

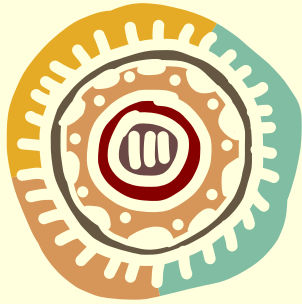


2024 CECW Institute

Toward Student Agency and Action

The Liberatory Power of Language, Culture
and Community in Higher Ed

Thursday, June 6, 2024 | Charlestown Campus, Gymnasium



2024 CECW Institute

Toward Student Agency and Action

The Liberatory Power of Language, Culture and Community in Higher Ed

The 2024 CECW Institute affirms the liberatory power of language, culture, and community in higher education. “Liberation Literacies,” a framework developed by our keynote speaker, Dr. Jamila Lyiscott, will guide the day’s exploration.

Participants will come away with strategies for developing institutional and academic cultures that value and respect the “Liberation Literacies” students use to express the knowledge, histories, creativity, and resilience of their cultures and communities. Breakout sessions will showcase best practices for integrating students’ literacies in the classroom and college services to dismantle systems of privilege and advance racial equity. The Institute will also highlight the role that “Liberation Literacies” play in the development of student agency, advocacy, and activism which serves as a foundation for students’ academic and lifelong success.



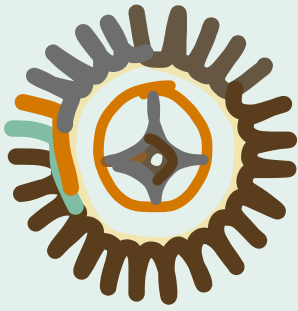
Featured Speaker: Jamila Lyiscott, Ph.D.

Aspiring Way-Maker, Social Justice Education Scholar, Author & Spoken Word Poet

Jamila Lyiscott aka, Dr. J, is an award-winning community-engaged scholar, nationally renowned speaker, and the author of *Black Appetite. White Food: Issues of Race, Voice, and Justice Within and Beyond the Classroom*. She currently serves as a Tenured Professor of Social Justice Education at the University of Massachusetts Amherst, where she is the founding co-director of the Center of Racial Justice and Youth Engaged Research, and previously led the journal of *Equity & Excellence in Education* as an Editor-in-Chief. Dr. J’s research and activism work together to explore, assert, and defend the value of Black life globally. Her research examines the liberatory capacity of language and culture in the lives of youth of color, racial healing, youth-led activism, and the power of the African Diaspora to transgress coloniality.

Agenda

- 8:30–9 a.m.** **Breakfast | Gymnasium**
- 9–9:15 a.m.** **Introduction of New Director | Gymnasium**
Carlнита Greene, Ph.D., Dean, Behavioral, Social Sciences and Global Learning
- Welcome**
Divya Anand, Ph.D., CECW Director
- Land Acknowledgement**
Pam Eddinger, Ph.D., BHCC President
- Native American Prayer & Song**
Larry Spotted Crow Mann, BHCC Distinguished Artist Scholar in Residence
- 9:15–10 a.m.** **Keynote Speaker | Gymnasium**
Introduction: Naoko Akai-Dennis, Ph.D., Associate Professor, English Department
- Jamila Lyiscott, Ph.D.**
UMass Amherst, Tenured Professor of Social Justice Education
Founder and Co-Director, Center of Racial Justice and Youth Engaged Research
- 10–10:45 a.m.** **Student and Dr. Lyiscott in Conversation | Gymnasium**
- 10:45–11 a.m.** **Q&A**
- 11–11:15 a.m.** **Break**
- 11:15 a.m.–12:15 p.m.** **Concurrent Workshops | G-Building Classrooms**
- 12:15–12:45 p.m.** **Lunch**
- 12:45–1:15 p.m.** **Student Performance | Gymnasium**
- 1:15–1:30 p.m.** **Break**
- 1:30–2:30 p.m.** **Concurrent Workshops | G-Building Classrooms**
- 2:30–3 p.m.** **Closing Discussion & Evaluation | Gymnasium**
Lloyd Sheldon Johnson, Ph.D., Professor, Behavioral Sciences
Divya Anand, Ph.D., CECW Director



BHCC Land Acknowledgment

Authored by: Larry Spotted Crow Mann and Pamela Ellis, Nipmuc Tribe

Edited by: Deborah Spears Moorehead, Seaconke Pokanoket Wampanoag Tribe

May 10, 2023

We want to recognize, as Indigenous homelands, this land that I am a (guest, belong to, share kinship with the Indigenous people who belong to, acknowledge my Indigenous relations, etc.) on, where Bunker Hill Community College now sits. This land from which we all benefit is the homeland of the Pawtucket band of the Massachusett Tribe. They have been stewards of this land for thousands of years. They called this place Mishawum, "great springs." Their leader was the sachem, Nanepashemet (New Moon). Upon his death in 1619, his wife, the Saunkskwa of Mystic ascended to the leadership of the Pawtucket Massachusett homelands. From the historical records, we know little about her. We know her only by her leadership title, Saunkskwa of Mystic. We do not know her proper name. However, we know from the deeds that she executed that she was an important political and diplomatic presence among the Pawtucket people and in her dealings with the English colonists. Through her life, we are reminded of the importance of Indigenous women's leadership from both historic times to the present day and the gender equality present, before contact, in the tribal nations of the area.

Colonial settlement of the lands on which Bunker Hill Community College now stands began in 1623 with heavy settlement occurring from 1630 on. In 1645, the Saunkskwa of Mystic executed the Deed of Menotomy which included Charlestown and ceded Pawtucket interests in the land, some fifteen (15) years after colonial settlement. The lands were taken without legal authority. Within the framework of the Anglo-American legal system, such an act constitutes theft. Once English colonial settlers outnumbered Indigenous people on their land and the colonial legal system demonstrated its indifference to prosecuting the claims of Indigenous people, a deed was exacted. This happened in place after place in the Massachusetts Bay Colony and exemplified the process of systematic dispossession which resulted in the displacement of Indigenous peoples from their homelands.

Massachusett means "Great Hill" in the dialect of southern New England Algonkian spoken by the Pawtucket and was taken as the name of the both the colony and the Commonwealth of Massachusetts. The present-day citizens of the Massachusett tribe are the descendants of the Neponset band of the Massachusett, led by the Sachem (Chief) Chickataubut, who in 1657 assembled at their homelands at Punkapoag in what is now called Canton.

The neighboring nations of the Massachusett Tribe are the Nipmuc (People of the Fresh Water) of central Massachusetts, the Stockbridge Mohican Nation in western Massachusetts, and south of Boston and the Cape and Islands are the Pokanoket and Wampanoag Nations.

We further recognize that Massachusetts, in many respects, has historically been at the center of freedom, democracy, science, industry and education that has made the United States one of the most prosperous countries in history. However, Massachusetts has also been at the forefront of the development and execution of devastating state

Indian policies such as slavery, forced removal, tribal termination, detribalization, and assimilation – policies eventually implemented by the United States federal government and later repudiated. Massachusetts has never repudiated its implementation of its devastating Indian policies or apologized to the tribes that are still recovering and rebuilding from the damage done to them through these policies and the many corrupt guardians assigned to them. Further, the Commonwealth of Massachusetts has failed to acknowledge the contributions and sacrifices of the Tribes of Massachusetts. Adding insult to injury, the Commonwealth has systematically engaged in removal, erasure, and the usurping of tribal lands.

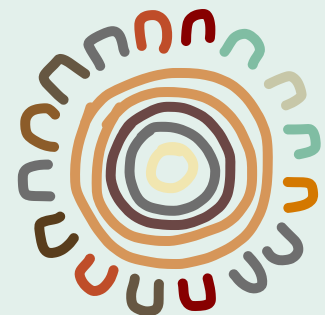
Today, we now benefit from the confiscation of Native lands and colonial expansion; underscored by a Eurocentric narrative that has attempted to obliterate an entire people's history and culture that has spanned for millennia. Despite centuries of genocide, erasure, and starting in the late 1800s- forcefully taking thousands of Native American children from their homes to Boarding Schools, where countless children died at the hands of the Church and State- The Native Nations are still here.

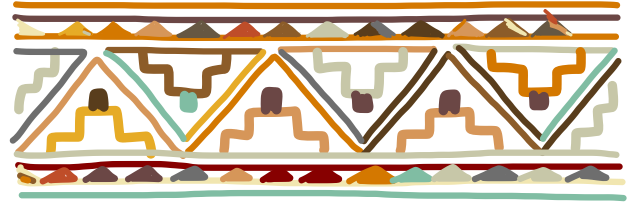
And from this day forward, we the faculty, students, and staff of BHCC are called to action to recognize, respect, and honor the Tribes of Massachusetts by taking intentional and meaningful actions and steps. Please get to know the Indigenous people of your area and ask what you can do to lift and amplify their voices and to acknowledge, honor, and respect their sovereignty. In that spirit, we have three action steps.

First: Recognize and make changes to the dominant historical and cultural narrative that glorifies colonization and the genocide of Indigenous peoples of this area and throughout the Indigenous homelands now called the United States. Be mindful that problematic terms like "Pioneer Valley" are a reminder of the legacy of Indigenous dispossession, forced removal, and subsequent erasure.

Second: Support Native organizations. They will welcome your involvement and financial support. Your support will assist in the cultivation of learning and growth for the Indigenous community and the next generations.

Lastly: Support federal and state legislation which supports Indigenous peoples and communities. With the present-day challenges of climate disruption, cultural fragmentation, and political unrest around the world, let us therefore look to the land in a holistic way. Let us commit to working with the Tribes of Massachusetts to educate the citizenry on the philosophy, content, and methods of sustainable and regenerative lifestyles, practices, and protocols so central to the teachings of all Indigenous Peoples and so necessary at this time on Planet Earth.





Breakout Sessions

Morning Sessions 11:15 a.m.–12:15 p.m.

Liberation Literacies: Redefining Historical Narratives for Equity and Empowerment

Nikolas Gonzales | D-212

This presentation investigates the integration of liberation literacies into urban K-12 history education as a means to address pervasive Eurocentric biases. Drawing on extensive teaching experience in public schools in New York City and Boston, the focus is on developing inclusive curricula for immigrant English Language Learner (ELL) students, with a strong emphasis on equity and diversity. The presentation will outline practical strategies for centering student cultural histories and demonstrate how this approach enhances student engagement and empowerment. This presentation will incorporate a gallery walk allowing participants to explore curated stations independently or in small groups, fostering reflection on the significance of these histories and their relevance to contemporary K-12 education.

Identity, Language and Culture is an Asset, Not a Liability: Integrating Culture into Career Readiness

Rachael Gottlieb, M.S.J., Carla Gonzalez Hidalgo | D-211

Navigating job searches, resumes, cover letters, and interviews are daunting tasks, particularly for students of underrepresented identities and backgrounds, multilingual students and those who speak forms of English rooted in communities of color. Many students served are also underrepresented in their fields of interest. In this session, we will explore how instructors, mentors, and advisors can best support students to see their cultures, identities, and languages as assets rather than liabilities, and build agency and confidence in their authentic selves as they explore and build their careers.

The session will also share best-practices to help students navigate the white, patriarchal norms of the traditional American workplace.

An Introduction to Racial Healing

Lauren Ellis, M.Ed., Gordon M. Curry | D-210

A Racial Healing Circle is “It’s an invitation to speak your truth; to be seen, heard, and felt. It’s an opportunity to dip into our empathy well and to expand our capacity for compassion. Racism affects us as individuals and within our systems and institutions.” This workshop will introduce racial healing as a tool to center our common humanity as we look to advance our equity and cultural wealth amongst all stakeholders, internal and external. Participants will go through a mini racial healing circle.

Co-Learning and Co-creating: Cultivating Spaces of Liberation as a form of Resistance Using Storytelling

Stacy Reid Seward, Jayla Josey | G-138

During this session, we invite participants to engage in strategies for developing critical inquiry and knowledge construction with their students and/or faculty members in learning environments. Through discussion prompt we will reflect upon how students and faculty navigate and foster an understanding of the ways social identities intersect and shape experiences. We will examine how power operates in learning environments and how students and educators must navigate language, community, and culture in and outside the classroom. Participants will learn strategies to help members of academic communities challenge systems of power to cultivate a liberatory consciousness that advocates for equity and justice.

Centering the Invisibility of White Supremacy in Higher Education

Divya Anand, Laura Hsu, Ed.M. | D-215

Whiteness and proximity to whiteness continue to yield rewards in US society including academia. In higher

education, the pervasive sociopolitical construct of whiteness often manifests invisibly, yet significantly influences policy, curricula, and faculty teaching practices. Incorporating liberatory pedagogies when enmeshed with critical white literacy enable faculty to identify and decenter whiteness to provoke transformative, liberatory change not just within and but beyond the classroom. Founded on Paulo Freire's idea of critical consciousness, we offer a critical "white" literacy framework to unearth the "hegemony of whiteness [that] has so naturalized itself" (Matias & Mackey, 2015) within academia. For this workshop, participants will analyze case studies in higher education scenarios using a critical white literacy framework developed by the facilitators. The aim of this exercise is to foster a heightened critical consciousness that names and disrupts whiteness and creates a space which amplifies the impact of liberatory pedagogies.

LLOP: A Latina/o/x Community and Leadership Advocacy Model in Practice

Carlos Maynard, Maria Luisa Plascencia, Zaida Ismatul Oliva, Katheryn Gravenhorts Picazz, Matheus H. DeMoraes Lopez | G-139

The purpose of this session is to center student voices from UMass Boston's Latino Leadership Opportunity Program (LLOP) as a model for multi-lingual student leadership, community engagement, and advocacy development. The panel includes veterans and recent participants who will provide program nuances that can be adapted to various educational institutions. Panelists will share insights on the leadership model(s); the role the program plays in agency and leadership development; and the value of this leadership model for Latina/o/x students, as well as for other students interested in enhancing their leadership capacity, community engagement, and advocacy. This Latina/o/x leadership model can benefit faculty, staff and students on their campuses and in the communities where learners reside.

Applying the "Liberation Literacies" Framework to STEM Education: Fostering Equity, Inclusion, and Empowerment

Paul Kasili, Khrystyna Fedak | G-140

"Liberation Literacies" has its foundation in language in the classroom and in the ways we teach English learners in the United States. Just like English is a language, we can consider Science, Technology, Engineering, and Mathematics (STEM) fundamentally distinct languages. This work explores how the "Liberation Literacies" framework can be applied to STEM education,

highlighting its potential to promote equity, inclusion, and empowerment among learners. Grounded in the principles of cultural affirmation, relevance, empowerment, critical consciousness, and community engagement, the "Liberation Literacies" framework offers a transformative approach to STEM education that centers students' cultural and linguistic identities, experiences, and voices.

Afternoon Sessions 1:30–2:30 p.m.

Public Assessment & Student Reflections: A Dialogue on COM 110 #VisionProject Assignment

Gordon M. Curry, Sofia Moyano Moreno, Kylie Spinney, Kalliyah DeJesus | G-227

This panel presentation will showcase student work on the #VisionProject a semester long research project within the COM 110 Introduction to Communication Learning Community. Presenters will highlight themes that include bilingualism and its relationship to identity development, the language of patriarchy, sign language as a tool for inclusion, the unintended messages of gym culture and its contribution to disordered eating, and the influence of conformity in human relationships. Presenters will engage in a public dialogue to offer a to assess the impact of the #VisionProject and chart possible direction for future semesters.

Asset-Based Literacies: Languages of Strength, Innovation and Growth

Liya Escalera, Adriana Martin, Twink Williams Jones, Natalie Figueroa | D-212

This interactive workshop will interrogate pervasive deficit-based narratives in education, their negative impact on our students and our work, and the ways in which we can reframe these narratives using an asset-based framework. Through individual and small group reflection and hands-on activities, participants will explore the power of discourses that are rooted in strength, designed to spark innovation, and centered on personal and collective growth.

Acquiring Dexterity Aligned with Liberation Literacies

JKeisha LaRosa, Jade Maria Van Atta | G-138

Dexterity is the enhanced skill to see, accept, and embrace differences rather than demand assimilation to an "unspoken norm" (White; Cisgender; Heterosexual;

American born & English speaking; etc.). It is rooted in the idea that knowing someone leads to caring for them. Acquiring dexterity enhances self-awareness and social engagement, enabling movement within languages, cultures, and communities, leading to the co-creation of liberatory classroom spaces. It fosters awareness of linguistic and cultural diversity in the classroom, enhancing the capacity for creating genuine connections. It involves recognizing oppression, moving from distrust to comfort through cross-group contact, and fostering both accountability and belonging. This session will explore strategies to help identify and address barriers to student success, while developing spaces that fully embrace linguistic and cultural diversity as liberatory pedagogy.

Voices from the Edge: Storytelling as a Powerful Tool for Empowerment and Liberation

Lloyd Sheldon Johnson, Ph.D. | G-140

Voices from the Edge will explore the use of storytelling as a tool of empowerment for students who have not been valued for what they say, how they say it, and to whom they say it to. It will mend together the elements of the ways communities provide agency and validation for students. It will place student voices at the forefront of their learning, providing them the tools they need to fight oppression and repression while claiming a place for them to embrace social activism.

Code Switching: Best Practices to Ensure Students Show Up As Their Authentic Selves

Guimard Germain, Ahna Keilar, Fawzia Ahmed, Carla Gonzalez Hidalgo, Mathew Olaince | D-210

Our students experience cognitive dissonance as they are forced to code switch in order to be part of a system that was not created for their success. From our inception, HOPE has prioritized student voices to inform our programming and guide our direction. We also implement practices that disband power dynamics and facilitate students' comfortability to be their authentic selves. Finally, we have collaborated with faculty to develop a culturally-informed classroom model that centers students, values their experiential knowledge, and respects their multiple uses of language which fosters a sense of belonging and community. This highly interactive session will involve reflection, small group discussion, and sharing of best-practices.

I Had to Put the History on the Walls Because My Languages Were Muted

Deborah Spears Moorehead | G-139

The white supremacist ideologies and genocidal violence of European colonists continues to impact Native American communities in the present. New England's higher education institutions, even those with Native American centers, have consistently overlooked the histories and experiences of Eastern Woodland Native American tribes. With few Native American educators, Native American college students navigate higher education alone. Deborah Spears Moorehead, a member of the Seaconke Pokanoket Wampanoag Tribal Nation, found artistic expression from an early age as a means to record the history of Eastern Woodland Native American people from pre-colonization to the present. Participants will view prints of Deborah's work and discuss the history, creation stories, cultural practices, survival techniques, and resilience that Deborah and Eastern Woodland Native American peoples utilize to resist ongoing oppressive forces and attend to the vibrancy and health of their families and communities.



Biographies

Opening, Welcome, Introductions

Pam Eddinger, Ph.D.

Pam Eddinger is president of Bunker Hill Community College (BHCC), the largest of 15 community colleges in Massachusetts, serving 16,000 students. Dr. Eddinger began her tenure at BHCC in 2013 and previously served as president of Moorpark College in Southern California from 2008. Dr. Eddinger's service in the Community College movement spans 30 years, with senior posts in academics and student affairs, communications and policy, and executive leadership.

Carlita P. Greene, Ph.D.

Dr. Carlita P. Greene is the Dean of Behavioral, Social Sciences and Global Learning at Bunker Hill Community College. Her career in higher education has spanned 24 years, at a wide variety of colleges and universities across the country, as both a faculty member and as an administrator. In addition to her administrative work, her scholarship focuses on the rhetoric of media and popular culture, with an emphasis on food as communication. She is the author of *Gourmands and Gluttons: The Rhetoric of Food Excess* (Peter Lang, 2015) and editor of both *Food as Communication/Communication as Food* (Peter Lang, 2011) and *Foodscape: Food, Space, and Place in a Global Society* (Peter Lang, 2019).

Blessing and Song

Larry Spotted Crow Mann

Larry Spotted Crow Mann is an award winning author, poet, cultural educator, traditional storyteller, drummer, dancer, and speaker on topics involving Native American sovereignty and identity. He is a member of the Hassanamisco Nipmuc Tribe and has served as a board member of the Nipmuc Cultural Preservation. Mann also serves as a Review Committee Member at The Native American Poets Project at the Peabody Museum of Archaeology & Ethnology. Mann is a Founder and Co-Director of the Ohketeau Cultural Center. He is the first Native American to sing the opening honor song and land acknowledgement at the 2021 Boston Marathon, and the recipient of the 2021 Indigenous Peoples Award of the Berkshire County Branch of the NAACP. He has served as a Distinguished Artist Scholar in Residence at Bunker Hill Community College since 2021, in sponsorship with the Mary L. Fifield Art Gallery.

Breakout Sessions

JKeisha LaRosa, MSW

JKeisha LaRosa, MSW (They/Them), is a Professor of Humanities and has been teaching at BHCC since 2018. Professor LaRosa holds a deep passion for education and a strong commitment to people; to kindness and fairness; and to breaking barriers to achieving an equitable and dexterous society that fully embraces all people. Professor LaRosa is a BHCC alum (2011). They also hold a B.A. in Psychology (2015) and a Master of Social Work (2017) from Simmons University.

Carla Ivon Gonzalez Hidalgo, M.Ed.

Carla Ivon Gonzalez Hidalgo has served with the HOPE Initiative since April 2023 as an Access Navigator. In prior roles, Carla served as an Early Childhood Coordinator at BHCC, a Graduate Assistant and Social Media Associate for Multicultural Affairs at UMass Lowell, and as a Leadership and Events Intern at Middlesex Community College. A native of Bayamon, Puerto Rico, Carla supports students with multiple identities academically and with strategies to navigate complex higher education systems. Carla earned her master's in Higher Education Administration from Southern New Hampshire University, and has a bachelor's degree in International Business and Marketing, enabling her to uplift the narratives of underrepresented communities.

Lauren Ellis, M.Ed.

Lauren Ellis serves as the Associate Dean of Workforce and Economic Development at BHCC. Prior to this role, she worked at Middlesex Community College as the Director of Workforce Development and Lifelong Learning. At Middlesex CC, Lauren also served in the Truth, Racial Healing and Transformation Center as a Racial Healing Circle facilitator.

Liya Escalera, Ph.D.

Liya Escalera is a faculty member and co-chair of the Higher Education Concentration at the Harvard Graduate School of Education. She brings 20 years of experience in educational leadership, and she is passionate about creating inclusive and equitable learning environments where all students can succeed and contribute to their local and global communities. Her research focuses on the design, implementation, and assessment of learning environments that value the assets of diverse students, faculty, staff, and community members.

Adriana Martin

Adriana Martín is Senior Assistant Director of Admission at Williams College and a current student at the Harvard Graduate School of Education. Adriana has worked in college admission for eight years. Her professional experience has focused on college access and affordability for first-gen students, low-income students, students of color, and rural students. Adriana is also passionate about partnering with community-based organizations in support of their college success missions.

Twink Williams Jones

Twink Williams Burns is Strategic Adviser for Admission and Financial Aid Community Engagement at Williams College, a professional Genealogist, and a current student at Harvard Graduate School of Education. She's worked in high school counseling and college admission for the past 18 years. She designs and implements programs focused on college access, affordability, and thriving, with a particular focus on centering the strengths of groups who have been historically excluded from higher education.

Natalie Figueroa

Natalie Figueroa is currently a Senior Director of Admission at Wellesley College. After building her career through a higher institution lens, she is thrilled to "switch sides of the desk" to work more directly with students as a college counselor at Concord Academy (MA). Natalie's passions center on her work with student success programs, recruitment/scholarship programs expanding college access, and non-traditional student programs/free community college movements that broaden the college-going and graduating population.

Nikolas Gonzales, M.A., M.S.Ed.

Nikolas Gonzales, a native of the San Gabriel Valley in Los Angeles, serves as a world history adjunct professor at BHCC, where he has been teaching for nearly a decade. Formerly a New York City Teaching Fellow, Gonzales taught ESL and history in the Bronx, New York City and for the Boston Public Schools, and is the author of "Moraga Deconstructed: Illuminations in Mexican-American Heritage." His research interests encompass LatinX history in the United States and the intersection of cybersecurity and media literacy.

Rachael Gottlieb, M.S.J.

Rachael Gottlieb is a Career Navigator within the Division of Workforce and Economic Development at BHCC. She employs a strengths-based approach as students develop skills and confidence in pursuit of their career

paths. She earned a bachelor's degree in Communication Arts and History from Allegheny College, and a Master's of Science in Journalism from Boston University, where she was also the Arts & Culture Editor for the Boston University News Service.

Gordon M. Curry

Gordon M. Curry is a passionate educator and communication professional who has a love for social justice, playing cards, exploring critical race theory and sharing a good laugh. Originally from Virginia, Gordon is a Professor of Communication at BHCC and resides in the Boston metro region with his wife and son. Through teaching he engages with students and colleagues to think deeper about the diverse connections of life as a way to effect change.

Sofia Moyano Moreno

Sofia is a student at BHCC.

Kylie B. Thomas-Spinney

Kylie B. Thomas-Spinney is a student at BHCC working towards an associate's degree in Communications and Marketing. Kylie will graduate in Spring 2025, and intends to transfer to a four-year institution to study Digital Marketing.

Kalliyah DeJesus

Kalliyah DeJesus is a U.S. Navy veteran pursuing a Communications degree at BHCC. She has experience in graphic design and marketing and is passionate about using communication to make the world a better place.

Stacy Reid Seward

Stacy Reid Seward is a Ph.D. student and instructor in Psychology at UMass Lowell. Her research interests include anti-racism, performative action, race, class, politics, and culture. She is focused on the intersection of anti-racist decolonial practices, public policy, and the Latine, Black, and Afro-Latine experiences in Lawrence, using qualitative and action research strategies. Stacy is the Founder and Executive Director of The Dream Network in Lawrence, which focuses on racial, educational, and environmental justice through the lens of those impacted by the carceral system. The organization examines local policing, inequities in the court system, and sentencing disparities. Stacy holds a master's degree from the UNC Chapel Hill, and in 2023 co-authored the article "The State Takeover of Public Schools as State Preemption: Evidence from Lawrence, Massachusetts."

Jayla Josey

Jayla Josey (she/her) is entering her senior year at UMass Lowell studying Psychology and French with the goal of becoming a licensed therapist. She has a passion for research and aspires to contribute to the field of Social Psychology. She is a full-time student and works part time for Kids in Tech, a non-profit organization teaching STEM subjects to elementary school students in an after-school program.

Divya Anand, Ph.D.

Dr. Anand is the Director of the Center for Equity and Cultural Wealth at Bunker Hill Community College. She holds a Ph.D. in Cultural Sociology and Literature from La Trobe University, Australia, and has worked in various Diversity and Inclusion roles throughout her career. As a senior faculty member at Cambridge College, she continues to contribute academically with her teaching and research, centered on whiteness in the U.S. education system.

Laura Hsu, Ed.D.

Laura Hsu is an associate professor and program director of the Human Development & Human Services program at Merrimack College. Her expertise centers on identity development, DEI, and community engagement. She is involved in various community education projects, including a civic engagement program at the Lawrence YMCA; as an instructor in the jail education program in Middlesex County, MA; and co-facilitating workshops on raising critical social consciousness for caregivers and educators using children's literature.

Lloyd Sheldon Johnson, Ph.D.

Professor Emeritus of both Psychology and English at Bunker Hill Community College, Johnson has received many awards and recognitions for teaching excellence. He has developed courses in African and Middle East literature, in addition to BHCC Learning Community Seminar "Connecting to Your Inner Orange Line," that directly addressed the needs of men of color from urban communities. In addition to receiving his doctorate from the University of Massachusetts, Johnson was educated at Wayne State University, Antioch University and Harvard University. For years Johnson was the multicultural specialist at Milton Academy and provided new teacher training for the National Association for Independent Schools (NAIS).

Carlos L. Maynard, M.A.

Carlos L. Maynard is a Professor in the Behavioral Sciences Department at BHCC. He is an Afro-Latino Educator who advocates for equity, justice, and fairness

in education and life. He is passionate about student success and has been actively involved in several equity-oriented initiatives such as the Latinx Student Success Initiative, HOPE Initiative, Ethnographies of Work, and the Center for Equity and Cultural Wealth. He is presently pursuing a doctorate.

Maria Luisa Plascencia

Maria Luisa Plascencia (she/ella) has been a Human Resources Coordinator, most recently at Environments at Work where she serves as a Human Resource specialist. She is a proud bi-cultural and multilingual Bostonian of Venezuelan Heritage. She has been involved in the fashion design industry, has been a creative dancer, including the genre of salsa, and a past co-owner of an events planning company. She studied Community and Regional planning at UMass Boston, and Fashion and Retail Management at New England Institute of Art. She is the proud mother of her son.

Zaida Ismatul Oliva, M.Ed.

Zaida Ismatul Oliva (she/her), is a bi-cultural, proud immigrant, first in family, English-language learner, dual citizen, which makes her empathetic to the lives of the young women the Chica Project serves, where Zaida serves as the Executive Director. Zaida has over 20 years of experience in nonprofits and higher education, and has dedicated her career to uplifting marginalized communities and voices. She holds a bachelor's from UMass Boston in Latin American and Iberian Studies, and a Master's of Education from Florida Atlantic University. She is a member of the Chelsea Women's Commission, where she lives, and is passionate about being a mother to her 5 year old daughter, Luna.

Katheryn Gravenhorts Picazz

Katheryn Gravenhorts Picazz is an undergraduate student at the University of Massachusetts Boston. She is part of the Latino Leadership Opportunity Program (LLOP).

Matheus H. DeMorais Lopez

Matheus Morais is an incoming junior at the University of Massachusetts Boston majoring in Criminal Justice/ Pre-Law. He is dedicated to advocating for the Brazilian community. He has maintained a 3.98 GPA while working outside of school. Currently, he is as a summer intern at the Middlesex District Attorney's office. He is part of the Latino Leadership Opportunity Program in which he dedicated his research to undocumented high school students who wish to attend college. Previously, he worked in the Fellowship for Immigrant-Origin Students, and the Student Clinic for Immigration Justice.

Guimard Germain, M.Ed.

Guimard Saint Germain has served as a HOPE Success Navigator at Bunker Hill Community College since June 2022. Prior to this, Guimard worked as an Academic Advisor at Lesley University, a University Development Counselor at Grand Canyon University, and as an Academic Advisor for the TRIO Educational Talent Search program. Guimard's rich background in supporting students, and centering their voices shines through his work in the HOPE Initiative. While earning his master's degree from Northeastern University, Guimard focused his research on the Black male achievement gap, and works every day to close it.

Ahna Kielar, MSW

Ahnastasia Kielar (she/her) joined the HOPE Initiative at BHCC in Spring 2023. Originally from Sturgeon Bay, Wisconsin, Ahna has called Boston home for over a decade. Previously serving as Youth Program Manager at the Boston Project Ministries, she is dedicated to creating spaces where youth of color can envision and enact anti-oppressive, systemic change. Her research and grassroots collaborative work span the globe, including youth programming in Morocco, wraparound services for children of migrant workers in India, and prison abolition efforts in Boston. Ahna holds a B.A. in International Studies (2016) and is currently pursuing an MSW with a Macro, Afrocentric Social Work concentration at Boston College.

Fawzia Ahmed, MSW

Fawzia Ahmed (she/ hers). Originally from Somalia, Fawzia has been working with students of color/immigrants for over a decade. For the past two years, Fawzia has served at BHCC as a HOPE Success Navigator/Academic Counselor, and for over eight years prior, served in BHCC's Language Lab as a Tutor and Lab Assistant. She also worked at Mindset Social Solutions Inc. in Boston for three years as a Behavior Health Clinician. While in graduate school at Simmons University School of Clinical Social Work, Fawzia researched the Unaccompanied Refugee Minors' trauma experiences and immigrant-related concerns.

Paul Kasili, Ph.D.

Dr. Kasili is a Professor of Biology and Genetics at Bunker Hill Community College. He received his Ph.D. in Life Sciences from the University of Tennessee-Oak Ridge National Laboratory (UT-ORNL) Graduate School of Genome Science and Technology (GST), Knoxville, Tennessee. After completing two post-doctoral appointments at ORNL and the Brigham and Women's/

Harvard Medical School, and a stint in the Biomedical industry. Dr. Kasili began his purposeful career in higher education working with underrepresented and underserved students. He uses his experience and expertise in academic research, industry, and higher education to educate, mentor, and empower students.

Khrystyna Fedak

Khrystyna Fedak, A.S., Biology, graduated from BHCC. During her time at BHCC, Khrystyna actively participated in the Commonwealth Honors Program and is a proud member of the Phi Theta Kappa Honor Society (PTK). Khrystyna will continue at the UMass Amherst Honors College, where she will major in Biochemistry and Molecular Biology. Her goal is to study dentistry. Khrystyna is currently working as a lab technician at the MGH Cancer Research Center where she contributes to cutting-edge research. Khrystyna is enthusiastic about fostering equity and inclusion in STEM.

Deborah Spears Moorehead, M.A.

Deborah Spears Moorehead is a member of the Seaconke Pokanoket Wampanoag Tribal Nation. She is an award-winning, internationally known fine artist, painter, sculptor, Native American consultant, entrepreneur, cultural bearer, historian, storyteller, musician, and composer. Deborah owns Painted Arrow Studio, Talking Water Productions, and Turtle Island Native American Tourism Company, and is a co-founder of Nettukkusq Singers. Deborah is the author of two books called *Finding Balance: The Oral and Written History and Genealogy of Massasoit's People*, and *Four Directions at Weybosset Crossings*. She has been a BHCC Distinguished Artist Scholar in Residence since 2022.

Mathew Olaince

Matthew is a 2023 graduate of BHCC with an A.A. in Communications. He works in the HOPE Initiative as a Gateway Specialist in HOPE's ENG 111 cohort class. He is transferring to Emerson College to study Sports Communications and plans to get a master's degree in Humanities and Social Work.

Student Conversation with Dr. Lyiscott

Jade Marie Van Atta

Jade was born in Portland, Oregon, and grew up in a mixture of rural, urban, and suburban communities. She moved to Boston, MA three years ago. Jade embodies multiple racial, cultural and linguistic identities including Haitian, Southern African American, Native American (Oklahoma Seminole), and white European. She speaks English and Haitian Creole. Jade Marie draws her artistic inspiration from her cultural heritage, spirituality, and from other queer Caribbean and African American artists and writers who have so bravely expressed themselves. Her poem, written and performed in Haitian Creole, was an exercise in self-expression and language reclamation.

Sundjimar Oscar

Sundjimar is a student at BHCC and works in the HOPE Initiative. Sundjimar was born and grew up in Port Au Prince, Haiti. He moved to the United States in 2022, when he was 18 years old and is a dual citizen. He came to the US to have a better life, pursue his dreams and to be physically safe. He speaks Haitian Creole, French and is learning English. "I think it is 'passionnant' that I can speak more than one language. I think it is cool that I can express myself in different ways because I have many languages."

Tenzin Sherap

Tenzin is a student at BHCC and is a member of the AANAPISI Proud Program, a collaboration between BHCC and UMass Boston. Tenzin was born in a small Tibetan community at the foothills of the Himalayas in India. He lived in a very diverse region full of local Tibetan and Indian people along with American and European tourists. He immigrated to the US a year ago. He speaks Tibetan, Hindi and English fluently.

Aurore Lonyome

Aurore is a student at BHCC and an ACE Mentor in Learning Communities courses. She was born in Kinshasa in the Democratic Republic of Congo (DRC). She has lived in many countries in Africa: South Africa, Lesotho, Namibia and DRC. She speaks English, French, Lingala and Sesotho. "I tend to mix languages when the word for a particular thing sounds similar in two different languages that I speak."

Gerald Adjei-Misa

Gerald is a BHCC student and works in the HOPE Initiative. He was born and lived most of his life in Accra in Ghana. He grew up in a small family with his Dad

and Mom and two siblings. He left Ghana to pursue an education. Gerald speaks English and Fante, one of the many dialects spoken in Ghana. "I mix English and Fante in situations where I'm trying to describe something which doesn't have a direct translation into Fante. I also mix the two when I speak to myself."

Ivonne Wang

Ivonne is a student at BHCC and works closely with the Office of Immigrant Student Support Services. She was born in China, and moved to the U.S. at the age of 13. Ivonne speaks Mandarin, English and was in the French Honors Society in high school. "I love all three languages because they each have their own unique beauty. For Mandarin I love how one character can have different meanings based on context and how they can also have different pronunciations that imply different meanings. This ambiguity creates a special sense of beauty, especially when used in poems. In French, I love the pronunciation the most. When listening to chansons, I always felt amazed by how elegant they sounded. For English, I personally feel like it is very cool and business driven. I love how confident I sound when I'm speaking English. I feel like a business woman."

Performers

Jade Van Atta

Our Love is We | Lanmou n Ap Fè Nou

Bio is in previous section

Solomon Spencer

Sorry's Wake

Solomon is a 2023 graduate of BHCC. He is a writer and former editor of *Tell Magazine*. *Tell Magazine* is BHCC's digital literary magazine produced by students and publishes original artwork, poems, stories, and essays by all members of the BHCC community.

Aaron Garcia, Guitarist

Treat Myself Right

Usually performing and releasing under the "Pillbook" moniker, Aaron Garcia is a Boston based producer and multi-instrumentalist. At the age of 16, Garcia began cutting his teeth performing with rock bands in taverns and dive bars around the area. Now 24, Garcia will be transferring to the University of the Arts in Philadelphia to pursue a B.S. in Music Business, Entrepreneurship, and Technology "Treat Myself Right" is available on streaming platforms.

Roji Alimboyoguen

The Tale of How the Day and the Night Came to Be

I was born and raised in Bulacan, province in the Philippines. When I was 14/15 years old, I moved to a suburb in New Jersey and spent 8th-12th grade over there. I attended Bergen Community College for one semester, then I moved to Boston and attended Bunker Hill Community College. I've always been passionate about psychology, and the wonderful professors here at BHCC solidified my interests in also becoming a teacher. As of now, I'm still thinking what to do for my career, but it's around those two areas of study. My non-career interests are learning about my pre-colonial ancestral background making plots for stories.

Misael Carasquillo, M.B.A., M.S.F.

"This is my English" Cypher

Misael Carrasquillo is a first-generation non-traditional veteran alum of BHCC, who graduated from the BPS system, served our country right after high school and pushed for seven years of education to receive a double master's in Business Administration and Finance. With the knowledge gained from my education and experience, I am passionate to empower our Black and Latinx community especially our Black and Latino male students at BHCC.

Jihad Wallace/WhoNos

"This is my English" Cypher

Jihad will complete his associates in Liberal Arts and a Cannabis Cultivation Certificate at BHCC in Summer 2024. "I'm here today to show y'all my freestyle rapping skills. I'll be working on a book of poems with Professor Deb Schwartz once again during the Fall. I would like to be recognized and paid for my work that I put in days, weeks, months, and possibly years to complete. I'm going to continue my studies at UMass Boston and play for the basketball team there. I hope y'all enjoy my skills off the top. Peace"

Claudio Brandao

"This is my English" Cypher

Claudio Brandao studies music in hopes of being a great rapper. He takes inspiration from Kendrick Lamar and xxxtentacion with expressing himself by getting vulnerable. He will graduate from BHCC in 2025, with an A.S. in Visual Design, and will move on to a four year degree to learn about studios and instruments so he can use this to make music in the future.

Sorry's Wake

By Solomon Spencer

In our house of promised union
I've denatured into a voiceless servant.
Tasked to singlehandedly tend to the health of
our love.

In the bathtub washing your back
my hands tracing the scars that made you so cold.
Trying my best to fill the cracks in your skin
I'm exhausted and sinking
into the belly of frustration and futility.

Feeling my touch, maybe I'm cold for him too.
He stands and without a word
leaves me to spoil in the bathtub.
Alone with the hum of the florescent bulb
I'm ashamed that I can't force tears.
I'm guilty because I love him.

Our small tub, deep as the hopes I have for you.
Dunked into the well of my mourning
a sponge squeezed by your guiding hand
to weep for the fact that maybe you'll never love me

Cyclically drenched and intoxicated
with hopes of fixing you
and dreams of you changing.
Again and again wrung out to soak the floor
and stare at the truth.

With a newfound warmth within myself
I escape the corruption of your coldness.
As the shores of my well are brought to a close
I see a puddle of expectation at my feet.
Laughing and stomping
I splash throughout the room.

A porcelain doll once paralyzed
now has new eyes to reflect the sun.
She has arms to embrace you
the hands to feel an I'm sorry
and a heart ready to forgive.
Everything ends when you say I'm sorry.



Our Love is We | Lanmou n Ap Fè Nou

By Jade Van Atta

I stand still.
Watching her.
Her toothless smile.
Arm in arm. Hand in hand.
No hand in mine.

The lights are too bright.
Too bright for me.
Too low for her. She shines regardless.
Dew drops
upon freshly bloomed petals.
The only light I reflect:
my tears.

So I stand.
Watching her smile.
And I cry.
And I cry.
And I cry until it feels
I have drowned myself in our tears.
I sink.

My eyes forever turned upwards.
Towards her.
Her toothless smile.
Her hand on his.
No hand in mine.

My voice does not reach her
from below the water,
through the veil,
of a loverless bride.
She is adored by all,
but she is loved by me.
Our love is we.

The men will never
know we.
And yet their hands
are in hers,
lavished
in sweet perfume.
Graced is he.

*M kanpe dwat.
Ap gade li.
Souri san dan li a.
Bradsou bradsa. Men nan men.
Okenn men nan men m.*

*Limyè a twò klè.
Twò klè pou mwen.
Twò ba pou li. L ap klere malgre sa.
Lawouze a
sou petal fre ki fèk fleri yo.
Sèl limyè mwen blayi:
dlo je m.*

*Konsa, m kanpe.
Gade souri l
Epi m kriye.
E m kriye.
E m kriye jouk m santi m
neye tèt menm nan dlo je nou.
M fè fon.
zye m fikse anlè pou tout tan.
nan sans li.
Souri san dan li a.
Men l nan men l.
Okenn men nan men m.*

*Vwa m pa rive sou li
soti anba dlo a,
travèse vwal la,
yon lamarye san lanmou.
Tout moun adore li,
men mwen renmen li.
Lanmou n se nou.*

*Gason yo pa p janm
konn nou.
Epoutan men yo,
nan men l,
benyen
nan pafen dous.
Benediksyon pou li.
Scorned are we.
I no longer*

know my name.

*She's sorry it has to be this way.
She misses you.*

*So what of us?
What of we?*

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