

# VIBES AND STUFF

## SOE GRADUATE NEWSLETTER

The Graduate Student Affairs and Admissions office has a new home! We are **now located in 1202 Sproul Hall**. Come by to check out the new space and see how we can support you.

We also want to **welcome our new Graduate Recruitment Specialist, Elizabeth Tisdale** to our team. Elizabeth joins us with almost 20 years of experience in higher education ranging from admissions and recruitment to academic advising and program coordinating. She is a San Diego native who came to UCR for her undergraduate degree and went on to pursue her Master of Education in higher education from the University of Redlands. Stop by to meet Elizabeth and say hello this Fall!



Pictured: Elizabeth Tisdale,  
Graduate Recruitment Specialist

## Did you know....

The Student Rec Center North has nap pods and hydro massages? Students can take advantage of the nap pods for a refreshing 20-minute power nap.



After your power nap, unwind further in the nearby hydro massage chairs. The SRC is **free** for all students, so make sure to take full advantage of the wellness resources available there! **Discover more [here](#).**



# SOE Scholar Network

The Scholar Network is a student-run organization made up of UCR SOE graduate students. Essentially, it serves as the SOE's mini-GSA, designed to foster a sense of community among current students, alumni, faculty, and staff.

The Scholar Network's mission is to enhance academic, social, and professional growth across SOE graduate programs through targeted programming and networking opportunities. For instance, the Scholar Network organizes community social events and workshops to help graduate students feel connected to one another and to UCR, while also providing valuable support to graduate students.



Scholar Network summer retreat 2024



Fall 2023 social hosted by Scholar Network

Find out more about the SOE scholar network and stay up to date on events through their [Instagram page](#) and [linktree](#).



# Upcoming SOE Events

## Research Talk 'Shop (previously Brown Bag) Sessions:

Graduate students will present their research and participate in scholarly discussions. The **hybrid** sessions will be:

Luke Rabelhofer (PhD, Ed Psych) – October 22nd 12–1:30pm

Eric Davidson (PhD, Higher Ed) – November 19th 12–1:30pm

Briana Savage (PhD, Higher Ed) – December 3rd 12–1:30pm

Come support your peers and **RSVP** for 1–3 of the sessions [here](#).

**Welcome Black to SOE: October 3rd at noon** in 1212 Sproul Hall.

**SOMOS SOE Welcome Event: October 10th at noon** in 1215 Sproul Hall; lunch provided. [RSVP here](#).

**Back to School Social:** Hosted by Scholar Network, celebrate the start of the year with your SOE peers at the **Getaway Cafe on October 10th at 7 PM**. Food and drinks included. [RSVP here](#).

**Graduate Research Conference: Friday, October 18, 2024.**

Conference theme: Justice and Equity in Education: A Collective Re-Imagining. **RSVP by October 4th** [here](#).

**PhD Milestones Workshop:** Learn about how to stay on track with your program milestones and available resources. This workshop will be held on **Zoom on November 6th at 7 PM**. [RSVP here](#).



# Social Events Off Campus

On the **first Thursday of each month**, the Riverside **Artswalk** takes place from **6:00 PM to 9:00 PM** in downtown Riverside. This vibrant community event celebrates the rich diversity and culture found in art. Plus, the Riverside Museum of Art and The Cheech offer free admission. Enjoy a lively, bustling arts fair alongside complimentary access to these esteemed museums!

**Location:** 3535 University Ave (parking lot on the corner of Lemon & University)



# SOE Research and Writing Support Center

With the on-boarding of the new director, Bryan Asdel, the SOE is now offering **writing support to graduate students**. The newly expanded support center is offering the following workshops to SOE graduate students for Fall 2024:

## **Tuesday, October 8, 2024 9:00am-12:00pm (Week 2)**

SOE Research and Writing Support Center (RWSC) **Open House**

Location: Sproul Hall 1210

Format: In-Person

*Drop in Sproul Hall 1210 for breakfast pastries, coffee, meet the team, and a quick overview of RWSC resources tailored for SOE students.*

## **Tuesday, October 8, 2024 4:00pm-6:00pm (Week 2)**

**Conference Presentation Workshop**

Location: Sproul Hall 1343

Format: In-Person

*Join our in-person workshop to practice presentations and public speaking for conferences, including the 2nd Annual 'Pre-Professoriate Thriving' Research Conference.*

## **Tuesday, October 22, 2024 4:00pm-5:00pm (Week 4)**

**APA Citation & Formatting Workshop 1**

Location: Sproul Hall 1212

Format: Hyflex (In-Person or Online)

Link: <https://ucr.zoom.us/j/97204722081>

*Master APA citation and formatting in this workshop tailored specifically for Education majors to enhance your academic writing skills.*

## **Thursday, October 31, 2024 2:00pm-4:00pm (Week 5)**

**Graduate Writing Circle**

Location: Sproul Hall 1210

Format: In-Person

*Join our Graduate Writing Circle for peer support and feedback on dissertations, theses, conference papers, and other research or scholarship projects.*

## **Thursday, November 7, 2024 3:00pm-4:00pm (Week 6)**

**Introduction to Education Writing**

Location: Sproul Hall 1224

Format: Hyflex (In-Person or Online)

Link: <https://ucr.zoom.us/j/97465590662>

*An upper-level workshop introducing students to education-specific writing, transitioning from general academic writing to education topics.*

## **Thursday, November 14, 2024 4:00pm-5:00pm (Week 7)**

**APA Citation & Formatting Workshop 2**

Location: Sproul Hall 1212

Format: Hyflex (In-Person or Online)

Link: <https://ucr.zoom.us/j/99125712022>

*Master APA citation and formatting in this workshop tailored specifically for Education majors to enhance your academic writing skills.*

## **Thursday, November 21, 2024 2:00pm-4:00pm (Week 8)**

**Graduate Writing Circle**

Location: Sproul Hall 1210

Format: In-Person

*Join our Graduate Writing Circle for peer support and feedback on dissertations, theses, conference papers, and other research or scholarship projects.*

# CAREER CENTER RESOURCES

The Career Center is not just for undergraduates - there are many graduate student resources available to Master's and PhD students.

For example, the UCR career center offers an online mock interview tool called Standout through your handshake account. StandOut helps users practice and refine their interview skills through video simulations and allows you to record responses to interview questions that are customizable based on the type of opportunity you are preparing to interview for.

One of the unique features of Standout is that it provides AI generated feedback on your performance. The AI-generated feedback is designed to boost your confidence and improve your interview techniques by offering insights into the clarity, tone, and overall substance of your answers.



Want to meet a counselor? Sign up for a career counseling appointment [here](#).

## SOE Graduate Student Dashboard – New Canvas Course

Over the last several months we have been working to put together a new Canvas page dedicated to graduate student resources specific to education students. Items include, but are not limited to:

- Department handbook, forms, and course offerings
- Procedures for milestones
- Internal and external funding opportunities
- Internal and external employment opportunities
- Internships, Professional Development, and Professional Associations
- Employment resources
- Wellness resources

We will continue to grow the course and available resources over the next year to include items such as publishing, authorship, IRB and much more. As you explore this new resource, please feel free to reach out to Heather if you have suggestions on other items you would like to see or need clarification on.



# Resources Highlight

Grad Division offers a campus wide **Graduate Student Mentorship Program (GSMP) for incoming first year students**. In this year-long program, first year graduate students are **paired with experienced graduate students** and a **UCR faculty member** to support their transition to UCR.



The graduate student mentorship program is designed to facilitate meaningful relationships and to provide guidance on navigating graduate school, graduate research, and career planning. Graduate student mentees benefit from the personalized advice, networking opportunities, and support tailored to their specific needs and goals offered in the GSMP. Find out more information about the GSMP [here](#).

## Upcoming Deadlines

**Written Exam Sign-Up:** September 26, 2024

**Advancement to candidacy:** September 26, 2024

**Apply to graduate:** October 21, 2024

**Format review dissertation/thesis:** December 2, 2024

**MED Capstone:** December 11, 2024

**Final submission dissertation/thesis:** December 13, 2024 by noon

## Program Milestones

**Check Degree Audit:** regularly check pending courses and requirements. Have a course substitution? Send faculty advisor approval email to Heather.

**Written Exam Dates:** Fall exam dates: November 22–25, 2024

**Oral Exam & Dissertation Committee Nominations:** Two weeks prior to the scheduled exam. The nominations must be completed through R'Grad via R'Web.

**Oral Exam & Final Defense:** can be scheduled any date/time between September 26th through December 13th.

*Tip:* Since the oral exam/final defense dates must be scheduled with committee members, using a [doodle poll](#) to make the process quick and efficient.



## Student Spotlight Katharine 'KOB' O'Brien



**KOB is a third-year PhD student in the special education department, who studies Autism from a neurodiversity-affirming perspective. Their research centers on examining teachers' awareness and knowledge of neurodiversity, investigating the factors that enhance or hinder this awareness and understanding. Below, you can find insights directly from KOB about their research pursuits:**

**Q:** What inspired you to pursue this particular area of education research?

*A: My nearly decade-long experience as an autistic teacher in science and special education fueled my passion for Autism research. Over the years, I became well-versed in evidence-based practices for autism, only to find many of them stigmatizing and lacking effectiveness. Additionally, leading gender-sexuality alliance (GSA) clubs throughout my teaching career made me acutely aware of the intersection between autistic and queer identities. This intersection has only recently started to receive recognition within the academy. With research showing that autistic adults are 7.58 times more likely to be trans or gender-nonconforming than their non-autistic peers (Strang, 2015), it's crucial for genderqueer autistic researchers to contribute to this dialogue from a place of lived experience.*

**Q:** How does your research fit into the SOE's broader equity-focused position?

*A: Beyond any of my specific findings, it's important to note that I am part of a growing movement of autistic and disabled researchers who are reshaping the narrative in the special education field. Historically excluded from autism and disability research, we are now making significant strides in changing harmful narratives and stereotypes of Autistic people. Additionally, I am involved with the SEARCH clinic, which offers free diagnostic assessments to children in the Inland Empire whose families may lack access to these resources due to factors such as inadequate insurance coverage.*

**Q:** What are the broader implications of your work for education and beyond?

*A: The projects I'm involved in span all age groups, from 3-year-olds to adults, which is why I want to emphasize in my work that autistic children eventually grow into autistic adults. Therefore, it's crucial to foster supportive connections that protect and nurture their authentic selves from an early age. Meeting children where they are, rather than focusing solely on developmental milestone charts or where they 'should be,' allows for a more purposeful and supportive approach. By assessing autistic children's current needs and determining the next steps for their growth, we can better support their development.*

**Q:** What are your professional goals?

*A: As I continue my academic journey, I have greatly enjoyed working with teacher education candidates at UCR and am overflowing with research ideas. Dreaming big, I aspire to one day lead a teacher preparation program with a strong emphasis on special education.*

**Q:** What impact on education do you hope to make throughout your career?

*A: I aim to equip more teachers with the tools and knowledge they need to support their disabled students in achieving empowerment, authenticity, and full inclusion within the community.*

**KOB's research highlights the critical need to integrate a neurodiverse perspective into Autism studies and emphasizes the importance of training educators to adopt this viewpoint. Beyond their academic work, KOB also embodies these values through their role as the host of the Autism Goes to College Podcast, which explores Autism in higher education (available wherever you get your podcasts). KOB would like to thank their lab mates and advisors for their support.**



## Faculty Spotlight Dr. Eunsoo Cho



**Dr. Eunsoo Cho serves as an associate professor and the Eady/Hendrick Chair of Learning Disability in the SOE. Dr. Cho is a quantitative researcher who focuses on several interrelated areas of education that center around understanding, measuring, and promoting students' learning potential. Dr. Cho is currently conducting research that aims to develop a reading intervention with growth mindset support to empower students with reading difficulties. Below find Dr. Cho's personal narrative about her research and academic journey:**

**Q:** Can you describe any collaborations or interdisciplinary approaches that have enriched your research?

*A: I regularly collaborate with colleagues across the learning and behavior sciences, including those in educational psychology, school psychology, and quantitative methods. My work is deeply influenced by theories of motivation and cognitive science, focusing on understanding the processes of reading skill acquisition and comprehension, as well as the role of motivation in reading development. I frequently partner with school psychology scholars to develop and evaluate screening measures for identifying and supporting students with reading disabilities. I primarily use quantitative methods in my research and am always excited to learn and apply advanced quantitative techniques to address problems in innovative ways.*

**Q:** How does your research fit within the SOE's broader, equity-focused mission?

*A: I believe that reading is a basic human right, and my goal is to ensure that all children learn to read and experience the joy of reading and learning through reading. My work on motivation and reading interventions is equity-focused, aiming to provide students with reading difficulties equitable access to the world of knowledge, empowering them to become successful citizens. Additionally, my research on assessment seeks to ensure that students at risk for reading difficulties and disabilities are screened early, allowing for timely intervention before their challenges become intractable. These two lines of research closely align with the mission of the School of Education (SOE).*

**Q:** What inspired you to pursue this particular area of education research?

*A: I was a slow learner myself, but I was fortunate to have parents, teachers, and friends who always held high expectations for me and positively influenced my growth. During my undergraduate years, I spent three months in Jordan without knowing any Arabic. This experience made me realize how essential literacy is to our daily lives and how learning to read (and knowing the language) is a basic human right.*

**Q:** What advice would you give to graduate students aspiring to pursue a career in academia as research or teaching faculty?

*A: Seek out diverse opportunities and be ready to engage fully and learn from them. Don't hesitate to reach out to faculty, explore different options, and build professional relationships. Be open to receiving feedback and use it as a learning tool. Giving and receiving constructive feedback is crucial for refining your ideas and advancing research, which is the foundation of empirical science. Even if some feedback initially feels unhelpful or overly harsh, there is always something valuable to learn from it. Embrace these experiences as they will help you grow as a researcher and educator.*

**While Dr. Cho does not currently have any funding for graduate students, she does have funding for hourly research assistants. Dr. Cho encourages any graduate students who are interested in conducting school-based research on reading interventions, such as developing intervention curricula and collaborating with teachers and students, to email her at [eunsoo.cho@ucr.edu](mailto:eunsoo.cho@ucr.edu) to explore potential opportunities to work with her! Additionally, Dr. Cho will have funding for one GSR next year (2025-2026), so we encourage all interested graduate students to connect with Dr.Cho.**

# ACCOMPLISHMENTS

Congratulations to **Christopher Brown** (Higher Ed program) for establishing the Men of Color Success Tour to foster a college-going culture among young Black and Brown men! In its second year, despite facing challenges such as securing funding and finding partners, Christopher persevered and successfully organized this educational event that doubled last year's participant numbers.

Congratulations to **Jaqueline Dighero** on earning the Academic Merit Scholarship for Spring 2024! Jaqueline has made excellent use of this award by organizing and securing funding for a Graduate Writing Retreat in Big Bear for 10 doctoral students. The retreat's success is further highlighted by Jaqueline's recent publication of her study, *Predicting Academic Success Using a Critical Approach: The Impact of Campus Climate, Ethnic Identity, and Self-Esteem Among Latinx High School Students* (Dighero, Cruz, & Chavira, 2024) in the Journal of Hispanic Higher Education.



Congratulations to **Hannah Monson** on being hired as the Community Director at Mississippi State University! In this role, she will be responsible for managing three residence halls and overseeing a team of 22 student staff members.

Congratulations to **Robert Wilbur** on completing his third year as a student representative with the Graduate Student Association at UCR! Robert began his GSA service as the Academic Affairs Officer for the SOE, followed by a year as VP of Public Relations, and is currently serving as the Webmaster.

Congratulations to **Alexis Fenger** who won the Robert I Larus Award for Best-in-Show/Top Poster presentation and research sectional award in the social sciences, science in society, humanities, and science category.

If you would like to share an accomplishment to be featured in the next SOE newsletter, [fill out this form](#).

# Past Events



Congrats to 2024 SOE graduates!



Spring 2024 Writing Retreat - Educational Psychology Group



Spring 2024 SOE graduate student social at Placita Riverside