

Equity Work Group (EWG)

BRIEF UPDATES

Chief Equity, Diversity and Inclusion Officer (CEDIO)

The leadership profile is posted on the BHCC website and will be advertised in other publications with a closing date of May 10. If the quality of the applicant pool isn't sufficient, the closing date will be extended. It is anticipated that interviews and open sessions will be completed by the Fall 2019 semester with the final candidate starting the Spring 2020 semester. The following link provides the CEDIO profile - [Chief Equity, Diversity and Inclusion Officer \(CEDIO\)](#).

Climate Assessment/Professional Development Team

The team is collaborating with Institutional Effectiveness and the Center for Cultural Wealth and Equity to identify an instrument for Climate Assessment during the Fall Semester. As the team progressed, it was noted that other areas of the College are undertaking similar assessment work. The goal is to coordinate these efforts for a greater efficacy in collecting information from the College community and a more effective analysis of the data.

Infrastructure and Sustainability

Thank you to those who participated in the **Dessert Social** on March 27. The Dessert Social provided an opportunity for the College community to discover and explore the working definition of equity in developing a common understanding of equity at BHCC. **The following link provides "as-is" unrevised feedback:**

[Equity Definition Feedback](#)

The team will continue to develop a revised equity definition/framework for additional input.

Other Updates

Glenn Gabbard, EWG Consultant, has concluded his efforts for EWG. The next consultant will be identified based on the needs in the next phase of the EWG work.

EWG Website (In Progress)

<https://www.bhcc.edu/diversityinclusion/equityworkgroupewg/>

EWG FOCUS "CALL TO ACTION"

The Equity Work Group was developed in the Spring of 2018 and have been organizing with two goals: first, to reimagine the role of the Chief Equity, Diversity and Inclusion Officer at the college in order to launch a search for an individual to assume this role; and second, to assess the culture and climate of Bunker Hill so that equity informs the work interactions of staff, faculty, and administrators between and appropriate professional development for all of us.

In January 2019, the EWG added an additional working group, forming three working groups:

- **Leadership Search Team** has developed a new job description for the Chief Equity, Diversity and Inclusion Officer and will be collaborating on the next steps for the search process to fill this position.
- **Climate Assessment/ Professional Development Team** is working on developing assessment strategies to better understand the current climate and culture of the college as it reflects its commitment to equity.
- **Infrastructure & Sustainability Team** is eager to collaborate in a commonly shared definition of equity and to facilitate consistent communication about the work of EWG.

Equity Definition Feedback

Dessert Social

March 27, 2019

WORKING DEFINITION OF EQUITY:

At Bunker Hill Community College (BHCC) equity is a common understanding within the college of how we engage through reaching, serving, teaching and learning. To achieve this, BHCC utilizes an equity-minded lens when creating and changing policies, practices, and programming; ensuring additional institutional and societal disparities are recognized, evaluated and addressed, leading to members of the college community having access to what they need to be effective in their personal and professional aspirations.

Questions to consider:

1. What does Equity means to you?

- Being conscious of systemic injustice as opposed to individual shortcomings
- Equity is the opportunity to be able to share in education and other life opportunities
- Equity means giving people what they need to succeed based on their personal needs
- Defining equity is difficult to do in a single definition. This definition presented focuses on the afforded opportunity side of things however it is less focused on the support or success piece. Instead of a definition I would consider more of a framework and steps versus a definition.
- For me equity is meeting people where they are to achieve equal outcomes for all.
- Equity means everyone is the same person and share the same mindset.
- Purposeful structural cultural initiatives
- Equity means that each student has the right to learn in an environment that reflects their background and lived experience, that harnesses their socio-cultural and other forms of capital, and that provides the differentiated tools and support needed for each individual to thrive and succeed (achieving equitable outcomes!). Equity also applies to faculty and staff who work at the college.
- Equity is a shared starting point for beginning to acquire knowledge
- = (Symbol Used)
- Equity – the concept of fairness needs to be in demonstration; not just talk it needs to be measurable
- Personalized fair treatment for me

- Questions to add: (1) Equity at BHCC versus living in a world of equity; (2) With this, are we teaching, how can we teach our students to create equity in their world?; (3) Equity: State funding per student at BHCC, Salem State, UMASS Boston, UMASS Amherst. Happy to help.
- Since we strive for a common understanding; Equity = Adequate Access to what we need to do what we do effectively
- Equality (as written) means treating everyone the same and with respect.
- Opening up opportunities for everyone. Providing support so people can access those opportunities
- Treating everyone on an equal footing. Being fair in practice and non-judgmental/bias in all dealing. Taking into everyone's history and life experience in learning how to effectively communicate across the board
- A community that understands everyone is different and still help each other to better each other and the community as a whole.
- Equal treatment and opportunity
- What do we mean by "reaching"? → "recruiting"?
- Everyone gets a fair shake
- Equity to means equal choices for everyone who wants to make a change within their community or around the world
- Equity means that everyone has a seat at the table; a voice to share their concerns. While everyone should be treated the same in theory, equity makes it so that people can actually can be by taking into consideration where people are starting from.
- Equity is a common understanding of having equal to everyone, but more that benefits to every individual's needs.
- Treat everyone the way you want to be treated regardless of culture or race.
- It seems for me, equity means fair. I have been study BHCC two years. I think BHCC is a great place to doing equity as well not only academic but also diversity. Thank you.
- Equity means everyone is treated the same no matter who
- It may be worthwhile to actually define the word equity

- Each member of the BHCC community is treated with respect regardless of who they are or the position held, and given the appropriate tools and training necessary for the person to be successful
- The quality of being fair and impartial!
- It means to me everyone is equal
- Equality (as written) is good when you realized, that we are all different; but we want to be treated equally in term of salary, opportunity to advance
- Fair & Reasonable treatment for all
- Treat everyone the way you want to be treated that what equality (as written) means to me
- I think that equity is important so all people can participate and doesn't matter for example if you are handicapped or not.
- Equity involves respect, not just to a person but to Humanity itself. Equity involves fairness, justice, and kindness to those around us.
- It means having manners
- I am having a lot of trouble with the yellow intro. sentence. Equity is not a common understanding (yet) maybe “teaching, learning + working” (reaching + serving’ seem off to me.)
- A+ BHCC equity is a common understanding within the college of how we engage through reaching, serving, teaching, & learning. BHCC ensures additional institutional & societal disparities are recognized, evaluated & addressed to open access

2. How do we achieve equity through our policies and practices?

- We need to know our policies and practices in order to make them more equitable
- Have an information session BEFORE the advising and orientation process that helps new (+current if need be) students understand: Financial Aid, Payment Options, Drop Deadlines, NA Grades
- A thorough review of current policy and practices by a wide-ranging group of the BHCC Community from each “level” of employment, all races & religions represented and most importantly there is a representative group of students at the table.

- Focus on the needs of individual student populations – even if that is difficult to achieve
- “Equity-mindedness” is unclear to me; add: changing “services”; bigger question is how to measure
- 1) Online meeting groups 2) newsletters 3) spot with posted info 4) mentors
- Achieving this will entail listening to the student voices
- Utilizing the melting pot of ppl of many races, backgrounds, physical & mental abilities and including when making these policies. Don’t just have them in the room to talk but really use what they’re saying to create the new policy for real, not just talk.
- Create, change, reflect, revise existing policies & procedures
- There should be student support groups and every student should be required to attend at least one session so that they know what help is available and how to get it.
- Policies that informal and not written out. Are they actual policy?
- I think that every student that is getting SNAP benefits should be able to get a free lunch voucher. Like the ones that they give out at Single Stop.
- Involve everyone in writing and creating- from the beginning – especially students
- Space planning also considers planning for safe spaces for affinity groups. An equity mindset & approach to planning us of physical space.
- By bringing more voices to the table
- Make sure to develop policies & practices as democratically as possible. Include student voice
- What is an equity-minded lens? It sounds like it might distort or warp perspective.
- Institute policies that change to include everyone, include a variety of viewpoints, are flexible.
- Using the term “equity-minded lens” to define the approach to serving, teaching, and learning may be better understood if it is further defined.
- In our practices: allowing for more student feedback and/or student forums that allow the BHCC student voice to be heard (consistently 3x a semester)
- Awareness and removal of barriers to disadvantaged students + active engagement of disadvantaged students.
- We need an audit with data of our policies and practices to determine how they impact different populations of students, as well as how they impact different

populations of faculty and staff. Based on findings, we need to revise our policies and practices with an equity-minded lens grounding in the research on best practices to achieve equity.

- Holding more focus groups/diving into more data before making programming decisions. What do our students actually want/need? Theory aside.
- Listening to student needs and wants
- Equity is inclusion. What good is diversity if people don't feel included? Bunker Hill Community College is one of the most diverse colleges in the country. That being said as Faculty, Students and Professors we should strive to make others feel included and a part of something greater than the individual.
- By implementing rules/easy rules that everyone can follow
- Need to involve proper stakeholders when making, creating & reviewing policies, practices and programming

3. How does BHCC become a more equitable institution?

- Ask questions, what, why, how
- Leaders are coached to become aware of their implicit biases...take a look at systems that are built around them ... rewrite systems to protect our students from our biases ... Hold one another accountable.
- The school needs more input from students and their parents/caretakers
- Treat students with dignity and respect like we matter
- Organize more unions, democratically by rank-and-file
- Data informed mindful of current research on equity
- Ensure every stakeholder has representation when policies & practices are considered. Student voice needs to be included and heard.
- Expand Single Stop services
- All students at other colleges should come to BHCC because BHCC just isn't a school it's like a home for misfits and everyone can get along.
- Be more mindful of students' financial situation and policies that impact their situation, communicate those policies clearly and consistently, especially w/English language learners
- All students – need to be always at the table – they are #1 why we are here

- How do we recognize disparities?
- Listen, empathize impact change
- Focus on process and outcomes. The definition focuses on process – that’s good!
Tracking outcomes, i.e., narrowing gaps, will tell if our processes are working.
- Dismantle the structure that perpetuates inequity within this institution and build it back up using principles of diversity & inclusion and making sure the voices of those who have historically been marginalized are heard. Do not ignore people and practices that make this place not equitable, from physically in accessible spaces to metaphorically inaccessible places.
- Make sure all policies are measure and enforced
- Listening to the needs of both the students & the employees
- For me, hopefully more hands-on computer time (i.e. SIPS in 2352 and in BUS)
Accessing MOODLE given on recent password login issues/confusing. Switch being to OFF365 (*Note: some areas of the written feedback were unclear/illegible*)
- Value all student opinions and concerns
- Don’t be afraid of data & talking to students – ask questions and use
- Making sure student are included in significant decisions at College; Better information flow to all areas of campus; make sure NUPS are brought into/made aware of Faculty (Union) issues
- We need to have frank conversations that acknowledge our shortcomings. The campus often operates as a white space. Exec staff needs to mirror diversity of our students. Administrative leadership and faculty and staff need to mirror the diversity of our students. The conversations need to lead to ACTION PLANS + ACTION.
- Letting a student tell their story first, before deciding what they need.
- How do you evaluate institutional and societal disparities? Is it only for BHCC?
- Review the policies that relates to people with disabilities such as deafness, blindness. Where do they go for help as a student, faculty, staff and parent.
- Front seat for seniors and people with disabilities.

4. In your opinion, what does equity at BHCC look like?

- The Blue Question (How do we achieve equity through our policies and practices?) should inform the yellow question (What does Equity means to you?) in order to see what it looks like at BHCC.
- Equity looks like justice as FAIRNESS! Regarding our practices toward each other!
- Transparency
- Accountability by Administrators to combat inequity, systemic barriers of P.O.C.
- In my opinion equity @ BHCC = support systems and the help they provide w/support system. For example mine would be IEP (Accommodations)
- Like a room full of people/academics with the right intention but are missing the true idea of equity by limiting who has the right to be heard
- In my opinion Equality (as written) at BHCC look like everyone becomes one person and understand one another's goals and future behold
- _____ (Symbol Used)
- = (Symbol Used)
- Equity = every doing one thing they know that is common like eating, riding bikes etc. different ways, same maneuvers one path to success
- Being true and honest with yourself and the people around you.
- 1) Open doors; 2) Ability to discuss & receive direction
- Providing opportunities to everyone, regardless of background, income, race, religion, etc.
- In my opinion is that the school have different races at BHCC that will have the school stand out in the future.
- Equality gets in the way of equity. BHCC should treat everyone depending on his/her needs to achieve equity.
- How do we make sure the language used is accessible to all
- Equity means hard work @ Bunker Hill
- Equity at BHCC is a campus environment that recognizes and values each person in the campus community, that honors each person's cultural wealth, that designs and implements policies and procedures that do not disproportionately impact specific populations in negative ways, that provides each person with the tools and supports

needed to thrive and achieve their aspirations and that engages in continuous critical reflection, collaborative inquiry and committed action to get better at this work toward the aim of achieving equity at all levels of the institution. The current draft definition is muddled and unclear to me. It is a lot words are not cohesive or focused.

- Access to definitions of academic terminology:
 - req/preq/co-req
 - catalog
 - syllabus
 - Bursar
 - Registrar
 - W vs. drop
 - Semester
- We are all different but we are all sweet inside
- More attention should be paid to individual needs
- Equity means equal treatment to all
- All students are comfortable here, have services they need, and supports are able to make progress & pursue their goals +data indicate no gaps in student outcomes
- Diverse and different opportunities to different groups of students aimed at yielding the same and equal achievement across all groups.
- Effective and mindful???
- Everyone take actual need in the community
- In the academic experience it is important that faculty can reflect the diversity of the student body.
- By asking questions. Find what the individual need in relation to that subject matter. This takes time but has a more effective end result.
- Make professional development in the forefront of staff to increase skills & innovation.

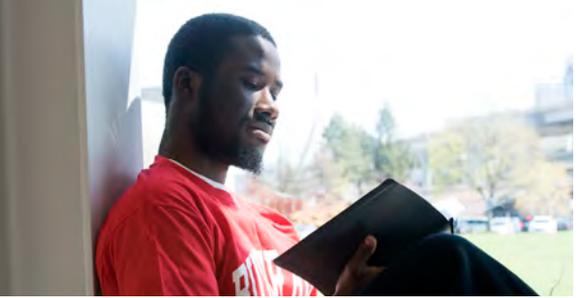
5. If you were to rewrite the working definition, what would it say?

- This definition incorporated a very comprehensive def explanation as to WHO WE ARE and how much we value this position!
- Sure changes! The end of the definition mentions professional & personal aspirations. Civic aspiration should be added as well since we are education students to feel a sense of civic responsibility as well. I feel like the language about recognized, evaluated and discussed is very jargon and not about people. Can we make it sound more human something about recognizing the different opportunities, resources, experiences and impacts of institutional racism/sexism?
- It should include concrete, measurable outcomes & commitment to evaluating/assessing them regularly.
- Reaching what?
- The purposeful (as written) creation of an equitable campus culture reflected in our processes, policies, programs and how we are with each other
- Change word of equity-minded lens. Too much equity in definition. Add listening to shared voices. Replace members w/who like students, staff, faculty. I don't think the word equity should be used in the definition of equity. Maybe find a different way of saying this.
- Rephrase: so that members of the college community having access to what they need in their academic, personal, and professional aspirations.
- "Equity-minded lens" is unclear to me. Add "changing policies, practices... and services"
- Members of the College – change to "faculty, staff and students"

Bunker Hill Community College

Chief Equity, Diversity, & Inclusion Officer (CEDIO)





ABOUT BHCC

Bunker Hill Community College is a multi-campus institution with vibrant, urban campuses in Boston, Massachusetts, in nearby Chelsea, Massachusetts, and at three satellite locations in the Greater Boston area. Founded in 1973, BHCC is the largest of the 15 community colleges in Massachusetts, serving some 18,000 students annually across all modes of instruction. The College offers certificates and associate degrees, early college and dual enrollment, non-credit community and corporate training, and industry specific training programs. The College is the 8th most diverse higher education institution in the United States, and is a Hispanic and Asian American and Pacific Islander Serving Institution. Approximately 900 International Students attend from 107 countries, speaking 75 languages.

COLLEGE VISION, MISSION AND VALUES

Bunker Hill Community College empowers and inspires students, faculty and staff diverse in identities, experiences and ideas to make meaningful contributions to our local and global communities. The College embodies a spirit of inquiry, critical thought, inclusive excellence and lifelong learning.

Mission

Bunker Hill Community College serves as an educational and economic asset for the Commonwealth of Massachusetts by offering associate degrees and certificate programs that prepare students for further education and fulfilling careers. Our students reflect our diverse local and global community, and the College integrates the strengths of many cultures, age groups, lifestyles and learning styles into the life of the institution. The College provides inclusive and affordable access to higher education, supports the success of all students and forges vibrant partnerships and pathways with educational institutions, community organizations, and local businesses and industries.

Institutional Values

Bunker Hill Community College Trustees, Faculty, Staff and Students embody the highest academic and institutional integrity through their commitment to:

- Access and Success
- Excellence and Innovation
- Economic and Social Justice
- Inclusiveness and Equity
- Civic Engagement and Service
- Kindness and Respect
- Accountability and Transparency



POSITION

The Chief Equity, Diversity & Inclusion Officer (CEDIO) reports to the College President and is a member of the Executive Staff. The CEDIO provides vision, leadership, planning and oversight for programs, policies and procedures related to the institution's commitment to equity, diversity and inclusion, and facilitates the integration of equity and cultural wealth into all aspects of institutional life of our students, faculty, and staff. The CEDIO advocates on behalf of the College in forwarding the values of equity and inclusion in the community-at-large, and within the community college movement regionally and in the national dialogue. The key areas of responsibilities and essential characteristics of the CEDIO are outlined below.

ESSENTIAL CHARACTERISTICS

The CEDIO is aligned with the Vision, Mission, and Values of the institution, and effectively balances the educational ethos of the College with the expert application of state and federal rules and regulations designed to protect the rights of constituencies, and safeguards an effective ecosystem for teaching and learning, and employment. The CEDIO is dedicated to a dynamic educational environment, investment in the social and economic well-being of all, and belief in student-centered learning in an engaging, supportive environment.

Since the initial establishment of the position many years ago, this new, redefined position reflects the growing maturity of the College in our diversity work, and signals a renewed commitment to equity. Our next CEDIO will serve as facilitator and guide in the next phase of deep learning in all aspects of the College, towards equity, inclusion, and social and economic justice through education.

RESPONSIBILITIES

Learning and Development

- Identify and plan diversity, equity and inclusion training programs to raise awareness and developing best practices to cultivate a culture of civility, respect, and ethical behavior;
- Identify key levels for change, and establish a sustainable infrastructure around current and future equity initiatives;
- Articulate a clear link between equity, diversity and inclusion initiatives and the impact to the College's overall performance;
- Oversee periodic assessments of the campus climate, and use results to design programs and interventions to improve the culture of inclusion, and to strengthen college-wide functions, policies, and communications;
- Establish a system of accountability in the area of equity-minded practices by identifying and implementing metrics for decision-making and evaluation; and
- Serve as an ambassador and advocate for effective diversity, equity and inclusion programs and services on and off campus

Regulatory Compliance

- Oversee campus implementation and compliance with all applicable laws, regulations as they pertain, but not limited to Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1972; American Disabilities Act (ADA) and Section 504 of the 1973 Rehabilitation Act;
- Serve as primary contact for the complaint process as it relates to the Policy on Affirmative Action, Equal Opportunity & Diversity (PAA);
- Serve as a member of the campus response team, as appropriate, in collaboration with Campus Police/Public Safety, Behavioral Intervention Team and Student Affairs to address incidents on campus and coordinate the responses and students support efforts;
- Interpret and advise on the impact of EEO laws on the college's policies, procedures, and day-to-day operations;
- Interpret and advise on current and applicable legislation, guidelines, compliance agencies' interpretations, and court decisions;
- Serve as liaison to outside agencies such as the Massachusetts Against Discrimination (MCAD), Equal Employment Opportunity Commission (EEOC), and the Office for Civil Rights (OCR);
- Assist Campus Police/Public Safety with compliance with Clery Act reporting standards; and
- Assist the Human Resources Office in the review and improvement of policies and procedures through an equity and diversity framework for recruitment, onboarding and continuous professional development of employees;



College-Wide Partnerships

- Partner with the Center for Equity and Cultural Wealth which serves as a hub for research and innovation that supports BHCC's mission to honor the cultural wealth of its students, faculty and staff and commitment to creating learning environments where all students can achieve excellence. The Center engages faculty and staff in culturally relevant scholarship, practice and advocacy focused on achieving equitable outcomes for all students.
- Partner with internal stakeholders such as Student Affairs, Academic Affairs, Office of Events and Cultural Planning, and Integrated Marketing and Communications to:
- Build student-led equity initiatives to enrich the campus climate for students;
- Increase professional development to increase awareness and support of equity and inclusion values;
- Embrace the College's mission of inclusivity and cultural engagements to generate knowledge and shared experiences;
- Formulate internal communications strategies on the college's equity objectives and ensure their dissemination throughout the College in the community-at-large.
- Develop strong partnerships with the College's anticipated and/or current equity and inclusion initiatives that targets student success and closing of achievement gaps. These include:
- Building the Framework for Success, Asian American Native American Pacific Islander Serving Institution (AANAPISI);
- Open Education Resources (OER);
- Title V - Hispanic Serving Institutions (HSI);
- National Science Foundation;
- Halting Oppressive Pathways through Education (H.O.P.E) Initiative;
- Undocumented Student Work Group and Summit;
- Voices of Hunger, and others.
- Partner with the Office of Institutional Effectiveness to review and assess data on equity, diversity and inclusion.
- Participate in key committees, executive team and/or board-level meetings, ad-hoc project teams, and college community activities.



QUALIFICATIONS

Minimum Qualifications

- Master's Degree in education, business or other relevant major;
- A minimum of five years of demonstrated leadership and success in developing equity, diversity and inclusion initiatives and programs, and engaging communities in dialogue and activities.
- A deep knowledge in the field of equity, diversity and inclusion, including current scholarship of the field, historical and social context, the vocabulary of the discipline, and the complexities and intersectionalities of issues in modern urban communities;
- Expert and current working knowledge of applicable laws as it pertains to Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1972; American Disabilities Act (ADA) and Section 504 of the 1973 Rehabilitation Act;
- Two or more years of experience in the investigation of EEO, ADA, Affirmative Action complaints and conflict mediation;
- Experience responding to events that warrant a high level of understanding and appropriate reaction to issues associated with equity, diversity and inclusion within the College;

Professional Qualifications

- Proven ability to work with a diverse population of students, faculty and staff;
- Excellent interpersonal, communication and conflict-resolution skills and demonstrated ability to promote collaboration among departments;
- Proven track record of facilitating conversations and mediating diverse opinions to address shared needs and concerns;
- Ability to maintain strict confidentiality in all appropriate areas while maintaining a positive and solution oriented demeanor;
- Ability to manage multiple projects, meet deadlines while handling a demanding workload;
- Demonstrated budget development and oversight experience;
- Demonstrated excellence in communication (written and verbal); the ability to listen, synthesize, lead, explain and communicate at all levels will be critical;
- Strong Microsoft Office Suite experience; and
- Ability to travel to various statewide meetings and represent the college at external events

DESIRED QUALIFICATIONS

- Earned doctorate or advanced terminal degree;
- Experience working in an academic environment preferably in a community college setting; and
- Experience working with collective bargaining units

ADDITIONAL INFORMATION

Salary: Commensurate with education and experience

Review Date: To Ensure Consideration, Application Materials Must Be Received By May 10, 2019.

APPLICATION INSTRUCTIONS:

To be considered for this position please access
www.bhcc.edu/hr/availablepositions



