

# Clark University Certificate in Inclusive Excellence and Leadership 2025-2026 Facilitator Bios



[Ana Kamille Marcelo, Ph.D.](#)

Dr. Marcelo earned her bachelor's degree in psychology/law and society in 2009 and her doctorate in developmental psychology in 2016 from the University of California, Riverside. She has been at Clark since 2016.

Dr. Marcelo's research examines the influence of risk and protective factors on child development across diverse ecological contexts with particular emphases on culture and adversity. Her first research interest examines children's pretend play, creativity, and emotional expressiveness as related to their socioemotional and academic adjustment in different contexts (e.g., school, peers, home). Her second interest focuses on ethnic-racial identity in early childhood and its influence on children's experiences of their race-ethnicity, particularly in relation to encounters with bias and discrimination. These two complementary lines of research converge in her effort to clarify how developmental processes vary in form and/or meaning as a function of the broader ecological contexts in which they occur.



[Andrew Stewart, Ph.D.](#)

Professor Stewart is a social psychologist studying intergroup relations in the contexts of gender, race and ethnicity, nationality, sexual orientation, and class. His research examines (a) how widespread beliefs about social groups contribute to intergroup violence and discrimination and (b) how to change those beliefs in order to reduce violence and discrimination. He regularly teaches courses in the psychology of prejudice, the psychology of power and privilege, and the psychology of inequality.



[Cyril Ghosh, Ph.D.](#)

Professor Cyril Ghosh teaches courses on constitutional law, American politics, and gender & sexuality. He researches topics related to queer theory, public law and sexuality, citizenship and immigration, and the American dream as ideology. Ghosh is the author, among other things, of *The Politics of the American Dream: Democratic Inclusion in Contemporary American Political Culture* (Palgrave-Macmillan, 2013), *De-Moralizing Gay Rights: Some Queer Remarks on LGBT+ Rights Politics in the US* (Palgrave-Pivot, 2018), and (with Elizabeth F. Cohen) *Key Concepts in Political Theory: Citizenship* (Polity, 2019).



[Allen Linton II](#)

Allen Linton II is Senior Director of Equity, Diversity, and Inclusion at the Associated Colleges of the Midwest (ACM). He primarily leads the Academic Leadership Fellowship, supporting the development of Humanities faculty as higher education leaders. Additionally, Allen curates the “Sustaining Belonging” series blending research with concrete strategies to prepare staff and faculty to support students. Previously, he managed the Faculty and Undergraduate Fellows Program for a Diverse Professoriate including successful multiyear fellowships for faculty and students. He also oversees professional development workshops on retention, success, and hiring practices. From 2020-2023, he led the ACM anti-racism strategic plan to address institutional and structural racism within higher education. Beyond work, Allen is engaged in good trouble in Chicago as a board member of ChangeIL and a member of the city of Chicago’s Reparation Task Force.



[Danielle Morgan Acosta, Ph.D.](#)

Danielle Morgan Acosta (she/her/hers) returned to Clark University in July 2020 after working at Florida State University and Salem State University in student engagement, governance and advocacy, and residential life. She received her Ph.D. from Florida State University, where she conducted a phenomenological exploration of how undergraduate student leadership is influenced by divorce during childhood. Danielle received her M.Ed. from Salem State University. A two-time, first-generation Clark alum, Danielle received her B.A. in History with a concentration in Law & Society, and MAT as part of the 4+1 program, completing her student-teaching in Civics at South High. Danielle has taught undergraduate courses in leadership and change, prepared dozens of trainings regarding leadership, inclusion, systemic change, student voice, is a trained as a National Coalition Building Institute facilitator, and served as faculty for the ACPA Emerging Leaders Institute for five years. Danielle is an active leader in ACPA, a professional association committed to racial justice, decolonization, and boldly transforming higher education, and completed her third three-year term on the Governing Board serving as the President 2021-2022.



[Edgar Moros, Ph.D.](#)

Edgar was born in Venezuela into a bilingual, bicultural, and biracial family. He has over 30 years of experience in academic settings. He holds a BS and MA in Translation Studies from Kent State University in Ohio and a PhD in Translation Studies from SUNY Binghamton in New York. He has worked as an inhouse and freelance translator, editor, cultural expert, and transcreator since the early 90s. From 1999-2014, he was as a faculty member at Universidad de Los Andes in Mérida, Venezuela where he taught undergraduate and graduate courses in English, Anglo-American Culture and Civilization, Translation, Postmodernism, Language Acquisition, among others. As well, he was the chair of the English Department, Graduate Coordinator for the MS in Teaching/Learning of Foreign Languages, Head of the Translation Unit, among others. From 2013 to 2018, Edgar worked as a Translation Specialist at the Massachusetts Trial Court, where he created a portal for Language Access issues (forms, guidance, policy, etc.). From 2018 to 2023, he was the Director of the Intensive English Language Institute at Worcester State University. Since 2023, he has been the Executive Director for Inclusive Excellence and Belonging and Chief Diversity Officer at Worcester State.



[Emily Welden](#)

Emily Welden (she/they) started as the Associate Director of Community Engagement and Equity at Clark University in May of 2025. They have worked in higher education since 2018, creating opportunities for co-curricular learning for students through equitable relationships with community organizations. Both in higher education and in her previous work in nonprofits, Emily has often taken on projects that push teams to understand queerness through historical and political perspectives. She lives in the Boston area with her partner and two cats, and spends time cooking, birdwatching, and playing Dungeons and Dragons.



[Eric DeMeulenaere, Ph.D.](#)

Eric DeMeulenaere is a Professor in Clark University's Education Department. Prior to joining Clark University's faculty, he taught social studies and English in Oakland and San Francisco, CA. He also co-founded an innovative public high school in Oakland that focused on social justice and increased academic outcomes for youth of color. Dr. DeMeulenaere earned his Ph.D. at U.C. Berkeley's Graduate School of Education. His research employs participatory action research and narrative inquiry methods and draws extensively from critical theory to examine how to create more effective and liberatory learning spaces. Dr. DeMeulenaere co-founded the Community, Youth, and Education Studies major at Clark University, which engages undergraduates in community-based activist research. He is the founding director of Clark University's new Doctoral Program in Transformative Education. And he is one of the faculty advisors of the Difficult Dialogues program. Dr. DeMeulenaere is the co-author of *Reflections from the Field: How Coaching Made Us Better Teachers* and *The Activist Academic: Engaged Scholarship for Resistance, Hope and Social Change*.



[Jennifer Hanselman, Ph.D.](#)

Dr. Jennifer A. Hanselman is Associate Provost and Dean of Research at Clark University in Worcester, Massachusetts. She oversees the university's research centers and institutes, laboratory safety and compliance, and grants and sponsored research. She earned her Ph.D. in Biological Sciences from Florida Tech and spent sixteen years in the state university system as a professor, department chair, and an academic dean.



[Jie Park, Ph.D.](#)

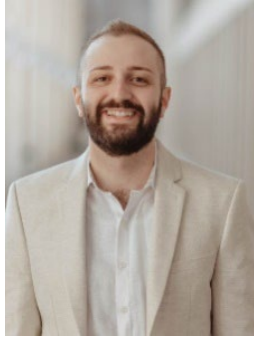
Jie Park is an Associate Professor of Education at Clark University. She holds a B.A. and M.A. in English Literature from Stanford, and a Ph.D. (2010) in Education from the University of Pennsylvania. A language and literacy scholar, she studies immigrant youth and their literacy and language practices in out-of-school and school-based settings. She has conducted longitudinal studies in Philadelphia and Bronx, NY where she investigated how first-generation immigrant students acquire academic discourses, and what cultural and linguistic resources they bring to their schooling. Currently, she is involved in a variety of research projects around teacher and youth-research, multicultural and multilingual curricula in high school classrooms, and the intersection of youth literacy, language, and identities.

Jie recently received a Fulbright Award to South Korea for spring 2026. Through her project, “Poetry translation and critical English language teaching,” Jie will lead practice-based seminars and workshops for graduate students and English language educators at Korea University and Sogang University using Poetry Inside Out (PIO), an education program that supports students of all ages and language backgrounds to translate poetry from around the world, from the poem’s original language into English.



[Kathleen Palm Reed, Ph.D.](#)

Kathleen M. Palm Reed, Ph.D. is an Associate Professor at Clark University in Worcester, Massachusetts and a licensed clinical psychologist. She is the author or coauthor of over 60 articles or book chapters, and has been the principal investigator or co-investigator on four federally-funded grants focusing on issues related to the prevention of and interventions for substance use disorders, posttraumatic stress disorder, and interpersonal violence. Dr Palm Reed’s research and clinical work focuses on improving emotion regulation through acceptance-based therapies. She has been teaching undergraduate and graduate students at Clark for 18 years.



[Lilo Altali, Ph.D.](#)

Lilo Altali is an award-winning product innovator. He leads Product Design and Strategy at MVP Health Care, where he brings new healthcare innovations to market. Lilo has developed innovation processes for organizations including Ceres, Mill City Grows, United Way, and Public Equity Group, and previously served as an Assistant Teaching Professor and Program Lead at Northeastern University. He also designed an MBA concentration in innovation for Nichols College. Lilo earned his PhD in Global Inclusion and Social Development from the University of Massachusetts Boston, where his research focused on how innovation and design shape labor. His work has been shared widely across the U.S. and internationally, with presentations in Australia, Portugal, and Italy. At the core of his work is a guiding belief: it wasn't capital or institutions that enriched the Western world, but the free spread of innovation and design.



Paula Martin, Ed.D.

Dr. Paula S. Martin is a scholar practitioner with over 30 years of Anti-Bias/ Antiracist/Cultural Proficiency experience. Dr. Martin provides Professional Development to School Systems and Community Colleges; delivering courses and workshops to P-12 Administrators, Teachers, Staff, and Students. Dr. Martin serves on the Bias Review Committees for DESE (Massachusetts Department of Elementary & Secondary Education), the College Boards (SAT, PSAT) and serves as the Cultural Proficiency Consultant with the Concord/Carlisle Public School System. Dr. Martin is a retired a Middle School Administrator and is a Adjunct Professor at Clark University teaching a Cultural Competency graduate course in the MPA program.  
*#Living Locally, Thinking Globally*



[Rachel Gaddy, OTD](#)

Dr. Rachel Graddy (she/her) is the Assistant Dean and Director of Student Accessibility Services at Worcester State University and an occupational therapist. She has worked in the field of disability services in higher education since 2014; first beginning her career at the Division of Disability Resources and Educational Services at the University of Illinois, then moving on to serve as Director of Disability Services at Fitchburg State University, before transitioning to Worcester State in 2023. Dr. Graddy identifies as a disabled, neurodiverse, woman of color, who has experience with disability accommodations from both the student perspective. and her professional lens. She is passionate about equity and access for disabled individuals in all aspects of higher education.