

Spring 2020

BHCC

Bunker Hill Community College Magazine

Vital Signs

Nursing faculty revive pulse of BHCC's Nurse Education Program

ALSO IN THIS ISSUE

President Eddinger interviews Peggy Fogelman of the Isabella Stewart Gardner Museum

Discover BHCC

BHCC offers 100+ associate degree and certificate programs in Boston's fastest growing industries – from health and biological sciences and engineering to paralegal studies and communication. Below, a BHCC-branded taxi crosses Boston's Copley Square as part of the College's NCMPR award-winning Discover campaign. Learn more about the awards and the College's participation in the District 1 Conference on Page 6.



Discover
Bunker Hill Community College
Apply by September 7 for Fall 2020
bhcc.edu/discover

536-5010

Owned & Operated By
BRIGHAM CAB INC.

www.bostonecab.us

*Boston Cab
Assoc.*

BOSTON LIC. TAXI

A Message from the President

Dear Bunker Hill Community College Friends and Partners,



In light of the coronavirus (COVID-19) pandemic, the spring 2020 semester looks very different at Bunker Hill Community College than we had planned. This outbreak challenges us as an institution of learning and throws the inequities already existing in the community college system into high relief. We are fighting hard for academic continuity as our students' lives are upended. Basic needs of food and shelter loom large, and remote instruction exacerbates the lack of WiFi access and computers in students' homes.

As serious as our current situation is, I am in awe of the resilience we've seen in our students - matched only by the commitment of our faculty and staff - to equity and student success. I have witnessed staff working tirelessly to prepare faculty and students with equipment and instructions for mobile learning and provide them with support.

I have seen kindness from strangers and friends, from the BHCC Foundation's donation of 400 Chromebooks for home learning to the creation of emergency funds and continued resources from the DISH Food Pantry. Kindness has also come in notes of gratitude and encouragement from faculty and staff reaching out to students, and in the joining together that springs from remote meetings, greetings, and remote work. I am grateful for this sense of community that no virus can take away.

Prioritizing the health and wellness of our community during this crisis has also led us to reconsider important questions for the future. We now look at building infrastructure projects with fresh eyes, and initiatives such as the expansion of remote learning and technology take on new dimensions and spark new avenues of inquiry.

As we weather this crisis, we look to the unchanging Mission and Values of our College. We will continue to center our work on inclusive and affordable education, and enrich workforce development with general and global education to ensure our students are civically engaged. From the technology and STEM sectors to health sciences and the creative economy, we will emerge from this experience stronger with innovative ways to support students and faculty.

With optimism and gratitude,

Pam Y. Eddinger, Ph.D.
President

10

The Interview

President Eddinger discusses inclusivity and community engagement in the arts with the Gardner Museum's Peggy Fogelman.

14

Vital Signs

Nursing faculty revive pulse of BHCC's Nurse Education Program.

20

Integrating Arts, Equity and Community through Teaching and Learning

Learning Communities Institute encourages expression across cultures.

DEPARTMENTS

3
Campus News

8
Hunger Update

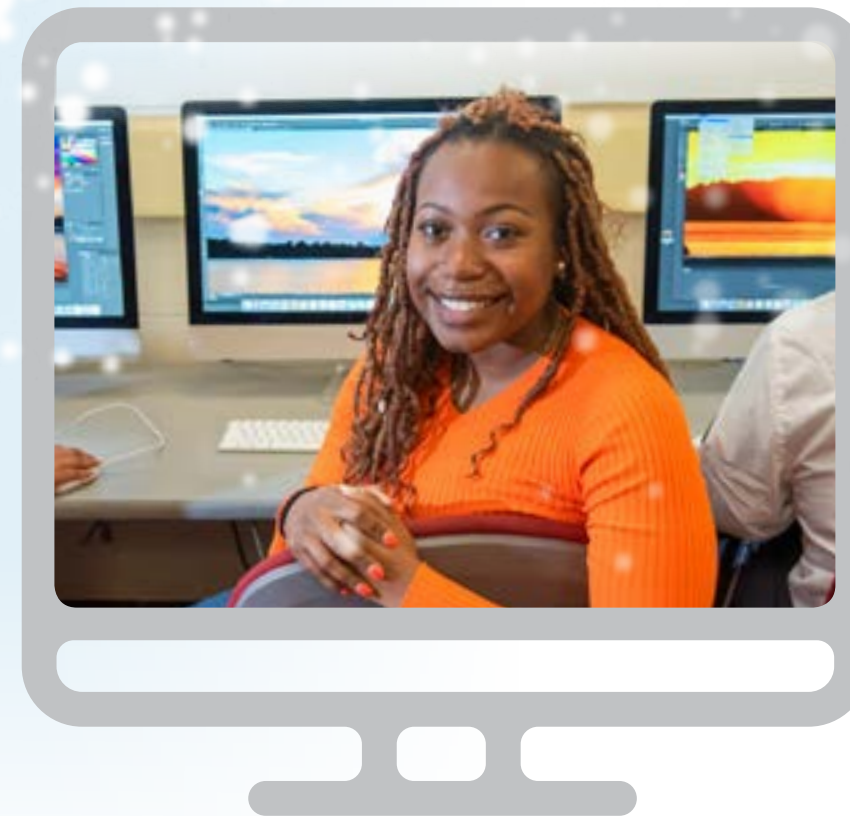
27
Arts & Culture

BHCC Courses Go Online

Winter Sessions pilot prepares BHCC for remote learning

BHCC offered its first ever online winter session January 2-17 over winter break, allowing students to complete a full course in just over two weeks. As part of the pilot project, BHCC offered a limited number of courses in English, Career Development, Personal Finance and Accounting. These economical offerings were open to current BHCC students to fulfill prerequisites or gain personal enrichment as well as guest students interested in taking courses to transfer back to their institutions.

The success of BHCC Winter Sessions eased the College's transition to remote learning this spring as a result of the coronavirus (COVID-19) pandemic. In just a few short weeks BHCC faculty and staff worked tirelessly to move 1,700 course sections to a remote format and continue providing advising, student support, and tutoring through BHCC Chat. The College will continue virtual coursework through the summer sessions.



Boston's Commissioner of Veterans' Services Tours Veterans Center

Commissioner Robert Santiago meets fellow veterans and military service members at College Veterans Center



Robert Santiago, Commissioner of Veterans' Services for the City of Boston, visited the College's Veterans Center. The first Puerto Rican and LGBTQ Veterans' Commissioner in the City's history, Santiago joined the Mayor's Office last spring after serving 20 years in the Navy. As Commissioner, he

is a member of the leadership team for the Homes for the Brave Initiative, which is part of the Mayor's Challenge to end Veteran Homelessness.

Santiago met with BHCC students who use the services of the College's Veterans Center. The Center provides veterans, active-duty military, Guard members/reservists, and their eligible dependents varied support services to assist students

with their transition to BHCC. At the end of the visit, Santiago gave the student veterans "challenge coins" bearing the Commonwealth of Massachusetts seal in recognition of his visit. In the military, challenge coins may be given by high ranking officials to recognize an individual's excellent performance or participation at a special event. Santiago encouraged BHCC's student veterans to reach out to him for any additional support they may need.

To learn more about the Veterans Center, visit bhcc.edu/veterans



(left to right) Will Cribby, Assistant Dean of Students; BHCC President Pam Eddinger; Commissioner Santiago; James Canniff, Provost and Vice President, Academic and Student Affairs; Misael Carrasquillo, Veterans Center Program Coordinator; and Julie Elkins, Dean of Students

Partnerships with Amazon and Facebook Empower Small Business Owners to Succeed in a Digital Economy

Through new partnerships with Amazon Small Business Academy and Facebook Community Boost, BHCC's Division of Workforce and Economic Development is offering a series of new courses geared towards small business owners to help them grow their businesses online and launch digital marketing campaigns.



Amazon Small Business Academy at BHCC

One of six community college partners across the United States, BHCC's new partnership with Amazon Small Business Academy is helping entrepreneurs, startups and business owners harness the power of the internet to reach more customers, build their brands and grow sales. Created in partnership with the National Association of Community College Entrepreneurship, these digital business courses are set to begin in June and will cover the fundamentals of online business strategy, marketing, merchandising, inventory management and more.

The new initiative offered through BHCC's Division of Workforce and Economic Development strengthens Amazon's commitment to small businesses which make up 99.9 percent of all U.S. businesses and employ almost 60 million people nationally.

BHCC Launches Facebook Marketing Course

Through a partnership with Facebook Community Boost, a new social media marketing course was offered this fall to help meet the growing demand for digital marketing skills in today's economy. Created by Facebook and supported by the College's Academic Innovation and Distance Education Innovation Lab, students learn how to create a digital advertising campaign in just seven weeks.

Designed with input from digital marketing professionals from a variety of industries, the hybrid (online and in-person) course employed a project-based learning model that guided students through each step of planning, creating and building a marketing plan for a company of their choice. Students went through all of the steps to launch a social media campaign for their company or an employer-partner company – including receiving a \$50 Facebook advertising credit to launch a real ad at the end of the course.

Since 2014, the number of digital marketing jobs has increased by 17 percent every year; that is twice the amount of digital marketing jobs available today than five years ago. With many jobs demanding these skills, the Social

Media Marketing course provided students with strategies for finding digital marketing jobs from social media coordinator to email marketer, updating resumes and using LinkedIn.

 To learn more about BHCC's Corporate Learning & Professional Development opportunities, visit bhcc.edu/corporatetraining



Culinary Maverick Elle Simone Scott on Saying 'Yes'

Chef shares journey and legacy recipes with Culinary Arts students



Chef and "America's Test Kitchen" Food Stylist Elle Simone Scott visited BHCC as part of the College's Black History Month programming and

Compelling Conversations series. Always drawn to creative food culture, Chef Scott has been dazzling the culinary world since 2003 with food styling and production. But her endeavors don't stop there. Outside of the kitchen, she shares her passion for


mentoring, resource building, business development, and food justice as the founder and CEO of SheChef Inc., a professional networking organization for women chefs of color and allies.

Speaking to the BHCC community, Scott chronicled her journey from an out-of-work social worker to an on-air chef. When she was laid off from a social work position, she leaned into her night job working in the restaurant industry. Unmoored from her day job and planned path, she decided to commit to the culinary field and do what she

loved. She credited her success with the determination to say "yes" to all opportunities that came her way. "I got where I am today by basically saying 'yes' to every job, legal and within reason, in the culinary industry. I also got here by experiencing hardship," said Scott.

Before the presentation, Scott prepared a kale dish with the College's Culinary Arts students, demonstrating various techniques of food preparation while recounting her inspiring story of overcoming hardship to become the accomplished professional she is today.

A passion for mentorship runs in the family. Chef Scott was introduced to students at the event by her mother, Cheryl Price, who joined BHCC last year as the director of the College's TRIO Student Success program. The grant-funded program provides a strong and supportive learning environment to students who have demonstrated an academic need and are first generation college students, meet federal income guidelines, or have a documented disability.

 Learn more about TRIO at bhcc.edu/studentsuccessprogram



Cheryl Price, Director, TRIO Student Success Program, with daughter and Compelling Conversations speaker Elle Simone Scott.



Scott high-fives College's aspiring chefs following cooking demonstration.

BHCC Wins Big at Regional Marketing and PR Conference

Association awards BHCC nine medallions for marketing communications

BHCC's Integrated Marketing and Communications (IMC) division brought home nine awards from the National Council for Marketing and Public Relations (NCMPR) 2019 District 1 Conference held in Providence, Rhode Island, in November. NCMPR is a professional development association for communication professionals working at two-year community and technical colleges.

"Our team aims to advance the College's goals and values through major strategic

communications and marketing initiatives, and for our work to be recognized by other practitioners in our industry is truly an honor," said Karen Norton, executive director, IMC. "It provides validation that we're succeeding in our mission."

BHCC Integrated Marketing and Communications Goals

- Build awareness and enhance the BHCC brand.
- Increase enrollment for new students.
- Support efforts to increase retention and persistence for current students.
- Support and promote institutional initiatives and events.

Among the nine accolades BHCC received at the awards ceremony were three Gold Medallions, which convey the highest honor, in the following categories:

- **Specialty Publication**, for the Material Consequences exhibition catalog;
- **Special Event or Fundraising**, for collateral created for the College's second annual Center for Equity and Cultural Wealth Institute "Power and Place: Valuing Cultural Wealth to Advance Equity in Higher Education;" and
- **Magazine**, for the Fall/Winter 2019 edition of BHCC Magazine.

BHCC was also awarded four Silver Medallions in the categories of:

- **Logo Design**, for the branding of the BHCC Athletics Bulldogs Mascot, created in conjunction with the College's Athletics Department by Phoenix Design Works;
- **Microsite**, for the College's online Curriculum Maps, which outline clear pathways within individual programs of study;
- **Specialty Publication**, for the Pao Arts Center Shango Unchained exhibition catalog; and
- **Flyer**, for an admissions-focused infographic highlighting the College's Fast Facts.

In addition, IMC garnered two Bronze Medallions in the Print Advertisement Series and Folder categories for the College's Discover BHCC marketing campaign and visually engaging admissions collateral, respectively.

NCMPR conferences provide professional development opportunities to share best practices and stay current with the trends in the marketing and public relations industry within the community college and higher education sector.

To view the College's communication awards, visit bhcc.edu/imc/awards

Transforming to Advance Equity

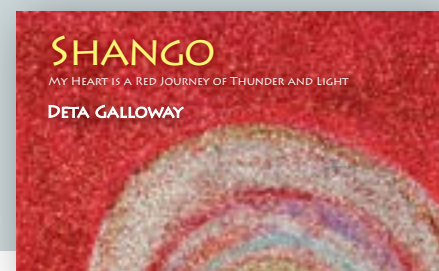


BHCC prepares for 10-year NECHE accreditation

BHCC recently completed its self-study in preparation for the College's 10-year comprehensive evaluation by the New England Commission of Higher Education (NECHE), the regional organization that sets the standards for educational institutions. An evaluation team will visit the College for a series of meetings with faculty, staff, students and community members before making a recommendation to the Commission on the status of accreditation.

The self-study engaged students, faculty, staff and administrators from across the College in an in-depth reflection of BHCC's work to build an institution that empowers and inspires members of the College community and affirms BHCC's commitment to educational equity.

To read BHCC's 2020 NECHE Self-Study and learn more about the College's accreditations, visit bhcc.edu/academics/accreditation



DISH Food Pantry Opens

Donors recognized at formal opening of pantry



At a ribbon-cutting ceremony marking the opening of the DISH (Delivering Information, Sustenance and Health)

pantry, BHCC President Pam Eddinger thanked donors and key people who were instrumental in the College's work supporting food-insecure students. There,

she described how the College's early work on food insecurity led to programs now in place at BHCC to feed students, which, in turn, led to advocating for the need to address the widespread issue of hunger among college students. Outreach by Eddinger and others led to a national study by the Government Accountability Office, and, as a result, to three bills before Congress and one bill before the

Massachusetts State Legislature.

Since opening its doors, the DISH Food Pantry has enrolled over 1,182 students, fulfilled more than 2,884 orders and distributed over 21,163 pounds of non-perishable and perishable food and hygiene products.

[To learn more about the DISH Food Pantry, visit bhcc.edu/dishfoodpantry](http://bhcc.edu/dishfoodpantry)

Hansen with Will Cribby, Assistant Dean of Students, James F. Canniff, Provost and Vice President, Academic and Student Affairs, and student staff members Fabiola Mayen and Jacob Abeka.



(Above) Student staff member Jacob Abeka with Food Pantry Coordinator Molly Hansen. (Right) Marshall Carter; Shawn Lynch, Stop & Shop; Giulio Caperchi; Kalina Philalom, Liberty Mutual; Bob Hildreth; Melissa Balla, Student Government Association President

Educate. Serve. Advocate.

BHCC participates in Hunger & Homelessness Awareness Week

To raise awareness of hunger and homelessness, BHCC's Office of Community Engagement, Single Stop and DISH Food Pantry hosted a series of events for the BHCC community on and off campus as part of the National Hunger & Homelessness Awareness Week including a donation drive for the DISH Food Pantry, pantry recipe workshop and winter coat drive.

Over the course of the week, the College community participated in volunteer opportunities with Food for Free and the Greater Boston Food Bank, hosted civic engagement fairs on campus to raise awareness of campus and community resources and held a professional development workshop for faculty on advising students to be public problem solvers and community advocates. The week closed with a screening of the eye-opening documentary on homelessness "Us and Them."



21,163*
POUNDS DISTRIBUTED

11,678 POUNDS
Non-Perishable
Food Products

6,817 POUNDS
Fresh/Frozen Products

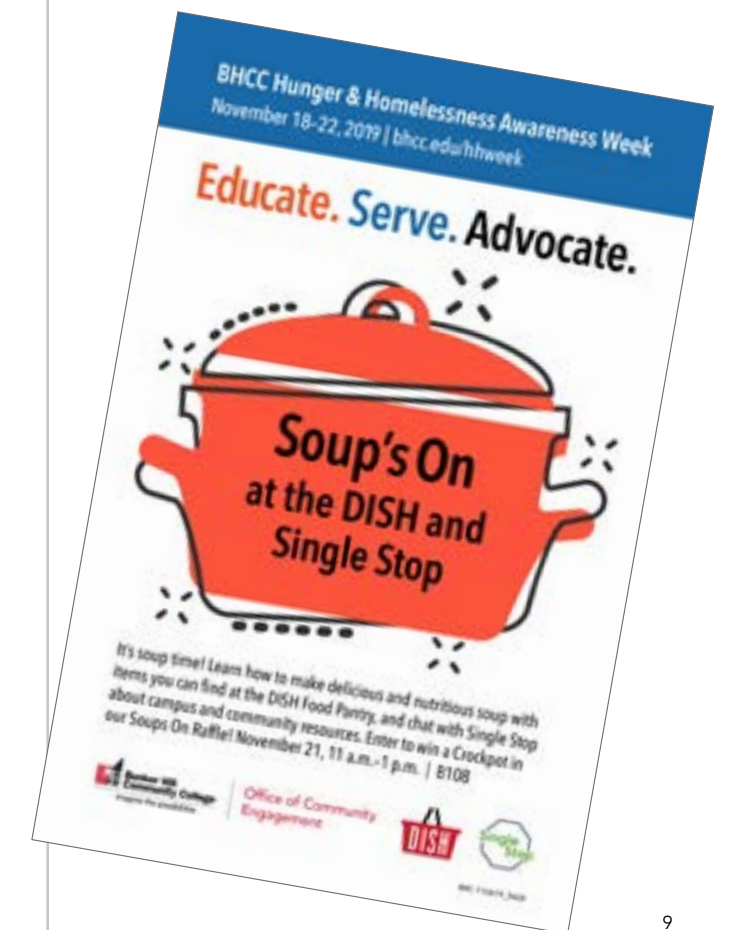
48 POUNDS
Gluten-Free Products

923 POUNDS
Hygiene Products

231 POUNDS
Baby Food/Products

954 POUNDS
Frozen Meals and Holiday
Dinner Products

* as of March 31, 2020



THE INTERVIEW

BHCC President Pam Eddinger Interviews
Peggy Fogelman of the Isabella Stewart
Gardner Museum



Part of an occasional series of conversations with local and national leaders about issues and trends in community college education.

As leaders of their respective institutions, BHCC President Pam Eddinger sits down with Peggy Fogelman, the Norma Jean Calderwood Director of the Isabella Stewart Gardner Museum in Boston, to explore their role in developing inclusivity and community engagement in the arts.



This interview was conducted prior to the Museum's current, temporary closure in response to COVID-19.

Pam Eddinger (PE):

All of your paid internships have been with BHCC—thank you! This is a very unusual commitment. Could you share your thoughts on this?

Peggy Fogelman (PF):

For the Gardner to thrive in the 21st century, it's critical for us to build meaningful relationships with young people in Boston, and we want students to see the Gardner as a valuable resource throughout their lives.

BHCC's commitment to local students—with 35 percent residing in the city of Boston and 84 percent within 10 miles of campus—makes this a natural partnership, and it's been a rewarding way to build on our commitment of engaging young, local audiences with the arts.

The Gardner Ambassador program with BHCC started in January of this year and is a paid internship program embedding students across the museum and our gallery spaces. Students spend one day a week with a staff mentor, four hours of it in the galleries with a visitor experience mentor, and a few hours each week in a seminar led by our academic programs manager, where they learn about various aspects of the Gardner, the museum field, and career pathways. The goal of the program is not only to build affinity for the arts among students, but also develop career-ready skills and comfort with museum environments. There's also an emphasis on personal goal setting and measuring your own success, which we know are deeply held values in BHCC's approach to education.

There's no requirement for a particular major or background to be an Ambassador. Students may not realize how many careers and professional paths are encompassed in a museum like ours—everything from studio arts and performance to horticulture and facilities management to marketing and HR. It's our hope that through this experience, the students may begin to consider careers in museums like the Gardner.

PE: The Gardner has recently gone through strategic planning that included identifying key elements of your mission. One of them is community engagement. Could you talk more about that value and how it aligns with the Gardner's work?

PF: Community is our purpose and was very much a part of Isabella's legacy

during her lifetime. Most people know about Isabella's eccentricity and artistic patronage, but fewer know how progressive and active she was in civic causes within Boston to make this a better place to live and work.

In developing the strategic plan, it was to be a renewal of Isabella's promise that the museum be a place for 'the education and enjoyment of the public forever.' So quite literally, this museum exists explicitly for the enjoyment and enrichment of the people that call Boston home. That of course includes BHCC faculty, staff and students.

We also want to evolve what an art museum can be within a community. Many people know us for our incredible historical collection, but to grow and engage those we want to reach we need to think of our collection as our catalyst—an entry point for exploring current social issues, and test new models of collaboration.

We do that through a range of initiatives, including our Neighborhood Salon Luminaries program, which works closely with local artists and creatives to collaborate in developing museum programs and also serves as a platform for artistic network building and sharing their own work and creative output. Luminaries and community collaborators work closely with us in developing our expanded Thursday programming, and offerings like free days held multiple times throughout the year.

The Gardner is very much a part of Boston, so we want to find as many points of engagement as possible. We learn from the community, including the students that live here, and hopefully together we make one another better.

PE: Arts institutions have sometimes been perceived as elite or out of touch with the larger community. How does the Gardner Museum address that perception and ensure it's a place all feel welcome?

PF: Museums should be for everyone. Thankfully we're experiencing a moment where museums and cultural institutions are examining their role within the cultural fabric with more openness and honesty, and across the country we're seeing museums everywhere doing more to be truly representative of the people they serve.

The Gardner is no different. For all to feel welcome, all need to see themselves here and see programming and experiences they relate to. This goes back to the role community plays in being a partner to the museum and informing our exhibitions and programs. We're also committed to ensuring broader representation of women, people of color, and non-Western artists in historical and contemporary exhibitions and performance programs.

This February we opened *Boston's Apollo: Thomas McKeller and John Singer Sargent*. The exhibition, along with concurrent contemporary installations from Adam Pendleton and Lorraine O'Grady, all center on themes of race and representation, exploring Black and Brown lived experiences to expand the story of American art.

In developing *Boston's Apollo*, we agreed we would need multiple voices to tell this story in an authentic and respectful way. These diverse voices included academic contributors, a network of community

collaborators, and members of McKeller's family. This inclusive interpretation strategy is a new step for our museum and one that will continue to inform how we think about engaging with communities previously underserved by the museum.

And finally, we want to be top-of-mind for young people looking for arts and culture experiences in Boston. This means finding ways to make our collection relevant to them, and creating new programming with an emphasis on contemporary artwork, social issues, music and performance.

We're open late every Thursday night, so visitors can grab a drink and enjoy music in the courtyard. And we're continuing to build our popular Third Thursday nights, which are themed evening events featuring a range of interactive activities and performances, food, drink and music.

PE: The Gardner has also expressed in its strategic plan an emphasis on connecting the past with the present at the museum. How are you doing that?

PF: As a museum with a historic collection, we have an imperative to demonstrate the continuing relevance of artworks of the past. These historic objects and works bear witness to timeless commonalities—universal human stories of love, life, spirituality, and death—and timely, complex issues in our own society. We're always creating new opportunities to infuse our collection with contemporary relevance.

In addition to *Boston's Apollo*, the recent *Botticelli: Heroines + Heroes* exhibition



addressed issues of violence against women. Botticelli, like a modern graphic novelist, envisioned episodic stories with multiple scenes featuring the same protagonist. In that spirit, we commissioned a cartoonist to respond to Botticelli's seminal works for the exhibition. Just as Botticelli offered a modern vision of ancient stories, the artist created up-to-date interpretations of the painter's Renaissance masterworks. His pen and ink drawings provided frank commentary on these complex tales for the #MeToo moment.

And next winter, our upcoming *Titian: Women, Myth & Power* exhibition will challenge visitors to question gender and power dynamics both past and present.

It's our job to keep this art alive, and it's only alive if people connect with it.

For video highlights from The Interview, visit bhcc.edu/magazine

Developing Citizen Artists Through a Unique Partnership



Compelled by a mutual desire to provide equity and access in the arts and encourage students to be active participants in contemporary society, a rich partnership developed between BHCC and one of Boston's cherished cultural institutions, the Isabella Stewart Gardner Museum. Since 2016, this partnership has allowed faculty from various disciplines to use the Gardner as their extended classroom—providing opportunities for professional development and support for building curriculum.

Through the collaboration, BHCC staff, faculty, and student leaders learned the Visual Thinking Strategies (VTS) method, a rigorous discussion approach that helps students develop critical thinking and study skills through the integration of reflective practice in classrooms and workplaces. By allowing students to learn how to closely observe art, they develop the ability to apply that skill to other areas of study.

The Gardner has been teaching VTS to educators within Boston Public Schools for more than a quarter century through its "Thinking Through Art" curriculum. BHCC faculty report that students who have learned VTS are more active participants in classroom discussions and demonstrate greater synergy and respect when working within a team.

2019 Nursing program graduate Tong Mei Lin delivers neonatal care in BHCC's SIM Skills Lab.



Vital Signs

Nursing faculty revive pulse of BHCC's Nurse Education Program

Moving full speed ahead, the Bunker Hill Community College Registered Nursing Program is celebrating a new milestone: 100 percent of its 2019 graduates passed the National Council Licensure Examination for Registered Nursing (NCLEX-RN).

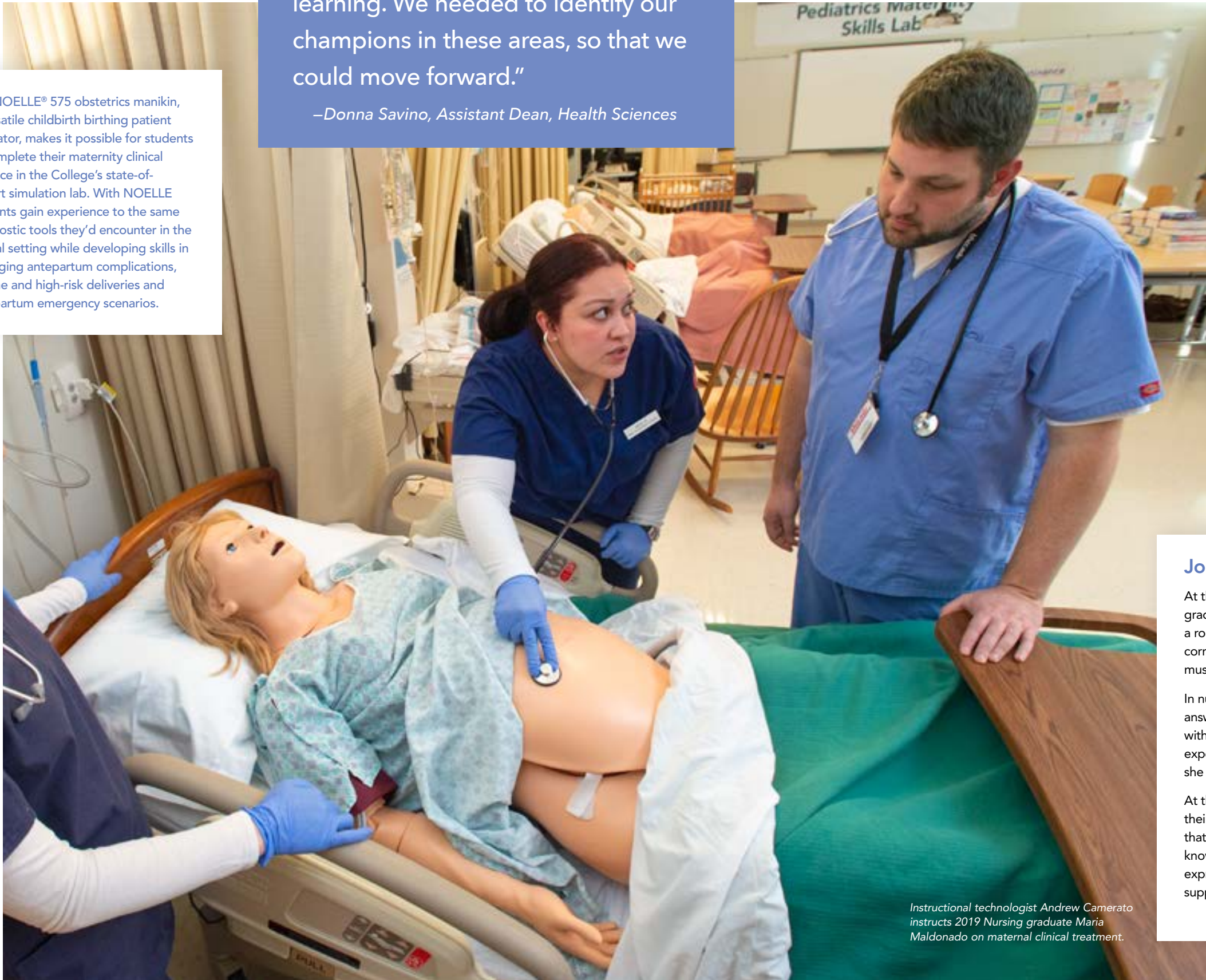
The perfect licensure rate is a big achievement for a program that had been in danger of losing its accreditation from the Accreditation Commission for Education in Nursing (ACEN) and losing approval from the Board of Registration in Nursing (BORN). It directly reflects the collaborative efforts of leadership and faculty: in 2016 they put the brakes on the program and with renewed energy and steadfast commitment built a high-quality curriculum that better equips graduates to meet the growing demands of the nursing field.

The Nursing Program transformation was led by Director of the Nurse Education Department Elizabeth Tobin, Assistant Dean of Health Sciences Donna Savino and

“Part of this process required aligning faculty so we could capitalize on our strengths to improve overall student learning. We needed to identify our champions in these areas, so that we could move forward.”

—Donna Savino, Assistant Dean, Health Sciences

The NOELLE® 575 obstetrics manikin, a versatile childbirth birthing patient simulator, makes it possible for students to complete their maternity clinical practice in the College’s state-of-the-art simulation lab. With NOELLE students gain experience to the same diagnostic tools they’d encounter in the clinical setting while developing skills in managing antepartum complications, routine and high-risk deliveries and postpartum emergency scenarios.



Instructional technologist Andrew Camerato instructs 2019 Nursing graduate Maria Maldonado on maternal clinical treatment.

Chairperson Kristen Wenger, under the stewardship of the Dean of Health Sciences Maryanne Atkinson and interim Dean of Health Sciences Laurie McCorry, Ph.D. They revised the curriculum by streamlining syllabi and outlining unified course objectives and outcomes to ensure students receive the same level of instruction and experience across faculty and sections. “Consistency was key to our success,” said Tobin.

Savino attributes much of the program’s achievement to faculty and staff who were willing and ready to put in the extra time and effort to improve it, working extra hours over the course of a year to rebuild from the bottom up. “Part of this process required aligning faculty so we could capitalize on our strengths to improve overall student learning,” she said. “We needed to identify our champions in these areas, so that we could move forward.”

The Nursing Program revamp was made possible by the investment and support of College administration,

including BHCC President Pam Eddinger and James F. Canniff, Ed.D., Provost and Vice President, Academic and Student Affairs; they provided the resources for rebuilding and guided Tobin and Savino every step of the way.

“President Eddinger and Dr. Canniff never expected this program would be turned around in as short of a time as it was,” said Savino. “But Dr. Canniff knocked down barriers for the program, and he guaranteed us the funding we needed. Our success is truly a reflection of the administration and their investment in the program.”

In 2019, BHCC’s nursing program secured its accreditation from ACEN and approval from BORN. “BHCC’s nursing program is not alone – a number of nursing programs in the region are currently making improvements to secure accreditation,” said Canniff. “To take a program with a low passing rate and achieve 100% passing rate in a short period of time is remarkable, and I hope that our program can serve as

Journey to Practitioner Meet graduate Joanne Smith

At the December 2019 Registered Nurse Pinning Ceremony, class speaker and fellow graduate Joanne Smith compared the experience of attending nursing school to riding on a rollercoaster without a seatbelt that’s been set on fire. “There are an infinite number of correct ways for you to get off the rollercoaster,” she said. “However, in order to exit, you must know which one is most correct.”

In nursing, students learn quickly there are always two answers – but one is the better answer. “It’s a place where you spend hours upon hours studying often to be met with the most ambiguous of test questions,” said Smith. She went on to say her experience at the College inspired her to become more than she possibly thought she could be and to be unhindered by failure.

At the ceremony Smith thanked the Nursing department faculty and staff for their dedication to the program. “Thank you for being available every time that we needed you,” said Smith. “The passion with which you shared your knowledge is contagious and inspiring. There are no words that can truly express our gratitude for your patience and passion and unwavering support these past two years.”



“Our program was in trouble, and we had to rebuild. As we rebuilt, we started these initiatives and we found that with each one, our students were getting stronger and stronger.”

–Elizabeth Tobin, Director, Nurse Education Department

a guide for others who wish to transform their program.”

The program looks very different than it did before the revamp. Today, program curriculum is mapped to the NCLEX-RN detailed test plan as well to program concepts. The curriculum undergoes continuous review and evaluation by faculty and staff, who use a technology-based assessment tool to follow patterns in student learning outcomes.

“Each semester, faculty look for trends in how students are performing on the classroom exams as well as their standardized exams,” explained Tobin. “Faculty report back to us on what they are seeing and what areas need more attention. The graduate who leaves us

now feels more confident in their skills and is better prepared to be active in the workplace.”

Out of the curriculum revision grew a series of initiatives that achieved immediate results for graduating students. One such initiative is the NCLEX Student Success program, which provides support to students following graduation as they prepare for examination. Faculty work in small groups with students for an eight-week period, a timeline based on the premise that the best strategy for success is to take the NCLEX-RN within 60 days of completing coursework. After the eight weeks, faculty check in with their assigned graduates on a weekly basis.

Another initiative is a three-day live

review to help students prepare for a virtual review typically taken before taking the NCLEX-RN. Prior graduates were not always completing their virtual review before taking the exam. Now there is time built into the final semester for students to work on their virtual review on campus where faculty are available to them as a resource.

“Previously, there was no one to intervene with students,” said Tobin. “By having students work on their review in the College’s computer suite, their teachers can be in the room helping to guide them and answer questions.”

The goal is to have students complete 50 percent of their virtual review before graduation. The remaining 50 percent is done on their own with the support of

faculty. “Faculty are constantly refocusing and retesting,” said Tobin. “The faculty not only address problems with students, they’re their cheerleaders who push them through the virtual review and encourage them to wait to get the ‘green light’ to take the exam.”

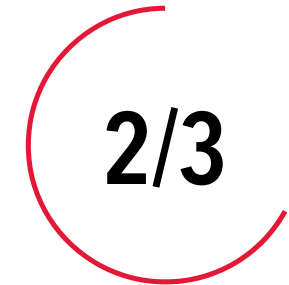
As students work through their virtual review, they are retested on their knowledge, and as they pass each section, they move further along toward the “green light,” the point at which they’ve demonstrated they are prepared to take the NCLEX-RN.

Through the support of College administration and a grant awarded by Pearson Education, the Nursing Program has been able to offer \$200 vouchers to students who get the “green light.” This incentive has helped to decrease the timeframe in which students complete the virtual review, increasing their likelihood of passing the NCLEX-RN.

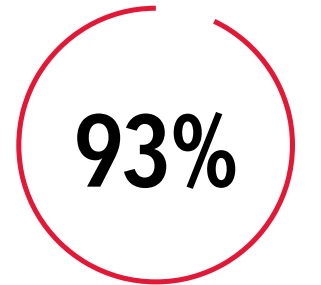
Changes to how students complete their required clinical practice have also enhanced the Nursing Program. In 2018, the College moved maternity and pediatric clinical practice to a state-of-the-art simulation lab on the Charlestown Campus, hiring instructional technologist Andrew Camerato to maintain and



graduates passed the NCLEX-RN



pursue a B.S. in Nursing



job placement as a Registered Nurse

network the lab’s simulation manikins and equipment. The change also had the benefit of giving faculty more time to focus on their teaching.

Faculty also saw the need for more medical-surgical clinical practice, so students now experience it in every semester. “We wanted to produce a graduate who felt confident not only academically, but also confident in the clinical setting,” said Tobin.

More improvements were made by establishing boot camps and more use of online resources. Boot camps held the week before the semester starts offer time for students to brush up on how to use online products, study skills and drug

calculation. A Perkins grant enabled the College to purchase laptops for nursing students to take all exams online. Training was offered for students to understand the new testing process and allowed students to gain familiarity with a format that simulates the NCLEX Exam. This all contributed to the success of the program and increase in pass rates.

Together, these wide-ranging improvements led to the remarkable feat of every graduate passing their NCLEX-RN last year. “Our program was in trouble, and we had to rebuild,” Tobin summed up. “As we rebuilt, we started these initiatives and we found that with each one, our students were getting stronger and stronger.” ■

To learn more about Nurse Education at BHCC, visit bhcc.edu/nursing

2016

78% of graduates pass NCLEX-RN.
Program is put on warning by ACEN and BORN.

2017

Nursing Department faculty come together to rebuild curriculum and strengthen program.
Perkins grant allows College to purchase laptops for online testing.
NCLEX-RN Student Success Program launches.

2018

Administration secures grant to award vouchers to graduates who complete virtual review.
93.8% of graduates pass NCLEX-RN.
Program earns approval from BORN.

2019

Maternity and pediatric clinical practice moves to Charlestown Campus.
100% of graduates pass NCLEX-RN.
Program secures accreditation from ACEN.



Nurse Education faculty celebrate program success. (top, left-right) Crispina Capitolo-Ampane; Karen Murray; Kristen Wenger, Chair; Elizabeth Tobin, Director; Olga Sullivan; Margaret Cifuni. (bottom, left-right) Betty Cheng; Paula Hayes; Deborah Westaway; Robert Fleagle. Faculty not present: Donna Bishop; Phanny Chhoeun; Thomas Scully; Barbara Spracklin; Jennifer Cocio-Thompson.



Distinguished Artist and Scholar in Residence Rhina Espaillat introduces audience to the "nine muses" and what they bring to one's creative and/or teaching process.

Integrating Arts, Equity and Community through Teaching and Learning

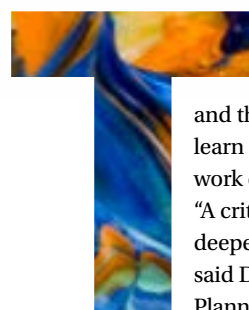
Nearly 50 full-time and adjunct faculty members from BHCC attended "Empowering Learning through the Arts," the Learning Communities January Institute at the Pao Arts Center, BHCC's Chinatown location. A partnership between BHCC and the Boston Chinatown Neighborhood Center (BCNC), the Pao Arts Center serves as the neighborhood's first community-based arts, culture and education center. BHCC offers courses at the center, providing faculty and students the opportunity to use Chinatown and its history and culture to design and engage in culturally responsive curriculum and pedagogical practices.

At the Institute, a team of faculty members who serve as advisors for Learning Communities organized the two-day event, which encouraged faculty to employ arts-informed pedagogy that recognizes student strengths and encourages expression across cultures.



My WISH for 2020
 I wish for a world
 filled with peace, love,
 lots and lots of trees,
 freedom and happiness.
 I want a world without BORDERS.

Left: Institute participants created artwork inspired by the Pao Arts Center exhibition Neighborhood Threads, an interactive installation by young students from BCNC's Red Oak After School Program, in which found sticks and branches were wrapped with textile materials and tied with notes to express hopes for the future. Below: Associate Professor Ashley Paul leads workshop on Visual Thinking Strategies.



The Institute brought together artists who work with the Office of College Events and Cultural Planning and the Mary L. Fifield Art Gallery with faculty to learn from each other and to discover how artists' work can infuse the curriculum with creativity. "A critical part of the work that we do is to create deeper opportunities for academic engagement," said Director of College Events and Cultural Planning Kevin Wery. "The Institute provided

an excellent opportunity for faculty to interface directly with artists, writers and thought leaders who were part of our planning last year and to be introduced to those who will be new creative collaborators for 2020-2021 with the goal of curricular alignment."

The questions guiding the Institute, built on the strong foundation of the 2019 Center for Equity and Cultural Wealth Institute, "Power and Place: Valuing Cultural Wealth to Advance Equity in Higher Education," included:

- How do we empower learning through the arts?
- How can we employ community-oriented, place-based teaching activities that integrate arts into any discipline?
- What opportunities can we find to lay the groundwork for future collaboration with artists and colleagues?
- What tools do we need to use art to support the development of identity, cultural wealth and cultural competence in ourselves and with our students?

The first day of the Institute focused on encouraging participants to think creatively about the many ways the arts can open up spaces for teaching and learning, honoring the experiences and strengths students bring. The second day challenged participants to plan activities, assignments, and syllabi that connect arts to equity outcomes by recognizing that arts can facilitate a deep and honest sharing of identity.



DAY 1: Stimulating Creative Thinking

Yvette Modestin, a poet, activist and founder and executive director of Encuentro Diaspora Afro in Boston, was the keynote speaker on day one. Her highly interactive presentation, "Unmasking Through the Arts," began with a poem celebrating Blackness. She then challenged the BHCC community to recognize the centrality of identity in our work. Modestin spoke of the power of art to make people—even those who are resistant to our messages—listen, because art can be a non-threatening medium that compels people to engage and pay attention. Faculty spoke openly about their own identities and experiences. Modestin then led a writing exercise on the prompt "I want to go where..." and facilitated a group poetry reading. She culminated the workshop as she began it, by performing one of her inspiring poems.

Workshops that followed Modestin's keynote echoed and further developed her themes. Maddu Huacuja, whose artwork was featured this winter in the Mary L. Fifield Art Gallery, and Lloyd Sheldon Johnson, Ph.D., Professor Emeritus, Psychology and English, spoke on "Opening the Way to Learning in Gallery Spaces," sharing their collaborative experiences when Johnson brought his students into



the gallery to learn with Huacuja. Johnson asked, "Is there an artist in everyone?" Responses from faculty fortified the belief that there is. Huacuja closed the event by connecting the work of artists to that of educators, saying, "The key to teaching is to listen. Pay attention to who you're talking to and everything changes."

In her workshop on "Visual Thinking Strategies," Ashley Paul, Associate Professor of English, encouraged the use of open-ended questions and paraphrasing techniques to encourage group dialogue, evidence-based reasoning, and validation of prior knowledge in teaching. Cynthia Woo, the inaugural Pao Arts Center Director, discussed the history, resources and upcoming events at the Pao Arts Center.

After lunch, organizers set up an "Idea Fair," during which participants could move around seven tables to learn about different approaches to integrating arts into the curriculum through small group and one-on-one conversations with experienced practitioners. Representatives from the Office of Community Engagement and the Office of Learning Communities along with arts faculty members Yong Chen (Visual Art) and Riikka Pietilainen-Caffrey (Performing Arts) shared their resources and offered hands-on creative activities. Faculty members from other departments discussed artifacts of their arts-integrated teaching and learning. Shana Berger, Aurora Bautista, Jackie Kerstner, Robert Whitman, Ashley Paul and John Fiske each explained how place-based learning, field study, collaboration with artists, and arts-informed pedagogy shape learning in their courses. Arts integration specialist Marianne Adams from Lesley University's Center for Advanced Professional Studies gave helpful advice on professional development in arts-integrated teaching at every level and in



Top: Poet and activist Yvette Modestin invites BHCC faculty to speak openly about their identities and their experiences. Above: BHCC faculty Naoko Akai-Dennis and Bhanumathi Selvara connect in conversation during a workshop session.



every discipline. The format allowed participants to make concrete connections to their teaching in the upcoming semester and to the themes of the second day.

DAY 2: Ideas into Plans

The second day began with a series of back-to-back workshops, each building on and expanding the themes of the previous day. The first, “Connecting Culture and Equity Outcomes,” was an interactive panel discussion and presentation led by Shana Berger, Yong Chen, Jackie Kerstner and Isaias Sarmiento, and facilitated by Aurora Belina Bautista. In this session, panel members discussed concrete ways they integrate outcomes related to cultural wealth and equity in their classrooms and specific assignments. Each briefly presented a lesson from their course and provided an opportunity for participants to ask questions. The varied backgrounds of the presenters—mathematics, English, ESL, and visual arts—was helpful in demonstrating how cultural wealth and equity can be integrated into classrooms of every discipline. Bautista pointed out these ideas are also part of BHCC’s Institutional Learning Outcomes.

Also that morning, Laura Carty Barrett led “Learning Communities 101,” a presentation and discussion for faculty who have not yet taught a learning community cluster or seminar. Barrett provided a brief overview of learning communities and how they are implemented at BHCC. The bulk of the workshop was devoted to



Top: Espaillat delivers Day 2 Keynote on the “Nine Muses.” Above: Cheryl Hamilton presents “Suitcase Stories” on the experiences of refugees and immigrants in the U.S. Left: English Professor Laura Carty Barrett participates in writing exercise during Modestin’s Keynote.

planning a mock learning community cluster or seminar, based on some “on the spot” brainstorming. Faculty members had a lively and interactive discussion, and several mentioned they had an idea for a proposal after this exercise.

Cheryl Hamilton offered her workshop on “Suitcase Stories” during both of the morning sessions. Suitcase Stories® is a program of the International Institute of New England that aims to raise “the profile of refugees and immigrants while strengthening community through the art of storytelling,” according to its website. Hamilton used her workshops to engage faculty in storytelling exercises, which demonstrated how combining art and the personal narrative can be a powerful tool in the classroom.

Rhina Espaillat, BHCC’s 2019-2020 Distinguished Artist and Scholar in Residence, delivered the second keynote. After retiring from teaching English at the secondary school level in New York City’s public schools, Dominican-born Espaillat has devoted herself to writing poetry, short stories and essays in both English and Spanish, translating between both languages, running workshops for students and adults, and serving as visiting poet at colleges and other cultural centers.

Espaillat’s presentation explored what she called the “nine muses.” After distributing a handout describing each muse and what it might bring to one’s creative or teaching process, she asked participants to think about which muses they might “invite” to their class and what each one would provide to students. Espaillat also discussed how thinking of academic disciplines as arts or science is a relatively modern phenomenon, and suggested it might be useful to think of all classes—even history and physics—as arts.

After the keynote, the rest of the afternoon was offered as unstructured time for faculty to collaborate and discuss potential ideas, courses and assignments. Learning Community Think Tank members were available for advice and assistance, and many faculty members used the time to engage in informal discussion.

Power of the Arts

The Institute provided faculty with many opportunities to engage with the primary guiding ideas of incorporating arts- and place-based learning, and developing ideas of cultural wealth, cultural competence, and identity in our students and ourselves. The keynote speakers reinforced these ideas and inspired faculty to think of new ways to integrate the arts into their classes and to interact with students and each other. The workshops provided hands-on experience and the opportunity to engage with more seasoned Learning Community faculty, and the Idea Fair encouraged participants to explore areas of personal interest in an informal and more intimate manner. The unstructured collaboration time at the end of the institute allowed everyone to reflect on the previous days events and presentations and apply the ideas to their assignments or syllabi, to invite the muses into their teaching.

Espaillat concluded her talk with a reading of her poem “Calculus,” which reminds us of the connecting power of the arts.

Article contributed by Jenne Powers, Director, Learning Communities, and Laura Carty Barrett, Professor, English.

“How you move and how you sound, your laugh, your smile, how you greet people—are all artistic expressions. Look for these as ways to connect to people, to your students.”

—Yvette Modestin



arts & culture

In 2019, BHCC continued its longstanding tradition of hosting nationally recognized thought leaders, scholars and artists to engage, challenge and inspire students, faculty, staff and community.

Over the course of the Fall Semester, these special guests partnered with the College to share their

experience, research and ideas. Their mediums were a mix of onstage conversations, literary readings, performances, gallery exhibitions and compelling lectures that expanded and challenged the College community's awareness of contemporary issues.



Calculus

"Look," said my son, "think of it as a line looped back and forth to bridge an open space unbridgeable at last, but narrowed fine and finer with each passing of the lace almost to zero, which can never be."
 "Why not?" said I. "That would be certainty, absence of error. It would be too much to hope for." "Then you orbit round your aim, seeking, like Moses, what you'll never touch; or like a poet, hunting for the word to reproduce a song he thinks he heard and send it hunting in the hearer's mind."
 "Right," laughed my son, we play the self-same game. Sometimes I think the game is all we find, whether we search for song, or sign, or zero."

In the still house we talked into the night before I left him, stalking, unafraid, some stubborn truth flicking its dragon tails across the page before him... my young hero so thinly armored in the flesh I made, my small moon gone so far and grown so bright above my gaze, lighting his awesome skies where I can wield no sort of telescope.

Pondering now what love could be, that fails, as fail it must, to seize the flying prize and yet endures, cradling the heart like hope, I tell my son, "Think of it as a line weaving between your orbiting and mine."

—Rhina P. Espaillat

"Calculus." *Lapsing to Grace: poems and drawings by Rhina P. Espaillat, 1992. Used with permission of the author.*



Building Connections on Campus

Director of Learning Communities Jenne Powers

Jenne Powers brings more than a decade of experience in program design, assessment and faculty development to her role as Director of Learning Communities at BHCC. She served as both Director of the Writing Center and First Year Seminar coordinator at Wheelock College. In those roles, she oversaw a comprehensive assessment of Writing across the Curriculum and redesigned the First Year Seminar around interdisciplinary approaches to social and economic justice, including equity-oriented student success models that integrated both advising and academic support into general education classes. In her role at BHCC, she hopes to strengthen the already robust Learning Communities program through greater interdisciplinary connections as well as program and discipline-specific learning opportunities. In both of these areas, she hopes that students will see themselves and their experiences reflected in Learning Community themes and faculty. Co-organizing the January Institute "Empowering Learning Through the Arts" afforded Jenne a fantastic opportunity to showcase the work our faculty are doing around integrating arts and equity outcomes into their teaching.

Jenne also brings experience as a faculty member who has taught college writing classes, Russian and transnational literature, and social action writing classes at Wheelock as well as Boston University and Bentley University. Jenne has a Ph.D. in Russian literature and taught English in Russia before beginning her career in higher education.



Wen-ti Tsen

Hometown: Re-presenting Boston's Chinatown as a Place of People - Then and Now

Wen-ti Tsen's multimedia exhibition "Hometown" explored one of Boston's most dynamic and historic neighborhoods through a series of photographic portraits of today's Chinatown residents, workers and visitors posing in front of a backdrop of Harrison Avenue, Chinatown, as reproduced from a postcard of the location circa 1910s.

Designed to draw attention to gentrification and other developments of the last 40 years, the project emphasized to the community and the public at large the importance of maintaining a home for Asian Americans in the Northeast.





Samantha Wickman, Do No Harm, Porcelain, glaze, underglaze, oxides, gold luster and mixed media.

Certain Dark Things

A group exhibition in the College's Library & Learning Commons brought together women artists to celebrate the power of fantasy, femininity and loss. Artists included **Roya Amigh, Teresa Gifford, Woomin Kim, Vanesa Pacheco, Stephanie Schorow, Susan Thompson and Samantha Wickman.** A companion exhibition titled *Things Left Unsaid* is set to open soon in the space.

Compelling Conversations

Hosted in partnership with BHCC's Center for Equity and Cultural Wealth, Fall 2019 speakers supported an ongoing college-wide exploration of power and place, equity and cultural wealth – themes that served as the focus of the College's Equity and Cultural Wealth Institute last May.

Adam J. Foss, criminal justice reform advocate and former assistant district attorney in the Juvenile Division of the Suffolk County District Attorney's Office in Boston, shared his views on redefining the role of prosecutors in helping to end mass incarceration with students studying corrections and criminal justice at the College.

In celebration of Massachusetts STEM Week, Obama-era U.S. Environmental Protection Agency Administrator **Gina McCarthy** spoke to students on the importance of innovation and community-based solutions in solving climate change. For 35 years, McCarthy has dedicated her career to environmental protection and public health. Her leadership and perseverance has led to federal, state and local actions on critical environmental issues.



Above: Adam Foss shares his experiences with faculty, staff and students at a luncheon in his honor.

Right: Foss engages Criminal Justice students in the classroom.

Left: Gina McCarthy urges members of the College audience to get involved in efforts to better our environment, both locally and globally.



Left to right: Deborah Spears Moorehead, Seaconke Pokanoket Wampanoag Tribe; Larry Spotted Crow Mann, Nipmuc Nation; Shealani LeBeau, Cheyenne River Sioux Pequot Nation; Hector LeBeau, Cheyenne River Sioux Nation; Brittany Walley, Nipmuck Nation; Andre Strong Bear Heart Gaines, Nipmuck Nation.

When the Land Speaks

Featuring cultural educator and proud member of the Nipmuc Tribe of Massachusetts **Larry Spotted Crow Mann**, BHCC celebrated Indigenous Peoples' Day with drumming, storytelling and performances exploring the dynamic relationship between land, people and nature through the eyes of Native Americans in New England.



Songs of Children

The BHCC College Choir, under the direction of Associate Professor Riikka Pietilainen-Caffrey, collaborated with Assistant Professor Shana Berger and students from her English class on an evening of music, poetry and spoken word on the theme of resistance, resilience, remembrance and hope. The program included selections from composers Robert Convery, Jeanie Brindley-Barnette, U2 and others; with poetry performance text comprised of BHCC student reflections and writings by children held in the Terezin Concentration Camp.



In Residence: Rhina P. Espailat

As BHCC's 2019-2020 Distinguished Artist Scholar in Residence, Dominican-born poet and educator **Rhina P. Espailat** has fostered creative and collective dialogue about the place of poetry in academia across disciplines and advanced the cause of cultural exchanges through a series of multilingual readings and workshops on the process of translation. Thus far in her residency, Espailat's endeavors have included a conversation with writer and former Poet Laureate of Colorado **David Mason**, a College-wide celebration of World Translation Day, and a Massachusetts STEM Week presentation on poetry with mathematician **Pedro Poitevin** and fellow philosopher and poet **Emily Grosholz**.





Yvette Modestin

The Power of Our Latinx Voices

BHCC's Annual Hispanic Heritage month celebration brought a series of art exhibitions, discussions, and live performances centered on the theme of *The Power of Our Latinx Voices*. Among these was a poetry reading and discussion on the Afro descendant experience in Latin America with activist and poet **Yvette Modestin**, a dynamic performance of traditional Meso-American music and Aztec dance with **Rosalba Solis**, and a presentation on "Diversity in Our Courtrooms" with the **Honorable Roberto Ronquillo, Jr.**, chief justice of Boston's Municipal Court Department.

Other highlights included a month-long exhibition of altered photographs from Cuban filmmaker **Oldren Romero's** film *Hello* (2020) and the opening of Maddu Huacuja's *Open the Way* celebrating dignity and cultural wealth.

Lower Left: Solis performs traditional Meso-American music with authentic instruments.

Right: Solis leads students in Aztec dance masterclass.

Lower Right: Dia de Muertos/Day of the Dead community altar installation in the Mary Fifeild Art Gallery



Left to right: Maddu Huacuja, Jarol Martinez, Jinfeng Hu, Shuangtian Chen, President Eddinger, Rosalba Solis and Tahmina Matubbar.



Left to right: Luz Valdez Rivera, filmmaker; Veronica Robles, performing artist; Maddu Huacuja, artist; Pedro Poitevin, mathematician and poet; and Oldren Romero, filmmaker. Shown against the backdrop Huacuja's master work, *Jakelin se fue al Norte pero llegó al cielo/Jakelin headed North, but arrived in heaven*, Acrylic on linen, 85"x154".

Open the Way

Mexican-American artist **Maddu Huacuja's** exhibition *Open the Way* dispels the myths and misperceptions about migrants through a series of paintings and drawings that inspire meditation on movement, life, migration and the journey of life to death. Huacuja's representation of the environments, animal species and humans impacted by the forces that destroy their homes and lives enables her audience to commune with their plight and with the crucial moment in human history in which we currently find ourselves.

The exhibit is a collaboration with the Center for Equity and Cultural Wealth, One Book Project, AANAPISI Project, Library and Learning Commons and International Center.

View the film on Huacuja's master work by filmmakers Luz Valdez Rivera and Oldren Romero at bhcc.edu/magazine



Detail of *Cinema Figura*, a collage of altered photographs by Cuban-born filmmaker Oldren Romero, inspired by images from his film *Hello*, 2020.



Returning to the Motherland

John Munson's exhibition *Morocco – Returning to the Motherland* brought the BHCC community on a photographic journey celebrating the places, people and cultural wealth of the photographer's childhood in Morocco. Through his deeply moving images, generations of history, figures of people known and unknown and remembrances of landscapes and city streets converged in a cultural intersection that was both personal and universal.

For more on Arts & Culture at BHCC, visit bhcc.edu/magazine

Joy (Street in Chefchaouen)

UPCOMING EVENTS

BHCC's commitment to ensuring that diverse perspectives are heard and affirmed on campus is more important than ever before. As the College navigates ways to make these connections, college-wide, many upcoming events will take place virtually

or are being postponed to a later time when we can come together on campus. Please visit our events calendar at bhcc.edu for the most up-to-date information on the College's upcoming events.

Please support the Bunker Hill Community College Foundation

Because higher education should be an option for everyone

bhcc.edu/foundation

Scholarships

Textbook Assistance

Student Emergency Assistance

Hunger and Basic Needs Support



BHCC Foundation, Inc. | 250 New Rutherford Avenue | Room H150 | Boston, Massachusetts 02129 | 617-228-2395

BUNKER HILL COMMUNITY COLLEGE BOARD OF TRUSTEES

As of 2/1/2020

William J. Walczak
Chair

R. Kelly Cameron,
First Vice Chair

Paul W. Holzer*
Second Vice Chair

Trinh Nguyen
Secretary

Stephen Chan

David Tai-Wai Chang

Cathy Guild*

Leslie Griffin

Cynthia Keliher

Sanjeev P. Yadav

Niki Nguyen

Student Trustee

Pam Y. Eddinger

President

*BHCC ALUMNI

BHCC MAGAZINE

EXECUTIVE DIRECTOR OF INTEGRATED MARKETING AND COMMUNICATIONS

Karen M. Norton

DIRECTOR OF MARKETING & CREATIVE SERVICES

Brooke Yarborough

DESIGNERS

Anita Wolf

Karen Woo

WRITERS

Laura Carty Barrett

Karen M. Norton

Jenne Powers

Brooke Yarborough

COPY EDITOR

Marian Mostovy

PHOTOGRAPHERS

Kenny Chung

John Giacalone

Thanh Q. Ha

Richard Howard

Charlestown Campus
250 New Rutherford Avenue
Boston, MA 02129
617-228-2000
TTY 617-242-2365

Chelsea Campus
70 Everett Avenue
Chelsea, MA 02150
617-228-2101
TTY 617-884-3293

bhcc.edu



Visit bhcc.edu/magazine for exclusive web extras and a more in-depth look into our featured articles.

BHCC is here for you with remote summer classes

Summer sessions start June 1 and July 13
Register now at bhcc.edu/summer



Connect with us @bhccboston



Charlestown Campus | Chelsea Campus | Chinatown | East Boston | Everett | Malden | Quincy | South End | Online



AFFIRMATIVE ACTION and EQUAL OPPORTUNITY POLICY

Bunker Hill Community College does not discriminate on the basis of race, creed, religion, color, gender, sexual orientation, gender identity, age, disability, genetic information, maternity leave status, criminal record or national origin in its educational programs or in admission to, access to, treatment in or employment in its programs or activities as required by Title VI, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; and Section 504, Rehabilitation Act of 1973 and regulations promulgated thereunder.

Direct all inquiries concerning the application of these regulations to Cheryl Cephas, Interim Affirmative Action Officer and Title IX and Section 504/ADA Coordinator, 250 New Rutherford Avenue, Room H193, Boston, MA 02129, by emailing ccephas@bhcc.mass.edu or by calling 617-228-3331.