Power and Place

Valuing Cultural Wealth to Advance Equity in Higher Education

May 28–30, 2019
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

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)
During the 2018–2019 academic year, BHCC’s Equity Working Group (EWG) engaged in a deep discussion 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 present 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.

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 (SLOs) 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.

Conversing with My Students: A workshop to engage in a dialogue about how to communicate more effectively with students.

CECW Assessment Fellows, Room G138

This workshop will provide the opportunity for participants to share their experiences and insights on how to engage in meaningful conversations with students about their learning and academic goals. Participants will be encouraged to reflect on their own communication styles and strategies for building effective relationships with students.

Dismantling a Colonial Narrative in Land, Education and History: and Exploring 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 history, and how and they have played out to the disadvantage of Indigenous Peoples.

Exploring Equity and Cultural Wealth

Lisa Escolar 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 in 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 with educators and support learning environments where all students can thrive. The 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

Loi Carlisle-McCord and Lyssa Palayu, Room G139

This workshop challenges participants to consider critical questions regarding the ways in which higher education curricula and pedagogies respond to and combat institutional and ethnic inequities. This workshop considers findings from two empirical research studies that are grounded in critical race theoretical frameworks. The first workshop examines how a Eurocentric curriculum and pedagogy shape student learning experiences for students of color enrolled in a college of arts and design. The second study investigates how the socially constructed belief systems of faculty teaching developmental English in two community colleges impact their pedagogical practices. A group discussion 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

Amandha Colligan and Fabian Torres-Arrella, Room G140

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

Arleene Valls, 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 work to develop an approach to intervene in deeper understanding of the pathways and barriers to success that exist within the academy, 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.

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 even recognize 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.

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

A team of BHCC Assessment Fellows will engage participants in an assessment activity using the CECW student learning outcomes, rubrics and criteria to engage in student work. By putting the assessment materials into practice through a morning and evening exercise, we 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.

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

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

In November 2017, BHCC President Pam Edding and Provost Jim Cairrr met with a group of BHCC faculty and staff to discuss current efforts to support males of color on campus and in the greater Braintree community, review best practices and high-impact practices, and brainstorm action steps for expanding and deepening our work to prepare leaders in high-demand fields.

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

A team of BHCC Assessment Fellows will engage participants in an assessment activity using the CECW student learning outcomes, rubrics and criteria to engage in student work. By putting the assessment materials into practice through a morning and evening exercise, we 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 Indigenous

Pam Ellis, Room G140

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 a cycle of American removal and isolation throughout the United States. American Indian educational institutions and policies have historically 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 usage of partnerships with colleges and universities to establish programs that support the entry and success of their tribal citizen and to encourage study in areas where tribal populations may be underserved.
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 skyrocketing rent prices, displacing immigrant low-income residents and resulting in an influx of young professionals. Recent scholarship has characterized the emerging 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 Espaillat, 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 Yoosa’s (2003) 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.

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 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 Asian 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**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 a.m.</td>
<td>Breakfast</td>
<td>Gymnasium</td>
</tr>
<tr>
<td>9–9:15 a.m.</td>
<td>Welcome</td>
<td>Gymnasium</td>
</tr>
<tr>
<td>9:15 –10:30 a.m.</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keynote Speaker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maria Puente, Ph.D.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AANAPISI Faculty Project Director and Professor of Behavioral Sciences</td>
<td></td>
</tr>
<tr>
<td>11:15 a.m.–3 p.m.</td>
<td>Concurrent Field Studies</td>
<td></td>
</tr>
<tr>
<td>1 p.m.</td>
<td>Lunch</td>
<td>On-site</td>
</tr>
</tbody>
</table>

**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**


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-Latina 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
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 Sealy-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. Sealey-Ruiz 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 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 Puentes 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) in the Chinatown Historical Society of New England, Asian American Civic Association (AACA) and the Asian 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 that capture the experiences of being a young Pakistani Muslim woman in contemporary America. Orphaned as a child, Fatimah Aghar grapples with coming of age and navigating questions of sexuality and race without the guidance of a mother or father. These poems at once bare 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, Aghar seamlessly bridges together marginalized people’s histories with her own understanding of identity, place and belonging. Her work centers on complicities and celebrates queer, Muslim, and South Asian identities, histories and experiences.

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 D217
This presentation will include the course Student Panel from BHCC and UMass Boston, Room D217. Students enrolled in Asian American Infused courses for the past four semesters were asked to present the course content to faculty and staff to learn about curricular/co-curricular 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 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
Mizuo 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 teaching and learning can create empowering exchanges and engage students as producers of knowledge, as qualified candidates? In this session, 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.

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. Bell Hooks characterizes her book Teaching to Transgress as a praxis that centers 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
Gutmann 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 demonstration 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 art in higher education and international development, Chandler will work with students to unpack how play, equity and a welcoming workplace facilitate a more democratic and level-playing field for learning. Part II and III will articulate this inaugural Residency as an example of how interdisciplinary encounters in teaching and learning can create meaningful engagement 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 CBO-curricular and co-curricular integration at BHCC as a result of the College’s Cultural Institutes and the 2018 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.
Asian American Studies pedagogy and local Asian American community histories, and has roughly two 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 recipient of color to achieve this honor at her alma mater, the University of Hong Kong. In Spring 2019, she taught an advanced level Asian American Studies course on Chinese immigration and AAPI Leadership. Tang holds a PhD in Asian American Studies from SUNY Buffalo and a B.A. degree in English with Honors from Columbia University.

Ph thats a Sylakah Kong Kong, 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-Deafness League, professional development facilitator for school districts, community organizer and researcher, 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. Dr. Uy has a bachelor's degree from Emerson College.

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, Asian Cultural Forum, Alliance Française, and over 50 academic and community center partners that have presented his translations in the U.S., Canada, Israel and the UK. He is a member of the ROI Global Entrepreneurs, is a full professor of Arts at Savannah College of Art and Design, and the director of Berklee's Institute of Jazz. Ben-Aharon has worked as founder and artistic director for the Berklee Institute of Jazz and Culture. He received a 2013 fellowship and a residency at the University of Minnesota as a Fulbright Scholar in 2013. He has also worked as the Massachusetts Governor's Arts Fellow and a member of the Massachusetts Advisory Committee for the Arts. Ben-Aharon has served as the Massachusetts Community Arts Fellow at the Massachusetts Cultural Council, a position he held from 2013 to 2016.

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 Officer and Inclusion Officer at the College, and, in collaboration with the BHCC staff and the Student Equity Council, to create a space for the College to engage in the process of assessing the culture and climate of BHCC.

Nicola Blake, Ph.D., is an associate professor of English at Guttman Community College of the City University of New York, where she has been teaching since 2012. She has been named a special advisor to the provost for faculty Development and Mentoring, and liberal arts and community engagement. She serves as a chair of the Cultural and Community Engagement Committee at BHCC, and as an 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 a member of the Samuel Rudin Academic Resource Center and led numerous preservice and inservice faculty development initiatives. She has been awarded the prestigious and highly competitive American Council on Education (ACE) Fellowship in 2016-2017. As an ACE Fellow, she focused on student success initiatives, strategic planning and community partnerships.

Tyreanna Carrington has been a professional educator and student activist for over 30 years. She currently serves as the Senior Director of Diversity, Equity, and Inclusion at Berklee College of Music. Carrington went on to be a celebrated career in music, including a GRAMMY®-nominated debut CD on CDV Forefront Records, a research fellow at the Institute for International Human Rights and Arts, the “Mosaic Project” (2011) and “Money Jungle: Provocative in Blue” (2013). In 2011, she received an honorary doctorate from Berklee College of Music and was appointed professor of the college in 2015, where she has worked as founder and artistic director for the Berklee Institute of Jazz and Culture. Carrington went on to be a celebrated career in music, including a GRAMMY®-nominated debut CD on CDV Forefront Records, a research fellow at the Institute for International Human Rights and Arts, the “Mosaic Project” (2011) and “Money Jungle: Provocative in Blue” (2013). In 2011, she received an honorary doctorate from Berklee College of Music and was appointed professor of the college in 2015, where she has worked as founder and artistic director for the Berklee Institute of Jazz and Culture.

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, Asian Cultural Forum, Alliance Française, and over 50 academic and community center partners that have presented his translations in the U.S., Canada, Israel and the UK. He is a member of the ROI Global Entrepreneurs, is a full professor of Arts at Savannah College of Art and Design, and the director of Berklee's Institute of Jazz. Ben-Aharon has worked as founder and artistic director for the Berklee Institute of Jazz and Culture. He received a 2013 fellowship and a residency at the University of Minnesota as a Fulbright Scholar in 2013. He has also worked as the Massachusetts Governor's Arts Fellow and a member of the Massachusetts Advisory Committee for the Arts. Ben-Aharon has served as the Massachusetts Community Arts Fellow at the Massachusetts Cultural Council, a position he held from 2013 to 2016.

L’Merchie Frazier has served for 15 years as director of Education and Interpretation for the Museum of African American History, Boston. She is a member of the Museum's Board of Directors and chairs the Education and Interpretation Committee. Frazier serves as a member of the MA Governor's Council on SA&D and the board of directors at the Boston Area Rape Crisis Center (BHARC).

Pamela A. Ellis, Esq. is a nationally recognized community leader, artist,emaker and social work. She is a member of Women of Color Quilter's Network, a City of Boston artist, resident artist at South End Technology Cluster, and co-founder and a member of Boston's African American Quilters. She has served as a member of the Massachusetts Indian Council and the Njum Indian Nation, and currently serves on the Nantucket Indian, Njum, and as a member of the Board of Directors of Njum Njavakhi, Inc. For the past eighteen years, she has been the organ of the Overseas 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 Espilpall 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, appears in numerous journals, anthologies and websites. She has received many national and international awards and fellowships. In 2014, she received the Wilbur Award, the Nivmors Prize, the Elst Prize, seven more awards from the New England Poetry Council and many others. Her works have been translated into many languages, and she has served as a member of the Latin Arts Fund; many honors from the Dominican Republic’s Ministry of Culture. Espilpall serves as a member of the Board of Directors of Salem State College. A tenured associate professor of English at Salem State College, Espilpall performs with poet Adalfo Silva and guitarist John Tawon, as well as with the quintet known as The Diminished Prophets.

L'Merchie Frazier has served for 15 years as director of Education and Interpretation for the Museum of African American History, Boston. She is a member of the Museum's Board of Directors and chairs the Education and Interpretation Committee. Frazier serves as a member of the MA Governor's Council on SA&D and the board of directors at the Boston Area Rape Crisis Center (BHARC). She is a member of Women of Color Quilter's Network, a City of Boston artist, resident artist at South End Technology Cluster, and co-founder and a member of Boston's African American Quilters. She has served as a member of the Massachusetts Indian Council and the Njum Indian Nation, and currently serves on the Nantucket Indian, Njum, and as a member of the Board of Directors of Njum Njavakhi, Inc. For the past eighteen years, she has been the organ of the Overseas 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 Espilpall 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, appears in numerous journals, anthologies and websites. She has received many national and international awards and fellowships. In 2014, she received the Wilbur Award, the Nivmors Prize, the Elst Prize, seven more awards from the New England Poetry Council and many others. Her works have been translated into many languages, and she has served as a member of the Latin Arts Fund; many honors from the Dominican Republic’s Ministry of Culture. Espilpall serves as a member of the Board of Directors of Salem State College. A tenured associate professor of English at Salem State College, Espilpall performs with poet Adalfo Silva and guitarist John Tawon, as well as with the quintet known as The Diminished Prophets.

L’Merchie Frazier has served for 15 years as director of Education and Interpretation for the Museum of African American History, Boston. She is a member of the Museum's Board of Directors and chairs the Education and Interpretation Committee. Frazier serves as a member of the MA Governor's Council on SA&D and the board of directors at the Boston Area Rape Crisis Center (BHARC).

Pamela A. Ellis, Esq. is a nationally recognized community leader, artist,emaker and social work. She is a member of Women of Color Quilter's Network, a City of Boston artist, resident artist at South End Technology Cluster, and co-founder and a member of Boston's African American Quilters. She has served as a member of the Massachusetts Indian Council and the Njum Indian Nation, and currently serves on the Nantucket Indian, Njum, and as a member of the Board of Directors of Njum Njavakhi, Inc. For the past eighteen years, she has been the organ of the Overseas 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 Espilpall 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, appears in numerous journals, anthologies and websites. She has received many national and international awards and fellowships. In 2014, she received the Wilbur Award, the Nivmors Prize, the Elst Prize, seven more awards from the New England Poetry Council and many others. Her works have been translated into many languages, and she has served as a member of the Latin Arts Fund; many honors from the Dominican Republic’s Ministry of Culture. Espilpall serves as a member of the Board of Directors of Salem State College. A tenured associate professor of English at Salem State College, Espilpall performs with poet Adalfo Silva and guitarist John Tawon, as well as with the quintet known as The Diminished Prophets.
ensuring that career education and information is embedded within the academic curricular to better ensure student success at college and beyond.

Reggie Gibson

Leveraging former, actor, and educator, Reggie Gibson, has lectured and performed in the U.S., Cuba and Europe. Representing the G. Y. Gibson Foundation Grant for poetry and YWCA Writer’s Fellowship and the Brother Thomas Fellowship from The Boston Foundation. He served as a consultant for both the National Endowment for the Arts “How Art Works” initiative and the “Mere Art Works” initiative for the National Endowment for the Arts in Education.

Shaun Harper, Ph.D.

Shaun Harper, Ph.D. is a nationally recognized scholar for his research on race, gender, social inequality and dimensions of equity in an array of organizational contexts, including K-12 schools, colleges and universities and corporate settings. He is currently Provost Professor in the Rossier School of Education and the Marshall School of Business at the University of Southern California. Harper has also been the Clifford and Betty Allen Chair in the Arts and Humanities at the University of Pennsylvania, where he was a tenured full professor for a decade at the University of Pennsylvania and the Marshall School of Business at the University of Southern California. His work is centered on race and feminist theoretical frameworks and advances the university’s mission and values. To the entire campus community and thereby demonstrate history of working in the higher education industry, having particular skill in capacity-building programs for community partners. Currently, she is a 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 Foundation that looks at the role of arts and culture in promoting social cohesion and social networks.

Carolyn Rubin, Ph.D.

Carolyn 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, survey research and policy research to address health disparities in underserved communities in Boston. She has led community-based partnerships on addressing Asian women’s health and also developed research capacity-building programs for community partners. Currently, she is a 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 Foundation that looks at the role of arts and culture in promoting social cohesion and social networks.

Lyssa Palu-ay, Ph.D.

Lyssa Palu-ay, Ph.D. is a Post Doctoral Fellow at the Institute for Latino Community Development and Policy at the University of Massachusetts Boston. Dr. Palu-ay is the current director, he draws on the strengths and resources of the University of Massachusetts Boston to support the development of research focused on the Latino community across the state. In this role, Dr. Torres-Ardila conducts research that examines the current issues facing our communities, such as Latino participation in the STEM pipeline and sociolinguistic factors in K-12 education. As part of the initiative’s team, Dr. Torres-Ardila diligently works to ensure that the initiative supports the development of Latino community leadership through partnerships with local groups.

Nisha Ziehmke, Ph.D.

Nisha Ziehmke, Ph.D. is a Post Doctoral at LaGuardia College as Associate Dean for Academic Programs and Planning. Dr. Ziehmke is leading efforts to build guided pathways in the matriculation process of the academic curriculum to transfer and career pathways. Dr. Ziehmke earned her M.A. in Education from UMass Boston and her Ph.D. in English, with a focus on Renaissance drama, at City College of New York. Before coming to BCN, Cynthia worked at the Museum of Fine Arts, Boston Center for the Arts and Lynndale Inc.

Lyssa Palu-ay, Ph.D.

Lyssa Palu-ay, Ph.D. is a Post Doctoral Fellow at the Institute for Latino Community Development and Policy at the University of Massachusetts Boston. Dr. Palu-ay is the current director, he draws on the strengths and resources of the University of Massachusetts Boston to support the development of research focused on the Latino community across the state. In this role, Dr. Torres-Ardila conducts research that examines the current issues facing our communities, such as Latino participation in the STEM pipeline and sociolinguistic factors in K-12 education. As part of the initiative’s team, Dr. Torres-Ardila diligently works to ensure that the initiative supports the development of Latino community leadership through partnerships with local groups.

Carolin Rubín, Ph.D.

Carolin Rubín, Ph.D. is a Post Doctoral Fellow at the Institute for Latino Community Development and Policy at the University of Massachusetts Boston. Dr. Rubín is the current director, he draws on the strengths and resources of the University of Massachusetts Boston to support the development of research focused on the Latino community across the state. In this role, Dr. Torres-Ardila conducts research that examines the current issues facing our communities, such as Latino participation in the STEM pipeline and sociolinguistic factors in K-12 education. As part of the initiative’s team, Dr. Torres-Ardila diligently works to ensure that the initiative 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 BCN, Cynthia worked at the Museum of Fine Arts, Boston Center for the Arts and Lynndale Inc.

Nisha Ziehmke, Ph.D.

Nisha Ziehmke, Ph.D. is a Post Doctoral Fellow at the Institute for Latino Community Development and Policy at the University of Massachusetts Boston. Dr. Ziehmke is leading efforts to build guided pathways in the matriculation process of the academic curriculum to transfer and career pathways. Dr. Ziehmke earned her M.A. in Education from UMass Boston and her Ph.D. in English, with a focus on Renaissance drama, at City College of New York. Before coming to BCN, Cynthia worked at the Museum of Fine Arts, Boston Center for the Arts and Lynndale Inc.

Lyssa Palu-ay, Ph.D.

Lyssa Palu-ay, Ph.D. is a Post Doctoral Fellow at the Institute for Latino Community Development and Policy at the University of Massachusetts Boston. Dr. Palu-ay is the current director, he draws on the strengths and resources of the University of Massachusetts Boston to support the development of research focused on the Latino community across the state. In this role, Dr. Torres-Ardila conducts research that examines the current issues facing our communities, such as Latino participation in the STEM pipeline and sociolinguistic factors in K-12 education. As part of the initiative’s team, Dr. Torres-Ardila diligently works to ensure that the initiative supports the development of Latino community leadership through partnerships with local groups.

Carolin Rubín, Ph.D.

Carolin Rubín, Ph.D. is a Post Doctoral Fellow at the Institute for Latino Community Development and Policy at the University of Massachusetts Boston. Dr. Rubín is the current director, he draws on the strengths and resources of the University of Massachusetts Boston to support the development of research focused on the Latino community across the state. In this role, Dr. Torres-Ardila conducts research that examines the current issues facing our communities, such as Latino participation in the STEM pipeline and sociolinguistic factors in K-12 education. As part of the initiative’s team, Dr. Torres-Ardila diligently works to ensure that the initiative 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 BCN, Cynthia worked at the Museum of Fine Arts, Boston Center for the Arts and Lynndale Inc.

Lyssa Palu-ay, Ph.D.

Lyssa Palu-ay, Ph.D. is a Post Doctoral Fellow at the Institute for Latino Community Development and Policy at the University of Massachusetts Boston. Dr. Palu-ay is the current director, he draws on the strengths and resources of the University of Massachusetts Boston to support the development of research focused on the Latino community across the state. In this role, Dr. Torres-Ardila conducts research that examines the current issues facing our communities, such as Latino participation in the STEM pipeline and sociolinguistic factors in K-12 education. As part of the initiative’s team, Dr. Torres-Ardila diligently works to ensure that the initiative supports the development of Latino community leadership through partnerships with local groups.

Carolin Rubín, Ph.D.

Carolin Rubín, Ph.D. is a Post Doctoral Fellow at the Institute for Latino Community Development and Policy at the University of Massachusetts Boston. Dr. Rubín is the current director, he draws on the strengths and resources of the University of Massachusetts Boston to support the development of research focused on the Latino community across the state. In this role, Dr. Torres-Ardila conducts research that examines the current issues facing our communities, such as Latino participation in the STEM pipeline and sociolinguistic factors in K-12 education. As part of the initiative’s team, Dr. Torres-Ardila diligently works to ensure that the initiative 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 BCN, Cynthia worked at the Museum of Fine Arts, Boston Center for the Arts and Lynndale Inc.

Lyssa Palu-ay, Ph.D.

Lyssa Palu-ay, Ph.D. is a Post Doctoral Fellow at the Institute for Latino Community Development and Policy at the University of Massachusetts Boston. Dr. Palu-ay is the current director, he draws on the strengths and resources of the University of Massachusetts Boston to support the development of research focused on the Latino community across the state. In this role, Dr. Torres-Ardila conducts research that examines the current issues facing our communities, such as Latino participation in the STEM pipeline and sociolinguistic factors in K-12 education. As part of the initiative’s team, Dr. Torres-Ardila diligently works to ensure that the initiative 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 BCN, Cynthia worked at the Museum of Fine Arts, Boston Center for the Arts and Lynndale Inc.

Lyssa Palu-ay, Ph.D.

Lyssa Palu-ay, Ph.D. is a Post Doctoral Fellow at the Institute for Latino Community Development and Policy at the University of Massachusetts Boston. Dr. Palu-ay is the current director, he draws on the strengths and resources of the University of Massachusetts Boston to support the development of research focused on the Latino community across the state. In this role, Dr. Torres-Ardila conducts research that examines the current issues facing our communities, such as Latino participation in the STEM pipeline and sociolinguistic factors in K-12 education. As part of the initiative’s team, Dr. Torres-Ardila diligently works to ensure that the initiative 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 BCN, Cynthia worked at the Museum of Fine Arts, Boston Center for the Arts and Lynndale Inc.

Lyssa Palu-ay, Ph.D.

Lyssa Palu-ay, Ph.D. is a Post Doctoral Fellow at the Institute for Latino Community Development and Policy at the University of Massachusetts Boston. Dr. Palu-ay is the current director, he draws on the strengths and resources of the University of Massachusetts Boston to support the development of research focused on the Latino community across the state. In this role, Dr. Torres-Ardila conducts research that examines the current issues facing our communities, such as Latino participation in the STEM pipeline and sociolinguistic factors in K-12 education. As part of the initiative’s team, Dr. Torres-Ardila diligently works to ensure that the initiative supports the development of Latino community leadership through partnerships with local groups.
Center for Equity and Cultural Wealth
bhcc.edu/cecw
#bhcccecw

BHCC PRESENTERS
AT THE CECW INSTITUTE

Mizuo Arai, Ph.D.
Professor and Chair, Behavioral Science

Aurora Bautista, Ph.D.
Professor, Behavioral Science

Lori Catallozzi, Ph.D.
Dean, Humanities and Learning Communities

Amanda Colligan
Director of Institutional Research,
Institutional Effectiveness

Nuri Chandler-Smith
Dean, Academic Support and College Pathways

Evans Erilus
Educational Case Manager,
Boston Welcome Back Center

Liya Escalera
Dean, Behavioral, Social Sciences and Global Learning

Austin Gilliland
Assistant Dean, Science, Engineering and Mathematics and Professional Studies

Jacqueline Kerstner
Professor, ESL

Carlos Maynard
Associate Professor, Behavioral Science

Lindsay Naggie
Professor and Chairperson, ESL

Herman Perez-Sostre
9th–12th Grade Outreach Specialist,
TRIO Talent Search

Maria Kathleen Puente, Ph.D.
Professor, Behavioral Science and Faculty Program Director, AANAPISI

Agnes Simon
Associate Director, Grants Management

Jennifer Valdez
Associate Professor, ESL

R. Arlene Vallie
Associate Dean, Academic Affairs

CECW STEERING COMMITTEE
Clea Andreadis
Mizuo Arai
Aurora Bautista
Meghan Callaghan
Lori Catallozzi
Nuri Chandler-Smith
Evans Erilus
Liya Escalera
Christina Lambert
Emmanuela Maurice
Carlos Maynard
Jacqueline McMillion-Williams
Maria Puente
Carla Santamaria
Lee Santos Silva
Latasha Sarpy
R. Arlene Vallie

CECW INSTITUTE PLANNING
Rebecca Alleyne-Holtzcaw
Mizuo Arai
Aurora Bautista
Lori Catallozzi
Nuri Chandler-Smith
Keisa Davis
Evans Erilus
Liya Escalera
Elva Green
Lloyd Johnson
Emmanuela Maurice
Carlos Maynard
Jacqueline McMillion-Williams
Whitney Nelson
Tim Ogawa
Maria Puente
Carla Santamaria
Latasha Sarpy
R. Arlene Vallie
Kevin Wery
Karen Woo

CECW ASSESSMENT FELLOWS
Henry Allen Jr.
Aurora Bautista
Brandy Brooks
Meghan Callaghan
Lori Catallozzi
Yong Chen
Sasha Johnson
Katherine Lopez
Emmanuela Maurice
Carlos Maynard
Carla Santamaria
Lee Santos Silva
Isaia Sarmiento
Jennifer Valdez