

Vol 2 – Issue 2
March/April 2023

Educational Leaders News

BIG NEWS!

We have many announcements to share from our educational leadership community members, but first...

We are pleased to announce that the **revised doctoral program in Educational Leadership for Social Justice** (with a focus in higher education) has been approved and we are ready to **launch in Fall 2023**.



Doctoral Program in Educational Leadership for Social Justice

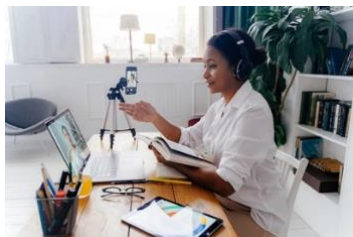
Courses in the new doctoral plan have been revised to place social justice education at its core (with diversity, equity, inclusion, justice, and belonging [DEIJB] values). Other changes in the new plan include:

- a 51-credit requirement for completion (from 63 credits),
- dissertation advising beginning in the first year,
- an Annual Educational Leadership Symposium in summer to fulfill a low residency requirement (details coming soon).

We maintain our strengths, including cohort-based learning, two-classes one-night a week, and synchronous remote learning with a low residency component. We are still a practitioner-oriented program with strong faculty-student interactions and advising.

We built three certificates into the new plan, which can be completed by degree students or by anyone currently completing or holding a masters' degree. The first of the three **certificates in Teaching for Social Justice in Higher Education** launches this summer (announcement below). Each certificate includes four courses, three of them part of the degree plan. For questions, email Karla I. Loya (loyasuare@hartford.edu) or any faculty.

New Certificate -Teaching for Social Justice in Higher Education



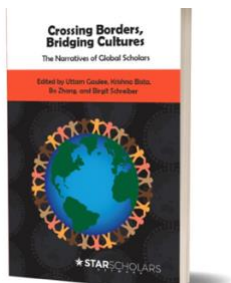
We have a **new certificate in Teaching for Social Justice in Higher Education** that will begin this Summer term 1 (starting May 15). The certificate is for individuals seeking training on postsecondary instruction with a social justice lens (who are completing or have completed a master's degree).

This 12-credit program is offered in a synchronous remote format to respond to adult learners' needs. Students can complete the certificate as a stand-alone program or apply the credits towards the [Doctor of Education \(EdD\)](#) in Educational Leadership for Social Justice program. It includes the following courses:

- EDD 825: Inclusive Instruction in Higher Education – 3 credits
- EDD 843: The New Professoriate – 3 credits
- EDD 845: Structural Equity in Classroom Assessment – 3 credits
- EDD 850: Teaching Internship – 3 credits

Email Karla Loya (loyasuare@hartford.edu) any questions and comments. And please help us spread the word!

Student News

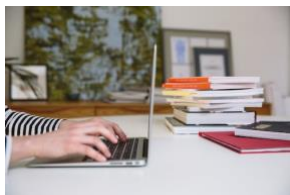


Doctoral candidate **Bo Zhang** coedited the book *Crossing Borders, Bridging Cultures: The Narratives of Global Scholars*. The book (available [here](#)) offers “a compelling and insightful collection of personal accounts from scholars worldwide.” Bo is working with Professor Morgan to complete her dissertation on the experiences of international doctoral students seeking employment in the US.

Doctoral candidates **Joanne Menard** and **Bo Zhang**, and cohort 29 students **Charity-Ann Baker** and **Monique Daley** will present their research at the Graduate Research/Creativity Symposium on Tuesday, April 25, 2023, 5 p.m. – 7 p.m., at the 1877 Club on campus.

Monique Daley (cohort 29) has been selected as one of 100 women of color from Stamford, CT to Springfield, MA. This recognition is given to women with outstanding leadership, entrepreneurial success, or public and community service. The 8th Annual 100 women of color Gala and Awards' goal will occur in June.





Linda Cocchiola (cohort 29) has been granted a Spring 2024 sabbatical at Capital Community College, where she is assistant professor of ESL. Linda will be developing her dissertation proposal and study on the experiences of generation 1.5 students' transition from high school to college using an asset approach.

On March 30th, **Birce Tanriguden**, cohort 31 student and faculty at the University's Hart School Community Division presented at the 2023 Connecticut Music Educators Association In-Service Conference. Her presentation was titled, "Gender Responsive music education". It is a pedagogical framework she conceptualized in 2021 for music teacher education to provide a pedagogical mindset to preservice teachers, to establish inclusion for gender diverse populations.

Several educational leadership program students will present their research at the New England Educational Research Organization ([NEERO](#)) annual conference on May 3–5 in Portsmouth, NH. These students developed their proposals guided by **Dr. Karen Case**:

Bharati Shah Chakraborty (cohort 29) – Undergraduate Single Mothers and Academic Success: The Role of Counseling Services On Campus

Monique Daley (cohort 29) – West Indian Women Chief Diversity Officers, Identities, and Impact of Racial Injustice

Daniel DeMaio (cohort 31) – Declining First-Time Pass Rate on the National ARRT Certification Exam In Radiography

Michael Goemans (cohort 31) – Faculty Perceptions Regarding the Implementation of an Early Alert System at a Multi-Campus Statewide Institution

Jennifer Guzman (cohort 31) – Writing Curricula For Students With Specific Learning Disabilities: Reports of 3–4th Grade Elementary Teachers

Vinette McCaulsky-Walker (cohort 29) – Self-Efficacy of Teacher Candidates in a Special Education Preparation Program Post Covid-19

Breon Parker (cohort 29) – A Qualitative Case Study Identifying Supports for the Career Trajectories of Black Male Principals K–12



Alumni News

Recent alumna **Adina Lundy** (cohort 26) presented "[Building Bias Free Practice and Inclusive Communities](#)" on March 22, 2023 to the Duke Medical School (Head & Neck Surgery & Communication Sciences Grand Rounds).



Stacy Maddern, program alum and Assistant Professor in Residence in the Department of Urban and Community Studies at the University of Connecticut was awarded the Distinguished Faculty Advisor Award from Circle K International – New England Division. CKI empowers college students through service to local and global communities.

The following program alumni are presenting their research at the New England Educational Research Organization (NEERO) annual conference on May 3–5 in Portsmouth, NH.



Lori Blake Ed. D. Assistant Professor – Literacy, Elementary, & Early Childhood Education – Central Connecticut State University Preschool Teachers’ Concerted Efforts and Beliefs Connected to Building Self-Regulation Learning

Bruce Elliott, Ed.D. Associate Professor, MCPHS University and Jon Rizzo, University of Connecticut – Clinical Instructor and DPT Student Reports of Affective Behavior Issues During a Clinical Experience

Ibrahim M. Karkouti, Ed.D. Assistant Professor Educational Studies, The American University in Cairo– Effects of Social Support on Professors’ Motivation and Persistence: The Case of Lebanon.

Adina Lundy, Ed.D. Assistant Teaching Professor in the Department of Psychology; Behavioral Science at the University of Rhode Island is the session chair of “Anti-Racism and Integration.”

Faculty News

Dr. Karla I. Loya published an article titled, “Foreign-born faculty women of color navigating multiple identities in US academia” in the *International Journal of Qualitative Studies in Education*. Using a qualitative interpretative phenomenological design and framed by post- and decolonial feminist theories (particularly Lugones’s concept of “world-travelling”), the authors gave voice to foreign-born faculty women of color as they move in academic and non-academic spaces. Among the findings, they document a constant process of “border thinking” and “world-travelling” that these faculty use to highlight or minimize social identities and to resist “othering” by others.

On March 22nd, **Karla Loya** was part of a faculty panel on Program Assessment and annual reports in a virtual event co-sponsored by the Office of Institutional Effectiveness and the Center for Teaching Excellence and Innovation.

Professional Opportunities

Call for Conference Proposals

Mid-Western Educational Research Association

45th Annual Meeting | Oct 18-20, 2023

Graduate Hotel, Cincinnati, Ohio

Call for Proposals

Proposal Deadline: **11:59 PM EDT on May 1, 2023**



See details at <https://www.mwera.org/program-information.html>

Academic Guild Opportunities

Program alumna and program director of General and Professional Studies at Goodwin University **Ellen Swider** is co-chair of the New England Educational Research Organization (NEERO) Graduate Student and Early Career Professionals Committee. She invites you to get involved and send any questions her way: ESwider@Goodwin.edu.

Join the
NEERO
 Graduate Student
 and Early Career
 Professionals
 Committee

The mission of the NEERO Graduate School and Early Career Professionals Committee is to connect graduate students and early professionals through networking, mentorship programs, and community events. The committee provides its members with opportunities to build professional relationships, broaden their experiences, and deepen their knowledge of research.

- Research
- Networking
- Mentorship
- Community

If you are interested in learning more about the committee and getting involved, please fill out this survey.



For more information, contact:
 Ellen Swider - ESwider@good.win.edu
 Nicole Brewer - NBrewer@annamaria.edu

Academic and Professional Events

The Ethnicity, Race & Migration Program invites you to attend the **4th CT Ethnic Studies Symposium** on **April 7th** from **12:00 to 6:00pm** at Yale’s Humanities Quadrangle, first floor. This year’s symposium will focus on **“Envisioning the Future of Ethnic Studies,”** and Dr. Roderick Ferguson as the keynote speaker. His keynote address will discuss the challenges that the field of Ethnic Studies faces in today’s political climate. Program of events in the symposium’s website: <https://ctethnicstudies2024.wixsite.com/mysite/schedule>.

M | NATIONAL CENTER FOR INSTITUTIONAL DIVERSITY
 UNIVERSITY OF MICHIGAN

IN THE FACE OF RESISTANCE
 Advancing Equity
 in Higher Education

Monday, April 10 | 1:00–3:00 p.m. ET

For details and to register, go [here](#).

Job Opportunities

The University of Connecticut (UConn) is searching for a Director of our FYE program. This advanced position oversees the planning, coordination, and implementation of our extensive First Year Experience program. Teaching, curriculum development and oversight of our extensive credit-bearing peer education program are central to this position. Please join our amazing team – [full description](#) is here and liberally share with others who you believe would be interested. Evaluation of applications will begin immediately and continue until the position is filled.

Open Access Journal

The [Spring 2023 issue of the *Journal of Trauma Studies in Education*](#) has been published. This issue contains articles on a wide range of topics from Black adolescent self-esteem to post-traumatic stress symptomology in U.S. graduate students. Contents include:

- trauma and perceived closeness between black adolescents and their parents' impact on self-esteem
- perception of well-being among college students with a lived history of foster care placement
- U.S. graduate students' prevalence of post-traumatic stress symptoms during the covid-19 pandemic
- exploring trauma-informed teaching through the voices of female youth
- "empowered and driven to help": learning about childhood trauma during preservice training
- adapting a school-based trauma intervention to support students: a pilot study
- helping today's teachers be more trauma-effective: results from a needs assessment and a proposed collaborative school counseling intern resource
- the challenge of utilizing misconduct data for the assessment of a trauma-informed intervention
- trauma-informed and equipped for the field: implementing a trauma studies curriculum
- classrooms as healing spaces

JTSE is online and open access, meaning there is no charge to authors to submit or for readers to access the journal. They accept articles on a rolling basis via the [journal submission portal](#).

University Events



Past event:

*Members of cohort 30 (L-R) Carla Silva, Barb Haines, Charlotte Zocco holding phone with Floyd Green, and Greg Friedline enjoying the **Welcome Back Graduate Event at Parkville Market** on February 15.*

Thursday, April 6, 6–7pm LinkedIn for Graduate Students. Virtual event for graduate students offered through the Career Studio: Register [here](#).



*2022 Graduate Research Symposium presenters, then-doctoral candidates **Anna Roman** (L) and **Shalyn Kastanis** (R) with their faculty adviser, **Dr. Karla I. Loya***

Tuesday, April 25, 2023, 5 p.m. – 7 p.m., at the 1877 Club: The Graduate Research/Creativity Symposium and Regents Award. This event is open to the public and showcases the wide variety of original scholarship (e.g., research projects, case studies, artistic performances, exhibits) conducted by graduate students at the University of Hartford.

Come support our program students and candidates presenting their research: **Charity–Ann Baker, Monique Daley, Bo Zhang, and Joanne Menard.**

Dates to Keep in Mind



May 2: Spring semester classes end.

May 14: Commencement, Graduate ceremony: 9:00 am, XL Center, downtown Hartford. Join us! No tickets needed.

May 15–June 28: Summer term 1 session.

August 28: Fall Semester begins.

Educational Leadership Program Always Welcomes Applicants



We *always* welcome applications for individuals interested in starting our program. There are a few spots left for this Summer's cohort, and we are considering applications for the *Certificate in Teaching for Social Justice in Higher Education*. Summer term 1 is May 15–June 28.

We are also receiving applications for Fall 2023 semester, when we launch the new doctoral plan.

Help us grow our program by telling interested colleagues and friends about our doctoral degree and certificate programs! Contact Graduate Studies Office at gradstudy@hartford.edu or email Karla Loya (loyasquare@hartford.edu) with any questions.

Send Us Your News!



We want to know what you have been up to. Send us a line to say hi and share what is happening in your life. We love hearing from you.

Past newsletter issues are posted in our [program website](#).

Program Faculty:

Karla I. Loya, Associate Professor and Program Director,
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Karen Case, Associate Professor, kcase@hartford.edu

K. Kayon Morgan, Assistant Professor, kemorgan@hartford.edu