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Jacqueline McMillian-Williams

Bunker Hill Community College
Equity and Cultural Wealth Institute

Dismantling Power and Privilege to Achieve Equity in Higher Education

May 22–24, 2018
collaborations by those committed to true social and institutional change. He received his Ph.D. in Educational Policy and Leadership Studies at the University of Iowa and under his direction and inclusive relationship model the White Privilege Conference has become one of the top national and international conferences for participants who want to move beyond dialogue and into action around issues of diversity, power, privilege and leadership. In 2014 Dr. Moore founded The Privilege Institute, which engages people in research, education, action and leadership through workshops, conferences, publications and collaborative partnerships and relationships. The non-profit umbrella organization now includes not only the White Privilege Conference but also a fully on-line peer reviewed journal, The Black Male Think Tank, “Understanding and Dismantling Privilege,” of which Dr. Moore is a founding editor, a Speakers Bureau for speaker connections, research opportunities for social justice and collaboration opportunities through outreach and service-learning.


Museum of African American History Boston/Nantucket

The Museum of African American History Boston/Nantucket is dedicated to preserving, conserving and accurately interpreting the contributions of African Americans in New England from the colonial period through the 19th century. Two of the museum’s most valuable assets, the African Meeting House and Abiel Smith School, were built in the early 1800s and are among the most important National Historic Landmarks. Located on Beacon Hill in what once was the heart of Boston’s 19th-century African American neighborhood, these buildings remain a showcase for community organizing and an enduring testimony to Black craftsmanship. During the 19th and 20th centuries, Boston’s free African American community led the nation in the movement to end slavery and to achieve equal rights. These remarkable patriots established businesses, founded organizations and created schools. Their houses of worship, homes, schools and Underground Railroad sites make up Boston’s Black Heritage Trail. **

Dr. Marisol Negrón

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

Dr. Lorna Rivera

Dr. Lorna Rivera is the Associate 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. 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 & 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 sponsored by the Gastón Institute and was a former LLOP participant (class of 1991). Rivera’s recent research and writing focuses on the experiences of Puerto Rican women cancer survivors and environmental justice activists in Vieques, Puerto Rico.

Enzo Silon Surin

Enzo Silon Surin, Haitian-born poet, educator, publisher and social advocate, is the author of the chapbooks, “A Letter from Boston” (2015) and “Higher Ground” (2006). He is a recipient of a Brother Thomas Fellowship from the Boston Foundation and is a PEN New England Celebrated New Voice in Poetry. Surin’s work gives voice to experiences that take place in what he calls “broken spaces” and has appeared in numerous local and national publications. Surin holds an MFA in Creative Writing from Lesley University and is an Associate Professor of English at Bunker Hill Community College and founding editor and publisher at Central Square Press.

Dr. Ana Solano-Campos

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

“*The Original Steppers of Boston* Steppin’ is a Lifestyle”

“The Original Steppers of Boston/Steppin’ is a Lifestyle” is a social dance club established in 2006 whose mission is to introduce and cultivate stepping into the Boston community. Weekly classes take place every Thursday evening at 6:30 p.m. in the Lena Park Community Center. The group also hosts two stepping sets per month on Saturday afternoons, one takes place at the Menino Arts Center, and the other at the Savin Hill Bar and Grille. An established and well-known master stepper from the city of Chicago comes to Boston on a quarterly basis to instruct and cultivate continued improvement of the dance. All are welcome.

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higher education administration program at UMass Boston. Dr. Gabbard holds a Bachelor’s Degree in English from Sonoma State University; a Master of Arts in Linguistics from The American University; and a Doctorate in Higher Education Administration from the University of Massachusetts, Boston. He served as fellow with the American Council of Education.

Gaston Institute for Latino Community Development and Public Policy

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

Dr. Patricia Krueger-Henney

Dr. Patricia Krueger-Henney’s research follows mixed method designs to examine educational policies in urban school systems. Moreover, through participatory action research she documents how young people perceive and experience social injustices produced and reproduced by current purposes of education. With her participatory and community-centered research, Patricia outlines how youth-centered visual narratives situate purposes of education as embodied and spatialized knowledges. Prior to joining the University of Massachusetts, Boston, Krueger-Henney was a faculty member of various teacher education programs and also taught social studies in New York City public schools.

Dr. Delia Cheung Hom

Delia Cheung Hom, Ed.D., identifies as a proud third-generation Asian American, a woman, a feminist, a wife and a mother. She currently serves at the Director of the Asian American Center at Northeastern University where her work focuses on engaging and supporting the Asian American student community as well as providing thought leadership around creating an inclusive campus environment. Hom has played a pivotal role in creating programming for students of color on campus, developing anti-oppression training and education programs for staff members and building communities of staff members of color at Northeastern University. Her research interests focus on the sense of belonging for students of color at traditionally white institutions and explore the intersections of identities including scholar, practitioner, researcher and mother. Delia is the proud mother of three children. She is the co-founder of the Asian American Women’s Political Initiative State House Fellowship and a past board chair of ASPIRE, an Asian American women’s organization.

Shaw Pong Liu

Violinist, erhu player and composer Shaw Pong Liu engages diverse communities through multidisciplinary collaborations, creative music and social justice dialogue. Her project Code Listen, which she started as City of Boston Artist-in-Residence in 2016, uses songwriting and performances to support healing and dialogue around violence, racism and police practice, in collaboration with the Boston Police Department, teen artists, family members surviving homicide and local musicians. Other projects include leading the song-sharing project Sing Home as Artist-in-Residence at the Pac-Arts Center in Boston’s Chinatown and composing music for “Conference of the Birds,” an international collaboration with dancers from eight countries based on the Persian literary masterwork by Attar. Liu performs with groups such as Silk Road Ensemble, Boston Modern Orchestra Project and Castle of Our Skins and her compositions have been commissioned by A Far Cry, Lores Ensemble and Anikaya Dance Theatre. She is a 2017–2018 Kennedy Center Citizen Artist Fellow.

José Mateo

Cuban-born Mateo is the recipient of the Massachusetts Cultural Council’s 2017–18 Commonwealth Award for Achievement—the state’s highest honor in the arts, sciences and humanities. He is the Founder and Artistic Director of José Mateo Ballet Theatre, one of America’s leading producers of new ballets, and the area’s most innovative school for quality ballet training, offering an innovative model for a high-quality academy with a humanistic approach to ballet training that fosters diversity and inclusion. Mateo is also widely respected for his civic contribution as innovator of community programs that broaden the reach of ballet and make dance an effective community building force.

Dr. Timothy Patrick McCarthy

Dr. McCarthy is an award-winning scholar, educator, activist and public servant. He holds a joint faculty appointment in Harvard University’s undergraduate honors program in History and Literature, the Graduate School of Education and the John F. Kennedy School of Government, where he is a Core Faculty and Director of Culture Change & Social Justice Initiatives at the Carr Center for Human Rights Policy. He is also the Stanley Paterson Professor of American History in the Boston College Courses in the Humanities in Dorchester, MA, a free college humanities course for low-income adults, and co-recipient of the 2015 National Humanities Medal. Dr. McCarthy graduated with honors in History and Literature from Harvard, and earned his M.A., M.Phil. and Ph.D. in History from Columbia University. In 2017, the Harvard Crimson selected him as one of Harvard’s “15 Professors of the Year.” A historian of politics and social movements, Dr. McCarthy is author or editor of five books from the New Press, including “Stonewall’s Children: Living Queer History in the Age of Liberation, Loss, and Love,” forthcoming in 2019. A respected leader in the LGBTQ+ community, Dr. McCarthy was a founding member of Barack Obama’s National LGBT Leadership Council, has given expert testimony to the Pentagon Comprehensive Working Group on the repeal of “Don’t Ask, Don’t Tell,” has served on the boards of the Haven M&B Foundation and the Harvard Gender and Sexuality Caucus and was a member of the first-ever LGBTQ delegation from the U.S. to Israel/Palestine.

Dr. Eddie Moore, Jr.

Recognized as one of the nation’s top motivational speakers and educators, especially for his work with students K-16, Dr. Eddie Moore, Jr., currently serves as Director of The Prodigy Institute (TRI) and The National White Privilege Conference (NWPC). Both were founded under his direction to provide opportunities and possibilities for research, publications, speaking and

DAY 1 AGENDA

Understanding Power, Privilege, Equity and Cultural Wealth

8:15–9 a.m.

9–9:15 a.m.

10:25–11:35 a.m.

10:45–12:45 p.m.

12:30–1:40 p.m.

1:45–2:45 p.m.

2:45–2:55 p.m.

3–4 p.m.

Breakfast | Gymnasium

The Race Card Project™

Welcome | Gymnasium

Pam Eddinger, Ph.D. President, Bunker Hill Community College

Poetry Reading | Gymnasium

Enzo Silon Surin Poet, Social Advocate and Associate Professor of English

Keynote Speaker | Gymnasium

Dr. Eddie Moore, Jr.

Concurrent Workshops

Plenary with Lunch | Gymnasium

Dr. Mansiil Negrón

Concurrent Workshops

World Café | Gymnasium

Nuni Chandler-Smith Dean of Academic Support and College Pathways Programs

Liya Escalera Associate Dean of Academic Affairs

Check-In with Field Study Leaders | Gymnasium

Affinity Groups
Prepare to be a Culturally Responsive Teacher in the “Floating Classroom”
Dr. Robin Chandler, G138
This workshop will walk attendees in all disciplines through a critical inquiry into the CIC (Caravan for International Culture) Learning Model and current research and practice in CRE (Culturally Relevant Education). What does it take to be a “culturally responsive teacher” in the 21st century? Are we where we need to be as inclusion-oriented faculty and administrators? Where do we go from here? The group meets weekly at the Mildred Community Center in Mattapan, Wednesday nights at 6:30 p.m. From June 1 – September 30, classes take place outdoors, at Franklin Park on Revere Hill, which is located close to the main entrance of the park. All are welcome.

Dr. Robin Chandler
A social scientist and gender specialist, Dr. Chandler’s research in international development is focused on 21st century higher education, gender equity, and neo-colonial studies, arts and culture, and race and cultural competency in nations undergoing rapid social, political, and economic change. Her expertise is in designing civil society research projects that align available expertise, evidence-based research and participant-centered methodologies for achieving project goals and are all based in a vision of service to humanity and community engagement. In 2018, she will be Burbee Hill Community College’s first Distnguished Artist in Residence.

L’Merchie Frazier
L’Merchie Frazier has served for 15 years as Director of Education and Interpretation for the Museum of African American History in Boston. She is a member of Boston Seaport’s Cross Cultural Collective. She recently collaborated with the Office of Women’s Advancement and Offi ce of Recovery Services to increase resources and awareness of women who are recovering from substance abuse through a multi-disciplinary and public fi ber art program. Since 2012, the long-term academic/community partner of BHCC in the areas of local Asian American community histories, Asian American Studies pedagogy and curriculum design and AANAPISI-centered research and development is the Asian American Studies Program at UMass Boston.

This history provides a lens through which contemporary issues of power, privilege and systemic racism in education can be examined and challenged.

Stonewall’s Children: Living Queer History in the Age of Liberation, Loss, and Love
Dr. Timothy Patricki McCarthy, G227
An inter-generational overview of the long arc of LGBTQ history from the 1960s to the present day. Dr. McCarthy’s lecture will focus mainly on what he calls the “Stonewall Generation,” the “AIDS Generation” and the “Marriage Generation,” with material from his forthcoming book, Stonewall’s Children (New Press, Spring 2019).

Stonewall’s Children: Living Queer History in the Age of Liberation, Loss, and Love
Dr. Timothy Patricki McCarthy, G227
An inter-generational overview of the long arc of LGBTQ history from the 1960s to the present day. Dr. McCarthy’s lecture will focus mainly on what he calls the “Stonewall Generation,” the “AIDS Generation” and the “Marriage Generation,” with material from his forthcoming book, Stonewall’s Children (New Press, Spring 2019).

Leveraging Mindset Theory to Address Inequities in the Education of Latinx Bilingual Learners
Dr. Ana Solano-Campos, G140
In this session, we leverage mindset theory to explore issues of in/equity in the education of Latinx bilingual learners. Participants will interrogate ideologies that dominate everyday ways to use language and common assumptions about bilingual students’ intelligence and ability. They will explore the various social, cognitive and linguistic processes that bilinguals use to engage with the world around them, such as language transfer, language borrowing and translanguaging. Unfortunately, these processes are typically positioned as a hindrance for students’ academic achievement in English monolingual contexts, leading to subtractive bilingualism and languages loss that affect student learning and self-efficacy. We will discuss how growth mindset principles can be adapted and applied to address inequities experienced by Latinx bilingual learners in schools.

Dr. Richard T. Chu
Dr. Richard T. Chu (A.B. Ateneo de Manila University; M.A. Stanford University; Ph.D. University of Southern California) leads the “Stonewall Generation,” the “AIDS Generation” and the “Marriage Generation,” with material from his forthcoming book, Stonewall’s Children (New Press, Spring 2019).

Boston Rhythm Riders
Boston Rhythm Riders was established in 2007 and is a social and community movement group that strives to chnite a chord of Rhythm in the mind, body and soul, connecting the heart and soul of participants. The group meets weekly at the Mildred Community Center in Mattapan, Wednesday nights at 6:30 p.m. From June 1 – September 30, classes take place outdoors, at Franklin Park on Revere Hill, which is located close to the main entrance of the park. All are welcome.

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Throughout his work as a faculty member, department chair, dean and director of national change initiatives, he has focused on forging stronger collaborative efforts within and across institutions that acknowledge the contributions of individuals who were labeled “underserved.”

Currently the coordinator of the Massachusetts Inclusive Concurrent Enrollment Initiative at the Massachusetts Department of Higher Education, Dr. Gabbard is a Data Coach with Achieving the Dream and the former co-director of the New England Resource Center for Higher Education at UMass Boston, where he also served as a faculty member in the
The Pedagogy of Inclusivity
Jose Mateo, G227

This workshop uses the medium of artistic expression to explore the concept of inclusivity.

12:20–13:00 p.m.
Teaching through Performing Arts
Jorge Arce, G138

Using his Afro-Caribbean Workshop as a point of departure, Jorge Arce demonstrates innovative-educational strategies for instruction through performing arts. After an excerpt showcase, Jorge will initiate a discussion on the ways to curricular instruction throughout time and which are reflected in the previous performance.

Curriculum Development Workshop
Julio Flores and Emmanuela Maurice, G139

A collaborative workshop that highlights 2-3 curricular integration projects that include place-based learning. Workshop facilitators will provide an overview of how they developed their curriculum and co-curricular activities. The remainder of the time will be a working session focused on backwaords design from outcomes to the integration of equity and cultural wealth concepts into the curriculum.

Culture as Currency
L'Merchie Frazier, G140

This session provides a historical narrative and contemporary analysis of the ways in which culture has been used as a mode of power and a medium of exchange and movement. Participants will explore questions of who creates “the canon” in music, the arts and literature and how educators can contribute to the work of dismantling cultural hegemony and creating new truths.

Music for Healing and Dialogue
Shaw Pong Liu, G227

Violinist, composer and Pao Arts Center Artist-in-Residency Shaw Pong Liu invites participants to join an interactive music-based conversation exploring music for healing and dialogue. The workshop will draw from Liu’s current songwriting project, Sing Home, exploring songs from home and migration stories in Boston’s Chinatown as well as her ongoing work with the Code Listen project with the Boston Police Department, teenagers and homicide survivors (people who have lost a loved one to homicide).

Americans (APIA) have been subjected to various epithets in the United States. This workshop takes us through an overview of their history as part of the U.S.'s quest for global domination from the 19th century on. It then deconstructs the “model minority” myth by presenting demographic and ethnographic data of the APIA in both the U.S. and in Massachusetts, and ends with a discussion on how we can participate in changing unjust social structures through our teaching, scholarship and activism.

PLENARY WITH LUNCH
11:40–12:25 p.m.
American Progress: Critical Race Analysis Across the Curriculum
Dr. Marisol Negrón, Gymnasium

Using the 1872 lithograph “American Progress” by John Gast as a springboard, this session explores the use of critical race and gender analysis in classrooms to motivate a deeper and more complex understanding of U.S. history as related to the processes of nation-building, the discourse of American exceptionalism and how both continue to require the invisibility of racialized violence against non-white bodies. The goal of the session is to demonstrate how this approach centers student learning, normalizes Americaness and teaches students to “read against the grain.”

12:30–1:40 p.m.
Preparing to be a culturally responsive teacher in the “Floating Classroom”
Dr. Robin Chandler, G138

This workshop will walk attendees in all disciplines through a critical inquiry into the CIC (Caravan for International Culture) Learning Model and current research and practice in CRE (Culturally Relevant Education). What does it take to be a “culturally responsive teacher” in the 21st century? Are we where we need to be as inclusion-oriented faculty and administrators? What does the research say about positive student outcomes and CRE?

Using a social science and arts lens the group will critique questions raised by ethnic studies and women’s studies, examine how works of art frame racial history and how student outcomes are enhanced by an arts/humanities strategy of interdisciplinary rigor that focuses on inherent nobility and human potential. A visit to the “Exercise Room” will test the socio-cultural consciousness of participants as preparation for the Colosseum’s MFA museum visit.

Stonewall’s Children: Living Queer History in the Age of Liberation, Loss, and Love
Dr. Timothy Patrick McCarthy, G227

An inter-generational overview of the long arc of LGBTQ history from the decades leading up to the 1969 Stonewall rebellion to the present day. Dr. McCarthy’s lecture will focus mainly on what he calls the “Stonewall Generation,” the “AIDS Generation” and the “Marriage Generation,” with material from his forthcoming book, Stonewall’s Children (New Press, Spring 2019).

Not in My School! How White Supremacy, White Privilege, and Other Forms of Oppression Undermine the Best Intentions
Dr. Eddie Moore, Jr., E175

Why do racial events and tensions drive our school communities apart? How can they be used instead as teachable, community-building moments? How can we add issues related to White Supremacy into the discussions? As the ongoing surge in highly visible racial incidents impacts students differentially, schools have a unique opportunity to deepen understanding of self and society as we develop campus engagement. This interactive and challenging workshop explores how these various headlines and incidents relate to the impacts that diversity, power, privilege and oppression can have on student and family engagement, faculty preparation, curriculum development and everyday campus interactions. We will explore U.S. institutional history, education, social media communications, cultural habits and more that have led to where we are today. With raised awareness, we’ll develop new skills and habits for sustainable, effective personal and institutional transformation.

Equity and Education: Examining Contemporary Issues through a Historical Lens
L’Merchie Frazier, G139

This session examines equity and education as a function of the racial paradigm. Through discussion of U.S. public education, including Prince Hall’s eighteenth century petitions to the Massachusetts Legislature for African American access to the public school system, the building of the Abiel Smith School, the first public school for black children in Boston; the 1896 Plessy vs. Ferguson decision that upheld a “separate but equal” doctrine; and the 1954 Brown vs. Board of Education decision declaring state laws establishing separate public schools for black and white students to be unconstitutional, participants will...
DAY 2 FIELD STUDY

Building on the Assets of the Community and Strengthening Understanding of Cultural Wealth

All participants will meet at their field study location at 8:30 a.m. 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.

Race, Empire and Asian/Pacific/American History

Dr. Richard Chu, G225

From “Yellow Peril” to “Model Minority,” Asian/Pacific Islander/ Americans (APIA) have been subjected to various epithets in the United States. This workshop takes us through an overview of their history as part of the U.S. quest for global domination from the 19th century on. It then deconstructs the “model minority” myth by providing demographic and ethnographic data of the APIA in both the U.S. and in Massachusetts, and ends with a discussion on how we can participate in changing unjust social structures through our teaching, scholarship and activism.

Participatory Action Research (PAR)

Dr. Patricia Krueger-Henney, G140

This session will highlight Dr. Krueger-Henney’s work with youth leaders from the Center to Support Immigrant Organizing and the African Community Economic Development of New England as a model for place-based curriculum that uses PAR to engage students’ opportunities for cross-ethnic collaboration and community empowerment to address issues of Islamophobia and language-based discrimination.

DAY 3 AGENDA

Putting Equity and Cultural Wealth into Practice

8:15–9 a.m. Breakfast | Gymnasium

Race Card Activity Revisited

9–9:30 a.m. Welcome and Poetry Reading | Gymnasium

Princess Moon

One Book Announcement | Gymnasium

Whitney Nelson
Associate Professor of English

9:35–9:55 a.m. Field Study Reflection | Gymnasium

Emmanuela Maurice
Professor of English

R. Arlene Vallie
Director of Learning Communities

10–11:10 a.m. Concurrent Workshops

11:15 a.m.–12:15 p.m. Plenary with Lunch | Gymnasium

Jorge Arce

12:20–1:30 p.m. Concurrent Workshops

1:30–1:45 p.m. Break | Gymnasium

1:45–2:30 p.m. Share Out and Planning for the Future | Gymnasium

Clea Andreadis
Associate Provost

2:30–3:15 p.m. Celebration | Gymnasium

Performances by Rhythm Riders and Original Steppers of Boston

3–4 p.m. Affinity Groups