2017 Community of Scholars Day Program

Lesley University
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Lesley University has long held a reputation for developing agents of social change who embrace difference, think creatively, and push the boundaries of convention to bring about meaningful change for all.

As we carry this mission forward into the future, we invite you to join us as we usher in our next chapter. The festivities begin with two days of collaborative learning, sharing, and inspiration and culminate in the installation of President Weiss as Lesley University’s sixth president.
INAUGURATION 2017

THURSDAY, MARCH 23
6:00 pm >> Community of Scholars Day Opening Reception
Includes gallery exhibits, music by Chroma Trio, hors d’oeuvres, and wine
Lunder Arts Center, 1801 Massachusetts Avenue, Cambridge, MA

FRIDAY, MARCH 24
8:30 am – 8:00 pm >> Community of Scholars Day
Celebrating Scholarship: Social Justice, Diversity, and Inclusivity
University Hall, 1815 Massachusetts Avenue, Cambridge, MA

SATURDAY, MARCH 25
10:00 am >> The Inauguration of Jeff A. Weiss
First Church of Cambridge, 11 Garden Street, Cambridge, MA

Reception to follow at noon in the Washburn Commons on the Lesley University Brattle Campus
Washburn Commons, 10 Phillips Place, Cambridge, MA

Inauguration Archival Exhibition
Sherrill Library, 89 Brattle Street, Cambridge, MA
The Inauguration of Jeff A. Weiss as the Sixth President of Lesley University
BIOGRAPHY OF JEFF A. WEISS

On July 1, 2016, Jeff A. Weiss became the sixth president of Lesley University. Prior to joining Lesley, President Weiss was a partner at Vantage Partners, an internationally recognized consulting firm, of which he was a co-founder. Over close to 20 years at Vantage, he co-led the Alliance Practice and built and ran both its IT and its Healthcare industry practices. His work focused on helping leading organizations around the world improve how they structure and manage strategic partnerships, negotiate complex transactions, manage change, drive innovation, and engage in shared decision-making.

Before founding Vantage, President Weiss was a partner at Conflict Management, Inc., and helped found Conflict Management Group (now part of Mercy Corps), a not-for-profit that works with governmental and community leaders to resolve international conflict and effect social change. His work in these organizations had roots in the Harvard Negotiation Project, of which he was a member while studying at Harvard Law School.

President Weiss has written extensively on enabling effective internal collaboration, external partnering, multi-party alignment to drive change, and negotiation. He is a frequent contributor to the Harvard Business Review, and is most recently the author of the *HBR Guide to Negotiating*. He is presently working on a new book on leadership.

President Weiss was a long-time Adjunct Professor at the Tuck School of Business at Dartmouth College where he taught extensively in the MBA program and the Master of Health Care Delivery Science program. In addition, he served for over a decade as an Adjunct Professor at the United States Military Academy, and was a co-founder and co-director of the West Point Negotiation Project. President Weiss was awarded West Point’s 2010 Apgar Award for Excellence in Teaching. He is also the recipient of the Department of the Army’s Commander’s Award for Civilian Service and a recipient of the Department of the Army’s Outstanding Civilian Service Medal.

He holds an A.B. in government from Dartmouth College and a J.D. from Harvard Law School. He is married to Gerri B. Weiss, a nurse practitioner, who holds an A.B. in economics from Smith College, a J.D. and M.B.A. from Boston University, and a M.S.N. from the Mass General Institute of Health Professions. They are the parents of two adult sons, Sam and Alec.
INAUGURATION CEREMONY ➤ MARCH 25, 2017

PRELUDE

ACADEMIC PROCESSIONALS
The audience is requested to remain seated during the processional and recessional.

Dan Gabel and the Abletones

Order of the Processional
» University Chief Marshal
» Delegates from Academic Institutions and Learned Societies
» Student Leaders
» Staff Representatives
» Faculty Emeriti
» The Faculty of the Four Colleges and Threshold
» The Alumni Council
» The President’s Cabinet
» Trustee Emeriti
» Past Presidents of Lesley University
» The Board of Trustees
» Distinguished Speakers
» The President

CALL TO ORDER

Neal Klein, Associate Professor
Chief Marshal

INVOCATION

Rabbi Robert S. Goldstein

WELCOME

Deborah Schwartz Raizes B.S. ’69
Chair of the Board of Trustees

GREETINGS

President Margaret A. McKenna

President Joseph B. Moore

Provost Selase W. Williams

Frances De Leon B.A. ’17
Undergraduate Student Government President

Ph.D. Candidate Lisa Dussault Marshall ’18
INAUGURATION CEREMONY >> MARCH 25, 2017

GIFTS FROM THE COLLEGES

**Steven S. Shapiro**
Dean of the College of Liberal Arts & Sciences

**Richard J. Zauft**
Dean of the College of Art & Design

**Jonathon H. Gillette**
Dean of the Graduate School of Education

**David Katz**
Dean of the Graduate School of Arts & Social Sciences

**Ernst VanBergeijk**
Director of the Threshold Program

GIFT FROM THE ALUMNI ASSOCIATION

**Nicole S. Bearse B.S. ’00**
Alumni Council President

MUSICAL INTERLUDE

**String Trio**
Nicole Frederick M.A. ’17
Jo Manning-Souza M.A. ’17
Sarah Young M.A. ’17

THE ADDRESS AND CHARGE TO THE PRESIDENT

**President Robert A. Oden**
Former President of Kenyon and Carleton Colleges

THE INVESTITURE OF THE PRESIDENT AND PRESENTATION OF THE INSIGNIA OF OFFICE

**Deborah Schwartz Raizes B.S. ’69**
Chair of the Board of Trustees

**Hans D. Strauch**
Vice Chair of the Board of Trustees

THE INAUGURAL ADDRESS

**President Jeff A. Weiss**

POEM

**Danielle Legros Georges**
Boston Poet Laureate, Professor

RECESSIONAL
Once the recessional has ended, all guests are invited to proceed to Washburn Hall at 10 Phillips Place for a lunch reception, and to the adjacent Sherrill Library for an Inaugural exhibition. The lunch reception will feature jazz performances by Alison Fox M.A. ’17, Zack Gresser M.A. ’17, Eva Steward M.A. ’19, and Andria Thomas M.A. ’18.
MARSHALS

COLLEGE MARSHALS

» College of Liberal Arts & Sciences
  Robert Waukonen
  Associate Professor

» College of Art & Design
  Heather Shaw
  Associate Professor

» Graduate School of Education
  Maureen Yoder
  Professor

» Graduate School of Arts & Social Sciences
  Dalia Llera
  Professor

» Threshold
  Terry Bromfield
  Instructor

STUDENT MARSHALS

» College of Liberal Arts & Sciences
  Tyler Wright B.A. ’18

» College of Art & Design
  Jeannine Hernandez B.F.A. ’19
ALUMNI COUNCIL

» Nicole Bearse B.S. ’00
  President

» Julie Farnam M.A. ’05
  1st Vice President

» Kimberly Turner M.E. ’07
  2nd Vice President

» Zalika Winitzer B.S. ’01
  Secretary

» Carol O’Regan B.S. ’78
  Treasurer

» Renee Aisenberg B.S. ’81

» Jeanne Canale M.S.A. ’90

» Gloria Castro B.S.M. ’05

» Joel Cummings B.S.M. ’98, M.S.M. ’03

» Thomas Dahlborg M.S.M. ’98

» Vanita Datta M.A. ’88

» Alyson Durben B.S. ’11

» Michael Finnegan M.F.A. ’08

» Thelma Goldberg B.S. ’74

» Shana Goldwyn B.S. ’00

» Sarah Groh B.A. ’11

» Elizabeth Guydan M.E. ’99

» Sandy Ho B.S. ’09

» Jennifer Lester B.S. ’88

» Coe McIninch M.F.A. ’10

» Robert Mitropoulos B.A. ’15

» Julie White-Patel M.E. ’13

» Julia Payne-Lewis B.S. ’83

» Patricia Ruof B.S. ’72

» Brian Schwartz M.A. ’06

» Jennifer Stone B.S. ’14

» Carol Sullivan-Hanley M.E. ’86

» Lori Thompson B.S. ’84

» Nancy Tom M.A. ’07

» Barbara-Ann Yates M.S.M. ’79
INAUGURATION COMMITTEE

» Amy Rutstein–Riley Ph.D. ’05
  Co–chair, Dean of Faculty

» Janis Martinson
  Co–chair, Vice President of Institutional Advancement

» Hedi Benaicha
  Dean of University Libraries

» Elizabeth Cantrell
  Clerk, Executive Assistant to the Vice President of Institutional Advancement

» Elizabeth Galvin
  Coordinator of Advancement Events

» Nancy Galvin
  Associate Dean
  Residence Life

» Erik Gullard B.F.A. ’12
  Senior Assistant Director, Undergraduate Admissions, SRAC

» Beth Harrington B.S. ’07
  Director of Advancement Communications

» MaryPat Lohse
  Vice President for Strategy & Implementation

» Amanda McGregor
  Assistant Director of Communications

» Michael W. Mercurio M.F.A. ’17
  Executive Assistant to Dean of University Libraries

» Carol C. Moriarty B.S. ’74
  Board of Trustees

» Carol O’Regan B.S. ’78
  Alumni Council

» Daniel Page
  Director of Constituent Relations

» Allene M.E. Pierson ’83
  Board of Trustees

» Deborah Schwartz Raizes
  B.S. ’69
  Chair Board of Trustees

» Bailey Ray
  Lead Editor
  Online Content & Messaging
  University Council

» Loring Stevens
  Board of Trustees, Alumni Parent

» Jeremy Thompson
  Assistant Vice President for Marketing

» Ernst VanBergeijk
  Director of Threshold Program

» Tyler Wright B.A. ’18
  Undergraduate Student

PRESIDENTIAL SEARCH COMMITTEE

» Barbara Weinstein Russell
  B.S. ’68
  Presidential Search Committee Chair

» Brian Becker
  Associate Professor
  College of Liberal Arts and Sciences

» Hal Belodoff
  Trustee

» Meenakshi Chhabra M.A. ’00
  Associate Professor,
  Graduate School of Arts and Social Sciences

» Charles Cooper
  Director of Technology Support Service

» Geoffrey Fried
  Professor, College of Art and Design

» Danielle Legros Georges
  Professor, Graduate School of Education

» Lisa Ijiri
  Associate Provost for Academic Program and Resource Planning

» Juanita James
  Trustee

» Michael Mooney
  Trustee

» Michelle Nadeau O’Brien
  B.S. ’82
  Trustee

» Jen Pappas
  Program Manager
  Graduate School of Arts and Social Sciences

» Donald M. Perrin
  Trustee

» Deborah Schwartz Raizes
  B.S. ’69
  Chair of the Board of Trustees

» Thomas N. Riley
  Trustee

» Hans D. Strauch
  Vice Chair of the Board of Trustees
CEREMONIAL EMBLEMS

Ceremonial Mace
In academia, the ceremonial mace is a treasured symbol of a leader’s authority. Historically, the mace dates from medieval times when knights carried them during processions with their kings. Today, the Lesley University mace is carried before the chief marshal during commencement ceremonies, inaugurations, and other ceremonial processions. At 42 inches in length, the Lesley University mace is carved out of walnut with two 3-1/2 inch antique bronze medals mounted on a walnut disc atop a fluted staff. The antique bronze medals bear the coat of arms from the family of our founder, Edith Lesley Wolfard, and is furnished by two griffins holding a field medal with the University motto, “I had perished had I not persisted.” Edith believed her ancestry was connected to Lord Newark, David Leslie, who received his title in August 1660 for valor during a battle against the invasion of Scotland by Oliver Cromwell.

Presidential Medallion
A symbol of Lesley University’s highest authority, the presidential medallion is worn by the president during ceremonial processions. The elegant, simplistic gold chain also bears the same coat of arms as the ceremonial mace, but with a curved gold banner with the inscription of “president.” Engraved on the reverse side of the medallion are the current and former Presidents’ names and years of service. The medallion was presented at the investiture of Margaret McKenna and was specially created for her inauguration in 1985.

ACADEMIC REGALIA

Academic regalia have origins in the Middle Ages. The purpose of academic regalia is to display the academic and scholarly achievements of the wearer. From the cap, gown, and hood it is possible to distinguish the institution from which the wearer graduated, the field of learning in which his or her degree was earned, and the level of degree.

Academic hoods are the visual representation of scholastic degrees. Hoods are lined with the official color of the college or university conferring the degree, and the velvet detail represents the learning discipline. All Lesley University hoods are green and gold and the following colors represent each discipline:

Arts: White      Education: Light Blue      Fine Arts: Brown      Science: Gold

Gowns are normally black, and the level of the degree is indicated by the cut of the gown. Colored doctoral gowns represent the school colors of the college or university that awarded the doctoral degree. The green gowns of the President and Board of Trustees represent the Lesley University colors.
Community of Scholars Day 2017
Social Justice, Diversity, and Inclusivity
COMMUNITY OF SCHOLARS DAY >> MARCH 24, 2017

8:00–8:40 pm  Registration
9:00–9:50 am  Session Section 1
10:00–10:50 am  Session Section 2
11:00–11:50 am  Session Section 3
12:00–12:50 pm  Session Section 4
1:00–1:50 pm  Session Section 5
2:00–2:50 pm  Session Section 6
3:00–3:50 pm  Session Section 7
4:00–5:00 pm  Plenary Speaker
5:00–5:30 pm  Plenary Reception
5:40–6:30 pm  Session Section 8
6:40–7:30 pm  Session Section 9

EXHIBITS

**Abbie Read and Jessica Straus**  
_Vandernoot Gallery, University Hall_

Epilogues is an exhibit of sculptures by two New England artists who have a shared aesthetic for marrying the old and familiar with the new and enigmatic, using raw materials that include books and painted wood.

**Marc Cooper**  
_Roberts Gallery, Lunder Arts Center_

Internationally recognized artist Marc Cooper has created a site–specific installation entitled Uncertainty, an immersive environment composed of sculpture, painting, ceramics, architectural elements, textiles, and mixed media.

**Anna Poor**  
_Atrium, University Hall_

Imaginary Artifacts, Fakes and Fragments, a series of pieces inspired by art historical references, techniques, and objects from the past: from the alabaster, shell and lapis lazuli Syrian sculpture of the Administrator Ebih–il (2400 B.C. in the Iraq Museum) to Lorenzo Ghiberti’s cast bronze bas relief Gates of Paradise (15th c.) and Alberto Giacometti’s Woman with Her Throat Cut (1932).

**Animation Show**  
_Raizes Gallery, Lunder Arts Center_

Artists Alex Karnes, Yuri Guzman, and Brandon Strathmann display storyboards, the series of comic–strip style illustrations that describe the acting and cinematography that will appear in a finished animation.
Infusing Disability Discourses in Higher Education: A Social Justice Issue
Presenters: Janet Sauer, Latia VanLoan, Gianni Lara, Maggie Hayes, Sandy Ho (CLAS)

This presentation offers a variety of locations in which Lesley University students and alumni examine inequities at the intersections of marginalized identities focusing on disability. The panelists describe their work involving ethnographic interviewing of and portraiture research about culturally and linguistically diverse families, universally designed lesson planning about disability rights in K–12 curriculum, and collaborative teaching about disability studies at the intersection of ableism and other discriminatory practices.

The Artist’s Creation of Identity through Self-Representation
Presenter: Anthony Apesos (LUCAD)

Many painters in the western tradition have depicted themselves embedded in works of art as participants in the narrative scene. In this presentation, I will explore strategies artists have used to do this and the motivation for doing so, particularly as a means of creating self-identity. I will consider examples of canonical artists who have done this, and my own practice as a painter, as an analogy and model for considering issues of community and inclusion.

Gay Semiotics and the Struggle for Representation
Presenter: Kolin Perry (LUCAD, GSOE)

This presentation is an examination of the gay male community of the Castro District in San Francisco during the late 1970s through the work of photographer Hal Fisher. By examining how Fisher’s representation of the Castro manipulated the way viewers understood male homosexuality (as being Caucasian and youthful), insight will be gained on Fisher’s place within a “Gay Mainstream,” the diversity of the Castro District, and its reflection of the gay community.

Integrating Ecological Processes and Citizen Science at Mount Auburn Cemetery
Presenters: Amy Mertl, Chris Richardson (CLAS), Nicole Weber (GSOE), Jenny Gilbert (Mt. Auburn Cemetery – community partner)

Given the increasing urbanization of North America, models for successful urban wildlife refuges are desperately needed. Researchers from Lesley University are partnering with Mount Auburn Cemetery to assess ecological processes, develop management strategies to enhance biodiversity, and engage visitors and students at Mount Auburn. This presentation will focus on presenting our research plans and project development to inform the Lesley community about this exciting partnership, while soliciting feedback and collaboration.
Journeying Towards Trans Affirmative Practice in the Clinical Relationship
Presenter: Kaitlyn Coppola (GSASS)
This workshop will explore what mental health has done poorly in the past forty years in relation to the treatment of trans individuals, but also the ways in which clinicians have and can continue to support the growth, well-being, and progress towards self-actualization that is the hope for all clients, but with a focus on best practices with gender variant clients. I will begin by exploring language, providing participants with a safe space to explore internalized bias. Participants will leave with some readily applicable strategies.

Social Injustice for LGBTQ in the Workplace
Presenter: Tia Girardi (Graduate Professional Counseling)
In this presentation, I will dissect the issues of inequality for LGBTQ individuals and how these micro-aggressions follow, and therefore hinder, them in the workplace. I will discuss hypotheses for why pay discrimination exists and the hostility that LGBTQ individuals face and overcome. I will close the presentation with counseling theories that can empower and support these individuals on their difficult and isolating journey. At the close of the presentation there will be time left for questions.

Graphic Design Practice in Academic Administration
Presenter: Kristina Lamour Sansone (LUCAD)
In this presentation, I will reflect on ways I utilize five graphic design habits of mind to feed my daily practice in academic administration. How does visual hierarchy, conceptual development, and weeding distractions align with program visioning, leadership support, and program assessment? I will demonstrate the relationship between visual perception and our daily use of communication material.

Designing for a User: A Children’s Museum in Inner Mongolia
Presenter: Ryan McQuade (GSOE)
While pursuing a Master’s degree that explores the relationships between visual design, educational theory, and emerging technology, interactive designer Ryan McQuade has been developing screen-based exhibits at Richard Lewis Media Group for installation in Inner Mongolia’s first children’s museum. Using a case-study presentation of his professional work on the “I Am” exhibit for the Hohhot Children’s Museum in Inner Mongolia, China, the seminar will provide insight into the process of designing an interactive museum exhibit with an emphasis on understanding and designing for the “user.”
Understanding Wilderness Interactions and the Human Response
Panelists: Casey Bogusz, Jeffrey Perrin, Samantha Sheppard, Chelsea Brown, Maggie Hahn (CLAS)

Faculty member Jeffrey Perrin and honors students Samantha Sheppard, Chelsea Brown, Maggie Hahn, and Casey Bogusz discuss their study on meaningful interactions in nature with wild animals, and how these interactions influence our decisions in education, relationships, and attitudes towards the environment and other beings in the natural world. Through their findings, they hope to further the research performed in the ecopsychology field and bring more attention to the importance of the human–nature connection in shaping the global community.

Can Feminism Get into “Formation”:
Whose Voice is Missing from the Conversation?
Presenter: Bwann Gwann (CLAS)

Does Beyoncé embracing her sexuality make her identity as a feminist less valid? Feminist scholar bell hooks says that maybe it does, but what do you think? Join us for a discussion that explores Intersectionality, how Womanism is different from Feminism, and the importance of including all voices near and abroad at the Women’s Rights table.

The Lack of Black Models on the Catwalks and Magazine Covers
Presenter: James Mason (GSASS)

Beauty may be in the eye of the beholder—but the muse on the cover of a fashion magazine tells us much more. This presentation includes a ten–year survey of six major magazines’ covers: Vogue, Elle, W, Harper’s Bazaar, GQ, and Details. I have documented the racial breakdown of these covers. I have also compiled the racial breakdowns of Fashion Week both in New York and international. This presentation will change the way one looks at a magazine stand and perhaps begin to question the representation of beauty in the fashion industry.
**Aesthetic Readings of Literary Narratives for Social Justice**  
*Presenter: Leah Van Vaerenewyck (GSOE, CLAS)*

This paper examines and critiques current literary practices in the secondary classroom through an interdisciplinary lens that knits together research from the fields of neuroscience, literary theory, philosophy, and critical theory. Through an exploration of the potential of the aesthetic to transform reader behaviors and attitudes, this work begins to build the rationale for a new literary canon and social justice–oriented pedagogy in the US education system.

**Authorship, Objects, Art, and Humor:**  
*The injustice of Social Value and Exchange*  
*Presenter: Sarah Bates Washburn (LUCAD)*

Humor, language, and artifice are ever–evolving themes within my work, with objects often serving as co–collaborators. Through the use of sarcastic simulacrum, explorations of medium and global collaboration, questions of authorship and its subversion arise.

**Building Musical Bridges:**  
*Exploring Deforia Lane’s Approaches to Music Therapy*  
*Presenter: Geoff Barnes (CLAS)*

We’ll explore video and written excerpts of the work of innovative African–American music therapist Deforia Lane at Cleveland’s Seidman Cancer Center and Rainbow Babies & Children’s Hospital.

**Songs Around the World: Engaging Families Through Music**  
*Presenter: Maura Mendoza Quiroz (GSOE)*

The presenter is the Language and Leadership Liaison for the Somerville Family Learning Collaborative (SFLC), the family engagement initiative for the Somerville Public Schools. In her practice to empower communities, her goal is to unite families through the arts in educational environments. She enjoys bringing families together to develop new and innovative ways to serve, promote, and celebrate multicultural heritage values around an ideal of service and acceptance.
**SESSION C**  
Room 3–094  

**The Ancient Future of Expressive Arts Therapy**  
*Presenters: Krystal Garcia, Gabriela Nunez Santiago (GSASS)*  
Experience the Ancient Future of Expressive Arts Therapy by taking a critical perspective on the modern history of the field. Join me on a journey to remember and reimagine decolonized and indigenized perspectives in the practice and pedagogy of expressive arts therapy.

**Expressive Therapies Applications in Career Counseling with Second Generation Latinos**  
*Presenter: Maia Monteagudo (GSASS)*  
By examining the history of career counseling through the narrative lens of second-generation Latino students, this presentation will analyze the need for updated research, curricula, and interventions that are culturally appropriate rather than appropriated by exploring the potential applications of Expressive Therapy techniques. This presentation will be a combination of lecture and experiential, providing tools and support to participants who wish to incorporate these themes into their own professional work and development.

**SESSION D**  
Room 3–100  

**Poets and Academics: A Poetry Reading in Three Voices**  
*Presenters: Clara Eugenia Ronderos, Annie Pluto, Aaron Smith (CLAS)*  
This panel will be an opportunity to listen to the latest work of three professors who are also poets. They will share their work and engage in a conversation with our public about the role of poetry in our academic life. Three very different poetic voices will bring to the panel a diverse view of what poetry can be about and the way in which each individual finds a way of working with language to communicate with others through poetry.

**SESSION E**  
Room 3–087  

**What Does Structural Thinking in Mathematics Look Like?**  
*Presenter: Roser Giné (CLAS)*  
The research shared in this presentation consists of a subset of findings from a research project conducted in a local middle school math classroom. This qualitative case study uncovers ways in which students make use of structure to understand the underlying organization of patterns they observe in functional relationships. Participants will learn how discourse analysis reveals moments of collective meaning making in math classrooms. Such an analysis sheds light on orchestrating instructional sequences in the classroom.

**Supporting Student Engagement and Inclusivity in the Design of Online Courses**  
*Presenter: Linda Mensing Triplett (GSOE)*  
To ensure inclusivity, issues surrounding the engagement of each and every student must be considered as part of online course design. Use of a Community of Inquiry model in online course design will be a focus of this presentation. Discussions will engage the audience in considering student cognitive and social presence, as well as teacher presence in online courses.
A Sampler of Visual Literacy Creativity  
**Presenters:** E. Chris Clark, Kazuyo Kubo, Albert Liau (CLAS), Anthony Apesos, Ellen Schoen, Brandon Strathmann (LUCAD)

Since 2015, sixteen faculty members from CLAS and LUCAD have participated in cross–school collaborations with the goal of enhancing visual literacy knowledge and skills in their students and in themselves. Funded by a grant from the Davis Educational Foundation, the two–year Visual Literacy InFUSION project supports these faculty as they collaborate across disciplines to design pedagogical projects focused on visual literacy for their current courses. Participants in this session will sample these strategies and engage in interactive skills building.

Compassion and Communication:  
**Gender–Based Violence Prevention at Lesley University**  
**Panelists:** Molly Pistrang (GSOE), Amy Rutstein–Riley (GSOE/CLAS) Diana Direiter (CLAS)

This panel will define gender–based violence on college campuses and present research that informed participation at the National Leadership Institute: Changing the Narrative on Campus Gender–Based Violence. While discussing future projects connected with the NLI Avon grant, we will examine the importance of approaching GBV work through trauma informed practices, an ethos of care, and an intersectional lens that values diverse voices. Through audience feedback, we will explore how to integrate prevention efforts across multiple levels of our community.
I plan for us to be different; to consider the individual of basic importance; to inculcate the ideal of gracious living; and to foster the traditions of American democracy.
Edith Lesley founded the Lesley Normal School in 1909 to train kindergarten teachers. She was the eldest daughter of a working-class family from Maine, and had worked as a kindergarten teacher herself. After taking classes at Radcliffe College, she opened the school with the idea that “kindergarten education in America will soon become established as a permanent unit in our national educational philosophy.” The first classes were held in her family’s home in Cambridge, Massachusetts. She said: “I plan not merely to set up just another training school; I plan for us to be different; to consider the individual of basic importance; to inculcate the ideal of gracious living; and to foster the traditions of American democracy.”

In 1912, Edith Lesley married Harvard-educated engineer Merl Wolfard, who supported her goals and helped her acquire properties around the original house at 29 Everett Street. In the 1920s, Lesley’s first principal, Gertrude Malloch, established an official placement service to help secure teaching positions for graduates throughout the Boston area. The campus began to take shape in 1922 with the construction of Alumni Hall, a one-story assembly hall with classrooms in the basement. Practice teaching and observation were added to the curriculum. By 1928, enrollment had risen to over 300, with some students boarding and some commuting.

In the 1930s, Edith Lesley adopted the Lesley family crest for the school and the motto, “Perissem ni Perstitissem; I had perished had I not persisted.” The school survived the turbulence of the 1930s and the Great Depression, but Edith Lesley’s health declined in 1938 and Gertrude Malloch was appointed chief administrator. After 30 years of operation under private ownership, the school was incorporated in 1939, and that same year, a four-year teacher-training course was added to the curriculum.

Lesley’s first board of trustees was established in 1941. In the midst of World War II in 1943, Massachusetts granted the school the authority to confer Bachelor of Science in Education degrees, and the name was changed from the Lesley School to Lesley College. A new president, Trentwell Mason White, was appointed in 1944 and set out to create a more complete college experience for students, adding afternoon, evening, Saturday, and summer session courses in 1947.

During the 1950s, as prosperity returned to the country, enrollments at Lesley grew and construction continued. The academic program developed further as Lesley began offering master’s degree programs in 1953, and in 1954 opened a coeducational graduate school. Two new upper stories of Alumni Hall were added and a new dormitory and dining hall were constructed in 1958, named for President White. This decade saw the passing of Edith Lesley Wolfard in 1953 and Trentwell Mason White in 1959.
The decade of the 1960s saw sweeping changes in American higher education. In 1960, Lesley appointed a new president, Don Orton, who ushered in an entrepreneurial period of program diversification and expansion. In 1968, in keeping with the countercultural climate of the times, Lesley students staged a strike to demand more rights; the administration responded with changes in curriculum, curfew, scheduling, and living arrangements. Enrollments grew significantly.

The 1970s were a decade of innovation at Lesley College. President Orton developed programs in special education, counseling psychology, expressive therapies, experiential environmental education, and degree completion programs for adult learners. A new campus quadrangle, envisioned as “an urban academic village,” was completed in 1973. By 1978, the graduate school offered 18 programs in five areas, and graduate enrollment stood at more than 3,200. The Harvard Business School made Lesley’s growth and innovation the subject of a noted case study.

Several innovative programs enhanced Lesley’s curriculum in the 1980s. In 1982, a residential certificate program for young adults with diverse learning disabilities was initiated, the Threshold Program. The graduate school began offering pioneering off-campus program delivery in sites around New England through its new Outreach Program. In 1984, this concept was extended nationally as Lesley launched its first program delivered outside New England in Denver, Colorado. President Margaret A. McKenna would lead the University into an era of continued expansion and national prominence over the next 22 years.

Through the 1990s, McKenna led the formalization of Lesley’s off-campus program into what became the National Initiative, making Lesley one of the largest masters of education programs in the country. In 1990, the college was chosen as one of three national Reading Recovery sites, an innovative program for “at-risk” first graders that would redefine elementary education. With the purchase of the Porter Exchange building in 1994, Lesley expanded its campus footprint. The college launched its first online degree program in 1997: Technology in Education master’s program.

Around the time that Edith Lesley had opened her school, Boston artist Roy Atherton Davidson founded the School of Practical Arts in 1912. Davidson sought an alternative to the typical art training of his day. His school grew into the Art Institute of Boston, and became part of Lesley in 1998. It was renamed the Lesley University College of Art and Design in 2013, and signaled a broadening commitment to the visual arts and arts education.
In the first decade of the new millennium, Lesley made the transition from a college to a university with four schools under the leadership of President McKenna. McKenna’s advocacy for Lesley’s mission to shape a more just and humane world was the hallmark of her administration, and the Margaret A. McKenna Student Center was named in her honor.

Taking office in 2007, Lesley’s 5th president, Joseph B. Moore, set as his first priority the development of a new strategic plan. The university entered into a partnership with the Episcopal Divinity School to share its historic Brattle Street campus. The year marked the 30th anniversary of the Threshold Program, which has grown to become a national model with an important mission and broad social impact.

In 2015, the College of Art and Design moved into the new Lunder Arts Center, adjacent to University Hall in Porter Square. The arts center comprises a contemporary structure housing galleries, classrooms, and studios and the restored and relocated North Prospect Church. By moving the College of Art and Design, Lesley unified its four schools in Cambridge.

With the arrival of Lesley’s sixth president, Jeff A. Weiss, the university is preparing to chart its next course. Edith Lesley’s innovative ideas will continue to guide the way. Today, Lesley University is committed to a distinctly human-centered mission: to empower individuals to create positive change in world. The lives and careers of more than 86,000 Lesley alumni worldwide are a testimony to her enduring legacy.
Fostering and Supporting Teacher Engagement in Schooling Change Approaches
Presenter: Frank Daniello (CLAS)

This presentation describes five principles of schooling change that can foster and support teacher engagement: teacher ownership, support and validation, professionalism, collaboration, and ongoing professional development. These principles of schooling change were identified through a three year longitudinal study of a school–university partnership working on a social justice issue. Reforms should infuse the principles as teachers are seminal agents of the schooling change process.

Honoring All Learners: Addressing the Injustices of Tracking via Embedded Honors
Presenter: David Nurenberg (GSOE)

Tracking, or grouping students by so-called ability level, remains the norm in American classrooms, despite copious research highlighting how it disserves students. Heterogeneous grouping has been shown to benefit struggling learners, but often these benefits are perceived as coming at the expense of higher-performing classmates’ learning. There is a potential middle path: “embedding honors.” The presenter will review the literature and share data from his interviews with three American secondary schools that have attempted to employ this practice.

Building the Tannhauser Gate: A Guide to Character-Driven Worldbuilding
Presenter: Sara Clark (CLAS)

Since time immemorial, stories have transported readers to fantastic worlds that feel marvelously real. But as writers, creating a world for your readers to explore can feel overwhelming. In this seminar, we will study the elements of worldbuilding by close-reading examples from fiction, art, and film, and learn how parts of a world can be brought together through a character’s experience. Storytellers of all mediums are welcome.

Ignorance
Presenter: Jordan Penney (CLAS)

Ignorance is a personal and honest reflection of my awakening and my journey of self-identity in the wake of the 2016 presidential election. It is an invitation to get inside the head of a newborn activist and to open your mind to new ideas and perspectives. Ignorance is a narrative of my participation in the fight for social justice. This poem is my voice, and I am adding it to the collective call for unity, peace, compassion, and justice for all.
Supporting Growth Mindsets and Dynamic Learning Frameworks with Children’s Literature

*Presenters: Summer Clark (CLAS), Grace Enriquez (GSOE) Jessica Della Calce (Cambridge Public Schools)*

Our research explores Peter Johnston’s “Dynamic Learning Framework,” a paradigm teachers promote through their words to encourage self-efficacy and social imagination. A collaboration between a Lesley alumna and two Lesley professors, our case study details a local kindergarten teacher’s application of Johnston’s framework through children’s literature choices and discussions surrounding children’s literature. Our interactive presentation will seek audience input on further social justice applications of our findings in other classroom settings.

The Girlhood Project: Bringing Intersectional Girlhoods from Margin to Center

*Panelists: Kelsey Tucker, Zofia Provizer, Kaelyn Anderson, Shannon Sullivan, Ryen Cahill, Leidy (Denise) Aviles, Hannah Currier, Jamie Magid (CLAS), Amy Rutstein–Riley (CLAS/GSOE)*

This presentation will offer an inside view of The Girlhood Project (TGP). Now in its tenth year, TGP has served over 150 middle school girls from the Cambridge and Somerville communities. Join us for this interactive session to learn about our approach to intersectional girls’ groups focused on the exploration of critical media literacy, identity development, critical race theory, and body image.

Multidimensional Aspects of Poverty (MAP) Research Project

*Presenters: Maryann Broxton (LCAL), Susie Devins (ATD Fourth World)*

The Multidimensional Aspects of Poverty (MAP) project is a participatory research project. Utilizing the Merging of Knowledge process, MAP brings together people with experience of poverty, academics, and practitioners on an equal footing to determine the dimensions of poverty overlooked by previous research. The results of this project will be brought to The World Bank to improve creation and implementation of poverty policies worldwide.

“Truthiness” in Media: How visual culture normalizes violence and injustice

*Presenters: Liv Cummins, Matthew Nash, Oscar Palacio (LUCAD)*

Together we will examine various images of a similar type—photographs, film scenes, and clips of a satirical comedy show—and explore what we see, and how we see. What difference does context make? How do gun violence and racial and social injustice become “normalized” through visual culture? We will demonstrate how we use visual literacy strategies in our classrooms, across our disciplines and schools, to help students detect bias in, and make meaning of, images in media.
**Dance Justice, Dance Freedom, Dance Peace**  
*Presenter: Donna La Rue (CLAS)*

Participants will incorporate communicative gestural, postural and locomotor responses to sources outside the quotidian Western canon into their own repertoires, exploring their use in interfaith worship. We will learn an introit processional set to Islamic chant, African American and Hispanic congregational gestured prayers, and dances set to bilingual hymns. A more theoretical discussion of goals, methods, and strategies for encouraging bilingual education and respectful transcultural sharing processes in faith communities will close the session.

**Beg, Borrow, and Steal–Where Does the Art in Expressive Arts Therapy Come From?**  
*Presenter: Karen Estrella (GSASS)*

“Nothing is completely original: all creative work builds on what came before” (Kleon, 2012). Expressive arts therapists, like artists, work with art that has come before. Art materials, processes, products, and practices all take place within a cultural landscape. How do we think about and understand the art we build upon when taken within a cultural context? This talk will explore essential questions of multicultural competency, humility, and appropriation within the field of expressive arts therapy.

**Analyzing, Reclaiming and Redefining Images: Using Photography to Empower Cultural Identity**  
*Presenter: Kate Fackina (GSASS)*

“This is precisely the time when artists go to work.”–Toni Morrison. This presentation will introduce a nine–week photography workshop participated in by twelve adolescents, ages fourteen to eighteen, in the North Shore area. Within this project, youth analyzed current images and sociopolitical movements in the United States, which they then responded to and challenged through the use of photography and visual art. The presenter will discuss phototherapy in art therapy and will review the format, outcomes, and significance of this work.
Self-designed Studies: Adult Undergraduate Research Across the School/Life Continuum  
Presenters: Julianne Corey, Jen Serowick, Pamela Watts Flavin (LCAL)

Adult and non–traditional undergraduate students completing the BA in Liberal Studies degree will share the culmination of their self-designed studies through their research capstone projects. Discussion will include the process of crafting a self–designed major specialization that draws from each student’s individual educational, personal, and professional pathways, and the role of the capstone course in defining the research topics that emerged in the spring 2017 semester, intersecting academic disciplines, social issues, and professional practices.

Lesley Veterans Outreach Coffee Klatch  
Presenters: John Pagan (LCAL)

I have worked as a group meeting facilitator for two years in the Vet–to–Vet Peer Support and Counseling Group located in Concord, New Hampshire, and as a member of the New Hampshire State Vet–to–Vet Planning Council, where we relied on Moe Armstrong’s National Vet2Vet program as it is sponsored by individual Veterans Administrations Medical Centers across the United States.

Service Providers Influence on Housing Instability for Domestic Violence Survivors  
Presenters: Adriana Hastie (LUCAD)

This work begins to explore the inconsistency of services to domestic violence survivors needing housing support services to avoid or leave homelessness. It offers both political and ethical considerations of service providers responsibilities for training and competencies in both housing and domestic violence. This work also identifies the less served populations who are at a high risk to fall through the cracks of a broken system.

Leadership & Creativity: How Freshmen Pulled it Off  
Presenters: Kevin Ngo, Shaina Gilks, Gabriella Lukas, Liana Hertel, Lisa Fiore, Joshua Baldwin (CLAS)

What happens when you put freshmen in charge of a huge project with only one month to prepare? When new students are given full control, little time, and one goal, extraordinary things can happen. Join students and faculty in this interactive presentation on how we managed to bridge the gap between first–year students and their professors. Follow our process, our failings, our successes, and how we finally pulled it off.
Quantitative Study of Multisensory Approach in Fifth Grade Mathematics
Presenters: Lara Gianni (CLAS)

The current evolution of teaching methods adapts to best instill memory and comprehension catered to a child’s specific needs in a classroom. The multi-sensory approach involves the use of visual, auditory, kinesthetic, and tactile stimulants to increase the neurological pathways and create a deeper understanding of the subject that caters to different forms of learning. This research proposal seeks to explore and quantitatively analyze the effectiveness of using the multi-sensory teaching method in mathematics for fifth graders.

Visualizing Data Trends with Gapminder
Presenter: James O’Keefe

Gapminder is a dynamic scatter plot that allows teachers and students to identify and investigate important trends in our world. Participants will use Gapminder to explore historical, sociological, educational, environmental, and health trends. We will discuss the many ways that Gapminder may be used for cross-disciplinary study, and examples of student work will be displayed. iPads will be available, or you can bring your own laptop for this hands-on workshop!

Counter Narrative to Alternative Facts
Presenters: Andre Ruesch, Megan Eckles, Dominique Giniusz (LUCAD)

Satire and its effectiveness are long established and broad-based. Speaking truth to power is more easily done in the context of humor. As we are moving towards an environment where alternative facts are recognized, expressing counter-narratives becomes more significant. Creative writing major Megan Eckles and animation major Dominique Giniusz pursue this approach. This is part of the Visual Literacy Initiative of CLAS and LUCAD students collaborating and letting our students’ voices be heard.

The Sky at Moriarty: Engaging Students in Collaborative Work
Presenters: Lisa Young, Aaron Krach, Micki Harrington, Seana Aiolupotea, Morgan Collins, Madisson Fogg (LUCAD)

Moriarty Library has stained glass windows that filter light from the heavens. We think of the sky as positioned outdoors, but the sky also exists within the space of the library, represented within pages of books. In October, Visiting Artist Aaron Krach led 102 First Year LUCAD students on a hunt to “find the sky” in Moriarty Library. The crowdsourced image and data gathering produced an artist’s book containing every image sourced, including citation, and an installation in Moriarty Library.
Inclusive Education: Why Language Matters  
Presenters: Patricia Crain de Galarce, Juliet LeBlanc, 
team of faculty and students (GSOE)  
How can we operationalize terms like inclusion, trauma sensitive, and culturally relevant? A group of administrators, faculty, and students have been tackling this question. During this session, participants will explore the outcomes as well as the process of defining terms and describing what each construct might look like or sound like in practice. As Maxine Green encouraged us to release the imagination, in this conversation we will visualize possibilities together as we begin to define our own inclusive community.

Reducing Stigma and Isolation:  
Playback Theatre for Social Healing  
Presenters: Christopher Ellinger (GSASS),  
Gene Diaz (Professor of Distinguished Achievement)  
Through a performance and a brief presentation, you will learn about our work over the past 16 years using Playback Theatre (applied improvisational theatre, dance, and music) in the greater Boston community. You will hear about our challenges, joys, and hoped for (and unanticipated) rewards of working with different constituencies, including homeless veterans, cancer survivors, LGBTQ+ youth, and seniors. We will also discuss our exciting new work in partnership with several nearby towns on Bystander Intervention trainings.

Digital Tapestry of Social Justice  
Presenter: Kyle Brown (GSOE), Jaclyn Poeschl (LUCAD)  
Social media, while seemingly a sea of endless voices, can inform and create a more worldly, inclusive viewpoint. This interactive art installation demonstrates real-time aggregation of images and text that addresses social justice. As new user content displaces the old, it results in an ever-changing, updated experience, one we invite you to take part in. This digital experience of censorship–free voices forms a realistic portrait of what people are seeing and ultimately thinking about the important themes of social justice, diversity and inclusivity.
Poster Sessions

 COMMUNITY OF SCHOLARS DAY

SECTION 5
1:00–1:50 PM

POSTERS
University Hall Atrium
and Room 2–078

Presenters will be available during this time slot, though may also be available throughout the day.

A Demonstration of How Instructional Frameworks Support Equitable Access for All Learners
Presenter: Robyn Belair (eLIS, GSOE)

This poster session will present an analysis of the interconnectedness inherent between the SIOP and UDL instructional frameworks, illustrated in an infographic demonstrating how they can be used to support equitable access for all learners at all instructional levels. Participants are invited to consider the framework alignments, but also how instructional design is a necessary element for success.

Cross-Cultural Approaches to Teaching and Learning
Presenter: Halima Boukraa (GSOE)

The historical and current implications of language bias in the education system of the United States. From the Lau v. Nichols (1974) Supreme Court case to the misunderstanding of African American English, this is an issue that is necessary for the education system to evolve and to enable students to reach their full potential.

Engaging Bilingual Students in the Grade Six Classroom
Presenter: Kathyrn Contini (GSOE)

In this presentation, I will share my ongoing case study research on factors that support reading motivation and engagement for three emergent bilingual learners (BLS) in my grade six English language arts classes. I will present a variety of information gained through both quantitative and qualitative research methods, and share strategies that have been helpful to engaging these sixth graders. Feedback from other practitioners will be solicited.

Emerging Technologies and the Measurement of Consciousness
Presenter: Kristin Corona (LCAL)

With significant advancements in science and technology, along with increased focus on neuroplasticity, new ways to measure consciousness and changes in consciousness are emerging. Advanced neuroimaging technologies are being succeeded by more holistic methods of gathering data with the use of electroencephalogram (EEG) monitoring. The implications are better tools for the scientific community to assess medical conditions and cognitive states as well as higher awareness and integration of consciousness into our everyday lives.

Global Comparison of Incarceration:
Punitive Versus Rehabilitative Frameworks
Presenters: Rachel DiGangi (CLAS), Joshua Baldwin (CLAS)

Inspired by an internship at Billerica House of Corrections, I have found interest in conducting research on the different frameworks used for incarceration across the world. I am focusing on comparing the recidivism rates between rehabilitative and punitive prison systems. Especially in countries that have decriminalized drugs, the treatment component has been enhanced tremendously. Their success in rehabilitation forces us to question if our system is truly a broken system; reinforcing our concept of stereotypical “criminal behavior.”
**POSTERS**

*University Hall Atrium and Room 2–078*

*Presenters will be available during this time slot, though may also be available throughout the day.*

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**Cognitive Dissonance in Society**  
*Presenter: Brittany Fields (CLAS)*

This poster illustrates the effects that society and culture have on the psyche and psychology. The difficulty of people trying to function in a society that does not resonate with them can be seen as the root of many mental health problems. I use theories identified with Maslow and Erikson as a way of getting the teachings of psychology more integrated into society. Works of Sylvia Plath, Elizabeth Church, Betty Freidan, and Leon Festinger are used as a way of explaining how unresolved cognitive dissonance has negative effects on people.

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**Made in America: The Prison Wage Gap**  
*Presenter: Jordan Henn–Terhune (CLAS)*

My poster will be framed around my research paper regarding the prison wage gap, and will offer statistics, excerpts from my work, and visuals such as graphs and pictures. Through my presentation, the audience will learn about what the label “Made in America,” means, the role mass incarceration plays in the oppression of those labeled “criminal,” and the importance of fair wages and education in American prisons to reverse the cycle of poverty, oppression, and legal discrimination.

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**The Meaning of Employment within the Context of Disability**  
*Presenter: Jason Hulteen (CLAS)*

Most research examining the employment of adults with disabilities utilizes a quantitative model to understand dimensions such as rate of employment and hours worked. While useful, this data does not tell the entire story of one’s experience as an employee. In order to achieve a more comprehensive understanding of the subjective meaning of employment for persons with disabilities, qualitative research is necessary. This presentation will propose a qualitative study guided by the question: what is the meaning of employment for adults with disabilities?

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**Immigrant Family Members’ Narratives Regarding Their Children’s Early Literacy**  
*Presenter: Kimberly Joyce–Bernard (GSOE)*

The intention of the research study is to gain a better understanding of the perspectives of Francophone African–born adult family members in New York City with regard to their children’s early English literacy practices and experiences. This in–depth study seeks to provide insight into the adult family members’ construction of knowledge, values, attitudes, beliefs, and feelings associated with the early English language and literacy acquisition of their children.

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**Refugees: Systemic Challenges and Personal Stories**  
*Presenter: Praveena Kandasami, Kenna Tyrrell, Kellie Cahalane (GSASS)*

At present, the refugee crisis has elicited varied reactions by individuals, communities, and nations. This poster aims to raise awareness on how a person gains refugee status and is granted resettlement into the United States, and debunk misconceptions about refugees. It also seeks to raise awareness about the diversity within refugee groups that live in the United States. The information presented is a combination of research from online sources, site visits, interviews with refugees, and work experience with refugee communities.

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**SECTION 5**  
*1:00–1:50 PM*

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**COMMUNITY OF SCHOLARS DAY**
Attributes of First Generation Students Enabling Them to Complete a Baccalaureate Degree
*Presenter: Jackie Masloff (GSOE)*

The audience will learn about the barriers faced by first generation college students in their endeavors to complete a four-year degree, and the attributes and traits of these students that I have so far found enable them to do so. The significance of this research is that it can help improve retention rates at the colleges these students attend and, at some point, provide a guide for admissions people to be better able to determine which students are the best fit for their institutions, better enabling these students to graduate.

Preventing Aftershocks: A Multidisciplinary Exploration of Gender-Based Violence
*Presenter: Molly Pistrang (GSOE)*

This session explores how experiences as a gender-based violence research intern with the Lesley Women’s Center and the development of an installation that examines the after-effects of sexual assault provide the genesis of my master’s thesis: a multidisciplinary, data driven course for middle school students on healthy relationships and consent. This course, tailored to diverse cultural contexts, provides relevant and appropriate prevention programming that promotes the inclusion and empowerment of all voices, especially those of underserved populations.

The Empathy Project: The Importance of Transitional Bilingual Education Programs
*Presenter: Angela Raimo (GSOE)*

The audience will learn about the benefit of transitional bilingual education programs as well as the curriculum taught to my first and second grade students. They will also learn the strategies I have implemented to instill empathy and hold expectations for students who are struggling academically and socioeconomically. There will be a large amount of research on transitional bilingual education programs, multicultural teaching practices, multicultural students, and teaching empathy in an elementary school classroom.

Applying Historical Examples in Psychology during the Time of Trump
*Presenter: Allison Rodgers (LUCAD)*

The current political climate in America is amplifying fear and anxiety among citizens throughout society. This study proposes to analyze a diverse field of psychological theories and models, along with their historical context, in order to answer the question, “What can mental health professionals learn from past hostile political climates, such as authoritarian governments and dictatorships, in the time of a Trump Administration?”

Right to Right Freedom
*Presenter: Camille Marie Garcia (GSOE)*

“Right to Right Freedom” is intended to draw participants from the Community of Scholars event to install their ‘rights’ into the room, in the form of art and writing. By providing a space for free expression, people of every gender, race, culture, age, and creed can find a nook to implant their ideas about how to unify, ‘right’ wrongs, liberate and educate. In many ways, this live art installation can serve as a platform that gives rise to a conglomeration of voices that want the ‘right to right freedom’.
Renewable Energy Education for a Better World  
*Presenter: Nataliya Ryzhenko (CLAS)*

Alternative Energy is a critical topic in modern education because knowledge of it helps to ensure a cleaner environment and can help people around the world to lead healthier and happier lives. It is our responsibility to teach about renewable power generation. These sources include solar, wind, soil, salt, and wastewater-derived energy.

Self-Diagnosis on Tumblr  
*Presenter: Rebecca Nydam (CLAS)*

Tumblr has become a hub of information for mental illness, but with that comes self-diagnosis. This researcher wants to explain the issues and the positives of self-diagnosis.

More than This: A Creative Space for Healing and Community  
*Presenter: Stormy Saint-Val (LCAL)*

This project explores the outcomes of utilizing creative expression as a tool to enhance critical thought within communities on the attitudes towards sexual abuse and its victims. The ability for survivors of sexual abuse to share their complex stories of experiencing sexual violence and the aftermath invites survivors to cultivate understanding, healing, and resilience. It invites individuals to gain perspective on sexual trauma while illustrating to survivors that their community supports them.

Are Highly Sensitive People More Conscious of Environmental Harm?  
*Presenter: Samantha Sheppard (CLAS)*

I will present my honors psychology capstone study on sensory processing sensitivity and its role in pro-environmental behavior. This study weaves the worlds of evolutionary psychology, personality psychology, and environmental activism to explore the role of personality type on behavior. Through this study, I hope to further the research being done on sensory processing sensitivity and provide new insight on the intersection of evolutionary psychology and ecopsychology.

Health Care Standards for Incarcerated Women in Massachusetts  
*Presenter: Beth Williams-Breault (GSOE)*

The general health care disparities among incarcerated women are vast, although when women are imprisoned, they gain a constitutional right to health care that doesn’t exist outside of prison. However, no federal government body has established national standards for medical care in prisons. This research project serves as a public health policy memo to the Bureau of Child, Adolescent, and Family Health of the Boston Public Health Commission (BPHC) recommending accreditation standards for county and state correctional facilities for women.
Strategies to Strengthen Lesley’s Educator Diversity: Strong Bones, More Cartilage

Presenters: Sharyn Boornazian (Certification), Zineb Benjelloun, Lorraine Greenfield, Ellen Jackson, Liesl Martin, Nerecesa Pires (GSOE)

How do we make more deliberate connections with diverse Massachusetts schools and districts? We illustrate, via an interactive map, our school district partnerships, connective relationships, candidates’ field placement opportunities and our graduates’ employment. Not only does Lesley seek more diverse educators, but also primarily white educators need significant experience with diverse learners to meet immediate PreK–12 student needs. We invite your ideas to strengthen our relationship with increasingly diverse schools districts.

Placing Creativity at the Center of Learning

Presenters: Gene Diaz (Professor of Distinguished Achievement), Martha McKenna (Creativity Commons)

Preparing teachers for arts integration allows them to place creativity at the center of learning. In this session, we will discuss recommendations for preparing educators in arts integration developed by 24 colleagues from across the US who came together in the Arts Education Partnership Higher Education Working group and are included in a new publication of TC Press, Preparing Educators for Arts Integration: Placing Creativity at the Center of Learning (Diaz & McKenna, 2017).

Critique Creates Community?
Effects of Peer Review and Metacognitive Strategies

Presenters: Liv Cummins (LUCAD), Summer Clark, Kimberly Lowe, Casey Bogusz (CLAS), John McCormick (eLIS), Linda Pursley (Research and Assessment)

In this interactive session, our panel—including eLIS staff, faculty, and students—will share preliminary findings of our exploratory study on peer review and metacognitive strategies. Students will offer their perspective, and we will show a template for a Peer Review Protocol to enhance student writing and help achieve broader goals around persistence and deepening student connections with peers and the University. We invite audience input on changing the paradigm of the value of peer review in the college classroom.

Community Education and Support:
Prevention of Relationship Abuse

Presenters: Nancy Beardall (GSASS) Catriona Baker (LUCAD) Vivien Dao (student), Malcolm Astley (community member)

Could This Be You was created to promote awareness of and the prevention of relationship and breakup abuse. What are the signs? Power and control in a relationship can be obvious or subtle. Subtle signs are not always apparent. Our community–based social action project brings awareness to this problem through animation, the expressive arts, and a dance/movement choir. This is a social justice interdisciplinary arts project, created collaboratively. The panel will discuss and share their interdisciplinary arts process.
**Pesticide Safety Education through Integrating Arts into the Curriculum**  
*Presenter: Young Imm Kang Song, Charlotte Huffman (GSOE)*

This presentation considers how educators can use the topic of pesticides to spark deep, creative thinking and discussion about different facets of environmental education. This presentation offers examples of a curriculum on pesticide issues for use in the preK–12 classroom or in a community education setting.

**From Communication to Action: Addressing the Climate Crisis**  
*Presenter: Jeff Perrin (CLAS)*

In this presentation, I will consider how climate change is affecting communities around the world with special attention on the connection between environmental change and social justice. Next, I will present powerful communication tools and engagement strategies for people to get involved on a local level. Finally, as a group we will explore how the Lesley community can deliver on its mission to shape a “sustainable world” by becoming a local leader in working towards climate solutions.

**Be Zine & Heard: Social Justice for All**  
*Presenters: Jamie Glass, Bettiann McKay*

Join us for a hands-on workshop and learn about the value of zines for marginalized populations, then we’ll work together to create a group zine about social justice issues that are important to you!

**Culturally Responsive Relationships: Educational Professionals and Special Needs Parents**  
*Presenter: Paula Duggins (GSOE)*

This presentation will feature research-informed approaches for working through issues and barriers to establish and improve culturally responsive collaborative parent–professional partnerships. Suggestions will include strategies to evaluate the family’s educational needs from a culturally responsive perspective, address personal assumptions and judgments of both partners, and offer successful training models and characteristics that foster trusting, respectful, reciprocal parent–professional partnerships. Suggestions & further resources are provided.

**Considering Social Justice within Private Practice**  
*Presenter: Elizabeth Raggi (CLAS)*

The writer intends to present special considerations around social justice issues within mental health that arise within private practice. As clinicians, we are called to serve clients through ethical means. This discussion aims to look at how insurance panels, fee for service, cost of treatment, and access to quality mental health treatment impacts those at a disadvantage. In addition, suggestions for balancing outreach, and the business aspect of a private practice will be explored.
SESSION D
Room 3–103

The Gender Identity Knapsack: Transphobia & Cisgender Privilege
Presenters: Sue Motulsky, Sidney Trantham (GSASS)

We will discuss concepts of transphobia and cisgender privilege and provide examples to increase understanding of and empathy for transgender individuals. A deeper examination of cisgender privilege may be used to be a stronger ally and advocate for transgender people. Using video clips, handouts, exercises, and group discussion, we will unpack various aspects of transphobia and cisgender privilege and how to confront such instances in daily life.

SESSION E
Room 3–098

Culturally Responsive Teaching and Reflection in Higher Education
Presenters: Sharlene Cochrane, Meenakshi Chhabra, et al. (GSASS)

In this presentation, we will share excerpts from our recent publication, which explores the challenges and opportunities in creating a socially just and inclusive higher education classroom environment. The essays draw on experiences of faculty and administrators who participated in the Cultural Literacy Curriculum Institute at Lesley University. Rather than a list of “right answers,” these essays integrate personal reflections and questions to engage participants in a critical discussion of issues related to social justice and inclusion.

SESSION F
Room 3–097

Inclusive Higher Education: An Introduction to the Lesley Threshold Program
Presenters: Cara Streit, Ernst VanBergeijk, Helen McDonald (Threshold Program)

The Threshold Program at Lesley University is one of the longest-standing and most comprehensive inclusive higher education programs in the country. Threshold students have opportunities to live on campus, work in fields they are interested in, play NCAA sports, participate in clubs and activities, and audit undergraduate courses. This panel will provide an overview of Threshold (population served, supports offered, and outcomes measured) and the opportunity for attendees to hear from faculty, staff, and students of the program.

SESSION G
Room 3–092

Creative Process and Performance as Pedagogy and Arts Based Research
Presenters: Kristy Kuhn (GSOE), Vivien Marcow Speiser (GSASS)

This presentation features the creative pedagogy used to explore social justice themes in an undergraduate dance practicum course. Knowledge gained through the movement investigations and the creation and performance of set choreography is shared via video, and the diverse and inclusive approaches utilized in class are discussed. The presenters investigate the interrelationship between finding and giving voice through an embodied experience as a way of knowing, a methodology for arts based research and scholarship, and a nexus for creative expression.
SESSION A
Room 3–089

A Black Woman’s Life and Race: A Tornado
Presenter: Helen Patmon (GSOE)
This performance seeks to engage with participants around questions of race. It challenges the audience to examine black anger, whiteness, and anti-Semitism. Autoethnographical narratives about race and blacks are used. Theatrical monologues demonstrate black female religious experiences. References to the Oklahoma bombing are expressed. Audiences will learn how art can be used to heal in racial settings, and how black anger can be embodied and expressed.

SESSION B
Room 3–103

Social Justice and Drama: An In–Role Collaborative Exercise
Presenter: Hali Cohen (GSOE)
Be the change you wish to see in the world through DRAMA! In this process drama workshop, all participants will immerse themselves into an imaginary world, taking on distinct character personas, in order to work together and solve a problem facing today’s community. There will be a discussion on the effectiveness of using drama in teaching and learning after the workshop.

SESSION C
Room 3–094

Teaming Up to Tinker: Defending Play in Public Education
Presenters: Sue Cusack, Jacy Edelman (GSOE), Erin Gutierrez, Susan Grassey, Stacey DeSimone, Stefanie Gambino–Carter (Tobin Montessori)
Learning should never be boring. This is an easy stance to take, but we often see that it is not easily accomplished in public schools. A partnership between Lesley’s Makerspace and Cambridge’s Tobin Montessori has reconceptualized science activities that explore sound, light, and digital waves through making. Join us for this hands–on re–creation of elementary science activities and experience how making inspires playful learning. These public school educators will share their instructional moves that foster learning through tinkering and play.

SESSION D
Room 3–100

Hidden Issues in Jewish Adolescent Girls
Presenter: Cheryl Weiner (GSOE)
Jewish girls’ issues are remarkably absent from conversations around multiculturalism and diversity. This workshop will highlight some of the unique challenges and strengths experienced by Jewish girls and identify strategies for building their resilience in an uncertain political climate.

Sexual Violence Against Women on College Campuses: A Social Problem
Presenter: Katya Zinn (LCAL)
I will identify and propose a solution to this issue. Through research and my own experience, I will demonstrate the need for education at student, faculty, and administrative levels that focuses on consent and explicitly states that sexual assault is never a victim’s fault. I will advocate for an increase in the availability of campus resources for sexual assault victims, and the need for an immediate, confidential, and professional resource who is able to inform and support victims at every step.
COMMUNITY OF SCHOLARS DAY

SESSION E
Room 3–098

Inclusive Diversity and Creative Literacy in the Virtual Space
Presenters: Angela Pinna-Perez, Alison Fox, Gabriella Nunez-Santiago, Hythia Phifer (GSASS)

The C.R.E.A.T.E collaborative arts–based research initiative provides opportunities for Lesley’s expressive therapies community and Arts Allies/Advocates/Accomplices in other academic disciplines committed to social justice to creatively connect in a virtual space. We focus our transdisciplinary arts based explorations on anti–oppressive and critical understandings of diverse and inclusive meaning making in the Expressive Arts.

SESSION F
Room 3–097

Exemplary ESL and Sheltered English in Action: Views from a Local 2nd Grade Classroom
Presenters: Deana Bardetti, Carla Bruzzesse (GSOE)

We will provide a brief overview of the RETELL Initiative and the SEI Endorsement. The audience will see and hear two ELs, at varying levels of English proficiency and from diverse language backgrounds, as they interact with their teachers and classmates. We will outline the multiple steps needed to ensure ELs benefit from both Sheltered Content Instruction and English Language Development. Presenters teach the SEI Endorsement course for Lesley and the MA Department of Elementary and Secondary Education.

SESSION G
Room 3–101

From Dissertation to Publication–Voices of Social Justice and Diversity
Presenters: Jo Ann Gammel (GSOE), Judith Beth Cohen (GSASS and GSOE), Amy Rutstein-Riley (CLAS/GSOE), PhD Alumni

We are the editors of a volume in Jossey–Bass’s New Directions for Teaching and Learning: Transformative Learning and Adult Higher Education (published Fall, 2016), which features articles by ten Lesley PhD grads based on their dissertation research. Three editors will discuss the process of turning a dissertation into a publishable journal article. Authors will briefly present their research on topics related to social justice and diversity such as education of Alaskan Natives, emerging adults with learning disabilities, and African–American health educators.
PLENARY SPEAKER
4:00-5:00 PM

The Long and Tortuous Road to a Just, Humane, and Sustainable Society

Provost Selase W. Williams
University Hall Amphitheater (2–150)

PLENARY RECEPTION
5:00-5:30 PM

Includes Music and Hors d’oeuvres

University Hall Atrium
SESSION A
Room 3–101
Lesley, HEARTplay and Cambridge Community Center: Partners Moving through Grief
Presenters: Jennifer Wiles, Stephanie Chancey, Katie McGrail, Mallory Polivka, Shadé Alfred (GSASS), Rachel Kinch, Latifah James (Cambridge Community Center)
This presentation will provide a didactic introduction to the field of childhood grief. There are new initiatives to provide support to children who have experienced the death of a family member or friend. We will describe a team approach with Lesley faculty, graduate student interns, and Cambridge Community Center staff to build a community based-partnership to bring HEARTplay, an award-winning children’s bereavement program, to neighborhood centers in Cambridge. Through experientials, we will demonstrate some of HEARTplay’s trauma-informed activities.

SESSION B
Room 3–103
Creating Inclusive Spaces: Reading, Writing, Thinking, Talking with Digital Tools
Presenters: Barbara Steckel, Valerie Harlow Shinas (GSOE)
We will share findings from research conducted with 17 teachers in PreK–10th grade classrooms. We will present a rationale for use of digital tools to create opportunities for socially interactive learning in the inclusive classroom. Additionally, we will discuss the theoretical underpinnings of this research and implications for the field. Our findings are embedded in the real stories of teachers who demonstrate the understanding of the socially situated nature of engaged learning. Implications for teaching are discussed.

SESSION C
Room 3–089
Pedagogy of Play: Playful Learning at the Center of Schools
Presenters: Katie Ertel, Ben Mardell (GSOE), Megina Baker (Project Zero at the Harvard Graduate School of Education)
While the developmental benefits of learning through play have been well-documented, the Pedagogy of Play project is researching what it would look like if play were at the center of a school’s approach to learning for children of all ages. In this playful, interactive session, we will share emergent research findings, and participants will explore tensions between play and schools, and think critically about the objective and subjective nature of playful learning and the influences that shape such learning experiences.
Including Students with Intellectual Disabilities: Three Case Studies  
*Presenter: Diane Stephens (GSOE PhD candidate)*

Inclusion of students with disabilities remains a divisive issue, not just among parents and educators, but also academic researchers and policy makers. Furthermore, successful inclusion of students with disabilities is complicated by several interconnected variables, including the availability of resources to the learning community, the personal perspective of stakeholders, and the socio-economic status of the family. Within case study design this qualitative study explores what inclusion means for three students with intellectual disabilities.

Black Women Community College Graduates: Persisting through Enrollment Interruptions  
*Presenter: LaTasha Sturdivant (GSOE PhD candidate)*

Over 30 million Americans, or approximately 20 percent of adults, have earned some college credit but no college degree, yet relatively little is known about this population. This phenomenological dissertation presentation explores how Black women community college graduates, who interrupted their enrollment at least twice, perceive their non-enrollment periods and overcame obstacles to persist toward degree completion. Through a gendered and racialized lens, concepts of meaning-making through transitions and persisting to college completion are discussed.

Role-Immersion Games for Student Engagement, Empathy, and Inclusion  
*Presenters: Kimberly Lowe and students (CLAS)*

Reacting to the Past (RTTP) courses are role-immersion games that challenge students to engage in critical debate over contentious moments in history. RTTP courses have been applied to a wide variety of curricular areas and multiple disciplines, including First Year Seminars and Honors courses. Reacting has also been used in multiple disciplinary contexts including English, Global Studies, political science, and the natural sciences. This panel will discuss the faculty and student perspectives on the application of RTTP in two CLAS courses.

Reshaping Literacy Instruction for High School Students with Autism Spectrum Disorders  
*Presenters: Stephanie Spadorcia (GSOE), Abigail Hanscom, Robin Fabiano (GSOE and Westwood Public Schools)*

This session will provide an overview of a high school model of literacy instruction for high school students with autism spectrum disorders. The model addresses the needs of students at the high school level with significant literacy learning needs. Participants will see examples of individual student progress, strategies used, and lessons learned from this endeavor. Resources will be shared.
Using Mindfulness to Support Elementary Students’ Social–Emotional Learning  
Presenter: Julieandra Morgan (GSOE)
Social–emotional learning skills such as cooperation, assertion, responsibility, and empathy inform students’ ability to manage schoolwork and personal challenges, and contribute to academic experiential successes. For students who have experienced trauma, social–emotional growth is often delayed or arrested. By directly instructing students to use mindfulness strategies to promote acceptance and management of changing emotional and physical states, teachers can encourage social–emotional growth while supporting a reduction in stress–based responses.

Holocaust Survivors Today: Post–Traumatic Growth and Aging  
Presenter: Elyse Rast (GSOE)
Holocaust survivors’ views on the world are unique and, as older adults, survivors and, as older adults, survivors can offer a great deal of information to other trauma survivors, to other older adults, and to the gerontology and trauma communities as well as educators and policy makers. My dissertation focuses on the positive benefits occurring from this tragedy and provides information from three survivors on how the coping strategies they used during and after the war are still relevant today as they deal with the difficulties of old age.

Picturing Health, Picturing Life: Visual Narratives of African American Women with Diabetes  
Presenter: Sarah Gurley–Green (GSOE)
Diabetes affects African American women disproportionally; the common misconception is that it is a lifestyle disease born of junk food and excess. However, genetics, food insecurity, racism, poverty, and stress are causal. This dissertation, which uses participant–created data of 13 women, yields a unique and valuable understanding of the ontology of these women. Participant–created photo elicitation narrative interviewing works intersubjectively to facilitate narrative creation to be a powerful force in validating and recording the life–world of such women.

An Ethnolinguistic Analysis of Embarrassment Between Americans and Koreans  
Presenter: Jihoon Lee (GSOE)
Expressions of embarrassment are compared between Americans and Koreans, while admitting its universality. Different cultural norms and the concepts of the self may affect the extent to which each people feel embarrassed in some situations, thus revealing different social behaviors. The presentation provides insights on affective difference between people with different cultural backgrounds, allowing better understanding of each other. Particularly, language teachers dealing with East Asian ELLs would benefit from the pragmatics of embarrassment.
SESSION C
Room 3–089

Using Metacognitive Development to Frame Curriculum
Presenter: Philip Hulbig (GSOE)

Educational progress in the United States has been stagnant in reading and mathematics for decades despite increasing federal intervention and oversight. The impact of narrow, biased curriculum standards continues to fail to improve test scores or empower students to aspire to their full potential. This presentation will discuss how the metacognitive processes that underpin human learning and development could be used to develop a more individualized and democratic curriculum for the 21st century.

Smart But Scattered: Understanding and Helping Kids with Executive Function Difficulties
Presenter: Karen Kraut (GSASS)

Participants will learn the operational definition of executive function, the causes and how it presents at home and at school. Attendees will also be exposed to traditional and cutting edge interventions to help kids develop executive function skills.

SESSION D
Room 3–100

Families and Poverty: Integrating Research into Teaching, Learning, and Practice
Presenters: Robin Roth (CLAS/GSOE), Sarah Doyle, Elizabeth Lee, Margaret Van Camp (GSOE PhD Candidates)

Currently, 47 million US individuals live below the official federal poverty line. Critical research into the disproportionate incidence and impact on marginalized groups is necessary to better understand the impact of poverty in the US. Using an intersectional approach, doctoral students will present research on the impact of poverty on children; US welfare policy that addresses family poverty; and practices to support low-income single college students who are full-time workers and mothers.

SESSION E
Room 3–094

Interdisciplinary Arts as an Agent for Community Building in a US High School
Presenter: Ida Pappas (GSOE PhD candidate)

High schools are a microcosm of society. Students of different backgrounds, past experiences, and financial means are forced into close proximity and required to collaborate. How can administrators facilitate student experiences that result in a positive school culture? Hear how one researcher considered the development of a sense of community through the lens of an interdisciplinary arts project. The researcher examined students’ experiences of flow, democratic learning, and deep learning of a minority culture on their feelings of community.

Teachers as Hackers
Presenter: Maya Wizel (GSOE, PhD Candidate)

The world is changing, and education must keep pace. This study of public school teachers who “hack” their teaching provides a new framework that describes their innovation in education. The results broaden our understanding of characteristics and circumstances of teachers who act as hackers and the implications for teacher education’s inspiring students, teachers, administration, and faculty, and promoting new ways of teaching and preparing future teachers.
Role-Immersion Games for Student Engagement, Empathy, and Inclusion
Presenters: Kimberly Lowe and students (CLAS)

Reacting to the Past (RTTP) courses are role-immersion games that challenge students to engage in critical debate over contentious moments in history. RTTP courses have been applied to a wide variety of curricular areas and multiple disciplines, including First Year Seminars and Honors courses. Reacting has also been used in multiple disciplinary contexts including English, Global Studies, political science, and the natural sciences. This panel will discuss the faculty and student perspectives on the application of RTTP in two CLAS courses.

Body Tracing to Dismantle, Confront, and Resist Sources of Power
Presenter: Dan Summer, Devon Govani, Laura Teoli (GSASS)

Participants will be invited to volunteer for body tracings representing variations of social status. Volunteers will choose a standing or reclining position, and will be outlined with marker/pencil. Upon completion, tracings will be mounted. Participants will be invited to “fill in” the tracing with words, color, images, and verbal dialogue. Not all participants will be traced. Several can work on one tracing at a time however this activity will be participatory in nature due to the emotional, aesthetic response among participants.

ABBREVIATIONS
Key to Presenter Affiliations

CLAS
College of Liberal Arts and Sciences

LUCAD
College of Art and Design

GSASS
Graduate School of Arts and Social Sciences

GSOE
Graduate School of Education

GSOE PHD CANDIDATE
Public Presentation of Dissertation Research
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