



Inclusive Excellence and International Education

Rising to the Challenge: Making Inclusion Matter

2016 STATE SYSTEM SUMMIT

Concurrent Sessions – *with Presenter Bios*

Thursday, November 3, 2016

Session #1: 8:30—9:30 a.m.

► ***The Masculinity Project***—Classroom 10

Traditional violence prevention programs often only engage men as potential perpetrators or active bystanders. The Masculinity Project goes beyond this idea to engage those who have power and privilege to create a healthy campus climate which challenges unhealthy norms and behaviors of traditional masculinity.

Presenters: West Chester University Representatives—*Alicia Hahn-Murphy*, Women’s Center Director; *Libby Thorson*, Violence Prevention and Healthy Masculinity Program Coordinator

Bios: Alicia Hahn-Murphy (ahahn@wcupa.edu) began her career at West Chester in 2006 as a master’s degree student in the Higher Education Counseling and Student Affairs program and graduate assistant in the Wellness Center. She was hired as the Coordinator of Wellness Education in 2008 and later moved to the Director of Wellness Education and Women’s Center Interim Director roles. Prior to her work at West Chester, she was a counselor at the Renfrew Center for Eating Disorders. She earned her BA in Psychology from Lycoming College. Libby Thorson (ethorson@wcupa.edu) is a mid-western transplant who joined the West Chester community in 2015 as the Coordinator for Violence Prevention and Healthy Masculinity programs. She earned a bachelor’s degree in Political Science and a master’s degree in Student Affairs Administration, both from the University of Wisconsin –La Crosse. Before earning her graduate degree, she worked at an outdoor education center and reproductive health clinic serving Western Wisconsin. She works to promote gender equity at the intersection of sexual and reproductive autonomy and sexual violence prevention, and uses she/her/hers or they/them pronouns.

► ***Promoting Diversity on Campus with a Day of the Dead Event***—Classroom 12

Annual Day of the Dead events at IUP promote multiculturalism, inclusion, and cross-cultural awareness on campus and in the local community. Numerous activities include lectures, workshops, exhibits, and a parade—all made possible through collaboration of multiple departments, programs, organizations, and local businesses. This session offers insight on how to organize and implement a campus-wide cultural event.

Presenter: *Lisa McCann*, doctoral candidate, IUP Administration and Leadership Studies Program

Bio: Lisa McCann (jfqr@iup.edu) received a bachelor’s degree in Anthropology and a master’s in Sociology, both from IUP. She is an advocate for diversity, cultural understanding and preservation, and social equality. She is the founder of the Day of the Dead Festival and the Northern Appalachian Seed Bank at IUP. She is involved in IUP’s Seedling Project, and is a Penn State Extension certified Master Gardener, as well as an ethnographic photographer. Her current research interests include ethnobotany, cultural preservation, service learning, and community building.

► ***Student-Driven Social Justice: Diversity-Focused Strategies, Initiatives, and Outcomes***—Classroom 6

This presentation shares how a series of actions taken by upper administration at Slippery Rock University (SRU) caused a group of concerned students to form the Social Justice Committee—whose purpose is to encourage conversations between students and administration regarding the status of diversity and inclusion at SRU. The panel

will discuss the importance of student voice, administrative transparency, and what students, faculty, staff, and administration across the State System can do to foster more diverse and inclusive campus environments.

Presenters: Slippery Rock University Representatives—*DeWayne Anderson*, graduate student, Student Affairs in Higher Education; *Victoria Davis*, undergraduate student, English Literature and Gender Studies dual major; *Cindy LaCom*, Director of Gender Studies; *Christine Pease-Hernandez*, Assistant Professor of Communications; *Alexander Rizzutto*, graduate student, Student Affairs in Higher Education; *Jenna Temple*, undergraduate student, Psychology major

Bios: DeWayne Anderson (dca1003@sru.edu) graduated from Clarion University in 2015 with a bachelor's in Liberal Studies and a concentration in Sports Management. He is the newly appointed Graduate Senator for the SRU Student Government Association and is the founder of a new student organization, Kings, which is open to all SRU males with a specific focus on bettering the retention rates for African American males at Predominantly White Institutions (PWI). After completion of his master's degree, he plans to attend Howard University for his PhD in African American Studies. Victoria Davis (vgd1001@sru.edu) has served as the president of the SRU Feminist Majority Leadership Alliance and works at SRU's Women's Center and LGBTQIA Pride Center. She also serves as the co-chairperson of the Social Justice Committee and is focused on fostering further dialogue between the student, staff, faculty and administration of SRU. Cindy LaCom (cindy.lacom@sru.edu) has been in her current role for seven years, previously serving for 15 years on the Gender Studies Committee. Her scholarship and pedagogy are rooted in and organized by feminist theories, Disability Studies, Porn Studies, and by embodiment studies more generally, and her twin passions, teaching and advocacy, also inform her work as a member of the President's Commission on Women, the Middle East Studies Committee, the Honors Advisory Committee, the Strategic Planning Committee, and as co-advisor of the Student Social Justice Committee. Christine Pease-Hernandez (christine.hernandez@sru.edu) has been at SRU for twelve years, teaching Intercultural Communication, Communication Concepts, Public Speaking, and the Senior Seminar Capstone course. Her scholarship focuses on critical pedagogy and infusing diversity into the curriculum. She has served on a number of university-wide diversity-focused committees, including the President's Commission on Race and Ethnic Diversity and the Hispanic/Latino Cultures Planning Committee. She currently serves as the SRSFA faculty advisor, the Student Organization for Latinos/Hispanics and Allies, as co-advisor to the Student Social Justice Committee, and on the Jump Start Advisory Board. Alexander Rizzutto (awr1234@sru.edu) serves as the graduate assistant for the Leadership development branch of SRU's Center for Student Involvement and Leadership. He aspires to use his student affairs degree to create opportunities and environments that enable the moral and racial identity development of college students. Jenna Temple (jet1009@sru.edu) previously served as the Vice President of Internal Affairs for the SRU Student Government Association and currently serves as a Peer Mentor for the First Year Leader Scholar Program. She is working with the administration to encourage meaningful dialogue among students regarding social justice challenges faced on the SRU campus. She is the chairperson for the Social Justice Committee and has been active in advocating for social justice issues with a focus on diversity and inclusion at SRU.

► **International Education: State of the Field Report—Classroom 7**

This panel presentation will illustrate juxtaposing data trends in the United States, across the Commonwealth, and within the State System regarding international students studying abroad in the U.S. and U.S. study abroad students. Discussion will also include how the local community impacts both incoming and outgoing students participating in international education experiences.

Presenters: *Genevieve Bordogna*, Associate Director for International Student Admissions, Slippery Rock; and IUP Representatives—*Jessica Mulvihill*, Education Abroad Assistant Director; *Jessica Dories*, International Student and Scholar Services Assistant Director; *Emma Archer*, American Language Institute Assistant Director

Bios: Dr. Jessica Mulvihill (jess@iup.edu) has over 15 years of experience in higher education as both faculty and administration. She has helped build the Education Abroad program at IUP over the past ten years of administrative service. She holds a BS in French Education from IUP, an MA in Foreign Languages from West Virginia University, and obtained her D.Ed in Administration and Leadership Studies from IUP. Genevieve Bordogna (Genevieve.Bordogna@sru.edu) holds a BS from the University of Tasmania in Australia and obtained her MA in Student Affairs in Higher Education from Slippery Rock University. Jessica Dories (jessica@iup.edu) has over 15 years of experience in International Education and has worked on programming and advising for international students and scholars as well as campus-wide cultural events. She holds a BA in International Studies and obtained an MA in TESOL, both from IUP. Before her role at IUP, Emma Archer (emma.archer@iup.edu) taught ESL courses in adult education and community college settings, worked with refugee families for the Greater Pittsburgh Literacy Council, served as a Peace Corps TEFL trainer in Mongolia, and taught middle school Spanish. She holds a BA in English and Spanish from Bethany College in West Virginia and an MA in TESOL from American University in Washington, DC.

► ***Deconstructing the Veiled: Women’s Life and Identity and Western Education***—Classroom 8

With a focus on themes of inclusion, Islamic culture, Islamic feminism, and Muslim women, this is a joint-panel presentation of a comparative analysis of Islamic and Western feminism and the need for further education on Middle Eastern culture; and the Hijabi women’s life and identity.

Presenters: *Hopi Myers-Arrigoni*, graduate student, English, Slippery Rock; *Angelina DeSousa*, undergraduate student, Psychology, Penn State University; *Asmaa Alshehri* and *Hediye Ozkan*, doctoral candidates, Literature and Criticism, IUP

Bios: Asmaa Alshehri ([yyms@iup.edu](mailto:yymys@iup.edu)) has been active in several student organizations including the English Graduate Organization, Saudi Student Association, and the Muslim Student Association. She works as a women’s program coordinator in the Office of International Education and her interests include women’s and gender studies, women’s and multiethnic literature, and feminist and gender theories. Hediye Ozkan (H.Ozkan@iup.edu) is the first woman to serve as a vice president of the Muslim Student Association. Her academic interests include 19th century American Literature and Women’s Studies. Angelina DeSousa (melek817@gmail.com) is an active member of several groups and organizations including the Community Garden, Indiana Food Co-Op, the Center for Community Growth, and the Islamic Center of Indiana. She is interested in empowering Muslim youth in America. Hopi Myers-Arrigoni (hjm1006@sru.edu) has a passion for literature, equality, and advocacy, which translates into her desire to become a professor of English and Gender Studies. When she’s not studying, writing, or reading, she is performing musical theater, crocheting, or serving as a summer camp counselor.

► ***Students’ Right to their Own Religion: Inclusion of Students’ Religious Practices that can Fall into Conflict with Classroom Practices***—Classroom 9

Rights and responsibilities of both students and teachers facing potentially conflicting situations, with special consideration given to the needs of international students. Multiple examples of conflict, viewpoints/awareness of teachers, and potential solutions will be presented.

Presenters: IUP Department of English graduate students—*Mohamed Yacoub*, doctoral candidate; *Kevin Belknap*, master’s degree student

Bios: Mohamed Yacoub (m.a.yacoub@iup.edu) is a PhD candidate at IUP. He obtained his master’s degree in Applied Linguistics from Missouri State University and worked in China for a year as an instructor of English. He has written several publications that address issues in the field of TESOL and applied linguistics. Kevin Belknap (k.m.belknap@iup.edu) is a master’s degree student at IUP. He obtained a bachelor’s degrees in Religion and Philosophy from Greenville College, Political Science from Penn State University, and a master’s degree in Communication Studies from Edinboro University. He has taught Communication and English as a Second Language courses for over nine years.

► ***Humanism & Nones: The Fastest Growing “Spiritual” Group We are not Paying Attention to on Campus***—Classroom 5

Learn about the “Nones,” the fastest growing spiritual group in the country—those without religious affiliation—who currently make up about a quarter of the nation’s population, and the need to support “Humanist Spiritual Life” on campus.

Presenter: *Fernando Alcantar*, Associate Director of Student Engagement, East Stroudsburg University

Bio: Fernando Alcantar (falcantar@esu.edu) has a BA in Psychology and an MA in Organizational Leadership from Azusa Pacific University, the second largest evangelical university in the nation. He is the author of the book, “To the Cross and Back: An Immigrant’s Journey from Faith to Reason,” in which he shares his journey from Catholicism, his conversion to Christianity, his rise as a high profile Christian leader, and his eventual departure from faith and coming out as a gay atheist. He now speaks around the country giving a voice to those hiding in the shadows, afraid to publicly question their cultural, religious, and sexual identity for fear of isolation and retaliation.

Thursday, November 3, 2016
Session #2: 9:45—10:45 a.m.

► ***The Cost of Integration: Space for Women of Color***—Classroom 10

We know that women of color can succeed in primarily white institutions of higher education, but at what cost? Women of color undergraduates are graduating at higher rates, but continue to suffer and survive in invisible and isolated ways in all aspects of campus life. Presenters will walk participants through intersectionality theory, professional identity politics, and empirically based programming to frame a workshop that will help participants develop a plan to best support women of color undergraduates on their own campus.

Presenters: West Chester University Representatives—*Alicia Hahn-Murphy*, Women’s Center Director; *Samantha Jeune*, Women’s and Gender Studies major and Research Assistant; *Lisa Ruchti*, Associate Professor and Women’s and Gender Studies Department Chair

Bios: Alicia Hahn-Murphy (ahahn@wcupa.edu) previously served as the Director of Wellness Promotion at WCU and worked as a counselor at the Renfrew Center for Eating Disorders. She earned her master’s degree in Higher Education Counseling and Student Affairs from WCU. In addition to her major, Samantha Jeune (sj804619@wcupa.edu) is also pursuing two minors – Biology and Peace and Conflict Studies. She has worked for Dr. Ruchti as a funded research assistant on her project, “Success at a Price: Women of Color College Students,” has been an intern at the Mayor’s Office of Education in Philadelphia, and is a participant in the Summer Undergraduate Research Institute at WCU to conduct her own research on mentorship, race, and gender. She was awarded the Board of Governor’s Scholarship and received a citation from the PA House of Representatives. Dr. Lisa Ruchti (lruchti@wcupa.edu) is a feminist sociologist of gender and is a women’s and gender studies scholar. For over 20 years, she has studied, applied, taught, and published in the areas of intersectionality theory as it relates to the experiences of women of color college students, nursing and other forms of care work, human trafficking, intimate violence, and immigration.

► ***Awarding Efforts toward Campus Disability Inclusion***—Classroom 11

Recognizing that campuswide efforts are needed to become a fully inclusive environment for people of all abilities, IUP developed the Ray Coppler Disability Awareness Award, which annually honors a student, faculty, staff, or administrative member for their contributions toward disability awareness and inclusion in the campus community. Recipients of this award will make up the discussion panel and share their experiences and ideas.

Presenters: IUP Representatives—*Todd Van Wieren*, Associate Professor and Assistant Director of Disability Support Services; *David Lorenzi*, Associate Professor of Kinesiology, Health and Sport Science; *Annah Hill*, Assistant Professor of Communication Disorders, Education, and Disability Services; students *John Grant*, doctoral candidate, English; *Robert Matchett*, master’s degree student, Sociology; and *William VanEmburg*, undergraduate student, Early Childhood/Special Education and Disability Services dual major

Bios: Dr. David Lorenzi (dlorenzi@iup.edu) was the 2012-13 recipient of the Coppler Award and is a faculty member in the College of Health and Human Services. Dr. Annah Hill (A.L.Hill@iup.edu) was one of two recipients in 2013-14, and is a faculty member in the College of Education and Educational Technology. Mr. John Grant (J.Grant3@iup.edu) was the other recipient in 2013-14 and is presently a doctoral candidate in English (Composition and TESOL), and has been a faculty member for both IUP’s American Language Institute and English Department. Mr. Robert Matchett (R.M.Matchett@iup.edu) was the 2014-15 recipient and graduated from IUP with double majors in Disability Studies and Sociology. He is presently working on a master’s degree in Sociology. Mr. William VanEmburg (W.M.Emburg@iup.edu) was the 2015-16 recipient and is pursuing a double undergraduate major in Early Childhood/Special Education and Disability Services. Dr. Todd Van Wieren (toddvw@iup.edu), the moderator for the panel, is a faculty member and Assistant Director for the Office of Disability Support Services. He holds a BA in Psychology from Calvin College in Michigan, an MA in Rehabilitation Counseling from the University of Iowa, and obtained his PhD from Virginia Commonwealth University in Rehabilitation Leadership and Health Related Sciences. He worked for a rehabilitation firm in Pittsburgh before joining the faculty at IUP in 2001.

► **Assessing Service Learning Outcomes: Hunger Awareness and the Seedling Project**—Classroom 12

Sociology of Family students and university and community partners co-sponsor Hunger Awareness Week and the Seedling Project, service learning projects which enable students to connect what they learn in class to real people and correct misperceptions of poverty. These programs empower food pantries and touch hundreds of students and community members, yet formal outcome assessments have not been instituted. This session explores how to integrate the scholarship of teaching and learning with program evaluation strategies.

Presenters: IUP Representatives—*Melissa Swauger*, Associate Professor of Sociology; *Lisa McCann*, doctoral candidate, Administration and Leadership Studies Program

Bios: Melissa Swauger's (mswauger@iup.edu) research and teaching interests include sociology of gender and family, qualitative research ethics, and service learning. She is the co-founder of the IUP Seedling Project and Co-Primary Investigator on the IUP Campus Climate Study Phase 2. Lisa McCann (jfqr@iup.edu) received a bachelor's degree in Anthropology and a master's in Sociology, both from IUP. She is an advocate for diversity, cultural understanding and preservation, and social equality. She is the founder of the Day of the Dead Festival and the Northern Appalachian Seed Bank at IUP. She is involved in IUP's Seedling Project, and is a Penn State Extension certified Master Gardener, as well as an ethnographic photographer. Her current research interests include ethnobotany, cultural preservation, service learning, and community building.

► **Advocating Change: A Model for Teaching Activism and Agency**—Classroom 6

This session provides a model for fostering student involvement in action-based advocacy. Referencing an advocacy session on reproductive rights and local so-called "pregnancy crisis centers," the presenters will explain their combination of lecture and discussion with a skills-based workshop where students learn specific steps for engaging in social justice advocacy—and feel empowered as agents of potential social change.

Presenters: Slippery Rock University Representatives—*Emily Keener*, Assistant Professor of Psychology; *Cindy LaCom*, Professor and Director of Gender Studies

Bios: Dr. Emily Keener (Emily.Keener@sru.edu) is a feminist psychologist whose work focuses on gender from a developmental perspective. She is a member of the Gender Studies Committee at SRU and the chair of the advocacy subcommittee. Her effort on this committee is to work with others to create programming aimed at providing the tools and skills students need to engage in effective advocacy. Cindy LaCom (Cindy.Lacom@sru.edu) is committed to social justice advocacy. Embodiment studies inform both her pedagogy and her scholarship, and she is especially interested in how systems of power are challenged and revised.

► **It Takes a Village: Sending a Student Abroad**—Classroom 7

This session will discuss the complex process of sending a student abroad from the lens of five individuals: professor, financial aid coordinator, education abroad advisor, a parent, and the student participant—and how we must work together. The workshop aims to foster dialogue regarding Inclusion of all students and to illustrate the myriad of concerns and logistics to better serve our student population.

Presenters: IUP Representatives—*Jessica Mulvihill*, Education Abroad Assistant Director; *Andy Kent*, Education Abroad Advisor; *Heather McGregor*, Assistant Director of Financial Aid; *Chauna Craig*, Professor of English; *Matthew Albolino*, student, International Studies and Asian Studies dual major

Bios: Dr. Jessica Mulvihill (jess@iup.edu) has over 15 years of experience in higher education as both faculty and administration. She has helped build the Education Abroad program at IUP over the past ten years of administrative service. She holds a BS in French Education from IUP, an MA in Foreign Languages from West Virginia University, and obtained her D.Ed in Administration and Leadership Studies from IUP. Andy Kent (akent@iup.edu) works with students as they determine which Education Abroad program is the best fit for them. He worked as a high school Spanish teacher in Virginia before coming to IUP, and has lived, worked, and studied in Mexico and Honduras. He earned his master's degree in Student Affairs in Higher Education from IUP in 2013, at which time he began his position in the Office of International Education. Matthew Albolino (M.C.Albolino@iup.edu) is a student IUP who has studied abroad in Japan at Kansai Gaidai University and Miyazaki University. While abroad, he was able to improve his Japanese language skills and learn more about Japanese culture. His experience was life changing and unforgettable. In addition to her faculty role, Dr. Chauna Craig (ccraig@iup.edu) aids IUP students in academic advising for study abroad and has helped support her stepson to study abroad in China. She later taught there in a faculty exchange summer program. She has a unique perspective as both a faculty advisor and parent. Heather McGregor (mcmgregor@iup.edu) holds a bachelor's degree in accounting from IUP and has gained experience in higher education by working in the Financial Aid Office. There, she assists

students and parents with the financial aid process in regard to studying abroad and meets regularly with students to review their financial aid options.

► **Greater Pittsburgh Higher Education Diversity Consortium (GPHEDC) - Classroom 8**

A summary of the GPHEDC, a group of higher education professionals and executives in southwest Pennsylvania at both public and private institutions who have taken an intentional focus on diversity and inclusion. The consortium is focused on sharing best practices and resources, and fostering activities that cultivate professional development, student success, and the promotion of civility, equality, and access for all constituents.

Presenters: *Jeff Mallory*, Director of Multicultural Affairs, Duquesne University; *Clyde Wilson Pickett*, Special Assistant to the President for Diversity and Inclusion, Community College of Allegheny County; *M. Shernell Smith*, Assistant Director of Student Affairs, Carnegie Mellon University

Bios: Clyde Wilson Pickett (cpickett@ccac.edu) is a member of the Board of Directors of the National Association of Diversity Officers in Higher Education and the founder of two educational consulting firms that specialize in diversity training, strategic planning, program development, and management services. Through his position at CCAC, he provides college-wide leadership and oversight for diversity, equity and inclusion agendas, oversees the strategic operations of the Office of Institutional Diversity and Inclusion, and assisted in the creation of the CCAC Diversity Tactical Plan. He earned his M.Ed. in Adult and Higher Education Leadership with an emphasis in Counseling and Multicultural issues from Morehead State University and is currently working to complete a doctoral degree in Education, with a focus on Language, Literacy, and Culture at the University of Pittsburgh. In his role at Duquesne, Jeff Mallory (malloryj@duq.edu) provides overall leadership and guidance to his office and the university community on all issues and programs related to diversity and inclusion. Active in the community, he serves on the Board of Directors for The Mentoring Partnership of Southwestern PA and the Pittsburgh Urban Magnet Project (PUMP). He earned both his BA in Public Policy Analysis and MS in Business Management from Saint Vincent College. M. Shernell Smith (mssmith@andrew.cmu.edu) leads multicultural and diversity initiatives at Carnegie Mellon and, in partnership with university academic departments, administration, and student/community organizations, works to promote multicultural awareness and understanding within the Division of Student Affairs. She leads and advises a plethora of efforts regarding campus and student-led initiatives with environmental and sustainability focuses including the Eco-Reps program, the university's Green Practices Committee, and the city-wide Pittsburgh Climate Initiative partnership as the Higher Education Climate Consortium. Prior to her current role, she worked for the maritime campus of Texas A&M University in Galveston and the University of Arkansas, where she earned her BS in Biological Sciences and Honors Interdisciplinary Studies, and an M.Ed in Higher Education Administration.

► **The Role of University Diversity Offices in Response to Racial and Other Campus Incidents—Classroom 9**

The presenters will discuss the various structures of diversity services on campuses and how IUP responded to a racial incident in 2015, including how the African American Cultural Center supported students during this period.

Presenters: *Valerie Hayes*, Chief Officer for Institutional Diversity and Equity, Stockton University; and IUP Representatives—*Pablo Mendoza*, Assistant to the President for Social Equity; *Nancy Nkumsah*, OHRLD Staff and former interim Director of the African American Cultural Center

Bios: Dr. Valerie Hayes' (Valerie.Hayes@stockton.edu) experience in higher education administration, with a focus on EO compliance and diversity, spans over 25 years, having worked in private research and public regional comprehensive universities. She is a graduate of the University of Connecticut, earning both her BA and MSW there. She obtained her JD from Quinnipiac University and her D.Ed from IUP. Dr. Nancy Nkumsah (Nancy.Nkumsah@iup.edu) has served in student affairs for over ten years, with a focus in residence life and student activities/campus-wide programming. She received her BA in Sociology, her master's in Leadership and Public Administration, and her D.Ed in Administration and Leadership Studies. She served in the interim role at the AACC for approximately eight months, in which time she established a service learning initiative, as well as a discussion series that focused on creating safe spaces for students to come together to learn and discuss hard issues regarding race and multiculturalism. Prior to his role at IUP, Dr. Pablo Mendoza (mendoza@iup.edu) served as a student affairs professional specializing in Multicultural and LGBTQ Affairs. His research interests involve American Indian Studies, Higher Education Policy, and East Asian Studies. He earned his bachelor's in Non-Eastern History from the University of San Diego, his master's in East Asian Studies (China specialization) from the University of Illinois, Urbana/Champaign, and his PhD in Higher Education Policy with a focus on STEM pipelines for American Indians from the University of Missouri.

► ***The Relevance of Cultural Diversity in a Liberal Arts Education—Classroom 5***

"Cultural Diversity," a general education course taught at East Stroudsburg University, introduces knowledge and skills to help students better understand cultural diversity and become aware of the merits of various cultures. When appropriate and relevant, the course discusses current cultural issues and events such as recent election-related political debates on government policies regarding specific religious or ethnic groups.

Presenters: East Stroudsburg University Representatives—*S. Hooshang Pazaki* and *Ray Muller*, Sociology Professors

Bios: Dr. S. Hooshang Pazaki (shpazaki@esu.edu) has been actively involved in various university-wide initiatives, including the Frederick Douglass Institute. He has served as the faculty advisor for the Muslim Student Association for many years, helping students organize a number of successful cultural events. His areas of interest are social change, political sociology, and cultural diversity in the United States. He regularly presents and publishes scholarly papers in these areas. Dr. Ray Muller (rmuller@esu.edu) has taught at ESU since 2002 and his teaching and research interests revolve around the sociology of diversity, race, ethnicity, and gender. He regularly presents and publishes scholarly papers in diversity-related areas. He is a former chair of the President's Commission on Racial and Ethnic Diversity and currently serves as co-director of ESU's Race Relations Project. Together with Dr. Pazaki, he developed a diversity-appreciation course entitled, "Cultural Diversity."

Thursday, November 3, 2016

Session #3: 3:45—4:45 p.m.

► ***Experiences in the Religious Studies Classroom and Beyond—Classroom 10***

As the only Religious Studies Department in the State System, these faculty members often encounter common misconceptions concerning the role of Religious Studies scholars. This session will address faulty assumptions, challenges, and practical ways this department overcomes these challenges, both in the classroom and in the community.

Presenters: IUP Department of Religious Studies Faculty—*Theresa Smith*, Chairperson; *Stuart Chandler*, Professor; and Assistant Professors *Alison Downie*, *Nicole Goulet*, and *Nixon Cleophat*

Bios: Dr. Theresa Smith's (tsmith@iup.edu) areas of specialization include Myth and Ritual Studies, Native North American Religions, and Traditional European/British Paganism and Neo-Paganism. Dr. Stuart Chandler's (chandler@iup.edu) area of concentration is the religions of China and Japan, especially Buddhism. He is currently working the translation of the memoirs of Oishi Junkyo, a geisha, artist, and Buddhist nun in early 20th century Japan. Dr. Alison Downie (alison.downie@iup.edu) focuses on Christian Feminist Theology, with interests including ecofeminist theologies, feminist spiritualities, interfaith dialogue, and religious themes in literature and film. Dr. Nicole Goulet (goulet@iup.edu) studies race, class, and gender in the contexts of Hinduism and Islam. Her interests also include religion and material culture. Dr. Nixon Cleophat's (cleophat@iup.edu) specialization is African and diaspora indigenous relations, Black Power, Black Theology, African Liberation Theology, Latin American Liberation Theology, and Womanist/Feminist Theological Ethics. His work often centers on Afro-Caribbean traditions, including Vodou.

► ***Pursuing Faculty Diversity: A Panel and Interactive Workshop for Strategies for Success—Classroom 11***

This workshop will share plans and preliminary results from three projects that IUP's College of Natural Sciences and Mathematics is undertaking to increase faculty diversity, and will encourage participants to reflect on strategies to pursue in their own departments or institutions.

Presenters: IUP Representatives—*Deanne Snavelly*, Dean of the College of Natural Sciences and Mathematics; *Lisa Newell*, Associate Professor of Psychology; *John Ford*, Associate Professor of Chemistry; *Edel Reilly*, Associate Professor of Mathematics; *Tara Johnson*, Associate Professor of Psychology, *Laura Delbrugge*, Provost's Associate for Academic Programs and Planning and Professor of Foreign Languages; *Ola Kaniasty*, Assistant Dean in the College of Natural Sciences and Mathematics

Bios: Dr. Laura Delbrugge (Laura.Delbrugge@iup.edu) received her PhD in Spanish Medieval Literature and Historical Linguistics from the Pennsylvania State University. She is the author of three editions of medieval Spanish texts by the converso Andres de

Li. She currently serves as a member of the IUP IDEAL-N grant team. Dr. Tara Johnson (Tara.Johnson@iup.edu) received her PhD in Psychology with a concentration in Adult Development and Aging from West Virginia University. Her research focuses on understanding ways to improve destination memory in older adults as well as assessing gender differences in grief experiences that are not socially sanctioned. She is the coordinator of the Honors Program in Psychology and is working as the social scientist on the IUP IDEAL-N grant team. Aleksandra (Ola) Kaniasty (Aleksandra.Kaniasty@iup.edu) originally trained as a philologist specializing in American Literature (MA from Adam Mickiewicz University in Poznan, Poland) before joining IUP. She collaborated on and managed large research projects at the University of Louisville, Georgia State University, and Emory University. She has served on numerous university-wide and college committees. In addition to her responsibilities as Assistant Dean, she has been continuously seeking opportunities to facilitate activities that enhance educational and professional experience for students and faculty. Dr. Lisa Newell (Lisa.Newell@iup.edu) received her PhD in Developmental Psychology from the University of Pittsburgh with a focus on social cognition in early development and individuals on the autism spectrum. Her current research incorporates the use of eye tracking technology to investigate perceptual illusion and learning in individuals with an autism spectrum disorder. She is the Social Equity Officer and chair for all faculty searches in the Psychology Department, and collaborator on the project to develop training materials for college search committees. Dr. Edel Reilly (Edel.Reilly@iup.edu) teaches courses for elementary and middle level education majors, as well as for the Masters in Education program. Her research focuses on mathematics and writing, middle level mathematics education, curriculum integration, and gender issues in mathematics and science. She is the author of two books and has published multiple articles on curricular integration. Dr. Deanne Snavelly (Deanne.Snavelly@iup.edu) has served as Dean since 2010, bringing to IUP over 26 years of experience from Bowling Green State University (Interim Dean of the Graduate College, Vice Provost for research, Associate Dean in Arts and Sciences, Chair of the Department of Chemistry, and Professor of Chemistry). She received the prestigious Naval Young Investigator Award in Chemistry and the Bowling Green State University Chapter of Sigma Xi Distinguished Young Scientist Award. She has also been selected to serve on national review panels for the National Science Foundation, the Department of Energy, and agencies of the Armed Forces.

► **Methods and Outcomes of the IUP Campus Climate Qualitative Research Study—Classroom 12**

Panelists will share methods and outcomes of the qualitative portion of the IUP Campus Climate Study, including recruitment challenges and overcoming these barriers, methodological approaches, summary of findings, and common themes in findings (i.e., access, inclusion and respect for individuals).

Presenters: IUP Representatives—*Melissa Swauger* and *Melanie Hildebrandt*, Associate Professors in the Department of Sociology; *Samuel Frye*, doctoral candidate, Administration and Leadership Studies; *Karen Eash*, doctoral candidate, Department of Psychology

Bios: Melanie Hildebrandt (Melanie.Hildebrandt@iup.edu) serves as Co-Primary Investigator on the IUP Campus Climate Study Phase 2. Her research and teaching interests are race, racism, power and privilege, critical race theory, Native Americans, and global service learning. Melissa Swauger (mswauger@iup.edu) is the other Co-Primary Investigator on the IUP Campus Climate Study Phase 2. Her research and teaching interests include gender, race, social class inequalities, ethics in qualitative research methods, and service learning. In addition to pursuing his PhD, Samuel Frye (S.L.Frye@iup.edu) is an instructor in IUP's Sociology Department, where he teaches introductory sociology, social problems, and social and cultural change. His research and teaching interests include neighborhood and community change, local government, gender inequality in urban development, public policy, and the Scholarship of Teaching and Learning (SOTL). Karen Eash (K.M.Eash@iup.edu) is a student in the Clinical Psychology Doctoral Program. Her research interests are race, culture, gender, research methods in clinical psychology, LGBT studies, and feminine sexuality.

► **Trans Inclusion on Campus: Gender Justice for ALL - Classroom 6**

Are you including the “T” when you think about LBGTQIA students? What policies, practices, and programs help foster a campus climate that is welcoming and inclusive of trans and genderqueer student success? As more gender nonconforming students come to campus, the role of creating trans inclusion often falls to student affairs, but it has to be a campuswide commitment. In this interactive workshop, participants will explore terminology, current issues for today's transgender/gender nonconforming students, as well as effective practices for improving the campus climate.

Presenter: *Aneesah Smith*, Assistant to the VPSA for LBGTQIA Services and Special Projects, West Chester University

Bio: Aneesah Smith (Asmith4@wcupa.edu) is a graduate of West Chester University, obtaining her BS in Health Education and MS in Counseling/Higher Education, and has been avidly involved in Greek life as a member of Sigma Gamma Rho Sorority, Inc. She worked at Penn State, Temple, and Rosemont College prior to her role at West Chester, where she advises student

organizations, coordinates the Ally program, and provides support and advocacy for LGBTQIA students, staff and faculty campus-wide. Her specialties include helping universities develop Trans inclusive policies and procedures, supporting Queer students/staff of color, and serving students with an intentional intersectional approach in mind. Her purpose, passion, and privilege all empower her to change the world one campus at a time through real conversations, identity development, privilege checks, and the development of an action plan focused on change.

► ***Inclusion of Underrepresented Groups in Education Abroad—Classroom 7***

Education Abroad experiences are not only an extension of the traditional classroom, they are an opportunity for students to grow, learn, and return to our campuses with a new perspective. This session will highlight underrepresented groups, focus on the challenges faced by each, and how campus communities can better support, advocate for, and send these students on Education Abroad experiences.

Presenters: *Angela Howard*, Senior Associate Director of International Programs, West Chester University; and IUP Representatives—*Jessica Mulvihill*, Education Abroad Assistant Director; *Cory Shay*, Military Resource Center Director; and *Todd Van Wieren*, Assistant Director of Disability Support Services

Bios: Dr. Jessica Mulvihill (jess@iup.edu) has over 15 years of experience in higher education as both faculty and administration. She has helped build the Education Abroad program at IUP over the past ten years of administrative service. She holds a BS in French Education from IUP, an MA in Foreign Languages from West Virginia University, and obtained her D.Ed in Administration and Leadership Studies from IUP. Angela Howard (ahoward@wcupa.edu) has over 20 years of experience in higher education administration and has worked in a variety of divisions including Admissions, Social Equity, and Alumni Relations. She holds a bachelor's degree in Office Administration from IUP, and a bachelor's degree in Criminal Justice and master's in Higher Education Counseling/Student Affairs from West Chester University. Dr. Cory Shay (cshay@iup.edu) holds a BA in Political Science and History from the University of Pittsburgh, Bradford and obtained both an MS and PhD from Robert Morris University in Organizational Leadership and Instructional Management. He is also a veteran of the war in Iraq. Dr. Todd Van Wieren (toddvw@iup.edu) holds a BA in Psychology from Calvin College in Michigan, an MA in Rehabilitation Counseling from the University of Iowa, and obtained his PhD from Virginia Commonwealth University in Rehabilitation Leadership and Health Related Sciences. He worked for a rehabilitation firm in Pittsburgh before joining the faculty at IUP in 2001.

► ***Changing Location/Changing Perspective: Establishing Intercultural Dialogue through Study Abroad in Morocco—Classroom 8***

Under faculty supervision, two Bloomsburg University students studying Arabic conducted a research study in Morocco, arguing that students studying abroad play a key role in promoting cultural dialogue and help to dissipate cultural misunderstanding. Based on daily observations, interviews, and questionnaires, the students will present their findings—one on the Moroccans' perceptions of Americans, and the other on how Moroccans view people of color, considering that Morocco has become a "host" for sub-Saharan immigrants.

Presenters: Bloomsburg University Representatives—*Yahya Laayouni*, Assistant Professor of French and Arabic; undergraduate students *Facia Sirleaf*, Anthropology and Communications Studies major; *Elizabeth Miller*, Arabic and History dual major

Bios: Yahya Laayouni (ylaayoun@bloomu.edu) is the director of the study abroad program at the Arabic Language Institute in Fez, Morocco, in addition to his faculty position at Bloomsburg. His research interests focus on identity issues in film. He recently published an article entitled, "From Marseille to Mecca: Reconciling the Secular and the Religious in Le Grand Voyage (2004)." Facia Sirleaf (fns36002@huskies.bloomu.edu) has completed research for the Anthropology department and, during her study abroad experience in Morocco, began learning Arabic and participated in research concerning intercultural dialogues. She hopes to minor in Arabic and return to Morocco to further her research on the Moroccan perception and reaction to different skin colors. Elizabeth Miller (elm83629@huskies.bloomu.edu) presented her research, "Deciphering Osama bin Laden's Radicalization based on United States Actions, Policies and Presence in Saudi Arabia 1990-2001" at the Consortium for Educational Resources on Islamic Studies Undergraduate Symposium. She also received an Undergraduate Research, Scholarship, and Creativity Activity (URSCA) grant to expand her research following her four-week Arabic study abroad program in Morocco.

► ***The Challenges of Leading Achievement Gap Initiatives in High-Performing Suburban Schools—Classroom 9***

This session provides practical information to eliminate achievement gaps and examines how and why a systemic approach is important to equity efforts. Discussion on critical race theory to support students will also be shared.

Presenter: *Deirdra Preis*, K-12 educator, Connecticut Public Schools

Bio: Dr. Deirdra Preis (preis.d@husky.neu.edu) has been an educator at the secondary level for 31 years in several high-performing public school districts in Connecticut. Through her varied roles as administrator, teacher, dean and curriculum coordinator, she has led school-based teams to re-engage disenfranchised students through improvements in school climate, curricular revision, improved classroom instruction, targeted interventions, and by providing professional development to educators and parents on issues facing adolescents. She completed her doctoral studies in Educational Leadership at Northeastern University with a research focus on school leaders and their experiences with attempts to reduce achievement gaps in their high-performing suburban school districts.

► ***When Inclusion takes Center Stage in New Program Development—Classroom 5***

Presenters will offer analysis of new program development when an overarching program objective is campus inclusion, dialogue, and advocacy. Participants will experience a retrospective overview of the administrative, curricular, and pedagogic choices made during the foundational period of development of an English Language Institute on a small, traditionally undergraduate campus. This will include a discussion of the structures currently used that foster inclusivity and can be translated to other institutions.

Presenters: Washington and Jefferson College English Language Institute Representatives—*Dana Poole*, Director; and institute instructors *Bernard Brooks* and *Mark Petrovich*

Bios: Dr. Dana Poole (dpoole@washjeff.edu) holds a PhD in Composition and TESOL from IUP and a master's degree in TESOL from the School for International Training. She has taught both in the United States and abroad, teaching English in China, Korea, Poland, and Costa Rica before spending three years as an English Language Fellow in Israel. Her PhD is focused on the experience of international students studying in American higher education. Bernard Brooks (bbrooks@washjeff.edu) holds an M.Ed + TESOL from the University of Pittsburgh's School of Education. He has taught ESL at the University of Pittsburgh, La Roche College, and in the Kingdom of Saudi Arabia at both Manarat International Schools (Riyadh) and Umm al-Qura University (Makkah). He formally studied Arabic as a Second Language and holds advanced proficiency in Modern Standard and Classical Arabic according to the ACTFL National Standards. Mark Petrovich (mpetrovich@washjeff.edu) holds a master's degree in TESOL from IUP. He taught at Istanbul Technical University in Turkey and has served as curriculum coordinator and academic skills instructor at Istanbul Bilgi University. His professional interests include curriculum development and technology in education.

Friday, November 4, 2016
Session #1: 8:15—9:15 a.m.

► ***At the Intersection of Diversity and Inclusion—Classroom 10***

We expect our universities to be welcoming places, providing an inclusive environment that supports and nourishes the academic, cultural, and personal growth of each of its members. We claim to value inclusion, but often fail in demonstrating this commitment with measurable impacts and outcomes. This session offers insights and practical recommendations to improve campus climate, diversity, recruitment, retention, and brand.

Presenter: *Ronald Wilson*, Chief Diversity Officer and Director of Social Equity, Edinboro University

Bio: Judge Ronald Wilson (rwilson@edinboro.edu) retired from the Arizona judiciary in 2014 after serving as the Chief Presiding Judge for the City of South Tucson for over twelve years. His initial appointment to the bench was historically significant. At the age of 33, he became the first African American Chief Magistrate in Arizona history. He has taught courses on Cultural Competency, Multiculturalism, Diversity, Intersectionality, and Afrocentrism. From 2002-2009, he served as a guest lecturer for the University of Arizona African Studies Department and has also taught courses for the Arizona Judicial College. He is a recipient of several national awards and accolades, including the MLK Jr. Drum Major Award, the Rose Parks Living History Makers Award, and the A. Phillip Randolph Social Justice Award. He received his BA in African American Studies from Syracuse University and his JD from Northeastern University School of Law. In addition to his other roles at Edinboro, he also serves as Ombuds, Title IX Coordinator, and Agency Open Records Officer.

► **Model Globally Networked Learning Environments—Classroom 11**

This panel presentation explains how this model creates an equitable exchange for learning across cultural boundaries and showcases ways of achieving student inclusion between State System students and international cultures. Discussion will include building courses that promote global citizenship, alternative break service abroad experiences, partnership with a Chinese university for collaborative learning, and electronic international learning environments.

Presenters: *William Naugle*, International Programs, Clarion University; and West Chester University Representatives—*Edward Lordan*, Professor of Communication Studies; *Claire Verden* and *Beatrice Adera*, Associate Professors of Special Education; and *William Lalicker*, Professor of English

Bios: Edward Lordan (elordan@wcupa.edu) holds degrees from West Chester University (BA), Temple University (MA), and The Newhouse School at Syracuse University (PhD). The author of four books and more than a dozen scholarly publications, he has conducted a series of international undergraduate courses related to media development. Claire Verden (cverden@wcupa.edu) received her doctorate from Arcadia University and her focus of research is cultural immersion experiences for undergraduate students majoring in Special Education. She has developed and maintained partnerships with schools and programs in Eleuthera, the Bahamas; England and Kenya, as well as urban Philadelphia and Chester, PA. She is invested in providing global learning environments as opportunities for growth for her students. Beatrice Adera (badera@wcupa.edu) earned her doctorate from the University of North Texas and is also the Special Education student teaching coordinator at West Chester. She serves as secretary to the International Association of Special Education and as a board member to Rafiki Africa. It is her partnership with Rafiki Africa that was the foundation for the study abroad experiences provided to West Chester students over the course of the last two winter breaks. William Lalicker (wlalicker@wcupa.edu) received his PhD from the University of Washington, Seattle, and teaches written rhetoric at every level. He has taught, presented, or researched in England, Poland, Costa Rica, the Netherlands, Hungary, France, and China. His publications and presentations focus on composition and basic writing pedagogies, writing program administration, rhetorical theory, and intercultural rhetoric. He is the chair of the State System's International Education Council. William Naugle (wnaugle@clarion.edu) earned his doctorate from New York University and is an independent researcher in applied linguistics. His areas of interest include legal versus colloquial registers, pragmatics, hedging, and bilingual education. Raised in a multi-lingual home, he speaks French, German, and Spanish. He has lived and worked in France and Mexico and has presented papers in Spain and Austria. He also currently serves on the Clarion University President's Commission on LGBTQIA Issues.

► **Today's DREAMers: Higher Education and the Undocumented Student—Classroom 6**

This presentation will provide background and legislative information on questions and admittance of undocumented students. Through government acts such as DREAM and DACA, there are more college-age students in this country who don't have a federal immigration status. This session asks if we are to just ignore these individuals who desire to pursue higher education and become active members of their communities here in Pennsylvania and across the country?

Presenters: IUP Office of International Education Representatives—*Andy Kent*, Education Abroad Advisor; *Kayla Grosjean*, Graduate Assistant

Bios: Andy Kent (akent@iup.edu) works with students as they determine which Education Abroad program is the best fit for them. Before beginning at IUP, he worked as a high school Spanish teacher in Virginia and has lived, worked, and studied in Mexico and Honduras. He earned his master's degree in Student Affairs in Higher Education from IUP in 2013, at which time he began his position in the Office of International Education. Kayla Grosjean (K.L.Grosjean@iup.edu) is a graduate student in the Student Affairs in Higher Education program at IUP. As the graduate assistant in the Education Abroad Office, she assists in programming, marketing, and recruiting students. Prior to coming to IUP, she was working professionally in Florida, where she graduated with a bachelor's degree in Hospitality, Recreation, and Resort Management.

► **The Race Relations Project: Making Inclusion Matter at East Stroudsburg University—Classroom 7**

The Race Relations Project is a peer-driven discussion forum where undergraduate students explore topics related to race, ethnicity, culture, and diversity in a safe and supportive environment. Years of conducting these conversations suggest that this initiative is highly effective in promoting diversity, inclusive excellence, and awareness of global citizenship.

Presenters: East Stroudsburg University Representatives—*Annie Mendoza*, Assistant Professor of Modern Languages; *Lourdes O’Kane*, Human Resources Assistant/Coordinator of the Race Relations Project, Department of Employee Relations and Workforce Diversity

Bios: Dr. Annie Mendoza (amendoza@esu.edu) is an Assistant Professor of Spanish and teaches courses on Latin American literature, film, and language. She received her PhD in Literature at the University of California, San Diego and her research focuses on the crossroads of race and gender throughout Latin America, in particular as it pertains to Colombia, the Caribbean, and Afro-Latin America. She is the author of “Rewriting the Nation: Novels by Women on Violence in Columbia” (2015). M. Lourdes O’Kane (lokane@esu.edu) is an advocate of the Race Relations program at ESU and is a member of the Staff Advisory Group of the Strategic Planning Committee and the Dr. Martin Luther King, Jr. Planning Committee. She received her BA in Sociology at the University of Santo Tomas in the Philippines.

► **Global Engagement through Experiential Learning**—Classroom 8

The Experiential Learning Theory model will be presented and explained how it was applied to a high impact international learning experience in which students from two universities worked collaboratively with faculty to gain content knowledge and applied skills in psychological first aid for children and families who have experienced chronic trauma. This study abroad experience included historical and current contexts of childhood encounters of war and the role of culture in immediate crisis response. The workshop will include a hands-on demonstration of the experiential learning cycle.

Presenters: *Jennifer Willford*, Associate Professor of Psychology, Slippery Rock University; *Robert Gallen*, Assistant Professor of Psychology, University of Pittsburgh

Bios: Dr. Jennifer Willford’s (Jennifer.willford@sruc.edu) experience in global higher education includes visiting professorships in Singapore, international research collaboration and presentations, and the development of new experiential learning programs for short term study abroad programs. She is a graduate of the University of Kentucky, earning both her MS and PhD there in Experimental Psychology. She completed her post-doctoral fellowship in Psychiatric Epidemiology from the University of Pittsburgh School of Medicine. Dr. Robert Gallen (robert.gallen@pitt.edu) is an Associate Professor of Psychology at the University of Pittsburgh.

► **Transfer Learning Community Pilot Project**—Classroom 9

This presentation will discuss a year-long pilot project at West Chester University to improve learning outcomes and increase retention rates for transfer students in the Management Department. Project design, key findings, and recommendations will be shared.

Presenter: *Lisa Calvano*, Assistant Professor in the College of Business and Public Management, West Chester University

Bio: Dr. Lisa Calvano’s (lcalvano@wcupa.edu) teaching and research focus on the social and environmental impact of business on employees, families, and communities. Her current research explores how employees balance eldercare and work and workplace-based eldercare assistance. Prior to entering academia as a second career, she worked as a nonprofit manager in the field of community development. At West Chester, she teaches Business and Society, Human Resource Management and Sustainable Business for undergraduates, and Business, Society and Environment in the MBA program. She is also the faculty advisor for WCU’s undergraduate Net Impact Chapter.

► **LGBTQIA Ally Program Development, Revision, and Success**—Classroom 5

Presenters will explain the IUP LGBTQIA Ally Program, which was specifically designed for undergraduate students in response to their exclusion from the Safe Zone Program. It allows inclusion of all students, not just those who identify in the LGBTQIA rainbow, and provides basic information about being an ally to any marginalized community. The goal is for students to walk away with a better understanding of the LGBTQIA population, including an introduction to a theoretical framework for identity, tools for involvement in diversity advocacy work, and ultimately with skills as global citizens.

Presenters: IUP Representatives – *Tedd Cogar*, Assistant Director of Student Conduct and LGBTQIA Support; *Pablo Mendoza*, Assistant to the President for Social Equity; and students *Alyssa Dachowicz* and *Alex Clark*

Bios: Tedd Cogar (tcogar@iup.edu) earned his BA from Alderson-Broadus College and M.Ed from the University of Maine. He obtained his Certificate of Theological Studies from The Lutheran Theological Seminary in Gettysburg. His work in higher education has focused on diversity, education, spirituality, and leadership. Prior to his role at IUP, Dr. Pablo Mendoza (mendoza@iup.edu) served as a student affairs professional specializing in Multicultural and LGBTQ Affairs. His research interests involve American Indian Studies, Higher Education Policy, and East Asian Studies. He earned his bachelor's in Non-Eastern History from the University of San Diego, his master's in East Asian Studies (China specialization) from the University of Illinois, Urbana/Champaign, and his PhD in Higher Education Policy with a focus on STEM pipelines for American Indians from the University of Missouri. Alyssa Dachowicz (rpjt@iup.edu) is a senior Political Science and Women's and Gender Studies major. She has experience as an executive board member of the IUP Pride Alliance, as well as an intern in the Office of LGBTQIA Advocacy/Support. Upon graduation, she will be commissioning as a Second Lieutenant in the U.S. Army. Alex Clark (dxlt@iup.edu) is a junior Sociology major, with a minor in Women and Gender Studies. Along with interning in the Office of LGBTQIA Support, he is on the e-board of IUP's student-run Pride Alliance.

Friday, November 4, 2016
Session #2: 9:30—10:30 a.m.

► ***Cultural Diversity, Internationalization, and Inclusion Issues on Campus*** - Classroom 10

Led by Dr. Madhav Sharma, eight students from Bloomsburg University will share their experiences and research to provide an analysis and best practices that engage both international and American students for a cosmopolitan outlook. Topics will include internationalization of curriculum, cultural adjustment, retention, graduation, cultural diversity, and inclusion.

Presenters: Bloomsburg University Representatives—*Madhav Sharma*, Director of International Education Services; students *Shyer Amin*, *Nathan Binder*, *Edison Miguel Pedro Castillo*, *Dhir Gala*, *Javier Navas*, *Bohdana Pysarenko*, and *Chen Shi*

Bio: Dr. Madhav Sharma (msharma@bloomu.edu), in addition to his role at Bloomsburg, is a world traveler, cross-cultural expert, immigration specialist, advisor, and veteran Peace Corps trainer. He worked at the United Nations for a number of years, has chaired numerous conference sessions, and has published extensively. Dr. Sharma previously served as the executive director for the Global Awareness Society and currently fulfills the role of VP of the student forum for the Business and Applied Sciences Academy of North America (BAASANA).

► ***Student-Centered Mentoring for Success: Creating Higher Standards***—Classroom 11

Creating High Standards (CHS) is an IUP student-led mentoring project, with a multi-tiered approach to building inclusion, connection, and dialogue with both IUP main campus and IUP Punxsutawney students. With a mentoring structure that involves undergraduate and graduate students, faculty, and administrators, CHS works toward a supportive network for students who may be first-generation college attendees, or whose diverse cultural backgrounds and experiences provide a potential disconnect with college attendance in rural western Pennsylvania.

Presenters: IUP Representatives—*Laurie Nicholson*, Professor of Professional Studies in Education; *Jamaal Gosa*, graduate student, Adult Education and Communications Technology; *Jenny Sak*, graduate student, Student Affairs in Higher Education; *Ronald Gleaves*, undergraduate student, Mathematics Education major

Bios: Jamaal Gosa (J.W.Gosa@iup.edu) is a Linden, NJ native whose life experiences forced him to take education seriously. As a co-founder of CHS's mentoring organization at IUP, he enjoys motivating students to work to their full potential in all their endeavors. He aspires to work in community settings to provide guidance for students to gain the necessary academic, social, and networking skills to be successful in college and beyond. Jenny Sak (j.sak@iup.edu) graduated from Penn State with a BA in both Criminology and Sociology and is currently a graduate assistant for Health AWAREness at the IUP Center for Health and Well-Being. She is the women's group coordinator for CHS. As a native of Philadelphia, she recognized the disparity for students in the education system and knew she wanted to one day work with underrepresented students. Her experiences include working with student leaders and peer educators, peer-mentoring, and developing an understanding of Greek life involvement and cultural awareness through her sorority. Ronald Gleaves (R.V.Gleaves@iup.edu) has served as both a CHS mentor and the men's group coordinator on main campus. A native of Philadelphia, he has developed a passion for working with potentially

underserved urban students based largely on his own experiences. His interest and commitment to education have been strengthened by his role as uncle to a young niece and nephew. He is one of the four original mentees of CHS. Dr. Laurie Nicholson (lnichols@iup.edu) is originally from North Carolina and earned an undergraduate degree in Music Education, a master's degree in Early Childhood Education, and a doctoral degree in Curriculum. She has worked as a classroom teacher in both North Carolina and Michigan, and has served as faculty at IUP since 1996. Prior to her work at IUP, she was a faculty member at Saint Vincent College. Through her role as Field Placement Director and Dean's Associate at IUP, she met Jamaal Gosa. Their conversations led to the first efforts to realize Jamaal's idea of a mentoring group on campus, and Dr. Nicholson has continued to support the student-led initiative as faculty sponsor.

► ***How Can We Make Our Technology More Accessible?*** - Classroom 12

When we use Electronic Information Technology (EIT) to communicate and work, accessible design helps make this activity inclusive and, as a result, users with disabilities can learn more and do more using technology. This presentation will demonstrate how we can make a big difference by making small changes in routine tasks, creating more accessible and inclusive technology.

Presenter: *Dolores Brzycki*, Assistant Dean in the Office of Extended Studies, IUP

Bio: Dr. Dolores Brzycki (dbrzycki@iup.edu) has teaching experience in Russian, International Studies, and other fields. She has worked on grants related to technology training and the infusion of technology into teaching. She has led and participated in a variety of committees addressing issues of information technology and accessibility, and coordinates a mini-grant promoting accessibility. She holds degrees from the Ohio State University and the University of Pennsylvania.

► ***Creating Bridges for International Students in a Mental Health Crisis***—Classroom 6

Panelists will share practical steps for recognizing and supporting international students who are struggling with mental health. Common myths and misconceptions that international students have regarding mental health concerns and seeking care will also be shared. Participants will create a plan for their own role in interacting with international students.

Presenters: *Jessica Dories*, Assistant Director of International Student and Scholar Services, IUP; *John Gradel*, Assistant Director of the Institute for International Studies, Lock Haven University; *Chiaothong Yong*, Chinese Student Counseling Center Therapist, Ohio State University; *Jessica Miller*, Psychologist/Haven Project Counselor and Outreach Coordinator/Assistant Professor, IUP

Bios: Ms. Jessica Dories (jessica@iup.edu) has over twelve years of experience in International Education, having worked on programming and advising for international students and scholars as well as campus-wide cultural events. She received her bachelor's degree in International Studies and her master's in TESOL, both from IUP. Mr. John Gradel (jrg5874@lhup.edu) has presented on a wide-range in international education from study abroad students to international students. He received his bachelor's in Social Studies Adolescence and History from SUNY Ferdonia and his master's in College Student Personnel from Bowling Green State University. Dr. Chiaothong Yong (c.yong2@iup.edu) completed her master's in Clinical Psychology in 2013 and is currently finishing a one-year internship as a counselor working with international students at Miami University in Oxford, Ohio. She will complete her PsyD Clinical Psychology program in August from IUP and begin a new job as a Clinical Therapist at the Ohio State University where she will work with Mandarin-speaking students and scholars. Dr. Jessica Miller (jemiller@iup.edu) is a psychologist in the Counseling Center at IUP and serves as the coordinator for sexual violence counseling, prevention, and education. She received both her master's and doctorate degrees from IUP.

► ***The Media and Race: A Learning Conversation for Change Agents***—Classroom 7

Participants will engage in dialogue around contemporary media and its ability to perpetuate messages of racism and discrimination. After viewing a racially charged advertisement, participants will discuss the primary message, the subtle and blatant messages of racism that exist, and the implications these messages have on students and our society at large.

Presenter: *Malaika Turner*, Associate Director of Residence Living and Well-Being, IUP

Bio: Malaika Turner (Malaika.Turner@iup.edu) has worked in the IUP student affairs division for 18 years where she has had the opportunity to impact the lives of thousands of students and assist in the development of student affairs professionals. She co-developed the Transition Success Office, designed to assist at-risk students during their transition from regional to main

campuses, and created the STEP (Strive, Transition, Embrace, Progress) Program. Her dissertation, “Technology’s Impact on the Learning Experience of At-Risk Digital Natives,” is another example of her devotion to the improvement of at-risk students on college campuses. She has written numerous publications, and is most proud of her first book, “Walking in Step with God On Purpose.” In her writings and public speaking presentations, she champions the practice of goal-setting, discovering purpose, and motivation.

► **Audience Post-Play Discussion: We Are Proud To Present...** - Classroom 8

What unites people together? What does it mean to be included? Do our similarities or differences dictate our place in this world? Post-event discussion of the IUP Theater-by-the-Grove student production from the evening before (November 3), which directly confronts these challenging topics of diversity and inclusion, and leaves audience members with much to process. Join the cast and crew of the production in a critical conversation on these issues. Facilitated by actor and senior Musical Theater major, Sydnee Elder.

Presenters: IUP Department of Theater and Dance Faculty and Students

► **From Advocate to Action!** - Classroom 9

This session will address a process for collaborative advocacy that involves the entire campus community, exploring the importance of transparency in advocacy and how this can lead to rewarding results. The presenters will discuss possible barriers and how to avoid them, and how to create an innovative, justice-minded collaboration that aspires to actions that contribute to the common good.

Presenters: Slippery Rock University Representatives—*Corinne Gibson*, Multicultural Development Office Director; *O’dell Richardson*, Student and Black Action Society President

Bio: Corinne Gibson (corinne.gibson@sru.edu) is an intricate member of underrepresented minority recruitment and retention at SRU and also provides campus-wide diversity programs. She has been in her current role for seven years and has broadened the scope of multiculturalism on campus. She serves as an ex-officio member of the President’s Commission on Race and Ethnic Diversity and advises many affinity student organizations on campus.

► **Advocating for a Better Environment for Muslim Students**—Classroom 5

In an increasingly xenophobic environment, Muslim students face a more hostile campus community, mainly because of misunderstandings and baseless assumptions about their life and choices. This session discusses anecdotal evidence selected from the experiences of Muslim students at Bloomsburg University and presents strategies to address these issues and increase awareness of creating a more inclusive environment for all.

Presenters: *M. Safa Saracoglu*, Associate Professor of History, Bloomsburg University; students *Ameerah Muhammad* and *Ozlem Yilmaz*, both junior Biology/Pred-Medical and Allied Health Sciences majors. Ozlem also serves as the President of the Muslim Student Association and Vice-President of the Arabic Club at Bloomsburg University.

Bio: Safa Saracoglu (msaracog@bloomu.edu) was born and raised in Turkey. After graduating from Middle East Technical University with an MA in Economics, he earned his PhD in History at the Ohio State University. He began teaching Islamic and Middle Eastern History at Bloomsburg University in Fall 2006. His main research area is administrative and judiciary practices in the Ottoman Empire.