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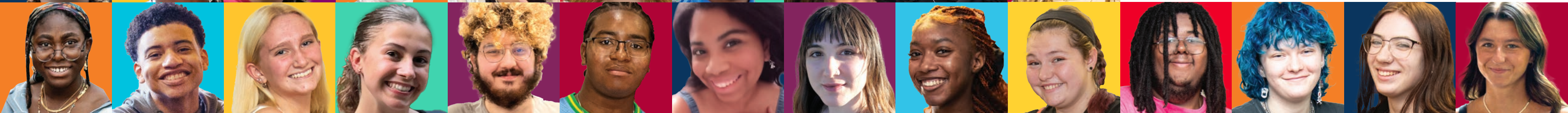


THE CLASS OF 2028 AT ARCADIA

ALSO:

**A.I. AND WHAT IT MEANS
FOR ARCADIA**

**FINDING H.O.M.E. AFTER
FOSTER CARE**





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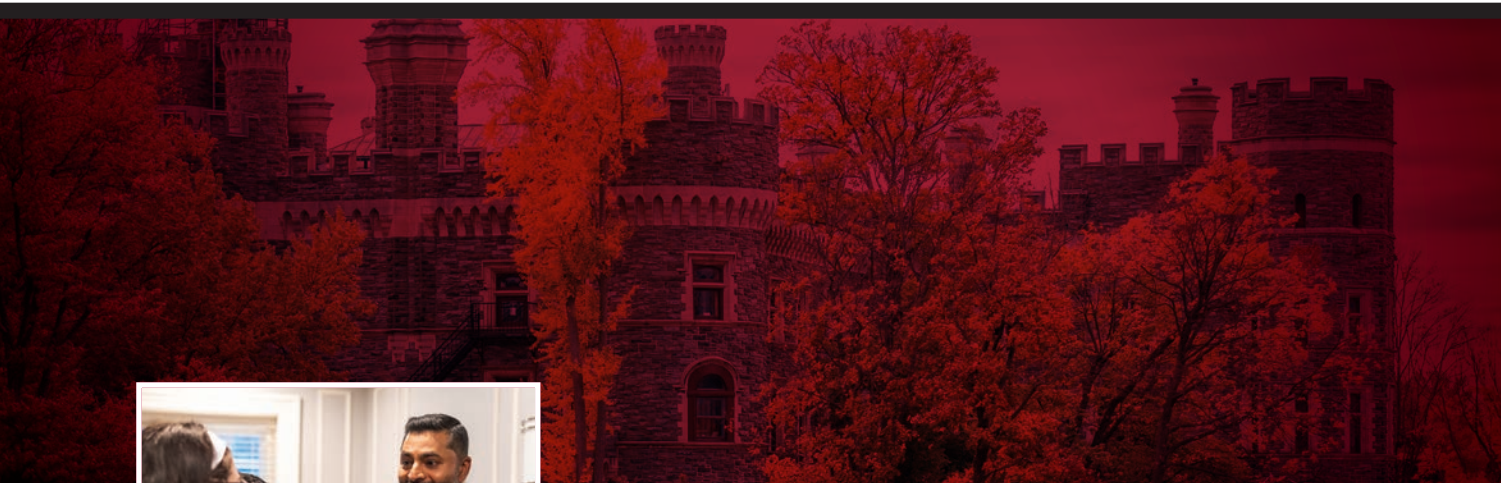
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To view the online version, arcadia.edu/magazine



Dear Beaver College and Arcadia University Alumni and Friends,

You'll often hear me refer to the Beaver/Arcadia community as a family, united by shared values and convictions. For **Dipesh Chauhan '97, '00M** and **Dylan Chauhan '28**, the familial bond transcends their mutual ties to our institution. As you'll read on page 18, for Dipesh, seeing his son flourish in his first year at Arcadia has been "like watching a legacy unfold." Students carrying on a legacy at Arcadia has been a consistent theme throughout our history, and the Chauhans continue that today.

Arcadia's Class of 2028 is one of the most racially diverse undergraduate classes we've ever had, not to mention the largest incoming class in close to a decade. It's not by chance that more students of color are choosing Arcadia. In the 1960s, Black students at Beaver College were few, but they were a mighty group. The tireless efforts of the Association of Beaver College Blacks that you'll read about on page 32 paved the way for future generations to feel like they belonged at Arcadia. We continue to build upon that foundation with our Combating Anti-Black Racism initiatives (pp. 6-7) and our commitment to justice, equity, diversity, and inclusion.

Our University family grew this year to also include students from the foster system. On page 26, **Chris Sarachilli '14** introduces us to beneficiaries of the new Housing, Opportunities, Mentorship, and Empowerment (H.O.M.E.) program. I am always inspired by our students and our alumni, and these students are no exception. This program is made possible by support from Nathaniel Williams, who is literally changing lives with his generosity and dedication to making a transformative impact on our community.

It's almost impossible not to recognize the impact that artificial intelligence is having on our world. This raises a burning question: *How will AI impact higher education?* Arcadia faculty in disciplines ranging across all of our schools and colleges are harnessing the power of this technology and using it to their and the students' benefit. You can read about how members of the Arcadia community are dipping their toe into AI beginning on page 20.

Finally, as we enter the final year of Arcadia2025, the five-year strategic plan that we embarked on in 2020, we look forward to Vision2030, the next chapter in Arcadia's long history. Our next five-year adaptive strategy will be a collaborative process with input, insight, and implementation from trustees, faculty, staff, alumni, and students. We look forward to working alongside our community members as we continue to make Arcadia a future-ready university.

Sincerely,

Ajay Nair, PhD
President
Arcadia University



ARCADIA WELCOMES LARGEST INCOMING CLASS IN NEARLY A DECADE

This fall, Arcadia University welcomed its largest incoming class in several years. Out of **718 new Knights**, **598 are first-year students**—the highest number in seven years—and **120 are transfer students**—the most in a decade.

THE ARCADIA CLASS OF 2028 IS ALSO A DIVERSE CLASS, IN WHICH

- 21%** identify as Black, non-Hispanic (highest rate in 10 years)
- 17%** identify as Hispanic (highest rate in 10 years)
- 34%** self-report as first-generation students
- 28%** are recruited student-athletes

First-year enrollment is **44% from 2023**, and overall enrollment is up for the second year in a row: **8% from 2023** and **12% from 2022**. Undergraduate enrollment is at its **highest since 2019** and **up 7% from 2023**.

Over the past year, Arcadia expanded its undergraduate academic program offerings to meet the needs of today's students, and many students opted to enroll in new programs this fall. The 2025 *U.S. News & World Report* rankings note that Arcadia remains the **#1 ranked college or university in Pennsylvania** and **among the best in the country for study abroad** for the sixth consecutive year, and The Princeton Review placed Arcadia as **among the region's best colleges for the 10th year in a row.** ❖

BY the NUMBERS

65

HAVE A FIRST LANGUAGE OTHER THAN ENGLISH

31

STATES REPRESENTED

18

ARE PART OF ARCADIA'S JOINT EDUCATION PROGRAM WITH CHINA'S JIANGSU UNIVERSITY

5

COUNTRIES REPRESENTED

NEWS + NOTES

NEW MENTORSHIP PROGRAM AIMS FOR MALE SUCCESS

This fall, Arcadia University's Division of Campus Life launched the first iteration of Achievement Initiatives for Male Success (AIMS), a mentorship program for male students, with an emphasis on students of color.

Led by Vice President of Campus Life and Dean of Students **Dr. Donovan McCargo** and Assistant Director of Counseling/Diversity and Inclusion Initiatives **Eugene Garmon**, MS, LPC, the program seeks to empower and support participants by guiding their personal and professional development through group dialogue, scholarship, networking, and leadership opportunities.

The group's biweekly meetings are led by McCargo and Garmon and center around building community, creating a space students want to be a part of, and enhancing the student experience on campus.

While AIMS will be open to all male students, Garmon notes that attrition rates specifically for male students of color, while not significant, were concerning and an impetus for introducing this program at Arcadia.

"So, what goes into someone not wanting to a) complete their education, and then b) why would you want to transfer from here? That's sort of where AIMS came from. We thought, 'Alright, let's build community. Let's build experience. Let's build young leaders. Let's, you know, build mentorship to hopefully help bridge that gap.'"

Dr. Keisha Robinson, mentorship director for the Social Action and Justice Education (SAJE) fellowship program, and **Shaliyah Braxton**, senior associate director of Undergraduate Admissions and Access, Equity, Diversity, and Inclusion (AEDI), joined AIMS to support this fall's programming as well as plan an equivalent program dedicated to female BIPOC students, which will launch this spring.

Eugene Garmon (left) and Dr. Donovan McCargo lead Arcadia's new mentorship program.

Arcadia Magazine staff spoke with Garmon in AIMS's early days about what it was and where it was headed.

Q: What can AIMS participants expect?

A: One disclaimer I definitely want to make is that our meetings aren't a therapeutic group. It's just a meeting to come together and discuss what's going on outside of academics, and what's going on within the academic world here for the students. Every time we meet, it might not be a meeting. There will be social events, we'll have guest speakers at least once a month, and we'll also go on trips for experiences. We're looking to do sporting events. We're looking to do museums. We're looking to do restaurants, anything that helps stretch the student outside of their norm to show them different experiences and to show them how you can improve your quality of life through grounding and quality education.

Q: What is the future of AIMS at Arcadia?

A: I want to grow the mentorship and partnership with local businesses and local community leaders.

I also hope we can double the minimum number of students from 10 to 20 within the next year or two, and then we'll have 20 solid and consistent students who participate in the program. Also, the mentorship piece I think is very important because then a first-year student could have an upperclassman to connect with in the program. We'd also love to have faculty engagement to have them be a part of AIMS. For our graduate students, we might even try to get out and advertise for them to join AIMS as a mentorship piece in-house to work with our undergraduates, so that we form bonds, we form bridges.

AIMS is about bonding. AIMS is about community. AIMS is about progression. Not only retention, but also progression. And the best way to have progress is if we foster a healthy community. So if I'm a student who's struggling and I'm thinking about dropping out of school or transferring, we want to assure you that you have a community that you'll be able to reach out to, and that will reach out to you to help you through whatever those struggles are to get you to the ultimate goal of graduating. ❖

“You have a community that you'll be able to reach out to, and that will reach out to you to help you through whatever those struggles are to get you to the ultimate goal of graduating.”

— Eugene Garmon

Getting Out the Arcadia Vote

Arcadia Votes encouraged students to get engaged and vote in the 2024 election with a full schedule of programming leading up to Nov. 5.

The nonpartisan initiative is run by Civic & Global Engagement with partners including the Historical and Political Studies Department and Athletics on campus, and the League of Women Voters in the local community. Its purpose is to emphasize the importance of democratic engagement at Arcadia.

"College students are the demographic that votes the least; we're seen as very apathetic and that we don't care that much, but we want to change that narrative," said **Zachary Horner '27**, a Politics, Government, and Law major. "Arcadia has higher than average voting rates and I like to attribute that to the work we do here. We have this bipartisan group that anyone can be a part of or come to our events."

Indeed, 72 percent of Arcadia students voted in the 2020 election, compared to 66 percent of students nationally, according to national data from the National Study of Learning, Voting, and Engagement.

Debate Watch Parties

Arcadia Votes programming kicked off with a watch party for the presidential debate. Students gathered in Landman Library's Beaver College Room for snacks, drinks, debate bingo, and a lively discussion.

"I didn't have very high expectations going into it, but it was amazing," Horner said. "We had a huge crowd, the room was full with people going out the door and there was incredible energy throughout. We also had a lot of great discussions, especially during commercial breaks when we had debriefs."



Students overflow the Landman Library Beaver College Room during a presidential debate watch party.



Student voter fellows teamed up with the League of Women Voters of Pennsylvania on National Voter Registration Day.

Pennsylvania's Role in the Election

To help the Arcadia community, as well as the community at large, understand the importance of Pennsylvania in the presidential election, Arcadia Votes held a panel discussion on Oct. 8 in conjunction with the Rotary Club of Chestnut Hill.

Experts on the panel included Angelique Hinton, executive director of PA Youth Vote; Farah Jimenez, executive director of the Philadelphia Education Fund and political analyst on 6ABC and the Philadelphia Inquirer's opinion pages; Samuel Katz, historian, filmmaker and political analyst focused on Philadelphia; and Amy Widestrom, political scientist and executive director of the League of Women Voters of Pennsylvania.

The panelists discussed the most pressing issues facing Pennsylvanians heading into the election, including fracking, immigration, and reproductive rights. Several students were given the chance to ask the panel for their thoughts on subjects such as overcoming the increasing division in the country and the impact of the two-party system.

Pennsylvania Student Voting Summit

Four Arcadia students, **Cristy Gori '27**, **Marisa Alexander '28**, **Lillyann Hokel '28**, and **Juno Teller '28**, traveled to Harrisburg, Pa., to take part in the 2024 Student Voting Summit hosted by Fair Elections Center's Campus Vote Project. **Alison LaLond Wyant, Ed.D.**, executive director of Arcadia's Division of Civic and Global Engagement, also attended the event with the Arcadia student delegation.

"Events like the Voter Summit help young college students learn about common misconceptions regarding politics and why we should vote," Alexander said. "I enjoyed spending time with other like-minded Arcadia students who care about the country's future. The whole event just reminded me of a cute little historic road trip with family, and I really enjoyed it." ❖

COMBATING ANTI-BLACK RACISM

MICROGRANTS FOR ANTIRACIST EXPERIENTIAL LEARNING

For fall 2024, Arcadia University's Center for Antiracist Scholarship, Advocacy, and Action (CASAA) launched a new initiative to promote experiential learning and program enrichment connected to race, racism, and social justice. This effort supports the Framework for CBR Curricular Infusion and Pedagogy, which emphasizes connecting antiracist work in the classroom to real-world applications. These are the fall 2024 recipients:



Students outside the National Museum of African American History and Culture in Washington, D.C.

Dr. Marty Eastlack and **Professor Sophie Farley** received a \$1,200 microgrant to enhance the College of Health Sciences. The funds supported an Interprofessional Education event featuring Dr. Sabrina Heman-Ackah, who discussed her experience as a Black woman in medicine, addressing diversity, inclusion, and implicit bias. Additionally, copies of "Legacy: A Black Physician Reckons with Racism in Medicine" were provided for a faculty and staff book club.

Dr. Logan Fields received a \$500 microgrant for his PY245: Drugs and Behavior course, focusing on reducing stigma around Substance Abuse Disorders (SUDs). Students engaged with underserved communities in Camden, N.J., distributing hygiene products at a community outreach event.

Professor Allyson McCreery and **Dr. Stephen Tyson, Jr.** were awarded a \$1,000 microgrant to support their first-year seminars. The funds covered transportation for a trip to Washington, D.C., where students visited the National Museum of African American History and Culture and the National Museum of the American Indian.

Dr. Jonathan Shandell received an \$800 microgrant for the Theater Arts Program. The funds supported a performance of "Illuminating Bayard Rustin" by Steven Broadnax III, followed by a workshop on racial, sexual, and gender biases.

Microgrant recipients will submit reports or presentations through the CASAA Race Matters Forum. The spring 2025 call for proposals will open pending funding availability.

PRAXIS FOR TEACHING RACE

Arcadia University's Center for Teaching, Learning, and Mentoring (CTLM) and the Center for Antiracist Scholarship, Advocacy, and Action (CASAA) have launched the Praxis for Teaching Race (PTR) program. Supported by a W.K. Kellogg Foundation grant, this program was developed over two years by a team of faculty, staff, and community experts to develop flexible learning modules that bring antiracist pedagogy to life in Arcadia classrooms across all departments and divisions.

PTR modules include the DIY Starter Kit, Peer-to-Peer Learning, and Consultation Team, and resources like live workshops, drop-in hours, and an Equity Lab. The DIY Starter Kit provides self-paced resources and exercises, while Peer-to-Peer Learning facilitates real-time reflection and support for incorporating antiracist practices in courses.

"The implementation of the combating anti-Black racism initiatives on campus and the addition of two required CBR courses as part of the Arcadia undergraduate curriculum were

landmark moments in the antiracist journey of the University," said **Dr. Christopher Varlack**, executive director of CASAA. "The Praxis for Teaching Race Program then became a necessary vehicle to provide additional resources and training on how to infuse antiracist content and pedagogy into their courses."

As faculty engage with PTR, they may rotate into the Consultation Team to mentor colleagues, share best practices, and help integrate antiracist pedagogy across the University. This module is designed to make the program self-sustaining, with ongoing feedback and reflection built into the structure to ensure its effectiveness.

Live workshops provide a safe space for faculty to experiment with teaching methods, including role-play and small group discussions. The Equity Lab, located in Taylor Hall room 109, serves as a hub for resources such as books, discussion prompts, videos, and articles, encouraging collaboration and engagement around antiracist scholarship on campus.

ARCADIA GIFTED COVETED RHODEN SCULPTURES

The Pennsylvania Academy of Fine Arts (PAFA) gifted two unnamed John Rhoden sculptures to Arcadia University in October 2024. This gift continues a long, unofficial collaboration between PAFA and Arcadia's Visual and Performing Arts Department and Arcadia Exhibitions.

Born and raised in Birmingham, Ala., and based in New York City, John Rhoden (1916–2001) was an accomplished twentieth-century Black sculptor in bronze, wood, and stone, exhibiting in major museums worldwide. PAFA had been entrusted with nearly 300 works by the Rhoden Estate.

Dr. Jill Pederson, associate dean of the College of Arts and Sciences and associate professor of Art History, said, "PAFA was tasked with distributing the Rhoden works to museums and exhibition spaces around the world. Arcadia was fortunate enough to be able to choose the two pieces we wanted, and more importantly, had the proper space to preserve and showcase the works."

Curricular and co-curricular programming will be developed around the Rhoden sculptures, to both appreciate John Rhoden as

an artist and to generate conversation about Black artists in mid-20th century America, among other topics.



The larger of the two sculptures, photographed by Sahar Coston-Hardy / Esto.

ARCADIA EXHIBITIONS' ANTIRACIST EVOLUTION



Kris Graves, George Floyd Projection, Richmond, 2010- 2022, Archival pigment print, 16" x 20".

Under the leadership of Director **Matthew Borgen**, Arcadia Exhibitions is showcasing an evolving curatorial direction more closely aligning the program with the University's Justice, Equity, Diversity, and Inclusion (JEDI) and Combating anti-Black Racism (CABR) initiatives.

Arcadia Exhibitions will continue its tradition of exposing students to the works of leading professional

artists as part of their training to become artists and designers themselves, but with a new focus.

"I felt my strengths lay in facilitating and uplifting the vision of collaborative partners," said Borgen, who has served in various roles within the program since 2005. "That said, my work-study students and I interacted with an array of guest curators. Our focus was on providing professional opportunities for emerging curators and artists, particularly those whose research reflected the diversity and social concerns of the Arcadia community.

"As we planned for future exhibitions, we made a concerted effort to consult with other programs and departments across the institution to find ways of aligning our offerings with existing priorities," he explained. "Needless to say, CABR as a campus-wide priority was a vital part of those conversations."

For example, "Kris Graves: Privileged Mediocrity - Memorialization in America," on display in the Rosedale Gallery through Feb. 9, 2025, features artworks from Graves' recent project "Privileged Mediocrity," which illustrates the impact of racism and power on the nation's built environments. The exhibition was developed in cooperation with Landman Library Director **Adam Hess** and **Dr. Christopher Varlack**, executive director of the Center for Antiracist, Scholarship, Advocacy, and Action (CASAA). Landman Library hosted the artist on Oct. 29.

University Sponsored Research and Projects Total Soars Past \$1M

In just the first half of fiscal year 2025, Arcadia University has surpassed its FY24 total of \$1,008,643 in sponsored research and projects. The following is a list of projects that have been funded for FY25 at the time of publication:



Dr. Comfort Olorunsaiye (Public Health) received a grant of \$385,936 from the U.S. Department of Health and Human Services, National Institutes of Health (NIH), Eunice Kennedy Shriver National Institute of Child Health & Human Development. The funding will be used to study the perceptions, beliefs, norms, and fertility preferences that influence birth spacing among African immigrants in the United States.



Nataliia Shablia (Office of Sponsored Research and Programs) received a grant of \$50,000 from the National Institutes for Health, through the subaward from the University of Kentucky, SuRE Resource Center. The funding will focus on improving post award operations and contributing to knowledge growth of OSRP staff to ensure compliant and efficient sponsored research operations.



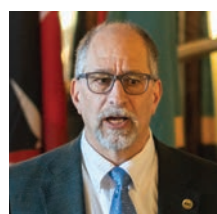
Dr. Foram Bhukhanwala (Education) received a grant of \$141,181 from the Public Health Management Corporation (PHMC). PHMC serves as a pass-through entity for the Pennsylvania Office of Child Development and Early Learning (OCDEL), PA Department of Health and Human Services and PA Department of Education. The funding will be used to support apprentices in the undergraduate early childhood education (Pre K-4) program with degree completion.



Sabrina Glass (Office of Sexual and Gender-based Violence Prevention and Education) received a grant for food purchasing credit in the amount of \$12,500 from the Montgomery County Commissioners through MontCo Anti-Hunger Network (MAHN). The funding will be used to address food insecurity on Arcadia's campus.



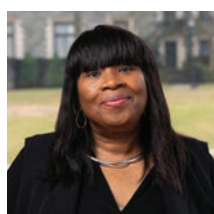
Arcadia University received a grant of \$342,000 from Congressionally Directed Spending funded by the Health Resources and Services Administration of the U.S. Department of Health and Human Services, for the creation of the Arcadia Anatomy Resource Center. *Read more about the AARC on page 9.*



Dr. Warren Haffar and Allyson McCreery (Historical and Political Studies) received a grant of \$100,000 from the Rockefeller Brothers Fund. The funding will be used “to provide support to progressive political actors from across the Balkans through an immersion program on peace, conflict transformation, equity, and justice. The immersive program brings small groups of progressive politicians to Arcadia to discuss and explore the benefits of championing diversity, its benefit for sustainability in democracies, and how to advance progressive agendas further.”



Drs. Marc Brasof and Priscilla Jeter-Iles (Education) received a grant of \$9,000 from the Christian R. & Mary F. Lindback Foundation. The funding will be used for “scaling the SAJE Fellowship Program to support more students seeking certification to enter the Pennsylvania teacher workforce and teach in Philadelphia schools.” ❖



NEW SPACES

Arcadia Anatomy Resource Center

Complete with state-of-the-art equipment and technology, the new Arcadia Anatomy Resource Center (AARC) at 125 Royal Avenue will provide more than 300 students in Arcadia's nationally ranked Physician Assistant (PA) and Physical Therapy (PT) programs with a hands-on, cutting-edge anatomy education. It will also serve select undergraduates and high school students, offering them rare access to study anatomical specimens.

The AARC is accompanied on the third and fourth floors of the building by an anatomy lab, a simulation laboratory monitoring station, laboratories, classrooms, lecture halls, student collaboration and learning spaces, and faculty preparation spaces.

“Through the Arcadia Anatomy Resource Center, hundreds of students—at the graduate, undergraduate, and high school levels—will be exposed to unique and valuable hands-on learning opportunities,” said **Dr. Margaret Longacre**, dean of the College of Health Sciences at Arcadia. “One of our goals is to expose high school students to STEM fields and foster an early interest in healthcare careers. The next generation of healthcare leaders and innovators will get their start right here in this beautiful space.”



Arcadia will continue its partnership with Cheltenham School District, along with 13 high schools in Philadelphia and Montgomery County, particularly those serving traditionally underserved communities.

The University expresses its gratitude to Senator Bob Casey and his office for securing this funding and to all the community leaders who supported this project including Cheltenham Township Commissioner Matt Areman, Cheltenham School District Superintendent Brian Scriven, and Pennsylvania State Senator Art Haywood. ❖



Multi-Purpose Center

Located off the campus's Church Road entrance, the Multi-Purpose Center (MPC) opened in September. The new building provides approximately 13,000 square feet of multipurpose and extracurricular space for general student recreation, intramural programming, community events, and intercollegiate athletics training. ❖

Archie's Apparel

Arcadia University's Division of Campus Life and the Office of Career Education (OCE) partnered to launch Archie's Apparel, a free clothing resource for students located in the University Commons Game Room.

The closet offers students a place to find business casual clothing, shoes, and accessories for interviews, internships, thesis presentations, or anything else they have coming up. The space is open from 9 a.m. to 4 p.m. Monday through Friday and is run by the Game Room staff. ❖



Scan to read more about Archie's Apparel, including how to donate clothing.





Phil McClure, PT, PhD, FAPTA, professor and chair of the Department of Physical Therapy, received the 2024 John H.P. Maley Lecture Award from the American Physical Therapy Association (APTA). The recipient of this annual award is invited to deliver a lecture considered to be one of the highlights of APTA programming. Dr. McClure presented “The Movement System and Diagnosis — Are We There Yet?” at APTA’s national event in Kansas City, Mo., in July.

At that same event, **Therese Johnston**, PT, MS, PhD, MBA, professor of Physical Therapy and an alumna of Arcadia’s



Physical Therapy program, was awarded the Catherine Worthingham Fellow designation, or FAPTA, the American Physical Therapy Association’s highest membership category. This honor is reserved for APTA physical therapist members “who have demonstrated unwavering efforts to advance the physical therapy

profession for more than 15 years” and requires a letter of nomination and five letters of support.

Michael D. Dwyer, PhD, associate professor of Media and Communication, was awarded the Dr. Norman Johnston Faculty Fellowship in the Humanities and Social Sciences, beginning June 1, 2024, and ending May 31, 2026. Dwyer’s research project for the fellowship explores the relationship between popular media, urban space, and the political and economic processes of deindustrialization. He intends to use his Johnston Faculty Fellowship funds for public talks regarding his forthcoming book “Tinsel and Rust: How Hollywood Manufactured the Rust Belt,” and research for future writing on deindustrialized cities and popular media.

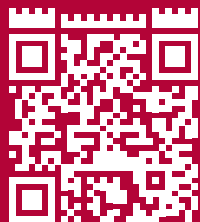


A trio of Arcadia University leaders contributed to the “Change with Analytics Playbook,” a guide created to help institutions of higher education make significant progress on their data and analytics goals. **Bridget Miller**, EdD, assistant vice president for Institutional Research and Effectiveness (*below, right*); **Rashmi Radhakrishnan** (*below, left*), vice president of Enrollment Management, Technology & Innovation, and chief information officer; and **Joan Singleton** (*below, center*), vice president of Administration and Finance and chief financial officer, were part of a consortium of representatives from colleges and universities across the United States that helped develop the playbook. ❖



Considering Graduate School?

Return to Arcadia for master’s or doctoral studies.



Alumni discounts are available in some departments.

Contact admiss@arcadia.edu or scan this QR code to see a full list of graduate programs.



PERU’S MINISTRY OF HEALTH HONORS PA’S HUBER

Michael Huber, MMS, PA-C, DFAAPA, associate professor, associate program director, and director of outreach for the Physician Assistant (PA) program, was awarded the Medical Humanitarian Service Award from Peru’s Ministry of Health. This accolade acknowledged his contributions over the past three years in addressing the healthcare needs of underserved populations in the region, where his medical service teams have treated over 2,000 patients.

This past May, Huber, organized an eight-day medical service trip to Lima and Cusco, Peru. The team consisted of students, faculty, and alumni, and a few outside healthcare professionals. The mission of these medical service trips is to provide medical care and public health services to underserved populations. The team conducted two mobile clinic days in Lima and one in Cusco, resulting in 657 patient encounters, spanning primary care, pediatrics, dental care, and women’s health.



In preparation for these trips, Huber developed three online learning sessions and one in-person ultrasound training session



The team of 34 medical service trip participants in front of the Cathedral Basilica of the Virgin of the Assumption in Cusco, Peru.

in collaboration with MedLife. These pre-departure training sessions were instrumental in equipping the participants with essential knowledge about Peruvian culture, healthcare, public health systems, and prevalent diseases and treatments.

“This year’s trip with MedLife was a profound success, combining medical service with cultural exchange and learning,” Huber stated. “Our preparation and dedicated efforts allowed us to make a significant impact on the health and well-being of the communities we served, while also enriching the educational experience of our participants.” ❖

ARCADIA ABROAD’S LONGTIME NEW ZEALAND RESIDENT DIRECTOR TO RETIRE IN JANUARY

Jane Gunn-Lewis, who has served as Arcadia Abroad’s Resident Director in New Zealand for almost 24 years, has announced her retirement effective Jan. 31, 2025.

Jane began in April 2001 and was tasked with creating programs for Arcadia from scratch. Although the intention was to bring the first cohort in 2002, three enthusiastic students arrived in July 2001, and numbers have grown ever since. Spring ’24 was the biggest ever, with a cohort of 145.



With each new cohort of students, Jane has endeavored to build an “ArcadiaNZ” community that provides students with the support they need, while also challenging them to get out of their comfort zone and engage fully with the people and environment of New Zealand.

Jane’s contributions over the decades also have extended beyond her work with

students in New Zealand. Over her tenure, she has supported staff transitions and program development in Australia, South Africa, Ireland, and programs in Asia. Jane has also contributed extensively to the field of international education through her research and conference presentations on student engagement, student risk-taking, the importance of connecting personally with each student, the importance of physical activity in programs, and, more recently, on relationship-building—how students find their tribe while studying abroad.

Jane has always enjoyed showcasing not just the academic and student programming of Arcadia Abroad programs in New Zealand, but the beauty and adventurous spirit of the country itself. Although Jane is retiring from the role of Resident Director, she has agreed to be involved with smaller projects. “As schmaltzy as it sounds, I’m an Arcadian through and through and will miss the students and my colleagues in Glenside and around the world.” ❖



Brian Granata, Executive Director of Athletics & Recreation (left), with the Arcadia Athletics Hall of Fame Class of 2024.

SIX INDUCTED INTO ATHLETIC HALL OF FAME

Arcadia University inducted six new members into its Athletic Hall of Fame during a ceremony held during Homecoming Weekend. The new class is the 12th to be inducted since the Hall of Fame's inception in 2008.

The Arcadia Athletics Hall of Fame Class of 2024 includes: **Jackie Bilotti '19, '20** (Softball), **Bryan Gillen '19** (Baseball), **Timothy Graham '16** (Men's Swimming), **Caitlin Sparks '08, '09** (Women's Basketball), **Haylee Molloy '15** (Women's Lacrosse), and **Tara (Nuzzo) Thurston '14** (Women's Swimming).

Bilotti, a four-year member of the softball team, rewrote the record books from her first season in Glenside. Bilotti holds the program record for hits (235) and stolen bases (78); has the second-most triples (19) and games played (164); and third-most runs (141), doubles (44), and on-base percentage (.470). Bilotti, who graduated with a degree in Early and Special Education and earned a Master of Education in Literacy Studies, is currently a special education teacher in the Pennridge School District.

Gillen, a four-year member of the baseball team, helped spark the recent resurgence of the program. Gillen holds program records for hits (251) and runs (185), is second in program history in games played (168), batting average (.392), walks (75), and triples (12), and third in program history in doubles (48). Gillen majored in Business Administration with a concentration in management and is currently a sales representative with Thompson Creek Window Company.

Graham, a four-year member of the men's swim team, helped bridge the program to its current era of sustained success. Graham captured Middle Atlantic Conference gold medals in the 200-yard butterfly in 2014 and 2016, and the 200-yard Individual Medley in 2015. In 2016, Graham was the first swimmer in program history to achieve an NCAA Qualifier "B" cut in the 200-yard butterfly. Graham graduated with a degree in Biology and earned a Master of Forensic Science with a concentration in Forensic Molecular Biology from The George Washington University in 2018. Currently, Graham is a Forensic Support Specialist at SNA International, a forensic and biometric identity management company.

Sparks, a five-year member of the women's basketball team, was a consistent force in the middle for the Knights during her career. Sparks holds the career record for points (1,276), free-throws made (308), and field goals made (481), and has the third-most rebounds (691) in program history. Sparks, who graduated in 2008 with a bachelor's degree in Elementary Education and a Master of Education in 2009, has three children with her husband Bill.

Molloy, a four-year member of the women's lacrosse team, is the most prolific goal-scorer in program history (236). Molloy also holds the program records in points (304), is third in games played (74), fourth in assists (68), and fifth in draw controls (120). Molloy graduated with a bachelor's degree in Corporate Communications and went on to earn a Master's in Physical Education from Hofstra University in 2020 and a Master's in Health Education from SUNY Brockport in 2022. Molloy currently works as an elementary school physical education teacher and is also a professor at SUNY Brockport's Public Health and Health Education programs.

Thurston, a three-year member of the women's swim team, also served as a bridge from the previous era of the program to the success of today. Thurston was the first Middle Atlantic Conference champion in program history. Thurston holds program records in the 50 and 100 freestyles, and is part of the record-setting 200 free relay, 400 free relay, 800 free relay, and 400 medley relay. Thurston majored in Psychology and earned a Master's in Occupational Therapy at Bay Path University in 2017. Currently, Thurston works at Peace Aging Care, where she is a Care Manager as a practicing Licensed Occupational Therapist. ❖



NEW FIELD HOCKEY CAREER RECORDS

Morganne Dee '25 set new career records for both goals and points in the fall 2024 field hockey season. On Sept. 7, she notched her 58th career goal when the team took on the University of Scranton in non-conference play to surpass the previous record of 57 held by **Marilyn Beatty '13**. Later in the season, Dee reached 145 career points with two goals against Widener University in non-conference play on Oct. 3, topping the previous record of 143 also set by Beatty. By the end of the season, she reached a total of 76 career goals and 178 career points. ❖

INSIDE ARCADIA'S NEW WRESTLING PROGRAMS

Meet **Michael Childs** and **David Stevens**, head coaches of Arcadia's women's and men's wrestling teams, respectively, which will begin competition in fall 2025.

AM: What led you to coaching wrestling?

MC: I grew up in the sport. My Dad, Jack Childs, was the head coach at Drexel University for 35 years. My uncle was a multiple time Pennsylvania state champ and an All-American at Penn State. Wrestling, as my mom calls it, "is the family business." I started wrestling at the age of 6 and continued competing through college. My college career was definitely frustrating, with three shoulder operations essentially ending my competitive career. But, that led me to coaching.

DS: I didn't start wrestling until closer to high school, which made me a latecomer compared to many of my peers. But once I stepped onto the mat, I was completely hooked. Wrestling grabbed hold of me, and from that moment, I gave it everything I had. My passion for the sport quickly grew, and so did my desire to help others achieve their goals.

AM: What excites you most about building a wrestling program from the ground up?

MC: For me, the number one thing is attracting the right student-athletes and building a culture that is founded in self motivation and a passion for the sport. Our core values will be excellence in reputation, a willingness to make sacrifices, treating your teammates like sisters, maintaining a positive attitude, and a willingness to overcome adversity. That's our starting point.

DS: Once I recognized that coaching at the college level was within my reach, my dream shifted toward starting my own program. I thrive on taking risks and building something from the ground up. The idea of creating a culture that fosters success on and off the mat was, and still is, incredibly exciting to me.

AM: Where do you see Arcadia wrestling in five years?

MC: In five years, I see a roster of 30+, with multiple national qualifiers and All-Americans, both athletically and academically. We also want to consistently be at the top of the Middle Atlantic Conference. Finally, we want to build and operate a year-round club that will help serve the local youth, while also providing training and competition opportunities for current Knight wrestlers who want to continue their wrestling journey in the off season.

DS: I truly believe that in five years, people are going to know the name Arcadia Wrestling. My goal is for us to be a top-20 team in the nation within our first four years, and I'm confident we have all the resources to make that happen. The support from this institution is absolutely unmatched. I've never been surrounded by a group of people so genuinely caring and supportive. ❖



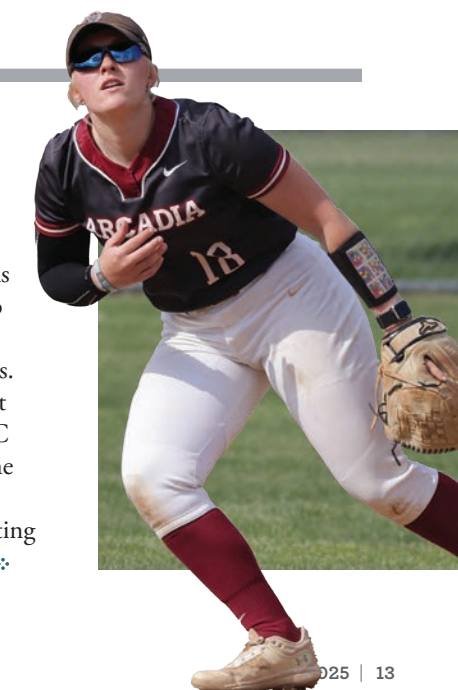
Scan to read more from Coach Childs and Coach Stevens.

ARCADIA STUDENT-ATHLETE EARNS NCAA SCHOLARSHIP

Megan Klose '24, who played on the softball team and served as a team captain her last two years, was named a recipient of the 2024 NCAA Jim McKay Scholarship. The \$10,000 scholarship is awarded to one male and one female student each year in recognition of outstanding academic achievement and their potential to make major contributions to the sports communication or public relations industries.

Klose was a Media and Communication major who finished her undergraduate career with a perfect 4.0 grade-point average and was named Second Team All-Middle Atlantic Conference Freedom (MAC Freedom) in the spring 2024 season. She served as a team captain her last two years and interned in the athletic department with the Athletic Communications office and the women's ice hockey program.

Klose now works full-time as a social media specialist at WebFX in Harrisburg, Pa., and will be starting a Master's of Science in Sports Media and Marketing program through Liberty University in January. ❖



JONES POUNDSTONE SOCIETY EXPANDS

SOCIETY OF PHILANTHROPIC LEADERS ADDS DONORS, NEW CO-CHAIRS, AND NEW GIVING CIRCLES



Philanthropic leadership at Arcadia continues to grow. The Jones Poundstone Society (JPS), named for Sylvania Jones and Juliet A. Poundstone, Beaver Female Seminary's first two graduates in 1856, recognizes leadership donors who support *The Fund for Arcadia* with annual gifts of \$1,000 or greater.* Last fiscal year, JPS donors contributed \$627,202, and the number of JPS donors grew to 161, or an increase of just under 4%. That's on top of an increase of 7% the previous fiscal year.



BAKER
CIRCLE

\$1,500 - \$2,499



NINETY-FOUR
CIRCLE

\$7,500 - \$9,999

Now, JPS has expanded leadership too, with **Maya B. Johnson '97** and **Maggie Lyons '12** joining as Co-Chairs, with inaugural Co-Chair **Susan Shenker '69**. This new governance structure represents cross-generational leadership, with Co-Chairs representing different generations of alumni.

"I feel a very strong sense of loyalty to my alma mater," said Shenker '69. "My education opened my life to a world of opportunities, and it is my goal to share that experience with as many students as possible. I hope that I can encourage my peers to join me in this sentiment and that they, too, support the University to any extent they can."

Johnson '97 said this about her philanthropic leadership: "As an alum, giving at the leadership level is my way of paying forward the transformative experience I had during my time at Beaver. This institution played a pivotal role in shaping not only my career, but also my values and character. The gifts I make are with the intent to help ensure that future students have access to the same opportunities for growth, learning, and mentorship that I did."

Lyons '12 shared the importance of unrestricted giving at the University. "Giving to *The Fund for Arcadia* allows the University to use these unrestricted funds as they need, at the moment they need it. I trust Arcadia's leadership to address its most pressing needs as they relate to the strategic plan. Knowing I'm empowering leadership to make the right choices for the University makes my gift to *The Fund for Arcadia* more meaningful to me."

What's more, for the ease and acknowledgement of our leadership annual donors, two new JPS giving Circles are being offered. The newly-minted Baker Circle is named for Beaver Female Seminary's first principal, Sheridan Baker, and honors donors in the \$1,500 to \$2,499 range. The new 94 Circle represents the 94 years Beaver College existed before becoming Arcadia University, and recognizes donors in the \$7,500 to \$9,999 range. ❖

*The exception to this is JPS Graduates of the Last Decade (G.O.L.D.). The donors of the G.O.L.D. Circle of JPS give on an annual basis at a scale that coincides with the number of years since their graduation, growing to \$1,000 with their 10-year reunion.

NON-TRADITIONAL STUDENT BECOMES ARCADIA LEADER

By Rachel Fox '15M

Aliyah Abraham '17 attended Arcadia for only one and a half years, but that didn't diminish her impact on the University she grew to love. While earning an undergraduate degree in Business Administration with a minor in African Studies, she created many of the programs the institution continues to uphold. As a non-traditional student, she was raising her son while attending school and would frequently bring him to campus to accompany her for activities: "I feel like everyone adopted him as their own," she said.

Retired Professor **Dr. Doreen Loury** served as one of her notable mentors, later becoming a dear friend. Aliyah describes how showing up and being present to learn and engage gave her the step-up she needed to connect with individuals that could see her innovative visions for change. It helped make an impactful difference in the lives of current and future Arcadians.

She was instrumental in the creation of the Knights for Nutrition program and the Black Alumni Association of Arcadia University (BAAAU), where she also served as its inaugural president. She also helped create the BAAAU Preview Travel Program Support Fund, which has led to an increase in participation of Black students studying abroad. She was nominated for the Senior Golden Disc Award in 2017, received the Student Impact Award in 2018, and was awarded the Sankofa Award for Distinguished Achievement in 2021. In 2022, she was named a Recent Graduate Trustee for a two-year term, and in April 2024, she started as Chair of the Strategic Planning Committee of the Alumni Association, as well as an advisory board member for the Act 101/Gateway to Success Program. "I've created a legacy here, and I'm showing my son I am a mom he can be proud of," Aliyah said with pride.

Q: With all that you've done to support Arcadia, what has the institution provided you in return?

A: I found a community that wrapped their arms around me. I attribute Arcadia for giving me access to my career in government. Arcadia gave me the playground to master my consulting skills, develop my personal brand, and confidence. I can walk into a meeting and command attention just from my presence. I think that's the beauty in attending a smaller school. I was able to get close to my professors and facilitate leadership within my peer groups.

Q: What's one thing you are most proud of implementing at Arcadia University?

A: Creating an authentic experience for Black students by developing the Preview Travel Program Support Fund. There's a world bigger than most students can see, and there was evidence that Black students' participation in the Preview Travel Program was significantly less than other students. I wanted to help provide everyone the opportunity to experience new cultures, while finding pieces of themselves along the way.

Q: Was there a definitive moment that influenced you to create the Preview Travel Program Support Fund?

A: When I was traveling with a friend to Paris in 2018, we were headed to the Louvre and our Uber driver was playing music. We quickly realized it was a Philadelphia artist playing and it transcended the moment further. It truly had felt like divine timing. I knew that everyone deserved to experience being far away from home, yet feel so connected and comfortable at the same time.

Q: What can we expect next from you?

A: I am currently working as a Workforce Management Consultant. I'm in charge of oversight as an internal consultant for the government determining workforce efficiencies. I always need to stay busy and I always want to enhance something...it's just inherent to who I am. I just completed my Master's in Organizational Development and Leadership at St. Joseph's University with a certificate in Organization Development, and I look forward to traveling more. ❖



Aliyah Abraham '17 (left) with University Ambassador Paayal Nair.



Dear Beaver College and Arcadia University Community,

This is an exciting and positive time at Arcadia. As you can read on page 3, this incoming class of first-year and transfer students is robust and diverse. You can feel the upbeat energy on campus, with residence halls, classrooms, and recreation areas teeming with active and engaged students from all walks of life. What wonderful sights and sounds to behold!

Engaged students benefit from engaged alumni. After all, you have walked where today's students walk, and you have enjoyed what they now enjoy. The questions today's students ask themselves about life, career, family, and community, you too once asked yourself. And now, as alumni, you can get involved in the life of the students to be a beacon of celebration and guidance for this generation of Arcadians.

The alumni experience is more robust than ever, and there are a number of ways for you to participate in the life of the University.

You can get involved in-person or virtually, and time commitments range from once a semester, to once a month, to once a week, depending on your availability. There are numerous ways to serve. You can mentor students virtually or in-person, or join a virtual Alumni Association committee, or attend an on-campus event. You can provide an internship for a student at your place of employment, or link your community-based service with your Alma Mater. With assistance from the Office of Alumni Engagement, we can find creative ways to connect or reconnect you with Arcadia.

If you're looking for a first-step in getting involved, or more involved, in Arcadia, it is as simple as emailing me at steinern@arcadia.edu. I'm always thrilled to hear from our alumni, and I welcome the opportunity to see how we can help you get involved in the Arcadia community.

While it is important that our Beaver/Arcadia alumni remain committed to serving the University/College that served them so well, we also need your time and treasure. **Consider attending one of our many celebratory alumni events on campus or online, and consider making a gift to the University by visiting Give.Arcadia.edu or by returning the enclosed envelope.**

I've never met an alum who regretted returning home to Arcadia or making a gift. Quite the opposite. One alumna who recently started serving on a committee and became a donor, said to me, "I guess it's true that you're always welcomed home." Yes, it is true. **Welcome home.**

Fling High the Scarlet and the Grey, and Go Knights!

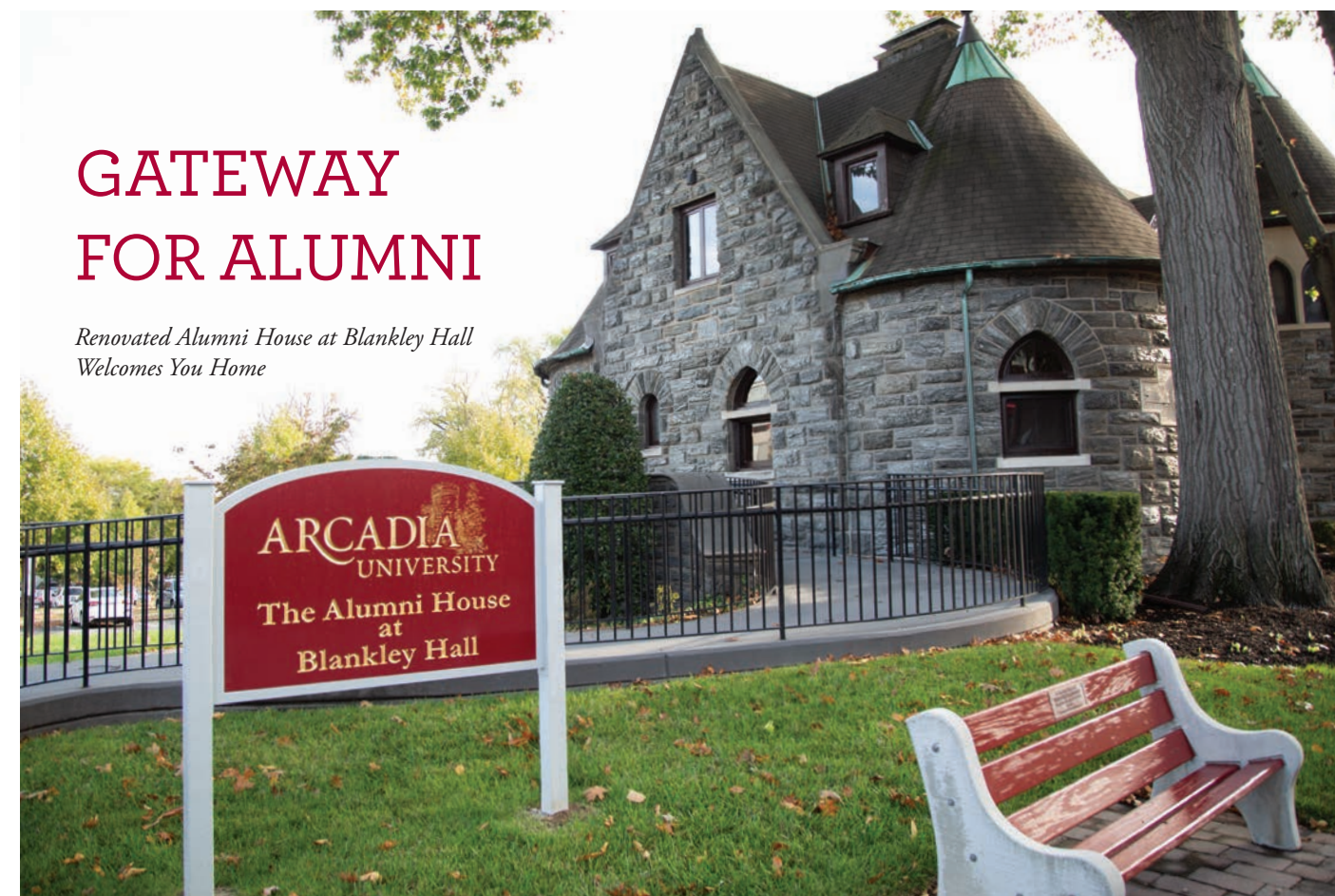
With gratitude,

Nicole Steiner

Associate Vice President of Alumni Engagement and Annual Giving Strategies

GATEWAY FOR ALUMNI

*Renovated Alumni House at Blankley Hall
Welcomes You Home*



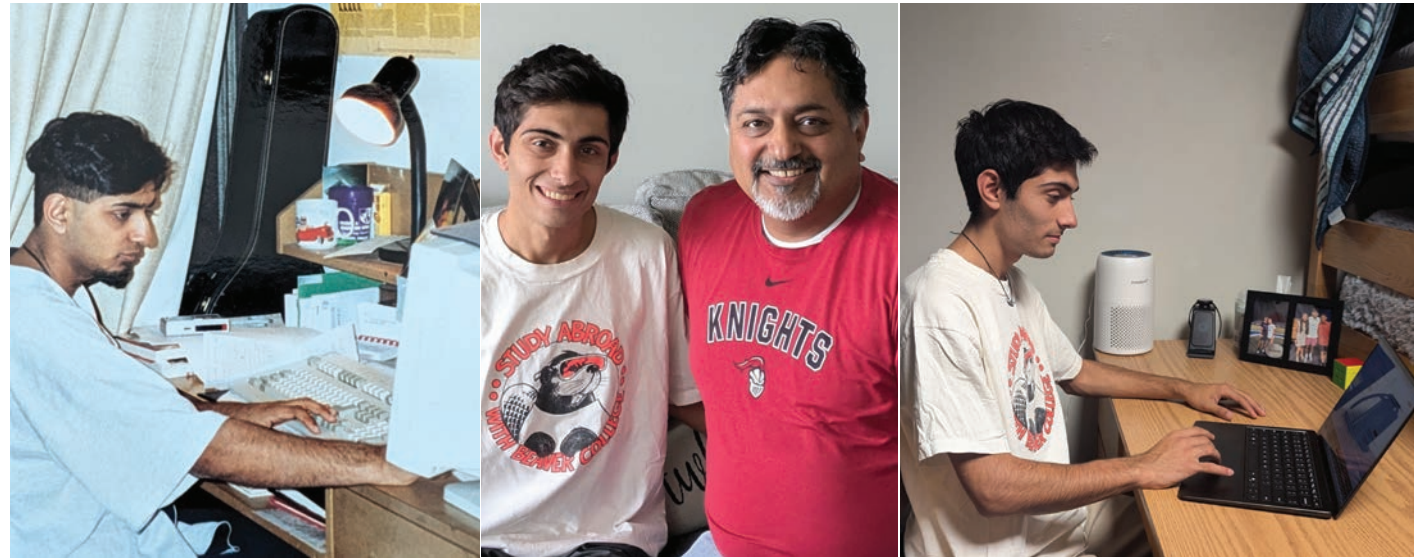
Built as the original gatehouse and servants' quarters for Grey Towers Castle on what was the Harrison Estate, the Alumni House at Blankley Hall has recently been transformed, thanks to the support of Life Trustee, **Rosemary Deniken Blankley '57, '06H.**

During the spring and summer months of 2024, The Alumni House at Blankley Hall underwent an interior revitalization, overhauling carpets and ceilings, renovated restrooms, new paint, all while retaining its historic design flourishes. The aim was to not only provide appropriate work space for staff who will occupy the building, but to ensure that it was a home befitting our alumni community. In the fall of 2024, the historic building once again housed the Division of University Advancement.

True to its name as "The Alumni House," it will serve as a welcome center for alumni when they return to their Alma Mater. Many alumni events will be held at this historic edifice, both indoors and outside on the cobblestoned entry pavilion and lush lawns.

The Alumni House at Blankley Hall will continue to be adorned with items of Beaver/Arcadia historical significance for alumni and other guests to enjoy and reminisce about when they visit, paying tribute to the University's legacy.

This upgrade of the 'gatehouse' is just one of many ways donors can support the beautification and historic preservation at Arcadia University. ❖



Dylan Chauhan '28 (far right) recreates a photo of his father Dipesh Chauhan '97, '00M (far left) from Dipesh's Beaver College days.

A LEGACY OF LEARNING: DIPESH AND DYLAN AT ARCADIA UNIVERSITY

When **Dipesh Chauhan '97, '00M** first arrived at Beaver College in 1993, he was a wide-eyed freshman with a passion for healthcare and a dream of pursuing a physical therapy degree. Yet, life had a way of guiding him toward a different path. Over the first two years, Dipesh found himself captivated by the world of psychology. He discovered a deep love for helping others, and the journey that began with an interest in healing the body soon transformed into a passion for understanding and healing the mind. By 1997, Dipesh had earned his degree in Psychology, and three years later, he completed his master's in Counseling Psychology.

For Dipesh, Beaver College—soon to be known as Arcadia University—was more than just an educational institution. It was a place where he grew into the person he was meant to be, surrounded by a supportive community and guided by a remarkable group of faculty. Those faculty, with their wisdom and compassion, had become a central part of his journey, shaping him both academically and personally. Athletically, Dipesh was given the opportunity to play on the soccer and baseball teams, which allowed him to make lifelong friends with his teammates.

Fast forward 25 years, and Dipesh found himself walking the same paths, but this time, alongside his son, **Dylan Chauhan '28**. While Dipesh had initially stumbled upon his calling, Dylan's path was clear from the start. Gifted both athletically and academically, Dylan had his pick of prestigious universities across the country. Yet, despite the array of options, he chose Arcadia—just as his father had, years before.

Dylan's decision surprised many, but not Dipesh. His son loved the idea of a smaller, more intimate campus where faculty knew their students by name and were only a few steps away. He appreciated the resources at his fingertips and the proximity to

a bustling metropolitan city, which opened the door to endless opportunities for extracurricular activities. The athletic programs, particularly cross country, gave him a chance to continue competing at a high level, and the study abroad opportunities, like traveling to Greece with his Preview class in the spring, filled him with excitement.

As a father, Dipesh couldn't have been prouder. Yet, a part of him couldn't help but worry about Dylan's transition from high school to college. Dylan was shy, and Dipesh feared that a larger school might overwhelm him. But Arcadia was different. It had been the perfect place for Dipesh all those years ago, and he had faith that it would be just as perfect for Dylan.

Three months into Dylan's freshman year, Dipesh's worries began to ease. His son was thriving. Not only had Dylan made a solid group of friends, but he was excelling academically and athletically. He had jumped into college life with both feet—balancing cross country with his studies, participating in various campus activities, and even preparing for his upcoming adventure in Greece.

For Dipesh, seeing Dylan flourish at Arcadia was like watching a legacy unfold. The bond they shared as Arcadia residents was special. What had once been a place of growth for Dipesh had now become a place of transformation for his son.

In the end, Arcadia was more than just a university to them—it was a home, one that spanned generations, full of memories, opportunities, and the chance to thrive. Dipesh was grateful for the experiences that had shaped his life and even more grateful to see Dylan creating his own story at the very same place.

As Dipesh often reflected, Arcadia was the perfect place to be—then and now. ❖

ALUMNUS PUBLISHES BEAVER/ARCADIA HISTORY BOOK

Ken Samen '92 is a Philadelphia-area historian with a few local history books to his credit. His latest release



is about the history of his beloved Alma Mater: *Beaver College and Arcadia University: Campus History Series*. With a foreword by Arcadia's President, **Ajay Nair, PhD**, this digestible, photograph-filled history of our University is a must-read. All of the proceeds from this book are donated to Arcadia University. ❖

Available on Amazon and Arcadia Publishing's website: arcadiapublishing.com.

SAVE THE DATES



ALUMNI, REUNION WEEKEND, & WOODSTOCK

Friday, April 25 and Saturday, April 26

THE FUND FOR ARCADIA Supports ME!

Students, alongside the faculty and staff who mentor them, are the heart of Arcadia. When you were a student, alumni and other donors supported you during your journey. That remains true today. Your generosity helps students succeed! Consider making a gift to *The Fund for Arcadia*. Make your gift by visiting Give.Arcadia.edu or return the enclosed envelope.

Pictured: Visiting Professor of Chemistry **James Allen, PhD**, and Biology student **Jo Coates '25**.



arcadia



Being Intelligent About Artificial Intelligence

By Lini S. Kadaba

At Arcadia University, an artificial intelligence-powered chatbot acts the role of a recalcitrant patient, providing Physical Therapy students plenty of practice for the real deal in clinical rotations.

In a business writing course, students use a bot to write a cover letter for a wish-list job and then critique the result.

Meanwhile, students in AI for the Ages use ChatGPT and a range of other AI tools to simulate building a civilization, all the while experiencing firsthand the promise and perils of a technology that seems to be everything everywhere all at once.

“You can’t ignore it,” says **Marianne Miserandino**, PhD, a professor of Psychology and Arcadia’s inaugural AI Fellow at the Center for Teaching, Learning, and Mentoring (CTLM). “This is the tip of the iceberg.”

Across Arcadia, artificial intelligence (AI) is making its voice heard—sometimes literally. Many faculty, students, and staff are exploring and using ChatGPT and its brethren in all sorts of ways, both inside and outside the classroom. AI is helping students brainstorm ideas, assess business ideas, simplify complex concepts, study for exams, and figure out what to make for dinner from random ingredients in the fridge. Faculty also are using bots to create abstracts, refresh lesson plans, write administrative emails, and yes, figure out what to make for dinner from random ingredients in the fridge.

“AI is highly impacting the world of work across all disciplines and fields,” says C. Edward Watson, PhD, vice president for digital innovation at the American Association of Colleges and Universities in Washington, D.C., and co-author of the recent book *Teaching with AI: A Practical Guide to a New Era of Human Learning*. “Most university leaders, anecdotally, recognize they need to build AI instruction, AI literacy as a learning outcome, or AI competency within the curriculum. The next thing that has to happen is faculty buy-in.”

According to Tyton Partners, an investment banking and consultancy focused on the education sector, the adoption of AI technology among college educators is growing significantly. In a June 2024 survey titled “Time for Class: Unlocking Access to Effective Digital Teaching &



Let's suggest AI is not the monster, not to be fought or banned or avoided, but really an opportunity to do more of what makes us good teachers.

— Marianne Miserandino

Learning,” 36 percent of the instructors who responded are regular users of AI tools—up from less than a quarter in fall 2023. “As the world moves toward a place where generative AI is embedded in education and the workplace,” the report said, “institutions must adapt to increase the value of students’ education.”

Arcadia is working through that adaptation across the University: Folks are drafting AI policies, offering AI workshops, and exploring AI tools. The University, like many colleges, is figuring out if the technology that exploded on the scene in fall 2022 with the release of ChatGPT is boon or bane to higher education. It is a complex conversation over a technology that uses a large-language model to respond to requests or prompts, and in seconds, generates text, images, video, and other data. But the instant response comes at a cost, including huge energy consumption. (According to a Goldman Sachs report, an AI query uses 10 times the electricity of a traditional Google search.)

While Miserandino allows AI is not a panacea, as once thought, she continues to take the approach that educators need to learn how to teach with AI rather than against AI.

“Let’s suggest AI is not the monster, not to be fought or banned or avoided, but really an opportunity to do more of what makes us good teachers,” she said at a September CTLM Lunch & Learn on AI use and its future at Arcadia. “How might AI up our game? What does AI make possible for us? What does AI make possible for our students?”



In many ways, AI is like the Wild West—anything goes. At Arcadia, professors across departments are finding a variety of ways to tame the technology and incorporate it into their courses. Some are dabbling, a few are diving head first, and many are landing somewhere in between.

Art and Design Professor **Carole Loeffler** says she’s a fan. In her first-year seminar Textiles Stories this semester, she showed her students how to brainstorm project ideas via ChatGPT. As an example, she asked the bot to tell a story about a blanket her grandmother gave her. In seconds, it did just that. “We’re not going to grab that,” Loeffler, also the assistant director of the Honors Program, says she told her class. “But we’re going to use that to get the gears going in our brains and how that can inspire us to write our own stories.”

Tom Berendt, PhD, an adjunct assistant professor of Religious Studies, has come around to AI. “I felt very strongly that I didn’t want to take a Luddite approach, where AI is all bad,” he says. “AI is the future, even if we don’t like it, even if we’re scared of it, even if it’s going to impact critical thinking. The reality is that in the next year, five years, definitely 20 years, most students are not going to be writing papers by themselves. They’ll be utilizing different software to create their arguments.”

This semester, he’s shifted from asking students to avoid using AI for assignments in Introduction to Religious Studies to allowing it, as long as students cite it. He even used a bot to create colorful, idol-like images of Taylor Swift and John Lennon (*next page, top right*) for his lecture on popular culture as a form of religious expression. “I’m just sowing the seeds,” he says. “It’s not that I’m truly excited about AI. I see it as a less apocalyptic event.”



For Physical Therapy student **Rachel Polk ’25DPT**, from Lexington Park, Md., the use of AI has proven “invaluable,” not to mention “really cool,” she says. Students use ChatGPT for feedback on patient assessment notes and to role-play.

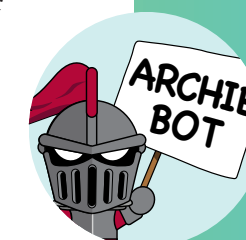
In one scenario, students take a history from the bot patient and formulate a plan of action, getting real-time feedback on technique. “You didn’t introduce yourself” or “You sounded empathetic,” the bot/patient might reflect, appearing eerily realistic. In another, they deal with a difficult client who refuses to do her exercises. In both instances, the chat transcripts are sent to the instructor along with reflections from students on how it went.

“It helps me form good thought processes,” Polk says. She and her study buddies have incorporated AI into exam prep, asking the chatbot to generate patient cases that they then use to practice diagnosing conditions, and as a result, have seen better scores. “You can memorize all the facts left and right. But as PTs and PT students, what we have to do is apply them to a clinical application. AI was a huge boost.”

Kathleen Fortier ’04, ’07DPT, ’11MBA, assistant director of clinical education for PT, researches how technology impacts student learning. She has found that AI can help students feel more comfortable navigating instances of uncertainty, such as when a course of treatment isn’t obvious and falls into the “it depends” area. The scenarios give students low-stakes interactions with “patients” early on and quality feedback very similar to a clinical instructor, says the assistant professor of practice. “It’s almost this unbiased third party that seems safe,” Fortier says.

In the School of Global Business, **Laura Fitzwater**, an adjunct instructor of English, created a new lesson this semester to introduce AI to her Business Writing students: Ask ChatGPT to write a cover letter based on the responsibilities of a job you might want.

Say hello to Archie, the school's newest AI recruiter.



With his humanlike voice, he’s making personalized phone calls this academic year to some of the 50,000-plus high schoolers who express interest in Arcadia University each year, helping the undergraduate admissions staff of a dozen keep on top of its workload, says Collene Pernicello, associate vice president for Enrollment and Marketing. “It’s not feasible to have human and personal interactions with all of these students, given the size of the Admissions office,” she says. “Archie can do conversation. It’s AI to the next level.”

Since 2020, Admissions also has used a chatbot on its webpage to handle questions 24/7—an immediacy this generation expects, Pernicello says. Powered by ChatGPT and Watson, the bot immediately answers many of the 100 routine questions a month it gets and with more than 90 percent accuracy, she says. Before the bot, the staff would have emailed, after researching the information.

“AI allows us to focus on the more important work,” Pernicello says, “building relationships with prospective students and families.”

How Many Clicks Does It Take?

While brainstorming ideas for the layout of this article, the design department made several attempts at getting an accurate looking Archie to stand in front of an accurate looking Grey Towers Castle. Some of the results (*below*) were amusing, beautiful, or downright scary. It soon became clear that it would take more time for AI to work up a suitable image than it would to simply take a photograph and manually manipulate to achieve any desired effect. ❖



“Wow, it sounded really good,” Business Administration major **Jack Quigley ’27**, of Elk Grove Village, Ill., says of the letter the bot generated for an insurance agent position. “It spits it out in a matter of seconds. It didn’t sound like a robot wrote it.”

Fitzwater also asked students to prompt the bot to analyze the strengths, weaknesses, opportunities, and threats (SWOT) of their online businesses, the main project for the course, and compare it to the assessment they had already done. ChatGPT, she says, gave many of them additional insights.

“It was eye-opening for them,” she says.

Quigley found that the bot’s analysis got him thinking beyond marketing to the financial and investment aspects of his team’s hockey and golf company. “Obviously, you can’t have it do your homework for you,” he says. “But why did I take 30 to 40 minutes to do the SWOT [analysis] by myself? ChatGPT does it—boom!—in five seconds.”

Arguably, the essential question that educators must grapple with is this: Why should students invest the time and energy to learn something when a bot can do it faster and likely better?

Katherine Moore, PhD, an associate professor of Psychology who studies cognitive science, gives one answer: “A college education is about learning. The learning can’t happen without the practice and struggling and doing. That’s why I feel like it’s hard to find great uses for large-language models in the classroom. It has to be done very carefully.” She makes the analogy to the introduction of calculators to schools. “You don’t give calculators to kindergarteners, because they need to learn arithmetic.”

But when it comes to students who have mastered concepts or to experts like herself, that’s a different ballgame, Moore says. She has used ChatGPT to generate tones for an auditory perception experiment—saving her the time of writing computer code, and one of her senior thesis students uses Consensus, an AI research assistant that delivers science-backed answers, to keep up with the latest literature on his topic. “The way he describes it,” Moore says, “this has helped him get to understanding faster.”

Education professor **Peter Appelbaum**, EdD, takes a different view. In a paper with the whimsical title “Stochastic Parrots, Policies, Octopi Who Pretend to Be Human, & Dancing Robots,” published in February 2024 in the *Journal of the American Association for the Advancement of Curriculum Studies*, he argues educators “are worrying unnecessarily about AI taking over, because it’s not a form of intelligence. It’s a language model, using the likelihood of what words might come next. It’s a statistical process. It’s not thinking in any way.”

Given that, Appelbaum lets students in Rethinking Gender and Sexuality Education use the tech for project ideas and even to revise the required biweekly reflection. He doesn’t consider the latter plagiarism, despite his students expressing worries, because the class is not a writing course and the assignment is based on opinion. But there are limitations, Appelbaum says.

“ChatGPT seems to be not aware of certain kinds of intersectionality or the importance of Black feminist theory,” he says. Only after repeated refinement of the prompts, some seven tries, did the bot suggest viable project ideas for his class, he says. “We can use it. But you need to bring knowledge to it, this critical perspective.”

Recently, Miserandino used ChatGPT to find a new way to teach about the controversial Milgram Shock Experiment that studied obedience and disobedience to an authority figure. Instead of the usual readings, which her students considered long and difficult to master, ChatGPT suggested pulling quotes from the study subjects on how they felt during the experiment and having students organize them by themes and then linking them to ethical principles. “It came up with a fantastic exercise,” she says.

But here’s why Miserandino continues to urge caution. When the bot pulled the quotes, it made up one and missed others. “AI can give you answers or thinks it’s giving you answers,” she says, “but it doesn’t have the wisdom that a scholar working in a field has.

“It’s up to faculty to curate,” she continues. “What are the learning objectives of my class? What is it I want students to learn and demonstrate and how can I best get them there? Maybe AI can help. Maybe not. Each field needs to figure out what that is and what it looks like for your major, for your discipline, and then for your classroom.”



It’s such an exciting and rapidly growing field that is changing how we live, work, and do everything in the world now.

— **Simon Abdullah ’26**

Over recent months, Arcadia has taken numerous steps—both as an institution and within individual departments or classrooms—to figure some of that out. A group that included Miserandino and faculty from Computer Science, Education, Landman Library, and other areas went to a conference in 2023 to learn more about AI in education. Then **Valerie Green**, EdD, director of Digital Learning Services, and Miserandino then built a resource-heavy website, AI@AU (sites.google.com/arcadia.edu/aiau).

CTLM also has put on its website sample AI policies and has sponsored a series of workshops, including one with keynote speaker Jason Gulya, a Berkeley College English professor who advises colleges on ways to leverage AI. CTLM plans to host more workshops, including one that tackles concerns over plagiarism, and is organizing a task force to more systematically assess the impact of AI on academics, including creative uses and ethical and environmental challenges.

“We’re going to be okay,” Miserandino says. “What makes for good teaching and good learning has not changed. Technology merely helps us in this process.”

On the third floor of Brubaker Hall on a recent Monday, Associate Professor of Marketing **Raghu Kurthakoti**, PhD, who also chairs the School of Global Business,

asks students in his Advertising and Sales Promotion course to take a few minutes to create an ad using ChatGPT. “The prompt is very, very critical,” he emphasizes. “Play around and see what it comes up with.”

Students use AI to brainstorm ideas for specific brand sponsors for the Olympics, streaming services, and automobiles. They quickly realize that general prompts get generic responses and images. But when students ask ChatGPT to consider the target audience, the approach (rational versus emotional ads), and the look, results improve. They then analyze the pros and cons of the AI ads, talking about the ideas sparked, the biases and stereotypes advanced, and the complete misses.

“That’s the discussion I want to have in class,” Kurthakoti says, “and see if students understand the ethics of it.”

It’s a turnaround for him. Just last year, Kurthakoti was discouraging the use of AI in his class. Then a couple of students used a bot to fill in journal entries about industry ads. (He could tell from the advanced concepts cited that he hadn’t taught.) “I didn’t anticipate that,” he says. “So I thought, let me make AI a formal part of the course and teach them how to use it better.”

He also updated his AI policy, with the help of ChatGPT and Gemini, from a couple of sentences to a one-and-a-half-page treatise that covers instances of allowable and not allowable uses of the technology. “It’s better to be long and repetitive,” he says, “than leave lots of things up in the air.”

One floor down in Brubaker, AI looms over every decision students make as they build civilizations in Adjunct Physics Professor **Robert Miller’s** class AI for the Ages.

Called an open-world scenario, students divided into teams create and manage their colony, using AI tools to run the complex simulation that includes buying land, making and selling commodities, managing finances, and even waging war and conducting diplomacy. At the same time, Miller informally lectures on AI’s history and impact on society, and by the end of the simulation, he will have the class discuss the role AI played in the decisions made.

Pre-dental Business Administration major **Simon Abdullah ’26** of Greenville, Del., already uses AI to study, asking ChatGPT to explain concepts to him as if he were a fourth grader. He took the class, which he describes as fun and creative, to better understand AI, because “it’s such an exciting and rapidly growing field that is changing how we live, work and do everything in the world now.”

Morgan McEntire ’25, a Public Health major from Bath, Pa., allows she was skeptical about AI’s usefulness at first, but now sees the potential. “Exposure to the different types of AI,” she says, “sets you up for success in the future.”

Miller couldn’t agree more.

“This is the next big technology leap that’s not going away,” he says. “Kids need to know how to manage data, how to think algorithmically. They need to know the ethics.

“This class,” he says “is opening the door.” ❖

a pathway
H.O.M.E.

Arcadia Supports Students from the Foster System

By Chris Sarachilli '14



♡ →



Mentors and mentees at a HOME family dinner



The HOME family attends a gala for ChildPromise, Inc.



Zyah-Rose Fall '26 at a HOME advising meeting



On her first day on campus, **Niyah Black '28** experienced the feelings typical of any new student—nervousness, excitement, uncertainty. But as she unpacked her things, she was also reckoning with her decision, just a few days earlier, to have her mother arrested. Black lived with her mother only sporadically throughout her life, in moments when her substance use disorder had been under control. For the rest of the time, Black bounced between foster care and living with family. So finding her mother sprawled out on her front lawn, unwell and making threats, wasn't a surprise. But it still wasn't easy to call the police, and it weighed on her heavily in her first days at Arcadia as she double-checked to make sure she had everything she needed to start school. In a few days, campus would return to the annual symphony of Move-In Day,

as cars, densely packed with belongings, file onto campus with students eager to begin their time at Arcadia. But for Black and many of the students in Arcadia's Housing, Opportunities, Mentorship, and Empowerment (H.O.M.E.) Program, all of whom have some experience in foster care, their new room in Kistler or Heinz Hall isn't just a second bedroom on campus. From this moment, it's the only home they have. Newly launched this year, the H.O.M.E. program supports foster care youth throughout their Arcadia experience. The six students in the first cohort receive a range of benefits, from an early move-in providing a few



Jeremy McCall '28 at Darney Park

extra quiet days to acclimate to campus life, to financial assistance and guaranteed housing over breaks. Crucially, they receive an unprecedented degree of personal attention and support. In addition to the program staff, each student has two of their own faculty and staff mentors to serve as a trusted source of emotional support and to help them navigate the complexities of college life, whether applying for scholarships and financial aid, academic planning and registering for classes, networking and getting involved in campus life, and dealing with crises. Students are connected to every possible resource at the University, supported by liaisons from Student Health Services, Residence Life and Housing, and more, including a dedicated on-campus case manager. It's all in an effort to help overcome obstacles so these students can

succeed, says **Christine Storch**, director of student engagement, who leads the program. Whereas foster care youth typically grow up without any safety net, the H.O.M.E. program provides layer after layer of support, from weekly one-on-one check-ins and group meetings to program-wide dinners and events. "We're designing this program to really have that wraparound care, to make sure that their first line of defense is knowing that there are people always there for them," she says. To qualify, students simply need to have some experience in the foster care system. The specifics or length of time aren't important, and what quickly becomes apparent is just how unique each of their journeys is. They share common themes—trauma, insecurity, loneliness—but the details are as individual as the students themselves. Some students, like Black, spent their lives in the system. She describes each of her

periods of care as episodes from the book and television show *A Series of Unfortunate Events*. In that series, the main characters move from caretaker to caretaker. Each stay begins as a pleasant experience that offers the promise of a peaceful life. Inevitably, the characters find themselves in a setting that's worse than ever. This see-saw of hope, disappointment, and abuse took a toll. By high school, she had begun using substances herself. She struggled with body image issues and figuring out her sexual identity. She began inflicting self-harm. Eventually, Black attempted to take her own life, desperately hoping someone would discover her plans and reach out to help. That help never came, and it was only through luck that she was unsuccessful. It doesn't sound like the story of a student who moved into a residence hall just a few months prior. But Black, like every student in the H.O.M.E. program, is nothing if not resilient.

♡ ♡ ♡
 The earliest memories that **Yeimi Cifuentes Diaz '27** has of her parents occurred through a computer screen. Her parents moved to the United States from Guatemala in search of work and opportunity when she was young while she stayed behind to be raised by her grandmother. Their every interaction was digital, from birthdays and holidays to school milestones and the everyday tender moments of childhood. Eager to finally meet the young girl their daughter had become, and concerned for her lack of opportunities in Guatemala, they sent for her to join them in the U.S. when Cifuentes Diaz was 9. She trekked through Guatemala, into Mexico, over the border into Texas, alone but for other hopeful migrants and the coyote (a guide paid to help migrants navigate the journey into the U.S.) who led them. She traveled over 1,000 exhausting and dangerous miles, leaving the only home she knew in pursuit of the parental love and security she longed to feel.

I have all the help I need from them. But I'm kind of shy about it, like I don't want to take too much—And they're like, no, we're here to help you.

— Yeymi Cifuentes Diaz '27



Rayna Keele '28 (left) and Graduate Student Success Coach Miracle Ruiz '24, '27M (right)

who have been in foster care, while H.O.M.E. adds a new holistic, all-hands-on-deck approach. Of the 400,000+ youth in foster care annually in the U.S., only around 3 percent obtain a bachelor's degree, compared to more than 35 percent of the general population.

The reasons are myriad, ranging from the tangible, like housing instability, financial insecurity, and the need to work, to more complex factors: the effects of trauma, feelings of distrust, and poor self-worth.

“As someone who has done everything by myself, accepting help can be hard,” says Cifuentes Diaz. “The whole program has given me these little moments where I need to let go of my fear that I’m using too many resources, or that I don’t deserve this.”

Higher educational outcome disparities of students in foster care is partly what inspired Nathaniel Williams, founder and president of HumanWorks Affiliates Inc., a cluster of social services organizations, to serve as a critical partner to both the PROFS and H.O.M.E. programs. Growing up in foster care himself, Williams found higher education to be a source of his own empowerment.

“I think it’s a great liberator and a way to transcend some of the events that have happened in people’s lives,” he says. “The foster care system does a very bad job of sharing different options with young people as to what life may look like afterwards.”

As a partner, Williams provides crucial financial support and program guidance. He also serves as a role model—someone who transcended that 3 percent statistic. But beyond academic and professional success, Williams hopes the program leads to even deeper feelings of self-realization.

“They’re coming into who they are as a person, and that’s the most beautiful part,” he says.

Linda Ruth Paskell '81, '96MEd, an adjunct professor and artist, was excited to join her co-mentor Diego Joseph, student success operations manager, in meeting her H.O.M.E. mentee for the first time at an early-semester dinner event. They chatted about Arcadia and the normal things going on with any new student. Those small, everyday validations of worth are a big part of what she hopes to bring to her mentorship.

“None of us are defined by our circumstances, and it is a privilege to come alongside them during this challenging season of life, and to provide hope and inspiration in a particular way,” she says.

“Through a simple meal together, offering hospitality in my home and engaging in meaningful and caring conversation, I hope to

gently build trust and a lasting friendship as they chase after their dreams creatively, intelligently and with our full support, as they give back to the world one day.”

It’s something that Black has already experienced in her short time in the program.

“I feel like I’m safe here, like I finally am in a place where I belong,” she says. “I never said, anywhere I’ve lived, in a foster home or at my mom’s house, that I ever felt comfortable to be who I am as a person or to be my own self. I always had to suppress my personality. I was always seen as too weird or too this or too that, but here, I can be myself. I feel like I’m home.”



It’s late September, just a few weeks into the semester. Cifuentes Diaz is packing her bags—after a year of commuting to campus, she’s about to move into campus housing.

“As a first-generation student, as the first daughter in my family, I have a lot of responsibilities, and being a commuter would constantly interfere with my academic activities. It was a big problem my first year, and Christine was like, ‘No, we need to get you on campus,’” she says. “Now, I can finally focus on me.”

The incident with Black’s mother took place only a few weeks ago, and she’s still dealing with the fallout, managing the reaction from her mother, and helping her younger siblings. But she’s a self-proclaimed expert at compartmentalizing—she’s always needed to be—and she’s excited, too.

She’s applying to study abroad through Arcadia’s Preview, where she hopes to spend a week in Sicily or Athens. She’s still not sure which. In a moment of reprieve, it’s the biggest decision weighing on her mind. ❖

A Place to Go at Arcadia



Allannah Giles '23, '25M, Coordinator of Student Engagement

For Allannah Giles '23, '25M, Thanksgiving break was the hardest part of her first year at Arcadia. As campus closed for the holiday and students returned home to their families, she stayed put. There was nowhere else to go.

“I was alone. I don’t think I saw a soul for five days,” she says.

She was used to the isolation. When her home life became unbearable in high school, living with her mother and her mother’s husband, Giles provided her mother with an ultimatum: “I told her that

it was me or him. At the end of the day, that’s where this is going to land.”

Giles soon moved out, couchsurfing between relatives and friends and sleeping in her grandfather’s 2002 Cadillac DeVille when she felt like too much of a burden on others. She came to Arcadia in 2019 as an independent student, meaning her parents were entirely removed from the process.

Still, Thanksgiving was difficult.

“Three months into college, you don’t know who other people are,” she said. “You don’t know the area. You don’t have many resources.”

But she made the most of her time at Arcadia. With full support from her professors, she traveled the country while attending class virtually during the COVID-19 pandemic, served on student government, and even delivered her student Commencement address.

Now, as coordinator for student engagement and one of the core members of the H.O.M.E. team, Giles is making sure that students from similar backgrounds don’t share the experience of that first holiday on campus.

“I’m trying to make sure that they have the resources that I didn’t have immediately available to me,” she says. “Though I didn’t come from foster care, I didn’t have support from my family. So I’m putting myself back and reimagining what I needed and didn’t have, and how I can make that happen for them.”

And last year, she started a tradition that she hopes to continue: hosting Thanksgiving dinner on campus for students that don’t have another place to go. ❖

I was always seen as too weird or too this or too that, but here, I can be myself. I feel like I'm home.

— Niyah Black '28



1956

Joan Sweiger Toth '56, who recently moved to North Carolina, had one of her paintings exhibited at the Durham (NC) Art Guild member showcase that featured recycled and reimagined art. Her "new" painting was created from an old landscape work, with recycled elements including shredded Styrofoam clouds, tissue paper waterfall, birds cut from magazine pages, and cardboard frames. *Pictured:* Joan Toth with her granddaughter at the Durham Art Guild showcase.



1957

Mary Avakian Freericks '57: I learned to do watercolors in Santa Barbara and have been painting them for about 30 years. I also work in acrylics and do prints. My watercolors are of local scenes and flowers. Many of my acrylics are abstracts. My oil monotypes vary. I also do collage as well. My latest watercolor was of orchids I purchased at the Santa Barbara orchid show and I painted it last Tuesday on a full sheet of watercolor paper. I enjoy painting and at times selling my work.



1963

Merle Arbogast Chorba '63 wrote from Sarasota, FL: "Focusing on our great Class of '63, we have been fortunate in this year and a half with lovely get-togethers!":

(Left to Right) Naomi Hutchison Black '63, Paula Frohwein Giesea '63, Joyce Chabora Barr '63, Merle Arbogast Chorba '63, and George Chorba.



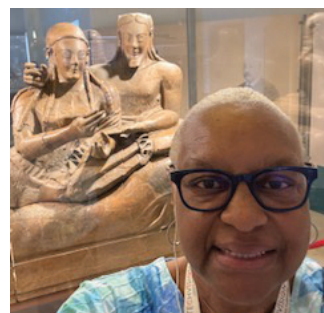
1964

Diana Mook Singer '64 is retired and living for the last nine-plus years in Sedona, Arizona, after traveling full time in our RV for 3 years for the third time. Just turned 80 last September, but we continue to travel with our RV whenever we can throughout the year.

1973

Rev. B. Gail Joralemon '73 graduated from Boston University and then Pacific School of Religion (Berkeley, CA). She has been an ordained minister in the United Church of Christ for nearly 47 years. She has taught bioethics at a community college for 28 years and continues to teach in the field. "I am still in touch with two friends from Beaver; one went on to become a nurse midwife, then a Doctor of Science in nursing. I was a bridesmaid in her first wedding and co-officiated at her third."

Mary Scotton Bing '73: "I just returned from Italy, which, by the way, is my favorite country to visit. My husband, Sam, wasn't able to accompany me on this trip, so I traveled solo. This was the first time I traveled solo abroad, but I thoroughly enjoyed myself. In the photo, I was visiting the National Etruscan Museum in Roma, Italia. Such an amazing collection of Etruscan artifacts."

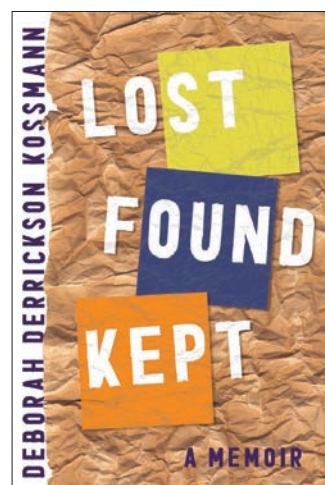


1979

Chris McCrea Krolik '79: "I enjoyed attending our 45th reunion in April, especially seeing **Fay Ferguson '79** again. I am currently the Mayor of Hillsborough, CA, where my husband and I have lived since 1995, and where we raised our two now-grown sons. I am a new member of the Arcadia University Board of Trustees, and look forward to giving back to this wonderful institution!"

1982

Essays, feature articles, and poetry by **Deborah Derrickson Kossmann's '82** have been published in *The New York Times*, *Nashville Review*, *Psychotherapy Networker* and *Solstice Magazine*, to name a few. She was the winner of the Short Memoir Competition at the 2007 Philadelphia First Person Arts Festival and was awarded a Pennsylvania Council on the Arts Poetry Fellowship. Deborah is currently working as a clinical psychologist in a private practice outside Philadelphia, PA.



Most recently, she wrote *Lost Found Kept: A Memoir* that won the 2023 Aurora Polaris Creative Nonfiction Award from Trio House Press. Visit her website for more information: lostfoundkept.com

1984

David Eatough '84: "Did you hear about the 40th reunion? We had a great time. It was wonderful seeing friends, meeting new friends, talking with current students, and visiting some of

CLASS NOTES
All class notes information may be submitted online at:

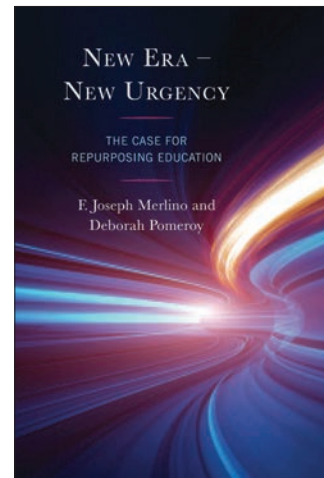
our favorite places including The Glenside Pub and The Bent Elbow (now Magerks Pub and Grill). We had fun playing trivia. Congrats to the Class that won. '89? '94? If you graduated in 1984 or any of the adjacent years I really hope you will join us in five years for our 45th reunion. I know 45 is not considered a significant reunion year, but honestly, we can make it significant. I will try to do a better job communicating information. There are a couple Facebook pages including the 'Arcadia University Alumni' and 'Beaver College Alumni and Friends-Classes of '84-'90' that will keep you updated as well.

Stephanie Rainer, Biology Instructor, STEM Lab Coordinator, shared: "I took some students to a conference in entomology and ran into alumnus **Keith Goldman '84**. Keith was stunned to see our student-posters here. It was awesome!"



1988

F. Joseph Merlino MEd '88 and **Deborah Pomeroy, EdD** (currently retired as professor emeritus of science education at Arcadia) completed writing *New Era - New Urgency: The Case for Repurposing Education*. The book was released late March 2024 and is available at Amazon, Barnes and Noble, Goodreads, and Roman & Littlefield.



A group of colleagues joined us in co-founding the 21st Century Partnership for STEM Education (21PSTEM). We also served as Co-PIs of a major National Science Foundation funded grant: the Math Science Project of Greater

Philadelphia (MSPGP). Following that, we helped lead a massive 12-year and continuing project in Egypt to develop a new integrated STEM education curriculum funded by the U.S. Agency for International Development. Of interest also, Drs. Kim Dean and Augusto Macalalag have both participated in some of this work. Our book draws on our experiences in educational reform in the U.S. and Egypt.

2006

Christina Bonaccorsi '06: In August of 2024 I traveled to San Diego, CA to visit my brother. On this trip, we went to Ocean View Mine in Pala, CA, and spent the afternoon digging for our own crystals. We found clear quartz, tourmaline, aquamarine, and kunzite. The best part was being able to keep all the crystals that we found. It was definitely an experience that will always be remembered.

2010

Philadelphia Jeweler **Niki Leist '10** has been named a finalist for the industry-esteemed Halstead Grant, an annual award that recognizes emerging artists within their first five years in the jewelry industry.

As a finalist, Leist will receive \$1,000, a \$250 Halstead gift card,

and a comprehensive feedback report from industry experts. The application process required entrants to answer 15 detailed questions about their business and submit their design portfolios, helping jewelry entrepreneurs create a strategy to kick-start their careers. Hilary Halstead Scott, President of Halstead, praised Leist's submission, stating, "Niki presented a cohesive jewelry collection and an application with well thought-out goals. We're excited to see her business grow."

2014

Harmony Todd '14M and Kieran Todd welcomed their daughter on May 12, 2024.



2015

Robert W. McMahon '15M earned his Ph.D. in Media & Communication from Temple University in May 2023. His dissertation, "Advancing the hegemony of surveillance capitalism: A critical discourse analysis of surveillance

representations in media," interrogates how surveillance is sold in advertising and news media and examines the roles each has in fostering individuals to succumb to persistent surveillance. He has presented his work at several national and international academic conferences. Dr. McMahon is an Associate Director of Career Development at the Temple University Career Center.

Alonzo Jones '15M (*below, right*) is enjoying much success as a public officer professionally, serving as Communications & Branding Manager for Philadelphia Works, Philadelphia's workforce board, and in a volunteer capacity, as Vice President of the African-American Alumni Association at his alma mater, St. Joseph's Prep.



In Memoriam

1951

Carol Worden Harris '51
December 22, 2023

Helene (Fox) Tobias '51
June 2, 2024

1954
Nancy (Banks) Mills '54
February 13, 2024

1955
Winifred Wesner Purrington '55
March 30, 2024

Carol Harriet (Byrnes) Bernard '55
June 19, 2024

1957

Lynn K. Hennessey (Lynn Anderson King) '57
August 2023

1960
Dorothy (Herzka) Lichtenstein '60
Philanthropist and cofounder of NYC Art Foundation

1964
Karen Holmes MacIntyre '64
July 2023

Barbara (Weathers) Johns '64
October 2021

1970

Edythe "Edie" S. Clark '70
July 7, 2024
Through her hundreds of columns and features in Yankee Magazine, and her memoir,



"The Place He Made," her life was always on the page. In 2017, The Edie Clark Prize for Creative Writing was established as an annual award given by the English Department at Gill St. Bernard's School in Peapack-Gladstone, NJ.

1985

Donna Steinhauer '85
April 2024



The Association of Beaver College Blacks from the 1975 issue of The Log.

The Association of Beaver College Blacks

By Rachel Fox '15M

The Association of Beaver College Blacks (ABCB) was created by students as an affinity group in 1968, after the assassination of Dr. Martin Luther King Jr. The small group of fewer than a dozen students demanded more equity on campus, such as more diverse representation in student events, student body, faculty, and curriculum. **Professor Horace Woodland** (the first Black professor at Beaver) supported the students and was their advisor through this transformative time of the Civil Rights Movement. In 1984, ABCB was renamed the Black Awareness Society, an organization still on Arcadia University's campus to this day.

To honor the work of these impactful women, a public art project is being created with current Arcadia students and resident artist, NE Brown. It will consist of two benches with a planter centerpiece between them. The planter will be created using student-made mosaic tiles, some of which will contain newspaper articles written by ABCB members. The benches will have QR codes that can be scanned to listen to the oral histories of ABCB members. By conducting oral history interviews of former members, and creating a visual representation of the bravery

and advocacy of ABCB, this project hopes to bring awareness and healing to the community. Once completed, the interviews will be archived and housed in Arcadia University's Archives.

One of the main focuses of Arcadia University's Public Art Project, through the FA378.3 Entrepreneurship/Gallery Apprenticeship class, is to provide apprenticeship and guidance to participating students from individuals that they otherwise may not have had access to. Artists bring unique experiences and a diverse perspective as they guide students through a community process that gives them an inside look into entrepreneurship, philanthropy, and diverse representation. Arcadia's Public Art Projects continue to highlight the impactful stories within our community.

Presently, the Association is still in contact with each other to this day, and the emphasis on providing a holistic environment at Arcadia for students to engage, resource, dream, and evolve is something upheld by today's University educators and personnel. Stay tuned for more details on the reveal of this historical art piece. ❖

Making Art that Makes an Impact

By Krista Profitt '11, Director of the Arcadia Public Art Project and Adjunct Faculty Member

It is a typical afternoon in Spruance Hall, one of the historic buildings on campus that acts as a second home to the Art students.

Light is spilling in from the windows around the atrium, illuminating the art on the walls. Music is playing from studios where students are working on prints or drawings and talking about art and life and everything in-between. Class for the Arcadia Public Art Project Apprenticeship has just begun, which sounds quite different from the critiques and discourse that usually populate these classrooms. From down the hall, you can hear students interviewing one another in preparation for interviews they will conduct with some members of the Association of Beaver College Blacks. Upon entering the room, you see lists of tasks to do, people and Black-owned businesses to call, and newspaper articles from the 1960s. You hear tough conversations about race and gender and all the things that impact students in college.

And yet, if you walked into this same class a year ago, two years ago, five years ago, there'd be a different conversation and a different set of challenges being talked about: How to rent a boom lift; red tape with community projects; issues impacting the community from COVID. This is the nature of the Arcadia Public Art Project Apprenticeship class—a class whose content is consistently in flux and contingent on the interests of a visiting artist and the needs of a community.

This class, which is near and dear to my heart, gives

artists outside our community the opportunity to come to Arcadia and the surrounding area and make a public art piece that embraces our community. In the past, artists such as David Guinn, Kelly Cave, Yixuan Pan, and Amir Campbell have put up murals and benches and even created a community walking tour. With NE Brown, the class took on the roles of interviewers and researchers, looking back at articles written by those first Black women on campus, who were challenging Arcadia to create a more welcoming and equitable space for Black students on campus. The students read through 50 years of articles, noticing the challenges students of color faced throughout each decade. The first article we read was written by original members of the Beaver College Blacks and published in the weeks following the assassination of Dr. Martin Luther King Jr. Arcadia has made strides to recruit more students of color, leading us to the most diverse class we've ever had, which is to be celebrated.

This research, meant to understand the community of Arcadia better, is the first step in art creation. NE worked with the students to create a set of benches and recorded interviews honoring the Beaver College Blacks. Students worked to create a planter with scans of the newspaper articles we read mosaiced onto the side. The piece, to be installed in time for a symposium honoring the Beaver College Blacks in the spring, will stand as

a reminder to our students that the progress we take for granted rests on the shoulders of the work that was done by countless students over time.

With most creative projects, there are delays and various difficulties that hold up progress, and this project is no different. Our students, however, have been in touch with us about next steps and have offered to work with us on project completion, installation, and the symposium. They recognize the importance of the work and how it can impact our community, past,

and present. As director of the Arcadia Public Art Project, and an adjunct faculty member at Arcadia, there is really nothing better than watching your students get so involved in the work that they are doing. The fact that I get a hand in it, even as the one who just organizes the behind-the-scenes parts of these projects, is a huge honor. I can't say what next year looks like for the Public Art Project, who the artist will be, or where in Glenside we will be working, but I am excited for the potential connections we will make. ❖



Kelsey Logue-Struble '26 and Charlie Deppen '26 sit on one of the completed benches.