

COLLEGE OF PROFESSIONAL STUDIES

*Doctoral Hooding and  
Graduation Ceremony*



19 MAY 2022

# CONTENTS

This program is for ceremonial purposes only and is not to be considered an official confirmation of degree information. It contains only those details available at the publication date.

We ask those in attendance to kindly silence their electronic devices and to remain in their seats until the platform party has left the stage and the graduate recessional has finished.

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<u>Doctor of Physical Therapy</u>	
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# PROGRAM

MATTHEWS ARENA  
TEN O'CLOCK A.M.

Prelude

Welcome

Mary Ludden

*Senior Vice Provost and Senior Vice Chancellor*

Opening Remarks

David Fields

*Interim Dean, College of Professional Studies*

Announcement of the Candidates

Presentation of the Dean's Medal for Outstanding Doctoral Work

David Fields

Remarks of the Dean's Medal Speaker

Jae M. Williams

*Doctor of Education*

Closing Remarks

David Fields

Charge to the Graduates

Mary Ludden

Recessional

*The audience is requested to remain seated during the recessional.*

# DOCTOR OF EDUCATION

## **Marie A. Adolphe**

Dissertation: *Connecting to Opportunity: How First-Generation College Students of Color Majoring in Marketing Build and Enact Professional Networks*

Advisor: Brian Bicknell

## **Elizabeth Margaret Adreon**

Dissertation: *"I Have Something Meaningful To Say" An Interpretative Phenomenological Analysis Study of Rural Vermont Students' Experiences With Academic and Social Agency*

Advisor: Wendy Crocker

## **Michael Thomas Albano**

Dissertation: *Perceptions of Belonging Amongst Veteran Students at Elite Liberal Arts Colleges*

Advisor: Karen Reiss Medwed

## **Bibi Ibrahim J. Al-Ghanim**

Dissertation: *Understanding the Challenges of Recruitment and Retention of International Teachers for Private Schools Within the State of Kuwait*

Advisor: Tova Sanders

## **Kim Lanetta Alleyne**

Dissertation: *Like Family: A Case Study of Black and Latina Mothers' Perspectives of Family Engagement and Training Needs in an Early Childhood Program*

Advisor: Keisha Stephenson Taylor

## **Jeremiah Cavit Ames**

Dissertation: *11th Grade Students' Experiences With Summer Academic Assignments*

Advisor: Cherese Childers-McKee

## **Enikimberly Tilisha Avery**

Dissertation: *Examining the Zone: Narratives of Black Women Executives in Cross Cultural Executive Coaching in Corporate America*

Advisor: Harriette Rasmussen

## **Stacie Lynn Banks**

Dissertation: *Examining Instructor-Inclusive Efforts To Reform Systems Negatively Impacting Student Self-Concept*

Advisor: Michael Dean

## **Courtney Grace Barnard**

Dissertation: *Generating Relevant Evaluations for Sustainability: An Action Research Study on the Perceived Value of Community-Based Coalitions*

Advisor: Melissa Parenti

## **Erica Lynn Barton<sup>2</sup>**

Dissertation: *Examining the Impact of White Supremacy Cultural Norms on Organizational Learning*

Advisor: Joan Giblin

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<sup>1</sup> Charlotte, NC Student

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<sup>3</sup> Portland, ME Student

<sup>4</sup> Silicon Valley, CA Student

<sup>5</sup> Toronto, Canada Student

<sup>6</sup> Hong Kong Student

**Hollie M. Bergeron**

Dissertation: *Cross Cultural Executive Coaching in Corporate America*

Advisor: Kimberly Nolan

**David Robert Best<sup>6</sup>**

Dissertation: *Teacher Perceptions of Professional Development in an International School in Hong Kong*

Advisor: Kelly Conn

**Travis Jordan Binkley**

Dissertation: *Successful Community College Adult Learner Persistence During the COVID Pandemic*

Advisor: Lynda Beltz

**Nicole Brewer**

Dissertation: *Exploring Effective Support Methods for Developmental English Students at an Open-Enrollment Private University*

Advisor: Lindsay Portnoy

**Adrienne Bricker**

Dissertation: *Becoming a Mentor: A Narrative Study of Mentor Identity Formation Among College and University Registrars*

Advisor: Shannon Alpert

**Kristin Marie Brooks<sup>1</sup>**

Dissertation: *Increased Barriers To Transfer Between Technical Colleges and Four-Year Private Colleges: Articulation Agreements and Partnerships Paving the Way for a More Inclusive Transfer Culture*

Advisor: Kimberly Nolan

**Rebecca H. Brown**

Dissertation: *Teachers' Experiences With and Perceptions of Self-Efficacy and Effectiveness as Educators in a Standards-Based Grading and Reporting System: An Interpretive Phenomenological Analysis*

Advisor: Afi Wiggins

**Ralph Anthony Bruzzese**

Dissertation: *Understanding the Factors That Challenge Students Below the Poverty Level in a Large Suburban Middle School Setting*

Advisor: Kimberly Nolan

**Julie Elizabeth Kenny Calzini**

Dissertation: *What It Means To Be a White Pre-Service Teacher*

Advisor: Afi Wiggins

**James Dale Campbell**

Dissertation: *Understanding the Recruitment, Admissions, and Enrollment Experiences of Nontraditional Students Across Generations*

Advisor: Lynda Beltz

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<sup>4</sup> Silicon Valley, CA Student

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<sup>6</sup> Hong Kong Student

**La-Tarri Monique Canty**

Dissertation: *“Chronicles of the Model Minority”: The Socialization and Help-Seeking Behaviors of East Asian American Undergraduate Students at an Ivy Plus Institution*

Advisor: Carolyn Bair

**Kimberly Rose Caprio**

Dissertation: *Understanding How University Employees Describe Their Experience Working With College Students Disclosing Their Experience With Sexual Assault*

Advisor: Tova Sanders

**Gwendolyn L. Brigid Cash-James<sup>2</sup>**

Dissertation: *Sensemaking and Sensegiving: Understanding the Organizational Entry of New Chief Academic Officers at Community Colleges*

Advisor: Michael Thomas

**Michael Gerald Cashman**

Dissertation: *I Could Use a Hand Here: A Quantitative Examination of Institutional Closure Profiles Among U.S. Postsecondary Institutions—Ten Years in Review*

Advisor: Michael Dean

**Leonard Kelvinson Chang**

Dissertation: *An Intrinsic Case Study Exploring the Relationship Between Expatriate Teachers’ Personal Histories and Agency at a Non-Traditional Indonesian International School*

Advisor: Elisabeth Bennett

**Casey Cisneros**

Dissertation: *Getting to the Bottom of Due Process: Examining Parent/Caregiver Experiences in a Flawed Special Education System*

Advisor: Sara Ewell

**McAllister Brent Collins<sup>1</sup>**

Dissertation: *Cultural Misinterpretation and Its Effect on the Life Trajectories of Black Males*

Advisor: Harriette Rasmussen

**Cherie L. Comeau**

Dissertation: *A Narrative Exploration of Leadership Skill Development and Transfer Based on Athletic Participation*

Advisor: Julie Lanzillo

**Rebecca Anne Corso**

Dissertation: *Stories Matter: How Urban Charter School Teachers Seek To Cultivate a More Inclusive Narrative of American History*

Advisor: Karen Reiss Medwed

**Andria Cox**

Dissertation: *Doom and Zoom: How the Tsunami of Distractions From the Rapid Collision of Home and Work Floods Video Call Interactions*

Advisor: Tova Sanders

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<sup>4</sup> Silicon Valley, CA Student

<sup>6</sup> Hong Kong Student

**Dorothy Hall Daniels**

Dissertation: *Will Alexa Help ELLs Learn English?*

Advisor: Patricia Moran

**Rebecca Miriam Davis**

Dissertation: *First Generation College Students: A Case Study Examining Student Experiences To Enhance Student Confidence and Academic Success Using Bandura's Framework*

Advisor: Willie Williams

**Laura Dayal**

Dissertation: *Transformative Leadership in Complex and Culturally Diverse Organizations Through the Lens of Transformative Higher Education Presidents*

Advisor: Lynda Beltz

**Kara Mallory DeSanna**

Dissertation: *Access for All? A Case Study Exploring Higher Education Administrators' Perspectives on New York State's Excelsior Scholarship at Mid-Atlantic State University*

Advisor: Willie Williams

**Peter Leonard Di Pace Jr.**

Dissertation: *Accounting for Gender: How the Market for Masculine Capital Shapes the Secondary School Journey*

Advisor: Keisha Taylor

**Justin Salvatore Dolce**

Dissertation: *Exploration of the Skills Gap: Hype, Perceptions, Problem?*

Advisor: Afi Wiggins

**Mary Kathryn Merz Durkin**

Dissertation: *Middle School Students' Reading Engagement and Classroom Libraries*

Advisor: Lindsay Portnoy

**Christina Marie Egan**

Dissertation: *Choosing To Stay: The Voluntary Retention Decisions of Highly-Effective Teachers in Challenging School Contexts*

Advisor: Shira Leibowitz

**Laura Angell Evangelista Engel**

Dissertation: *The Sponsor-Mentor as a Student Resource and University Partner: A Case Study of Experiential Projects*

Advisor: Kelly Conn

**Marita Bethany Carol Long Esposito**

Dissertation: *Discounted: The Storied Accounts of People of Color Experiencing Biased Hiring Decisions While Pursuing Administrator-Level Positions in Higher Education*

Advisor: Joseph McNabb

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<sup>4</sup> Silicon Valley, CA Student

<sup>5</sup> Toronto, Canada Student

<sup>6</sup> Hong Kong Student

**Mary Alma Ewart<sup>2</sup>**

Dissertation: *A Study of Effective Strategies for Empowering Pre-Service Elementary Teachers To Teach Mathematics*

Advisor: Afi Wiggins

**Stephanie Judith Fernandez**

Dissertation: *Evaluating Factors That Influence Female STEM Doctoral Student Persistence*

Advisor: Lynda Beltz

**Scott M. Fitzsimmons**

Dissertation: *How Senior Rural EMS Officials Develop Their Leadership Competencies*

Advisor: Patricia Mason

**Deanna Polli Foster**

Dissertation: *Determining the Overall Effectiveness of Experiential Learning in Higher Education Accounting Programs*

Advisor: Thomas Wylie

**Amarilis Francis**

Dissertation: *Afro-Dominican Ethno-Racial Narratives at a Predominantly White Institution*

Advisor: Cidhinnia Torres Campos

**Shannon Elizabeth Gardner**

Dissertation: *Exploring Student Engagement in History and Social Studies in Problem-Based Learning*

Advisor: Afi Wiggins

**Christopher Dean Garniewicz<sup>1</sup>**

Dissertation: *Investigation Into the Need for Fire Instructor Curriculum Reform*

Advisor: Kimberly Nolan

**John Joseph Glover**

Dissertation: *Social Studies and Inquiry-Based Education: The Lived Experiences of Secondary-Level Teachers in a Suburban School District*

Advisor: Karen Reiss Medwed

**Amity Simons Goss**

Dissertation: *Collective Leadership and Co-Creative Teaming*

Advisor: Lindsay Portnoy

**Alfred Griswold<sup>2</sup>**

Dissertation: *Leadership Journey: A Phenomenological Research Study Exploring African American Male Community College Presidents' Meaning-Making of Career Development Experiences*

Advisor: Daniel Volchok

**Joan Frances Haley**

Dissertation: *Developing Student Agency for Climate Resilience: How Students Describe Their Beliefs About School Experiences That Shaped Their Sense of Self and Collective Efficacy*

Advisor: Patricia Mason

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<sup>4</sup> Silicon Valley, CA Student

<sup>5</sup> Toronto, Canada Student

<sup>6</sup> Hong Kong Student



**Shyla Khalilah Hanlan**

Dissertation: *Teachers' Perceptions of Culturally Responsive Practices and Inequalities With Black Students*

Advisor: Patricia Mason

**Jessica Krystle Frahm Harris<sup>1</sup>**

Dissertation: *Agency, Authenticity, and Resiliency: Understanding Science Teacher Learning Experiences To Build Better Systems of Support*

Advisor: Corliss Thompson

**Elaine Conway Harvey**

Dissertation: *Innovation in Higher Education: Understanding Higher Education Professionals' Experiences Through a Futurist Lens*

Advisor: Sandy Nickel

**Danyale Lanette Hawkins**

Dissertation: *The Secret Sauce for Rapid Disruptive Change: A Case Study of Millennial Leadership and Multigenerational Followership in Dynamic Relationships*

Advisor: Julie Lanzillo

**Mathew William Hepfer**

Dissertation: *Data Analytics in Grades 3–8: A Study of Performance Matters in Action*

Advisor: Shira Leibowitz

**Rachel Katherine Herlein**

Dissertation: *Motivating Teachers for Mission-Driven Professional Learning*

Advisor: Lindsay Portnoy

**Carol Veronica Hernandez**

Dissertation: *"I'm Not Like You. I'm Different.": A Narrative Inquiry Study of Latina Educational Developers Working in Higher Education*

Advisor: Wendy Crocker

**Brenda Scott Hillman**

Dissertation: *A Qualitative Exploration Into the Role of Education as an Anti-Trafficking Strategy for School-Aged Children Exploited for Purposes of Commercial Sex Trafficking and Cheap Labor in the State of Georgia*

Advisor: Sara Ewell

**David Edward Homa**

Dissertation: *Defining and Improving Higher Education Administrators' Digital Technology Literacy*

Advisor: Shannon Alpert

**Michael Kerry Horrigan<sup>1</sup>**

Dissertation: *Exploring the Work Engagement of Freelancers in America During the COVID-19 Era Using Interpretative Phenomenological Analysis (IPA)*

Advisor: Lindsay Portnoy

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<sup>2</sup> Seattle, WA Student

<sup>4</sup> Silicon Valley, CA Student

<sup>6</sup> Hong Kong Student

**Yolette H. Ibokette**

Dissertation: “Who Else Will Show the Kids How To Get Through?": A Narrative Research Study of Culturally-Relevant Pedagogical Practices of 9th Grade Urban Public School Teachers of Black Boys

Advisor: Karen Reiss Medwed

**Brandee Jean Idleman**

Dissertation: *Asynchronous Learning Experiences in the Canvas LMS for Information Literacy in the Community College Setting*

Advisor: Afi Wiggins

**Linda A. Kasarjian<sup>1</sup>**

Dissertation: *They Strive To Thrive: The Impact of High Teacher Turnover on Teachers Who Remain*

Advisor: Kimberly Nolan

**Kelsey Victoria Grab Kaul<sup>2</sup>**

Dissertation: *Understanding Hiring Processes To Improve Diversity on Startup Technology Teams*

Advisor: Shannon Alpert

**Joshua Daniel Keegan<sup>6</sup>**

Dissertation: *The Use of Emotional Labor by Leaders in a Nonprofit Organization in China*

Advisor: Kelly Conn

**Kathleen Kenney**

Dissertation: *Career Success Perceptions of Administrative Staff Women in Mid-Level Leadership Roles at One American University*

Advisor: Elisabeth Bennett

**Alexandra M. Keohane**

Dissertation: *Implementation of Social-Emotional Curriculum Terminology in Elementary School*

Advisor: Kimberly Nolan

**Kelly Nicole Kilts**

Dissertation: *The Pedagogy of Scientific Literacy*

Advisor: Shannon Alpert

**Lyla Korhani**

Dissertation: *Flexible Leadership in a Multigenerational Workforce*

Advisor: Cherese Childers-McKee

**Matthew John Krogman**

Dissertation: *Social Studies Teachers' Perspectives of Higher-Order Thinking Skills and Their Use in Lessons*

Advisor: Sara Ewell

**Victoria Kruegel**

Dissertation: *Recognizing the Role of Mentoring in Achievement and Teacher Retention*

Advisor: Sara Ewell

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<sup>4</sup> Silicon Valley, CA Student

<sup>5</sup> Toronto, Canada Student

<sup>6</sup> Hong Kong Student

**Brittney Lynne Lavoie**

Dissertation: *An Analysis of Teacher Perspectives on Their Role in Student Social Emotional Competency Development*

Advisor: Hattie Hammonds

**Adrienne Lee Liechty<sup>2</sup>**

Dissertation: *Making “Chicken Nuggets” and Discussing “Fried Baloney”: A Study in Racially Equitable Group Work*

Advisor: Keisha Taylor

**Christina Marie Lincoln**

Dissertation: *Exploring How Early Childhood Faculty Make Sense of Social Justice Teaching: An Interpretative Phenomenological Analysis*

Advisor: Corliss Thompson

**Rebecca M. Long**

Dissertation: *Performance-Based Assessments: Providing Equitable Measures for All*

Advisor: Sara Ewell

**Jennifer Ocif Love**

Dissertation: *Aligning to the 2016 Massachusetts Science, Technology and Engineering Curriculum Frameworks: PreK–5 STEAM Education Where Engineering Is the “Keystone”*

Advisor: Patricia Mason

**Douglas J. Lyons**

Dissertation: *Academic Achievement, Belonging, and Identity*

Advisor: Karen Reiss Medwed

**Milagros Marchese**

Dissertation: *Communication and Collaboration in Asynchronous Learning Communities*

Advisor: Lindsay Portnoy

**Joanna Nichols Tracy Martel**

Dissertation: *Interactions Between Stakeholders for the Benefit of Career Pathway Instruction of Sixth Through Twelfth Grade Students of Maine*

Advisor: Kimberly Nolan

**Kimal Rohan McCarthy**

Dissertation: *A Calling To Come Back: Understanding Why Nantucket Locals Revisit a Community Museum*

Advisor: Harriette Rasmussen

**Joanna Grace Dell McDonough**

Dissertation: *The Power of Critical Self-Reflection: An Action Research Study To Foster Gender Equity and Justice in Classroom Practices and Academic Programming in a Co-Educational Independent School*

Advisor: Shannon Alpert

**Matthew L. McFadden**

Dissertation: *Cybersecurity Experiential Leadership Learning*

Advisor: Rashid Mosley

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<sup>5</sup> Toronto, Canada Student

<sup>6</sup> Hong Kong Student

**Andrea Lois Althea Mckie**

Dissertation: *Military Sexual Assault Prevention and Response: A Case Study of Coast Guard Male Victim Advocates*

Advisor: Karen Phillips

**Ian Mearns<sup>2</sup>**

Dissertation: *Discontinuing the Incarceration of Seattle's Mentally Ill*

Advisor: Joan Giblin

**Iraz Medhi**

Dissertation: *Female Engineers in Co-Op: Exploring the Lived Experiences Through Socialization*

Advisor: Lynda Beltz

**Kirsten Ann Moffler-Daykin**

Dissertation: *The Never-Quits: Understanding Resilience and the Lived Experiences of Nontraditional, Two-Year College Students From Underrepresented Population Groups Exposed to Adverse Childhood Experiences*

Advisor: Quannah Parker-McGowan

**Amanda Mudlock**

Dissertation: *Fostering a Learning Culture With a Remote Team*

Advisor: Rashid Mosley

**James Garland Murrell**

Dissertation: *A Qualitative Inquiry of Clinical Radiographers' and Radiography Educators' Perception of the Value of Continuing Education*

Advisor: Gail Matthews-DeNatale

**Amanda Julianne Nasser**

Dissertation: *Finding Purpose in History Education in the Digital Age*

Advisor: Shannon Alpert

**Michelle Y. Ng**

Dissertation: *Cultivating Girls' Interest in the Garden of STEM: Teachers' Perspectives*

Advisor: Karen Reiss Medwed

**Julie Kim Nguyen**

Dissertation: *Examining Undergraduate Engineering Students' Experiences With Failures During Co-Op*

Advisor: Tracy Pascua-Dea

**Sheryl Mayuski O'Brien**

Dissertation: *Faculty and Student Affairs in Collaboration: A Case Study Examining Faculty and Resident Director Collaboration in a Faculty in Residence Program*

Advisor: Cherese Childers-McKee

**Taylor Marie O'Brien**

Dissertation: *Implications of High-Stakes Testing on Classroom Practices in Grades 3–5*

Advisor: Shannon Alpert

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<sup>5</sup> Toronto, Canada Student

<sup>6</sup> Hong Kong Student

**Jennifer M. O'Neill**

Dissertation: *How Principals Empower Teachers To Share Leadership Responsibilities in Suburban Elementary Schools*

Advisor: Quannah Parker-McGowan

**Bindi R. Patel**

Dissertation: *Latina Student Success: Identity and Experiences of Latina Community College Students*

Advisor: Kimberly Nolan

**William Robert Petrick**

Dissertation: *Exploring Campus Racial Climate Settings: White Resident Assistants' Experiences Engaging in Racially Diverse Communities*

Advisor: Mounira Morris and Mary Ann Benites Kaplan

**Tambre Annelle Phillips<sup>1</sup>**

Dissertation: *The Impact of a Learning Community Curriculum on Students and Faculty in a Doctor of Physical Therapy Program*

Advisor: Joan Giblin

**Laura S. Plummer**

Dissertation: *Perceptions of Interprofessional Identity Formation in Recent Doctor of Physical Therapy Graduates Working in Inpatient Settings: A Phenomenological Study*

Advisor: Lynda Beltz

**Stefanie West Porrazzo**

Dissertation: *Understanding Self-Efficacy in Professional Development: Clear Goal-Setting Protocols to Maximize Participant Outcomes*

Advisor: Kimberly Nolan

**Gladys Prins**

Dissertation: *Diversity, Inclusion, and Belonging Practices, Impacts on Underrepresented Minorities: The Lived Experience*

Advisor: Michael Dean

**Kristin B. Re**

Dissertation: *A Narrative Study Examining the Voices of Former Pregnant and Parenting Students Who Have Graduated From an Alternative High School*

Advisor: Karen Reiss Medwed

**Juana Smith Reina**

Dissertation: *Cocurricular Student Practice Communities and Student Identity Transition: An Interpretative Phenomenological Analysis*

Advisor: Kimberly Nolan

**Heather Lyn Richards**

Dissertation: *Effectiveness of Instructor-Generated Videos: A Case Study of the Undergraduate Adult Education Program, Nichols College for Faculty Interaction and Connectedness*

Advisor: Lynda Beltz

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<sup>5</sup> Toronto, Canada Student

<sup>6</sup> Hong Kong Student

**Taylor A. Riley**

Dissertation: “Yeah, But Would You Hire Them?”: An Interpretative Phenomenological Analysis of How Employers Make Sense of Hiring Ex-Offenders  
Advisor: Amy Swain

**Seth Donald Robertson**

Dissertation: *Exploring the Lived Experience of Adjunct Faculty Members at a Private Religious Institution*  
Advisor: William Ewell

**Elizabeth Spitznagel Rose**

Dissertation: *Establishing Authority and Leadership Within an Environment of Research Colonialism: An Interpretative Phenomenological Analysis of the Reflections of the Lived Experiences of Academic Biomedical Researchers from Low- and Middle-Income Countries*  
Advisor: Nancy Pawlyshyn

**Michael Daniel Rossetti**

Dissertation: *Understanding the Impact That a Well-Defined Relationship Between Principals and Coaches Has on Teachers*  
Advisor: Kimberly Nolan

**Heidi Lee Sabnani**

Dissertation: *The Anxiety in the Room: An IPA Study of Coaching as an Intervention for Elementary Teachers With Math Anxiety*  
Advisor: Amy Swain

**Rachel Roth Sawatzky**

Dissertation: *Harms, Needs, and Obligations in University Title IX Procedures*  
Advisor: Kimberly Nolan

**Daniella Bianca Schepps**

Dissertation: *The Art of Un-Teaching War to Children*  
Advisor: Lindsay Portnoy

**Megan Elizabeth Scherer**

Dissertation: *Mid-Level Career Women Aspiring to C-Suite Positions in America's Fortune 500 Companies: A Narrative Inquiry Study of How They Describe Their Interactions With Other Women in the Workplace*  
Advisor: Nancy Pawlyshyn

**Kimberly Seefeld**

Dissertation: *Impact of Institutional Aid on First-Year Students at Public Doctoral Institutions*  
Advisor: Michael Dean

**Haeng Soo Seol**

Dissertation: *Career Development Experiences of East Asian International Students of Contemporary Music Performance: An Interpretative Phenomenological Analysis*  
Advisor: Lynda Beltz

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<sup>5</sup> Toronto, Canada Student

<sup>6</sup> Hong Kong Student

**Robert J. Shaw**

Dissertation: *School Leadership and Adaptation in Response to the COVID-19 Crisis*  
Advisor: Tova Sanders

**Jennifer Leigh Siegfried<sup>1</sup>**

Dissertation: *Student Perspectives of Pedagogy and the Development of Autonomy, Metacognition, and Critical Thinking: A Narrative Inquiry Study of Student Experiences To Inform and Define Meaningful Practice*  
Advisor: Karen Reiss Medwed

**Scott John Silver-Bonito**

Dissertation: *The Content Agnostic Effects of Design Thinking Learning on Middle School Students*  
Advisor: Lindsay Portnoy

**Laura A. Sosa**

Dissertation: *Keeping the Dream Alive: A Narrative Research Study Exploring the Entrepreneurial Actions Supporting Strategic Renewal at United States Community Colleges As Described by the College Presidents During the COVID-19 Pandemic*  
Advisor: Tova Sanders

**Kendrick Ray Spencer**

Dissertation: *A Phenomenology Approach to Retaining Black Students at an HBCU in the South*  
Advisor: Joan Giblin

**Michelle Nichole Spencer**

Dissertation: *Training To Lead: A Leadership Training for Early Childhood Center Administrators*  
Advisor: Joan Giblin

**Ellen Whitman Stoddard**

Dissertation: *A Narrative Analysis of Women STEM Professionals' Transitions to Project-Based Teaching*  
Advisor: Paula Boyum

**Samantha Louise Streamer Veneruso**

Dissertation: *Leadership Development in Practice: A Transformative Journey*  
Advisor: Daniel Volchock

**Joseph Alexander Strzempka<sup>6</sup>**

Dissertation: *From Policy to Practice: A Qualitative, Holistic, Multiple-Case Study Investigating How Public Primary and Secondary Schools Implement Internationalization Reforms in a South China Mega-City*  
Advisor: Sandy Nickel

**Takeo Suzuki**

Dissertation: *Examining the First-Year International Students' Experiences and Institutional Support: An Interpretative Phenomenological Analysis*  
Advisor: Kimberly Nolan

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<sup>6</sup> Hong Kong Student

**Lora Suzanne Tamagini**

Dissertation: *The Transformative Impact of Inclusive Pedagogical Practice in the Middle School Music Classroom*

Advisor: Hattie Hammonds

**Kristy Leath Teskey<sup>1</sup>**

Dissertation: *Cross-Sector Social Partnerships: How Business Leaders Make Sense of Their Experiences Within a Community Social Change Initiative*

Advisor: Tova Sanders

**Kari Ann Thierer<sup>2</sup>**

Dissertation: *From Industry to Instructor: Supporting Professional-Technical Community College Faculty Transition From Industry to Teaching*

Advisor: Alex Fronduto

**Felicia R. Carr Thomas**

Dissertation: *Black Women Transitioning From Employees to Entrepreneurs: A Narrative Research Study*

Advisor: Gail Matthews-Denatale

**Thomas Daniel Tressler-Gelok**

Dissertation: *Understanding the Impact of Student Affairs and Student Services Directors' Impact on the Undergraduate Student Experience: An Action Research Study*

Advisor: Shannon Alpert

**Kevin Michael Tyrrell**

Dissertation: *Transgender College Athletic Experience*

Advisor: Michael Dean

**Reagan Urbanec**

Dissertation: *The Phenomena of Reading for Enjoyment*

Advisor: Karen Reiss Medwed

**Alexandra Antonieta Velasco**

Dissertation: *Challenges in Research and Development in Higher Education Through the Lens of Complex Adaptive Systems*

Advisor: Karen Reiss Medwed

**Nichole Elizabeth Wade**

Dissertation: *Actions To Achieve a Whole Teacher Approach*

Advisor: Andrew Anderson

**Carolyn B. Wallace**

Dissertation: *Building a Building While Building a Culture: Bringing Teacher Voices Into the Creation of a New School's Culture*

Advisor: Lindsay Portnoy

**Daniel R. Weiss**

Dissertation: *Becoming a Head of School: A Study of New Heads of School in Jewish Day Schools*

Advisor: Hattie Hammonds

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<sup>1</sup> Charlotte, NC Student

<sup>2</sup> Seattle, WA Student

<sup>3</sup> Portland, ME Student

<sup>4</sup> Silicon Valley, CA Student

<sup>5</sup> Toronto, Canada Student

<sup>6</sup> Hong Kong Student



**Stephanie Alise White**

Dissertation: *Performance Feedback in Nonprofit Organizations: A Narrative Study of the Experiences of African American Women in Senior Leadership*

Advisor: Harriette Rasmussen

**Jenny Chin-Hui Wilkins<sup>6</sup>**

Dissertation: *The Experience of Homeschooled High School Graduates Transitioning to College in Taiwan*

Advisor: Karen Reiss Medwed

**James Matthew Williams**

Dissertation: *America's Empathy Deficit: Our Bloody Heirloom and the Invisible Backpack*

Advisor: Lindsay Portnoy

**Beth Densmore Williams-Breault**

Dissertation: *Future Directions of Sex Ed: Massachusetts*

Advisor: Lindsay Portnoy

**Kathryn D. Wilson**

Dissertation: *Shifting the Nature of Teaching and Learning With Performance Assessment*

Advisor: Lindsay Portnoy

**Jane Baldwin Pollock Wirch**

Dissertation: *Lived Experiences of Teacher Professional Development: A Call for the Intellectualization of PD: A Hermeneutic-Phenomenological Study Using Cultural Historical Activity Theory*

Advisor: Kristal Moore Clemons

## DOCTOR OF LAW AND POLICY

**Jeffrey Santos Lopes**

Dissertation: *School-to-Prison Pipeline: Educators' Perspective on Their Role in the Pipeline*

Advisor: Kimberly Larson

**Herbert Okoth Ouche**

Dissertation: *The Impact of Martin v. City of Boise on the Relationship Between Police and People Experiencing Homelessness in Portland, Oregon*

Advisor: Bobby Hazelton and Donald Burnes

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<sup>5</sup> Toronto, Canada Student

<sup>6</sup> Hong Kong Student

# DOCTOR OF PHYSICAL THERAPY

## **Ronnie Adler**

Dissertation: *Developmental Coordination Disorder and Bicycle Riding: Struggling To Achieve a Childhood Milestone*

Advisor: Jeananne Elkins

## **Christina Amodei**

Dissertation: *Current Physical Therapy Perspectives of Osteoporosis Management*

Advisor: Jeananne Elkins

## **Carrie Whitcomb Chavez**

Dissertation: *Developing an Onboarding Program for New Graduate Physical Therapists in Acute Care: A Quality Improvement Project*

Advisor: Jeananne Elkins

## **Rebecca Story Dunbar**

Dissertation: *Neurodynamics in LBP: A Case Series*

Advisor: Jeananne Elkins

## **Anna Maria Fern-Buneo**

Dissertation: *Mentorship in Physical Therapy: It's More Than Meetings*

Advisor: Jeananne Elkins

## **Melissa Hanson Gahr**

Dissertation: *Effect of Exercise and Russian Stimulation on Balance and Active Dorsiflexion in a Patient With Neuroborreliosis: Case Report*

Advisor: Jeananne Elkins

## **Ankita Sudhir Godbole**

Dissertation: *A Multifaceted Approach to Cardiac Rehabilitation in SNF for Older Adults: A Literature Review*

Advisor: Jeananne Elkins

## **Katharyn C. Howard**

Dissertation: *Management of Chronic Plantar Fasciitis With Dry Needling Combined With Electrical Stimulation: Case Report*

Advisor: Jeananne Elkins

## **Marcelo Knapik**

Dissertation: *The Role of Physiotherapeutic Scoliosis Specific Exercises in Management of Adolescent Idiopathic Scoliosis*

Advisor: Jeananne Elkins

## **Maria Corazon Mangan**

Dissertation: *Physical Therapists' Perspectives on Rehabilitation Leaders' Communication: A Qualitative Analysis*

Advisor: Jeananne Elkins

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<sup>5</sup> Toronto, Canada Student

<sup>6</sup> Hong Kong Student

**Martha Celeste Mahilum McNeely**

Dissertation: *Polypharmacy and Gait Speed Among Community-Dwelling and Assisted Living Facility Residents Ages 65–75 Years Old: A Scoping Review*

Advisor: Arsenio Paez

**Christine Anne Oz**

Dissertation: *Atypical Vertical Canal BPPV: A Case Report*

Advisor: Jeananne Elkins

**Jeffrey Alan Smith**

Dissertation: *The Effects of Muscle Energy Techniques on Low Back Pain Caused by an Anterior Rotated Innominate: Case Report*

Advisor: Jeananne Elkins

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# DEAN'S MEDAL FOR OUTSTANDING DOCTORAL WORK

The Dean's Medal for Outstanding Doctoral Work is the highest honor awarded by the College of Professional Studies to a doctoral graduate. It was established to acknowledge exemplary academic achievement and to recognize demonstrated creativity.

The process for determining one or more recipients involves evaluating nominated candidates based on the following criteria: the degree of comprehension, innovation, and creativity; the scope and importance of the work to a field of study; and the caliber of writing. Faculty advisors from all three doctoral programs are invited to nominate students whose final doctoral work they deem exceptional. A review committee composed of faculty from the college chooses a group of finalists, and the Dean of the College makes the final decision.

## 2022 Dean's Medal Recipient

### **Ronnie Adler, DPT**

Dr. Ronnie Adler is a physical therapist, a 2022 graduate of Northeastern's Transitional Doctor of Physical Therapy program, and a recipient of the Dean's Medal for Outstanding Doctoral Work for her dissertation, "Developmental Coordination Disorder and Bicycle Riding: Struggling to Achieve a Childhood Milestone."

Adler served as a physical therapist for eight years at Maccabi Healthcare in Tel Aviv, Israel, a central outpatient clinic operated by the second largest health maintenance organization in Israel. Her responsibilities included assessing patients' rehabilitative needs, developing patient plans and treatment goals, and conducting physician-prescribed physical therapy programs. Adler recommended assistive equipment and in-home modifications, and performed house calls for home-bound patients with acute or chronic conditions. Adler treated patients suffering from a wide range of debilitating orthopedic, neurological or cardio-pulmonary conditions, such as: back pain, arthritis, fractures, sport injuries, cerebrovascular accident, Parkinson's disease, and chronic obstructive pulmonary disease, known as COPD.

In her doctoral work, Adler studied the challenges for children with Developmental Coordination Disorder (DCD) in learning to ride a bicycle. She wrote: "For children with disabilities learning to ride a bicycle can be even more challenging; yet, most children want to learn how to ride a bicycle despite the difficulty involved in the endeavor. Due to the dearth of literature on the topic, little is known about how parents or guardians of children with DCD teach them to cycle. The purpose of this study is to explore how children with DCD and typically developed children learn how to ride a bicycle."

In nominating this dissertation for recognition, program director Adam Thomas PT, DPT, SCS, ATC, noted the scholarly and clinical value of this research to other patients, practitioners, and families, and also the potential positive impact on diversity, equity, and inclusion. He wrote: "The results of this study will assist parents and professionals in understanding the variables impacting a child riding a bicycle independently with DCD and in developing programs to aid in accomplishing this important bridge to other physical activities. Children with DCD often struggle with activities of daily living and are often left out of fun activities including bike riding. Success in bicycle riding can open doors to be accepted by peers as well as to build confidence in accomplishing physical tasks. When the results of this study are widely disseminated, children with DCD will accomplish a rite of passage earlier in childhood; thus, being more likely to participate in their neighborhood activities as well as family activities."

Adler earned a bachelor's in physical therapy from the School of Health Professions, Tel Aviv University.

## 2022 Dean's Medal Recipient

### **Jae Williams, EdD**

Dr. Jae M. Williams is an award-winning storyteller, educator, and social justice advocate. Born in Southside Chicago and raised in West Medford, Massachusetts, Williams has spent over a decade working in education, supporting diversity, equity, and inclusion initiatives in K-12 and at the college and university levels. Early in Williams' career, he launched Forever Ink, a production company, which produced music videos, short films, and commercials highlighting the talents of local artists and the important work of social justice-focused nonprofit organizations.

Beginning in 2010, Williams' community organizing efforts were displayed through the *Reel Life Experience*, a monthly curated film series hosted at the historic Paramount Theater in Boston while also successfully launching an annual fundraising event titled *Celebration of the Arts Red Carpet Experience* supporting arts education organizations throughout the City of Boston, last held in 2019.

In the spring of 2022, Williams shifted his talents in the traditional classroom setting and on production sets to build the Creative Café Collective, a dynamic learning community anchored in social justice centering college students representing marginalized communities. His mission is to showcase the importance of arts education and creatively express today's pressing social issues while supporting the endeavors of the next generation of creative thinkers, leaders, and dreamers.

Williams is a 2022 graduate of Northeastern's Doctor of Education program and a recipient of the Dean's Medal for Outstanding Doctoral Work for his dissertation, "America's Empathy Deficit: Our Bloody Heirloom and the Invisible Backpack." He describes the goal of his research this way: "to examine the on-campus experience of Black male visual and performing arts students at Storytelling University (pseudonym), a predominantly white institution in the Northeast, particularly how those experiences shape their careers as storytellers in mainstream media." In nominating Williams' dissertation for recognition, his dissertation advisor, Dr. Lindsay Portnoy, wrote: "This dissertation in practice has had far reaching impact and has opened the door to a new way of supporting male visual and performing arts students both locally and globally. Moreover, this work is exemplary of Jae's approach to action research and deep commitment to systemic change for the greater good."

Dr. Jae is a self-proclaimed book nerd and hip hop, jazz, and R&B enthusiast. He finds joy in expressing himself through his body art, fitness, and fashion and lives in the Boston area with his wife Avy and two children.

## A UNIVERSITY ENGAGED WITH THE WORLD

### THE HISTORY OF NORTHEASTERN UNIVERSITY

Northeastern University has used its leadership in experiential learning to create a vibrant new model of academic excellence. But like most great institutions of higher learning, Northeastern had modest origins.

At the end of the nineteenth century, immigrants and first-generation Americans constituted more than half of Boston's population. Chief among the city's institutions committed to helping these people improve their lives was the Boston YMCA. The YMCA became a place where young men gathered to hear lectures on literature, history, music, and other subjects considered essential to intellectual growth.

In response to the enthusiastic demand for these lectures, the directors of the YMCA organized the "Evening Institute for Young Men" in May 1896. Frank Palmer Speare, a well-known teacher and high-school principal with considerable experience in the public schools, was hired as the institute's director. Two years later, under Speare's direction, the YMCA advertised the creation of the "Department of Law of the Boston YMCA," and on October 3, 1898, Robert Gray Dodge taught the first class. The program, an immediate success, marked the birth of Northeastern University. Speare would later remark, "We started with an eraser and two sticks of chalk."

When demand for other courses grew, Speare moved to add more programs, and in 1909 the day colleges began instruction. That same year, the Evening Polytechnic School announced "cooperative engineering courses," in which students would have an opportunity to apply classroom knowledge in the workplace—the beginning of Northeastern's signature cooperative education program.

#### **Decades of expansion**

The school continued to grow and required more space. In 1922, the College of Business was founded. The university purchased the former home of the Boston Red Sox in 1929, and in 1934 the Boston architectural firm Shepley, Bulfinch, Richardson, and Abbott was awarded the contract to design Richards Hall. Using what was to become the campus signature—white brick—Shepley, Bulfinch presented plans for a neoclassical building. Opened in 1938, Richards Hall was the first building to appear on the front quadrangle.

As the campus grew, so did Northeastern's programs. In 1935, the College of Liberal Arts was added, signaling that Northeastern was on its way to becoming a major university.

When Speare stepped down as president in 1940, he was replaced by Carl Stephens Ell, dean of the College of Engineering. It was under Ell's leadership that Northeastern first admitted women to full-time day programs.

In the postwar world, Northeastern, like its sister institutions, saw a phenomenal increase in the number of people attending college. The university expanded its programs to accommodate this growing population of increasingly diverse students. In rapid succession, additional programs and colleges were established: College of Education, 1953; University College, 1960; College of Pharmacy, 1962; College of Nursing, 1964; Boston Bouvé College, 1964; College of Criminal Justice, 1967; and College of Computer Science, 1982.

This expansion of programs brought with it a need for more buildings. When Ell retired as president in 1959, he was succeeded by Asa S. Knowles, who accelerated the university's growth. Suburban properties in Weston, Nahant, and Burlington were acquired. The Boston campus blossomed with new buildings, including various undergraduate dormitories designed to accommodate the increasing number of residential students at what had been primarily a commuter campus.

#### **Transforming the campus**

When Knowles retired in 1975, he was succeeded by Kenneth G. Ryder, who had begun his career at Northeastern as a member of the history department and had risen through the ranks to become executive vice president before his election as president. Under his leadership, the university expanded and enriched its programs, particularly in the arts and humanities, and continued to improve its facilities. Plans for the Snell Library were finalized during Ryder's tenure, and the campus was beautified. During these years, Northeastern also deepened its commitment to Boston and its neighborhoods.

In 1989, Ryder stepped down as the fourth president of the university. He was succeeded by John A. Curry, Northeastern's executive vice president and its first alumnus to become president. With President Curry in charge, the university embarked on a series of ambitious undertakings, including a new science and engineering research center, a state-of-the-art classroom building, a recreation complex, and several new graduate and undergraduate programs.

To support these new ventures, Curry led Northeastern in a successful fundraising campaign. His years of leadership also featured significant restructuring as the university prepared to enter its second century. In June 1996, after four decades of service, Curry retired from Northeastern. To succeed him, the trustees elected Richard M. Freeland as the university's sixth president.

### **Elevating experience**

A distinguished historian and administrator, President Freeland brought to the university a renewed sense of energy and mission. His programs were designed to support his vision of Northeastern as a national research university that would be student-centered, practice-oriented, and urban. Under Freeland's leadership, the university made progress toward realizing this vision. Northeastern developed the West Campus with architecturally acclaimed residence halls and research and teaching facilities for the health sciences and computer science; added new spaces to enrich student life on campus; and strengthened the university's experiential learning programs, including cooperative education, research, service learning, and study abroad.

When Freeland stepped down in 2006, he was succeeded by Joseph E. Aoun, an internationally known linguistics scholar. Northeastern's seventh president came from the University of Southern California, where he served as dean of the College of Letters, Arts, and Sciences. President Aoun has developed an academic plan outlining the university's vision in several areas: experiential learning, global outreach, use-inspired research, urban engagement, and intellectual life. He has greatly expanded global co-op opportunities. He has also aligned the university's research with three worldwide imperatives—health, security, and sustainability—with a focus on interdisciplinary solutions.

### **A rising global profile**

Under Aoun's leadership, Northeastern started a system of regional campuses designed to be platforms for lifelong learning linked to area economies. The first two campuses opened in Charlotte, North Carolina, and Seattle. Two more campuses followed in 2015, in Silicon Valley and in Toronto. In 2016, he led the development of a new academic plan, "Northeastern 2025." The plan is a blueprint for transforming the university into a global university system—featuring networks of learners and innovators—designed to empower people to succeed in this era of unprecedented technological change. Since 2016, the university has taken the first steps toward implementation by expanding the role of the regional campuses to serve as platforms for learning, research, and industry partnerships. Furthering that goal, the university in 2019 opened new locations in San Francisco and Vancouver. Northeastern also acquired a college in London, New College of the Humanities, to offer new learning and research opportunities at both institutions.

In January 2020, technology entrepreneur David Roux and his wife, Barbara, made an investment in the university to open the Roux Institute in Portland, Maine. It focuses on graduate studies and research in fields such as AI, digital engineering, and advanced life sciences, amplified by industry partnerships. The institute is designed to be a model of how higher education can jumpstart economic development in regions of the country largely bypassed by the innovation economy.

### **Resilience and momentum**

Less than two months later, COVID-19 brought the world to a sudden, stunning halt. Campuses around the world emptied and moved online for the rest of the spring. But even as students and faculty grew accustomed to classes on Zoom, Northeastern's leaders planned for a safe fall reopening. To restart in-person learning safely, the university built a state-of-the-art COVID-19 surveillance testing facility, including a government-certified lab capable of processing more than 5,000 tests per day. It installed cutting-edge online teaching technology in classrooms that seamlessly integrated in-class and remote learners. It reimaged campus life from student clubs to residence halls to dining. And it kept the research enterprise running at its highest capacity. As a result, the university opened on schedule in September and remained open throughout the school year with no COVID-19 outbreaks. All the while, Northeastern maintained its momentum in learning, research, and innovation.

That enabled the university to follow through on its vision for the Roux Institute, which attracted a substantial investment from the Maine-based Harold Alfond Foundation to support tuition scholarships, postdoctoral funding, and co-op positions with employer partners.

Building on its continued momentum, the university opened the 2021–2022 academic year with two more stellar achievements.

After more than a year of universitywide discussion and planning, the Board of Trustees approved a new academic plan, “Experience Unleashed.” The plan is designed to deepen the impact of Northeastern’s global network by maximizing the power of experience to understand and solve the world’s interconnected, ever-evolving challenges.

To expand Northeastern’s capacity to realize this ambitious vision, the university approved a merger with Mills College in Oakland, California. The partnership with Mills—a women’s college with a mission focused on equity, social justice, and women’s leadership—complements Northeastern’s focus on inclusive experiential learning and research. And it gives the two schools a unique opportunity to create a comprehensive, bicoastal university built on global experience.

Thanks to the dedication and hard work of our university community, Frank Palmer Speare’s “eraser and two sticks of chalk” have evolved into one of America’s most innovative universities.



# NORTHEASTERN UNIVERSITY

## COLLEGE OF PROFESSIONAL STUDIES

The College of Professional Studies at Northeastern offers a learning environment for students where academic programs are grounded in theory and applied in practice.

With a faculty comprised of respected scholars and industry leaders whose real-world experiences are put into practice in the classroom, the College of Professional Studies provides a rich academic curriculum that reflects the needs of students. As the college continues to evolve, it will prepare students for success in the global arena and provide opportunities for lifelong learning and advancement in their professional careers.

The College of Professional Studies was created in 1960 as University College. It continued a long history of Northeastern University's desire to provide access to education for part-time students and those older than traditional undergraduates. Along with the Center for Continuing Education, University College's academic focus was on non-credit courses and bachelor's degree studies. University College educated students by conducting classes at more than 15 remote sites throughout the Greater Boston area, including high schools, as well as campuses in Dedham and Burlington, Massachusetts. In 1970, University College became one of the largest undergraduate part-time colleges in the United States. Enrollment continued to grow and finally reached a peak of 14,000 in 1980.

In 2004, the University empowered the new leadership of the college with a new charter. University College was renamed the School of Professional and Continuing Studies and was allowed to grant degrees as an independent college.

These changes helped the School (renamed the College of Professional Studies in 2008) flourish in serving the educational needs of students seeking professional degrees: working adults, part-time students, returning students, veterans returning to higher education, and international students.

The first online and graduate degree programs were launched in 2004, growing into the college's current academic offering of 90 undergraduate, master's, graduate certificate, and doctoral programs, many available online or in hybrid learning formats. Northeastern's emphasis on experiential learning is expressed throughout the curricula of degree programs.

The Lowell Institute School became part of the college in 2006, moving from Massachusetts Institute of Technology. In 2015 the Lowell Institute School was re-focused to become the first school of its kind in the country—delivering science, technology, and engineering bachelor's degree completion programs for students with some college credit or an associate's degree, and who aspire to a bachelor's degree.

When A. Lawrence Lowell created the Lowell Institute School for Industrial Foremen in 1903, the idea was daring, but practical. It was bringing essential knowledge and opportunity to the people doing the hands-on work of the new century. Now, more than a century later, the Lowell Institute School is rooted in that same daring and practical spirit, preparing students for the workforce in an economy driven by science, technology, and engineering.

Also in 2015, the master's and doctoral programs in Education became the Graduate School of Education. The College of Professional Studies has continued to evolve rapidly, bringing new degree offerings to students including master's degrees in Homeland Security, Enterprise Intelligence, and Analytics.

Before teaching at the College of Professional Studies, many faculty members have had careers in fields ranging from finance to education to biomedical science to management to the U.S. military. Faculty members have testified before Congress, made ports, medical systems, and food systems safer, shaped urban policy, participated in international diplomacy, and guided nonprofit organizations.

Federal research funding from the National Science Foundation is creating a pathway for community college students to bachelor's and master's degrees in Biotechnology from Northeastern to support this expanding industry. And a faculty team in the Graduate School of Education, also with funding from the National Science Foundation, is studying secondary school academic and experiential learning in science, technology, engineering, and math (STEM) with the goal of increasing the number of women and underrepresented populations in STEM careers.

In early 2020, the university, joined by technology entrepreneur David Roux and his wife, Barbara, launched the Roux Institute at Northeastern University, a graduate education and research hub in Portland, Maine. The Institute will educate generations of talent for the digital and life sciences sectors, and drive sustained economic growth in Portland, and northern New England, through graduate degree offerings from the College of Professional Studies, among other program offerings. That same year, the Harold Alford Foundation made a \$100 million gift to the Roux Institute for scholarships, graduate education programming, and research capabilities for Maine residents.

The College of Professional Studies is part of Northeastern University's many ways for learners to access the education and skills-building that they need throughout their professional lives, including degrees, certificates, badges, workshops, and other ways to learn online, in Boston, or at other Northeastern campuses: Charlotte, North Carolina, Seattle, the San Francisco Bay Area, Toronto, Vancouver, British Columbia, Portland, Maine, and London.

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## PROGRAM NOTES

### HISTORICAL NOTES ON ACADEMIC DRESS

Academic dress appears to have originated at the universities of Oxford and Cambridge more than 600 years ago, and, to this day, the most colorful gowns in the world are those worn at Oxford functions. European institutions show great diversity in their academic costume, since each adopted or initiated its own dress.

In contrast, American colleges and universities follow a single system of academic apparel. In 1894, a group of leading American educators met to draft guidelines on apparel. Known as the Intercollegiate Code, these guidelines were adopted the following year and amended slightly in 1932.

The distinctions set up by the Intercollegiate Code are simple. Gowns for the bachelor's degree are to be fashioned from "worsted stuff" with a yoke, pleated front, and intricate shirring across the shoulders and back. Worn closed, the bachelor's gown is distinguished primarily by its long, pointed sleeves. The master's gown has the same yoke effect and long, crescent-shaped sleeves; it may be worn open or closed.

The doctor's gown, which may also be worn open or closed, has velvet panels draped around the neck. Three horizontal velvet bars are stitched on full bell-shaped sleeves. This velvet trimming may be black or in the color that indicates the field of study to which the degree refers.

Northeastern University's distinctive doctoral gown is crimson with black velvet panels and sleeve bars. The crimson cap, or mortarboard, bears a gold metallic tassel. In accordance with academic custom, recipients of the doctor's degree, members of the university's governing boards, and government officials in the procession are entitled to wear the official regalia. The bachelor's and master's hoods have a similar shape, while the doctor's hood has a rounded base. The length of the hood indicates the level of academic achievement, with the doctor's hood being longest; the width of the border distinguishes the degree, with the doctor's being widest. The color of the border indicates the field of study; the lining color indicates the institution conferring the degree.

At Northeastern, where only the master's and doctor's hoods are worn, a black chevron on a crimson background is used for the lining.

When colors were first assigned to signify a particular field of study, historical associations were retained as much as possible. For example, white, for arts, refers back to the white fur edging of the Oxford hood; red, for theology, to the traditional color of the church; and green, for medicine, to the color of herbs.

The tassel on the mortarboard may be black or in a color that indicates the graduate's major field of study.

