ARCADIA MAGAZINE

Spring/Summer 2022

WHY?
BECAUSE, ARCADIA

ABRI AT ARCADIA: AN ESSENTIAL, COMPLEX EFFORT

STUDY ABROAD REOPENS

LAWRA MINERVA KORMAN ETCHED IN CASTLE’S HISTORY
Perhaps nothing captures a university experience like stories told by students. And perhaps nothing captures the student story like Because.Arcadia.edu.

Arcadia’s anti-Black racism initiatives are a complex, essential mix of efforts that impact all community members.

From the President
Leading Off
Arcadia News
Alumni News

Q&A
With a Beaver College grad, Arcadia University grad, and current student.

Alumni Award Recipients
Class Notes
The Last Word
Dear Arcadia University Community,

How does one capture the story of Arcadia University or Beaver College? It depends on the perspective of the storyteller.

Today’s Arcadia students carry on the legacy of our alumni — of you, our reader — and the connection between student and alum is inextricably linked. We invite you to connect directly with today’s students through their stories and to follow them in their journeys, which you can learn more about on pg. 24. These students are, in many ways — some quite literal — following in your footsteps.

Our faculty perspectives are shaping our JEDI and ABRI initiatives on campus and within our University community. These initiatives are a complex yet essential mix that impact all members of the Arcadia community. This has been a campuswide effort, and we look forward to how they will expand and evolve. Dr. Christopher Varlack, assistant professor of English and associate director of the Center for anti-Racist Scholarship, Advocacy, and Action, shares his perspective on the University’s efforts in an essay and in a dual interview with Dr. Doreen Loury, assistant professor of Sociology, Anthropology, and Criminal Justice and founding director of CASAA.

In addition, a conversation with a Beaver College graduate, an Arcadia University graduate, and a current student reminds us how intertwined the experiences for students are at this great institution. While the decade may change and the world may look different, there are many similarities in the passions of our students.

Our stories help to define who we are — as individuals, as a community, as a University. We’re so proud that you have helped to shape our history.

Sincerely,

Ajay Nair, Ph.D.
President
Arcadia University

POET SONIA SANCHEZ ADDRESSES CLASS OF 2022

Renowned poet, activist, and scholar Sonia Sanchez ’22H received an honorary doctoral degree and addressed the Class of 2022 at the Arcadia University Commencement ceremonies on May 19-20.

“In many ways, our institution’s values and mission align with themes found in Ms. Sanchez’s storied poetry, teaching, and experiences,” said President Ajay Nair. “Hearing directly from Philadelphia’s first Poet Laureate and legendary ‘Freedom Sister’ was a fitting culmination for Arcadia’s Class of 2022, many of whom have taken on leadership roles with our University’s anti-Black Racism Initiatives and Justice, Equity, Diversity, and Inclusion efforts. Having Ms. Sanchez as part of our Commencement celebration will be a seminal moment in Arcadia’s 169-year history.”

Sanchez is considered one of the most important writers of the Black Arts Movement, which aimed for a renewal of Black will, insight, energy, and awareness. She is a national and international lecturer on Black culture and literature, women’s liberation, peace, and racial justice. She has read her poetry in Africa, the Caribbean, China, Australia, Europe, Nicaragua, and Canada, in addition to her native country. Sanchez was named Philadelphia’s first Poet Laureate in 2011. She received the Robert Frost Medal for distinguished lifetime service to American poetry and the Langston Hughes Poetry Award, among many other honors. The author of 16 books, Sanchez is among 20 African American women who are part of “Freedom’s Sisters,” a mobile exhibition initiated by the Cincinnati Museum Center and the Smithsonian Institution.

Arcadia’s Commencement season also included University events such as the Lavender Ceremony and ALANA and International Student Recognition Ceremony.
Dawson Blazes National Trails; Gordley, Bochard Are First All-Region Medalists

Tate Dawson ‘22DPT made history last fall by becoming the first individual student-athlete in school history to qualify for the NCAA National Championships in cross-country.

Dawson joined teammates Micah Gordley ‘24 and Kira Bochard ‘23MSFS as the first all-region medalists in program history when the trio competed at the Metro Regional Championships in November at Rowan University. Gordley, a Scientific Illustration/Psc-Med major, placed 26th overall, while Bochard, a student in the Forensic Science master’s degree program, met all-region standards with a 33rd-place finish.

In addition to providing physical therapy services, the clinic will now host navicates — skilled human service professionals — from the county Department of Health and Human Services Office of Community Connections.

The Arcadia graduate students providing physical therapy will refer clients to the navicates to work through needs beyond physical therapy that impact their health. Navicates are knowledgeable about local, county, and state resources.

“Starting before the pandemic, Dr. Craik, members of her team, and I engaged the county in discussions about the benefits and opportunities of launching the pro bono physical therapy clinic,” says Alison LaLond Wyant, executive director of the Division of Civic & Global Engagement at Arcadia University. “Dr. Craik arranged for Commissioner Dr. Val Arkoosh ’19H to come to campus for that early discussion. The PT faculty saw the potential in the partnership.”

Any resident of Montgomery County — including Arcadia faculty, staff, students, and Stay Fit clients — may take advantage of navicate services. Program leaders also hope to employ undergraduates to support the work through Civic & Global Engagement’s community-based work study program.

Learn more and make an appointment at arcadia.edu/probono.
CAMPBELL SELECTED AS 2022 RESIDENT ARTIST

Visual artist Amir Campbell has been selected as Arcadia University’s Public Art Resident Artist for 2022. Also known as Amiracle, Campbell will be the lead artist for this year’s Arcadia Public Art Project. He also taught a cohort of students in the public art apprenticeship course this past spring. When Campbell received the 2021 Mural Arts Philadelphia Fellowship for Black Artists, the Mural Arts Program noted that: “His work revolves around displaced identity and unity through the lens of integration and assimilation into American Culture as an African American. His ultimate vision is to blend the worlds of fine art with street art.”

Last year, Professor of Visual and Performance Arts Abbey Ryan ’93, Adjunct Professor of Visual and Performance Arts David Guinn, Adjunct Professor of Visual and Performance Arts Maryann Worrell ’05, and Adjunct Professor of Visual and Performance Arts Krista Profitt ’11 earned the 2021 Dr. Finbarr O’Connor Prize for Shifting the Paradigm for their work on the Arcadia Public Art Project. The group, and all in the Public Art Project, collaborate closely with artists and students to make sure Arcadia and Glenside community connections are made and sustained over time.

Campbell contributed to this issue of the Arcadia Magazine story on anti-Black racism initiatives (see page 18). Learn more at arcadia.edu/publicart.com.

ARCADIA COMMUNITY RESPONDS TO WAR IN UKRAINE

“At Arcadia University, we are deeply troubled by the news and images coming from Ukraine. As a global institution, our hearts are with our students, scholars, faculty, staff, and partners, as well as all those affected by these events in the region and around the world. War and conflict devastate lives and communities for generations, and we hope for peace and justice to prevail.”

The above comes from a University statement from Feb. 28, after Russia invaded its neighboring country. Arcadia has students, faculty, alumni, staff, and friends who are from, have family in, and have studied in Ukraine and Russia. After the invasion began, Arcadia community members came together for educational events and support groups, including a vigil for Ukraine, a panel discussion with faculty members at Arcadia and with the American Graduate School in Paris, and a teach-in on April 1 led by Dr. Angela Kachuyevski, an associate professor of Political Science in the Department of Historical and Political Studies.

Dr. Kachuyevski has taught, published, and presented widely on Ukraine, Russia, and Eastern-European conflict and identity. She researched and lived in Ukraine for many years, even meeting her husband there. Her areas of academic focus include conflict resolution, security studies, minority rights, and divided societies, with a particular focus on conflicts involving Russian-speaking minorities in Ukraine, the Baltic States, and Moldova.

“Putin has been backed into a corner by his own making and choosing,” said Dr. Kachuyevski. “He’s put everything on the line to conquer Ukraine, and I don’t see how he’s going to succeed in doing that. The Ukrainians will not put up with a kind of dictatorship or governance, as we have seen.”

Dr. Kachuyevski is finishing a book, based upon extensive field research, about the changing identities of Russian-speaking Ukrainians.

“Russian-speaking Ukrainians are Ukrainians,” said Dr. Kachuyevski. “Even before the war began, Ukrainians didn’t believe that Russians would invade them. Many of their identities have been changing since 2017, so on the one hand there was a push for a Ukrainian identity, and another that doesn’t identify with the kind of conflict that you saw in Crimea and Donbas. Still, before the war began, I don’t think people could believe it possible that the Russian military would invade them.”

Vic Fedorko ’22, a senior Psychology major and Public Health minor, is a first-generation American whose family is from Ukraine. While she was born and raised in Chicago, her parents and older sister were born in Ukraine, and she has several family members there.

“We Skype pretty regularly,” she says, adding, “It’s been difficult with their connectivity issues.”

She describes the situation her family faces in Ukraine: “Russian-speaking Ukrainians are Ukrainians,” said Dr. Kachuyevski. “Even before the war began, Ukrainians didn’t believe that Russians would invade them. Many of their identities have been changing since 2017, so on the one hand there was a push for a Ukrainian identity, and another that doesn’t identify with the kind of conflict that you saw in Crimea and Donbas. Still, before the war began, I don’t think people could believe it possible that the Russian military would invade them.”

Vic Fedorko ’22, a senior Psychology major and Public Health minor, is a first-generation American whose family is from Ukraine. While she was born and raised in Chicago, her parents and older sister were born in Ukraine, and she has several family members there.

“We Skype pretty regularly,” she says, adding, “It’s been difficult with their connectivity issues.”

She describes the situation her family faces in Ukraine: “It’s heartbreaking. My grandmother talked about how the grocery stores have been raided; dietary staples have been hard to get. It’s also interesting, to say the least, to see the difference between what news organizations are reporting and what my family says.”

The possibility of fleeing has been discussed, Fedorko says, “but my grandparents are quite old, so that journey is not feasible.” She notes that she has male cousins within an age range such that they are required to stay in the country. “I’m still trying to process and understand everything.”

Fedorko hopes to work in a university lab in the Chicago area for a couple of years, learning protocols and beefing up her resume. Research is familiar territory for Fedorko; she conducted COVID 19-related studies with three Arcadia professors, investigating the impact of Zoom use on mental health and body image.
JONES ’23 FINDS CONNECTION WHILE STUDYING IN LONDON

Harper Jones ’23 knew she’d enjoy the theater scene in London. An acting major with a Musical Theater concentration, Jones was in one of the globe’s theater capitals almost the entire spring semester on a study abroad program with Arcadia London Center and Goldsmith University. What she may not have expected, though, was a program with Arcadia London Center and Goldsmith capitals almost the entire spring semester on a study abroad even if they don’t understand the production, to leave the perception of identity and experience.

Jones, who was bitten by the musical theater bug at an early age, and counts “Aida,” “On the Town,” and “Funny Girl” as among her favorites. Jones hopes to graduate summa cum laude next year, intern at a theater company in Philadelphia, and continue her theatrical activism and exploration of identity.

“I want to create a network and establish relationships with people who have the same passions as me,” Jones said. “I have a lot of dreams.”

THE ENDURING LEGACY OF LAURA MINERVA KORMAN ’89, ’95MED

Grey Towers Castle has long stood as a beloved symbol of Arcadia University. Now, one of its rooms that has epitomized elegance for generations bears the name of one of the University’s most dedicated alumni and trustees, Laura Minerva Korman ’89, ’95MED (1967–2017).

Formerly the Castle Mirror Room, the Laura Minerva Korman Mirror Room commemorates her love of the Castle, passion for Arcadia, and deep commitment to our students.

To honor his wife, James Korman P’24, P’24 not only established the Laura M. Korman Fund to support the room’s restoration in perpetuity, but also permanently associated her name with her alma mater in a place she loved the most.

As family and friends gathered, Arcadia President Dr. Ajay Nair, with Korman at his side, unveiled the new signage. “On college campuses, names abound,” said Nair, “Buildings and spaces reflect powerful stories through their names. But this naming is particularly unique. This space and this Castle beautifully represent Arcadia and the legacy of Laura Korman.”

Grey Towers Castle holds poignant memories for the Korman family. Married in the Castle on January 16, 1994, Laura and James had their first dance to Stevie Wonder’s “Ribbon in the Sky” steps from where the sign that bears her name now hangs. Nearly 28 years later, their love story continues as James is a proud Arcadia parent. In admiration of the Laura Minerva Korman Mirror Room sign, Korman shared, “Mirrors are a means by which you can reflect upon yourself and see how you add to society, lifting people up. To me, the Laura Minerva Korman Mirror Room is such a nice fit for Laura because it was so important to her. I am thrilled to know that this room and her sign will be there forever.”

THE ENDURING LEGACY OF LAURA MINERVA KORMAN ’89, ’95MED

Grey Towers Castle has long stood as a beloved symbol of Arcadia University. Now, one of its rooms that has epitomized elegance for generations bears the name of one of the University’s most dedicated alumni and trustees, Laura Minerva Korman ’89, ’95MED (1967–2017).

Formerly the Castle Mirror Room, the Laura Minerva Korman Mirror Room commemorates her love of the Castle, passion for Arcadia, and deep commitment to our students.

To honor his wife, James Korman P’24, P’24 not only established the Laura M. Korman Fund to support the room’s restoration in perpetuity, but also permanently associated her name with her alma mater in a place she loved the most. On November 1, 2021, in the presence of Korman family, friends, and University leaders, the Laura Minerva Korman Mirror Room was dedicated during an intimate celebration of Laura’s life and enduring bond with Arcadia.

As a student and proud alumna, Laura’s leadership and support inspired the University community. Laura served on the Alumni Board of Directors, co-chaired the Class President’s Committee, engaged with prospective students as an alumni admissions representative, and organized Alumni Reunion events as co-president of her graduating class. She expanded scholarship opportunities, enhanced campus facilities, and strengthened the Preview program for Arcadia students. Korman received both the 2005 Golden Disc for Meritorious Service and the 2007 Mary Louise Armstrong Wolf Award for her efforts. Lastly, Laura served as Trustee of her beloved alma mater from 2008 to 2016.

Laura Minerva Korman Mirror Room is such a nice fit for Laura because it was so important to her. I am thrilled to know that this room and her sign will be there forever.”

Watch a video of the dedication.
“Something about this place made me feel immediately at home,” said Samen ‘92 of his first time on campus. As a transfer student, Samen’s move-in day didn’t include a big family sendoff or an orientation week to commemorate the occasion. “I kept my dorm room door open,” said Samen. “Before I knew it, Kenny Costello Lerais ‘92 was in the doorway, introduced herself and others to me, and we are still very good friends to this day.”

Samen found his place. He thrived in classes, gained independence, and built lifelong friendships. He even met his future wife, Melissa Martin Samen ‘93, on the first day of their English 101 class. “If I hadn’t gone to Beaver College, my life would have been much different, but it took time to realize that,” said Samen.

Despite a successful student experience, he lost his connection to the College. Following graduation, he started a fulfilling career but felt out of touch with the institution when Beaver College became Arcadia University. When he returned to campus for Melissa’s 10-year reunion, though, his perspective changed. “College became Arcadia University. When he returned to campus to the College. Following graduation, he had started a fulfilling future. “Something about this place made me feel immediately at home,” said Samen. “I went to a conference for Black students with the beloved professor, Dr. Doreen Loury, and analyze the world and her role in it. Alishah Powell ‘03 As a first-generation college student standing on the shoulders of her ancestors, Alishah Powell ‘03 was determined to make her family proud. At Arcadia, she fell in love with courses that challenged her to think critically and analyze the world and her role in it. “I went to a conference for Black students with the beloved professor, Dr. Doreen Loury,” said Powell. “It was mind-blowing. I learned that, on average, white households read one book a month, while Black households read one book per year.” That statistic transformed Powell. “As a first-generation student, it made my appreciation for Arcadia that much deeper. I connected with the campus community and felt an overwhelming sense of pride to be there.”

Upon graduation, Powell wanted to pay her experience forward. “In my core, I want to help people. Arcadia taught me to reflect on how I see myself in the world, and how I can be a better contributor and make a better world.”

“I live by a proverb I learned in my pluralism and justice course: To whom much is given much is required.”

David Euwings ‘06 began his service as BAAAU co-president to help elevate the extraordinary foundation the inaugural president set forth. In the midst of COVID, BAAAU hosted a school supplies drive, hosted Welcome Black, a community event in which Black alumni, University leaders, faculty, and staff welcomed new and returning Black students to campus. Euwings strives for success by believing that there is good in everyone, the world is a beautiful place, and that he can help in every situation. “It comes from when I was a kid,” Euwings explains. “In high school, I was lucky to have a mentor who became like my second mother. She introduced me to another mentor, and I continue to connect with both of them.”

As a student, Euwings had a non-traditional experience. Taking classes at night while working a full-time job during the day was challenging, but he credits Arcadia for growth during that time. “Arcadia is a big part of my life and something I want to continue to be a part of, and the best way is to give back.”

“There are so many opportunities to get involved and volunteer at Arcadia. Find what it is that you are passionate about and reach out to find the best opportunity for you.”
Letter from the Advisory Council President for the Arcadia University Alumni Association

MAYA BASU JOHNSON ’97

Dear Alumni,

As I reflect on the work we have done together in the first year of my term as president of the Arcadia University Alumni Association, I think back to a virtual celebration I attended on Martin Luther King Jr. Day this past January. During the event, we read a letter Dr. King wrote from Birmingham jail in which he stated, “constructive tension is necessary for growth” and “change takes work.” Those statements continue to resonate with me deeply as an excellent descriptor of what the Advisory Council and the Arcadia community is actively demonstrating in the efforts guided by the Arcadia 2025 strategic plan.

The Advisory Council for the Arcadia University Alumni Association and our expanded committees have made great strides in empowering alumni to contribute to the betterment of the University through focus group meetings, feedback surveys, and the introduction of new programs such as Homecoming & Family Weekend, the Women Who Lead Forum, alumni focus groups, and more. As our environmental conditions improve, alumni have expressed a desire to revitalize our sense of community, guide current students, and support our ongoing professional development. I hope you reflect on the personal impact that you have made on our alma mater and overtly demonstrate your commitment to the success of Arcadia University.

I am encouraged by our progress and cannot wait to see all that we will accomplish together. Representing you—and now our newest graduates of the Class of 2022—continues to be an incredible honor.

Sincerely,

Maya Basu Johnson ’97
President, Arcadia University Alumni Association

Learn more about volunteer opportunities at alumni.arcadia.edu/volunteer.

Honoring Women Who Lead

Since 1853, generations of Beaver College and Arcadia University women have taken charge of their futures and pursued their dreams. On March 26, Arcadia’s second annual Women Who Lead Forum provided special recognition to three women who have profoundly shaped Arcadia to be the dynamic institution that it is today.

DR. BETTE LANDMAN ’64H

President Emerita Dr. Bette Landman, who began her 19-year tenure as president in 1985, is the first woman to lead the institution and the only president to lead under the institutional names of Beaver College and Arcadia University.

Through her extraordinary vision and unwavering commitment to access and inclusion, she touched the lives of all students, faculty, staff, and friends of the community. Dr. Landman reinvigorated the University, doubling enrollment and leading transformative projects such as the construction of seven new buildings and a nationally recognized study abroad program. Dr. Landman also led the community through the historic transition to Arcadia University.

Dr. Landman’s involvement in the higher education community also is legendary. Among her many roles, she served as chair of the higher education committee of the American Red Cross, chair of the Presidents Committee and a leader of the Pennsylvania Athletic Council.

DR. ELAINE MAIMON

A thought leader in education reform, Dr. Maimon for decades has striven to make higher education effective and equitable. At Arcadia, she organized the faculty to participate in one of the nation’s first writing-across-the-curriculum programs, funded by the National Endowment for the Humanities.

Dr. Maimon’s commitment to new ways of understanding, writing, and thinking led her to serve as associate dean of the College at Brown University and as dean of Experimental Programs and tenured professor of English at Queens College (CUNY), where she worked with corporate and journalism advisory boards to provide opportunities for high potential/low-income students. As president at Governors State University, she instituted systemic shifts that significantly improved student outcomes.

In 2020, Dr. Maimon redirected her energies from the day-to-day running of universities to national thought leadership in higher education. She serves as an advisor at the American Council on Education, is a regular columnist for the Philadelphia Citizen, and participates frequently in media discussions of educational reform.

DR. BARBARA F. NODINE

Professor Emerita at Arcadia University, Dr. Barbara Nodine specialized in cognitive psychology and its applied aspects. She is co-author of Writing in the Arts and Sciences; Thinking, Reading and Writing; and author of the Study Guide for students to accompany the psychology text by Benjamin, Hopkins, and Nation.

Dr. Nodine is former president of the Society for the Teaching of Psychology of the American Psychological Association (APA) and former president of the Eastern Psychological Association. She is a Fellow of both the APA and the American Psychology Society.

Dr. Nodine, who has helped to evaluate several psychology departments and curricula, has also consulted extensively on incorporating writing into disciplinary courses at colleges across the country. Her accomplishments as a teacher have received national recognition.

In 1996, she was awarded the Robert Daniels Teaching Excellence Award by the Society for the Teaching of Psychology, and in 1999, the American Psychological Foundation Distinguished Teaching Award.

To learn more about The Women Who Lead forum, visit alumni.arcadia.edu/WWLF.

Dr. Elaine Maimon, Dr. Barbara Nodine, and President Emerita Bette Landman at The Women Who Lead Forum.
Ashley Knueppel ’12, ’09M
Faculty and Staff Impact Award
Ashley’s life-changing semester abroad as a student helped set her sights on a career where she could guide others to have such a transformative experience. Now, Ashley does that as an associate director for the Division of Civic & Global Engagement.
In helping to relaunch the new Office of Study Away (OSA), Ashley found innovative ways to connect with students, including through OSAs Instagram, @arcadiaknightsabroad.
Ashley also has transformed the Study Abroad Mentorship Program (STAMP) into a support network for students. STAMP has become one of the largest student groups and helps students build leadership and mentorship skills while educating and guiding mentees through Arcadia’s Study Away programs.
The Faculty & Staff Impact Award recognizes a graduate who is a current, retired, or emeritus member of the Arcadia faculty or staff who has nurtured future alumni leaders, advanced the University’s mission, and greatly enhanced the prestige of the University.

Nathan Hayward ’06, ’09MBA
Golden Disc for Meritorious Service
A devoted alumni volunteer, Nathan embodies the care, fortitude, and pride to serve as role model to all Arcadia graduates. He has selflessly shared his time, talent, and treasure to strengthen the Arcadia Alumni Association and the connection between his fellow alumni and their alma mater.
Nathan is also an active alumni volunteer, serving as chair of the Arcadia Alumni Business Network, which he looks to grow through his leadership.
A loyal donor to his alma mater, Nathan became one of the youngest annual donors of the Jones Poundstone Society. The Golden Disc for Meritorious Service is awarded in recognition of outstanding volunteer leadership service to Arcadia University through its Alumni Association.

Alice Schlesinger ’62
Golden Disc for Distinguished Achievement
Alice is most prominently known for her 16-year service on the New York County Supreme Court in the First Judicial District of New York. Launching her career, she joined the Legal Aid Society, serving as a criminal defense attorney in both Manhattan and the Bronx. Alice became known as a passionate defense attorney and social justice advocate, applying her passion and expertise to teach a Criminal Law Clinic at New York University School of Law.
She began her judicial career as a judge for the Civil Court of the City of New York in 1994 and was appointed acting justice of the New York County Supreme Court in 1991. In 2000, Alice was elected to the Supreme Court, serving until her retirement in 2016.
The Golden Disc for Distinguished Achievement is awarded to an individual in recognition of their significant accomplishments and outstanding achievements in their profession or community.

Jessica Tilli ’08MEd
Outstanding Achievement Award
Jessica has been an educator for more than 13 years and is a math curriculum specialist for the Philadelphia School District. She writes curriculum, provides professional learning for teachers and leaders, and is leading the charge to prioritize early mathematics in her district.
Jessica believes deeply that every child, regardless of zip code, deserves the opportunity to develop a strong foundation in mathematics. She is a fierce advocate for creating access for students in Philadelphia.
In 2022, Jessica was recognized by the U.S. government with the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST).
The Outstanding Achievement Award is presented to a class member in a reunion year for leadership, dedication, and service to Arcadia University on behalf of their class.

Lauren Trager ’07, ’11MS
Mary Louise Armstrong Wolf Award
Lauren has been part of the Alumni Association as an active Advisory Council committee chair, committee member, mentor, and volunteer. Lauren brings a thoughtful energy to all she does for Arcadia and is always willing to raise her hand to take on a new role to serve her alma mater. Lauren brings life to new programs and ideas to strengthen the Alumni Association’s existing ones.
Outside of Arcadia, Lauren brings her talents and commitment to engaging events and instilling pride to her role at the Multiple Sclerosis Society. Lauren coordinates events across the country to leave a lasting impact on others, and strengthens their resolve that their philanthropy and actions can make a difference in the search for a cure for MS.
This award recognizes outstanding volunteer service to Arcadia University through Alumni Association committee work and/or work as a class agent. This award is presented annually in memory of Mary Louise Armstrong Wolf ’36, who dedicated herself to both the University and her community.

Reverend Victor J. Gimenez ’93
Sankofa Award for Distinguished Achievement
Reverend Victor J. Gimenez has served the Philadelphia community through social service for more than 20 years. Known for his passion for social justice, he has become a mentor to many young men, empowering them to rise above adversity. His passion has also led to his work with Covenant House PA, serving homeless and displaced youth get back on their feet towards their brighter future.
Most recently, Victor has assisted his community through the COVID pandemic, helping to feed more than 2,000 people during the economic downfall and assisting Black doctors at COVID testing sites. He also committed his time to encouraging young people to vote, working with Delaware County Congresswoman Mary Gay to encourage residents to complete the census.
Victor helps to support philanthropic initiatives as a UKnighted Tuesday Ambassador and presented and volunteered during Arcadia’s Dr. Martin Luther King Jr. celebrations.
Presented by the Black Alumni Association of Arcadia University (BAAAU), this award is presented to an individual of African-American/African diaspora decent in recognition of their significant professional accomplishments, as well as the contributions they have made in mentoring and social justice activism in the African American/African diaspora community.

 Leading a change maker as a student, Dan immersed himself in the many student activities on campus. Through the many extracurricular programs, he quickly found that he enjoyed all the opportunities in which he could enhance the Arcadia student experience.
As an alumnus, he contributes to both the Arcadia student and alumni experience. Since graduating, he has participated in the University’s Presidential Search Committee, Young Alumni & Students Committee, and served in the prestigious role of Recent Graduate Trustee. As chair of the Hispanic Latinx Alumni Association, Dan leads with the goal of creating a sense of community and fellowship for Hispanic/Latinx alumni. This award honors an individual who has graduated within the last decade, in recognition of significant accomplishments and outstanding achievements in their profession or community.

Daniel Rivera ’17
Harry G. Kuch Award for Young Alumni in Reunion
Alyssa Ramsay Reynoso-Morris ’12
Young Alumni Golden Disc for Distinguished Achievement
Alyssa is a motivational speaker, accomplished author, and entrepreneur. Currently, she works as a Chief of Staff for local State Representative Jared Solomon. She has organized COVID-19 vaccination clinics, community clean ups, and many more events to serve the community. For her dedication and service, she was recognized on the 2021 ALDI 40 Under 40 list.
In August 2013, Alyssa founded Schools for Sustainability, Inc., a nonprofit organization with the mission to teach vocational-technical high schools about organic farming, water remediation, renewable energy and waste management in an effort to alleviate poverty and improve the environment.
Alyssa’s life calling is to cultivate community and solidarity to make the world a better place.
This award is presented to an individual who has graduated within the last decade, in recognition of significant accomplishments and outstanding achievements in their profession or community.
Arcadia magazine recently sat down with a Beaver College graduate, Arcadia University graduate, and current Arcadia student to discuss how the student experience has changed through the years.

As these conversations demonstrate, Arcadia, true to its legacy as Beaver College, continues to be a University built on the strength and character of a personal, caring community. For generations, the institution has been home to students who have discovered their passions, experienced deep personal growth and pride, and learned about the value of friendship, advocacy, and leadership. 

**STACEY DOWNEY ’88**
Beaver College Graduate  
Major: English, Philosophy & Sociology Minor  
Current Career: Program Analyst

Q. Why did you choose to attend Beaver College?  
A. I wanted to attend a small liberal arts college. Beaver College not only valued but was also intentional about the liberal arts. My college experience was academically enriching and enlightening. We learned about the world, what's happening, and our role and our sense of agency in it all. I was exposed to so many writers, books, theories, and thoughts in an analytical way that I had not had experienced ever before.

Q. What was your path after graduation?  
A. I worked for the District of Columbia Department of Education or editorial work. It wasn't what I had planned, but I knew I wanted to do something with education or editorial work. I was very shy when I first arrived at Arcadia my first year, but as the years went on, I started to gain confidence and to reach out to others. I joined the Peace Corps, travel abroad, and to see the world. It was very special.

Q. Did you face any challenges and how did you overcome them?  
A. As a first-generation college student with a single parent, paying tuition was a struggle. Every semester, I visited the Financial Aid Office and a financial advisor would work with me to understand the financial literacy of it all. We always figured out a solution. With her help, I was able to persist.

Q. How has Beaver College changed since your days as a student?  
A. Of course there are physical changes on campus, but what is most profound, under the leadership of President Nair, is the University's ability to be nimble and forward focused on what the world needs from Arcadia students and graduates. This includes Arcadia's lived values of justice, equity, diversity, and inclusion. I am incredibly proud that my alma mater continues to uplift students to be flexible, innovative, and collaborative while still providing them with the academic and technical skills that they need to make an impact on Arcadia and the world.

Q. What do you cherish most about your college experience?  
A. I interviewed Dr. Bette Landman for the Beaver. During Homecoming, as a first-year student, I thought I understood and knew about the world. Her presentation was incredibly inspiring. It was a moment of realization for me that I needed to understand the world and how to make a difference.

Q. What was your path after graduation?  
A. I knew I wouldn't just be a number. I had the opportunity to make a name for myself and get involved in the campus community. I'll admit that I was hesitant to attend a predominantly white institution. I had attended an all-Black high school, and I feared discrimination and isolation, but Arcadia was life-changing in the best possible way. It allowed me to flourish, to be resilient, and forced me to question a lot of what I thought I understood and knew about the world.

Q. What are some of your favorite student memories?  
A. I interviewed Dr. Bette Landman for the Beaver. During Homecoming, as a first-year student, I thought I understood and knew about the world. Her presentation was incredibly inspiring. It was a moment of realization for me that I needed to understand the world and how to make a difference.

**SERGIACOMI ’22**
Arcadia University Student  
Major: English  
Current Career: Middle School Principal

Q. Why did you choose Arcadia?  
A. As my Scarlet & Grey Day, I talked to English and Composition Instructor Dan Schall about the Creative Writing Program. I could tell that he had a genuine connection with his students, and a small, engaging environment is exactly what I wanted.

Q. What have you been involved in during your time at Arcadia?  
A. I helped to establish Arcadia's creative writers club, The Writer's Bloc. We meet weekly, write, and host creative writing events. We start off each meeting with some private journaling and then follow two-to-three writing prompts. It's an opportunity to share and get feedback from other writers.

Q. What do you cherish most about your college experience?  
A. I was very shy when I first arrived at Arcadia my first year, but as I got to know the people in my classes, I eventually became more social, got involved, and found my people. The best memories are the little moments with friends. I thought all colleges were the same. I now know Arcadia is a much more than going to class, studying, and obtaining a degree. It is a community and a network of people that I will always be connected to going forward.

Q. Highlight a particular challenge you faced at Arcadia and how you overcame it.  
A. The COVID pandemic was one of my biggest challenges. Part of what I really enjoy about Arcadia is the community connection, and it was frustrating to lose that when we transitioned to remote learning. We all struggled as we dealt with a pandemic, tried to finish the semester, and mourned the loss of our social lives. In the end, I grew from the challenge, becoming more resilient and appreciative of my college experience. 
“How will we mobilize around these issues even more profoundly than we already are on a local, national, and global scale? How will we live up to our mission and vision as an institution that strives to be socially just?”

In June 2020, President Ajay Nair challenged the Arcadia community to reimagine with him the University in six domains: academics; training, learning, and development; campus climate and culture; justice, equity, diversity, and inclusion; local, national, and global impact; and policies and procedures.

Nearly two years later, the fruits of these endeavors are becoming more apparent each day.
ABRI AT ARCADIA

The Importance of These Initiatives

The dozens of anti-Black Racism Initiatives, with nearly 200 established milestones, represent an essential and complex mix of efforts that will require sustained focus, collaboration, and courage. They impact all members of our University community—from prospective and current students, to faculty and staff, alumni to leadership, and to donors, friends, and neighbors.

Along with the vision laid out by the JEDI Commission, the ABRI work is anchored in the vision and aspirations embodied in the Arcadia 2025 adaptive Strategy. Faculty and staff shared their perspectives on how far we have come, how far we still need to go, how they see their role, and why this work remains so important to all of us.

The utmost importance now

“ABRI work is significant in the continued efforts of making Arcadia not just a welcoming but also an inclusive place for students, faculty, staff, and visitors. It is the utmost importance now due to the current local, national, and international adversities that affect members of the Arcadia community that are from marginalized groups. Technology has served to keep us more connected and has also allowed us to be aware of the ongoing issues related to race, ethnicity, gender, sexual orientation, ability, and belonging.”
—Jesse Guinn, Ph.D.
Assistant Academic Dean of STEM, The College of Global Studies

Not passive players

“Many students form their social consciousness in their college years. The groundswell of support for the Black Lives Matter movement in the summer of 2020 didn’t just affect young people. They were naive to the players. Young people took on leadership in a renewed commitment to ending anti-Black racism. It was inspiring to watch on the news, but it was even more inspiring to witness right here at work. Arcadia students and young alumni amplified messages for Arcadia’s Black community with courage and vigor.”
—Alison LaLand Wyatt, Ed.D.
Executive Director of Civic and Global Engagement

A rising tide

“The significance of ABRI is the collaborative approach to ensuring that policies, practices, and procedures are inclusive to create an environment of belonging where everyone can thrive. The project-management structure and strategic approach will ensure systemic change that will enhance the experience and meet the needs of Black and other marginalized students while enhancing the educational experiences of all students. The hiring of the first full-time African American therapist in the counseling center, assistant director of Counseling/Diversity and Inclusion Initiatives, more diverse vendors, the embedding of anti-racism pedagogy in the curriculum, as well as the establishment of the OAEED. It is my hope that we continue to increase equity and anti-racism strategies at Arcadia in creating the world in which we want to live.”
—Angela Miller, Ph.D.
Assistant Vice President of Access, Equity, Diversity, and Inclusion

Curricula infusion

“The work related to the recruitment and retention of faculty and staff members of color will be ongoing, as there are many opportunities for change. While we can address specific milestones to create change in the short term, we should maintain work in this space in the future so that we fully explore what is needed to create an environment that is inviting to faculty and staff members that supports their inclusion and professional growth so that they remain at Arcadia. I’ve been working with the chairs of departments in the College of Arts and Sciences on infusing anti-Black racism into their curricula. Each department is starting at a different place and will likely take different paths during this process. I expect that curricular infusion will be ongoing and that we will be adjusting content, pedagogy, and creation of inclusive environments in important ways into the future.”
—Rebecca Kohyn, Ph.D.
Dean, College of Arts and Sciences

We owe it to the students

“Sports has developed as an entry point, especially for many young people. Athletics has developed staff and student-athletes on key topics centered around JEDI, hazing prevention, sexual harassment education, and overall leadership development. No matter how many quality programs, educational training, or work we did this year, Arcadia Athletics must continue to focus on the importance of ABRI and JEDI in the years to come. We owe it to the faculty staff, inclusiveness at Arcadia to renew and refocus our work, and to challenge ourselves to go deeper each year to make a lasting impact on the generations to come.”
—Brian Grannata
Director, Arcadia Athletics and Recreational

Representation and Responsibility

ABRI in the Transformative Vision for Arcadia

By Dr. Christopher Allen Varlack, assistant professor of English

Much of my formative education in English and creative writing, as far as I can remember, offered very little exposure to the literature of the African diaspora. As a result, the classroom was largely shaped by stories whose characters never looked or sounded exactly like me and who participated in histories removed from the world I had come to understand as the son of Caribbean-born parents with coo-coo-colored skin and a culture defined by calypso, sugar cane, and steaming hot pots of callalloo. Like Chimamanda Adichie, in her TED Talk “The Danger of a Single Story,” I had become convinced that books, however very nature, had to be about things with which I could not personally identify,” even if I didn’t have the tools or the words then to articulate the dilemma I faced.

Of course, there would be small glimmers of Blackness from time to time in reading crayon teachers would assign, like images of the enslaved, beaten and bruised, in Frederick Douglass’ 1845 Narrative of the Life of Frederick Douglass, an American Slave or the heartbreaking stories of African warriors trying to preserve their cultural traditions in the face of colonial intrusion depicted in Chinua Achebe’s 1958 Things Fall Apart. And yet, these images of Blackness—often steeped in stories of struggle and oppression—were only part of my history, so while others I felt could look into books like mirrors and see themselves represented, I was offered only fragments, and the concept of the canon—the lenses through which future leaders could thrive, we needed to reflect openly and intentionally on our practices and policies at the University that might perpetuate inequity. Were we creating opportunities to change that dynamic for students under my care, elevating the voices of BIPOC writers and increasing access to the diversity of literature reflective of this constantly evolving world? All of the Department offered African-American literature courses each year—a reflection of its commitment to promoting Black voices, histories, and stories that even preceded the anti-Black racism initiatives (ABRI) first vocalized by President Nair with the resurgent anti-Blackness and the May 2020 murder of George Floyd. For me, however, Arcadia’s ABRI still represented a significant milestone in the history of the University, for it shed a much needed spotlight on the reality that efforts universe-wide toward diversity and inclusion may not be nearly enough. For instance, in the field of English studies, ABRI, at least on the surface, declared that a small handful of courses BIPOC literature and culture within a curriculum predominantly comprised of the study of white authors was far from representative, that the curriculum may have failed to create the kinds of opportunities our students of color needed to be both heard and seen, and that the fragmentation continued. ABRI therefore signaled the need to revisiting more central issues and the concept of the canon with an eye toward diversity and social justice if we were truly interested in creating an educational climate that could “cultivate intellectual and social responsibility” and “bring our individual and collective resources to bear to seek positive transformation in our community and the world,” as Arcadia’s lived values demanded.

And so we gathered and got to work, revising our programmatic and pedagogical conversations quite reminiscent of the canons wars of the 1980s and 90s: debating and debating and deliberating the value of historical coverage versus the importance of including more intentional study of BIPOC history, cultural production and underrepresented communities—all while considering both individually and collectively how far we were willing to go to reconsider traditional areas of study to meet the goal of a truly transformative education. We created new courses, participated in a host of summer workshops on inclusive excellence and decolonizing the curriculum, developed new committees and task forces with faculty from diverse backgrounds and fields, and constructed a framework for ABRI curricular infusion to guide faculty and community efforts in combating anti-Black racism and providing students the tools to understand both its historic nature and its prevalence in the modern day. And we began delving deeper into dialogues about our pedagogy and our values, actively reconsidering not just what an Arcadia education would entail (as evidenced by ongoing conversations about transforming the undergraduate general education curriculum) but also what about it means to be an Arcadia educator today and in the coming years.

But our ABRI was not just about curricular infusion. As an educator today and in the coming years, the value of historical coverage versus the importance of including more intentional study of BIPOC history, cultural production and underrepresented communities—all while considering both individually and collectively how far we were willing to go to reconsider traditional areas of study to meet the goal of a truly transformative education. We created new courses, participated in a host of summer workshops on inclusive excellence and decolonizing the curriculum, developed new committees and task forces with faculty from diverse backgrounds and fields, and constructed a framework for ABRI curricular infusion to guide faculty and community efforts in combating anti-Black racism and providing students the tools to understand both its historic nature and its prevalence in the modern day. And we began delving deeper into dialogues about our pedagogy and our values, actively reconsidering not just what an Arcadia education would entail (as evidenced by ongoing conversations about transforming the undergraduate general education curriculum) but also what about it means to be an Arcadia educator today and in the coming years.

But our ABRI was not just about curricular infusion. As an educator today and in the coming years, the value of historical coverage versus the importance of including more intentional study of BIPOC history, cultural production and underrepresented communities—all while considering both individually and collectively how far we were willing to go to reconsider traditional areas of study to meet the goal of a truly transformative education. We created new courses, participated in a host of summer workshops on inclusive excellence and decolonizing the curriculum, developed new committees and task forces with faculty from diverse backgrounds and fields, and constructed a framework for ABRI curricular infusion to guide faculty and community efforts in combating anti-Black racism and providing students the tools to understand both its historic nature and its prevalence in the modern day. And we began delving deeper into dialogues about our pedagogy and our values, actively reconsidering not just what an Arcadia education would entail (as evidenced by ongoing conversations about transforming the undergraduate general education curriculum) but also what about it means to be an Arcadia educator today and in the coming years.

But our ABRI was not just about curricular infusion. As an educator today and in the coming years, the value of historical coverage versus the importance of including more intentional study of BIPOC history, cultural production and underrepresented communities—all while considering both individually and collectively how far we were willing to go to reconsider traditional areas of study to meet the goal of a truly transformative education. We created new courses, participated in a host of summer workshops on inclusive excellence and decolonizing the curriculum, developed new committees and task forces with faculty from diverse backgrounds and fields, and constructed a framework for ABRI curricular infusion to guide faculty and community efforts in combating anti-Black racism and providing students the tools to understand both its historic nature and its prevalence in the modern day. And we began delving deeper into dialogues about our pedagogy and our values, actively reconsidering not just what an Arcadia education would entail (as evidenced by ongoing conversations about transforming the undergraduate general education curriculum) but also what about it means to be an Arcadia educator today and in the coming years.
In November 2021, the ABRI Project Team and the Provost’s Office announced the establishment of the Center for Antiracist Scholarship, Advocacy, and Action (CASAA). The Center has three core goals that it aims to achieve in its efforts to become a leading advocate of antiracist thought and to act toward ensuring racial justice and equity.

In spring 2022, CASAA’s founding director and associate director, Dr. Doreen Loury and Dr. Varlack, respectively, shared their thoughts about the importance of CASAA, the work the Center plans to engage with the community, and how it plans to shape the thinking and mindset about racism across the globe.

year as a faculty/staff person to deal with the injustices that so many of our Black and brown students and faculty of color have had to endure at a place where they should have felt safe and secure and able to focus on building a sense of intellectual prowess but instead had to manage or survive so many imposed indignities.

I have watched Arcadia grow and was genuinely impressed when President Nair did not mince words or play verbal gymnastics or a game of intellectual jeopardy with the initiation of our ABRI. For me this meant that we were going beyond playing at diversity and were willing to confront the elephant in the room — white supremacy. We were actually getting down to the weeds of the problem and tackling the real meaning behind the concepts that not only assisted our Arcadia community (to go beyond awareness) but to provide a formalized research structure that would intentionally reach out locally, nationally, and globally.

CASAA’s vision and mission clearly provides the roadmap for us to facilitate this work with a focus of developing promising practices that will bring about societal reform.

How do you plan to engage with the community at Arcadia and beyond?

CVI: Community engagement has always been a core part of the Center’s mission to support existing and future scholarship from members of the Arcadia community and to engage with the broader public on grassroots initiatives aimed at racial justice and systemic change. Much of the work over the first few years in the Center will be devoted to providing that network of support for faculty, staff, and students. This includes securing funding for microgrants for research projects, offering publication workshops and peer review sessions as our scholars prepare to share their research with the wider world, arranging an annual research symposium centered on antiracism, and more. At the same time, we plan to strengthen existing partnerships with community leaders and to foster new relationships with community partners whose voices can offer much-needed guidance to support our advocacy efforts. As we continue to develop a multi-year plan in alignment with the Center’s vision, we invite community feedback (reach out to us at casaa@arcadia.edu) and will keep the community informed through the Center website (arcadia.edu/casaa) and at globalcasaa on Twitter, Facebook, Instagram, and TikTok.

What are some key initiatives that you envision for CASAA?

DL: In keeping with the Center’s goal of developing and cultivating antiracism and activism, we have established various groups that will assist the Center in fulfilling its mission:

• The Black University Advisory Council will focus on stimulating research, programming, and promotion of faculty of scholarship and will include the Scholars Program (at all three levels: faculty, community, and students).
• The Programs and Initiatives Committee will focus on collaborative partnerships between programs and initiatives on Arcadia’s campus, as consistent with CASAA’s mission, so that we can co-organize events, pool resources, and be better informed about ongoing work.
• The CASAA Community Advisory Council will focus on establishing community partnerships, developing outreach initiatives, and connecting CASAA’s vision and mission.

What is the establishment of CASAA important at Arcadia?

Dr. Doreen Loury: For me, as a 50-year veteran of Arcadia, CASAA has been both a professional and personal dream for more than 15 years that has finally been realized. To finally have some type of formalized Center that addresses and researches the need for equity and the lack of securing funding for microgrants for research projects, offering publication workshops and peer review sessions as our scholars prepare to share their research with the wider world, arranging an annual research symposium centered on antiracism, and more. At the same time, we plan to strengthen existing partnerships with community leaders and to foster new relationships with community partners whose voices can offer much-needed guidance to support our advocacy efforts. As we continue to develop a multi-year plan in alignment with the Center’s vision, we invite community feedback (reach out to us at casaa@arcadia.edu) and will keep the community informed through the Center website (arcadia.edu/casaa) and at globalcasaa on Twitter, Facebook, Instagram, and TikTok.

Why is the establishment of CASAA important at Arcadia?

Dr. Doreen Loury: For me, as a 50-year veteran of Arcadia, CASAA has been both a professional and personal dream for more than 15 years that has finally been realized. To finally have some type of formalized Center that addresses and researches the need for equity and the lack of securing funding for microgrants for research projects, offering publication workshops and peer review sessions as our scholars prepare to share their research with the wider world, arranging an annual research symposium centered on antiracism, and more. At the same time, we plan to strengthen existing partnerships with community leaders and to foster new relationships with community partners whose voices can offer much-needed guidance to support our advocacy efforts. As we continue to develop a multi-year plan in alignment with the Center’s vision, we invite community feedback (reach out to us at casaa@arcadia.edu) and will keep the community informed through the Center website (arcadia.edu/casaa) and at globalcasaa on Twitter, Facebook, Instagram, and TikTok.

What is the establishment of CASAA important at Arcadia?

Dr. Doreen Loury: For me, as a 50-year veteran of Arcadia, CASAA has been both a professional and personal dream for more than 15 years that has finally been realized. To finally have some type of formalized Center that addresses and researches the need for equity and the lack of securing funding for microgrants for research projects, offering publication workshops and peer review sessions as our scholars prepare to share their research with the wider world, arranging an annual research symposium centered on antiracism, and more. At the same time, we plan to strengthen existing partnerships with community leaders and to foster new relationships with community partners whose voices can offer much-needed guidance to support our advocacy efforts. As we continue to develop a multi-year plan in alignment with the Center’s vision, we invite community feedback (reach out to us at casaa@arcadia.edu) and will keep the community informed through the Center website (arcadia.edu/casaa) and at globalcasaa on Twitter, Facebook, Instagram, and TikTok.

What is the establishment of CASAA important at Arcadia?

Dr. Doreen Loury: For me, as a 50-year veteran of Arcadia, CASAA has been both a professional and personal dream for more than 15 years that has finally been realized. To finally have some type of formalized Center that addresses and researches the need for equity and the lack of securing funding for microgrants for research projects, offering publication workshops and peer review sessions as our scholars prepare to share their research with the wider world, arranging an annual research symposium centered on antiracism, and more. At the same time, we plan to strengthen existing partnerships with community leaders and to foster new relationships with community partners whose voices can offer much-needed guidance to support our advocacy efforts. As we continue to develop a multi-year plan in alignment with the Center’s vision, we invite community feedback (reach out to us at casaa@arcadia.edu) and will keep the community informed through the Center website (arcadia.edu/casaa) and at globalcasaa on Twitter, Facebook, Instagram, and TikTok.
Because, Arcadia

Students personify a university. Through its students — their experiences, actions, and growth — a university becomes a living, breathing entity. And perhaps nothing captures the student story more than their first-person perspectives.

The ability to share their challenges, successes, and everything in between brings people along on their journeys.

The human connection that develops through storytelling inspires, motivates, and unites across communities.

“Storytelling is universal and goes back to the beginning of time,” explains Dr. Bruce Campbell, associate professor of Education at Arcadia University. “Stories are emotional, experiential, and creative. Our brains process information almost as if we were actually there instead of just turning words into little factoids that will soon disappear. They connect us to universal truths about ourselves and our world.”

Each week, Arcadia students bring these connections to life as they share their stories through a national award-winning blog. Its title, with an added comma, answers the question, “Why?” Because, Arcadia.

READ OUR STUDENT STORIES AT BECAUSE.ARCADIA.EDU.
So writes DAIJAH PATTON ’22 in What Diversifying Education Means to Me, which she published on Because Arcadia, a virtual library of blog posts, podcasts, and more that brings to life the experiences of Arcadia’s students.

Any undergraduate student, regardless of major, background, or writing experience can apply to the blog.

JEN RETTER ’16, the blog’s curator, helped create the platform as a student to offer a well-rounded, professional writing experience for budding authors from all majors and academic disciplines.

Established in 2014, Because Arcadia started with 15 bloggers in its first year. To date, nearly five dozen writers have shared hundreds of experiences. Retter now mentors student writers to help them develop their narratives and discover the power of their voice.

“I love seeing students go from ‘I got lost trying to find this class’ to becoming researchers, advocates, and activists,” shares Retter. “For many students, the first step in this journey is simply believing that they have a story to tell. Global Media major DANITA MAPES ’23, a first-generation college student from central Pennsylvania, shares her campus experiences as someone who lives with cerebral palsy and brittle bone disease. In her blog post, Being Disabled on Campus and Striving for Change, Mapes shares how she hopes to create change for people with disabilities by participating in Arcadia’s Accessibility Committee, a group of students and faculty that work to address and resolve accessibility issues on campus.

Honest reflections from students like Mapes offer a snapshot of the diverse community that calls the University home.

Through her role as managing editor of Because Arcadia, career journalist SANDRA CLARK ’14 MBA is one of the first to catch these glimpses of the Arcadia experience. With an impressive career that spans outlets such as WHYY and The Philadelphia Inquirer, Clark is now the CEO of StoryCorps. She believes there’s something special about working with student authors: “I get to see life through the eyes of an artist, athlete, or someone studying science, literature, or physical therapy,” she says. “I love watching them challenge themselves to play with words, helping us visualize and experience what they’re writing about.”

Student Athlete author PATRICK ENSMENGER ’23 is a Long Island native pursuing Arcadia’s Pre-Physician’s Assistant track. He aimed to address misconceptions that some may have about the student-athlete experience.

“So many think that you get to skip classes and goof off in sports, but through these stories I can show that it’s definitely academics first and athletics second,” says Ensmenger.

BREAKING DOWN BARRIERS

Coming to Arcadia in 2019, I knew it would be daunting as a disabled person. I hadn’t been to a brick-and-mortar school in years, and when I was, my needs weren’t met. Elevators were out of service or far from where I needed to be. I had to leave class early to avoid the bustling, narrow hallways. I missed field trips and was, every day, reminded of my ‘otherness.’ When I did something for myself, I was revered for ‘overcoming’ my disability, when really, it wasn’t my disability I was overcoming; it was the landscape built for everyone except me in mind, with no tools to ease my burden.

One part of Arcadia that makes my life so much easier on campus is Disability Support Services... I’d never received support like I do at DSS... Through them, I’ve been able to access online textbooks, utilize handicap-accessible bathrooms, get extra time on tests, arrange accessible housing, and more.

MANAGING MY TIME

In my first season of lacrosse, I wasn’t worried about how I would perform on the field or how much weight I could lift in the gym. Instead, I was worried about how I was going to manage my time. Luckily, the coaches shared their tips to help us do this. The first thing is trying to manage your class and practice schedule. Before the season starts, the coaches make it clear what the practice times will be. They also stress that it is more important to go to class instead of pushing it off if it interferes with the practice time. I have personally scheduled classes during practice time and have never been punished or penalized in any way. The entire athletic department—from your trainer to Arcadia’s strength and conditioning coaches—is dedicated to supporting you in your athletic and academic achievements.
**CREATING OPPORTUNITY DURING COVID**

I was bound for the Gold Coast in Australia, slated to spend my Spring 2021 semester abroad. That plan was almost immediately extinguished by the time my third year of undergrad came around, as COVID had resulted in stringent travel restrictions (and rightfully so). Besides the cancellation of my study abroad program, COVID enforced additional limitations. In-person classes were a memory of the past, and instead, many STEM students had to learn lab procedures virtually. Internships and research opportunities foundered during the pandemic, leaving many STEM students, including me, with fewer ways to gain professional experience. Thankfully, I was accepted into the Dublin research program and received my preferred project, which involved work with E. coli antigens for a potential vaccine.

**ALEX CHIN’22**

---

**AU REVIOR AND WILLKOMMEN**

As I look out at the vibrant Green and majestic Grey Towers, I wonder: How do I even begin to consolidate four years of growth, adventure, and emotion into a succinct, good-bye letter? From Day One, I knew I wasn’t going to get an average experience with you. You’ve given me the world, and I loved it...

And to the incoming Class of 2021:

Get ready to embark on what could be the most fun, dynamic, exciting, and challenging years your young lives have seen yet. If there is a trip, take it. If there is an event, go. To the person sitting next to you in class, say hello. Explore Philadelphia. Stay up late laughing with friends. Engage with professors and peers who are different than you. Take advantage of each opportunity you will be offered during your years here. Thrive!

**ISABELA SECANECHIA ’17**

For Secanechia, this meant volunteering with the International Peer Associates Mentors (IPals) program and introducing her Philadelphia home to Arcadia’s international students. Today, Secanechia continues to build bridges across cultures and languages as co-founder of ELNOR, a language-learning nonprofit that supports people living as refugees and draws from her own Philadelphia, Italy, and Perugia in Italy. While Secanechia loved the global perspectives she gained, she also experienced homesickness — emotions she coped with through storytelling.

When she returned to campus, storytelling helped Secanechia cope with her post-study abroad blues. She remembers how many of her pieces in 2017 explored “How do I even begin to consolidate the elements of being ‘abroad’ in your own backyard?”

Secanechia also looks back fondly on the connections she built through Arcadia’s many international opportunities by studying abroad in Seoul, South Korea. Much like Secanechia, his global adventures didn’t stop after college. He returned to South Korea to teach English in public and private schools in Busan and Seoul.
Now pursuing a career in social work, Long shares how interviewing fellow students for the blog was invaluable. “Conducting those interviews and empathizing with others’ stories was an important experience to have as I move into a career where I plan to be doing direct and intimate work with people.”

Scientific Illustration major MICHA GORDLEY ’24 had to give up her dreams of joining the London First-Year Study Abroad Experience (FYSAE) in 2020 due to the pandemic. This news could have soured Gordley’s first year at Arcadia, but it instead gave her time to explore Arcadia’s unique traditions. Gordley’s Celebrating Halloween the Arcadia Way is one of the many articles on Because Arcadia that shares numerous on-campus traditions, such as the haunted castle tour, annual Mr. Beaver pageant, and midnight bingo.

Dr. Campbell notes that storytelling plays a large role in helping a community celebrate its traditions, legacies, and culture, while maintaining an authenticity that cannot be replicated by someone who has not lived these very experiences. “When ‘others’ share or re-write stories, originality and cultural identity gets lost and sometimes even erased,” said Dr. Campbell. “Hence the importance of appropriate cultural representation of stories and what I refer to as, cultural citation. This is when a story is shared from an individual that is embedded in that culture — or better yet, present for the story they are sharing. He explains how stories preserve culture and pass on cultural knowledge from one generation to the next. “At the heart, stories keep cultures alive. Moreover, they also connect us to universal truths about ourselves and our world.”

Above all, Because Arcadia allows students a platform to connect directly with readers, both on and off campus, in addition to underscoring how the student experience is — and has always been — the bedrock foundation of our institution’s legacy. “Because Arcadia has truly allowed me to spread awareness about issues, share some of my favorite places in the area, and, more importantly, highlight some of the best parts of this university,” says Patton. “Everyone has a story to share.”

IMPACT ON MY CAREER PATH

New Jersey native FRANCES DUMLAO ’15, who has managed social media for such publications as Self, Mashable, and Bustle, used her Because Arcadia posts as writing samples when interviewing; these helped land her first internship and, ultimately, launched her career. “Working for Because Arcadia made how I tell stories much better,” Dumlao shares. The opportunity to work with a content manager, not a professor, was a key advantage when she entered the marketing and communications world. Now an associate director of audience at Vox, Dumlao uses her skills to hone Eater magazine’s user experience. “I don’t think it’s a coincidence that so many Because Arcadia student bloggers end up capturing the essence of Arcadia by going into global, impact-oriented careers,” says Retter.

KEEPING TRADITIONS ALIVE

One of the coolest things about Arcadia is the Castle, and Halloween is the perfect time to showcase it. For example, ghost tours highlight the Castle’s historic roots and leave you wondering about the lives of those who lived here before. One of the most anticipated events is the Rocky Horror Picture Show performance hosted by the Honors program. From the late hours of the night into the next morning, the Honors program went all out to put on a show that’s an Arcadia classic. The fall experience at Arcadia is like no other, and I’ll be counting down the days until next year.

Nic Gieselman ’19 (they/them) is a Kansas native who graduated from Arcadia University in 2019 with a BA in Global Media. Now based in Washington, D.C., they support community-led nonprofits through multimedia storytelling and campaign management at GlobalGiving, the world’s first and largest nonprofit crowdfunding platform. Outside of work hours, you’ll most likely find Nic backpacking through the woods, teaching a yoga class, or pestering their friends with unsolicited fun facts.
CLASS NOTES

1957
Freda Frie Schoepfer, Edie Neal, Emma Jane Bums, Pete Riggs, and Eleanor Cun worked to commemorate the Class of 1957’s 60th Reunion this past April. What a way to remember how we all started together 65 years ago.

1961
Suzanne D. Terrence Frank and I are enjoying being able to travel a little more. We visited his sister and her family in California at Christmas. We went to Palm Springs, CA, at the end of February, again with his sister, Frank keeps busy joking. Sue is involved with a knitting group and the Friends of the Snohomish Library where she is chairman of a committee which awards a $2000 scholarship to a graduating senior.

1963
Juan Reifneder Scars writes that everyone in her family is healthy and thriving. Her seven grandchildren are back in school: three are in sixth grade, two in eighth grade, one in ninth grade, and one in college at Cal Berkeley. She and Al are lucky enough to attend most of their sports events because they all live in the San Francisco Bay area. They hope to travel in 2022 without too much worry.

1964
Marguerite Kearns’ book, An Unfinished Revolution: Edna Buchanan Kearns and the Struggle for Women’s Rights, was recently published by SUNY Press (State University of New York). The work was published on June 1, 2021. The Historical Society of Woodstock, NY featured Kearns, a former Woodstock, NY resident of 20 years, on October 24, 2021, as part of a year-long celebration of women’s rights.

1966
Suzanne D. Terrence Frank and Karen Moore Alterman. Karen lives in the Seattle area also, and we plan to meet for lunch sometime soon. Covid has prevented that so far, but when things calm down a bit, we look forward to meeting.

1967
Zandra Maffett: I’m serving as Vice-Moderator of the Presidency of Philadelphia for 2022. It’s a challenging role, but I am honored and humbled to have been considered. This August I will again house sit and care for the cat of a friend and former colleague who lives in a small village of less than 2000 people. I feel like a “thunder shirt” for the ride too. She bought her cat, Jake, from a friend in the Poconos. Along with weekend skiing, she has enjoyed repainting and upgrading this newest townhouse in the area. They hope to travel in 2022 without too much worry.

1968
Holly Ludwig Pfeifer continues to love skiing so much that she bought a townhouse in the Poconos. Along with weekend skiing, she has enjoyed repainting and upgrading this newest townhouse in the area. They hope to travel in 2022 without too much worry.

1969
Suzanne D. Terrence Frank and Karen Moore Alterman. Karen lives in the Seattle area also, and we plan to meet for lunch sometime soon. Covid has prevented that so far, but when things calm down a bit, we look forward to meeting.

1970
Judith Nagy: It’s been 60 years since graduation. My life has been a long and fulfilling journey with family, careers, and community service and volunteer work. At this time, with reasonable good health, I am able to be living on my own, traveling, and enjoying seven grandchildren (the oldest will graduate from high school in May). I am also able to do volunteer work. Aracida has certainly made a remarkable journey. I am proud to be a graduate.

1971
Jean Caudell Campbell. May marked sixty years of Bruce and I living at Willow Valley Communities in Lancaster, PA. We continue to hike as much as we can (which is a lot less than, say, a decade ago), and are fortunate that this area has a wonderful variety of parks and nature preserves, so we don’t have to travel very far away. Though, we are eager for the time when we can travel again to see old friends in the UK.

1972
Joan Reifsnyder Sears shares, “My husband, Sam, and I (above) laughed, and laughed. visited friends and laughed, a few new ones to our list. We talked about our aches and pains, shared grandchildren stories and photos, went to favorite restaurants, and added a few new ones to our list. We visited friends and laughed, laughed, and laughed. Judy Applegate Jervis and her husband Al are regular participants and proud contributors to Masonic and Shriner’s activities. Whenever Judy King and Judy Applegate meet at one of these events, they always make time for a catch-up chat.

1973
Mary C. Scottson Bing (above) shares, “My husband, Sam, and I...”
34 | ARCADIA MAGAZINE

1974 Peggy Schawin Gove: I have been elected to join the Seeing Eye Board of Trustees. The Seeing Eye, located in Morristown, NJ, is the oldest guide dog school in North America. Founded in 1929, they breed, raise, and educate blind and visually impaired students to become independent through the use of a Seeing Eye guide dog.

1977 Carol Stevick Williamson: I am happily retired and living in Swarthmore, PA with my husband Randy. Prior to the pandemic I worked for many years. Medical volunteer role at Philabundance. I am happily retired and living in Delaware.

1980 Amy Beresnyak Nassif: I retired as a public school therapist since 1995. During the pandemic, I have been working as a physical therapist in a home health setting. Life is good.

1980 George Cross: I am an Education Consultant at COOLPOSING LLC in Philadelphia and Camden. He has been a public school teacher since 1980 and graduated with a Post-Baccalaureate degree in 2005.

1983 Shira Tapper Lipton: I am currently living in the Lehigh Valley and teaching Special Education. My daughter just graduated from Columbia University and is in Law School. I spend as much time traveling as possible. Life is good.


1987 Bonnie Goldhalm Fioritono: My 16 year-old son (above) successfully underwent open heart surgery and received 2 mechanical heart valves! This picture was homecoming from the hospital!

1984 Alanna Helfen-Owns shares, “Chewbacca Postakun McLaughlin (above) passed on June 20, 2021 after her long battle with lung cancer. My Dear Friend Cha was a fiercely passionate and driven woman. Cha immigrated from Thailand as a teen. She attended Reeves College from 1980 to 1984 and graduated with her degree in Biology. Cha went on to become a US citizen so she could join the Air Force. Cha worked her way up to becoming a Major. She married her pilot, John McLaughlin and then had 3 beautiful children, who have grown to smart, healthy, adults. For those who never knew Cha, she was a beautiful soul...kind to all, sincere, determined, polite, always thoughtful to others, a huge heart, funny with a sense of humor, loved nature, flowers, and cooking. She was a fantastic Thai food cook. She loved entertaining and having parties with her friends and family. She was the queen of potlucks. Cha loved music and dancing. She was the queen of potlucks. Cha loved music and dancing. She was the queen of potlucks. Cha loved music and dancing. She was the queen of potlucks. Cha loved music and dancing. She was the queen of potlucks. Cha loved music and dancing. She was the queen of potlucks. Cha loved music and dancing. She was the queen of potlucks. Cha loved music and dancing. She was the queen of potlucks. Cha loved music and dancing.

1991 Zoe Robinson’s dissertation was completed book Short, Sweet and Sacred. Her story is in the best-selling short story book, “Sweet and Sacred.” The image is a certified life coach specializing in psychodermatology with sustainable results, and she is recognized as an international leader and teacher and has been heard on Trauma Survivors Tidbits podcast, has presented at The Polysenium Summit, and has moderated the Tumor Immunize Jam. She has worked with Unlimted Sciences, a Colorado research organization pioneering with JHU, working with veterans and professional athletes in psychoderm categorized therapies. Her mountain remains for women with breast cancer in New York 2022 and offer scholarships. For more information visit psychedeliccoach.com.

2002 Laureen Trager: In November I was promoted to a Director of Event Production for the National MS Society and now oversee a team of nine across offices in Delaware, DC, and Florida. This spring I will celebrate my 13th year working at MS and am excited to be back to in-person events.

2004 Debora Sevartnick: Transformational Psychodermatology Preparation and Integration Coach, was a featured speaker at the Rising Consciousness Community Conference in Salt Lake City, UT in March 2022. Debora's expertise as a participant in the groundbreaking Johns Hopkins University Polysenium Cancer Research Study in 2021, their story is in the best-selling book, Sweet and Sacred. "Grateful Deb" is a Certified Life Coach specializing in psychodermatology with sustainable results.

2005 Sara Marie Leonard: I am a Special Education Teacher and was promoted to a Director of Educational Support Services for the Arts Academy Charter Middle School in Allentown. Christa Greagori graduated with her Doctorate from St. John’s University in May 2022. Dr. Robinson’s dissertation is on Shakespeare’s tragedies and Queer Ecosexuality.

2007 Shira Robertson: I am an international leader and teacher. She is recognized as an international leader and teacher. Cha immigrated from Thailand as a teen. She worked for many years. Medical volunteer role at Philabundance. I am happily retired and living in Delaware.

2012 Alex Keene: I am excited to announce his marriage to Lynn, his partner of more than five years. The Keenes moved to Charlotte, NC in 2019.


2015 Wilmera Bookman shares, “In honor of Black History Month, I wrote a poem entitled One Voice, and collaborated with renowned composer Dr. Rolle D’Worsh, who created the music for my lyrics. The song was performed by the Harborto-Horsham School District Chorus on Wednesday February 16, 2022.”

2019 Lawrence Mittler was the recipient of the Women’s History Institute at the Historic Hudson Valley’s 2022 Summer Fellowship.
In Memoriam

Remembering Jerry Greiner

Jerry Greiner, who served as president of Arcadia University from 2004 to 2011, passed away on March 12. Greiner’s presidency was marked by growth in student applicants, faculty, and academic programs, and earned its first landmark distinction as the number-one ranked university for study abroad by the Institute of International Education. Greiner also made it a priority to construct a student center befitting the 21st century student experience, and groundwork was laid and construction started on what would become the 62,000-square-foot University Commons.

Prior to joining Arcadia, Greiner spent nearly three decades at Hamline University in a variety of positions, including as provost and as a member of the faculty. After his tenure as president of Arcadia, Greiner served as interim provost and associate provost at Widener University, and as interim provost at Alvernia University.

LAND ACKNOWLEDGEMENT STATEMENT RECOGNIZES LENAPE PEOPLES

American Indians and Alaskan Natives (AI/NA) experience the highest rates of poverty, unemployment, substance abuse, suicide, and victimization. In fact, this group is twice as likely to be victims of a violent crime than any other racial/ethnic group in the United States. These social problems can be traced to colonialism and white supremacy, which continues to impact these individuals.

Nearly half of the AI/NA population live on an Indian Reservation, and in many of these communities, residents do not have access to water, adequate sewage, or electricity. Due to the sheer geographical isolation and small population size (AI/NA account for a little over 2 percent of the population), their social problems remain out of public discourse. However, at Arcadia University, there are efforts to recognize the historical legacy of AI/NA and their resilience of white supremacy.

Last summer, a group of Arcadia faculty and staff participated at the annual National Conference on Race and Ethnicity, where many of the speakers recited a land acknowledgement statement honoring an indigenous community that once resided on the land of their institution prior to their lecture or presentation. Dr. Doeren Layou and I felt that Arcadia should recognize the Lenape People who lived on the land that the University sits upon. As a scholar on AI/NA social problems, I felt compelled that this is the right step on recognizing the rich history of the Lenape People. We organized a working group of faculty and staff and agreed to contact the Lenape Nation of Pennsylvania for guidance on our efforts to create a land acknowledgement statement.

Adam DePaul, Tribal Council Member of the Lenape Nation of Pennsylvania and chief Storykeeper for the tribe, provided feedback on earlier drafts of the statement and visited campus for a working lunch to finalize the statement. On Sept. 30, 2021, DePaul, the working group, faculty, staff, and students discussed the statement. DePaul also took questions from students to further their understanding of the historical legacy of the Lenape People.

Dr. Layou noted that that was a “historic day” for Arcadia. After, faculty voted to include the land acknowledgement statement in their handbook. Currently, we are in the process of creating a teaching and learning community, which will start in the Fall 2022. Additionally, we will be creating programming on educating the University community on the Lenape People and other indigenous groups.
Save the Date

2022 Summer and Fall Alumni Events

Arcadia Alumni Knights @ the Phillies
Sunday, June 12 | Citizens Bank Park
Enjoy a pregame gathering featuring tailgate food favorites followed by cheering on the Philadelphia Phillies as they take on the Arizona Diamondbacks.

Homecoming & Family Weekend
October 7 & 8
Come home to Arcadia and celebrate your pride for the Scarlet and Grey during a weekend full of festivities.

UKnightedTuesday
November 29
UKnight in support of students during Arcadia’s annual day of giving.

Learn more: alumni.arcadia.edu/events @ArcadiaAlumni