

PASSHE Women's Consortium Conference

*Resilience, Intentionality,
and Community-building*



October 23, 2026



Online via Zoom



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About the PASSHE Women's Consortium

Established in 1980, the Women's Consortium is a distinctive professional network within the Pennsylvania State System of Higher Education. Composed of faculty, staff, students, and administrators from fourteen campuses, the consortium addresses issues impacting women in higher education, local campuses, and communities. Become [a member](#) today!



What We Do

The PASSHE Women's Consortium (the Consortium) is the only organization within the Pennsylvania State System of Higher Education (PASSHE) that acts on behalf of all women — faculty, staff, administrators and students.

The Consortium meets with the Chancellor regularly to identify, address and monitor the concerns of women from across fourteen campuses.

The Consortium's initiatives include an annual conference dedicated to women's and gender issues, and summer leadership institutes for faculty, staff and undergraduate women.

Membership in the Consortium is open to all genders, race, ethnicity, age, and sexual orientation.

[Find us on Facebook](#) And [Instagram](#)

Welcome to the PASSHE Women's Consortium Annual Conference

Dear Colleagues, Friends, and Conference Participants,

Welcome to the PASSHE Women's Consortium Annual Conference! It is a pleasure to bring together faculty, staff, students, and administrators from across the Pennsylvania State System of Higher Education (PASSHE) for a day of learning, dialogue, reflection, and connection. Established in 1980, the Women's Consortium is a distinctive professional network spanning fourteen campuses, united by a shared commitment to addressing issues affecting women in higher education, on our campuses, and in our communities. Today, we celebrate the Consortium's longstanding legacy while reaffirming our commitment to advancing equity, leadership, and opportunity for all.

This year's presentations invite us to examine the complex challenges facing women and higher education today. From *"Who Carries the Change? Rethinking Resilience, Gender, and Power in Higher Education"* to *"Women's Healthcare at the Crossroads: Medicine, Law, Mental Health, and Social Responsibility,"* our conversations today will challenge us to consider how systems, policies, and social expectations shape our experiences and opportunities. Sessions exploring Latine leadership, DEI and affirmative action, social inequities, underrepresented voices, and other pressing topics. These panels invite us to consider how we can create more inclusive and supportive institutions. Other sessions include those examining the role of music in curtailing violence against women, feminist creative practices, and the lessons nature offers about resilience and care—panels which demonstrate how advocacy, creativity, and community engagement can inspire change far beyond our campuses!

As you participate in today's conference, we encourage you to approach each session with curiosity, share your experiences, and seek opportunities to connect with colleagues across our fourteen campuses. May these conversations spark new ideas, strengthen professional relationships, and inspire meaningful collaborations that extend beyond today's gathering. Thank you for being part of the PASSHE Women's Consortium and for the many ways you continue to shape a more inclusive future for generations to come!

Warmly,

Colleen Clemens, Kristina Fennelly, Erica Dymond, and Jasmine Villa
The PASSHE Women's Consortium Conference Committee

Accessing Zoom Information

Main Room: <https://esu-online.zoom.us/j/94072103515>

- All participants will enter the Zoom Main Room when they [click the Zoom link](#).
- Once you arrive in the Main Room, review the panel descriptions (labeled Panel A, B, or C) and click join next to the Breakout Room you want to join (see page 6 for instructions). Please do not look for a separate Zoom link for each session!
- **Mobile App:** If accessing through a mobile device, download and install the Zoom application **prior** to the online conference. As a reminder, please do not operate a vehicle while presenting or attending a session.

Conference Format

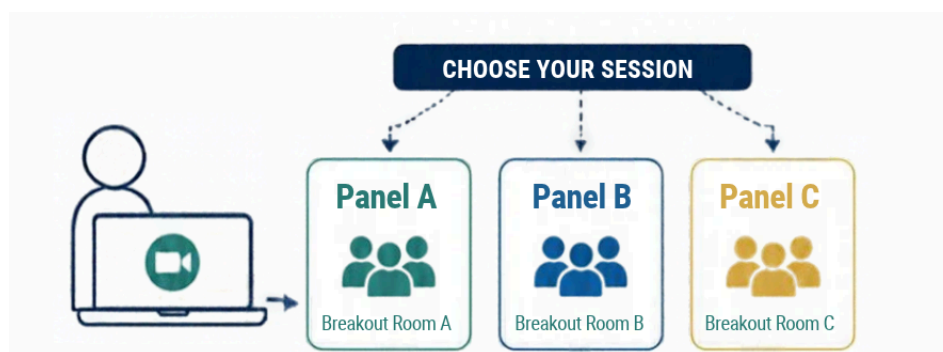
- **Main Room:** The main meeting room is your home base! Dra. Jasmine Villa will be there to welcome attendees, moderate the room, and help anyone who needs assistance navigating the Zoom breakout rooms.
- The conference will feature concurrent panel sessions using Zoom's Breakout Rooms. Please do not look for a separate Zoom link for each session!
- Moderators will monitor the sessions and may be contacted via the chat.
- Please direct any harassment concerns to the Conference co-chairs: Dr. Colleen Clemens, Dr. Kristina Fennelly, Dr. Erica Dymond, or Dra. Jasmine Villa.
- **Live Captions:** We will use Zoom's captioning service for live captioning.

Recording Sessions: To respect everyone's privacy, conference sessions will not be recorded. Presenters and attendees are **not permitted** to make audio, video, or other recordings of the sessions.

How to Attend a Session

Main Room: <https://esu-online.zoom.us/j/94072103515>

All participants will enter the Zoom Main Room when they [click the Zoom link](#). Once you arrive in the Main Room, click Join next to the session you want to attend.



Moving between sessions

- 1 You may move between sessions as needed.**
- 2 Click Leave Breakout Room (not Leave Meeting), then select Join next to another available session.**

You are in: Panel A Leave Breakout Room	Not: Leave Meeting Leave Meeting
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CAUTION: **Leave Breakout Room** returns you to the main session so you can join another panel.
Leave Meeting ends your participation in the conference.

Code of Conduct: Speaker & Panelist Responsibility

- **Enter your full name (first and last name) when joining the Zoom room.** This helps us identify attendees.
- Plan to join the Zoom meeting **a few minutes before your session begins.**
- Guests will be **muted upon entry.** Keep your microphone muted unless you are participating in the Q&A and/or discussions during workshop and roundtable sessions.
- If your camera and microphone are on, please join from a quiet, private space and be mindful of your surroundings. We know life happens, but unexpected background noise, household activity, or surprise appearances can be distracting for presenters and attendees. **Pets, however, are always welcome!**
- **Be considerate.** Please enter and leave sessions quietly and be mindful of presenters and other attendees.
- **Save questions and comments.** Unless the presenter invites questions during the presentation, please wait until the end of the session to ask questions or share comments.

Internet & Connection Issues: If a presenter experiences connection issues, we appreciate your patience and understanding while they reconnect. The room host will help keep the session running smoothly, facilitate discussion as needed, and keep everyone informed until the presenter is ready to continue.

Troubleshooting

Issues with Audio

- Check your audio settings by selecting “Audio Settings” in the lower right of the screen.
- Try logging out of Zoom and logging back in. You might also need to reboot your computer. Make sure that, if you have the Zoom app installed, you are using the latest version.
- Refer to [Zoom technical support](#) – as a small conference, there will be limited tech help support while sessions are live.



9AM – 9:55 AM

Panel A

Moderator: Colleen Clemens, Kutztown University

Presenter: Jennifer B. Hulehan, West Chester University

Title: “Who Carries the Change? Rethinking Resilience, Gender, and Power in Higher Education”

Higher education institutions are continually asked to change, yet resilience is often framed as an individual responsibility. This workshop begins with a different premise: resilience depends on how institutions distribute power, responsibility, support, and learning so communities can navigate change together. This workshop asks: Who carries the change? Institutional change creates relational and implementation work, often less visible or recognized. Research suggests women frequently assume disproportionate service labor, while staff, contingent faculty, and students carry implementation responsibilities or consequences without corresponding authority. Participants will map a change initiative, examining who shaped decisions, implemented changes, handled exceptions, bore risks, and had authority to alter course. Drawing on Mary Parker Follett’s distinction between power-over and power-with, the session explores collaborative leadership beyond consultation.

Participants will leave with diagnostic questions and a concrete strategy to redesign campus change processes, examining whether institutional change redistributes voice and authority or simply redistributes the work.

Panel B

Moderator and Presenter:
Kristina Fennelly, Kutztown University

Title: “Women’s Healthcare at the Crossroads: Medicine, Law, Mental Health, and Social Responsibility”

This interactive workshop explores the question: “How do American legal decisions, cultural attitudes, and healthcare systems shape the ways women’s health needs are understood, addressed, and judged?”

Participants will examine the intersections of women’s healthcare, reproductive autonomy, mental health, and social responsibility through high-profile legal cases and evolving public policy. From the overturning of *Roe v. Wade* to the Lindsay Clancy trial, these issues raise questions about healthcare access, mental illness, reproductive decision-making, and institutional responsibilities. We will consider how gender-based assumptions, stigma, socioeconomic inequities, and systemic barriers influence whose experiences are believed and who receives compassionate, appropriate care.

Participants will explore connections to campus policies, student and employee well-being, and professional and academic responsibilities, considering how colleges and universities can support informed decision-making and equitable access to resources. Rather than seeking simple answers, this session aims to broaden perspectives, challenge assumptions, and encourage meaningful conversation across differences. Participants will leave with new perspectives, advocacy strategies, and a renewed commitment to inclusive, compassionate, and equitable approaches to women’s health and well-being in higher education and beyond.



10AM – 10:55 AM

Panel A

Moderator: Jasmine Villa, East Stroudsburg University

Presenters: Jasmine Villa, East Stroudsburg University; Jennifer Falcón, University of California San Diego; Isabel Baca and Lizbeth Garcia Gonzalez, University of Texas at El Paso

Title: “Latine Leadership as Collective Practice”

This session explores mentorship as a practice that extends beyond PASSHE and traditional institutional networks. While campus-based relationships provide important foundations for leadership development, community-building involves intentionally building connections with professionals, organizations, scholars, community leaders, and advocates beyond higher education and the PASSHE system. Leadership development is not simply about advancing individually; it is about creating pathways for others to access opportunities, relationships, resources, and spaces of leadership.

Panel B

Moderator: Kristina Fennelly, Kutztown University

Presenter: Saniyyah J. McCullough, West Chester University

Title: “More than Policy: Student Narratives on How DEI and Affirmative Action Shape Academic Performance and Graduation Outcomes for Underrepresented Marginalized (URM) Students in Higher Education”

Due to the continuous stereotypical conditioning in academic environments, URM (Underrepresented Marginalized) students have lost their voice, lost motivation, and are disconnected from their institutions, which supports the need to investigate the admission processes in higher education, especially regarding their recruitment and retention practices. Aside from the above, the lack of supportive measures, such as mentorship and community connection in higher education, continues to affect URM students' abilities to foster authentic relationships with their chosen institutions. Therefore, to achieve a deeper understanding of academic success for URM students is to first understand their experiences in higher education through an intersectionality framework. Ultimately, the purpose of this qualitative dominant study is to provide narrative journeys that explore URM student experiences within the intersectionality framework to show there is a disconnect between URM students in higher education since the dismantlement of affirmative action and DEI program initiatives. This session will be geared towards conversations among URM students by aligning their experiences to determine if there is a connection between the intersectionality framework and their status as an URM student and how it affects their student experiences in higher education.

Presenter: Lindsey Runell***Title: “Reconciling Criminal Laws with Women-Perpetrated Crimes Against Men and Children”***

This paper explores landmark case precedent of women-perpetrated homicides against men and children, the evidentiary burdens they faced, and trial outcomes. Evidence shows that women who perpetrate crimes against men and children face systematic challenges related to successfully defending their criminality by reason of insanity or in self-defense. The elements of criminal laws, and affirmative defenses vary by state, but all are centered on objective criteria that do not closely match with female perpetrated filicide or intimate partner homicide committed in domestic violence contexts. Coincidentally, the 1970s is marked by the feminist movement, and the emergence of evidence-based knowledge about how intimate partner homicide can be born from cycles of violence and reconciliation. Such evidence is only admissible to mitigate a criminal charge or punishment if there was no imminent threat at the time of the homicide. Similarly, it has proven difficult for women who murder their children while experiencing a mental impairment symptomatic of postpartum-depression or -psychosis to convince a jury they were insane, or more specifically that, unable to control their conduct or understand the difference between right or wrong at the time. So much has changed with the evolution of affirmative defense laws and women empowerment, but so much stays the same. This paper will explore how criminal laws can be reconciled with traditional gender norms, and dominant media narratives around motherhood, marriage, and power.

Panel C

Moderator: Erica Joan Dymond, East Stroudsburg University

Presenter: Ping Yang, Millersville University

Title: “Cultivating Campus Belonging: Building Resilient Communities Through Intercultural Communication”

The EPPIIC values at Millersville University, Exploration, Public Mission, Professionalism, Inclusion, Integrity, and Compassion, guide efforts to build campus communities where students, faculty, and staff feel connected, valued, and supported. Cultivating belonging promotes well-being, engagement, and resilience. As a teacher-scholar researching culture and communication, my presentation explores how intercultural communication cultivates belonging through intentional relationships, meaningful dialogue, and inclusive practices.

Drawing on my classroom experiences and leadership role with the President’s Commission on Cultural Diversity and Inclusion (PCCDI), I examine how intercultural communication principles foster dialogue across differences, critical reflection, and perspective-taking. As a woman faculty member and ethno-linguistic minority serving in leadership, I have experienced firsthand the importance of representation, dialogue, and meaningful relationships in developing understanding across differences.

Aligned with the conference theme of resilience, intentionality, and community-building, this presentation emphasizes building resilience through relationships rather than individual effort alone. By sharing experiences at Millersville University, I invite participants to discuss strategies for cultivating belonging and strengthening resilient, inclusive campus communities across PASSHE institutions.



Keynote with Dr. Mauve Perle Tahat

Location: [Main Room](#)

Grab your lunch, get comfortable, and join us for our keynote presentation with Dr. Mauve Perle Tahat.

“Waving Hello to Matriarchy”

You may have seen the meme circulating, "The fourth wave of feminism is waving 'goodbye' to patriarchy and waving 'hello' to matriarchy." Educator and cultural theorist Dr. Mauve Perle Tahat examines the current zeitgeist to uncover how folks are reimagining a society that is supportive, plentiful, and creative. Thinking through embodiment, discussions of mutual aid, and current events, Dr. Tahat invites us to look at our roles in creating the world we want together, a world that defies extractive and extinction paradigms from incarceration to care work to data centers.

Dr. Mauve Perle Tahat (she/they) is a storytelling cultural anthropologist and the author of *Spatial Residue* (Bloomsbury Academic, 2026) & *Ecologies of Incarceration* (Lexington Books, 2024). She earned a PhD from Indiana University of Pennsylvania (2022, with distinction), MA from Kutztown University of Pennsylvania (2015), MEd from Lehigh University (2012), and a BA from Centenary University (2010). Her work spans indie journals, teaching in classrooms, and many blue collar jobs. After being an honorary Northern Appalachian for 10 years and owning and operating a restaurant with her family, she moved with her spouse and two children back to the Lehigh Valley, PA where she teaches classes at DeSales University. Connect with Dr. Tahat: <http://mperle.com/>





12:15 PM – 1:20 PM

Panel A

Moderator: Marlene Fares, Kutztown University

Presenters: Leslie C. Sotomayor II, Liz Quay, Leigh Kane, Jacklyn Downing, Kutztown University.

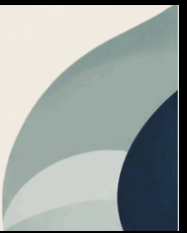
Title: “Feminism and Creative Studio Practices”

This roundtable brings together women-identifying artists to explore how feminist perspectives shape contemporary creative studio practices. Across disciplines and media, artists use their studios as spaces of inquiry, activism, community engagement, care, and transformation. Panelists will discuss how feminist values inform their artistic processes, relationships, and professional identities.

Participants will share how their creative work responds to gender equity, intersectionality, representation, labor, social justice, and collective responsibility. The discussion will examine institutional structures, sustainable creative practices, collaboration, mentorship, vulnerability, and care, highlighting how feminist approaches challenge traditional notions of authorship, expertise, and artistic success.

Designed to encourage dialogue, networking, and collective learning, this interactive roundtable explores how creative practices serve as resistance, healing, education, and advocacy while building supportive artistic communities. Attendees will gain a deeper understanding of feminist approaches to contemporary studio work, practical strategies for sustaining creative lives, and inspiration for integrating equity, care, and social engagement into their artistic and professional practices.

Panel B



Moderator: Kristina Fennelly, Kutztown University

Presenters: Isabella Nimmerichter and Gerardina Martin, West Chester University

Title: “Community Engagement and Community Building through Leadership: An Honors Curriculum Overview”

Community building in higher education occurs when students connect with others and their communities, applying classroom learning to real-world problems. The West Chester University Honors College provides experiential learning opportunities emphasizing leadership, teamwork, and sustainability through required courses.

In Self-Awareness and Development, first-year honors students explore domestic violence education and learn how to support others. In Stewardship and Civic Engagement, students complete service hours with a nonprofit organization and write grant proposals through ongoing conversations to ensure the organization’s needs are represented. The Capstone course allows students to identify community problems and develop sustainable service projects, contributing over 150 service hours.

These courses demonstrate how the Honors curriculum builds community engagement and leadership, preparing students for successful service projects. Although this curriculum need not be replicated, institutions can adapt similar practices to connect classroom learning with community needs. Institutions should intentionally connect students with existing experiences and opportunities to teach community building before creating something new.

Presenters: Rebecca Willoughby and Claire Lawrence, CU - Bloomsburg

Title: “Restoration Through Digital Detox: Teaching Strategies for Authentic Engagement”

Generative AI is increasingly integrated into college classrooms across disciplines. Proponents argue that faculty do students a disservice by avoiding a tool likely to shape their future workplaces. Yet students, as novices, may use AI as a crutch rather than a tool, inhibiting genuine learning. Faculty must therefore reconsider which learning experiences classrooms should preserve. Grounded in Jonathan Haidt’s *The Anxious Generation* and Jared Cooney Horvath’s *The Digital Delusion*, this presentation explores low-tech alternatives rooted in resilience, restoration, and unity. These “AI-resistant” practices emphasize presence, authenticity, intellectual risk-taking, and human connection through spontaneous responses, peer collaboration, public mistakes, conversational revision, and reflective writing. Attendees will leave with adaptable, low-preparation activities for courses across disciplines and a framework for identifying opportunities for analog engagement. Ultimately, this presentation argues that generative AI presents higher education with an opportunity for restoration: renewing our commitment to the distinctly human practices through which students learn with and from one another.

Presenter: Emily Keener, Slippery Rock University

Title: “When Teaching Is Under Attack: Building Community Infrastructure for Contested Content”

Across the country, faculty are disciplined, censored, or dismissed for teaching content on gender, race, and identity. Accusations of “indoctrination” create a chilling effect, often leading faculty to remove more than required. The answer is not individual courage but shared infrastructure: protections built intentionally, in community, before complaints arise.

Using gender as an example, this interactive session outlines four layers of protection: disciplinary learning objectives, classroom syllabus commitments, curricular alignment with approved institutional outcomes, and governance, labor, and legal protections. PASSHE faculty have APSCUF representation, a contract, and a grievance process, but must understand how to use these protections proactively.

Participants will map campus protections and gaps, identify existing institutional resources, and leave with sample syllabus language and an adaptable resource packet.

Temporary and pre-tenure faculty, along with trans, queer, and BIPOC colleagues, face disproportionate risks. Only a community that builds and maintains these protections together can make resilience a shared structure rather than an individual responsibility.



1:30 PM – 2:30 PM

Panel A

Moderator: Erica Joan Dymond, East Stroudsburg University

Presenter: Debbi Moran, East Stroudsburg University

Title: “Grab a shovel. You’re going to need one either way. The effect of community support in music in curtailing violence against women.”

Violence against women is often glorified in popular culture, alluding to it being acceptable in real life. Domestic violence against women continues to be a problem despite the number of public awareness campaigns launched and the availability of resources within communities for women. Music is a reflection of society. Songs and their videos are a storytelling medium with the ability to reach a large audience. Through the use of popular music and video, I will show how community support, specifically by other women, can change the outcome in situations of domestic

violence.

I will study two songs that have different outcomes: “Independence Day,” by Martina McBride, and “Goodbye Earl,” by the Chicks. Through these songs and videos I will discuss the contrast of outcomes for women when they have community support or support by other women vs when they are knowingly ignored by their community. I will examine both the lyrics of the songs and the visual rhetoric used in the music videos and discuss how each make their arguments.

Presenter: Erica Joan Dymond, East Stroudsburg University

Title: “Twenty-Seven Years of Dishes: ‘Where Have All the Cowboys Gone?’ ‘Labour,’ and the Persistence of the Domestic Bargain”

In 1996, Paula Cole’s “Where Have All the Cowboys Gone” became a Billboard top-ten hit and earned three Grammy nominations. The song moves from blissful courtship to domestic bargaining, disillusionment, and anger as inequity grows. Although its chorus remains wistful, the bridge and video expose the speaker’s loneliness and regret. The song offers no resolution, only recognition that nothing will change.

Since its 2024 release, Paris Paloma’s “Labour” has been streamed over 430 million times. Against changing attitudes toward marriage and domestic labor, Paloma begins with anger and plotting rather than wistfulness. Her accompanying video moves from accusations to action, ending with an empty chair that signals her departure and refusal to continue performing domestic labor.

This presentation examines both works as cultural artifacts separated by twenty-seven years. I argue that their most revealing difference lies not in what the women recognize, since the inequitable bargain remains remarkably similar, but in the solutions their songs imagine. Cole questions where the promised domestic bargain has gone; Paloma asks why she should make that bargain at all. Together, the works trace a movement from domestic disillusionment toward refusal.

Panel B

Moderator: Colleen Clemens, Kutztown University

Presenters: Jessica Santiago and Denasia Mosteller, East Stroudsburg University

Title: “Creating Space for Those Who Support Others: Intentional Supervision in the ESU Warrior Peer Mentor Program”

Peer mentors play an important role in creating connection, belonging, and support for college students. However, less attention may be given to the intentional spaces they need to feel supported themselves. At East Stroudsburg University, the ESU Warrior Peer Mentor Program recognizes that effective peer mentoring requires creating a community where mentors feel valued, prepared, connected, and comfortable seeking guidance.

This session explores how intentional supervision and dedicated spaces for connection strengthen the peer mentor experience through regular communication, relationship-building, reflection, clear expectations, and accessible guidance. Rather than navigating challenges independently, mentors have opportunities to ask questions, celebrate successes, and learn from one another.

The session examines balancing accountability with support, helping mentors develop confidence, problem-solving skills, resilience, and professional boundaries. Using the ESU Warrior Peer Mentor Program as a practical example, participants will explore adaptable strategies for transforming peer mentoring from an individual responsibility into a shared community experience. By intentionally supporting those who support others, we strengthen mentors, the students they serve, and the broader campus communities they help build.

Presenter & Conference Committee Biographies

Dra. Isabel Baca – Dr. Isabel Baca is Professor of Rhetoric and Writing Studies in the Department of English at the University of Texas at El Paso where she serves as director of the Community Writing Partners and of the Bilingual Professional Writing Certificate Program. Dr. Baca’s scholarship centers on community writing and service-learning.

Dr. Colleen Clemens—Colleen Clemens has been teaching for 30 years and is now professor of Non-Western Literatures and Director of Women’s, Gender, and Sexuality Studies at Kutztown University in Pennsylvania. Her academic work has been published in *Feminist Formations*, *Journal of Postcolonial Writing*, *Routledge Companion to Pakistani Anglophone Writing*, *South Asian Review*, and NCTE’s *English Journal* and online at *World Literature Today*. She also published an open educational resource through the PA-Adopt grant, [Introduction to Women’s and Gender Studies](#). Her memoir, *E=mc²: A Story of Infertility, Miscarriage, and Love* defies the one-dimensional view of fertility medicine as a sterile, clinical process by sharing her often vulnerable journey as she became a mother.

Jacklyn Downing – Jacklyn Downing uses textile art to focus on our universal human connection. Themes include memory, women’s work, and rites of passage. Written words and found objects create works that demonstrate the seen and the unseen “labor” of women. Jacklyn Downing’s educational background is in graphic design and interior design.

Dr. Erica Joan Dymond – Dr. Erica Joan Dymond is an Associate Professor at East Stroudsburg University as well as co-director of the Professional and Digital Media Writing graduate program. She co-edited the R.U.S.A award winning *The Encyclopedia of LGBTQIA+ Portrayals in American Film*. Dr. Dymond is the outgoing director of the PASSHE Women’s Consortium and co-director of the annual PASSHE Women’s Consortium Undergraduate Leadership Institute.

Dra. Jennifer Falcón – Dra. Jennifer Falcón is a Continuing Lecturer in the Analytical Writing Program and serves as Writing Success Coordinator at the University of California San Diego.

Dr. Marlene Fares—Marlene Nanouh Fares is a daughter of immigrants and a first-generation college graduate. She is fluent in spoken Arabic. All of Marlene’s degrees were earned from a Pennsylvania State System of Higher Education institution. Dr. Fares is an Assistant Professor in the Department of Academic

Advising and Student Development where she advises Exploratory Studies students.

Dr. Kristina Fennelly – Dr. Kristina Fennelly is an Associate Professor of English at Kutztown University where she teaches rhetoric and composition, professional writing, and WGS. She is the author of the OER *Alternatives to Agonism: Ethical Approaches to Argument in the Composition Classroom* (2025).

Lizbeth Garcia Gonzalez – Lizbeth Garcia Gonzalez is a 3rd year PhD student in Rhetoric and Writing Studies in the Department of English at the University of Texas at El Paso. Her research interests include visual rhetoric, film and representation, community engagement and community writing.

Dr. Jennifer B. Hulehan – Dr. Jennifer B. Hulehan is Dean of Arts and Sciences at Tri-County Technical College. She is a doctoral student at West Chester University. Across twenty-two years in higher education, from English instructor to dean, her professional and doctoral work examines collaborative decision-making, institutional change, and how organizations distribute power and responsibility.

Leigh Kane – Leigh Kane is an Associate Professor Emerita who rummages through contemporary culture, focusing on normative photographic genres such as family albums, studio portraiture, medical imaging, and news photography—that function to maintain the status quo. Her photos and videos explore both substance and subterfuge; what might be celebrated & what must be resisted.

Dr. Emily Keener – Dr. Emily Keener is Professor of Psychology at Slippery Rock University and Social Justice Chair for APSCUF. They authored *Embracing the Complexity of Gender*, winner of the Association for Women in Psychology's Distinguished Publication Award and APA Division 44's Distinguished Book Award. Their work advances equity, labor, and academic freedom.

Claire Lawrence – Claire Lawrence is a Professor of Creative Writing at Commonwealth University— Bloomsburg. She has published fiction, non-fiction, poetry and literary criticism in a wide array of journals, and for the past twenty-eight years she has taught first-year writing as half of her regular load.

Dr. Gerardina Martin – Dr. Gerardina Martin is Associate Professor and Assistant Director in the Honors College. Her work integrates rigorous academics with community-based learning, engaging students with local nonprofit partners and

real-world challenges to promote sustainable, inclusive service and positive social impact. Dr. Martin holds a Doctor of Public Administration from West Chester University, along with advanced degrees from the University of Phoenix and Widener University School of Law.

Saniyyah J. McCullough – Saniyyah J. McCullough is a graduate student at West Chester University who also works as an administrator to give back to the community.

Deb Moran – Deb Moran is a graduate assistant at East Stroudsburg University, studying Professional and Digital Media Writing. Her main research interests include feminist writing and the effects of AI on education and the writing community. She is a knitter/fiber artist, has two adult children, and lives with her husband and three spoiled cats.

Denasia Mosteller – Denasia Mosteller is pursuing a Master of Science in Management and Leadership in Organizational Behavior at East Stroudsburg University. Her professional experience spans higher education, student success, leadership development, and behavioral support. In her work with student success initiatives, she focuses on fostering meaningful connections, strengthening student engagement, and creating opportunities that support academic achievement and personal growth.

Bella Nimmerichter – Bella Nimmerichter is the graduate assistant for the West Chester University Honors College. She earned her undergraduate degree and master's degrees in Criminal Justice and is in the process of earning her doctorate in Public Administration.

Liz Hamilton Quay – Liz Hamilton Quay is Assistant Professor of Textile and Materials Studies at Kutztown University. A Kutztown alumna with an MFA in Fibers and Materials Studies from Tyler School of Art, she explores visceral experience through traditional fibers, material experimentation, video, and other digital formats. Her work has been exhibited and published internationally.

Dr. Lindsey L. Runell – Lindsey L. Runell is an associate professor of criminal justice at Kutztown University, where she teaches courses in criminal justice, criminal law, evidence, and policy, punishment, and society. She holds a Ph.D. in criminal justice from Rutgers University and a J.D. from The George Washington University Law School. Dr. Runell's scholarly research has appeared in *International Journal of Bullying Prevention*, *Journal of Aggressive Behavior*, *Journal of Social Work*, and *The Prison Journal*, among others. She is the solo author of two academic books.

Dr. Jessica Santiago – Dr. Jessica Santiago is an Associate Professor at East Stroudsburg University. Her roles on campus are advisor to the undeclared meta/major students, director of the ESU Warrior Peer Mentor Program, Co-Coordinator to First Generation College Initiatives, and Coordinator of the Pre-college Dual Enrollment Program. She is a Licensed Behavioral Specialist, Licensed Professional Counselor, National Certified Counselor and a K-12 Certified School Counselor. Her research focus is on Peer Mentor, Summer Bridge Programs and Student Success in First Generation College Students.

Dra. Leslie C. Sotomayor II – Dra. Leslie C. Sotomayor II is a first-generation bilingual McNair scholar, writer, artist, curator, and Kutztown University assistant professor. A Frederick Douglass Institute Scholar, she advances underrepresented voices and social justice through community-engaged art, research, exhibitions, workshops, and writing, including *Art Borderlands in Theory, Practice, and Teaching* (Routledge 2025).

Dra. Jasmine Villa – Dra. Jasmine Villa is an Assistant Professor of English at East Stroudsburg University, where she served as coordinator of the Graduate Program in Professional and Digital Media Writing from May 2019 to May 2026. She also serves as co-director of the annual PASSHE Women's Consortium Undergraduate Leadership Institute

Dr. Rebecca Willoughby – Dr. Rebecca Willoughby is an Associate Professor in the Department of Languages, Literature, and Writing at Commonwealth University—Bloomsburg. Her research focuses on women's and gender studies in the horror film. She teaches first-year and other writing courses, literature, and film studies.

Dr. Ping Yang – Dr. Ping Yang is an Associate Professor in the Department of Communication & Theatre at Millersville University. Her research and teaching interests are located in the intersection of culture, communication, and technology. Her publications focus on identity expression, cultural adaptation, media representation, computer-mediated communication, and intercultural communication competence.



PASSHE

Women's Consortium

Undergraduate Leadership Institute

LEAD • CONNECT • GROW

New Connections, Bolder Paths ♥

 June 14–16, 2027

 Shawnee Inn and Resort

SHAWNEE ON DELAWARE, PA

A multi-day experience designed to inspire, empower, and connect PASSHE undergraduate women.



HIKING



AXE THROWING



SWIMMING



WELLNESS SESSIONS



LEADERSHIP WORKSHOPS

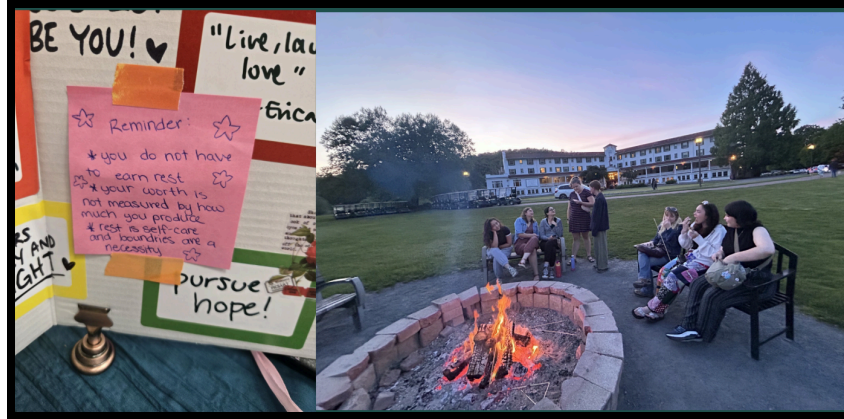


NETWORKING & MORE!

*Build Skills
Find Your Community
Shape What's Next* ♥

PASSHE WOMEN.
STRONGER TOGETHER.

SAVE THE DATE!



Undergraduate Leadership Institute June 14 - 16, 2027

Join undergraduate women from across Pennsylvania's State System of Higher Education (PASSHE) for a **three-day leadership experience** focused on personal growth, mentorship, community-building, and social change.

For Undergraduate Students

- Develop leadership, communication, and networking skills.
- Participate in interactive workshops, discussions, and team-building activities.
- Build mentoring relationships and develop ideas for campus projects that support women.

For Speakers, Mentors, and Workshop Leaders

Share your expertise and experiences to help shape the next generation of women leaders. Facilitate an interactive workshop, serve as a mentor, lead a skill-building session, or share insights from your personal or professional leadership journey.

Be part of a community that inspires leadership, strengthens connections, and turns ideas into action.

For more information about the **PASSHE Undergraduate Leadership Institute**, contact the Institute's Co-chairs: Erica Joan Dymond (edymond@esu.edu) and Jasmine Villa (jvilla@esu.edu).