation*. Teachers College Press.

Selected Student and Faculty Publications

- Khamush, B., Schultheiss, D., Martincin, K., Quinn, K., & Bransteter, I.** (2021). Triple selves at work: Immigrant Muslim women navigating careers in America. In J. Keengwe & K. Kungu (Eds.), *Examining the career development practices and experiences of immigrants*. IGI Global, 2021.
- Lalwani, A., Daruwalla, S., & Cheng, J.** (in press). Making visible psychosocial experiences of LGBTQ+ international students. In Nyunt, G., Koo, K., Witkows, P. & Andino, M. (Eds), *International Student Mental Well-Being in the U.S.* ACPA Books.
- Lam, E. T. C.** (2020). Book Review: Research handbook on sport governance [Edited by Mathieu Winand & Christos Anagnostopoulos], *International Journal of Sport Communication*, 13(1), 129-134.
- Li, H., Li, N., Li, S., Guo, Y., & Wang, Y.** (Eds.). (2020). Unit plans on selected topics for beginning Chinese: Curriculum & teaching design implementing effective world language principles. Ignite Chinese.
- Litam, S., & Lam, E. T. C.** (2020). Sex trafficking beliefs in counselors: Establishing the need for human trafficking training in counselor education programs. *International Journal for the Advancement of Counselling*, 42(4).
- Litam, S., King-White, D., MacCluskie, K., & Phillips, J. C.** (in press). Mental health workers' perceptions of risk factors for human trafficking in Nairobi, Kenya: A preliminary qualitative investigation. *Journal of Counseling Sexology*.
- Moore, J.** (2020). And justice for all: Teaching the reparations debate. *Journal of Social Studies Education Research*, 11(2), 27-60.
- Munger, M. H., & **Andrei, E.** (2020). The core work of educational leadership: Interview with Brian McNulty. In A. Howley, C. M. Faiella, S. D. Kroeger, & B. Hansen (Eds.), *Inclusive education: A systematic perspective*, (pp. 151-164). IAP.
- Nikitina, T., & **Lam, E. T. C.** (2020). College selection process of international and domestic student-athletes at NCAA Divisions I and II institutions. *Research Quarterly for Exercise and Sport*, 91, A98-A99.
- Nikitina, T., & **Lam, E. T. C.** (2020). Members' expectation of service quality in a fitness club: A pilot study. *Research Quarterly for Exercise and Sport*, 91, A99-A100.
- Olszewski, C. A., & Hansman, C. A.** (2020). Faculty socialization and gaining tenure: Ethical concerns and considerations. In V. Wang (Ed.), *Handbook on Research on Ethical Challenges in Higher Education Leadership and Administration* (pp. 51-71). IGI Global.
- Olszewski, C. A., Znamenak, K. A., Paoletta, T. M., Hansman, C. A., Selker, M. L., Coffman, K. A., & Pontikos, K. B.** (2020). The development of a doctoral program CoP and its members. *International Journal of Adult Education and Technology (IJAET)*, 11(2), 1-13.
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Selected Student and Faculty Publications

- Pang, H., & Li, H. (Eds.). (2020). Portraying well-accomplished Chinese language teachers in the United States: An interview study. *Ignite Chinese*.
- Plow, M., Moore, S., Chang, J., Bachhal, E., Sparks, K. (2020). Randomized controlled trial of System-CHANGE™ weight management intervention in neurological conditions. *Education and Counseling*, 112-119.
- Pourdavood, R. G. & Liu, X. (2019). Confrontation and reconstruction of beliefs and attitudes toward mathematics. *International Journal of Learning, Teaching and Educational Research*, 18(11), 311-328.
- Pourdavood, R. G., McCarthy, K., & McCafferty, T. (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.
- Pourdavood, R.G., & Yan, M. (2020). Becoming critical: In-service teachers' perspectives on multicultural education. *International Journal of Learning, Teaching and Educational Research*, 19, 112-135.
- 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. (2020). 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*. Multilingual Matters.
- Schultheiss, D. E. (in press). The role of gender in career development. In S.D. Brown & R.W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (3rd ed.). Hoboken, NJ: Wiley.
- Schultheiss, D. E., Stead, G. B., & Liao, C-Y. (2020). Ethical issues in testing and assessment. In J. A. Athanasou & H. N. Perera (Eds.), *International handbook of career guidance* (2nd ed; pp. 755-775). Springer.
- Shingary, B., & Lam, E. T. C. (2020). Performance perfectionism and eating disorder of NCAA Division I student-athletes. *Research Quarterly for Exercise and Sport*, 91, A102.
- Stead, G. B., & Poklar, A. E. (in press). Cross-cultural career psychology from a critical psychology perspective. In P. Robertson, T. Hooley, & P. McCash (Eds.), *The Oxford Handbook of Career Development*. New York: Oxford University Press.
- Wang, V., Torrisi-Steele, G., & Hansman, C. A. (2019). Critical theory and transformative learning: Some Insights (2019). *Journal of Adult and Continuing Education* 25(2), 234-254.
- Wiley, E. D., Phillips, J. C., & Schultheiss, D. E. (in press). Supervisors' perceptions of their integration of strength-based and multicultural approaches to supervision. *The Counseling Psychologist*.
- 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.

Wortham, S., Nichols, B., **Clonan-Roy, K.**, & Rhodes, C. (in press). *Stories of Migration in One American Town: Education, Community and Civic Institutions*. New York, NY: Bloomsbury Press.

Song, X., Li, L., & **Wang, L.-C. C.** (2019). A review on the collocation of the most commonly used Chinese auxiliary words of mood in interrogative sentences. *Journal of Research on Chinese Language Teaching*.

Yin, M., Aoki, K., **Liao, K.Y.-H.**, & Xu, H. (in press). 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

Andrei, E., & Harper, R. (accepted, 2020). *Teaching language arts at a newcomers academy: Challenges and successes*. TESOL International Convention, Denver, CO. (Conference cancelled)

Andrei, E., Salerno, A., & Kibler, A. (accepted, 2020). *Teaching theories about hybrid language practices: Help for teacher educators*. TESOL International Convention, Denver, CO. (Conference cancelled)

Andrei, E., & Harper, R. (accepted). *Literacy activities for newcomer multilingual seniors in the era of high school graduation requirements*. 2020 Literacy Research Association's 70th Virtual Annual Conference.

Andrei, E., & **Northrop, L.** (accepted). *Online professional development resources for teachers of English learners: A state-by-state analysis*. 2020 Literacy Research Association's 70th Virtual Annual Conference.

Antall, K. (2020, June). *When private behavior happens in public: a positive approach to addressing sensitive matters*. Milestones National Autism Virtual Conference.

Selected Student and Faculty Presentations

Blankenship, P., & Hogge, I. (2020, April). *Asian American university students' use of collectivist coping strategies following a traumatic experience* [poster presentation]. Counseling Psychology Conference, New Orleans, LA. (Conference cancelled)

Buckley-Maruads, M.F. (2020, November) *Intersections of politics, civic engagement, and social justice* [paper presentation]. National Council of Teachers of English Annual Convention, virtual conference.

Buckley-Marudas, M.F. (2020, November). *From passion to purpose: Creating spaces with youth for connection and confluence* [Paper presentation]. National Council of Teachers of English Annual Convention, virtual conference.

Buckley-Marudas, M.F. (2020, February). *Digital storytelling in ELA: Bringing literacy stories to life.* Ohio Council of Teachers of English, Worthington, OH.

Byrnes, H., Seitz, B., **Marudas-Buckley, M.F.**, & Northrop, L. (2020, February). *Examining online unit plans for teaching novels in secondary ELA.* Ohio Council of Teachers of English, Worthington, OH.

Clonan-Roy, K. (2020, March). *Navigating care and relational interventions in girls' group spaces.* Association for Women in Psychology, Austin, TX.

Clonan-Roy, K., Fuller, K. A., Goncy, E., Naser, S. (2020, March). *Preserving abstinence and preventing rape: How sex education textbooks contribute to rape culture.* Association for Women in Psychology, Austin, TX.

Clonan-Roy, K., Fuller, K. A., Goncy, E., Naser, S. (2020, March). *The silencing of LGBTQ+ identities in middle and high school health education.* Association for Women in Psychology, Austin, TX.

Fant, A., & Schultheiss, D. E. (2020, April). *Work-life integration: Developing advocacy and equity through contemporary and contextual perspectives* [Round table presentation]. Counseling Psychology Conference, New Orleans, LA. (Conference cancelled)



Selected Student and Faculty Presentations

- Keary, D. E., **Lalwani, A.**, Alqahtani, A. S., & Wazni, J. (2020, January). *Fostering international student success with international student peer educators*. Student Affairs Administrators in Higher Education—NASPA Strategies Conference, New Orleans, LA.
- Lalwani, A.** (2020, November). *Research trends among Indian international students in American higher education: A content analysis* [paper presentation]. Council on International Higher Education's Pre-Conference, Association for the Study of Higher Education Conference, New Orleans, LA.
- Lalwani, A., & Green, W. M.** (2020, October). *International student engagement: Addressing perceived barriers through transformative dialogues*. American Association of Adult and Continuing Education Conference, Reno, NV.
- Lalwani, A., & Hamlen, K. R., & Bowen, C. C.** (2020, October). *COVID uncertainties among international adult learners: A needs assessment*. American Association of Adult and Continuing Education Conference, Reno, NV.
- Lalwani, A., & Nair, P.** (2020, October). *Continued professional development of Indian university faculty in the 21st century: A content analysis*. American Association of Adult and Continuing Education Conference, Reno, NV.
- Lalwani, A., Green, W. M., Messemer, J. E., & Hamlen, K. R.** (2020, January). *How milieu and acculturation influence use of support services among international students* [Poster presentation]. Student Affairs Administrators in Higher Education—NASPA Strategies Conference, New Orleans, LA.
- Malec, D., & Phillips, J. C.** (2020, August). *Masculinity and men's preferences for therapist gender* [Poster presentation]. American Psychological Association, Washington, DC.
- Markley, B.** (2020, April). *'Paws' and Reflect: Taking a Deeper Look at Animals in Practice* [Poster presentation]. Counseling Psychology Conference, New Orleans, LA. (Conference cancelled)
- Markley, B.** (2020, April). *Pets in Practice: Considering the Roles of Animals in Clinical Settings* [Round table presentation]. Counseling Psychology Conference, New Orleans, LA. (Conference cancelled)
- Marudas-Buckley, M., Northrop, L., & Andrei, E.** (accepted, 2020). *Too many books, too little time: Examining frameworks for text selection and instructional design from multiple perspectives*. International Literacy Association, Columbus, OH. (Conference cancelled)
- Mogus, J. T., Stead, G. B., & Hurtado-Rua, S.** (2020, August). *Meaning in life and the Five Factor Model: Meta-analysis* [Paper presentation]. American Psychological Association Convention, Washington DC.
- Northrop, L. & Buckley-Marudas, M.F.** (accepted, December 2020). *Getting the grade: Exploring "quality" of online unit plans for teaching novels in secondary ELA*. Literacy Research Association Annual Meeting, Virtual Conference.
- Northrop, L., & Andrei, E.** (accepted, 2020). *Too many books, too little time: Examining frameworks for text selection and instructional design from multiple perspectives*. ILA, Columbus.
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Selected Student and Faculty Presentations

- Northrop, L., & Andrei, E.** (accepted, 2020). *Using technology to support ELs vocabulary development in the classroom*. TESOL International Convention, Denver, CO. (Conference cancelled)
- Pratt, J.** (2020, February). *How to make Seeds grow in the Dark: Improving post-secondary options for aged-out foster youth*. Ohio Inspiring Practices: Student Success in Undergraduate Education Conference, Capital University.
- Shen, F.C., **Liao, K.Y.-H.**, Tsong, Y., & Cheng, H.-L. (2020, August). *Cultural messages on body image satisfaction, ideals and behaviors among Asian American women* [Poster presentation]. American Psychological Association, Washington DC.
- Stead, G. B., Nehilla, L., & Hurtado-Rua, S.** (2020, August). *Relationship between calling, life satisfaction, job satisfaction, and life meaning: Meta-analysis*. [Paper presentation]. American Psychological Association, Washington DC.
- Song, X., & Wang, L.-C. C.** (2020). *Using classic Chinese novels to develop a culture and language integrated curriculum in Chinese as a foreign language (CFL) education*. Midwest Graduate Research Symposium, University of Toledo.
- Yin, M., & Liao, K.Y.-H.** (2020). *A preliminary study of self-compassion writing intervention for internalized racism among African American students* [Poster presentation]. International Congress of Psychology, Prague, Czech Republic.

Faculty Grants

- Buckley-Maruads, M.F.** (2020). College of Education & Human Services and Department of Teacher Education, Covid-19 Research Grant: *Cleveland Digital Teaching Toolkit for Remote Learning: Research, Reflection and Retooling for 2020-21*, \$2,977.
- Buckley-Maruads, M.F.** (2020). Faculty Innovative Research & Engagement (FIRE): *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*, Co-PI, \$19,991.
- Buckley-Maruads, M.F.** (2020). Institute for Education Sciences (IES) Grant: *Youth Participatory Action Research as Behavioral and Academic Intervention*, Co-PI, \$1,388,037.
- Buckley-Maruads, M.F.** (2020). Martha Holden Jennings Foundation. *Youth Participatory Action Research*, \$27,148.
- Clonan-Roy, K., Fuller, K., Goncy, E., Naser, S.** (2020). Undergraduate Summer Research Award, Cleveland State University. *Sex Education in the Digital World: A Qualitative Examination of how LGBTQ+ Students Access Sexual Health Information in Social Media Spaces*, \$4,914.
- Fuller, K., Goncy, E., Naser, S., & **Clonan-Roy, K.** (2020). Cleveland State University, Faculty Scholarship Initiative Award (FSI). *Midwestern Transgender Youth's Healthcare Experiences*, \$5,000.

- Harper, B., Yu, C., Jackson, D., & CMSD Partners** (2020). National Science Foundation Grant. *Developing pathways for CMSD students interested in careers in computer science and information technology*, \$2,000,000.
- Liao, K. Y.-H.** (2020). Cleveland State University, 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*, Co-PI, \$20,000.
- Liao, K. Y.-H.** (2020). Cleveland State University, Faculty Scholar Initiative Award (FSI). *A Self-Compassion Writing Intervention to Reduce the Negative Impact of Internalized Strong Black Women Schema*, Co-PI, \$5,000.00.
- Liao, K. Y.-H.** (2020). CR3 Grant, Cleveland State University. *Impact of COVID-19 on Learners in Clinical Placements: Investigating Psychosocial and Educational Outcomes Using Mixed Methods*, Co-PI, \$2,994.
- Naser, S., Goncey, E., Fuller, K., & **Clonan-Roy, K.** (2020). CR3 Grant, Cleveland State University. *Assessing the Impact of School Closure due to COVID-19 on LGBTQ+ Youth Health*, \$3,000.
- Northrop, L., & Clonan-Roy, K.** (2020). Undergraduate Summer Research Award, Cleveland State University. *Examining School Districts Use of Social Media Marketing and Representation in the Digital Age*, \$4,914.
- Phillips, J. C.** (2020) Aspire Alliance Institutional Change Network Catalytic Funding for Innovation and Collaboration. *Use of Diversity, Equity, and Inclusion Statements and Rubrics in Faculty Hiring*, PI, \$34,990, fully funded.
- Phillips, J. C.** (2020). CR3 Grant, Cleveland State University. *Qualitative Investigation of Asian International Students' Experiences of Racism and Xenophobia During the COVID-19 Pandemic*, PI, \$2,989, fully funded.



Faculty/Student Leadership Activities

Rachael Dabkowski (2020-2021). Graduate Student Research Award, Cleveland State University Office of Research. *Feminist Supervision Practices in relation to Practicum Student Counseling Self-Efficacy*.

Dr. Tawanda Greer-Medley - Associate Editor, *Journal of Black Psychology*.

Anil Lalwani (2020) Outstanding Achievement Award in Graduate Student Engagement & Social Advocacy, Cleveland State University College of Graduate Studies.

Anil Lalwani (2020-2021). Graduate Student Research Award, Cleveland State University Office of Research. *First-year International Students' Perceived Barriers and Underutilization of Personnel Services*.

Mitch Lieberth (2020-2021). Graduate Student Research Award, Cleveland State University Office of Research. *What's in a Name: Lived experiences of transgender students using a preferred name policy*.

Dr. Julia Phillips (2018-2023). Chair, Counseling Psychology Specialty Council.

Dr. Julia Phillips (2019-2020). Past President, Council of Counseling Psychology Training Programs.

Dr. Julia Phillips (2020). Tri-Chair, 2020 Counseling Psychology Conference.

Dr. Julia Phillips (2020-2021). Secretary, Council of Specialties in Professional Psychology.

Jarrett Pratt (2020). Recognition from the Ohio State Senate for the Pratt Center at Cleveland State University; featured on the Senate website in a story titled "A Pathway from Foster Care to College".

Dr. Donna Schultheiss - Associate Editor, *Journal of Vocational Behavior*.

Dr. Donna Schultheiss (2020-2021). Co-Chair, APA Division 17 Awards and Recognitions Committee.

Dr. Joan Thoman (2020). Faces of Care Award, Greater Cleveland Nurses Association (GCNA) & Faces of Care Magazine.



Dissertation Defenses

Stephanie Garcia, Summer 2020

Cohort XXVIII, UECP: Counseling Psychology
 The Helper and Gatekeeper:
Graduate Mental Health Educators and Trainees in Psychological Distress

Michelle Barron-Wearsch, Summer 2020

Cohort XXIV, UECP: Counseling Psychology
Understanding the lived experiences of sexual assault survivors: A narrative study of posttraumatic growth

Brittany Carbaugh, Summer 2020

Cohort XXIX, UECP: Counseling Psychology
From Service to Studies: Resilience and College Adjustment in Student Service Members/Veterans

Craig Cotner, Summer 2020

Cohort XXII, Policy Studies
A Propensity Score Analysis of the Academic Achievement Effect of Increasing in a Blended Learning Environment the Student's Time in the Brick and Mortar Facility

TK Kuykendall, Summer 2020

Cohort XXXI, Policy Studies
Best Match: Evaluating the Impact of Service Models on the Math Achievement of Culturally Diverse Gifted Elementary Learners

Gretchen Wilson Liggins, Summer 2020

Cohort XXIII, Policy Studies
Urban Principal Creative Leadership and Policy Compliance in the Era of Accountability

Dean Malec, Summer 2020

Cohort XXIX, UECP: Counseling Psychology
Masculinity and men's preferences for therapist gender

Markita Warren, Summer 2020

Cohort XXX, Policy Studies
The Function, Culture, and Currency of Language for Black Americans in Education

Toni Paoletta, Spring 2020

Cohort XXVIII, Adult, Cont., & Higher Education
Examining Effective Teacher Practices in Higher Education

Gina Eaton, Fall 2019

Cohort XXVI, UEL: Learning & Development
Examining High School Student Success in Online Learning Courses

Debra Jean Fenty, Fall 2019

Cohort XIX, UEL: Leadership & Lifelong Learning
Adult Student Retention: The Relationship between Self-Efficacy, Academic Success and Persistence

Brian Fitts, Fall 20219

Cohort XXIX, UECP: Counseling Psychology
The Mediating Effect of Color-Blind Racial Ideology on the Relationship between Multicultural Counseling Competence and Empathy

Wanda Lash, Fall 2019

Cohort XXX, Policy Studies
Factors that Influence the Implementation of Restorative Practices: The Role of Forgiveness and Endorsement

Aaron Muttillio, Fall 2019

Cohort XXIX, Policy Studies
Implementing and Sustaining Trauma-Informed Care: An Exploration of Staff Attitudes, Beliefs, and Experiences

Monica Nainiger, Fall 2019

Cohort XIX, UEC: Counselor Education
Differences in Mate Preferences Among Heterosexual Romanians Residing in America

Elizabeth Sekerak, Fall 2019

Cohort XXVI, UEL: Learning & Development
Applying Transformative Learning Theory to the City Year Experience

Adriana Trombetta, Fall 2019

Cohort XXIII, UEL: Learning & Development
Latina Educators' Testimonios on Their Journeys through the Teaching Pipeline: What Can Be Learned?



RESOURCES FOR SUPPORTING GRAD STUDENT WELLBEING

1

MENTAL HEALTH & WELLNESS

- [Talkspace](#)
- [Very Well Mind](#)
- [U Lifeline](#)
- [NAMI \(National Alliance on Mental Illness\)](#):
 - *helpline*: 800-950-6264
 - *or text* NAMI TO 741741

2

MEDITATION AND MINDFULNESS

- [Calm](#)
- [Noisli](#)
- [Liberate \(for People of Color\)](#)
- [Stop Breathe Think](#)
- [Trauma Conscious Yoga](#)
- [Black Lives Matter Mindfulness Meditation](#)

3

SELF CARE

- [Self-Care Game](#)
- [Self-Care Resources](#)
- [Creating a Self-Care Plan](#)
- [Academic Mental Health Collective](#)
- [Active Minds Mental Health](#)

4

MANAGING STRESS & PTSD

- [A Very Mixed Record on Grad Student Mental Health](#)
- [Battling Bullying in Academe](#)
- [Coping with PTSD](#)
- [Faculty Reflections on Stress](#)
- [Identifying PTSD Triggers](#)

- [Instagram Accounts for Mental Health](#)
- [Managing Traumatic Stress](#)
- [The Trauma of Graduate Education](#)
- [Traumatic Stress in Grad School](#)

5

RESISTING THE FALLACY OF UNWORTHINESS

- [What Happens After You've Gotten All the A's](#)
- [A Phenomenology of Shame, or, Life \(and Death\) in Graduate School](#)
- [CV of Failure](#)
- [Debunking the Shame In You Should Be Writing](#)
- [Self-Criticism and the Academy](#)
- [Still Here, Still Fighting: My Nonlinear Journey to ABD](#)

6

SUGGESTED SCHOLARLY READING

- [Austin, 2002](#)
- [Gildersleeve, Croom, & Vasquez, 2011](#)
- [McGee & Stovall, 2015](#)
- [Posselt, Reyes, Slay, Kamimura, & Porter, 2017](#)
- [Truong & Museus, 2012](#)



IGEN is supported by the National Science Foundation through INCLUDES Alliance Grants Nos. 1834540, 1834545, 1834528 and 1834516. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the National Science Foundation.