

Power and Place

**Valuing Cultural Wealth
to Advance Equity in
Higher Education**

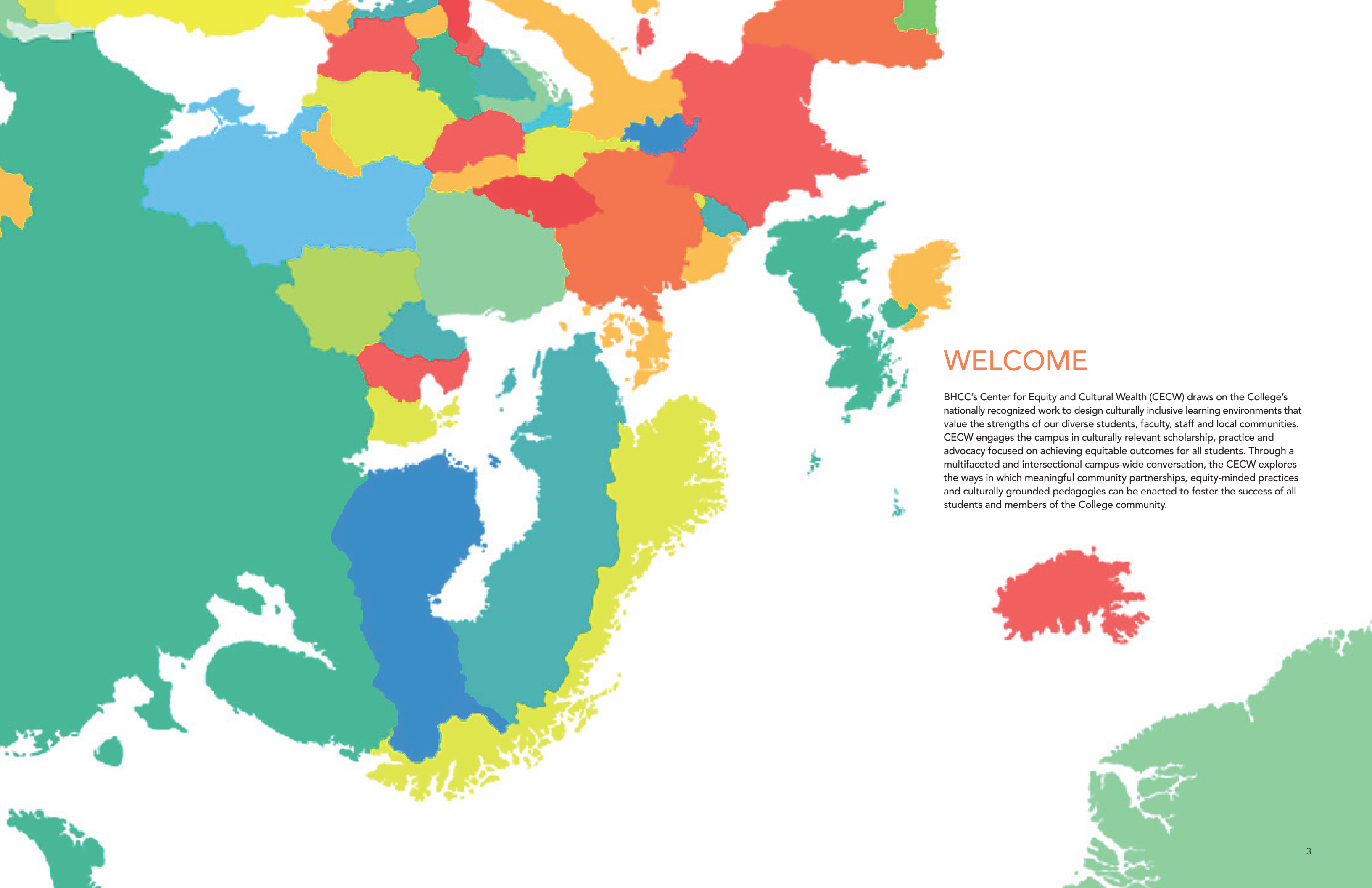
May 28–30, 2019



**Bunker Hill
Community College**

imagine the possibilities

Center for Equity and Cultural Wealth



WELCOME

BHCC's Center for Equity and Cultural Wealth (CECW) draws on the College's nationally recognized work to design culturally inclusive learning environments that value the strengths of our diverse students, faculty, staff and local communities. CECW engages the campus in culturally relevant scholarship, practice and advocacy focused on achieving equitable outcomes for all students. Through a multifaceted and intersectional campus-wide conversation, the CECW explores the ways in which meaningful community partnerships, equity-minded practices and culturally grounded pedagogies can be enacted to foster the success of all students and members of the College community.



DAY 1

Understanding Power and Place

Day 1 of the CECW Institute is focused on foundational concepts related to power and place and making connections between and among equity, cultural wealth and student success. Activities are designed to engage participants in critical discussion about whose cultural wealth is valued in higher education and the ways in which colleges have produced and reproduced inequities that impact student success.



KEYNOTE SPEAKERS

Shaun R. Harper, Ph.D.

Shaun R. Harper, Ph.D., is a nationally recognized scholar for his research on race, gender and other dimensions of equity in an array of organizational contexts, including K-12 schools, colleges and universities, and corporations. Harper is currently Provost Professor in the Rossier School of Education and the Marshall School of Business at the University of Southern California (USC). He also is the Clifford and Betty Allen Chair in Urban Leadership, founder and executive director of the USC Race and Equity Center, president-elect of the American Educational Research Association and a past president of the Association for the Study of Higher Education. Harper has published over 100 peer-reviewed journal articles and other academic publications, and Johns Hopkins University Press is publishing his 13th book, *Race Matters in College*. Harper spent a decade at the University of Pennsylvania faculty, where he was a tenured full professor and founding executive director of the Center for the Study of Race and Equity in Education.



Terri Lyne Carrington

Celebrating 40 years in music, three-time GRAMMY® winning drummer/producer/composer Terri Lyne Carrington started her professional career in Massachusetts at 10 years old when she became the youngest person to receive a union card in Boston. After studying under a full scholarship at Berklee College of Music, Carrington went on to a celebrated career in music, including a GRAMMY® nominated debut CD on Verve Forecast, "Life Story," and GRAMMY® winning albums, "The Mosaic Project" (2011) and "Money Jungle: Provocative in Blue" (2013). In 2003, Carrington received an honorary doctorate from Berklee College of Music and was appointed professor at the college in 2005, where she currently serves as founder and artistic director for the Berklee Institute of Jazz and Gender Justice. She also serves as artistic director for Berklee's Summer Jazz Workshop, co-curator for BAMS Fest and co-artistic director of The Carr Center, Detroit, Michigan.



DAY 1 AGENDA

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| 8:30 a.m. | Breakfast Gymnasium |
| 9–9:15 a.m. | Welcome Gymnasium Carla Santamaria 2019 CECW Institute Co-Chair, Professor and Chairperson of Foreign Language Evans Erilus 2019 CECW Institute Co-Chair, Educational Case Manager, Boston Welcome Back Center |
| | Poetry Reading Rhina Espaillat Poet, BHCC 2019–2020 Artist in Residence |
| 9:15–10:30 a.m. | Introduction Pam Eddinger, Ph.D. President, Bunker Hill Community College |
| | Keynote Speaker Shaun Harper, Ph.D. |
| 10:30–10:45 a.m. | Break |
| 10:45 a.m.–12 p.m. | Concurrent Workshops |
| 12–1:30 p.m. | Lunch and Plenary Address Gymnasium Introduction Carla Santamaria and Evans Erilus |
| | Plenary Speaker Terri Lyne Carrington |
| 1:45–3 p.m. | Concurrent Workshops |
| 3–4 p.m. | Coffee and Dessert Affinity Group Meetings (optional) |

DAY 1 WORKSHOPS

10:45 a.m.–12 p.m.

APIA Students and Higher Education: Fighting Internal(ized) and External Racism to Achieve Equity

Richard Chu, Room E419

Asian/Pacific-Islander Americans (APIAs) constitute the largest growing ethnic minority in Massachusetts and in the U.S. In the 1960s, the “Yellow Power” movement led to the creation of “Asian American Studies” as a field. Yet, half a century later, APIAs still experience discrimination and lack of representation and support in higher education, whether in terms of enrollment, curriculum, hiring priorities or institutional/extracurricular support. This workshop explores the historical and ideological foundations for the creation of such inequities.

BHCC Equity Working Group

Herman Perez-Sostre, Jr. and Agnes Simon, Room D211

During the 2018–2019 academic year, BHCC’s Equity Working Group (EWG) engaged in a process to collaborate with the Center for Equity and Cultural Wealth and Institutional Research to research campus climate assessment tools, select a survey instrument, and design a process for assessing the College’s campus climate in 2019–2020. This workshop will provide an overview of the work of the EWG this year, including an introduction to the Equity Campus Climate Survey, which provides data on campus members’ perceptions of their institution’s climate; perceptions of how their institution supports diversity and equity, and experiences with discrimination and harassment at their institution. Participants will also participate in an activity where they will help to develop additional survey questions that speak to the local BHCC context.

Bridging Sectors: Co-creating Evaluation Methods to Measure Impact Through Community Engagement

Carolyn Rubin and Cynthia Woo, Room D213

How do we create meaningful, reciprocal and sustainable partnerships to address

inequities in our communities? How can research, data and scholarship be a tool for addressing inequities and highlighting the assets in communities? This interactive session will feature the case of an academic-community research partnership that wrestled with key dilemmas in doing participatory evaluation. Over the last three years, the Boston Chinatown Neighborhood Center has been collaborating with Tufts University (public health, civic life, urban planning, and dance) to develop, pilot and implement evaluation strategies to assess the impact of the Pao Arts Center on the health and well-being of the community. In this session, members from this research team will share lessons learned from their experiences together and identify best practices in participatory evaluation. This will be an interactive session in which participants will be able to engage and wrestle with real-world evaluation dilemmas.

Building Bridges to Cultural Equity in Higher Education

Deb Moorehead, Room D219

This interactive workshop facilitated by Wampanoag Elder, Deborah Spears Moorehead, M.A., will focus on cultural inequities in higher education. Participants will be engaged in dialogue related to power, cultural equity, Native American culture, hegemony, historic marginalization, cultural wealth, cultural capital, colonization techniques and cultural biases.

Collaborating to Measure the Impact of Equity-Minded and Culturally Sustaining Learning Environments: What Do We Want Students to Do, Learn and Value?

CECW Assessment Fellows, Room G138

In Fall 2018, a team of BHCC faculty and staff CECW Assessment Fellows came together to create student learning outcomes (SLO) and rubrics to assess the impact of curricular and co-curricular equity-minded and culturally sustaining learning environments designed through collaboration with the CECW. This interactive workshop will introduce participants to the process they engaged in to develop outcomes and the assessment rubric in alignment with both the CECW and the College’s Institutional Learning Outcomes (ILOs). We encourage participants who select this session to attend the corresponding afternoon session.

Dismantling a Colonial Narrative in Land, Education and History; and Exposing Its Deleterious Effects on Communities and People

Larry Spotted Crow Mann, Room E450

This workshop will cover the topics in the titles, as illustrated in, *The Mourning Road to Thanksgiving*. This novel gives a candid look at the effects of a colonial narrative in education, history and how they have played out to the disadvantage of Indigenous Peoples.

Exploring Equity and Cultural Wealth

Liya Escalera and CECW Team Members, Room E230

This interactive workshop will explore two bodies of scholarship in higher education, equity-minded practice and community cultural wealth. Participants will engage with research and collaborate to create a shared definition for each term, reflect on the ways in which these concepts intersect, and discuss how a framework rooted in equity and cultural wealth can guide our work as educators and support learning environments where all students can thrive. This workshop is recommended for participants who are new to the work of CECW.

How Research Can Inform Equitable, Culturally Sustaining Curricula and Pedagogy: Two Studies Grounded in Critical Race Theory

Lori Catalozzi and Lyssa Palu-ay, Room G139

This workshop challenges participants to consider critical questions regarding the ways in which higher education curricula and pedagogy reproduce racial and ethnic inequities. This workshop considers findings from two empirical research studies that are grounded in a critical race theoretical framework. The first study examines how a Eurocentric curriculum and pedagogy shape classroom experiences for students of color enrolled in a college of art and design. The second study investigates how the socially constructed belief systems of faculty teaching developmental English in two community colleges impact their pedagogical practice. A guided activity will enable participants to engage with the core tenets of critical race theory. Inquiry-based discussion will explore actions higher education practitioners can take to build

teaching and learning environments that value students’ cultures, voices, linguistic diversity and agency.

Identifying and Understanding Trends of Enrollment and Success Among Latino Students Transferring From BHCC to UMass Boston, Particularly in STEM Fields

Amanda Colligan and Fabian Torres-Ardilla, Room G140

Latinx enrollment has increased significantly at both UMass Boston (UMB) and BHCC over the last decade. During this time, there has also been growth in Latinx student enrollment in STEM fields. With this significant increase, it is important identify trends and understand patterns of student success in order to continue to support Latino students, particularly Latinx transfer students from BHCC to UMB. This session presents an opportunity to triangulate data on Latinx students throughout their transfer pathway, identify current strategies that support these pathways and discuss how we can continue to ask questions and encourage Latinx students in their pursuit of success in STEM fields.

Masculinities in Higher Education

Duane de Four, Room E421

Using an intersectional lens, this session will explore the various manifestations of maleness and masculinity in the academy and consider their impact on scholarship and practice.

Race, Place and Space: CRIT Walking at the Community College

Arlene Vallie, Gymnasium

Engage in strategic thinking and discussion of the institutional norms, policies and procedures that create structural inequities at our institutions. Participants will explore the foundations of Critical Race Theory (CRT) and CRIT Walking to develop an approach meant to deepen their understanding of the pathways and barriers to success that exist within academia, and that affects students, faculty and staff.

Thinking Through Art: The Isabella Stewart Gardner Museum and Visual Thinking Strategies

ISG Educational Team, Room G227

This workshop will introduce participants

to the Isabella Stewart Gardner Museum and Visual Thinking Strategies (VTS), an open-ended discussion method proven to develop students’ critical thinking and communication skills and empower teachers and students to practice critical thinking and communication skills through discussions about visual art.

1:45–3 p.m.

Beyond Identity Politics: The Unconscious Bias, a Workshop

Luis Paredes, Room D211

We all have some biases, some based on fear of the unknown, or on traumatizing experiences, and others that are culturally ingrained. Some of these biases are so subtle we do not know we have them. In this workshop, participants will learn techniques to debias their perceptions about the world around them and in the process learn how to structure programs and trainings to advance the equity factor in their respective places of work. This workshop is designed to provide the community with tools and competencies to first understand and then take action when witnessing acts of bias and prejudice.

Collaborating to Measure the Impact of Equity-Minded and Culturally Sustaining Learning Environments: How Will We Know When What We Are Doing Is Working?

CECW Assessment Fellows, Room G138

A team of BHCC Assessment Fellows will engage participants in an assessment activity using the CECW student learning outcomes, rubrics and samples of student work. By putting the assessment materials into practice through a norming and scoring exercise, participants will determine the degree to which students achieved the CECW learning outcomes in pilot courses this spring semester. Through this process, feedback will be solicited from participants on their experiences using the outcomes and rubrics in order to evaluate their strengths and improve any shortcomings. Participants are encouraged but not required to have attended the morning session.

Colonialism, Sovereignty and Indigeneity

Pam Ellis, Room E419

The case of Johnson v. McIntosh in 1823 incorporated the “doctrine of discovery” into the United States Supreme Court’s American Indian Jurisprudence, setting into motion American Indian removal and isolation throughout the United States. American Indian educational institutions and policies have reflected the legal, economic and policy priorities of the federal government. Despite shifts in educational policies and practices, only 10 percent of American Indians attain bachelor’s degrees and 17 percent attain associate degrees. In this workshop, we will explore the use of partnerships with colleges and universities to establish programs that support the entry and success of their tribal citizens and to encourage study in areas where tribal populations may be underserved.

Creating HOPE: Building a Campus Initiative Focused on Persons of Color

Nuri Chandler-Smith, Evans Erilus and Carlos Maynard, Room G139

In November 2017, BHCC President Pam Eddinger and Provost Jim Canniff met with a group of faculty and staff across the College to discuss current efforts to support males of color on campus and in the greater Boston community, review literature and high-impact practices, and brainstorm action steps for expanding and deepening our work in this area. What came next were a series of “think days” and events at which staff, faculty and administrators worked collaboratively to develop the HOPE Initiative. In this workshop, we will discuss the process of establishing an equity-driven initiative on a college campus that is focused on facilitating the success of people of color, and the HOPE Initiative’s initial findings to date. From this we hope to spark dialogue and action regarding future movement with the initiative.

Gender: The Tough Instructor

Robin Chandler, Room G227

Gender inequality is emerging from obscurity as a global challenge. This workshop will explore current challenges to conventional traditions about manhood, and womanhood, and the dysfunctional and obsolete socialization on the meaning of gender. As we each jockey for status

DAY 1 WORKSHOPS (CONT.)

and respect, a new vision of equality is unfolding in the form of social movements through resistance, violence, righteous indignation, online and offline protest, the retroactive criminalization of gender-based violence, law suits, diversity initiatives, state and national policy shifts and resulting in a chaos of identity and power. Gender is the “tough instructor” of the 21st century and we are all learning new ways to treat one another from the perspective of human rights and an ethic of caring. This workshop will synthesize current data on gender inequality from a global perspective. Participants will be able to compare, classify, investigate, synthesize and evaluate manifestations of both gender inequality and gender equality at BHCC. All participants are expected to abide by confidentiality in this workshop.

Gentrification and Dual Language in East Boston: Context and Implications

Ana Solano-Campos, Room G140

In 2014, the first and only dual language program in East Boston opened its doors at the Mario Umana Academy with the goal of serving the predominantly Latinx Spanish speaking families in the neighborhood. Around the same time, a wave of redevelopments started taking place that led to rocketing rent prices, displacing immigrant low-income residents and resulting in an influx of young professionals. Recent scholarship has characterized the emergence of dual language programs in urban schools as a sign of gentrification. In East Boston, however, gentrification has caused demographic shifts that have the

potential to dismantle the dual language program at the Umana. This presentation explores the historical, sociopolitical and geographical context of dual language education in East Boston and examines the implications of recent demographic and enrollment shifts in the neighborhood for the education of Latinx children and youth.

Thinking Inside the Box: The Joys of Constraint

Rhina Espailat, Room D213

In this workshop, participants will be presented with a series of ideas relevant to the teaching of creative writing. They will touch on the craft of poetry through exercises and sample poems that demonstrate the tools of the poet; introduce reasons to subvert the craft and ways to do it; and suggest prompts to stimulate the imagination in novel ways that will help get the poet out of themselves.

The Value of Cultural Wealth in Higher Education: Who Has It? Who Wants It? How Can We Help Our AAPI Students Develop It?

Phitsamay Uy, Room D219

This workshop examines what equity and cultural wealth looks like in higher education. It uses Yosso’s (2005) cultural wealth model to demonstrate who has cultural wealth and how it plays out in higher education. The workshop will present the Asian American and Pacific-Islander (AAPI) student population as a case study to examine how and when their cultural wealth is (de)valued.

DAY 2

Power and Place in Practice

Day 2 of the CECW Institute is focused on power and place in the community through experiential and place-based teaching, learning and student development. Central to this exploration is a critical dialogue about the stories that are and are not being told about our local communities. The opening address and field study activities are designed to enable participants to engage with Greater Boston neighborhoods and the organizations and institutions working to recognize and amplify community cultural wealth and/or disrupt inequities.



KEYNOTE SPEAKER

Peter Nien-chu Kiang, Ed.D.

Peter Nien-chu Kiang, Ed.D., is Professor and Director of the Asian American Studies Program in the School for Global Inclusion and Social Development (SGISD) at the University of Massachusetts Boston where he has taught since 1987. Kiang’s research, teaching and advocacy in both K-12 and higher education with Asian American immigrant/refugee students and communities have been supported by the National Academy of Education, the National Endowment for the Humanities, the Massachusetts Teachers Association, the Massachusetts Association for Bilingual Education and others. Since 2010, he has been co-principal investigator and lead proposal writer for three five-year grants totaling \$5.25M from the U.S. Department of Education for UMass Boston’s Asian American Native American Pacific Islander Serving Institution (AANAPISI) program. Within the university, he has received both the Chancellor’s Distinguished Teaching Award and Distinguished Service Award. Nationally, he received the Distinguished Scholar Award from the American Educational Research Association’s Special Interest Group: Research on the Education of Asian and Pacific Americans in 2013 and the Lifetime Achievement Award from the National Association for Asian American Studies in 2014. Kiang served for six years as chair of the Massachusetts Advisory Committee for the U.S. Commission on Civil Rights and eight years as co-president of the Chinese Historical Society of New England. He holds a B.A., Ed.M. and Ed.D. from Harvard University and is a former Community Fellow in the Department of Urban Studies and Planning at MIT.

DAY 2 AGENDA

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| 8:30 a.m. | Breakfast Gymnasium |
| 9–9:15 a.m. | Welcome Gymnasium BHCC AANAPISI Leadership Team |
| 9:15–10:30 a.m. | Introduction Maria Puente, Ph.D. AANAPISI Faculty Project Director and Professor of Behavioral Sciences Keynote Speaker Peter Nien-chu Kiang, Ed.D. |
| 11:15 a.m.–3 p.m. | Concurrent Field Studies |
| 1 p.m. | Lunch On-site |

NOTE: All participants will depart from BHCC, and travel to field locations as a group. Participants should wear comfortable walking shoes and bring a water bottle. Finally, participants are asked to monitor the weather. If rain threatens, please bring an umbrella.

FIELD STUDIES

18th & 19th Century Women Creating Spaces of Power:
The Museum of African American History Explores the Lives of Harriet Jacobs, Harriet Tubman and Phillis Wheatley

A Taste of Roxbury: Experience the Cultures and Community Organizing in Roxbury Expressed Through Dialogue and Food

A Walk Through the Chelsea Community: Visiting and Learning about Community-based Responses to Gentrification

Land, Memory and the Power of Place—Unravelling the “Master” Narrative of Colonial New England in Deer Island

Historic Chinatown Tours: Chinese Historical Society Tours of Chinatown and the Pao Arts Center

Immigrant Bundle-Making Workshop: Leavings and Belongings—Chinatown

Explore Afro-Latinx Youth Experiences in Boston’s Hyde Square Neighborhood and Latin Quarter District

Experience LGBTQ Boston—Walking Tour of the Boston Pride Route

Think Through Art: Exploring Visual Thinking Strategies (VTS) at The Isabella Stewart Gardner Museum

Talking About the Muslim Identity in the U.S. and Connecting With The Islamic Society of Boston Cultural Center

Visit the Chinese Burial Grounds in Boston’s Mount Hope Cemetery, Forest Hills and Jamaica Plain

DAY 3

Power and Place by Design

Day 3 of the CECW Institute is focused on designing teaching, learning and work spaces that consider power and place. Examples of the ways in which faculty and staff are enacting equity-minded principles, valuing cultural wealth, engaging in team building and leadership development will be highlighted. Inquiry-based activities and showcases are designed to engage participants in two questions: What do we know about building equitable and inclusive teaching, learning and working environments? What more do we need to know to deepen our practice?



KEYNOTE SPEAKER

Yolanda Sealey-Ruiz, Ph.D.

Yolanda Sealey-Ruiz, Ph.D., is an associate professor of English Education at Teachers College (TC), Columbia University. Her research interests include racial literacy development, black and Latinx male students, Black girl literacies, black female college reentry and culturally responsive pedagogy. At TC she is founder and faculty sponsor of the Racial Literacy Roundtables Series, where for 10 years, national scholars, doctoral, pre-service and in-service master's students and young people in schools facilitate informal conversations around race and other issues of diversity in schools and society. Sealey-Ruiz is also a co-founder (with Laura Smith and Lalitha Vasudevan) of the Civic Participation Project at TC, a multi-disciplinary project that focuses on the well-being of youth involved in the foster care and juvenile justice systems. She is the recipient of the American Educational Research Association's (AERA) 2018 Revolutionary Mentor Award, and the 2016 AERA Mid-Career Award in Teacher and Teacher Education.



Robin M. Chandler, Ph.D.

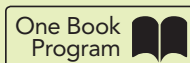
Robin M. Chandler, Ph.D., has published and exhibited her work extensively since 1978 with a focus on social movements, arts and culture leadership, gender equality, post and neo-colonial studies, arts and culture, and race and cultural competency in nations undergoing rapid social, political and economic change. A social scientist and gender specialist, Chandler's research in international development is focused on the inclusion of girls and women in leadership by overcoming the crisis of gender-based violence. Globally-seasoned as an artist-in-residence in France, the U.S. and South Africa, her multimedia work was featured in a solo exhibition in the fall of 2018 at Bunker Hill Community College and she served as a curator of "Revolutionary Moments II" in the spring of 2019 as part of her residency.



DAY 3 AGENDA

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| 8:30–9 a.m. | Breakfast Gymnasium Welcome Gymnasium One Book Announcement Alison Ruch <i>Professor of English</i> |
| 9:15–10:30 a.m. | Introduction Lloyd Sheldon Johnson, Ph.D. <i>Professor of Behavioral Sciences</i> Keynote Speaker Yolander Sealy-Ruiz, Ph.D. |
| 10:45 a.m.–12 p.m. | Concurrent Workshops |
| 12–1:15 p.m. | Lunch and Plenary Address Gymnasium Introduction Emmanuela Maurice <i>Professor, English Department</i> Plenary Speaker Robin M. Chandler, Ph.D. <i>2018–2019 BHCC Inaugural Artist Scholar in Residence</i> The Boxes We Live In |
| 1:30–2:45 p.m. | Power and Place Teaching, Learning and Student Development Showcase |
| 3–3:30 p.m. | Closing Celebration Gymnasium Mourning and The Last Night Council Fire of the WE Robin M. Chandler, Ph.D. Drum Circle Performance With Poet Voices |





The One Book program engages our College community in a dialogue about a common text that addresses a current issue. Students, faculty and staff share the experience of reading a text and examining its effects upon our community.

The title of the 2019-2020 One Book is *If They Come For Us: Poems* by Fatimah Asghar.

From a co-creator of the Emmy-nominated web series *Brown Girls* comes an imaginative, soulful debut poetry collection that captures the experiences of being a young Pakistani Muslim woman in contemporary

America. Orphaned as a child, Fatimah Asghar grapples with coming of age and navigating questions of sexuality and race without the guidance of a mother or father. These poems at once bear anguish, joy, vulnerability and compassion, while also exploring the many facets of violence: how it persists within us, how it is inherited across generations and how it manifests itself in our relationships. In experimental forms and language both lyrical and raw, Asghar seamlessly braids together marginalized people's histories with her own understanding of identity, place and belonging. Her work centers on complicates and celebrates queer, Muslim, and South Asian identities, histories and experiences.

DAY 3 WORKSHOPS

10:45 a.m.–12 p.m.

Building Collaborations and Engagement in Chinatown Boston: The Classroom as Community and the Community as Classroom

Jacqueline Kerstner, Maria Kathleen Puente and Jennifer Valdez, Room E450

This panel presentation brings together BHCC faculty and video excerpts from interviews with three Boston Chinatown's community-based organizations (CBOs)—the Chinatown Historical Society of New England, Asian American Civic Association (AACA) and the Pao Arts Center—to share their process of developing collaborative relationships with one another. Faculty will highlight how they are enriching their course curricula by developing lessons and activities that engage students with the historical, cultural and artistic assets of Boston's Chinatown community while Chinatown CBO partners will share their own takeaways on the benefits of working with BHCC faculty and students.

Building the Impossible College

Regie Gibson, Room E421

This workshop will engage participants in poetically imagining a new college—one in which classrooms, support centers, student spaces and administrative offices are grounded in a framework of equity and cultural wealth. What does this new college look like, feel like and sound like? What is happening in these poetically

reimagined college spaces that can inform our thinking and our practice?

Creating an Atmosphere of Belonging

Craig Mathers and Guy Ben-Aharon, Room E419

The first section of this workshop will be on its feet. Participants will be asked to experientially explore exercises from the Michael Chekhov performance approach. These gentle movement exercises will build a sense of ensemble and engage the group imagination in exploring the creation of "atmosphere." Participants will then be invited to speak from (and inhabit) an atmosphere for the 2nd section of the workshop, exploring questions of what it means to create an atmosphere of belonging.

Finding the Ideal Internship Candidate: Moving Beyond Self-Selection

Austin Gilliland, Room G138

A recent review of the Internships and Career Development department revealed it was serving a very narrow group of students through its paid internship programs. When asked, most of these students identified that they came to the internship office because they felt they were qualified for a paid internship. As part of the review, we asked: "What about those students who weren't self-selecting as qualified candidates?" In this session, we will question what it means to be an "ideal candidate" from career development and industry lenses, and share how the

department has adopted individualized recruitment practices that align to academic course outcomes and student experience. We will also share initial data about changes in the demographics of participants in paid internships after the adoption of new recruitment practices.

How We Try in America: BHCC and UMB Student Voices on Their Chinese Diasporic Experience and Navigating U.S. Higher Education: A Moderated Discussion by Faculty and Students from BHCC and UMass Boston

Aurora Bautista and Shirley Tang Student Panel from BHCC and UMass Boston, Room D219

This presentation will be a moderated presentation of BHCC and UMB students who are part of the recent Chinese Diaspora. Students will share their experiences with learning all about American culture and navigating higher education in the United States. Faculty from both colleges will present and contextualize student work vis-a-vis their approaches to developing culturally responsive approaches to teaching and learning.

Identifying and Addressing Inequities: Asset-Based Approach to Data Analysis, Policy Reform and Student Communication

Liya Escalera, Room E230

Using the recent revision of the BHCC Academic Standing Policy as a case study, participants will explore ways in which equity-minded frameworks and

asset-based communications can help us to discover inequities, remove barriers and support student success.

Reflecting on Best Practices: The "Power" of Place-based and Project-based Approaches of Learning for Dual Enrollment and Early College Educators

Carlos Maynard, Room G140

Understanding that there are various best practices in both curriculum and co-curriculum design that can benefit dual enroll and early college students, this breakout session will explore some of these best practices employed by faculty and introduce examples of place-based and/or project-based learning and teaching approaches that embrace an equity-minded practice or a cultural wealth framework.

Student Showcase and Fishbowl Discussion by Local Global Learning Faculty Fellows in Asian American Studies

Mizuho Arai and Lindsay Naggie, Room G227

This student showcase and fishbowl discussion brings together BHCC students enrolled in Asian American Infused courses and Local Global Learning Faculty Fellows in Asian American Studies. The session will begin with a walk through to view student work in the showcase. This will be followed by a fishbowl style discussion in which faculty will share their experiences in designing their activities and students can share the process of creating their work.

"Teaching to Transgress": Uncovering and Reclaiming Subjugated Knowledge

Marisol Negron, Room D213

This workshop proceeds from the position that critical approaches to race, gender and sexuality are central to engaged pedagogy, what Bell Hooks characterizes in her book *Teaching to Transgress* as a praxis that centers self-actualization and pedagogical approaches that engage students as producers of alternative forms of knowledge both within and beyond the classroom. Participants in this workshop will work through a classroom activity wherein teachers and students analyze a primary source, unpack its literal and symbolic meanings and produce alternative understandings of race, gender and

national identity. The goal is two-fold: first, to demonstrate, as Chandra Mohanty writes, the ways in which "uncovering and reclaiming subjugated knowledge is one way to lay claims to alternative histories" and second, that these knowledges, as Mohanty goes on to write, "need to be understood and defined pedagogically, as questions of strategy and practice as well as of scholarship, in order to transform educational institutions radically."

Vocation at the Center of the Curriculum

Nicola Blake, Mary Gatta and Niesha Ziehmke, Room G139

Guttman Community College is working intentionally to address the ways in which education is inextricably linked to career preparation, social mobility and equity. We will share our model of Ethnographies of Work (EOW). EOW is a required yearlong social science exploration of work and careers offered in the first year, which places students at the center of ethnographic explorations of New York City workplaces to better understand and exercise agency around their future paths. Two linked goals are central to the course: a deliberate and critical interrogation of the systemic inequities that can act as barriers to success, and building the capacity to use that knowledge to traverse the worlds of education and career. This workshop will include the course framework and best practices, along with an active fieldwork experience.

12–1:15 p.m.

The Boxes We Live in

Robin Chandler, Gymnasium

This address concerns the way identity and democratization processes are often at odds in society and higher education due to long-held practices of race, class and privilege. Reflecting on her experiences in the social sciences, humanities and arts in higher education and international development, Chandler's remarks will begin with why fair play, equity and a welcoming workplace facilitate a more democratic and level-playing field for learning. Parts II and III will situate this Inaugural Residency as an example of how interdisciplinary encounters in teaching and learning can create empowering exchanges between faculty, staff and students for a racism-and sexism-free environment

1:30–2:45 p.m.

Power and Place Teaching, Learning and Student Development Showcase Gymnasium

This showcase will highlight examples of CECW curricular and co-curricular integration at BHCC as a result of the College's Cultural Institutes and the 2018 CECW Institute, Dismantling Power and Privilege in Higher Education. Participants will have the opportunity to engage with BHCC faculty and staff to learn about curricular/co-curricular design, implementation and assessment and to review sample syllabi, assignments, classroom activities and student development programming models from across the College.



BIOGRAPHIES OF FACILITATORS, PERFORMERS AND FIELD STUDY PARTNERS

Asian American Studies Program at UMass Boston

Since 2012, the long-term academic/community partner of BHCC in the areas of local Asian American community histories, Asian American Studies pedagogy and curriculum design, and AANAPISI-centered research and development is the Asian American Studies Program at UMass Boston.

Peter Nien-chu Kiang, Ed.D., is Professor and Director of the Asian American Studies Program in the School for Global Inclusion and Social Development (SGISD) at the University of Massachusetts Boston where he has taught since 1987. Kiang's research, teaching and advocacy in both K-12 and higher education with Asian American immigrant/refugee students and communities have been supported by the National Academy of Education, the National Endowment for the Humanities, the Massachusetts Teachers Association, the Massachusetts Association for Bilingual Education and others. Since 2010, he has been co-principal investigator and lead proposal writer for three five-year grants totaling \$5.25M from the U.S. Department of Education for UMass Boston's Asian American Native American Pacific Islander Serving Institution (AANAPISI) program. Within the university, he has received both the Chancellor's Distinguished Teaching Award and Distinguished Service Award. Nationally, he received the Distinguished Scholar Award from the American Educational Research Association's Special Interest Group: Research on the Education of Asian and Pacific Americans in 2013 and the Lifetime Achievement Award from the National Association for Asian American Studies in 2014. Kiang served for six years as chair of the Massachusetts Advisory Committee for the U.S. Commission on Civil Rights and eight years as co-president of the Chinese Historical Society of New England. He holds a B.A., Ed.M. and Ed.D. from Harvard University and is a former Community Fellow in the Department of Urban Studies and Planning at MIT.

Shirley Suet-ling Tang, Ph.D., is an associate professor of Asian American Studies in the School for Global Inclusion and Social Development at the University of Massachusetts Boston. She is a national leader in developing a model of curricular and pedagogical innovation for digital storytelling in Asian American Studies. She has led research projects focusing on local immigrant and refugee communities and has roughly two

dozen publications in print. Tang is co-principal investigator for UMB's current five-year, \$1.75 million Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant through 2021. She received the Chancellor's Award for Distinguished Teaching at UMB in 2016, and was the first woman of color to achieve this honor in the university's history. In Spring 2019, she taught an advanced-level Asian American Studies course on Chinese Diaspora and AANAPISI Leadership. Tang holds a PhD in American Studies from SUNY Buffalo and a B.A. degree in English with Honors from Chinese University of Hong Kong.

Phitsamay Sychitkokhong Uy, Ed.D., is associate professor in the College of Education and co-director of the Center for Asian American Studies at University of Massachusetts-Lowell. She has over 20 years of teaching experience ranging from kindergarten to doctoral programs. Dr. Uy has also worked as a diversity trainer for the Anti-Defamation League, professional development facilitator for school districts, community organizer and research, and evaluation consultant for colleges and universities. She is the current associate editor of *Journal of Southeast Asian American Education and Advancement*. Her research focuses on immigrant and refugee students' experiences, especially in Southeast Asian American communities.

Guy Ben-Aharon

Guy Ben-Aharon is a cultural entrepreneur and stage director committed to contemporary, international voices. Ben-Aharon has worked on over 50 plays in translation since 2010 through Israeli Stage, Goethe-Institut, Austrian Cultural Forum, Alliance Française and swissnex, and over 50 academic and community center partners that have presented the programs in the U.S., Canada, Israel and the UK. He is a member of the ROI Global Entrepreneurs Community (Schusterman Family Foundation), a 2013 Theatertreffen International Forum Fellow (Berlin, Germany) and 2015 AdR Fellow (University of Cambridge, UK). Ben-Aharon holds a bachelor's degree from Emerson College.

BHCC Equity Working Group

The BHCC Equity Work Group (EWG) was convened in the Spring of 2018 and charged with two main goals: to reimagine the role of the Chief Equity, Diversity and Inclusion Officer at the College; and, to design a process and select a survey instrument to assess the culture and climate of BHCC.

Nicola Blake, Ph.D.

Nicola Blake, Ph.D., is an associate professor of English at Guttman Community College of the City University of New York, where she has served as faculty advisor to the povost, special advisor to the provost for faculty Development and Mentoring, and liberal arts and sciences coordinator. Currently, Dr. Blake acts as interim dean of Faculty Affairs. Prior to joining the founding faculty at Guttman, Dr. Blake taught at Rutgers University, New Brunswick and The City College of New York, (CUNY) for over 10 years. At CUNY, she was Director of the Samuel Rudin Academic Resource Center and led numerous presidential initiatives on student success. She was awarded the prestigious and highly competitive American Council on Education (ACE) Fellowship for 2016-2017. As an ACE Fellow, she focused on student success initiatives, strategic planning and community partnerships.

Terri Lynne Carrington

Celebrating 40 years in music, three-time GRAMMY® winning drummer/producer/composer Terri Lynne Carrington started her professional career in Massachusetts at 10 years old when she became the youngest person to receive a union card in Boston. After studying under a full scholarship at Berklee College of Music, Carrington went on to a celebrated career in music, including a GRAMMY®-nominated debut CD on Verve Forecast, "Life Story," and GRAMMY® winning albums, "The Mosaic Project" (2011) and "Money Jungle: Provocative in Blue" (2013). In 2003, Carrington received an honorary doctorate from Berklee College of Music and was appointed professor at the college in 2005, where she currently serves as founder and artistic director for the Berklee Institute of Jazz and Gender Justice. She also serves as artistic director for Berklee's Summer Jazz Workshop, co-curator for BAMS Fest and co-artistic director of The Carr Center, Detroit, Michigan.

Robin Chandler, Ph.D.

Robin M. Chandler, Ph.D., has published and exhibited her work extensively since 1978 with a focus on social movements, arts and culture leadership, gender equality, post and neo-colonial studies, arts and culture, and race and cultural competency in nations undergoing rapid social, political and economic change. A social scientist and gender specialist, Chandler's research in international development is focused on the inclusion of girls and women in leadership by

overcoming the crisis of gender-based violence. Globally-seasoned as an artist-in-residence in France, the U.S. and South Africa, her multimedia work was featured in a solo exhibition in the fall of 2018 at Bunker Hill Community College and she served as a curator of "Revolutionary Moments II" in the spring of 2019 as part of her residency.

Richard T. Chu, Ph.D.

Richard T. Chu is a Five-College associate professor of history at the University of Massachusetts, Amherst. He is the author of *Chinese and Chinese Mestizos of Manila: Family, Identity, and Culture 1860s-1930s* (E.J. Brill, 2010; Anvil 2012) and other publications focusing on the history of the Chinese in the Philippines and Asian Americans. He teaches courses on the history of the Chinese diaspora, Philippines, U.S. Empire in the Pacific and Asian/Pacific/America. Recently, Dr. Chu received the Community Hero Award from the Commonwealth of Massachusetts Asian American Commission for his efforts in creating collaborative projects between UMass, the Five Colleges Consortium, the cities of Springfield and Amherst and the various Asian American (particularly the Bhutanese, Vietnamese, Cambodian and Filipino) communities of Western Massachusetts.

Duane de Four

Duane de Four is an educator, media critic and activist with more than 20 years of experience developing strategic initiatives, policies and curricula as well as facilitating discussions focused on issues such as sexual and dating violence prevention, masculinity, privilege, power, accountability and sexual health. As a speaker and educator, de Four has led such discussions with middle school, high school and incarcerated youth and with adults in colleges and universities across the United States, as well as the NFL, NBA, NHL, MLB and NASCAR, all branches of the U.S. Military, and rape prevention programs in Nairobi, Kenya. He has also provided expert witness testimony in legislative hearings and domestic violence related cases. De Four is currently working toward a Ph.D. in higher education at UMass Boston while teaching at Bunker Hill Community College and Merrimack College. He serves as a member of the MA Governor's Council on SA/DV and the board of directors at the Boston Area Rape Crisis Center (BARCC).

Pamela A. Ellis, Esq.

Pam Ellis is a member of the Nipmuc Tribe in Massachusetts and holds an A.B. from Dartmouth College and J.D. and Certificate in Indian Law from the Arizona State University College of Law where she was a Yates Fellow. She was admitted to the practice of law in Massachusetts in 2001 and was a member of the Mohegan Tribal Bar from 2001 to 2004. She has served as a member of the Hassanamisco Nipmuc Indian Council and the Nipmuc Nation Council, and currently serves on the Natick Nipmuc Indian Council as Tribal Historian and Genealogist. She has served as an Advisory Board member to the Massachusetts Center for Native American Awareness and as a member of the Board of Directors of Nipmuc Naushaonk, Inc. For the past eighteen years, she has served as an organizer of the Deer Island Memorial which honors the memory of the ancestors who were forcibly removed from their homelands and imprisoned on Deer Island in Boston Harbor during the resistance known as "King Philip's War."

Rhina Espailat

Rhina P. Espailat has published 12 full-length books and three chapbooks, most recently a poetry collection titled *And After All*. Her work, which comprises poetry, essays and short stories in both English and her native Spanish, and translations from and into both languages, appears in numerous journals, anthologies and websites. She has received many national and international awards, including the Richard Wilbur Award; the Nemerov Prize; the Eliot Prize; several annual awards from the New England Poetry Club, the Poetry Society of America and the Frost Foundation; various honors from the Dominican Republic's Ministry of Culture, and a Lifetime Achievement in the Arts Award from Salem State College. A founding member of the Melopoeia trio, Espailat performs with poet Alfred Nicol and guitarist John Tavano, as well as with the quintet known as The Diminished Prophets.

L'Merchie Frazier

L'Merchie Frazier has served for 15 years as director of Education and Interpretation for the Museum of African American History, Boston/Nantucket, where she highlights the Museum's collection and develops place-based education and interdisciplinary history programs, projects and lectures. A visual artist, performance artist, educator and activist, Frazier has served the artistic community for more than 20 years as an award-winning national and international visual and performance artist and poet, with

residencies in Brazil, Taiwan, France, Costa Rica and Cuba. She is a member of Women of Color Quilter's Network, a City of Boston AIR artist, resident artist at South End Technology Center and MIT FabLab in Boston and a member of Boston Seaport's Cross Cultural Collective. She recently collaborated with the Office of Women's Advancement and Office of Recovery Services to increase resources and awareness of women who are recovering from substance abuse through a multi-disciplinary and public fiber art project titled "When Women Succeed: The Quilted Path." Her fiber works serve to document history and memory, and often include innovative technology. Her works are included in the permanent collections of the Museum of Art and Design, Smithsonian Institution and the White House.

Gastón Institute for Latino Community Development and Public Policy

The Maurico Gastón Institute for Latino Community Development and Public Policy informs policymakers about issues vital to the state's growing Latino community and provides the information and analysis necessary for effective participation in public policy development. Since it was established at UMass Boston in 1989, the Institute has consistently documented the Latino experience in Massachusetts through research and publications directed at policymakers, scholarly audiences and Latino community leaders and institutions. For the past three years, the Gastón Institute has collaborated with Bunker Hill Community College and Chelsea High School on the Latinx Student Success Initiative to create a more seamless pathway from high school to baccalaureate grounded in culturally inclusive content and pedagogy.

Mary Gatta, Ph.D.

Mary Gatta, Ph.D., joined the faculty as an associate professor of Sociology at Stella and Charles Guttman Community College at CUNY in August 2015. Prior to her appointment at CUNY, Gatta served as a senior scholar at Wider Opportunities for Women in Washington DC, director of Gender and Workforce Policy at the Center for Women and Work, and Assistant Professor of Labor Studies at Rutgers University. In addition, she recently served on New Jersey Governor Phil Murphy's Labor and Workforce Development Transition Team. At Guttman, Gatta teaches social science courses and serves as the faculty coordinator of *Ethnographies of Work*, a key component of Guttman's First Year Experience. The unique aspect of this course and her leadership role is

ensuring that career education and information is embedded within the academic curriculum to better ensure student success at college and beyond.

Regie Gibson

Literary performer, actor and educator, Regie Gibson, has lectured and performed in the U.S., Cuba and Europe. Representing the U.S., Gibson competed for and received both the Absolute Poetry Award in Monfalcone, Italy, and the Europa en Versi Award in LaGuardia di Como, Italy. He's received the Walker Scholarship for Poetry from the Provincetown Fine Arts Work Center, a Mass Cultural Council Award, the Lexington Education Foundation Grant for poetry, a YMCA Writer's Fellowship and the Brother Thomas Fellowship from The Boston Foundation. He's served as a consultant for both the National Endowment for the Arts "How Art Works" initiative and the "Mere Distinction of Color" exhibit at James Madison's Montpelier. Gibbon's work been published in *Poetry Magazine*, *Harvard's Divinity Magazine* and *The Iowa Poet*, among others and is the current Poet-in Residence at Cary Memorial Library.

Shaun Harper, Ph.D.

Shaun R. Harper, Ph.D., is a nationally recognized scholar for his research on race, gender and other dimensions of equity in an array of organizational contexts, including K-12 schools, colleges and universities and corporations. Harper is currently Provost Professor in the Rossier School of Education and the Marshall School of Business at the University of Southern California (USC). He also is the Clifford and Betty Allen Chair in Urban Leadership, founder and executive director of the USC Race and Equity Center, president-elect of the American Educational Research Association and a past president of the Association for the Study of Higher Education. Harper has published over 100 peer reviewed journal articles and other academic publications, and Johns Hopkins University Press is publishing his 13th book, *Race Matters in College*. Harper spent a decade at the University of Pennsylvania faculty, where he was a tenured full professor and founding executive director of the Center for the Study of Race and Equity in Education.

Larry Spotted Crow Mann

Larry Spotted Crow Mann is a member of the Nipmuc Tribe of Massachusetts. He is an

award-winning writer, poet, cultural educator, traditional story teller, tribal drummer/dancer and motivational speaker involving youth sobriety, cultural and environmental awareness. Within that work: Mann is also a curriculum developer partnered with the Massachusetts Dept. Public Health/Bureau of Substance, UMASS Boston and an Alliance of Native American leaders. This group has worked together for over six years to develop a multifaceted curriculum that emphasizes the ancient wisdom of Native American culture and wisdom for the prevention of drug and alcohol abuse in middle school children. In addition, Mann travels throughout the United States, Canada and parts of Europe to schools, colleges, pow wows and other organizations sharing the music, culture and history of Nipmuc people.

Craig Mathers

Craig Mathers is currently an associate professor of Performing Arts at Emerson College where he teaches Chekhov and Stanislavsky based approaches as well as Shakespeare text. He is also a faculty member of the Michael Chekhov Association and the Michael Chekhov Hudson School as well as a visiting faculty member of Michael Chekhov Europe in Groznan, Croatia. Mathers has taught acting, both contemporary and classical, at The American Academy of Dramatic Arts and at NYU's Cap 21. He studied under Stanford Meisner at the Neighborhood Playhouse and received his MFA from Yale Drama School. Mathers has also trained at Shakespeare and Company and is a designated Linklater teacher. He has an ongoing relationship with Teatro Argos in Havana, Cuba, teaching the Michael Chekhov training for actors there and will present at the Instituto Superiore de Arte's (ISA) Internatonal Theater Conference next March in Havana.

Debra Spears Moorehead

Deborah Spears Moorehead is an internationally known Native American, visual, and performing artist, author, cultural bearer, educational consultant and song writer. She holds a Bachelors of Fine Arts from Swain School of Design and a Master in Arts in Cultural Sustainability from Goucher College. She is a member of the Seaconke, Pokanoket, Wampanoag Tribal Nation, and descends from the "aka Thanksgiving Indians" Chief Sachem Massasoit, who befriended the Pilgrims in Plymouth, Massachusetts, in 1621, and saved their lives through their first winter. Moorehead is also

Narragansett, Pequot, Mohegan and Nipmuc. Her works' focus is the contemporary cultural existence of the Eastern Woodland Native American community who still live in traditional ways. Her work also serves to assert and validate the identity of the past, present, and future generations of the Eastern Woodland Tribal Nations. Her business is called Painted Arrow Studio, Talking Water Productions where she exhibits art, designs fragrances, Native clothing, and teaches drawing, painting and jewelry. In 2014, she authored the book *Finding Balance: The Genealogy of Massasoit's People and Oral and Written History of the Seaconke Pokanoket Wampanoag Tribal Nation*. Her book dispels many biases and stereotypes regarding Native American culture and history and offers a Wampanoag perspective on America's history. Moorehead holds a Bachelor of Fine Arts from Swain School of Design and a Master of Arts in Cultural Sustainability from Goucher College.

Marisol Negrón, Ph.D.

Marisol Negrón, Ph.D., is an Assistant Professor of American Studies and Latinx Studies at UMass Boston, where she is also affiliated with Women's, Gender, and Sexuality Studies and is core faculty in the Transnational, Cultural, and Community Studies graduate program in critical ethnic studies. Her research and teaching interests are grounded in critical race and feminist theoretical frameworks and approaches. Professor Negrón's areas of specialization include Latino literary and cultural studies, Puerto Rican Cultural Studies, culture and commodification, popular music, copyright culture, diasporic identity formation and language and linguistics. Her current research examines how cultural products such as music transmit collective memories and social identities across generations of Puerto Ricans in the United States.

Lyssa Palu-ay, Ph.D.

Lyssa Palu-ay is dean of the Office of Justice, Equity and Transformation (JET) at the Massachusetts College of Art and Design. JET is focused on achieving systemic equity related to access, opportunity and dignity at MassArt through the areas of transformative learning and teaching, pathways to art and design education, and retention and mentoring. Her scholarship and research interests include the history of institutes of art and design, critical race theory, and experiences of students of color in art and design education.

Luis Paredes, Ph.D.

Luis F. Paredes, Ph.D., is the director of the Office of Institutional Diversity at Bridgewater State University. His work is centered on diversity and inclusion best practices with a demonstrated history of working in the higher education industry, having particular skill in establishing rapport with people from diverse backgrounds. Paredes is an active educator, consultant and resourceful trainer of diversity and inclusion competencies to support initiatives and structural organization. He provides leadership in diversity programming to the entire campus community and thereby advances the university's mission and values. Dr. Paredes was the director of Diversity and Inclusion at Stetson University, where he provided leadership to, and advanced campus diversity and inclusion efforts. Before that, Dr. Paredes served as a Senior Academic Advisor at the University at Albany, SUNY. In Spring 2017, he was a visiting residency artist at Duke University's Dance Program. His scholarship focuses on identity development, dance performance as narrative, and race theory and thought. In addition to leading the Office of Institutional Diversity, he is a visiting assistant professor for the School of Social Work, and, trains student mentors for community service learning. Dr. Paredes has taught courses focusing on diversity, race, ethnicity, sexism, immigration, Latin American, Caribbean, and U.S. Latino studies, dance theory and Spanish. He received his Ph.D. from the University at Albany, SUNY in Interdisciplinary Cultural, Area and Ethnic Studies.

Lorna Rivera, Ph.D.

Lorna Rivera, Ph.D., is the director of the Gastón Institute for Latino Community Development and Public Policy and an associate professor of Latino Studies at UMass Boston. Dr. Rivera is the daughter of Puerto Rican immigrants and has worked as a bilingual teacher in the Chicago Public Schools and a GED teacher in Roxbury. Dr. Rivera's research focuses on Latino communities, women's health disparities and educational inequalities. She wrote the award-winning book, *Laboring to Learn: Women's Literacy and Poverty in the Post-welfare Era* (University of Illinois Press, 2008).

Since 2001, Dr. Rivera has been a faculty mentor for the Latino Leadership Opportunity Program (LLOP) sponsored by the Gastón Institute and was a former LLOP participant (class of 1991). Her recent research and writing focuses on the experiences of Puerto Rican women cancer survivors and environmental justice activists in Vieques, Puerto Rico.

Carolyn Rubin, Ph.D.

Carolyn L. Rubin, Ph.D., is a social scientist trained in theories of racial and ethnic inequality, immigration, community development and qualitative methods. Her research agenda focuses on using collaborative community research partnerships to address health disparities in underserved communities in Boston. She has led community-based participatory research projects related to Asian women's health and also developed research capacity-building programs for community partners. Currently, she is co-investigator on two community-engaged projects, one with the Asian Community Development Corporation that looks at the impact of stable housing on health outcomes, and the second with the Boston Chinatown Neighborhood that looks at the role of arts and culture in promoting social cohesion and social networks. Dr. Rubin also directs the ADAPT Coalition, (Addressing disparities in Asian populations through translational research), a project of the Tufts Clinical and Translational Science Institute. The ADAPT Coalition focuses on strengthening the capacity of Tufts researchers and Chinatown community partners to use community engaged research approaches to address Asian American health disparities. Her work as a researcher and teacher is informed by 20 years of experience working as a community builder with the Asian American and Pacific Islander communities in various cities around the US. She grew up in San Francisco, California.

Ana Solano-Campos, Ph.D.

Ana Solano-Campos, Ph.D., is a Spanish-English bilingual with a background in applied linguistics and multicultural education. She taught English as a Foreign Language (EFL) and English as a Second Language (ESL) for many years in culturally and linguistically diverse classrooms in Costa Rica and the United States. She is now assistant professor in the College of Education and Human Development at the University of Massachusetts, Boston. Dr. Solano-Campos is interested in improving the education of bilingual and multilingual immigrant and refugee students around the world. Her research focuses on sociolinguistics and education in contexts of high migration.

Fabián Torres-Ardila, Ph.D.

Fabián Torres-Ardila holds a Ph.D., in Mathematics from Boston University. He has experience designing teacher preparation curriculum to increase mathematics teachers' support to English Language Learners within the mathematics classroom. Currently, he is the

associate director of the Mauricio Gastón Institute for Latino Community Development and Public Policy at the University of Massachusetts-Boston. As associate director, he draws on the strength and resources of the University of Massachusetts Boston to support the development of research focused on the Latino community across the state. At the institute, Dr. Torres-Ardila conducts research that examines the current issues facing our communities, such as Latino participation in the STEM pipeline and socio-linguistic factors in K-12 education. As part of the institute's team, Dr. Torres-Ardila diligently works to ensure that the institute supports the development of Latino community leadership through partnerships with local groups.

Cynthia Woo

Cynthia Woo has been the inaugural Pao Arts Center Director since Jan 2017. Cynthia holds a master in Art History from Tufts University with a certificate in Museum Studies. Before coming to BCNC, Cynthia worked at the Museum of Fine Arts, Boston Center for the Arts and LynnArts Inc.

Niesha Ziehmke, Ph.D.

In her current role as Associate Dean for Academic Programs and Planning, Dr. Ziehmke is leading efforts to build guided pathways in the majors by elevating the connections of the academic curriculum to transfer and career preparation, all through an equity lens. Dr. Ziehmke earned her Masters in Education from the New School and taught Spanish in a NYC public high school for six years. She then completed her Ph.D. in linguistics at the CUNY Graduate Center, with a focus on methods for teaching academic English to students who speak non-academic varieties of English. While working on her doctorate, she administered an Educational Psychology research program in Self-Regulated Learning (SRL). From 2009-2013, Niesha served as Director for First College Year Programs at Brooklyn College before taking on a position in Academic Affairs at LaGuardia Community College where she took on the challenge of improving student success and assessment across the institution. Throughout her career she has focused on finding systematic ways of improving equity and inclusion in each educational institution she has served.

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