Doctoral Hooding & Graduation Ceremony

Cardinal Stadium
May 6, 2021
4:00 P.M.
Spring 2021 Doctoral Hooding and Graduation Ceremony
The tradition of gowns and hoods being worn as academic regalia at graduation ceremonies stems from a distinctive style of academic dress that emerged in the first universities in Europe in the twelfth century. The style was influenced by the fact that masters and scholars at that time were usually members of the clergy. For example, in 1222 at the Council of Oxford, the Archbishop of Canterbury ordered English clerics to wear the cappa clausa — a closed, flowing gown based on a lay fashion of the period. As a result, this garment came to be regarded as academic dress for university masters who, as clerics, wore it. Later, when the clergy neglected the rule in general, the garment was recognized as an exclusively academic one.

The pileus, a common headdress of medieval laymen, was adopted by the Church at the Synod of Bergamo (1311) and became typical headwear at the universities. The caps and tams worn by faculty are a direct descendant of the pileus. The pileus quadratus, or square cap, is today’s mortarboard worn by most graduates.

The hood as an academic vestment originated from the cowl worn by monks in the Middle Ages as protection against inclement European weather. It was worn over a short cape known as a tippet, and had a tail, known as a liripipe, which was used to pull the hood over the head and then was wrapped around the throat to keep the hood in place. Today the tippet remains as part of the hood and, although the hood is never worn on the head, the liripipe is retained as the funnel-shaped hood.

The tradition of wearing the hood hanging down the back is said to be derived from the practice of medieval monks, many of whom were solicitors in the King’s Court, who used the bag-like hanging hood as a “contribution bowl” for clients and well-wishers. Early scholars used the hood to collect the fees for lectures.

Colors have long been significant in denoting different academic disciplines and, more recently, levels of scholastic achievement. Standard gowns of different shape, length and sleeve design indicate the degrees of Bachelor, Master and Doctorate. The robes of the President, Provost, Chair of the Board of Trustees, and Grand Marshal represent the office, not the degree.

In the hoods of the faculty, the color of the border indicates the type of degree, while the lining of the hood shows colors of the university that bestowed the degree.
Hoods and Tassels

The distinctive colors in the hoods and the tassels of the caps accord with the following:

Audiology.................................................................Spruce Green
Business........................................................................Drab
Dentistry........................................................................Lilac
Education........................................................................Light Blue
Engineering...............................................................Orange
Information Sciences...............................................Gold
Law..............................................................................Purple
Liberal Arts.................................................................White
Library Science.......................................................Lemon
Medicine.......................................................................Kelly Green
Music..........................................................................Pink
Nursing........................................................................Apricot
Philosophy.....................................................................Dark Blue
Public Administration.................................Peacock Blue
Public Health..........................................................Salmon Pink
Science.........................................................................Gold
Social Work...................................................................Citron
Graduate School’s Outstanding Students

The Guy Stevenson Award for Excellence in Graduate Studies

Nichole Claire Jackson
Ph.D. English Rhetoric and Composition
Mentor: Associate Professor Andrea Olinger

The Guy Stevenson Award for Excellence in Graduate Studies honors a former dean of the Graduate School and is presented to an outstanding doctoral degree recipient who has demonstrated excellence in both scholarship and leadership within the discipline, and has made significant contributions to teaching and/or service. Claire Jackson is the recipient of this year’s Stevenson award and as such, serves as the Graduate School’s outstanding student and carries the school banner for the Hooding and Commencement ceremonies.

Claire Jackson earned a Master’s degree in English from the University of Maine and a Bachelor’s degree (summa cum laude) in English and Secondary Education from the University of New England. Before her doctoral work at UofL, she taught high school in rural Maine, served on the executive board for the Maine Council for English Language Arts (an affiliate of NCTE), and worked with the Maine Department of Education to design trainings and curate resources on formative assessment. Here at UofL, Claire has participated in Cardinal Core program assessment, represented the English department on the Graduate Network of Arts and Sciences, and served as a peer mentor for prospective PhD students.

Claire’s research primarily considers the design of equitable and responsive writing programs and pedagogies. She has published in *Peitho: Journal of the Coalition of Feminist Scholars in the History of Rhetoric and Composition*, *PARS in Practice: More Resources and Strategies for Online Writing Instructors*, contributed to the *WPA-CompPile Research Bibliographies*, and currently has a collaborative article under review at the *Journal of Second Language Writing*. She has presented her research at the Conference on College Composition and Communication, Feminisms and Rhetorics, and the Thomas R. Watson Conference. Her dissertation “Writing Program Administration at Public Liberal Arts Colleges,” written under the guidance of Andrea R. Olinger, provides a focused look at the possibilities of writing program administrators (WPAs) work across this specific, and often-overlooked, institutional type. Ultimately, she argues that WPAs can successfully advocate for responsive programmatic design by rhetorically aligning their programmatic initiatives with institutional
values. By doing so, Claire argues, WPAs can solidify the central role their writing program serves in fulfilling commitments to access and inclusivity.

As Assistant Director of Composition at the University of Louisville, Claire developed an online training course for graduate students and part-time instructors on strategies for teaching writing online. When COVID forced all of us to teach online in spring 2020, this training module became a valuable resource for faculty across the university. The development of this course became the basis for her co-authored chapter in *PARS in Practice*. Claire is also an active member of WPA-GO (the Writing Program Administrators Graduate Organization) and is currently serving as one of two WPA-GO representatives to review the revised WPA Outcomes Statement, a document that influences approaches to the teaching of first-year writing at universities nationwide.

Claire is currently on the academic job market and hopes to land a position in which she can serve as a writing program administrator.
Jill Randall is the recipient of the John Richard Binford Memorial Award, which honors a former chairman of the Department of Psychology. This award recognizes a doctoral degree recipient who excels in scholarship, and has contributed to other areas within the discipline such as leadership, teaching, or service.

Jill Randall earned a Bachelor of Arts degree from St. Olaf College in Northfield, MN, where she graduated summa cum laude and was inducted into the prestigious Phi Beta Kappa academic honor society. Later, she earned a Master’s degree in Social Work from the University of St. Thomas in St. Paul, MN, graduating with a 4.0 GPA.

Jill has always been drawn to helping people who are undergoing medical treatment. In 13 years as a medical social worker, she served patients and their families by addressing their emotional, social, financial, and resource needs. The last 6 years of her practice experience was with patients undergoing hematopoietic cell transplantation (also known as a bone marrow transplant) and their families. This experience was life-changing and shaped her research interests.

As a researcher with a strong clinical social work practice background, Jill believes that the primary purpose of generating knowledge is to apply it for the benefit of patients and caregivers. Her academic work is evidence of this passion to enhance care delivery by connecting research with practice. One problem in care delivery is variation in pre-transplant psychosocial assessment practices. The presence of psychosocial high-risk factors can influence a patient’s eligibility for transplant, but clinical guidelines on what should be assessed and how factors should be measured do not exist. This has led to significant practice variation among centers. It has also hindered multi-center research because the psychosocial data that is collected is scattered in type and quality. During her tenure as a doctoral student, Jill has begun addressing this problem. Her dissertation research, funded by the American Cancer Society, uses group concept mapping methodology to conceptualize the psychosocial elements that should be assessed. She conducted survey research that aimed to describe pre-transplant psychosocial assessment practices at centers in the U.S. and presented the findings at the annual meetings of the
American Society for Transplantation and Cellular Therapy and the Center for International Blood and Marrow Transplantation Research. She has prepared 11 peer-reviewed conference presentations, has given 6 invited presentations, and published 4 papers and a book chapter.

Jill has established herself as a leader in the psychosocial care of patients undergoing hematopoietic cell transplantation (HCT). She regularly receives messages from HCT social workers who have questions about psychosocial assessment. She volunteers with the Association of Oncology Social Work and the National Marrow Donor Program/Be The Match. She facilitates a peer mentoring group of Ph.D. students and facilitates support groups for patients and caregivers.

After graduation, Jill plans to continue working with the participants in her dissertation research to create and implement a pre-transplant psychosocial assessment protocol that, if implemented broadly, would constitute a high and consistent standard for evaluating patients. She also plans to collaborate with transplant centers to help them develop and infuse best practices into care delivery.
Ahmed Shaffie is the winner of the John M. Houchens Prize, which honors a former registrar of the university and is awarded to the doctoral student who presents the most meritorious dissertation for the current commencement.

Ahmed Shaffie is a Ph.D. candidate at the Computer Science and Engineering Department (CSE) and is a research assistant in the Bioengineering (BE) Department in the University of Louisville. He received his B.S. in Computer Science and Automatic Control from the Alexandria University, Egypt in 2005 and obtained his M.Sc. in Engineering Mathematics from the University of Alexandria, Egypt in 2012. He also was a teacher assistant in the Faculty of Engineering Mathematics and Physics Department, Alexandria University, Egypt.

“I am extremely honored to receive such an important award like The John M. Houchens Prize. I am earnestly grateful for the recognition I have received for my work, because I am very sure that every other nominee for this award was as capable if not more, of winning this award,” said Shaffie. The Houchens Prize recognizes the potential impact of Shaffie’s research using machine learning algorithms and image processing techniques to develop a Computer Aided Diagnosis Systems for detecting early stage lung cancer. This novel strategy for diagnosing lung cancer accurately differentiates between malignant and benign nodules. The clinical application improves the radiologists’ ability to provide early diagnosis of lung cancer which will significantly improve the effectiveness of treatment and increase the survival rate of lung cancer patients. The completion of years of research has resulted in 16 published conference papers, 3 journal papers, two book chapters, and 6 abstracts. Ahmed is also the recipient of the U.S. Non-Provisional patent ULRF No. 16078-02 named by: “Accurate Detection and Assessment of Radiation Induced Lung Injury based on Computational Model and Computed Tomography Imaging” and the recipient of the U.S. Disclosure ULRF No. 118032 named by: “Breath Analysis-CAD Platform for Early, Accurate Detection of Small Lung Nodules”. In addition, he has received multiple honors and awards that includes the Exemplary Research Scholarship Award, 2020: from the Bioengineering Department, University of Louisville, the 2nd place award at the Graduate Student Regional Research Conference, 2020, the 1st place award at the Student Research Exposition, 2018 and 2019, the Exemplary Research Scholarship Award, 2019 from the Bioengineering Department in the University of Louisville, the first-place award in the Doctoral Engineering category in Research Louisville, 2017 and 2018.
Now, Shaffie mentioned that he is lucky to have a job offer as a postdoctoral in the bio-imaging lab at the University of Louisville to give him the ability to continue his research on the lung cancer diagnosis and try to apply his research for cancer diagnosis for other organs such as, kidney and liver. Shaffie said “This award means a lot to me as it emphasized that my research has a good impact on society, which is the main role of any academic research. This research that always begin when we want to know and understand something but has no end.”
The Alice Eaves Barns Award for Outstanding Achievement in Master’s Program

Meredith Nicole Cahill
M.P.H. Public Health Sciences
Mentor: Associate Professor Kira Taylor

The Alice Eaves Barns Award is named in honor of Mrs. Alice Eaves Barns for her many years of outstanding service as a staff member of the Graduate School. This award recognizes a student who has displayed tenacity in the face of adversity while attaining excellence in both the classroom and outside endeavors. The award is given in recognition of outstanding achievement in a Master’s Program. Meredith Cahill is this year’s recipient of the Barns award.

Compassion. Integrity. Perseverance. These are three values that have guided Meredith along her life course. Meredith is originally from Detroit, Michigan, but spent the formative years of her childhood in Louisville, Kentucky. She attended Assumption High School from 2011-2015 where she found a passion for medicine, science, and social justice. Guided by values and passions, she attended the University of Louisville and graduated with a B.A. in Public Health Sciences in 2020. As an inaugural member of the Louisville School of Public Health Sciences Accelerated Master’s Program, she continued her public health education as a MPH student with a concentration in epidemiology and population health.

During her time as an undergraduate and graduate student, she participated in research with both public health faculty and the University of Louisville School of Medicine. Within the School of Public Health, she worked as a student researcher on the Louisville Tobacco Smoke Exposure, Genetic Susceptibility, and Infertility Study and Jessamine County Kentucky Pregnancy-Related Care Needs Assessment. She has co-authored a manuscript examining the influence of public health campus presence on Universities’ COVID-19 reopening policies. At the University of Louisville School of Medicine, she worked as a biostatistician at the Divisions of Infectious Diseases where she analyzed Louisville SARS-CoV-2 hospitalization data for several research publications.

Outside of academic research, Meredith has worked in HIV prevention and education, as well as volunteered with the Louisville Syringe Exchange Program. In addition, she served as a member of the Kentucky Eating Disorder Coalition as a lobbyist to enact policy that would increase access to eating disorder treatment for low-income individuals within Kentucky. Through this work, Meredith gained an interest in applied epidemiology and public health policy.
In her free time, she enjoys spending time with friends and family, playing with her dog Maeve, hiking, dancing, and reading historical-fiction novels. Post-graduation, Meredith plans to work as an applied infectious disease epidemiologist and then return to school and pursue a terminal degree.
The Virginia “Jenny” Madden Award for Graduate Student Leadership and Service

Daniel Thomas Monaghan
Masters of Music in Performance
Mentor: Associate Professor Stephen Mattingly

The Virginia “Jenny” Madden Award for Graduate Student Leadership and Service is named in honor of Virginia “Jenny” Madden for her many years of service to the Graduate School, the Staff Senate, and the University of Louisville community. The award recognizes a master’s degree recipient who exhibits leadership through service to the recipient’s program, college, discipline, the University as a whole, and/or the community. Daniel Monaghan is this year’s recipient of the Madden award.

Daniel Thomas Monaghan Jr. was introduced to music at a young age. Music has always played an important role in his life. His earliest experiences with music came from his mother, Kathryn Monaghan singing and playing the piano and his father, Daniel Monaghan Sr. playing his favorite records. Daniel played a variety of instruments in middle and high school, but his main focus was on guitar. His formal music studies began with classical guitar lessons under the tutelage of Vasil Chekardzhikov. Daniel earned a Bachelor’s of Music in Classical Guitar Performance at California State University Fullerton where he studied with guitar luminaries Andrew York and Martha Masters. Daniel is completing a Masters of Music performance with an emphasis on String Pedagogy under the guidance of Dr. Stephen Mattingly at the University of Louisville, while serving as a Graduate Teaching Assistant. Daniel cannot thank his family, teachers, and friends enough for their continuous love, guidance, and support.

Daniel’s leadership spans the University of Louisville School of Music and the broader classical guitar community. Daniel’s job as a Graduate Teaching Assistant included responsibilities such as leading class guitar instruction for both non-music majors and music therapists and developing lesson plans and curriculum for applied guitar lessons and a beginning ukulele class. Daniel is the current President of the Association of Guitarists at UofL, where he and his team work to promote the guitar across campus through weekly meetings and hosting the annual University of Louisville Guitar Festival and Competition every fall semester. Daniel is currently the social media coordinator for the Guitar Foundation of America (GFA), the world’s largest classical guitar organization. In this vibrant work, Daniel oversees the organization’s social media platforms and keeps followers up to date with the latest news and upcoming events. Daniel also teaches guitar online for the WePlay music academy in Irvine, California.
After graduation, Daniel will pursue his teaching credential certification at California State University Fullerton as a postgraduate. It is his goal to initiate new guitar programs and teach at the K-12 and collegiate levels. Daniel continues his work with the GFA as well as his advocacy to diversify modern classical guitar repertoire through premiere performances and commissions of new works from composers of underrepresented backgrounds.
Graduate School’s
Outstanding Faculty Mentors

Outstanding Faculty Mentor of Master’s Students

Lindsay Della, Ph.D.
Department of Communications

Dr. Lindsay Della is this year’s recipient of the Outstanding Mentor of a Master’s Student. This award honors a faculty member who mentors students to the completion of a Master’s degree through direction of their thesis, supervision of research, oversight of a student’s publications, awards or an internship or professional paper.

Lindsay J. Della began her career at the University of Louisville in 2007. Currently, she is an Associate Professor in the Department of Communication and serves as an adjunct in the Department of Health Promotion and Behavioral Science in the School of Public Health and Information Sciences. She is also Co-Director of the Institute for Intercultural Communication at the University of Louisville. Dr. Della is a health communicator with an emphasis on the design of lifestyle-based health improvement campaigns. In the Department of Communication, she commonly teaches courses at both the undergraduate and graduate levels in research methods and communication campaign design (e.g., health communication campaigns, marketing communication campaigns, social service campaigns). She earned her doctorate in Health Promotion and Behavior from the University of Georgia’s College of Public Health in 2006.

Prior to joining the faculty at the University of Louisville, Dr. Della completed fellowships with the Centers for Disease Control and Prevention (CDC) and the Oak Ridge Institute for Science and Education (ORISE) as postdoctoral training. Dr. Della also holds a master’s degree in Integrated Marketing Communication from Northwestern University and worked in market research, where she served clients such as CDC and health-focused nonprofit organizations.

Dr. Della’s passion for serving as a mentor to master’s students is highlighted by one of her nomination letters: “Dr. Della’s desire to see her students succeed saw her recommend me for the Multicultural Association of Graduate Students (MAGS) award and the Dean’s citation award, both of which I won.” Dr. Della has successfully mentored many Communication graduate students. She is known for leading exemplary projects, and students are always seeking her advice. “She embodies the mission of the University of Louisville which is to pursue excellence and inclusiveness in its work to educate and serve.”

When asked about her approach to mentorship, Dr. Della stated the following: “My mentoring philosophy is grounded in the belief that having effective mentors is a critical element of professional and personal
success. I consider mentorship to be a dynamic relationship that must be cultivated through inclusive, supportive, and reciprocal interactions. I wholly expect to learn something new from each mentee just as much as they expect to learn from me. As such, I enter new mentorship opportunities with the goal of fostering a two-way relationship through reflective listening, mutual respect, and a commitment to collaboration. I strive to help students navigate the development of their professional identities, build a context for making strategic decisions, and develop the personal confidence that will allow them to advocate for themselves and realize their goals.”
Outstanding Faculty Mentor of Doctoral Students

Michael Menze, Ph.D.
Department of Biology

Dr. Michael Menze is this year’s recipient of the Outstanding Mentor of a Doctoral Student award. This award honors one-on-one mentoring of a doctoral student through direction of a dissertation, supervision of a student’s laboratory research, or oversight of a student’s internship or final professional paper. Dr. Michael Menze joined the University of Louisville Biology Department in 2016. He is an associate professor of biology and teaches, cellular and molecular biology as well as animal physiology. He previously served as an associate professor at Eastern Illinois University and received his doctoral degree from the University of Duesseldorf, Germany for his work on allosteric regulation of respiratory pigments. During postdoctoral work at Louisiana State University his focus was on the role of mitochondria in stress tolerance of animals that thrive under extreme environmental conditions and are termed ‘extremophiles’. His research laboratory at UofL uses a variety of approaches to elucidate and utilize the biochemical strategies observed in extremophile animals to address current biomedical challenges such as dry preservation of red blood cells for transfusion in austere environments.

Dr. Menze shared his philosophy of teaching, learning and mentoring: “In any given scientific field, an understanding of current theories is just the first step toward adding to human knowledge. Developing new understanding is an endeavor that is most enjoyable and most successful if performed in a dynamic team in which everyone respects all others, while nobody is afraid to speak the truth or to challenge current theories. My role in the academic team is not only to introduce others to current theories, but to facilitate a space in which everyone can develop to their full potential while challenging the boundaries of knowledge and gaining the skills to develop new ideas and hypotheses. I am truly fortunate to be challenged by the members of my academic team, and being allowed to challenge them, hoping to contribute as much to their scientific journey as they do to mine.”

Dr. Menze’s nomination letter highlights his dedication and support for his students. “Dr. Menze commits just as strongly to each of his students as he expects us to do for him, and has repeatedly shown a willingness to accommodate unusual circumstances and challenges in a way that is both reassuring and constructive to our future careers.” Dr. Menze shows patience and compassion for his students when they are going through difficult situations. His determination to see his students succeed and be involved is greatly expressed. One of his students writes,

“I believe that Dr. Menze has earned a distinction as a truly incredible mentor, and he is one that I hope to resemble once I move on to my own career.”
Provost’s Award for an Exemplary Director of Graduate Studies

Lihui Bai, Ph.D.
Department of Industrial Engineering

Dr. Lihui Bai is this year’s recipient of the Provost’s Award for an Exemplary Director of Graduate Studies. This award honors those who have graduate or professional student advising and/or administrative duties for their graduate program and who excel at the work of advising graduate students in areas such as program requirements, career prospects and funding possibilities.

Dr. Bai is an associate professor at the Department of Industrial Engineering (IE). Prior to joining UofL, Dr. Bai taught at Valparaiso University, IN, after earning her PhD from University of Florida in 2004. She joined UofL in 2010 and has served as Director of Graduate Studies for the IE department since January 2015. From 2015 through 2020, Dr. Bai was in charge of all graduate student matters for both master of science and doctoral programs. During this period, her main responsibilities included: 1) responding to admission/funding inquiries, 2) actively recruiting prospective students, 3) overseeing admissions, 4) managing fellowship/assistantship selection and award process, 5) organizing orientation for new graduate students each semester, 6) advising master’s and doctoral students on curriculum/program, financial aid, international students affairs, scholarship opportunities and career development, 7) leading improvement efforts on curricular design and program process, 8) helping the department chair identify graduate teaching assistants and assigning their courses each semester, and 9) attend to all student issues or concerns as needed. Effective January 2021, due to the department’s strategic investment in the growth of the Master’s Program in Industrial Engineering, Dr. Bai will be solely responsible for the program’s reinvigoration and sustained growth on the aforementioned matters.

Dr. Bai’s nomination letter highlights her ability to get the best out of her students. One nominator writes: “She forms meaningful relationships with professionals in academia and industry that open up a wealth of opportunities for students at the University of Louisville.” Another writes: “She shows a commitment to student-focused advisement in academics as well as career and professional life. Most importantly, she goes above and beyond with deliberately planned opportunities to support her students.” One former doctoral advisee feels life-long impact from her advising because “Dr. Bai’s effective guidance and generous support strengthened my professional capability as well as confidence in myself, for which I owe her forever gratitude.” One former doctoral student (non-advisee) from United States Army recounts her support for students in and outside the classroom, as the student writes: “I invited Dr. Bai to the promotion ceremony, but with the location an hour away from Louisville...”
I did not expect that Dr. Bai would be able to attend. I was wrong. She made time in her busy schedule to support me outside the classroom.”

As of Spring 2021, Dr. Bai has advised eight doctoral dissertations and twelve master theses/projects. She believes that, while technical skills are important for a graduate student to succeed, it is their ownership of the research that makes them great. Therefore, her graduate advising has focused on making room for students to develop independent thinking, providing students with opportunities to present research and to network for career development, and encouraging students to push themselves to go the extra mile.
Degrees - May 2021

**Master of Fine Arts and Their Faculty Mentors**

**Megan Marie Bickel**  
Studio Art and Design  
Associate Professor Tiffany Calvert  
Thesis: *But Also Full of Seeds for a Future That Could Have Turned Out Differently*

**Alexander Gordon**  
Theatre Arts  
Assistant Professor Janna Segal  
Thesis: *Improvised Power: Finding A Natural Acting Aesthetic In An Adaption Of Mowatt’s Fashion*

**Jordan Tudor Haggard**  
Theatre Arts  
Assistant Professor Janna Segal  
Thesis: *[Re]Fashioning a Means: Exploring and Adapting Anna Cora Mowatt’s Fashion Through a Feminist Lens*

**Rachid Tagoulla**  
Studio Art and Design  
Professor Mary Carothers  
Thesis: *Shifting Sands*

**Katherine Elizabeth Watts**  
Studio Art and Design  
Associate Professor Rachel Singel  
Thesis: *-rhiza*

**Karen Annis Weeks**  
Studio Art and Design  
Associate Professor Rachel Singel  
Thesis: *Love Labor: Literal Symbols and True Abstractions*

**Doctor of Audiology and Their Faculty Mentors**

**Amanda Lee Bartley**  
Audiology  
Associate Professor Laura Galloway  
Project: *Hearing Loss Support Scale*  
Externship: *Robley Rex VA Medical Center - Louisville, KY*
Rachel Elizabeth Berry  
Audiology  
Assistant Professor Shae Morgan  
Project: The Use of High-Energy Visible Light as a Treatment for Otitis Media  
Externship: C.W. Bill Young VA Healthcare System - Bay Pines, FL

Marisa Christine Carrozza  
Audiology  
Co-chairs: Associate Professor Lynzee Cornell and Associate Professor Laura Galloway  
Project: The Au.D Curriculum Should Provide Hearing Conservation Education to Elementary Students  
Externship: Cleveland Clinic - Cleveland, OH

Keira A. Glasheen  
Audiology  
Professor Jill Preminger  
Project: Utilizing Usability Testing to Develop a Decision Coaching Guide for Adults with Hearing Loss  
Externship: Hudson Valley Audiology Center - Pomona, NY

Lauren Elizabeth Langan  
Audiology  
Co-chairs: Associate Professor Lynzee Cornell and Associate Professor Laura Galloway  
Project: The Au.D Curriculum Should Provide Hearing Conservation Education to Elementary Students  
Externship: University of Mississippi Medical Center - Jackson, MS

Olivia Leanne Patterson  
Audiology  
Associate Professor Lynzee Cornell  
Project: Levels and Situations of Harassment within a Health Science Campus  
Externship: Whisper Hearing Centers - Indianapolis, IN

Beth Frances Rosen  
Audiology  
Associate Professor Laura Galloway  
Project: Does Attitude Change about Hearing Protection Evoke Behavior Change in Marching Band Members?  
Externship: University of Virginia Health System – Charlottesville, VA
Doctor of Education and Their Faculty Mentors

Matthew R. Anderson
Educational Leadership and Organizational Development
Professor Kyle Ingle
Dissertation: *A Case Study in the Use of Mentorships in Academic Instructional Coach Development*

Jennifer Helm Cox
Educational Leadership and Organizational Development
Professor Kyle Ingle
Dissertation: *Space to Lead: Cognitive Coaching as Mindful School Leader Practice*

Terri Watson Davenport
Educational Leadership and Organizational Development
Professor Mary Brydon-Miller
Dissertation: *A Qualitative Look at Secondary Trauma Through the Lived Experiences of Elementary Teachers*

Christopher Kevin Flores
Educational Leadership and Organizational Development
Co-chairs: Associate Professor Denise Cumberland and Assistant Professor Deborah Powers
Dissertation: *Black Men Wanted: An Instrumental Case Study Exploring the Situational Factors Related to the Retention of African American Male High School Teachers*

Robert Stephen Fulk
Educational Leadership and Organizational Development
Professor Mary Brydon-Miller
Dissertation: *Principal Mentoring as a Retention and Effectiveness Strategy in Comprehensive Improvement Schools*

Adam Whitney Hicks
Educational Leadership and Organizational Development
Professor Mary Brydon-Miller
Dissertation: *Telling Principal Leadership Stories: Administrative Perceptions of Promoting Teacher Leadership*

Steven B. Miracle
Educational Leadership and Organizational Development
Professor Kyle Ingle
Dissertation: *The Shifting Role of Teachers: A Case Study on Teachers’ Perceptions of Personalized Learning in a Rural School District*
Ryan A. Rodosky  
Educational Leadership and Organizational Development  
Co-chairs: Professor Kyle Ingle and Assistant Professor Deborah Powers  
Dissertation: School Improvement Grant: Analysis of Kentucky Cohort I Schools

Cassandra Gail Woods  
Educational Leadership and Organizational Development  
Professor Mary Brydon-Miller  

Doctor of Philosophy and Their Faculty Mentors

College of Arts and Sciences

Jacob William Berg  
Physics  
Professor David Brown  
Dissertation: Study of Neutral Hadron Production in a High Intensity Particle Physics Experiment

Megen Farrow Boyett  
English Rhetoric and Composition  
Professor Mary P. Sheridan  
Dissertation: Acting on What We Hear: The Impact of a Listening Methodology in a Community Literacy Program

Virginia Elizabeth Braden  
Criminal Justice  
Professor George Higgins  
Dissertation: In Pursuit of Innocence: A Study of Race and Ethnicity Differences in Time-to-Exoneration

Caleb Aaron Calvary  
Chemistry  
Professor Craig Grapperhaus  
Dissertation: Synthesis, Characterizations, and Catalytic Activity of Functional Metal Bis(thiosemicarbazones)

Joseph Brian Franklin  
English Rhetoric and Composition  
Professor Bruce Horner  
Dissertation: Transnational Writing Program Administration: Mobility, Entanglement, Work
Kelly Elizabeth Hill
Humanities
Professor Deborah Lutz

Nichole Claire Jackson
English Rhetoric and Composition
Associate Professor Andrea Olinger
Dissertation: *Writing Program Administration at Public Liberal Arts Colleges*

Nour Mohammad Hamed Jamhawi
Chemistry
Professor Richard J. Wittebort
Dissertation: *Investigations of Elastin Recoil on Molecular and Macroscopic Levels*

David Stuart Lapsey Jr.
Criminal Justice
Assistant Professor Bradley Campbell
Dissertation: *Focal Concerns and Case Advancement in Sexual Assault Cases: A Systematic Review and Meta-Analysis*

Aubrey Ann Mojesky
Biology
Associate Professor Deborah Yoder-Himes
Dissertation: *Ecological, Evolutionary, and Molecular Mechanisms Underlying Pyocin Diversity in Household Pseudomonas Aeruginosa*

Lindsay Deryn Nason
Biology
Professor Perri Eason
Dissertation: *Saving Butterflies in The City: Gardens as Conservation Spaces in Urban Landscapes*

Sahar Pishgar
Physics
Co-chairs: Professor Gamini Sumanasekera and Dr. Joshua Spurgeon
Dissertation: *Ga-based III-V Semiconductor Photoanodes for Solar Fuels and Novel Techniques to Investigate Their Photocorrosion*
Rachel Anne Rodriguez
English Rhetoric and Composition
Professor Bruce Horner
Dissertation: *A Translingual Approach to the Theory and Practice of Basic Writing*

Sarah Hamilton Spaulding
Biology
Associate Professor Linda Fuselier
Dissertation: *The Peacock in the Room: Confronting the Hidden Curriculum of Androcentrism and Gender Bias in Undergraduate Biology Education*

Katie L. Taylor
Criminal Justice
Associate Professor Kristin Swartz
Dissertation: *Correctional Officers’ Response to Stress: An Exploration of the Associations Between Violence and Trauma Exposure, Coping Mechanisms, and PTSD.*

College of Education and Human Development

Gwendolyn Joy Ashley
Curriculum and Instruction
Professor Terry Scott
Dissertation: *The Effects of Great Leaps Reading on the Reading Fluency of Elementary Students with Reading and Behavioral Deficits*

Jonathan Paul Baize
Curriculum and Instruction
Associate Professor James Chisholm
Dissertation: “*So How Real Can I Get?: Opportunities and Obstacles for Teacher Learners Enacting Culturally Responsive Pedagogy*”

Vickie Gale Bridgeman
Educational Leadership and Organizational Development
Associate Professor Jacob Gross
Dissertation: *Economic and Sociological Factors Associated with First-Year African American Students’ Enrollment in Historically Black Colleges and Universities*

Michael James Metz
Educational Leadership and Organizational Development
Associate Professor Jason Immekus
Dissertation: *Comparing Instructional Techniques on Memory Retention, Retrieval, Application and Self-Efficacy of Grading Criteria used for Student Self-Assessment*
Jessica Rachel Murfree  
*Educational Leadership and Organizational Development*  
Professor Chris Greenwell  
Dissertation: *Major League Baseball Fans’ Climate Change Attitudes and Willingness to Adapt: Climate Vulnerability vs. America’s Pastime*

Chelsea Christine Police  
*Educational Leadership and Organizational Development*  
Associate Professor Marion Hambrick  
Dissertation: *Parents’ Perceptions of Leisure Constraints and Facilitators in Elite Youth Soccer: A Phenomenological Approach*

Addison McDonald Pond  
*Educational Leadership and Organizational Development*  
Professor Chris Greenwell  
Dissertation: *Re-Visiting the Flutie Effect: An Exploration Of Athletic Success’ Impact On Student Enrollment Decisions*

Heather Ashlee Turner  
*Educational Leadership and Organizational Development*  
Associate Professor Meghan J. Pifer  
Dissertation: *I’m Still Valid: An Explanatory Sequential Mixed-Methods Study of Part-Time PhD Students’ Motivation and Satisfaction*

Nicholas Lamar Wright  
*Counseling and Personnel Services*  
Associate Professor Susan Longerbeam  
Dissertation: *Chronic Codeswitching: A Phenomenological Study Examining Multiracial Student Sense of Belonging in a Predominantly White Institution*

**Interdisciplinary Studies**

Teodora Stoica  
*Interdisciplinary Studies: Specialization in Translational Neuroscience*  
Associate Professor Brendan Depue  
Dissertation: *The Neural Architecture of Emotional Intelligence*

**School of Public Health and Information Sciences**

Katlyn E. McGraw  
*Public Health Sciences*  
Co-chairs: Professor Aruni Bhatnagar and Professor Gary Hoyle  
Dissertation: *Identifying the Cardiovascular Effects of Multiple Pollutants*
Jack Anthony Pfeiffer
Public Health Sciences
Assistant Professor Natalie DuPre
Dissertation: Particulate Matter Exposure and Acquired Pneumonia Mortality Among Hospitalized Adults with Pneumococcal Pneumonia: Incidence Study (HAPPI) Participants

Chen Qian
Biostatistics
Professor Shesh Rai
Dissertation: Estimating Cumulative Incidence Rate on Interval Censored Data in an Illness-Death Model

Raymond A. Kent School of Social Work

Georgia Lynne Anderson
Social Work
Professor Karen Kayser
Dissertation: The Lived Experience of Women with Head & Neck Cancer and the Impact on Close Relationships

Jill Marie Randall
Social Work
Professor Karen Kayser
Dissertation: Conceptualizing the Psychosocial Elements that Should be Assessed in Candidates for Hematopoietic Cell Transplantation: Social Workers’ and Psychologists’ Perspectives

School of Medicine

Jessica S. Bergden
Anatomical Sciences and Neurobiology
Professor Jennifer Breuckner-Collins
Dissertation: Anxiety and Self-Efficacy Related to Learning Neuroanatomy in an Integrated Medical School Curriculum

Rumeysa Biyik-Sit
Biochemistry and Molecular Genetics
Associate Professor Brian Clem
Dissertation: Investigating a Novel Function for Phosphoserine Aminotransferase 1 (PSAT1) in Epidermal Growth Factor Receptor (EGRF)-Mediated Lung Tumorigenesis

Emily Lauren Duderstadt
Biochemistry and Molecular Genetics
Associate Professor David Samuelson
Dissertation: Genetic and Functional Analysis of Rat Mammary Cancer Susceptibility
Anne Elena Geller
Microbiology and Immunology
Professor Jun Yan
Dissertation: Harnessing the Power of Trained Immunity in the Setting of Pancreatic Cancer: A Novel Mechanism of Immune Trafficking and Tumor Control

James William Harder
Microbiology and Immunology
Associate Professor Michele Kosiewicz
Dissertation: Sex-Based Differences in Microbiota Composition and Metabolomic Profiles Associated with Altered Macrophage Function and Protection from Lupus in Bwfl Mice

Christine Kim
Pharmacology and Toxicology
Professor Brian Ceresa
Dissertation: Assessing the Role of Chronic Arsenite Exposure in Disrupting the EGFR Signaling Axis

Autumn Towne LaPointe
Microbiology and Immunology
Assistant Professor Kevin Sokoloski
Dissertation: The Importance of Noncapped Viral Genomic RNA to Alphaviral Infection and Pathogenesis

Andrew Michael Skidmore
Microbiology and Immunology
Assistant Professor Donghoon Chung
Dissertation: Determination of the Biological Functions of Undefined Domains of VEEV nsP2

J. B. Speed School of Engineering

Waleed Ebraheem Alim
Mechanical Engineering
Associate Professor Michael Voor
Dissertation: Simulation of Fracture Strength Improvements of a Human Proximal Femur Using Finite Element Analysis

Joseph Patrick Brian
Chemical Engineering
Assistant Professor Vance Jaeger
Dissertation: Mapping Three Dimensional Interactions Between Biomolecules and Electric Fields
Mohammad Joshaghani
Civil Engineering
Assistant Professor Omid Ghasemi-Fare

Li Liu
Civil Engineering
Professor Mark McGinley

Mohsen Mohammadi Dehcheshmeh
Industrial Engineering
Associate Professor Monica Gentili
Dissertation: *Optimization with Interval Data: New problems, Algorithms and Applications*

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Electrical Engineering
Associate Professor Stuart Williams
Dissertation: *Isomotive Dielectrophoresis for Enhanced Analyses of Cell Subpopulations*

Mohammed Ahmed Abdelfadeel Sayed
Computer Science and Engineering
Assistant Professor Juw Won Park
Dissertation: *Computational Frameworks for MicroRNA Functional Analysis of Inter-Kingdom and Indirect Targeting*

Olurotimi Nugbepeo Seton
Computer Science and Engineering
Professor Olfa Nasraoui
Dissertation: *Multi-style Explainable Matrix Factorization Techniques for Recommender Systems*

Ahmed M. Shaffie
Computer Science and Engineering
Professors Adel Elmaghraby and Ayman El-Baz
Dissertation: *Machine Learning Approaches for Lung Cancer Diagnosis*

Mohammad Qasim Abdul Jabbar Shaikh
Mechanical Engineering
Professor Sundar V Atre
Dissertation: *Design for Metal Fused Filament Fabrication (MF3) of Ti-6Al-4V Alloy*
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