

THE GEORGE WASHINGTON UNIVERSITY

Celebration

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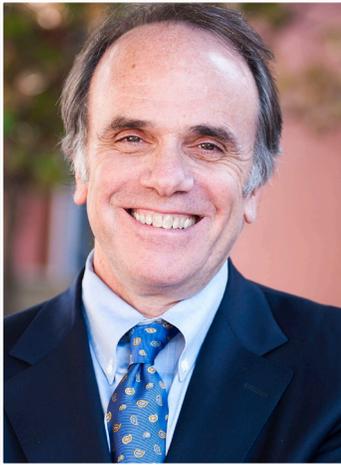
2020 DOCTORAL HOODING CEREMONY

Graduate School
of Education
& Human Development

THE GEORGE WASHINGTON UNIVERSITY



BIOGRAPHY OF DEAN MICHAEL J. FEUER



Michael J. Feuer

*Dean, Graduate School of Education
and Human Development*

Professor of Education Policy

Dean Michael J. Feuer

Michael Feuer is dean of the Graduate School of Education and Human Development and Professor of Education Policy at the George Washington University, and immediate past President of the National Academy of Education. In the fall of 2014, President Obama appointed Dean Feuer as a Member of the Board of Directors of the National Board for Education Sciences. For the previous 17 years, prior to joining GW, Dean Feuer held positions at the National Research Council of the National Academies, most recently as the executive director of the Division of Behavioral and Social Sciences and Education. He also served as a senior analyst and project director at the U.S. Congress Office of Technology Assessment.

Feuer received a BA (cum laude) in English literature from Queens College New York, an MA in public management from the Wharton School, and a PhD in public policy analysis from the University of Pennsylvania. He has studied at the Hebrew University of Jerusalem and the Sorbonne, was on the faculty of the business school at Drexel University from 1981 to 1986, and has taught courses in education policy and research at Penn and Georgetown.

Feuer consults regularly to educational institutions and government in the U.S., Israel, Europe, and the Middle East. He has published in education, economics, and policy journals and has had reviews, essays, and poems in newspapers and magazines in Washington, Philadelphia, Los Angeles, and New York. Feuer is a fellow of the American Association for the Advancement of Science and of the American Educational Research Association. His most recent book, *The Rising Price of Objectivity: Philanthropy, Government, and Education Research*, was published by Harvard Education Press in November 2016.

2019-2020 DOCTORAL GRADUATES

COUNSELING

Sarah Durant

Advocate: Sylvia A. Marotta-Walters, Professor of Counseling

Dissertation: Effectiveness of Narrative Exposure Therapy Peer Counseling with African Refugees and Ugandan Nationals: An Archival Study

Graduation Term: Summer 2019

Maria C. Hadjiyane

Advocate: Sylvia A. Marotta-Walters, Professor of Counseling

Dissertation: Communicate Alternatively, Release Endorphins, and Self-Soothe (CARESS) and Emotional Regulation for Cravings Management with Substance Use

Graduation Term: Fall 2019

Ariel P. Lewis

Advocate: Jorge Garcia, Professor of Counseling

Dissertation: Looking Back, Moving Forward: A Phenomenological Investigation of African American Millennials' Views on Historical Trauma

Graduation Term: Spring 2020

Hannah Hofheimer Moss

Advocate: Richard P. Lanthier, Associate Professor of Human Development

Dissertation: The Mediating Role of Sibling Relationships and Attachment for Exposure to Multiple Developmental Traumatic Experiences on Mental Health Outcomes

Graduation Term: Spring 2020

Quinn K. Smelser

Advocate: Richard P. Lanthier, Associate Professor of Human Development

Dissertation: Playful Behaviors in Fragile Families: How Does Play in Mother-Child Interactions Impact Adolescent Adjustment?

Graduation Term: Spring 2020

CURRICULUM AND INSTRUCTION

Shauna D.A. Knox

Advocate: Brian Casemore, Associate Professor of Curriculum and Pedagogy

Dissertation: Decolonizing Subjectivity for One Black Woman from the Third World

Graduation Term: Spring 2020

Donna C. McConnell

Advocate: Patricia S. Tate, Associate Professor of Curriculum and Pedagogy

Dissertation: Using the Pedagogies of Professional Practice Framework to Make Teacher Educator Practice Visible: A Case Study of an Elementary Reading Methods Course in an Urban Teacher Residency

Graduation Term: Fall 2019

2019-2020 DOCTORAL GRADUATES

CURRICULUM AND INSTRUCTION (CONTINUED)

Sarah G. Sayko

Advocate: Karen Kortecamp, Associate Professor of Curriculum and Pedagogy

Dissertation: A Case Study of One School's Instructional Capacity Building for Implementing Evidence-based Literacy Interventions

Graduation Term: Spring 2020

EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

EDUCATIONAL LEADERSHIP AND ADMINISTRATION TRACK

Mark Anthony Blanchard

Advocate: Kelly Sherrill Linkous, Assistant Professor of Education Administration

Dissertation: Choosing the Gap: Understanding the Advanced Placement Enrollment Choices of Black Students

Graduation Term: Fall 2019

Tanisha Lorenda Bynum

Advocate: Abebayehu A. Tekleselassie, Associate Professor of Education Administration

Dissertation: Data in School Reform: How Principals in Turnaround Schools Conceptualize the Usage of Data

Graduation Term: Summer 2019

Elizabeth C. Dean

Advocate: Matthew A. Shirrell, Assistant Professor of Education Administration

Dissertation: Principals' Perspectives on Student Voice Leadership

Graduation Term: Spring 2020

Angela R. Florio

Advocate: Kelly Sherrill Linkous, Assistant Professor of Education Administration

Dissertation: With and For All: Middle School Principal Instructional Leadership

Graduation Term: Spring 2020

Michael A. Hamlin

Advocate: Kelly Sherrill Linkous, Assistant Professor of Education Administration

Dissertation: School-Based Leadership Efforts to Narrow the Opportunity and Excellence Gaps in Diverse, Suburban High Schools Hosting Advanced Placement Programs

Graduation Term: Spring 2020

John Charles Krambuhl

Advocate: Kelly Sherrill Linkous, Assistant Professor of Education Administration

Dissertation: Jesuit High School Leaders on the Relation between Sports Programs and Ignatian Identity: A Narrative Inquiry

Graduation Term: Fall 2019

2019-2020 DOCTORAL GRADUATES

EDUCATIONAL ADMINISTRATION AND POLICY STUDIES (CONTINUED)

EDUCATIONAL LEADERSHIP AND ADMINISTRATION TRACK

Sebrina Anita Lindsay-Law

Advocate: Jennifer K. Clayton, Associate Professor of Education Administration

Dissertation: More than Words: A Basic Interpretative Approach to Understanding Internal Accountability through Adaptive Leadership, Relational Trust, and Professional Capital

Graduation Term: Summer 2019

Matthew S. Sieloff

Advocate: Abebayehu A. Tekleselassie, Associate Professor of Education Administration

Dissertation: Supporting the Needs of English Language Learners through Social Justice Leadership: A Mixed Methods Approach

Graduation Term: Spring 2020

Tara A. Wilson

Advocate: Jennifer K. Clayton, Associate Professor of Education Administration

Dissertation: Novice Assistant Principals' Perceptions of Professional Learning Experiences

Graduation Term: Fall 2019

EDUCATION POLICY TRACK

Matthew O. Frizzell

Advocate: Iris C. Rotberg, Research Professor of Education Policy

Dissertation: Maryland Educators' Perceptions of Informational Reading and Nonfiction Writing Instruction during the Implementation of the Common Core State Standards

Graduation Term: Fall 2019

Laura M. Groth

Advocate: Joshua L. Glazer, Associate Professor of Educational Leadership

Dissertation: 'This is Not a Lifetime Story': A Case Study of Organizational Growth and Learning in School Improvement

Graduation Term: Fall 2019

Matthew Robert Malone

Advocate: Joshua L. Glazer, Associate Professor of Educational Leadership

Dissertation: From Start Up to High Performing Network: The Evolving Case of the Highland Schools

Graduation Term: Fall 2019

HIGHER EDUCATION ADMINISTRATION

Nadine Alamy

Advocate: Rick C. Jakeman, Associate Professor of Higher Education Administration

Dissertation: Student Engagement Experiences at International Branch Campuses: A Qualitative Case Study

Graduation Term: Summer 2019

2019-2020 DOCTORAL GRADUATES

HIGHER EDUCATION ADMINISTRATION (CONTINUED)

Richmond L. Hill

Advocate: Lionel C. Howard, Associate Professor of Educational Research

Dissertation: The Community College Experiences of Black Male Achievers: The Impact of Black Male Initiatives

Graduation Term: Spring 2020

Martha J. Kwon

Advocate: Rick C. Jakeman, Associate Professor of Higher Education Administration

Dissertation: Student Athletes, Autonomy, and Self-Authorship Amidst the Organizational Culture of Collegiate Athletics

Graduation Term: Spring 2020

Lauren B. Philips

Advocate: Rick C. Jakeman, Associate Professor of Higher Education Administration

Dissertation: The Adult Learner's Story: An Exploratory Narrative of Experiencing an Introductory English Composition Classroom

Graduation Term: Fall 2019

HUMAN AND ORGANIZATIONAL LEARNING

Corey D. Adams

Advocate: Maria Cseh, Associate Professor of Human and Organizational Learning

Dissertation: Latent Class Analysis of Managers' Attitude Formation Towards the Value of Telework in the U.S. Federal Government

Graduation Term: Spring 2020

Sylvia K. Boltic

Advocate: Andrea J. Casey, Associate Professor of Human and Organizational Learning

Dissertation: The Role of Affect in Self-Transforming Change within the Context of Long-Term Practice of Mindfulness Meditation

Graduation Term: Fall 2019

Courtney L. Bronson

Advocate: Julia Storberg-Walker, Associate Professor of Human and Organizational Learning

Dissertation: An Exploratory Study of Perceptions of Eudemonic Well-being: A Study of African American Women in the Healthcare Administration Profession

Graduation Term: Spring 2020

Jing Burgi-Tian

Advocate: Diana L. Burley, Professor of Human and Organizational Learning

Dissertation: For the Greater Good: Network Citizenship Behavior and Innovative Behavior in American Local Government Leaders

Graduation Term: Spring 2020

2019-2020 DOCTORAL GRADUATES

HUMAN AND ORGANIZATIONAL LEARNING (CONTINUED)

David A. Jarrett

Advocate: Andrea J. Casey, Associate Professor of Human and Organizational Learning

Dissertation: Organizational Responses to Issue Selling: A Strong Structuration Theory Approach

Graduation Term: Spring 2020

Darnell A. Lee

Advocate: Andrea J. Casey, Associate Professor of Human and Organizational Learning

Dissertation: An Exploration of Emotion in the Sensemaking of Presidential News Events: Journalist Making Sense of Reporting the News

Graduation Term: Spring 2020

Julie A. Mendosa

Advocate: Andrea J. Casey, Associate Professor of Human and Organizational Learning

Dissertation: Moral Identity Meanings of Individuals Who Have Been Involved in Organized Criminal Activities

Graduation Term: Spring 2020

Rita Danielle Meyerson

Advocate: Andrea J. Casey, Associate Professor of Human and Organizational Learning

Dissertation: Historically Speaking: A Case Study of the Organizational Identity Dynamics of an Iconic American Brand After Acquisition

Graduation Term: Summer 2019

Folashade Atinuke Oyofe

Advocate: Maria Cseh, Associate Professor of Human and Organizational Learning

Dissertation: Factors that Deter Enlisted Personnel in Army Military Intelligence to Obtain a College Degree

Graduation Term: Summer 2019

Tiina K.O. Rodrigue

Advocate: Diana L. Burley, Professor of Human and Organizational Learning

Dissertation: The Power and Politics of Cybersecurity: A Quantitative Study of Federal Cash-Windfall Allocation as a Measure of Impact on Comprehensive Cybersecurity Posture

Graduation Term: Spring 2020

Everett T. Shupe II

Advocate: Ellen Scully-Russ, Associate Professor of Human and Organizational Learning

Dissertation: Risk, Uncertainty and Emotional Exposure - How Senior Leaders Experience Vulnerability as They Learn in the Workplace

Graduation Term: Fall 2019

2019-2020 DOCTORAL GRADUATES

HUMAN AND ORGANIZATIONAL LEARNING (CONTINUED)

Timothy G. Stover

Advocate: Andrea J. Casey, Associate Professor of Human and Organizational Learning

Dissertation: Organizational Role Influences on Organizational Identity Construction

Graduation Term: Spring 2020

Douglas Alan Swanson

Advocate: Ellen Scully-Russ, Associate Professor of Human and Organizational Learning

Dissertation: Examining Agency in Workplace Learning with Cooperative Extension Professionals

Graduation Term: Summer 2019

Luis R. Visot

Advocate: Andrea J. Casey, Associate Professor of Human and Organizational Learning

Dissertation: Value Congruence and the Acculturation Experience of Puerto Rican Female Citizen-Soldiers: A Narrative Inquiry

Graduation Term: Spring 2020

Cynthia J. Way

Advocate: Ellen Scully-Russ, Associate Professor of Human and Organizational Learning

Dissertation: Daring the Sea: Exploring Aesthetic Experiences in Prolonged, Extreme, Natural Environments which Reconnect Individuals to the Ecosystem

Graduation Term: Fall 2019

Jennifer L. Wong

Advocate: Andrea J. Casey, Associate Professor of Human and Organizational Learning

Dissertation: Organizational Learning: A Social Network Perspective

Graduation Term: Summer 2019

SPECIAL EDUCATION

Brian William Ernest

Advocate: Elisabeth K. Rice, Associate Professor of Special Education and Disability Studies

Dissertation: Relationships between Special Educators and Secondary Students with Emotional and Behavioral Disabilities (EBD): A Grounded Theory Analysis

Graduation Term: Summer 2019

Carrie Lauren Masur Gillispie

Advocate: Elizabeth D. Tuckwiller, Associate Professor of Secondary Special Education and Transition Services

Dissertation: An Analysis of State Policies Related to Social Inclusion of Youth with ID/DD in Extracurricular Activities

Graduation Term: Fall 2019

2019-2020 DOCTORAL GRADUATES

SPECIAL EDUCATION (CONTINUED)

Adelaide Rose Kelly-Massoud

Advocate: Elisabeth K. Rice, Associate Professor of Special Education and Disability Studies

Dissertation: A Collective Case Study: Special Education Teacher Perceptions of Students with Autism and Emotional Disturbance

Graduation Term: Fall 2019

Emily T. Lehman

Advocate: Juliana M. Taymans, Professor Emerita of Special Education and Disability Studies

Dissertation: What Principals Need to Know and Be Able to Do to Support Effective Secondary Transition Programming

Graduation Term: Spring 2020

Allison Neaves Lushao

Advocate: Carol A. Kochhar-Bryant, Professor Emerita of Special Education and Disability Studies

Dissertation: A Multiple Regression Study of the Impact of Technology Supporting Vocabulary Development on Language Learning among English Language Learners and Adults with and without Disabilities

Graduation Term: Spring 2020

Tracee Kim McSwain

Advocate: Carol A. Kochhar-Bryant, Professor Emerita of Special Education and Disability Studies

Dissertation: Coming Full Circle: A Phenomenological and Hermeneutic Study of the Perceptions of African American Parents on the Decision to Homeschool Their Children

Graduation Term: Fall 2019

Heather Lynn Walter

Advocate: Elizabeth D. Tuckwiller, Associate Professor of Secondary Special Education and Transition Services

Dissertation: Exploring Early Childhood Special Education Teachers' Wellbeing Through a Multidimensional Framework: A Mixed-Methods Study

Graduation Term: Fall 2019

Although every effort has been made to ensure the accuracy of this program, it is not an official record of an individual's degree status. The Office of the Registrar of the university maintains the official list of all graduates.



The College
of William & Mary

John Swallow

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