Winners of the 2017-2018
EPSA Education Policy Dissertation Research Fellowships

Matthew Camp, Ph.D. Candidate
Program in Politics and Education
Department of Education Policy & Social Analysis
Lobbying for Higher Interests? Higher education lobbying in the 21st century

Seung Eun (Rina) Park, Ph.D. Candidate
Program in Economic and Education
Department of Education Policy & Social Analysis
Do Post-secondary Credentials Benefit Ex-offenders in the Labor Market?
A résumé audit study

Amlata Persaud, Ph.D. Candidate
Program in International and Comparative Education
Department of International & Transcultural Studies
Exploring Collaboration in National Early Childhood Development Systems: Comparing the Cases of Guyana and Jamaica

Marlana Salmon-Letelier, Ph.D. Candidate
Program in International and Comparative Education
Department of International & Transcultural Studies
The Role of Integrated Schools in Conflict Settings in Reproducing or Transforming Intergroup Relations: Student engagement amidst unity and diversity practices in federal unity colleges in Nigeria

Eric Shieh, Ed.D. Candidate
Program in Interdisciplinary Studies
Interdepartmental
Learning Policymaking in Schools

Phillip Smith, Ph.D. Candidate
Program in Education Leadership
Department of Organization & Leadership
Color-Conscious Paradigms of Educational Leadership Development Through Culturally Relevant Mentoring: Africentricity and critical spirituality explored

CONGRATULATIONS TO ALL THE WINNERS!

The Education Policy Dissertation Research Fellowship is open to TC students, regardless of their department or program, whose dissertation research has the potential to inform societal efforts to improve educational opportunity, achievement, or equity. This research should be focused on an important policy issue at any level of government, reflect potential for policy utility, and show a strong likelihood of being accepted in the most well-respected journals. Our view of policy relevance is a broad one, encompassing research that affects policy indirectly by shifting public understanding of societal challenges and opportunities for effective intervention.