

# BHCC

Bunker Hill Community College Magazine

## Whose cultural wealth is (de)valued in higher education?

BHCC's Second Annual CECW Institute, Power and Place

### ALSO IN THIS ISSUE

President Eddinger interviews Karen A. Stout, Ed.D., of Achieving the Dream







Over and Place  
What more do we need to know to deepen our practice related to equity and cultural wealth?

Over and Place  
How has higher education (re)produced inequities?

Over and Place  
Whose cultural wealth is (de)valued in higher education?

Over and Place  
Why is a focus on equity and cultural wealth critical to student success?

Over and Place  
Which stories are(n't) being told about our communities?

Over and Place  
How are local organizations and institutions working to recognize and amplify community cultural wealth and/or disrupt inequities?



## Turning the Flywheel

Driven by a sense of urgency to improve student success, BHCC President Pam Eddinger and Karen Stout, Ed.D., President and CEO of Achieving the Dream, see community colleges that take a holistic approach

to student support as the key to developing a more versatile technical and scientific workforce and rebuilding local communities.

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## One Stop Shop for Student Services

Staff-driven student success initiative centralizes services and lowers barriers



Joining the ranks of four-year and peer higher education institutions across the nation, BHCC implemented the new must-have for student success and retention: a one-stop destination for student services. Student Central officially opened in January 2019 following an overhaul of the College's Main Lobby that created a shared space with the College's Admissions department.

A staff-driven initiative focused on integrating student services on campus, Student Central unifies academic records, admissions, financial aid, registration and student payment in one physical location. The merging reduces time students spend navigating college processes, policies and procedures, and allows them to focus on learning.

In addition to the physical location, a virtual Student Central provides students with access to information, resources and services, directing them to conduct transactions online via SelfService at [selfservice.bhcc.edu](https://selfservice.bhcc.edu).

Learn more about Student Central at [bhcc.edu/studentcentral](https://bhcc.edu/studentcentral)



## Bulldogs Unleashed

BHCC Athletics unveils new mascot

Loreto Jackson, Ph.D., Director, Athletics, unveiled a refreshed design for BHCC's longtime bulldog mascot after more than a year of research, reflection and evaluation.

Created by national brand identity firm Phoenix Design Works, the BHCC Athletics bulldog broke free of its spiked collar and classic depiction of a junkyard bully, releasing a bulldog that truly portrays the respect, tenacity, competitive spirit

and loyalty representative of the College's Athletics program.

"We wanted to get away from the clichéd caricature of the bulldog—mean-spirited, arrogant and combative," said Jackson. "The result is a running bulldog, energetic and with its eyes focused forward, seeking success in a manner congruent with the program's mission and consistent with the uniqueness of BHCC."





## BHCC in Washington

President Eddinger testifies before House Committees



In May, President Eddinger brought degree completion and its implications for the future workforce to Capitol Hill, testifying before the House Committee on Education and Labor's subcommittee on Higher Education and Workforce Investment. She advocated for improving student outcomes in higher education, highlighting areas where BHCC is meeting the needs of students both inside and outside the classroom to help graduate a larger and more prosperous workforce.

The hearing marked President Eddinger's

[Watch the testimonies at bhcc.edu/magazine](https://www.bhcc.edu/magazine)

second appearance before the House in 2019. Earlier in the year, she testified before the Ways and Means Subcommittee on Select Revenue Measures on the role community colleges play in educating and advancing the middle class in today's economy, focusing on adult learners as the key to the future labor force.

"We must give up the notion that students be college-ready, and insist that colleges be student-ready," said President Eddinger. "We must meet students where they are—physically and metaphorically."

## President Eddinger Receives Neil Chin Community Service Award

Award presented at dim sum breakfast celebrating ACDC 32nd anniversary

The Asian Community Development Corporation (ACDC) presented President Pam Eddinger with the Neil Chin Community Service Award at the organization's "Heart of the Community" dim sum breakfast at China Pearl, an event celebrating ACDC's 32 years of community building.

Neil Chin was a founding board member of ACDC, and played an active role in the organization for 20 years. His family house was one of Chinatown's many homes taken by the state in the 1960s, an experience that inspired him to be involved as a leader in the community.

The Neil Chin Community Service Award was granted to President Eddinger for her outstanding leadership, her dedication to the community and her passion to provide relevant, accessible and affordable education to low-income immigrant residents in the greater Asian American community. BHCC offers classes at the Pao Arts Center, part of the One Greenway project developed by ACDC on Parcel 24, a piece of land that was returned to the Chinatown community 50 years after much of the community was displaced due to highway construction.



Top: ACDC Board President Paul Lee presents President Eddinger with Neil Chin Community Service Award. (Left-Right) ACDC Board President Paul Lee, Vivien Li, ACDC Executive Director Angie Liou, President Eddinger, WCVB reporter Janet Wu, state Rep. Katherine Clark.



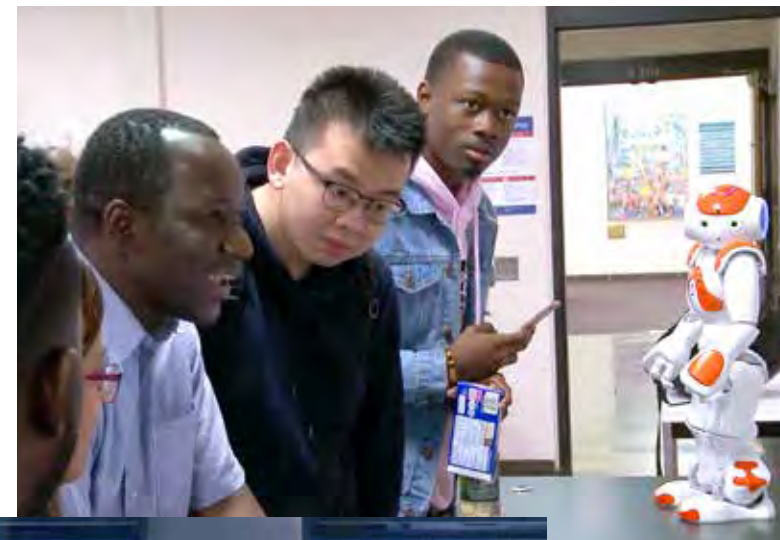
## BHCC Celebrates Mass STEM Week

Workshops and events highlight BHCC students and alumni in STEM

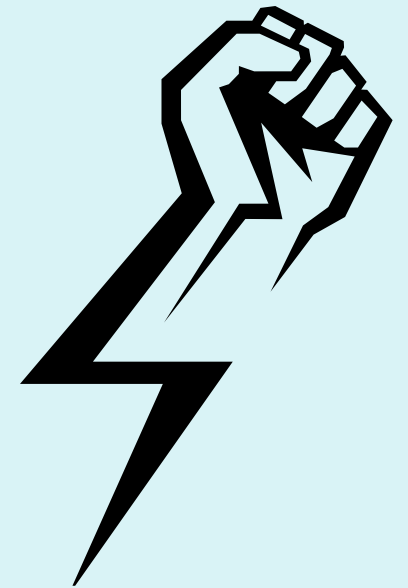
BHCC celebrated Massachusetts STEM Week with a series of workshops and events on campus including an interactive 3-D printing workshop and a demonstration of circuits in the College's new Electrical Engineering Lab. The week's program also featured a diamond demonstration by the Museum of Science and a presentation by internship partner Refigure on "When, Why & How to deal with Scientific Literature."

That same week, the College's Academic Innovation & Distance Education division offered a series of events for Open Access Week, including an open house in the Innovation Lab where students could learn about Open Educational Resources courses.

[Visit bhcc.edu/magazine](https://www.bhcc.edu/magazine) for student and alumni profiles and STEM Week video highlights.



BHCC students take part in Mass STEM Week with workshops and events on campus.



## Powering the Workforce

Eversource and BHCC team up to offer unique student program

Through a longstanding partnership with Eversource Energy, BHCC offers students the opportunity to join a competitive training program that can lead to a career in the electric and gas industry.

A two-year program combining classroom study with technical field experience, onsite training and lab work, the Electric Power Utility Technology (EPUT) program was created in partnership with Eversource Energy, Local 369, Utility Workers Union of American and the Local 12004 United Steelworkers Union.

Graduates of the program receive an Associate of Science degree in Electronics Technology as well a Certificate in Natural Gas Technology with the possibility of career placement at Eversource on completion of the program.

[Learn more at bhcc.edu/eput](https://www.bhcc.edu/eput)



## BHCC Brings Home the Gold

NCMPR awards BHCC three Gold Medallions at District Conference

BHCC's Integrated Marketing and Communications Division received four medallions from the National Council for Marketing and Public Relations.

The spring 2018 edition of BHCC Magazine received a Gold Medallion in the Magazine category. The issue introduced BHCC's Center for Equity and Cultural Wealth, featured an interview with Chelsea City Manager Thomas G. Ambrosino and went one-on-one with newly appointed Athletics Director Loreto Jackson, Ph.D.

In addition, BHCC's Corporate and Community Education Spring 2018

Catalog received a Gold Medallion in the Academic Catalog category for its refreshed, modern design.

The Division also received two medallions for new advertising campaigns and strategies including a Gold Medallion for a Fall 2017 digital advertising enrollment campaign focused on career training, and a Silver Medallion in the Outdoor Media category for the College's summer 2018 mobile billboard campaign.



## Self-Study Engages College Community

BHCC reflects on past 10 years in preparation of NECHE accreditation

In 2020 BHCC will renew its accreditation by the New England Commission of Higher Education (NECHE), the regional organization that sets the standards for educational institutions from preschool to the doctoral level. BHCC has engaged students, faculty, staff and administrators from across the College in the preparation process, providing an open forum for broad feedback and the opportunity to hear students reflect on their experiences both inside and outside the classroom.

To ready for NECHE's site visit early next year, the College is also completing a self-study, which includes reviewing BHCC's mission and value statements and collaborating on advancing College goals.



Left to right: Education Secretary James Peyser, Nuri Chandler-Smith, Dean, Academic Support and College Pathway Programs, President Eddinger, Governor Charlie Baker, Taneka Grace, Director, RoxMAPP, Kevin McCaskill, Executive Director, Madison Park Technical Vocation High School.

## BHCC Awarded \$140K to Support Early College

Baker-Polito administration recognizes high schools and colleges that launched early college programs

In June, BHCC and Madison Park Technical Vocational High School's Roxbury Massachusetts Post-Secondary Pathways Program (RoxMAPP) partnership was awarded a \$140K grant to expand its early college program.

Governor Charlie Baker and Education Secretary James Peyser made the announcement at BHCC during an event recognizing high schools and colleges that received Early College designation, during the 2018-2019 school year. BHCC was among eight public colleges and 13 high schools that were awarded new early college designations for offering opportunities to students who are low-income, minority or potentially first-generation college students to take traditional high school classes with college courses at a local college or university. The goal of these programs is to create a

continuous path for students to move from high school to college and careers.

The RoxMAPP Early College High School and BHCC partnership has been aligning curriculum in math and English to develop greater connections between high school and college instructors, and to help greater numbers of students be college ready in these key subject areas. The collaborators developed a "Bridge to Success" curriculum that enables college exploration and readiness, complementing the robust vocational curriculum already offered to Madison Park students. Most early college students take up to two courses per semester at BHCC in such areas as business and marketing, health science, technology and general education. The College has also received Early College designations for its partnerships with Charlestown and Chelsea High Schools.





# THE INTERVIEW

## BHCC President Pam Eddinger Interviews Karen A. Stout, Ed.D., President and CEO of Achieving the Dream, Inc.



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

BHCC President Pam Eddinger and Karen A. Stout, Ed.D., President and CEO of Achieving the Dream (ATD) explore the challenges before us in community college education and discuss approaches to student success as they look forward to the future of higher education and its impact on workforce and community development.



Since becoming President and CEO in 2015, Stout has led the growth and expansion of ATD's national network of community colleges to include new initiatives in a number of areas critical to their ability to advance their goals.

### Pam Eddinger (PE):

**As presidents of our respective institutions, we're driven by a sense of urgency to improve student success. How do we move the needle while addressing the challenges before us—specifically, how do we do more with less and make bold changes with limited support?**

### Karen Stout (KS):

This is a concern we hear often in the field. To do this work, we have to reframe our thinking on what it means to “improve student success” and make it THE work. We must move this goal—and clearly define it for the context of our institutions—to the center of our institutions' strategic plans, policy goals, board agendas, budgeting processes and talent management systems. If we view student success work as an additional project or initiative that we add on top of “regular” work, it is isolated and

unconnected and, therefore, viewed as nearly impossible or as something we can get to after we take on other challenges that always pop up as urgent. As leaders, we must help our teams to see that student success is their daily work. We can do that by clearly articulating how our decisions around resource allocation, policy, staffing, programming, etc., are interconnected decisions that, when aligned, improve student success outcomes in an equitable way.

Improving student success starts with a clear vision of what student success means and a commitment to ensuring that as we do our daily work, we challenge ourselves to ask, “How is this decision improving the economic and social mobility of the students we are serving and, thereby, strengthening the community we serve?”

I have great optimism that we can and must do bold things on behalf of our students. I

hold this optimism because I see dozens of our Achieving the Dream colleges beginning to hit a tipping point in their student success journeys. We are starting to see significant gains in credential completion, the closing of equity gaps, and big increases in bachelor's degree completion rates for students who transfer. They are “turning the flywheel,” as author Jim Collins describes in his book *Turning the Flywheel: A Monography to Accompany Good to Great*. This requires that colleges build strong fundamentals around ATD's seven capacities; adopt a framework to guide, organize, and prioritize their student success work; lead with a shared institutional theory of action; and be relentless in staying the course because this work takes time and a combination of patience and urgency.

Bunker Hill Community College, a 2014 Leah Meyer Austin winner, is well on its way to achieving stronger student success outcomes. Your fundamentals are strong. And you have been relentless in your pursuit of improved and equitable student success outcomes.

**PE:** BHCC is working on improving student outcomes through a comprehensive review of policy and student-centered practices in collaboration with ATD. This holistic student supports (HSS) work is central to addressing the way we connect with and support students throughout their paths. How do you view HSS, and is it being adopted in the colleges ATD works with nationally?

**KS:** First, HSS work is not a project; it is an approach that requires fundamental redesign of academic and non-academic supports around the student experience from the time a student inquires about attendance at the college through completion.

Second, HSS is not a piece of technology that supports early alert systems or the use of predictive analytics—although both are important. Redesign of the student experience requires colleges to examine the technologies that touch students through their journeys and the HSS work

helps colleges evaluate whether those technologies are supporting a seamless student experience. Colleges must map out the intended processes that will support students and then look for technology tools that support reaching that outcome. Often we work with colleges that bought technology as a solution and then design processes around the technology capabilities rather than student needs.

Third, HSS is not just about redesign of advising applications, though advising is central to HSS work. Colleges that jump into redesign without understanding their intentions for supporting students around careers, finances, basic needs, and academic plans will find that addressing advising in isolation of the full process will not work.

Fourth, HSS connects nicely into the guided pathways framework. It brings implementation tools and strategies to deepen our ability around two core parts of the framework: getting students on a path and keeping students on a path.

Fifth, strong HSS design results in a student needing to tell their story one time. Think about BHCC's incoming class for this fall. How many times did each new student need to tell their story as they moved through enrollment, financial aid, registration, advising, parking?

Many of our colleges are adopting the holistic student supports framework and approach to turn the flywheel as I mentioned earlier. We are finding that colleges that do this well are putting the student voice first through the intentional use of quantitative and qualitative data.

**PE:** We know students want to enter and complete their programs quickly and efficiently. Yet most have little structured career exploration before they enroll. Where do you see our role in supporting the nation in developing a more versatile technical and scientific workforce while understanding each and every student starts in a different place, progresses at their own speed and has their own goals?

**KS:** Circling back to centering the student voice in our work, I'd like to answer this question by considering two students who are most likely registering at BHCC or a similar institution right now.

One student comes from a community in which she is surrounded by people and possibilities. Her neighborhood and school friends are the children of people who are working and living out the expectations and promises of their educational pathway. She sees professional people, business owners, and leaders, and is developing social capital and reinforcing the value of education as a pathway to becoming what she knows are real possibilities for her life—for people like her.

Another student comes from a community in which she is surrounded by people who have not fully been encouraged by or realized the promises of education. She sees hard working people trying to make ends meet and focused on ensuring there is just enough provision. She doesn't know anyone personally who is a business owner, an engineer, or a white-collar professional. Yet, her community is full of potential, untapped in the social and cultural networks, in the eagerness to advance and attend the mobility of the next generation.

These two students come into our college and we provide them with a structured assessment on careers and ask them to pick one. Pick something that you understand. Pick something that you are interested in. Pick something that you could visualize yourself doing in a few years. Pick something that you believe is possible for your life.

I paint this picture because we must understand that the idea of choosing a career is partially rooted in assessment and very deeply rooted in what you believe is possible for your life. Our approach to helping students choose a pathway must encompass counseling and advising to ensure that students who do not have all the benefits of the first student I described are able to *understand and believe* that the pathways presented to them are indeed pathways that are possible for

them to achieve. We can help to do that through better connections and programming with K-12 partners and employer partners. We can also look for more comprehensive ways to embed career advising and the idea of career possibilities in the college exploration and onboarding process, and throughout the first-year experience.

This would be bold if our institutions saw themselves as *career possibility centers*. Where we don't rely on isolated courses or assessments to help the students who need us the most make very important decisions that could impact their life earning trajectory. Rather, we become colleges that embrace the concept of career exploration throughout the student experience and infuse career conversations, programming, and supports throughout the student experience. This type of infused design is possible to achieve through our HSS work.

**PE:** What do you see as the impact of this work on rebuilding local communities and on recapturing the nation's lead in education?

**KS:** Healthy and vibrant community colleges are essential catalysts for building strong local communities. Our graduates typically remain in the region and become the heartbeat of the economy as nurses, first responders, educators, technologists, technicians, legislators, scientists and entrepreneurs. And, our country can only recapture the lead in education with community colleges taking the lead, one community at a time, and in partnership with other

anchor entities in their communities—hospitals, universities, non-profit health and human services providers, and business leaders—in setting a collective agenda to improve educational attainment rates for all citizens in their communities.

Many of our ATD colleges see this as the next phase of their completion work, moving to make completion a progression metric rather than the end metric. The Kresge Foundation recognizes the potential of this approach and the ability of ATD colleges to be at the center by offering a new \$3.6 million funding opportunity to strengthen partnerships between community colleges and human services nonprofits that connect people with low incomes in cities to critical human service supports and educational pathways that advance social and economic mobility.

Through the BOOST (Boosting Opportunities for Social and Economic Mobility for Families) initiative, Kresge will award up to eight three-year grants to qualifying partnerships between community colleges active in the Achieving the Dream Network and human services nonprofits. This opportunity underscores our colleges' strong data capacity and commitment to equity. Also, it connects directly to our focus on holistic student supports and the importance of cultivating strong partnerships with community providers for our campuses.

ATD is eager to work with our colleges on new metrics that help them estimate their impact on students and community. We need metrics beyond the now commonly used ones of retention, completion, and even transfer. We need the capacity to measure completers earning family

supporting wages and other indicators of social benefit. This is the next wave of data-informed decision making in higher education and it ties back to measuring the ROI of our work for students and the community, not the institution.

**PE:** Achieving the Dream is at the center of the best conversations taking place in the community college system. As board chair, I've had the pleasure of being part of shaping that conversation. What's next for this network?

**KS:** In this reform work, we can leave no college behind in understanding the urgent case for the equitable and aggregate improvement of student outcomes. We're always learning from the field and anticipating what's next for our colleges. ATD has changed considerably over the past three years, re-articulating the fundamental capacities that formed the foundation of our early work—leadership, equity, culture of evidence, systemic improvement, and broad engagement—to a framework with seven fundamental capacities and an assessment tool to help our colleges identify capacity gaps.

In addition, we have moved from a "one size fits all" approach in supporting our colleges to one that is customized to fit a college where they are in their student success work. Our work at BHCC around HSS is an example. We are also working with colleges to center teaching and learning in their student success work and we will soon announce new supports for colleges around equity.

ATD's recent merger with the Gateway to College National Network, a program that

BHCC is also a part of, further extends our work into helping our colleges build stronger K-12 connections to serve the most vulnerable young people in our communities. I am excited about where our joint work in this area will lead us.

What is important as we make these changes is that our commitment to equitable student outcomes, data-informed practice, and deploying coaches that help colleges build important habits remain central to our theory of action.

In the area of equity, ATD published a new equity statement in 2016, challenging our colleges to take universal and targeted approaches to both increase aggregate success for all students and eliminate equity gaps. All good equity work begins with internal work, and the entire ATD team has been immersed in our own organizational equity journey to make us a stronger and more resilient organization. Now we are guiding our colleges in creating and using their own equity statements and helping them to make those statements actionable. We're working on the next iteration of the ATD Equity Institute, learning from the sell-out event we held in early 2019. While many of the colleges in the ATD Network are seeing achievement gaps narrow or close—especially for Hispanic populations—the gap for black students is actually widening on many campuses. Equity remains a critical and central concern.

In addition, there is still more to do to harness the power of data to rally support for reforms, measure impact, and influence and track the student experience. AI and predictive analytics are new tools to help us understand the student experience, proactively provide needed student supports, and track

impact. Even as technology improves, we still need to be able to tell the story of our students and use the data to stir up support and understanding of the tasks at hand. We need new metrics such as wages, employment and social benefits to measure impact after students leave our institutions and on our communities' economic and civic health.

Finally, our coaching model remains a signature asset of Achieving the Dream. We are continuing to build and diversify our coaching cadre, moving to a model that includes our leadership and data coaches plus adds depth in coaching around teaching and learning, equity and holistic student supports. Some of our new coaches are leading practitioners. And, some of our coaches are now ATD employees.

**PE:** And what's next for you?

**KS:** Personally, I plan to focus more of my time on trends and issues facing higher educational leaders, participating in the national conversation so I can bring the lessons and insights from our colleges' work to the forefront of national policy and action. Our network has a 15-year history of innovation and advocacy. We are positioned to bring greater national attention to the urgent necessity of creating more equitable institutions and community. Our colleges are also models for reform at other levels of higher education and can contribute significantly to the nurturing of a talented, diverse workforce.

## Achieving the Dream

BHCC student recognized at Dream 2019 Annual Conference



In February, BHCC student Cam Do was one of eight students recognized from across the United States at the Achieving the

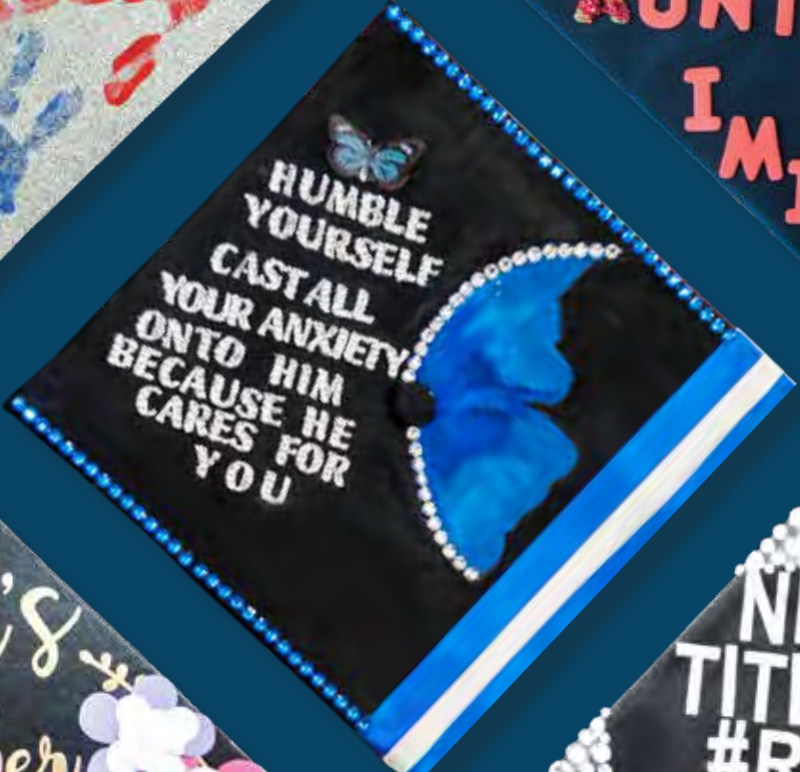
Dream's annual conference in Long Beach, California. Do was a participant in ATD's Community College Student Leadership Program, a year-long program designed to enhance the selected scholars' leadership, critical thinking and networking skills.

Do came to the United States from Vietnam with the encouragement of her parents. Knowing the best way to escape poverty was through pursuing an education, Do studied mathematics at BHCC and graduated in May. During her time at the College she held several leadership positions on and off campus, including student trustee on the BHCC board of trustees in the 2017–2018 academic year, vice president of the Asian Cultural Association and treasurer of S.H.O.C.W.A.V.E.S. Volunteering Club. She also served as a member of the Student Budget Committee, state-wide Massachusetts Student Advisory Council and Chinatown (Boston) Pao Arts Center's Branding Committee.

At the Dream 2019 opening ceremony, Do read a poem she had penned to an audience of 2000 people. It included the words, "I am from a refusal to surrender... I am from the myth that introverts cannot be leaders. I dare not to be silent. I dare to speak up. I am from poverty to advocacy. I am from insignificance to leadership."

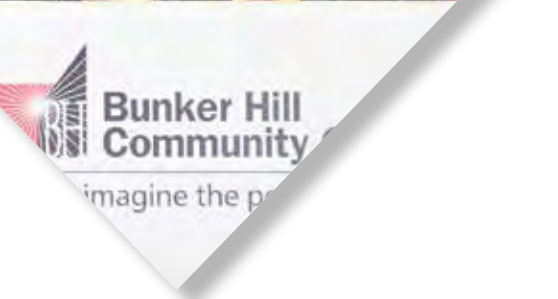
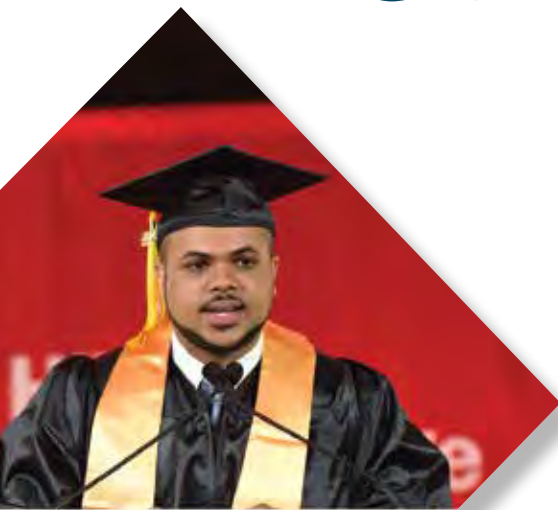
Do plans to attend Yale University in September as a transfer student with a full-ride scholarship.





*Hats off  
to the Class of 2019*





# Celebrating the Class of 2019

On Thursday, May 23, 2019, Bunker Hill Community College (BHCC) awarded 1,754 degrees and certificates to the Class of 2019 at the 45th Commencement Exercises.

BHCC President Pam Eddinger opened the ceremony with the annual “ritual of gratitude,” where graduates thank family and friends in attendance for their support throughout their educational journey. Eddinger also reflected on the cultural wealth of the graduates and how it has left a positive impact on her as College President.

“I am braver today because I have learned from your struggles and have seen your courage,” said Eddinger. “I am more hopeful, because you have shown me, in your multiple languages, your ancestral songs, and your lived experiences that while life can be harsh, it is also limitless and ever-renewing.”

Massachusetts Commissioner of Higher Education Carlos E. Santiago delivered the keynote address. In his remarks to the

graduates, he encouraged the graduates to use their education to give back to their communities. “Your communities benefit from your time and talents,” he said. “As students at our community colleges, you are uniquely connected to your cities and towns. I urge you to stay connected—to hold tight to your civic compass. Let it point you to where you can make a difference.”

Santiago also received the President’s Distinguished Services Award in recognition of his extraordinary service to the community and BHCC. Santiago has served as Commissioner of Higher Education since July of 2015. He has made a great impact on important issues affecting the BHCC students; in particular, his commitment to food and housing insecurity and equity in higher education resonates with the College community.

The BHCC Nurse Education Department was awarded with the Trustees Distinguished Service Award, presented by William J. Walczak, Chair of the BHCC Board of Trustees. The department was recognized

for the success of its collaborative leadership, steadfast resolve and decisive actions toward a secure and thriving program, and the increased performance of their graduates on the NCLEX, a nursing licensure examination. For the past two years, new leadership and the full and ongoing engagement

of the Nursing Education program’s faculty and staff were all critical during an intensive reaccreditation process. The program’s faculty and staff have implemented high impact student success, pedagogical and post-graduate student interventions that have achieved immediate results: most notably an NCLEX pass rate of 94 percent for its Fall 2018 graduating class. Dean of Health Sciences

Maryanne Atkinson, Assistant Dean Donna Savino, Director Elizabeth Tobin and Associate Professor and Chairperson Kristen Wenger accepted the award.

Also honored at the Commencement ceremony were faculty speaker Bryan D. Craven, Student Government Association President Joan Acosta Garcia, and President’s Leadership Award recipients Cam Do and Eva Montrond.

## Adult Education Program Celebrates Steps Toward the American Dream



BHCC’s Adult Education and Transitions program celebrated the achievements of students who passed their high school equivalency exam, adult basic education courses, or college courses for the Transitions to College program, at a ceremony in June at the Homewood Suites in Chelsea.

At the event, Carlos L. Maynard, Associate Professor, Behavioral Science, delivered the keynote address to the graduates, and Michelle Surin, Director of Workforce and Economic Development, congratulated students on behalf of the College before student speakers were invited to the stage.

Angela Lux, a student from the HiSET® program, which provides preparation for the high school equivalency exam, shared her experiences with the guests. Forced to leave school after the third grade to help her family with household responsibilities, Lux arrived in Los Angeles in 1989 from Guatemala. In 2017, she moved to Boston and enrolled in the Spanish HiSET® program. “Thanks to our desire to learn and persevere in our classes,” Lux said, “we are on step closer to achieving our goals and having better opportunities.”

Verona Whittaker spoke on behalf of the Transitions to College program, which enables students currently or previously enrolled in an adult education program to enroll in college-level courses to learn the essential skills needed to be a successful college student. She told guests about her steps from getting a secondary education credential to entering BHCC. Whittaker came to the U.S. from


Jamaica 11 years ago. After receiving her GED, Whittaker, a former janitor, decided to take courses at BHCC to improve her English skills and pursue higher education. Her advice to fellow students was, “Be optimistic and ask for help,” she said. “You may not have anyone to cheer you on. If you can’t find anyone to cheer you on, be selfish and cheer on yourself.”

Emmanuel Paul’s experience can be used as a model for Adult Education, a program at the BHCC Chelsea Campus and Boston Education consortium that provides educational and support services for adults who lack English language and literacy skills and/or do not have a high school diploma. A former journalist from Haiti, Paul came to the U.S. in 2013. He enrolled in adult basic education to improve his English skills. After completing the basic education program, he attended classes at BHCC, receiving an associate degree in finance and transferring to Northeastern University to obtain his bachelor’s degree and become a CPA. His next step is to take courses at Harvard Business School. Paul knew that his journey began the same way as those who were being recognized at the celebration. He encouraged his fellow BHCC Adult Education alumni to continue their educational careers in college. “You can achieve whatever you want regardless of where you come from,” Paul said. “Think of this program not as a destination, but as a journey.”

Visit [bhcc.edu/adulted](http://bhcc.edu/adulted) for more information.

Above: Joan Acosta Garcia, SGA President addresses classmates; Commissioner Santiago accepts President’s Distinguished Service Award; President Eddinger presents President’s Leadership Award to Eva Montrond and Cam Do.





# Wick Sloane's Legacy— More than just peanut butter sandwiches

His relentless fight for food insecurity  
and homelessness for BHCC students  
and beyond



**Wick Sloane** came to Bunker Hill Community College (BHCC) in 2006, and has held various positions at the College during his tenure. This year, he retires from his “official” job of helping students transfer to four-year colleges, but that is not the only legacy he leaves. Across his many roles, the one constant has been his commitment to the students—not only to their success in the classroom, but also to ensuring that all of their needs, including the most basic, were met.

Working tirelessly to bring attention to the needs of low-income students, he addressed student hunger and homelessness not just on the BHCC campus, but on the state and national level, as well, speaking to national and local legislatures, business leaders—even addressing President Barack Obama in a 2013 op-ed for *Inside Higher Ed* entitled “Missing from Your College Plan: 45 Million Peanut Butter Sandwiches. Per Week.”

Sloane was also part of the effort to urge the Government Accountability Office (GAO) to study college student hunger. This effort resulted in the completion of a GAO study earlier this year, and the positive

outcomes of this study can already be seen in the introduction of recent bills locally and nationally.

On his own time, he is a contributor to *Inside Higher Ed*, covering topics on issues facing low-income students, questioning the higher education system and calling out selective colleges that don't serve veterans. These sensitive topics continue to gain momentum.

In addition to his words, Sloane took action, tapping into his network and asking for help and support, resulting in much-needed donations to programs that help students who need it most. Sloane was one of the first professors at BHCC to teach late-night classes through BHCC's nationally-recognized Midnight Classes program, the first of its kind back in 2009. In 2017, Sloane was awarded the Manuel Carballo Governor's Award for Excellence in Public Service by the Governor.

As Wick retires this year, BHCC thanks him for his years at the College, and for offering our students much more than just peanut butter sandwiches. He has touched many people in the BHCC community and beyond.

## Ready to Serve

Set to open at the start of the Fall Semester, the mission of DISH Food Pantry is to **Deliver Information, Sustenance and Health** to the BHCC community. A student driven and supported resource at the College, the DISH Food Pantry aspires to alleviate barriers associated with food insecurity in a safe, dignified, stigma-free environment.



Special thanks to those whose generosity and support made the DISH Food Pantry possible:

Student Government Association  
Missy and Marsh Carter  
Carol and Giulio Caperchi  
Robert S. Hildreth  
Eos Foundation  
Cabot Family Charitable Trust  
Stop & Shop  
Liberty Mutual Insurance

"Don't the same students who are eligible for federal free and reduced lunch through high school need lunch at college, too? "

—Wick Sloane, *Inside Higher Ed*





# Valuing our Cultural Wealth

**BHCC engages College community in equity work**

“Until we do right by our students of color, everything we think about equity will fail,” boomed Shaun Harper, Ph.D., nationally recognized scholar on race and equity and founder and executive director of the University of Southern California Race and Equity Center, as he delivered the keynote address at BHCC’s Second Annual Center for Equity and Cultural Wealth Institute. “Cultural competence,” he continued, “is not going to cut it. We need colleagues who are highly skilled. Mere competence is only going to further exacerbate the inequities we currently see.... Until we get more strategic and intentional about our equity work, we are going nowhere fast.”





“Integrating issues of social justice into coursework isn't easy. But as Dr. Harper stated, we have to become comfortable with being uncomfortable when discussing racism. The Institute has provided me with resources and courage to continue this work in the classroom.”

—Emmanuela Maurice, Professor, English Department

On May 28-30, over 240 faculty, staff, administrators, artists, cultural institutions and community partners came together during the 2019 Annual Center for Equity and Cultural Wealth (CECW) Institute to develop their knowledge base and skills related to the Institute theme, “Power and Place: Valuing Cultural Wealth to Advance Equity in Higher Education.” Developed by a team of faculty, staff and administrators from across the College, the CECW Institute is part of a multifaceted student success agenda to meet the needs of the College’s diverse student population and ensure all students are able to achieve excellence. Evans Erius, the 2019 Institute co-chair, and Educational Case Manager in the BHCC Welcome Back Center, described the Institute as “an encouraging step towards putting equity and cultural wealth on center stage, and affording all in attendance an opportunity to engage in activities and critical discussions that will impact their work.”



The 2019 Institute enabled participants to engage with colleagues across sectors in a series of critical questions, including: Why is a focus on equity and cultural wealth critical to student success? How are local organizations and institutions working to recognize and amplify community cultural wealth and/or disrupt inequities? How can we collaborate across sectors to reimagine higher education?

To answer these questions, the Institute agenda was structured in three parts:

- DAY 1**  
Explore foundational theories and high-impact practices
- DAY 2**  
Experience place-based teaching, learning and student development
- DAY 3**  
Reflect on the design, implementation and assessment of inclusive and equitable curricula and programming

Bilingual poet Rhina P. Espallat, BHCC’s 2019-2020 Artist in Residence, opened the Institute with a poem about her experiences as a student encountering a Western curriculum shortly after immigrating from the Dominican Republic to Manhattan in 1939. During the keynote address, Shaun R. Harper, Ph.D., provided national context on the relationships between race, equity, campus climate and student success, and resources for critical reflection and strategic planning toward achieving equity outcomes.

BHCC Professor Emmanuela Maurice noted the important and challenging work involved in addressing issues of social and racial justice in higher education, “Integrating issues of social justice into coursework isn’t easy. But as Dr. Harper stated, we have to become comfortable with being uncomfortable when discussing racism. The Institute has provided me with resources and courage to continue this work in the classroom.”

Day 1 continued with interactive workshops facilitated by BHCC faculty, staff and administrators as well as local artists, museum educators and community organizers, with wide-ranging topics that included the experiences of Asian American Pacific Islander students with internalized and external racism, supporting the success of Latinx students enrolled in STEM programs at BHCC and UMASS Boston, dismantling Colonial narratives about native populations in the curriculum, and the impact of gentrification on English language learners in East Boston.

Institute participants noted in their program evaluations that workshops were

critical in deepening their understanding of equity and cultural wealth, and honing their ability to integrate high-impact practices into their work.

Day 2 of the Institute connected participants with the cultural wealth of greater Boston’s neighborhoods, organizations and institutions through field study. Peter Kiang, Ed.D., Professor and Director of the Asian American Studies Program in the School for Global Inclusion and Social Development at UMASS Boston, began the day with a keynote address focused on the place-based learning experiences of UMASS Boston students in the Chinese Burial Grounds of Boston’s Mount Hope Cemetery. When reflecting on the power of place-based learning, Kiang said, “Previous generations of students are still engaged with the curriculum after they leave. Why? The places we go and the lessons they learn stay with them... In those places and classroom spaces, I won’t call them sacred. But spiritual, powerful and important to learning? Yes, they are.” Following the keynote, participants had the opportunity to experience place-based learning first-hand: they were assigned to one of 11 field study sites that included the Chinese Burial Grounds, Islamic Society of Boston Cultural Center in Roxbury and Latin Quarter in Jamaica Plain. Field study challenged participants to re-imagine neighborhoods, organizations and community development through the lens of education, power and equity. After a tour of Boston’s historic Chinatown neighborhood, Assistant Professor of Mathematics Isaias Sarmiento noted, “I shop in Chinatown all the time, but this time I got to see the history. Now when I go to Chinatown, I see it differently; I reflect more and think about things I learned on the guided tour.”

Additional walking tours focused on Boston’s LGBTQ history and Chelsea’s community-based response to gentrification. One field study group explored Deer Island and discussed the erasure of indigenous communities from historical accounts of Colonial southern New England, while a trip to Mt. Auburn Cemetery and Boston monuments traced the lives of powerful black women Harriet Jacobs, Phillis Wheatley and Harriet Tubman.

Day 3 allowed participants to apply what

they learned on the first two days of the Institute to the design of teaching, learning and workspaces that consider power and place. The morning began with the announcement of the College’s 2019-2020 One Book selection, *If They Come for Us*, poems by Fatimah Asghar. The One Book Program engages the College community in a dialogue about a common text that addresses contemporary issues. Asghar’s poetry builds on the theme of the CECW Institute and captures the experiences of being a young Pakistani Muslim woman in America. Yolanda Sealy-Ruiz, Ph.D., Associate Professor of English at Teachers College Columbia University and founder of the Racial Literacy RoundTable Series, kicked off Day 3 with a keynote address that distinguished between “allies” and “co-conspirators” in meeting the demands of justice. Ruiz challenged the audience to be co-conspirators in the fight for student success by developing racial literacy, and to move critical conversations about race from the margins to the center of the College community. “Racial literacy includes the ability to read, discuss and write about situations that include racial inequity and racial bias as part of the norm,” she said.

Workshops on the third day allowed faculty and staff to share successful models in a Power and Place Teaching, Learning, and Student Development Showcase, which highlighted the CECW curricular and co-curricular integration at BHCC. Faculty and staff from across the College shared assignments, syllabi, classroom activities, student development programming and leadership development models with colleagues to provide examples of how core concepts of equity and cultural wealth can be woven into the fabric of the student, faculty and professional staff experience at BHCC.

The Second Annual Institute honored the



“Previous generations of students are still engaged with the curriculum after they leave. Why? The places we go and the lessons they learn stay with them”

—Peter Kiang, Ed.D.





# arts & culture

“Racial literacy includes the ability to read, discuss and write about situations that include racial inequity and racial bias as part of the norm.”

—Yolanda Sealy-Ruiz, Ph.D.



Institute participants engage in discussion about enacting high-impact practices that value students' cultural wealth.

CECW's commitment to engage the College's community in culturally relevant scholarship and practice focused on achieving equitable outcomes for all students. Dean of Behavioral, Social Sciences and Global Learning Liya Escalera remarked, "Institute participation in our second year demonstrates that BHCC employees and our community partners are eager to continue this important conversation. We cannot serve students and create a learning environment that will support their success without intentional and continuous opportunities to come together, learn from each other and collaborate towards greater equity on and off campus."

Follow-up activities include opportunities for faculty and staff to engage in curricular and co-curricular integration projects that will feature ideas, themes and content from the Institute and will be piloted during the 2019-2020 academic year.

Rooted in BHCC's eight-year history of

sponsoring cultural institutes, the CECW draws on the College's nationally recognized model to design culturally inclusive learning environments that value the strengths of our diverse students, faculty, staff and local communities. Dean Michelle Bloomer noted the importance of meaningful professional development in supporting equity in the BHCC community. "The Center for Equity and Cultural Wealth Institute not only affords us a crucial opportunity for professional development that can enable faculty, staff and administrators to expand their understanding of the College's equity mission and integration of culturally inclusive practices," said Bloomer, "but also creates the space to reflect and evaluate our progress towards our commitment to equity and our role in its advancement."

Article contributed by BHCC Faculty and CECW Institute Planning Members Lee Santos Silva, Chair, English Department, and Emmanuela Maurice, Professor, English.

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 Spring 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.

## Compelling Conversations on Power and Privilege

Hosted in partnership with the College's newly launched Center for Equity and Cultural Wealth, Spring 2019 speakers supported an ongoing college-wide exploration of power, privilege, equity and cultural wealth.

The NFL's first-ever LGBT inclusion consultant **Wade Davis** took to the stage in February to address the College community on intersectionality. A former NFL cornerback turned thought leader and public speaker, Davis urged students to try to see themselves in one another to close the distances between them.

Author and cultural critical **Roxane Gay** brought her internationally acclaimed, no-holds barred exploration of feminism and social criticism to campus in March, reading excerpts of *Hunger: A Memoir of (My) Body* and sitting down with BHCC faculty and staff to share her views on trigger warnings in an educational institution.



Davis (center) with students Kevin Wilson and Elizabeth Crocker



## A Commitment to Equity on Campus

Charged with developing an equity-minded culture at the College, BHCC's Equity Work Group (EWG) formed in the spring of 2018. The EWG has been organizing under two goals: (1) assessing the culture and climate of the College so that equity informs interactions between staff, faculty and administrators and (2) reimagining the role of Chief Equity, Diversity and Inclusion Officer (CEDIO) at the College.

Over the course of the academic year, the EWG partnered with BHCC's Office of Institutional Effectiveness and the CECW to identify an appropriate

survey instrument to assess culture and climate at the College. The survey will be disseminated to the College community during the fall semester.

In addition, the EWG subgroup developing a leadership profile for the CEDIO completed its work. A search committee has been appointed for the search and the College anticipates that interviews and public sessions will be completed by the close of the 2019 Fall Semester with the final candidate starting the 2020 Spring Semester.



Gay sits down with students studying African American Women and Literature with (right) Professor Emmanuela Maurice.





## Honoring Our Shared History

BHCC's annual Black History Month celebration brought a series of art exhibitions, discussions and live performances centered on the theme of "Honoring our Shared History." Among these was "Call of the Ancestors," an exhibit of richly textured fiber art quilts by local artist and educator **Susan Thompson**, and a performance by **Core Ensemble** of *Of Ebony Embers: Vignettes of the Harlem Renaissance*, celebrating the lives of great African American writers, painters and poets.

Also, over the course of three days at the Pao Arts Center in Chinatown, multimedia artist **Deta Galloway** delivered an engaging art and performance installation of transportation, transformation and healing in "Shango: My Heart is a Red Journey of Thunder and Light." Through interactive workshops, guided tours and syncretic performance, the installation examined the migration of the river religions of Africa and the diaspora of Yoruba beliefs through the many cultures and homelands



Thompson, Call of the Ancestors #1, hand-dyed fabrics, 53" x 35"

of the Americas as seen through the eyes and consciousness of the deity Shango.

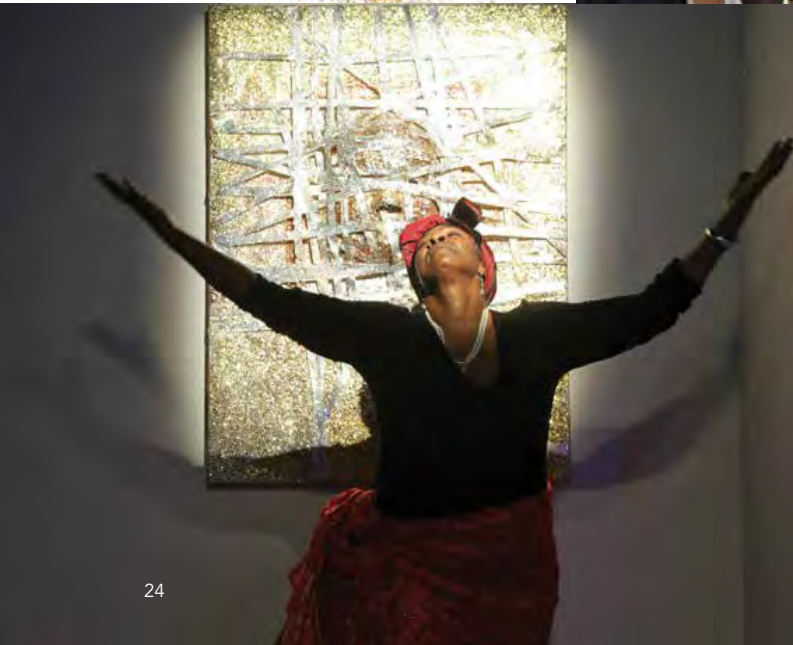
Other highlights of the celebration included an evening with the leading voice of the Black Arts Movement **Askia Touré**, a screening of the documentary film *Night Fighters* on the Tuskegee Airmen, and a performance of uplifting and spirited music by the **New England Gospel Ensemble**.



Left: New England Gospel Ensemble performance closes Black History Month celebration; Below: Askia Touré discusses Black Arts Movement.



Galloway performs at Pao Arts Center against backdrop of her work Shango Unveiled.



## Our Story is Our Strength

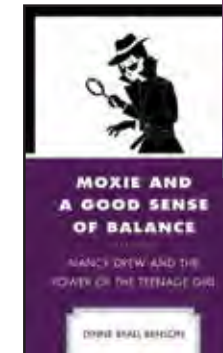
BHCC's annual Women's History Month celebration brought to life the many histories and shared cultural experiences of women through literary readings, interactive discussions and presentations, and live performances.

The month-long celebration featured a poetry reading with author and faculty member **Deborah Schwartz** on coming of age within a traditional Jewish working-class family, discussion on gender equality with Distinguished Artist Scholar in Residence **Robin Chandler, Ph.D.**, and a return performance by **Core Ensemble** of "Ain't I a Women" celebrating the life and times of four African American women: novelist and anthropologist Zora Neale Hurston, abolitionist Sojourner Truth, artist Clementine Hunger and civil rights worker Fannie Lou Hamer.

Other highlights included a performance of intertribal music by **Nettukusq Singers**, a dialog on body shaming with lifestyle entrepreneur, media celebrity and author **Katie Boyd**, and an exploration of literary character Nancy Drew with author and faculty member **Lynne Byall Benson**.



Nettukusq Singers perform "Friendship Dance" led by Deborah Moorehead.



## One Artist's Journey

Reclaiming of the lost tradition of Cambodian ceramics, **Yary Livan** shared his richly ornamented and masterful works with the College community. One of only a few traditional ceramicists to survive the Khmer Rouge, Livan's story is one of overcoming hardship and keeping art, community and culture alive.



Livan shares his knowledge of traditional Cambodian ceramics with students. Right: Livan; details of sculpture of Naga, a mythical semidivine being.







Top: "Capoeira" (1988) Robin Chandler; Bottom: "Sling Shot Around the Sun" (2000) Robin Chandler



Chandler meets with BHCC visual and media arts students, April 2019.



## Revolutionary Moments

Over the course of the 2018-2019 college year, the presence of BHCC's Inaugural Distinguished Artist Scholar in Residence **Robin Chandler, Ph.D.**, fostered creative and collective dialogue about the place of the arts in academia across all disciplines both inside and outside the classroom. Her endeavors included a nine-month showing of her work, "Revolutionary Moments: Art, the Word, and Social Action," in the Mary L. Fifield Art Gallery, visiting classes, and co-facilitating workshops with other artists.

In the coming year, BHCC will welcome poet and educator **Rhina P. Espalliat** as the 2019-2020 Distinguished Artist Scholar in Residence. A founding member of the Melopoeia trio and member of the quintet known as The Diminished Prophets, Espalliat's work spans poetry, essays and short stories in English and her native Spanish. She has received many national and international awards including the Richard Wilbur Award, Nemerov Prize and Eliot Prize.

## Poetry's Diverse Voices



BHCC celebrated National Poetry Month in April with a poetry café fusing jazz and a poetry, poetry marathon and a series of workshops on the healing power of poetry,

art and music led by Inaugural Distinguished Artist Scholar in Residence **Robin Chandler, Ph.D.**, and award-winning author, poet and cultural educator **Larry Spotted Crow Mann**.

Other highlights included readings and melodic performances by renowned poets and educators **Askia Touré** and **Rhina P. Espalliat**, and a discussion with BHCC alumna and children's book author **Romula Savino**.

Left: Mann reads from personal collection of Native American poetry; Above, left to right: (bottom left) Espalliat, along with master musicians John Tavano, Roger Kimball and Kate Sullivan, and lyricist and poet Alfred Nicol, come together for an afternoon of words and melody.



Left: Ty shares with the audience a photo of his oldest brother Yean held captive by the Khmer Rouge regime; Top: Angkor Dance Troupe performs traditional Cambodian "Blessing Dance;" Bottom: One Book Creative Writing Contest winner Alsadig Ahmed with Ty.

## Seng Ty on *The Years of Zero*

Author and educator at Lowell Public Schools **Seng Ty** visited the BHCC campus to share with the College community *The Years of Zero*, his personal account of the Cambodian genocide and the cruelty he endured under the Khmer Rouge regime in the late 1970s. The presentation was the culminating event of the College's One Book program, which brings the entire BHCC community together to read the same book over the course of an academic year.

This fall, the College community will begin its One Book 2019-2020 selection *If They Come for Us: Poems* by **Fatimah Asghar**, a co-creator of the Emmy-nominated web series *Brown Girls*. The poems capture the experiences of being a young Pakistani Muslim woman in contemporary America.



# UPCOMING 2019-2020 SPEAKERS

As a means of ensuring that diverse perspectives are heard and affirmed on campus, Bunker Hill Community College's Speaker Series brings present-day issues to the forefront both inside and outside of the classroom.

Sponsored in partnership with BHCC's Center for Equity and Cultural Wealth, the series for 2019-2020 is intended to support meaningful and relevant discussion as part of 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 in May 2019.

BHCC 2019-2020 Speakers events are free and open to the public, but seating is limited. Online registration is required. For more information and to register, please visit [bhcc.edu/speakers](http://bhcc.edu/speakers).

THURSDAY, SEPTEMBER 26, 2019

## Adam Foss



Criminal Justice Reform Advocate and Founder of Prosecutor Impact

Adam J. Foss is a former Assistant District Attorney in the Juvenile Division of the Suffolk County District Attorney's Office in Boston, and a fierce advocate for criminal justice reform, with a particular emphasis on redefining the role of the prosecutor to help end mass incarceration.

TUESDAY, OCTOBER 22, 2019

## Gina McCarthy



Former EPA Administrator and Director of Center for Climate Health and the Global Environment

Gina McCarthy has dedicated her 35-year career in public service to environmental protection and public health. Her leadership and perseverance has led to federal, state and local actions on critical environmental issues.

THURSDAY, FEBRUARY 20, 2020

## Elle Simone Scott



Chef, On-air Talent and Food Stylist on *America's Test Kitchen*, Activist and Entrepreneur

Elle Simone Scott is a culinary maverick who has been dazzling the culinary world since 2003. She continues to inspire others and break glass ceilings as the first African-American woman resident food stylist and on-air talent on PBS's *America's Test Kitchen*.

THURSDAY, APRIL 9, 2020

## Terri Lyne Carrington



Drummer, Producer and Composer

Celebrating 40 years in music, three-time GRAMMY®-winning drummer/producer/composer Terri Lyne Carrington started her professional career in Massachusetts at 10 years old when she became the youngest person to receive a union card in Boston.

THURSDAY, APRIL 16, 2020

## Kevin So

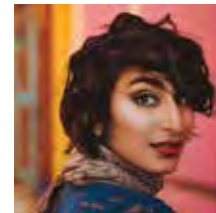


Singer-Songwriter, Recording Artist and Boston Native

Kevin So has earned the respect of 4-time GRAMMY® award winner Keb' Mo', singer/activist Billy Bragg and Tony Award winning playwright David Henry Hwang, and has built a loyal fan base around the world for the past 20 years.

THURSDAY, APRIL 30, 2020

## Fatimah Asghar



Poet, Screenwriter, Educator, Performer and Author, *If They Come For Us*, BHCC's 2019-2020 One Book Selection

Fatimah Asghar is a multi-talented writer, educator and performer. Her work has appeared in many journals, including *POETRY Magazine*, *Gulf Coast*, *BuzzFeed Reader*, *The Margins*, *The Offing*, *Academy of American Poets* and many others. She is the writer and co-creator of *Brown Girls*, an Emmy-nominated web series that highlights friendships between women of color.

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