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Welcome to our new graduate students, and welcome back to all those continuing. Our office is so excited to see new and familiar faces, so we hope you'll stop by to say hello, start building your community, and take advantage of the breadth of services offered in Sproul Hall. Our team is in room 1202, the Writing and Research Center is in room 1210, Community Engaged Learning in room 1216, and lounges in rooms 1222 and 1208.

Upcoming Events

SOE Welcome Extravaganza

Date: Thursday October 2nd

Time: 10:30AM - 1:30PM

Location: Sproul Hall, front lawn

SOMOS SOE

Date: Thursday October 23rd

Time: 12:00 - 1:00PM

Location: Sproul 1212

To ensure that we reserve enough food for everyone attending, please [RSVP by Friday October 3rd, 2025, by 12 p.m.](#)

Scholar Network - News & Events

Meet your [new officers for 2025-2026](#) and join them for the upcoming Fall 2025 events:

SOE Welcome Event

Please join us on **October 7th from 7-9 PM at Hangar 24** to celebrate the beginning of the school year! Come catch up with fellow graduate students and faculty! This is a free event, so please join us for some great food and better company!

[Welcome Event RSVP](#)

PhD Milestones with Dean Spencer

This event is an opportunity to help graduate students navigate academia. Dean Spencer offers valuable advice and instruction on setting timelines, managing expectations, signing up for conferences, and more!

Please join us on **October 16th from 7-8 PM on Zoom**.

[PhD Milestones RSVP](#)

Study Check-In

As the quarter finishes, we understand how hectic everything gets! This check-in is meant to provide a quiet space for everyone to work or quietly catch up with others. It is not required for everyone to stay the entire time. Walk-ins are welcomed!

Please join us on **November 13th from 9:00 AM - 3:00 PM in HUB 379!**

Study Check-In RSVP

Black Graduate Student Association

The Black Graduate Student Association is back and kicking off another fantastic year. **Mark your calendars** and join us for our **Welcome Black to School event on Wednesday, September 24, at 1:00 p.m.** outside the African Student Programs (ASP) building. This is a great opportunity to connect with the Black GSA E-board, ASP staff, and fellow Black graduate students and be part of a larger community. Bring a friend and start the year off strong with us! If you have any questions, email us at officialblackgsaucr@gmail.com.



Community Resource

If you are looking to **furnish your home or stock up on school supplies without breaking the bank**, check out the Riverside ReStore Back-to-School Sale! ReStore is a nonprofit home improvement store and donation center operated by Habitat for Humanity that offers discounted new and gently used furniture, appliances, home goods, and building materials.

During their Fall sale, you can also find school supplies, home décor, and dorm-friendly items at budget-friendly prices. Riverside ReStore offers a sustainable shopping experience that supports the local Riverside community, which is perfect for conscious consumers looking to support a good cause.

Find out more about Riverside ReStore's Back to School Sale [here](#).

Fellowship & PD Opportunities

Whether you're seeking funding for this academic year or next year, fall is a key quarter for fellowship and grant deadlines. Funding opportunities with application deadlines during Fall 2025 are listed below:

Minority Fellowship and Scholarships with Fall 2025 application deadlines

[Soros Fellowship for New Americans](#) - Graduate fellowship for immigrants and children of immigrants.

Deadline: October 25, 2025

[Point Foundation Flagship Scholarship](#) - Financial support for LGBTQ+ graduate students.

Deadline: December 5, 2025

[The Cultural and Linguistic Diversity \(CLD\) Scholarship](#) - \$1,000 award for diverse school psychology graduate students in California.

Deadline: September 1, 2025

PhD Internal and External Funding Opportunities

[IHS Research Expense Support Grant](#) - One-time research expense grants for graduate students.

Deadline: Rolling

[AAUW International Fellowships](#) - Full-time graduate funding for women scholars who are international students.

Deadline: September 30, 2025

[NASP Graduate Student Research Grants](#) - Up to \$1,000 grant for school psychology graduate student research.

Deadline: September 2025

Doctoral Dissertation Funding Opportunities

[UCR Dissertation Research Grant Application](#) - Provides research funds to graduate students working on completing their dissertation.

Deadline: October 15, 2025

[TOEFL® Grant for Doctoral Research in Language Assessment](#) - Supports PhD language assessment dissertations with up to \$6,000.

Deadline: December 15, 2025

[Spencer Foundation Dissertation Fellowship](#) - Provides \$27,500 to support final-year education dissertation research.

Deadline: October 2, 2025

[Charlotte W. Newcombe Doctoral Dissertation Fellowships](#) - Offers \$31,000 for PhD candidates whose dissertations are focused on ethics and values.

Deadline: November 2025

Professional Development Internship Opportunities

[Pell Institute Internship](#) - Graduate student research internships for projects centered on equity.

Deadline: Rolling

[RAND Graduate Student Associate Research Program](#) - Paid 12-week summer research internship for PhD students.

Deadline: December 2025

Upcoming Conferences

[AESA Advocacy in Action Conference](#) - Conference focused on federal education policy. **Dates:** September 17-19 2025 Washington, D.C.

[AESA Blazing Trails to New Heights Conference and Expo](#) - Summit focused on educational service agency innovation and leadership. **Dates:** December 3-5 2025 Colorado Springs, CO

[Literacy Research Association Annual Meeting](#) - Annual literacy research conference centered on advancing scholarship and practice in literacy education. **Dates:** December 3rd - 6th, 2025 Las Vegas, NV

[National Council of Teachers of English Annual Meeting](#) - Conference focused on English language arts education. **Dates:** November 20–23, 2025 Denver,

CO

[NCME Artificial Intelligence in Measurement and Education Conference](#) -

Conference focused on interdisciplinary AI and educational measurement. **Dates:** October 27 - October 29 2025

[Society for Research on Educational Effectiveness Annual Meeting](#) - Research

conference focused on evidence-based education interventions and effectiveness studies. **Dates:** October 8-11 2025 Chicago, IL

[Association for the Study of Higher Education Annual Meeting](#) - Conference

focused on advancing higher education research. **Dates:** November 20-23 2024 Minneapolis, MN

[National Association for College Admission Counseling Annual Meeting](#) -

Research conference for college-admission counseling professionals. **Dates:** September 18 – 20, 2025 Columbus, OH

[California Association of School Psychologists Annual Convention](#) - Annual

convention aimed at supporting California school psychologists' professional growth and advocacy. **Dates:** October 29 - November 1 2025 Garden Grove, CA

[National Council of Teachers of Mathematics Annual Meeting](#) - Mathematics

education conference for K–12 teachers and math education researchers.

Dates: September 25-28 2025 Chicago, IL

For a full list of available fellowships, internship, and conference opportunities, check out the modules in Canvas.

Quarterly Deadlines

Written exam sign-up: **September 25**

Apply to graduate: **October 17**

Written exam dates: **November 21-24**

Format review dissertation/thesis: **December 1**

MED capstone: **December 10**

Final submission dissertation/thesis: **December 12 by noon**

Student Spotlight



Stephanie Gutierrez is a second-year PhD student in the Education, Society, and Culture program. Stephanie's research examines how schools can reinforce harmful systems like policing, immigration enforcement, and incarceration, while also exploring how educators resist these systems and reimagine more liberatory and caring practices. Below, you can find insights directly from Stephanie about her research pursuits.

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

A: I was first inspired to focus on abolition through my own experiences and the traumatic history of the Inland Empire community, which has endured generations of state-sanctioned violence under settler colonialism. Having been formerly incarcerated, I carry insight into the deep dehumanization tied to the exploitation of land, labor, and bodies that carceral systems profit from. Within academic spaces, the unconditional love and support of faculty and peers have sustained my work to understand how society has come to depend on the incarceration of already marginalized communities. I continue this work in honor of the abolitionists and revolutionaries who came before me, those who still fight quietly without recognition, and the countless stories of people resisting systems of oppression, domination, and profit-driven incarceration today.

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

A: The core of my research is equity for the fugitive scholar, for the educator who dares to teach banned books, and for those who understand that laws do not equal justice and are often anti-Black, anti-Indigenous, and anti-Immigrant. When learning about the harms committed by those in power becomes a fugitive act, the fugitive scholar persists in learning despite the risk of criminalization or even death. Carceral logics, which are society's rules about who should be punished, for what, how they will be punished, for how long, and with what consequences, are woven into the fabric of our institutions. While this reality is sobering, it is also changeable. To me, there is nothing more equitable than teaching people to think beyond carceral logics in both their lives and their work.

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

A: The broader implications of my work for education and beyond are that educators and healthcare providers must become active participants against oppressive systems and shift from passive compliance with carceral logics toward abolition and liberation-centered practices. Policy cannot be segregated away

from education and public health, they are each intertwined and influence one another. This necessitates that we build bridges and collaborate with one another to dismantle systems of harm and co-create structures of care for the students, patients, and communities we serve. Education, research, and medicine cannot be neutral, they are either complicit or resistant. We must acknowledge our global impact and take a transnational lens in scholarship and curriculum in solidarity with those who resist international prison and slave labor that contributes to the destabilization of global communities. These are not simple tasks, but they are courageous steps to envision a freer world for all of us.

Q: What are your professional goals?

A: My professional goal is to help build an educational system that uproots carceral logics and replaces them with tangible, community-centered solutions that resist and heal the harms of the settler colonial carceral state, while empowering communities to thrive and dismantle oppression. Through my doctoral work in Education, Society, and Culture, I aim to transform higher education into equity-focused, trauma-responsive systems that center justice-impacted communities and use pedagogies rooted in abolition, liberation, and collective care.

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

A: Currently, I work with LIFTED's prison education program, teaching a writing course on abolition that asks students to examine histories of oppression (from chattel slavery to Indian boarding schools, Japanese internment, ICE detention, and the open-air prisons of Palestine), and to develop arguments for or against abolition. More broadly, I hope to collaborate with UCR's School of Medicine on a program that helps healthcare workers recognize their responsibility as educators within communities whose health is shaped by the carceral state. I also aim to support educators from preschool through college in reimagining what it means to teach under settler colonial conditions, whether through community-based organizations, participatory action research, or work within the Department of Education. Future generations deserve not only to know the truth but also to know they are not alone in the struggle for liberation.

Stephanie's research reveals how colonial history continues to shape our present, and she is deeply committed to charting educational pathways toward justice and liberation. She presented her research at the School of Education's Graduate Research Conference (2024) and the University of California's Grad Slam (2024). Stephanie would like to thank Dr. Amos Lee for embodying passion for human rights, compassion for incarcerated communities, the rare ability to make people feel truly valued, and for showing her that revolution can be joyful. Stephanie would also like to thank her community, family, and loved ones, especially her son Reynaldo, who inspires her vision of justice for future generations, and her partner Jorge, whose unwavering support carries her through this work.

Faculty Spotlight

Dr. Amos Lee is an Associate Professor in the School of Education at the University of California, Riverside, where he has been a faculty member for six years. His research spans three key areas: 1) teacher education; 2) the intersection of space and race in school policies and practices; and 3) higher education opportunities for incarcerated students. As a qualitative researcher "through

and through," Dr. Lee utilizes participant observation, interviewing, and document analysis in his research to examine educational experiences and structures related to his research interests. Overall, Dr. Lee's work is driven by a commitment to understanding how educational systems both reflect and shape broader issues of equity and access. Below is Dr. Lee's personal narrative, outlining his research and scholarly passions:

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

A: My work here is meaningful because the SOE is a place where we care about people in society that need educational institutions the most. Instead of recreating oppression within educational contexts, as a school we seek the margins and we seek to provide access and care for those at the margins. So much money, time and energy are spent on those who already have plenty of resources and many privileges in life. I am proud to be a part of the SOE because we bring our best talents, time and money (grants) to those who need it most.

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

A: My current collaboration in teacher education focuses on the current state of teaching and schools. I collaborate with three other teacher educators who reside at universities in the North, South and East of the United States. Together we represent all major geographic areas of the U.S. Our experiences in different states have enriched our understanding of teacher education on a national scale. My other collaboration is with incarcerated students as they navigate higher education in prison spaces. My work in prison connects my experiences as a former elementary and middle school teacher where I could clearly see the school to prison pipeline, but was not able to do much about it. Working with children at the start or middle of their K-12 education and being in community with people who are currently incarcerated gives me insight into how schools are connected to prisons and what we can do to address it.

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

A: My lived experience as a public school teacher, watching students I formerly taught, end up in prison has haunted me as an educator. I once believed that prison marked the end of the road for our students and that we, as educators, had failed when they entered the prison system. Yet offering educational opportunities inside prison has been deeply meaningful to me, reminding me that education can be a powerful force for good and that there is no place in the U.S. that an empowering education cannot reach.

Q: What are the key findings of your work that you would like us to highlight and what are some areas of uncertainty or unanswered questions that your research has raised?

A: My key findings are related to access and opportunity within prison higher education programs. We are currently facing challenges with the transition from an associate's degree to a bachelor's degree. Transfer challenges are not new to higher education, but within prisons these issues become even more complex and are amplified in unique ways. For example, the lack of internet access in prisons reshapes this transfer issue for students, as they are unable to access critical information needed for their transfer process. I am still working to understand the mindsets, beliefs, and institutional mechanisms that prevent incarcerated students from accessing the education they seek while in prison.

Q: How does your research contribute to addressing broader scientific questions or societal challenges within education?

A: One area I am thinking about in deeper ways is the intersection of abolition and higher education in a prison setting. Adding more prisons to our society won't save us and it won't solve the deeper societal and crime-related challenges we face. Prison is also not effective as a "consequence" since the recidivism rate (i.e., returning to prison after being released) continues to remain high. We need to think more broadly and reexamine the intersection of higher education in prison settings with an abolitionist perspective and commitment. I think in part this will be my life's work and will most likely also take a lifetime to understand better.

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

A: I encourage graduate students to reflect on and explore these key questions for their growth: What are you passionate about? What keeps you up at night? What do you want to dedicate your energy to understanding, contributing to, and addressing? How does your work help build a more inclusive, just, and compassionate society? I work in specific areas because they are meaningful for me. It's what I feel called to do. You should feel a sense of calling in your work and in the contributions you make now and in the future. We should not seek deeper meaning in trends, passing popularity, or what happens to be well funded. As academics, let us pursue deeper meaning together to help uplift the lives and well-being of those who have long been relegated to the bottom of our unjust hierarchies.

Dr. Lee deeply values collaborating with students in the School of Education and is committed to mentoring scholars interested in issues of equity and access. While he does not currently have open opportunities for graduate student researchers, opportunities to work with UCR's LIFTED (Leveraging Inspiring Futures Through Educational Degrees) program, which expands higher education opportunities for incarcerated students, occasionally become available. You can find out more about the LIFTED program [here](#) and can contact Dr. Lee at amosl@ucr.edu.



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