



**BHCC CENTER FOR
EQUITY AND
CULTURAL
WEALTH**

Plot Twist

Disrupting False Narratives in Higher Education

CECW 2020 Virtual Institute
May 27–28, 2020

From politics to pandemics, the stories of the need for true equity and cultural wealth have been unfolding around us with constant twists and turns. The next chapter of this story will be impacted by our collective choices. This year's CECW Institute is an opportunity to begin crafting new narratives together through the disruptive power of hope.

Join us as we engage scholarship and practices that will help us define, critique and disrupt master narratives; access and leverage counter-narratives that empower all learners; and construct new narratives that will shape who we are and how we see our students and each other.

Plot Twist

Disrupting False Narratives in Higher Education

CECW 2020 Virtual Institute | May 27–28, 2020

Keynote Speakers



Laura I. Rendón, Ph.D.

Laura I. Rendón, Ph.D. is a nationally recognized teaching and learning theorist and thought leader. She is the author of the book, *Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation* (Stylus, 2009), as well as numerous publications focusing on student success and contemplative education.

A native of Laredo, Texas Rendón's passion is ensuring that the nation's educational system fosters success for all students, especially those who are low-income and first generation. Rendón developed "validation theory," an asset-based student success framework that has been employed to frame research studies and programmatic activities in two- and four-year colleges and universities.

Rendón is a Fellow of the Mind and Life Institute, a member of the Board of Directors of the John N Gardner Institute for Excellence in Undergraduate Education and former Fellow of the Fetzer Institute. In 2013 the Texas Diversity Council awarded Rendón the title of being one of the Most Powerful and Influential Women in Texas.



Jericho Brown, Ph.D.

Jericho Brown, Ph.D. is author of *The Tradition* (Copper Canyon 2019), for which he won the Pulitzer Prize. He is the recipient of fellowships from the Guggenheim Foundation, the Radcliffe Institute for Advanced Study at Harvard, and the National Endowment for the Arts, and he is the winner of the Whiting Award. Brown's first book, *Please* (New Issues 2008), won the American Book Award. His second book, *The New Testament* (Copper Canyon 2014), won the Anisfield-Wolf Book Award. His third collection, *The Tradition* won the Paterson Poetry Prize and was a finalist for the National Book Award and the National Book Critics Circle Award. His poems have appeared in *The Bennington Review*, *Buzzfeed*, *Fence*, *jubilat*, *The New Republic*, *The New York Times*, *The New Yorker*, *The Paris Review*, *TIME* magazine, and several volumes of *The Best American Poetry*. He is the director of the Creative Writing Program and a professor at Emory University.

Institute Guide



Joye Hardiman, Ph.D.

Joye Hardiman, Ph.D. Dr. W. Joye Hardiman is a brilliant conceptualizer, an inspirational speaker and gifted storyteller. She is an educator, scholar, cultural custodian and institution building. Her doctorate is in Ancient Egyptian Literary Studies and Urban Education. She is an Evergreen State College Emerita Faculty, a graduate of The Harvard University Management Development Program, and a Fulbright Scholar. She was the Executive Director of Evergreen State College Tacoma Campus, the Interim Director of the Washington Center for the Improvement in Higher Education and the Student /Scholar Coach for the Achieving the Dream – Community Colleges Count National conferences. She is currently the host of 'Let the Ancestors Speak' on the Ancestral Art Works You Tube Channel. She is a Black woman Higher Education Survivor.

Join Keynote 1



Keynote Speaker
Laura I. Rendón, Ph.D.

Webex

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Links to all Institute keynotes, sessions, and reflections can be found here:

<https://docs.google.com/document/d/1GeAlz5YLX4nx-H52FAxQDvNUFxnAAIfIX-uQ-07OTg18/edit>

#BHCCcecw

Day 1 Agenda: Grounding In Theory

9:30–9:45 a.m.

Meeting Opens/Guiding Questions

9:45–10:15 a.m.

Welcome

Lee Santos Silva, Director, Center for Equity and Cultural Wealth
Meghan Callaghan, Coordinator, Community Engagement
Pam Eddinger, Ph.D., President, Bunker Hill Community College
Joye Hardiman, Ph.D., Institute Guide

Refuge: A Suite with Voices, Spoken Word and Dance

Riikka Pietilainen-Caffrey, Associate Director, Performing Arts

10:15–11:15 a.m.

Keynote Introduction

Liya Escalera, Dean, Behavioral, Social Sciences and Global Learning

Keynote Speaker

Laura Rendón, Ph.D.

11:30 a.m.– 12:30 p.m.

Concurrent Sessions

1:30–2 p.m.

Reflection

Joye Hardiman, Ph.D.

5–6 p.m.

Suitcase Stories Front Row

Introduction

Jacqueline Kerstner, Professor, English Language Learning

Cheryl Hamilton, Suitcase Stories

Since the International Institute of New England (IINE) launched Suitcase Stories in 2017, more than 200 people from 67 countries have shared a personal story of refugee and immigrant life with audiences throughout New England. In addition to raising the profile of refugee and immigrant voices, Suitcase Stories fosters more inclusive environments at schools, companies, and within the broader community. In this interactive session, experience three Suitcase Stories performed by local residents and a live facilitated talk-back with the storytellers.

Join Keynote 2



Keynote Speaker
Jericho Brown

Webex

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Day 2 Agenda: Practice

9:30–9:45 a.m.

Meeting Opens/Guiding Questions

9:45–10:15 a.m.

Welcome

Lee Santos Silva, Director, Center for Equity and Cultural Wealth

One Book Announcement

Whitney Nelson, Associate Professor, English

L'Merchie Frazier, Director of Education, Museum of African American History

10:15–11:15 a.m.

Bystander Intervention Training to Stop Anti-Asian/American and Xenophobic Harassment

Hollaback! and Asian Americans Advancing Justice | AAJC virtual workshop: How you can intervene effectively as a bystander without compromising your safety. The one-hour, interactive training will teach you Hollaback!'s 5 D's of bystander intervention methodology including discussion about the types of disrespect that Asian and Asian American people are facing right now—from microaggressions to violence—using a tool called the “spectrum of disrespect;” ways to look for the positive impact that bystander intervention has on individuals and communities, and; talk through five strategies for intervention: distract, delegate, document, delay, and direct; and how to prioritize your safety while intervening. At the end of the training, there will be time to practice what you have learned, and you'll leave feeling more confident intervening the next time you see Anti-Asian and Asian American harassment online or in-person.

Introduction

Maria Puente, Professor, Behavioral Science

Bystander Training

Bessie Chan-Smitham, Emily May and Hollaback Facilitators

11:30 a.m.– 12:30 p.m.

Concurrent Sessions

12:30–12:40 p.m.

Break

12:40–1 p.m.

Memorial

1–2 p.m.

Poetry Reading and Discussion

Introduction

Emmanuela Maurice, Professor, English

Jericho Brown, Ph.D., Keynote Speaker

2:15 p.m.

Closing Reflections

Joye Hardiman



Day 1 Concurrent Sessions

...Headed North, but Arrived in Heaven

Host: Emmanuela Maurice

Presenter: Regie Gibson

Description: In this writing workshop based on themes evoked in Maddu Huacuja's painting "Jakelin headed north, but arrived in heaven"—we will use both structured and surrealist poetic exercises to explore the imagined spaces between myth, history, politics and art. You will need paper and a writing utensil.

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Outbreak Racism

Host: Maria Puente

Presenter: Shirley Tang

Description: AANAPISI students and low-income families have been particularly hard hit by COVID-19 but their voices and perspectives are few and far between in mainstream media coverage and current public dialogues. In mid-March 2020, UMass Boston's Asian American Studies Program created the "Outbreak Racism Stories Project" to enable students of color to document and share the effects of the global/local coronavirus outbreak in their everyday lives. This webinar highlights some of the many stories of AANAPISI students in the midst of the COVID-19 pandemic during Spring 2020. Writing prompts and visual mapping exercises will be provided to webinar participants who are interested in facilitating storytelling sessions with AANAPISI students at their own campuses and/or reflecting on their personal experiences after the webinar. Our co-production platform, Digital Storytelling in Asian American Studies, will be briefly referenced (Tang, 2020, 2017).

URL: <https://communityinclusion.zoom.us/j/95251218922?pwd=ZHV1OXlpUDBaNFJqLy9OTitRUDZpUT09>

Meeting ID: 952 5121 8922

Password: 080321

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Meeting ID: 952 5121 8922

Find your local number: <https://communityinclusion.zoom.us/u/a3DlvKGui>



Inspiring our Hybrid Selves –Working to Infuse Cultural Wealth in our Approaches to Digital Equity

Host and Presenter: Danielle Leek

Description: Technology encourages us to see the world as a series of circuits—a collection of people who have tech skills, or don't, people who can access the Internet or cannot, or those with resources and those without. To challenge this perspective, we first take a cultural wealth approach to map our circles of technology inspiration. Have a piece of paper and writing utensil (or your thinking cap!) ready. Next, participants are invited to explore how digital technologies shape our stereotypes of what to expect from ourselves, and others in our communities. We conclude with a call to resist the narratives that give technology power to control our world and ourselves.

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The Impact of Covid-19 on Black and Brown Communities and Students

Host: Melissa Colon

Presenters: Tony Clark, Melissa Colon, Lloyd Sheldon Johnson, Carlos Maynard and Lorna Rivera

Description: Over the past four or more weeks, it has become clear to some that Black and Brown Communities and students are highly impacted by COVID-19. Although racial and ethnic data has not been reported on every major city, there is reported data that highlight the communities that have been greatly impacted to date. The purpose of this discussion is to make the invisible visible and strive towards equity in knowledge to inform our practices.

Please join us in this discussion as we explore the following questions: What do we know from reported data of COVID-19 cases nationally and locally? What is the impact on Black and Latinx communities based on the data that has been reported? What are the implications of this data for BHCC students and the communities we serve? What can we do to increase equity in our policies, procedures, and practices to better serve our students and our BHCC community?

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A Virtual Conversation with Three Participating Artists from the Exhibition Things Left Unsaid: Women Artists Share Work about the Body, Memory and Pain

Host: Proshot Kalami

Presenters: Maddu Huacuja, Niloufar Keyhani and Jacqueline Quinn

Description: *“Each piece in “Things Left Unsaid” represents an act of courage. The nine artists in this multimedia, multi-dimensional exhibit have made visible something that is often minimized, silenced or erased from a woman’s life – pain, sexual desire, illness, body image, faith, and the longing for a better life.”*

Join the facilitated discussion with three visual artists from the BHCC exhibition Things Left Unsaid--Maddu Huacuja, Niloufar Keyhani, and Jacqueline Quinn--as they each discuss their featured work, its connections to equity and cultural wealth, and how they as artists are responding to the Covid-19 pandemic. Participants will be emailed WebEx link, along with a digital copy of the exhibition program in order to view the individual works of art, each artists’ personal statement, as well as guiding questions and reflections designed to further engage with the exhibition.

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Panel on Workplace Narratives

Host: Meghan Callaghan

Presenters: Janelle Heidemann, Meghan Callaghan, Sasha Johnson, Mark Popeney, Isaias Sarmiento and R. Arlene Vallie

Description: We see the effects of master narratives within work culture through career jargon like “at any cost” or “only care about the dollar” or in feeling like you are a cog in a wheel; only then are you a success at your job. How do different approaches to work disrupt dominant work culture? How are we at BHCC, continuing or planning to use high impact, culturally responsive, equity-minded principles within remote work and learning environments? Hear from faculty, professional staff and administrators share their approaches to work that disrupt workplace narratives, and how going remote has impacted their ability to employ these disruptive within their work.highlights.

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Healing Pedagogies

Host: Nuri Chandler-Smith

Presenter: Robin Chandler, Ph.D.

Description: This session is a critical self-reflection for administrators, faculty, and staff. (AFS) They are the triumvirate of healing power between themselves, the CC world, and the wider world of work in the U.S. The mission of higher education concerns not only the teaching and learning of students, but also the teaching and learning capacity of AFS. We will explore and consult about what needs to change, how new narratives can heal, how master narratives can be dismantled and how crisis-driven moments in history are both a curse and a blessing. Please be prepared to take notes.

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Day 2 Concurrent Sessions

Jumpstart Your Engines Poetry Workshop with Jericho Brown

Host: Emmanuela Maurice

Presenter: Jericho Brown, Ph.D.

Description: In this workshop, Jericho Brown helps participants generate new work through a set of unconventional exercises that keep our ears open and our fingers moving. Participants will focus on how to begin composing a poem/poetic reflection that responds to systemic inequities and/or to our current environment that helps us rethink current narratives. The workshop engenders new ideas about writing, and as there is a profound relationship between reading poetry and writing it, participants read, discuss, and even recite the work of several poets whose examples might lead us to a further honing of our craft.

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Grading for Equity

Host: Jenne Powers

Presenters: Paul Kasili, Elizabeth Miller, Wissal Nouchrif
and Jenne Powers

Description: Teaching during the COVID-19 pandemic has presented numerous challenges, none so vexing as grading. How has the experience of grading during the pandemic challenged our fundamental beliefs about grading? How can an equity-minded lens inform our approach to grading in the context of COVID-19 and beyond? In this session, participants will learn more about equitable grading practices with a focus on those presented in Joe Feldman's book *Grading for Equity*. Faculty members will present case studies from their courses for discussion and reflect on their experiences implementing grading for equity. Participants will also explore opportunities to further engage in practices that mitigate the effects of bias and inequity on grades.

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Stories of HOPE: Exploring Perspectives of Black and Latino Males to Rethink Equity in Education

Host: Evans Erius

Presenters: Evans Erius and Carlos Maynard

Description: The HOPE initiative is designed to examine and eliminate the social, institutional and academic barriers that often prevent Black and Latino Males from achieving their full potential at BHCC and beyond. An integral part of securing student perspective for the program has been the Dialogue Series, aimed at gathering input from Black and Latino Males about their experiences and needs at BHCC.

In this workshop, participants will have the opportunity to explore the ideas of mattering and education through the lens and stories of participants in the HOPE Initiative, with hopes of reframing and reimagining the pre-existing narratives with an asset-based and equity-minded perspective.

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Meeting password: CECW2020

Covid-19 Disruptors: The Story of Chelsea, MA

Host: Isaias Sarmiento

Presenters: Zaida Ismatul Oliva, Maria Belen Power, Damali Vidot Rosa and Dean Xerras, M.D.

Description: Chelsea, MA is currently the epicenter of the COVID-19 pandemic fostering the perfect storm for this virus to spread rapidly and widely. The long-term inequities and environmental injustices facing this 1.8 square miles city have exacerbated the impact of COVID-19 among its residents, businesses and community as a whole. But Chelsea will not go down without a fight. During this panel discussion, we will hear from community leaders and medical experts about the concerted efforts and rapid responses that have allowed the City of Chelsea to disrupt the master narrative and instead bring a story of hope and resilience.

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Meeting password: CECW2020



Blurring the Binary: Disrupting False Transgender Narratives

Host: Riikka Pietilainen-Caffrey

Presenter: Melanie Stapleton

Description: When it comes to transgender individuals, misinformation is rampant. Too often, members of the general public rely on the false narratives presented in the media or from secondhand sources. These narratives can twist our view of trans people and affect their ultimate treatment. In this session, Melanie Stapleton will guide participants through some of the trans community's lexicon, share narratives from the trans person's point of view, and help participants understand the transgender experience better. Participants will leave knowing how best to communicate with trans people, and how to make small, but crucial changes to their educational environment to ensure a safe and equitable learning experience.

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

Host: Lee Santos Silva

Presenter: Larry Spotted Crow Mann

Description: This workshop will cover the above topics which will be centered on the book, *The Mourning Road to Thanksgiving*. This novel gives a candid look at the effects of a colonial narrative in education, history and how that has played out to the disadvantage of Indigenous Peoples.

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Biographies

Jericho Brown, Ph.D.

Jericho Brown is the author of three collections of poetry: *The Tradition* (2019), a finalist for the 2019 National Book Award and the winner of the 2020 Pulitzer Prize for Poetry; *The New Testament* (Copper Canyon 2014), won the Anisfield-Wolf Book Award and was named one of the best of the year by *Library Journal*, *Coldfront*, and the Academy of American Poets; and *Please* (New Issues, 2008), which won the 2009 American Book Award.

The *New York Times Book Review* notes his most recent collection *The Tradition*: "In Brown's poems, the body at risk — the infected body, the abused body, the black body, the body in eros — is most vulnerable to the cruelty of the world. But even in their most searing moments, these poems are resilient out of necessity, faithful to their account of survival, when survival is the hardest task of all: "So the Bible says, in the beginning, / Blackness. I am alive."

About *Please*, Terrance Hayes wrote, "This is the poetry of bloodship: the meaning of family, of love, of sexuality; the resonances of pain and the possibilities of redemption." Of *The New Testament*, Craig Morgan Teicher said, in an NPR interview, "What's most remarkable in these poems is that, while they never stop speaking through gritted teeth, never quite make the choice between hope and fear, they are always beautiful, full of a music that is a cross between the sinuous sentences of Carl Phillips, the forceful descriptions of Mark Doty, and hip rhythms of Terrance Hayes. They show Brown to be a part of a new guard of black and gay writers... unwilling in their writing to confine their identities. These poems offer an unlikely kind of hope: Brown's ambivalence is evidence of a fragile belief in the possibility of change, of the will

that makes change possible." And as Claudia Rankine simply puts it, Jericho Brown's poems offer their readers a window into his "devastating genius."

Brown is the recipient of the Whiting Writers Award and fellowships from the John Simon Guggenheim Foundation, the National Endowment for the Arts, the Radcliffe Institute at Harvard University, the Bread Loaf Writers' Conference, and the Krakow Poetry Seminar in Poland; he was a finalist for the Lambda Literary Award, the Thom Gunn Award, and the Hurston Wright Poetry Prize. His poems have appeared in *The Nation*, *The New Yorker*, *The New Republic*, and *The Best American Poetry*.

Jericho Brown grew up in Louisiana and worked as a speechwriter for the Mayor of New Orleans before earning his Ph.D. in Literature and Creative Writing from the University of Houston. He also holds an MFA in Creative Writing from the University of New Orleans and graduated magna cum laude from Dillard University. He is an associate professor and the director of the Creative Writing Program at Emory University in Atlanta.

Robin Chandler, Ph.D.

Respected globally as a thought leader, elder, mentor, social scientist, author and gender specialist, Chandler's research in international development is focused on the inclusion of girls and women in leadership by overcoming the on-going global crisis of gender-based violence. An interdisciplinary scholar, Chandler was the Inaugural 2018-19 Distinguished Artist-Scholar in Residence at BHCC and is an Emeritus Professor at Northeastern University where she taught for 30 years. Chandler, founder of CARAVAN for International Culture®, is a Fulbright Scholar, Fulbright Specialist and was an National Science Foundation grant

recipient. She is currently the founder of R M Chandler Consultants specializing in organizational curriculum design and e-learning, promoting servant leadership, transformational change, cultural identity, and social justice practice.

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.

Bessie Chan-Smitham

Bessie Chan-Smitham is the Assistant Director of Community Engagement at Asian Americans Advancing Justice | AAJC where she is responsible for

developing and implementing strategy for field outreach and advocacy initiatives and public education efforts. Prior to joining Advancing Justice | AAJC, Bessie served as a Senior Advisor in Communications and Engagement in President Barack Obama's White House Initiative on Asian Americans and Pacific Islanders. Bessie graduated from Georgetown University with a major in Government, minor in Chinese, and Asian Studies Certificate and received the 2012 Commitment to Diversity Award for Outstanding Senior. She is a member of the Center for American Progress's Leadership Institute.

Regie Gibson

Literary performer and educator, Regie Gibson, has lectured and performed in the U.S., Europe and Cuba. He's served as consultant for both the National Endowment for the Arts and "The Mere Distinction of Color" at James Madison's Montpelier. He has received a Massachusetts Cultural Council Award, is a Brother Thomas Fellow and is Co-creator of the Shakespeare Time-Traveling Speakeasy: A multi-media performance focusing on the influence of William Shakespeare.

Cheryl Hamilton

Cheryl Hamilton is the creator and curator of Suitcase Stories, a signature program of the International Institute of New England that raises the profile of refugees and immigrants while strengthening community through the art of storytelling. Suitcase Stories features foreign-and U.S.-born residents sharing powerful and inspiring stories of refugee and immigrant life. Featured nationally on PBS, Suitcase Stories exposes the complexity of immigrant experiences through personal narrative. Part of the proceeds support critical programming for local refugees and immigrants.

Maddu Huacuja

"I have been making art since I was an adolescent. I attended art schools, starting with the Art Student's League

in NYC; later, Bezalel in Jerusalem and Avni Institute of Art and Design in Tel Aviv; and, finally I studied and received my BFA at the Mason Gross School of Art at Rutgers University, where my mentor and thesis advisor was Leon Golub. I have created a large body of work over the years, and much of it speaks to our extended communities and to my Mexican roots. I created installations for Day Without Art, AIDS, spoke at forums and created work on First Nations in Seattle and Olympia, WA. During the summer, 2016, I created murals on electrical boxes for "Grove Hall in Color," in my neighborhood, Roxbury, and participated in painting the Student Center mural at Northeastern University. My most recent work has focused on migrants and refugees, humans and others, including a solo exhibition Open the Way at The Mary L. Fifield Art Gallery."

Niloufar Keyhani

My work as a visual artist has long centered around pain and hope. My subjects draw from my personal experience, both as a child in war-torn Iran and as an adult who has survived cancer. War was a constant and integral part of my life in Iran. During most of my childhood, my country was at war with Iraq. What I did experience were gray days, constant fear and dark bomb shelters where I huddled with my family to escape the relentless bombing. My memories of this painful time continue to greatly influence my work and my first printmaking series focused on war and its effects on women and children. I was also greatly influenced by the work of German artist Käthe Kollwitz (1867-1945). Getting and beating cancer added a new dimension to my art - that of hope and survival. This is demonstrated in my series "Point to Point", where I used mixed media in a collage format as a sort of puzzle in search of the one correct solution - the rebirth at the end of the process. While the creation of art is cathartic for me personally, my hope is that it can also provide solace

and comfort to observers who have suffered in their own lives.

Lorna Rivera, Ph.D.

Dr. Lorna Rivera is the director of the Gaston Institute for Latino Community Development & Public Policy, and an associate professor of Women's/Gender Studies and Latino Studies at the University of Massachusetts Boston. Since 2015, Dr. Rivera has been working with Bunker Hill Community College and Chelsea High School on the Latino Student Success Initiative funded by the MA Department of Higher Education. Currently, Dr. Rivera serves on the Board of Directors for the Hyde Square Task Force in Jamaica Plain, as well as the Advisory Board of the Talented & Gifted (TAG) Latino Programs and ALERTA programs funded by the Boston Public Schools.

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.

Emily May

Emily May is the co-founder and Executive Director of Hollaback! and an international leader in the movement

to end harassment—in all its forms. Under her leadership, the organization has scaled to over 20 cities in 14 countries, and launched *HeartMob*, Hollaback!'s platform designed to support people being harassed online, *StandUp for Street Harassment* in partnership with L'Oreal Paris with a mission to train 1 million people globally in bystander intervention, and *The People's Supper*, a collaboration to designed to bring people together to repair the fissures in our relationships, heal, and bridge difference. Emily's awards for her leadership include the TEDCity 2.0 Prize.

Maria Belen Power

Growing up in a bicultural family in Nicaragua, the second poorest country in the western hemisphere in the aftermath of a revolution, coupled with her work as an organizer in migrant communities has informed her understanding of social justice and the need for systemic change. Maria Belen brings over 15 years of experience in organizing with undocumented immigrants, day laborers, and public housing tenants. This experience has deepened her understanding of economic, social and environmental issues. Maria Belen oversees GreenRoots' environmental justice campaigns and supports the work of the organizing team. She represents GreenRoots in the Green Justice Coalition of the Greater Boston Area as well as national movements for environmental and climate justice. Maria Belen was awarded the Neighborhood Fellowship and completed her Masters Degree in Public Policy at Tufts University's Urban and Environmental Policy and Planning Department. Prior to that, she successfully completed a yearlong certificate program in Nonprofit Management and Leadership with the Institute for Non-profit Management and Leadership at Boston University. Maria Belen serves on the Board of Directors of the Student Immigrant Movement.

Jacqueline Quinn

Jacqueline Quinn is a fashion designer born in Dublin, Ireland, who moved to New York City 25 years ago. Jacqueline's alma mater is the Grafton Academy of Fashion Design in Dublin, and she is currently studying to get her Master's in Fashion and Fine Arts. Diverse in her background both creatively and artistically, Jacqueline has been the head designer for DKNY dresses and was most recently the creative director and designer for Betsey Johnson. She is currently designing her own collection, "Jackie." Jacqueline cites the iconic Jackie Kennedy as a major style influence and is working on a book outlining Jackie Kennedy's fabrications and fashion influences.

Laura Rendón, Ph.D.

Laura I. Rendón is Professor Emerita at the University of Texas-San Antonio. She is also an educational consultant and featured speaker at over 100 higher education institutions and conferences throughout the nation. Her presentations focus on topics such as student success, Latinx STEM students, and sensing/thinking deep learning experiences, as well as self-care and healing.

A native of Laredo, Texas Rendón's passion is ensuring that the nation's educational system fosters success for all students, especially those who are low-income and first generation. Rendón developed "validation theory," an asset-based student success framework that has been employed to frame research studies and programmatic activities in two- and four-year colleges and universities.

Rendón is also a teaching and learning theorist and thought leader. She is the author of the book, *Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation* (Stylus, 2009), as well as numerous publications focusing on student success and contemplative education.

She is a Fellow of the Mind and Life Institute, a member of the Board of Directors of the John N Gardner Institute for Excellence in Undergraduate Education and former Fellow of the Fetzer Institute. In 2013 the Texas Diversity Council awarded Rendón the title of being one of the Most Powerful and Influential Women in Texas.

Rendón's personal archives are a part of the Nettie Lee Benson Latin American Collection at the University of Texas-Austin, one of the premier libraries in the world focused on Latin America and Latinx Studies.

Rendón is co-editor of three books released in 2017-18: *The Latino Student Guide to STEM Careers*; *New Directions in Hispanic College Student Assessment and Academic Preparation*; *Hispanic College Students Move Forward: Policies, Planning and Progress in Promoting Access*.

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.

Melanie Stapleton

A native of Plano, Texas, Ms. Melanie Stapleton holds a Bachelor of Music Education from Louisiana State University, where she minored in English. During her time at LSU, she served as President of Spectrum, the on-campus organization for LGBTQ+ students and their allies. Additionally, she assisted in the founding of Louisiana Trans Advocates, a statewide non-profit organization. She will complete her Master of Music Education from the University of North Texas in June 2020, where her primary research focus is on social justice, advocacy, and inclusion in the choral ensemble. Her website, *Blurring the Binary* (www.blurringthebinary.com) is a widely shared in-depth resource designed to help music educators teach transgender students in the music classroom. Ms. Stapleton began her career teaching elementary and choral music in the Houston area. She now serves as the Director of Choral Studies at Meyerland Performing and Visual Arts Middle School in Houston ISD.

Shirley Tang

Dr. Shirley Suet-ling Tang is Associate Professor of Asian American Studies in the School for Global Inclusion and Social Development and College of Education & Human Development. Shirley is a national leader in developing a model of curricular innovation for digital storytelling in Asian American Studies, pedagogies of wholeness, and AANAPISI-centered knowledge production. She has more than two dozen publications in print and received the Chancellor's Award for Distinguished Teaching at UMass Boston in 2016. She is a co-Principal Investigator for UMass Boston's current fiveyear AANAPISI Part F grant, and brings nearly 20 years of experience with digital storytelling in higher education institutions and community organizations to the webinar.



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*Instructional Designer, Academic Innovation
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