

Intercultural Happenings

Office of Intercultural Affairs

Winter 2010

This semester was a busy one for diversity and diversity initiatives at the College. The College launched the Bias Response Protocol, welcomed new students in the Intercultural Experience Program, supported the impactful efforts of the Student Government Association Executive Committee's "Step Up, Speak Out" educational workshops, and offered interesting and engaging programs with films and discussions, speakers and panelists. The Alumni Diversity Committee gathered to discuss ways to stay connected to the College, and the current diversity organizations increased their participation in record numbers! Students, faculty and staff were offered opportunities to create a supportive and inclusive community for individuals who identify as LGBTQ, and our featured speakers raised our level of awareness about differences, strength, and overcoming adversity. In addition to the community events, there were more opportunities to engage in smaller, more intentional discussions about diversity through the R.A.C.E. Dialogue series, Diversity Networking Group, and the Multicultural Book Discussion.



Participants in the Intercultural Experience Program 2010 and the ALANA-A Brothers and Sisters

As a community, we are moving forward in becoming a more inclusive place for all people; yet, we still have a very long way to go. You can help encourage an inclusive community by speaking out when you see situations of injustice, bullying, and intolerance. You can help by addressing the ignorance of others through thoughtful education. And, you can help by participating in programs, dialogues, and discussions and honor the stories each person holds. There is no question that **you can** make a difference at Stonehill. The real question is, *will you choose to do it?*

To get involved, email diversity@stonehill.edu for more information.

In peace,

Liza Talusan

Liza Talusan, Director of Intercultural Affairs

INCLUSIVE EXCELLENCE GRANT *by Raul Martinez '11*

Thanks to the Inclusive Excellence Grant, I recently attended the Annual Biomedical Research Conference for Minority Students (ABRCMS) in Charlotte, NC in November. The goal of the conference is "to encourage underrepresented minority students to pursue advanced training in the biomedical and behavioral sciences". With inspirational speakers such as Maya Angelou, famous poet and author; Francis Collins, director of the National Institutes of Health; and Neil deGrasse Tyson, famous astrophysicist, the conference provided inspiration for underrepresented minorities in the sciences to pursue advanced career goals.

The theme for the conference was "Perseverance and Advancement in the Sciences". Many of the speakers addressed the fact that the United States is falling behind in science and math compared to the other scientific powerhouses like the European Union, China, and Japan. It was a call to action for the youth population to continue to push forward. In her keynote address at ABRCMS, Maya Angelou said, "The process of learning is an ongoing situation." After attending this conference, I realize now, more than ever, I have a personal responsibility to keep learning and to keep improving.

I want to be a great doctor who seeks to embrace the cultural diversity that each patient brings to the relationship; therefore, I was most interested in the conference workshops that addressed cultural competency and culturally responsive patient care.

Unfortunately, outside of the ABRCMS conference, I have not seen this issue addressed to the depth that it is discussed at ABRCMS. Therefore, I am very thankful that the Inclusive Excellence Grant allowed me to experience all this and bring it back to Stonehill College. My goal is to participate in the Stonehill Conference on Diversity and Inclusion in the spring and share this important knowledge with the community. Thank you to the Office of Intercultural Affairs and to my professors in the sciences who encouraged me to attend this important conference!

For more information about the Inclusive Excellence Grant or the Conference on Diversity and Inclusion please email diversity@stonehill.edu.

LATINO HERITAGE CONVOCATION

Reflection from Prof. Magda James-Pederson:

I know what you are thinking “With her freckled skin and red hair, there is no way this Prof. Pederson could possibly be Puerto Rican. She must have gotten lost on the way here. I’m sure she was meant to attend the Irish Convocation somewhere else on campus, but instead she walked into this *Latino* one.” I am indeed, though, more closely related to Ricky Martin than to Liam Neeson. I grew up listening to Menudo, a Latino boy band back when Ricky Martin was about 10 years old. I can dance to *salsa* and *merengue*, but I would trip over if I had to do Irish Step Dancing. You could say that I am a poster child for the expression: “*Don’t judge a book by its cover.*”

As the fifth child in a family of seven children, there was no money to visit colleges in the U.S. My parents had no choice but to put me on a airplane and send me off to Newark, NJ. In Newark, I was picked up at the airport by a distant aunt (seems there is always a Puerto Rican distant relative somewhere!), and I slept at her house that night. That night my sweet *Tia* told me that I will probably need winter clothes for the rough New Jersey winters ahead. The next day, she was so thoughtful and kind that she filled two large garbage bags with winter apparel from Filene’s Basement. I was all set! I arrived to Princeton with my Puerto Rican luggage ready to show my new friends how to move those hips while dancing to salsa. *My advice to college students: go out of your way to make friends from different cultures. Be a role model, a spokesperson for your ethnic group. Celebrate who you are but also embrace your new surroundings.*



L-R= Prof. Magda James-Pederson, Tikola Russell, Michelle Tineo '12, Jorge Bosch '13, Jacqueline Guzmán

Reflection from Jacqueline Guzmán, Assistant Director of Intercultural Affairs:

My name is Jacqueline del Carmen Guzmán, named after the famous Mexican actress Jacqueline Andere and my mother Lucia del Carmen Guzmán. My mom loved to watch Jacqueline Andere in all of the *novelas* in El Salvador. Growing up in the United States was always very interesting. My trips to El Salvador simply reminded me of something that I knew, yet was so foreign to me, at the same time. You see, my aunts and uncles left El Salvador physically, but they never left culturally. Our home in the United States was filled with Salvadorian culture, music, food, values, morals, and beliefs. Yet, I lived in two cultures: If I said I was Salvadorian, native Salvadorians were quick to correct me and say I was American; but if I said I was American, my peers immediately told me, “No you’re not American. You are not White”. The search for my true identity was a challenge. I never felt Salvadorian enough or American enough to please either side. I always felt I was in this weird state of limbo. My family is from El Salvador but I was born here. **Born here.** What did that mean? To my family and me it meant a world of opportunities, an opportunity at an education, an opportunity at having a good job, and an opportunity at having a choice at what you could make of your life despite the odds against you. *Con la ayuda de Dios todo es posible.* With the help of God everything is possible.

DISABILITIES CONVOCATION PANEL

The DisAbilities Convocation Panel was held on Tuesday, October 19th, in a packed classroom! We welcomed guest Abby White from London, Kylie Krause '14, and Dean Richard Grant. The panel began with a brief presentation by Abby White, a cancer advocate and a health disparities activist who volunteers her time to work with children in Kenya who are diagnosed with retinoblastoma, a very rare pediatric eye cancer. She shared with the audience not only the importance of early diagnosis for retinoblastoma but also the differences in health care (and in survival rate) between patients in the United States and those in countries where health care access is limited. As a member of the panel, Abby spoke of the bullying she experienced growing up as well as the challenges of being perceived as “unintelligent” because of her vision. Kylie Krause '14, a first year student who uses prosthetics to aid in her mobility, shared her experiences of multiple surgeries as a young child and of the many doctor's appointments that followed to best fit her prosthetics. Dean Richard Grant shared his professional interest and work in advocating for the rights of students with disabilities as well as his incredibly powerful stories of his close friend and of his sister, both who have lived lives touched by disability. During this disability Convocation, participants and panelists experienced such strong emotions as they shared their very personal journeys.

The Office of Intercultural Affairs is deeply grateful for the honesty, courage, and openness demonstrated by Dean Richard Grant, Kylie Krause '14, and guest Abby White.

AROUND CAMPUS



The Namesake Review by Jasmine Khubchandani '12

Jasmine Anil Khubchandani. Yes, for most people, my name is difficult to pronounce. By Indian tradition, my middle name is my dad's first name, though he prefers to be called "Neil". When introducing myself, I usually just say, "Hi, my name is Jasmine" because most people just look confused or overwhelmed when I include my last name. And yet, even when saying my first name, I tend to pronounce it as "JaZmine" rather than "JaSmine" because most people don't bother to even distinguish the difference. Yet, as I get older, I realize that each time I say my name in a way that is accommodating to others, I slowly lose a piece of my cultural identity. Who would have ever thought that the presentation of a name would hold so much conflict!

I first encountered the Pulitzer Prize winning, Indian American author, Jhumpa Lahiri in high school when I read her collection of short stories, Interpreter of Maladies. In her stories, she eloquently unfolds stories of Indian immigrants regarding issues of marriage, love, and parent-child relationships. The struggle between assimilation and holding onto cultural values from the homeland shatters her characters apart.

The Namesake is Lahiri's first novel and feeds the hunger bred by her short stories, Interpreter of Maladies. The novel follows a Bengali Indian family, the Gangulis, as they leave Calcutta for the United States. They soon have a baby boy and seek to follow the Indian tradition of having an elder name the baby. Because Ashima and Ashoke are without family in the United States, they eagerly wait for a letter from India to arrive with the child's given name. Encouraged to simply pick a name for the birth certificate while waiting, Ashima and Askoke choose the name "Gogol" as the baby's pet name (a name only used informally by family members and close friends). The letter never arrives, and the name "Gogol" becomes one the child keeps.

Throughout the story, we watch Gogol make decisions to repeatedly reject his Indian heritage. He is embarrassed by his parents' traditions, resents having to engage in activities with other Bengali families, and eventually change his name to "Nikoli". He rarely visits home, dates American girls, and is irritated by those who refer to him as "Gogol." Through a lens of constant anger, Gogol expects to always deal with stereotypical comments regarding his heritage and he works hard to avoid anything Indian. Gradually, a series of events, including the death of his father, awakens Gogol to accept his name and his namesake. At last, he begins to read stories from a collection by the author Gogol, which had been a birthday present from his father years ago.

Lahiri's writing mirrors the issues I have experienced growing up as a first generation Indian American female, feeling pulled in separate directions by both aspects of culture. There always exists this tension between being seen as "too Indian" or as "too American." However, I do know for sure that who I am today has been shaped by both my Indian heritage and my American birthplace. I might never pinpoint my location on the Indian American spectrum, but I will always be happy that I have had the best of both worlds. The name *Jasmine Anil Khubchandani* ties to me to a rich cultural and religious heritage which I will continue with my own future family.



Jasmine Khubchandani is a junior in the honor's program, an ALANA-A Sister, tutor, member of Diversity on Campus, and a co-choreographer for the DiverCity festival.

ESERA TUAOLO: A MESSAGE OF HOPE AND ACCEPTANCE

On October 13, 2010, Esera Tuaolo, a former NFL defensive lineman, Hawaiian born and raised, and openly gay father of twins, joined a room of approximately 360 students, staff and administrators to share his story of oppression, fear, hope, acceptance and joy. Esera's visit to Stonehill, and his message of acceptance, love, and the experiences living in fear of a teammate finding out he was gay, tragically hit home in the weeks leading up to his visit. Within a few weeks time span, five reports of young people who had taken their own lives due to bullying had been the focus of our nation's news. Students in the audience — made visible by tears and embraces by friends — were deeply moved by Esera's own story of desperation, alluding to the fact that he, too, had thought of taking his own life. In his a cappella rendition of "Angel" by Sarah MacLachlan, one could feel the pain as he emotionally travelled back to that time in his life. He shared his pain of hiding his identity, finding ways to live a life that was not truly his own, and reconciling the tension of living every athlete's dream and wishing it would all go away.

Randall Phyall, the Assistant Area Coordinator for the Courts and a professional staff member in Intercultural Affairs, offered his reflection on meeting Esera:

*In anticipation of Esera Tuaolo's arrival, I was experiencing a wide range of emotions. I was excited about meeting a professional athlete who was a celebrity. Yet, mixed with my excitement was also an overwhelming feeling of anxiety. Being a former football player and being a Black, heterosexual male, I have not had many opportunities to unpack all of the proverbial baggage that I had internalized about members of the LGBTQ community. As an athlete, I was taught to identify and exploit the weaknesses of the opposing team and/or players. With such a mentality, "weak" was a term used for anyone who did not fit the hypermasculine identity, especially in football. Unfortunately for me, as well as many other athletes, it was hard to distinguish the football field from the real world. As a result, I lived my life trying to convince others that I was strong by separating myself from individuals that "didn't fit the description." Although my misplaced resentment toward the LGBTQ community did not manifest itself in physical aggression, I know my passivity as my teammates exchanged biased remarks was shameful: "When we are neutral in situations of injustice, we have chosen the side of the oppressor." Thankfully, through various experiences and maturity, I began to transition out of this intolerant thinking and behavior. **Admittedly, I still have a lot of self-work to do and growth to achieve.** Upon first meeting Esera, I still struggled to contain all the baggage that came with my years of misperceptions about those who identify as LGBTQ. However, after hearing Esera's presentation, my heart was changed. That evening I saw Esera as a brother, a term he used frequently. As a teammate, an athlete, and a man, I began to see that the lessons I learned in sports were relevant and consistent with who I needed to be as an Ally. It was my responsibility to be an Ally to him. If we are all teammates, then we are all one team. I have a responsibility towards fairness, kindness and making sure that all my teammates feel as they are part of the family. Being a part of this presentation and the Safe Space Workshops was what I needed to help guide me on this journey of being a better Ally — a better person — to the LGBTQ community.*

At the close of Esera's presentation, the audience then processed to the Chapel of Mary in candlelit silence in remembrance of the lives lost and of those who continue to live in fear. Coordinated by Denise Morency Gannon and presided by Maryanne Cappelleri, the community heard stories of oppression that have occurred at Stonehill and stories of the lives of young people who have been victims of bullying. Joined in music from Chapel Choir and a number of Stonehill musicians, the experience was both uplifting and deeply emotional as we seek to heal from the pain of racism, homophobia, exclusion and hate.

A very special thank you to all those who made Esera Tuaolo's visit to Stonehill College possible. Thank you to the following departments who provided financial support: Athletics, Intramural and Recreational Sports, Community Standards, Student Affairs and Student Activities. Thank you to Jan McGovern who arranged for logistics, to Christine Holman and the SODEXO staff, and J.P. Kitson for your technical assistance. And, a very special thank you to the Dr. Paul DaPonte and Mission Division for "Turn Our Hearts, O'God". Thank you to Fr. Walter Jenkins, Denise Morency Gannon, Maryanne Cappelleri, Crossings Ministers, Stonehill a cappella groups, Chapel Choir, and the ALANA-A Brothers and Sisters for your personal stories and your spiritual healing.



Front row L-R: Silvana Vivas '13, Janna Stanek '11, Stacey Grooters (CTL), Akira Motomura (Economics); Middle row L-R: Jacqueline Guzmán (Intercultural Affairs), Paula Sullivan (Athletics), Frank March (RD), Julie Kelly '13, Gena Badin '13, Randall Phyall (AC/ Intercultural Affairs), Alex Flores '11, John Pestana (Registrar), Fr. John Denning (Student Affairs), Brendan Sullivan (Athletics); Back row L-R: Beth Devonshire (Com. Standards), Matt Gorman '11, John Ross Campbell (RD), Esera Tuaolo, Min Seong Kim '13, Jim Hermelbrecht (Stu Activities), Katrina Organ '11, Pauline Dobrowski (Dean of Students); on stairs, Margaret Boyd (Sociology)



The staff of Intercultural Affairs say good-bye to Esera Tuaolo (Randall Phyall, Esera Tuaolo, Liza Talusan, Jacqueline Guzmán)

STONEHILL COLLEGE SAFE SPACE WORKSHOPS



On Tuesday, October 12 and Wednesday, October 13 we welcomed back trainers from Envision Social Justice: Monroe France, Todd Smith and Jessica Gonzalez-Rojas. Back by popular demand, this trio of facilitators and LGBTQ educators offered introductory sessions for students and faculty/staff on the first day and then offered more advanced sessions that addressed the intersections of religion and LGBTQ ally development on the second day. More than 100 people have engaged in Stonehill Safe Space workshops since we first introduced this opportunity in February 2010, and there was a waiting list to participate in the October session.

"I liked the flow of the training as it did not make me feel like I needed to be perfect to be an ally, but helped me be honest about the fact that I feel like I can be open to those who would like to "come out" to me, or just purely work with me for some other reason. I felt affirmed that, while I have much to learn, my intentions are in the right place."

- Stonehill staff member

What are Safe Spaces for LGBTQ? Around campus, you may notice brightly colored, postcard sized signs that say "Stonehill Safe Space". This card indicates that an individual has attended a workshop and given tools for best supporting individuals who identify as LGBTQ, particularly at Stonehill. It is not a requirement for individuals to display the Stonehill Safe Space card at the end of the workshop; however, most people desire to make a public statement about being supportive of the LGBTQ community. If you have participated in any Safe Space programs outside of Stonehill, we encourage you to display your card!

What if I did not participate in a Safe Space workshop but want to show my support for the LGBTQ community?

As a way to show public support, you can put up a sign on your door with a rainbow flag, pink triangle, or any symbol or words committing to diversity and social justice. People have also placed a rainbow ribbon on a backpack, jacket, or article of clothing. At most PRIDE events, students hand out rainbow ribbons, stickers, and pins. You can also put up a sign that says "Hate Free Zone" or "Embrace Diversity" as a way to show your personal support of different identities.

"Learning the terminology was very helpful during 101. During the second session, I learned a lot about the transgender identity, and ways to be a stronger ally as a student on campus, especially for members of the LGBTQ community."

- Stonehill student



How do I help reduce (and end!) homophobia? We all know that actions speak louder than words. When you hear others being homophobic, making jokes about things or people being "so gay", or using homophobic language, feel empowered to say something. Our nation, in the past few months, has witnessed the tragic effects of bullying, particularly the bullying of teens who were or perceived to be gay. As a community that is responsible for one another, let us not allow bullying to occur here. Since the start of the Bias Response Protocol, a number of reports have been filed about homophobic language. The Stonehill community, by reporting acts of homophobia, is sending a clear message that both insensitive and hateful homophobic speech is not acceptable here.

Where can I get more information about support for LGBTQ students and Allies? You can learn more about support through the student PRIDE group, by talking with a Stonehill Safe Space participant, through classes addressing gender and sexuality, and by participating in Safe Space workshops offered each semester. You can also contact diversity@stonehill.edu for any specific questions.

"Honestly this was great – the first time I have ever been to this training and I think Stonehill should make it mandatory for all faculty and staff – even students.. This was great and I hope they come back again this semester or next...."

- Stonehill staff member

"I liked the fact that many people attended the training and not simply the faculty but also the staff. It was very inspiring to see that all horizons of the Stonehill community is supportive of the LBGTQ community and determined to stand up against homophobia."

- Stonehill faculty member

ASPIRE CONFERENCE: Discovering the Leader Within

ASPIRE's Asian American Women In Leadership (AAWIL) Conference aims to set forth strategic dialogue on the importance of leadership for Asian American girls and women. Specifically, the conference is designed to: explore various aspects of leadership, particularly as it relates to Asian American women, evaluate the effectiveness of different leadership skills and styles, energize and equip attendees to seek out future leadership opportunities, create cross-generational networks among attendees that will extend discussions and relationships beyond the scope of the conference, and raise awareness about ASPIRE, its missions and value to Asian American girls and women. This year's conference was held at Boston University and featured speakers Lisa Wong (Mayor of Fitchburg), Christina Chan (actor and playwright), Linda Chin (President of ATASK), and panels addressing career choices, leadership, public speaking, and Asian American identity development. To learn more about ASPIRE, please visit www.girlsaspire.org.



ASPIRE Reflection by Liane Libranda '14

This year's ASPIRE conference was a great event. This was my first time attending, and I'm sure it won't be the last. It was great to hear from Asian American women talk about their success stories and the struggles they overcame to get to where they are now. I attended the *Growing Up Asian* panel. I loved each panelist's stories about their childhood; some were conventional and others were not. I loved this talk because of the casual, laid back approach that each panelist had in telling their stories. There were laughs throughout the room as some realized that they also shared the same experience in growing up.

The afternoon talk that I attended was about the "unconventional" careers that Asian American women have, and how they ended up doing their job. This was particularly interesting to me because the health and sciences dominate the Asian American psyche when it comes to career options. As an undeclared science major and a student who is hesitant about studying the sciences, I found this talk encouraging. One of the panelists was a freelancer and now works as a reviewer for UrbanSpoon. Another is a theater director and playwright. Another founded a dance company in New York City. It was refreshing to hear about Asian Americans in a field other than the sciences or law. The panelists were unanimous in their advice of "expanding your social network" because these connections can only help you and open opportunities for you.



ASPIRE Reflection by Audrey Del Rosario '14

Though this was my first year with ASPIRE, I really enjoyed spending the day at the conference. Hearing stories of success from so many backgrounds put a new perspective on my idea of leadership. I especially enjoyed talking to the afternoon keynote speaker Jeannie Suk and Mayor Lisa Wong. Not only were these women engaging in their speeches, but they gave me advice on my dream of going to law school!



ASPIRE Reflection by Nicole Alonzo '11

ASPIRE was a rewarding experience because it was awe-inspiring to be around strong Asian American women who all defied the stereotype of passive Asian American woman. Being around Asian American women who were mindful and not afraid to speak their mind was very empowering and a great way to motivate and spark the activist within.



L-R: Liane Libranda '14, Nicole Alonzo '11, Liza Talusan, Linda Pham '13, Tiffany Tran '13, Kylie Krause '14, Audrey Del Rosario '14, Anum Mir '12.



L-R: Audrey Del Rosario '14, Kylie Krause '14, Mayor Lisa Wong, Anum Mir '12, Nicole Alonzo '11

R.A.C.E. Dialogue Group by Kate Rafey

Sometimes it takes people awhile to wake up and smell the injustice. I was almost out the door from my college experience when I realized issues surrounding diversity were extremely prevalent and were something I decided to take on as my personal mission. I grew up in a primarily white suburb north of Boston. I always thought I was “diverse” because I am female and Jewish; I used this as my way out of talking about issues of diversity. I also was unaware that just because I thought everyone, no matter their race, ethnicity, gender or sexual orientation should have equal rights, this did not mean I was colorblind and void of accepting stereotypes as truths. I needed to take my understanding of diversity a step further.

Last January, I participated in the Intercultural Affairs R.A.C.E. Dialogue program. Each week the group would come together discussing readings, current events and interactions within our daily lives as related to racism. We also discussed ways to reduce prejudice within our own communities. It was refreshing being in a room with others that wanted to have an open and honest discussion on a topic that many find difficult to speak about. As nice as it was to have a forum for discussion to talk about race, I know personally I have a hard time talking in large groups. Not only that, it was hard to voice my thoughts as I was still processing what those thoughts were. The R.A.C.E. Dialogue gave me a wonderful jumping off point to what came next in terms of my professional and personal development.

Now I feel that I need to work on my own identity as a Jewish woman and also become a better ally. Even though it took me a while to come to these conclusions, I feel there is no time limit on when you begin to understand privilege and power—as long as you eventually get there. My job as a VISTA is to help students come to an understanding. The topics covered in the R.A.C.E. Dialogue did not click in my mind immediately but because I allowed my mind to percolate, I can relate to students who are just beginning to recognize how they can become allies. Like anything else in Academia, it is a process and discussion that should never end.



Kate Rafey is in her second year at Stonehill College as a VISTA. She has been active in working with student groups, facilitating community workshops, and participating in educational opportunities in social justice. To sign up for the Spring 2011 R.A.C.E. Dialogue Group, please email diversity@stonehill.edu. Space is limited.

ON A PERSONAL NOTE... by Liza Talusan

My first introduction to Stonehill College was when I was 16 years old. I was not a bright eyed, prospective student; rather, I was a high school student in a tough AP History Class at Oliver Ames High School. With our newly earned driver’s licenses, my classmates and I would pile into one car, go directly to the library (which is now Cushing Martin Hall), bury ourselves in the stacks of microfiche and microfilm in the lower level, and immerse ourselves in historical documents and DBQs. After graduation, I wanted nothing more than to escape the confines of Easton, my home since 1979. College, graduate school, my first job, marriage, and the birth of my daughter happened over the decade since graduating from Oliver Ames High School in 1993, and soon I found myself longing to return to my New England roots. Then Dean of Admissions, Brian Murphy, took a chance on a local kid, and he offered me the opportunity to serve as the Assistant Dean of Admissions at Stonehill in 2004.

I had only been a part of the Stonehill Community for one year when my 2-year old daughter was unexpectedly diagnosed with a rare pediatric cancer called retinoblastoma. It was then, in 2005, that I first experienced the great love and support of the Stonehill Community. Through prayers and participation in a Christmas fundraiser, members of the Stonehill Community kept my family from crumbling during the year in which we were in-and-out of hospitals, chemotherapy, and isolation.

I believe it is a rare gift to be surrounded by friends, colleagues and community members who are so willing to lift up others in the time of need. It is an even more rare gift to be the lifted up twice.



I have been joined on this journey — a journey to surgically reduce my genetically high risk of developing cancer — for over a year now with the great company of so many of you. A few brave souls trained for, and ran, the Worcester 1/2 Marathon back in June, and many more of you have committed to positive health, positive lives, and positive interactions with others. I am forever grateful to my dear friend and colleague, Prof. Anne Mattina, who graciously shared this “Marathon B4 Mastectomy” journey with the Stonehill Community. For, without her, I never would have had the honor of being surrounded by so many caring friends during the Bowling for Liza Fundraiser. Many other Stonehill friends have kept me on this running journey with 5am workouts on campus and by leaving me nice notes after each blog entry.

To be surrounded by friends from all divisions of the College, to be surprised and humbled by the overwhelming support, and to be gifted with the overwhelming kindness you showed my family, is a Blessing unto itself. To have experienced this twice in my short time at Stonehill College is to be Blessed for a lifetime.

My deepest thanks to all of you who have prayed for our family and for the joy, smile, and laughter you have shared at Stonehill. I look forward to my return in January, and my family will continue to pray for the good health and wellness of the entire Stonehill family.

With peace,



Liza

SPRING PROGRAMS OFFERED BY INTERCULTURAL AFFAIRS

*Dates and times subject to change. Please call x1811 for the most up-to-date information regarding times and locations.
<http://www.stonehill.edu/x11490.xml>

JANUARY

Monday, January 24, 2011 at 4:00pm in Chapel of Mary, Interfaith Service

Tuesday, January 25, 2011 at 4:00 pm in Duffy 101, *Mirrors of Privilege: Making Whiteness Visible* Film Screening

Wednesday, January 26, 2010 at 4:00 pm in Duffy 101
Beyond Beats and Rhymes Film Screening

Thursday, January 27, 2011 at 4:00pm in Duffy 101
Interviewed: International, Inter-racial, and Interreligious

Friday, January 28, 2011 from 12:00-5:00pm at local area agencies
Community in Action: MLK Day of Service

ONGOING PROGRAMS

R.A.C.E. Dialogue Groups (I and II)
Diversity Networking Group
Leadership Through Diversity
Inclusive Excellence Grant Opportunities
Don't Cancel That Class
Departmental Planning for Diversity

FEBRUARY

Wednesday, February 2, 2011 at 5:00pm in Duffy 101
Crips and Bloods: Made in America Film Screening

Monday, February 7, 2011 at 4:00 pm in Duffy 101
Black History Month Convocation

Tuesday, February 8, 2011 at 4:00 pm in Duffy 101
Malcolm X Film Screening

Friday, February 11, 2011 at 4:00 pm in Duffy 101
“Crash” Film Screening

Sunday, February 13, 2011 at Mass Chapel of Mary
Black Catholic Choir (sponsored by Campus Ministry)

Thursday, February 17, 2011 at 4:00 pm in Duffy 101
War/Dance Film Screening

Monday, February 21, 2011 at 4:00 pm in Duffy 101
Intersecting Identities: Race, Religion, and Service

Wednesday, February 23, 2011 at 5:00pm in Duffy 101
Sean Fine, Academy Award Nominated Filmmaker

MARCH

Tuesday, March 1, 2011 at 4:00pm in Duffy 101
Women's Month Convocation

Monday, March 7, 2011 at 4:00pm in Duffy 101
Brown is the New Green: George Lopez and the American Dream Film Screening

Thursday, March 24, 2011, at 12pm in Cleary Dining Room
Multicultural Book Discussion Group: Say You're One of Them by Fr. Uwen Akpan

Tuesday, March 29, 2011 at 4:00pm in Duffy 101
Cultural Complexities of Hair

APRIL

Tuesday, April 5, 2011 at 4:00pm in Duffy 101
Asian Heritage Month Convocation

Thursday, April 14, 2011 at 6:00pm in Alumni Hall
DiverCity

Conference on Diversity and Inclusion

Friday, February 18, 4-9 pm

The Conference on Diversity and Inclusion is an opportunity for sharing programs, teaching practices, student experiences and leadership in areas that create and improve a culture of belonging at Stonehill. The Conference will take place on Friday, February 18, with sessions running from 4-9 pm. Merit Points are available for students attending at least 2 sessions. Participants are encouraged to “drop-in” to different sessions throughout the day.