

Spring 2015

BHCC

Bunker Hill Community College Magazine

When the Past Alters the Present

A new partnership with Boston's Museum of African American History answers questions students didn't know they had



President Eddinger
Visits Boston Mayor
Marty Walsh



BHCC President Pam Eddinger Interviews Mayor Marty Walsh

City Hall, Boston, Dec. 10, 2014

This is the first in a series of conversations with local and national leaders about issues and trends in community college education.

President Eddinger: Mayor Walsh, thank you for chatting with us today. We hope your personal story will engage and inspire our students to reach for the kind

of success you have achieved. I've read that you travelled a non-traditional path to college.

Mayor Walsh: When I graduated from high school, my focus was not where it should have been, so I went to Quincy Junior College to get my grades up. Then I transferred to Suffolk University, and while there, I was also working construction. My

father said to choose education and not the paycheck. But I chose the paycheck at that particular moment in time.

I ran for state representative in 1997. Around the same time I went back to school at Boston College, and again I took classes on and off for a couple of years while working full time. As a new state rep,
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On the Cover: Professor Lee Santos Silva and BHCC student Amanda Valenti at the Museum of African American History. Photo: Michael Malyszko
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In this issue we put our travelin' shoes on: BHCC President Pam Eddinger goes to Boston City Hall to launch a series of discussions with Greater Boston leaders; BHCC students take a field trip to the Museum of African American History to find a new Boston by encountering an old one; Chelsea High School students walk to BHCC's Chelsea Campus and make a sometimes difficult passage an easy one; sociology students visit hair salons in Boston and Chelsea to explore cultural differences; and a NASA robot sets down on the planet Mars. Some of these are short trips and some are long (one mile to the Chelsea Campus, 350 million to Mars), but all transform our expectations, our understanding of the world, or ourselves. And there's more. Read on!

Campus News

In recent BHCC news is President Pam Eddinger's participation in the latest of three education summits at the White House, a new grant that will boost the College's Asian American Studies curriculum, the addition of two more high-powered corporate partners to the Learn and Earn internship program, and a farewell visit by Governor Deval Patrick.

Eddinger Attends Third White House Education Summit

BHCC President cites progress on student readiness

President Pam Eddinger joined a select group of higher education and nonprofit leaders on December 4, 2014, to discuss efforts to boost student readiness for college. The gathering was a follow-up to the January 2014 White House College Opportunity Summit and an August 2014 session focused on developmental education. The BHCC President cited progress on major institutional commitments made at the January summit regarding student retention, course completion and progress toward degree attainment. She highlighted the expansion of college transition programs; curricular alignment with Boston Public Schools; dual enrollment programs that enable local high school students to earn college credits; new learning communities that accelerate and contextualize developmental education; curricular reforms that shorten the developmental math sequence; expansion of LifeMap, the College's broad-ranging education and career planning effort; emergency assistance grants that address barriers to student retention;

and growth of the Learn and Earn internship program.

NEH Funds Asian American Studies

\$120,000 to strengthen humanities

Bunker Hill Community College received a Bridging Cultures at Community Colleges grant of \$120,000 from the National Endowment for the Humanities (NEH) to conduct a three-year project in Asian American studies with the University of Massachusetts Boston's Asian American Studies Program. The collaboration will strengthen BHCC's humanities program through the integration of Asian American studies curricula into the College's Learning Communities.

Infusion for Chelsea Campus Allied Health Programs

New equipment for labs and classrooms

Bunker Hill Community College Foundation received a \$10,000 Workforce Development and Education grant from Bank of America Charitable Foundation. The College will use the funds to upgrade equipment in Allied Health Program classrooms and laboratories at the College's Chelsea Campus. The Allied Health Certificate Programs at BHCC prepare

students for a range of careers in Boston's burgeoning healthcare industry. More than 70 percent of Allied Health Program graduates are employed in their field within 90 days of completing their program.

One Million More College Degrees

Eddinger on panel tackling access and student debt

Speaking on a panel at the 18th Annual Conference of College For Every Student (CFES) in Burlington, Vermont, BHCC President Pam Eddinger described America's community colleges, which enroll 48 percent of all college-going students, as an indispensable path for high school graduates seeking middle-skills jobs that are critical to our economic vibrancy. She expressed support for adequate funding for these critical years of education. "America's ongoing disinvestment in public institutions has forced those institutions to raise prices beyond a level that many low-income students can afford to pay," she said. "So, they borrow, and often they borrow more than they can later afford to repay. Education is not a privilege; it's a right," she said. The panel included Andrew Rossi, producer of the documentary *Ivory Tower*, which addresses the high

cost of college nationwide. BHCC's own Professor of Information Technology Jaime Mahoney was featured with BHCC students in a discussion about MOOCs and the "flipped classroom." At the two-day conference, CFES, in partnership with Trinity College Dublin, announced its One Million More campaign to help one million more low-income students attain college degrees by 2025.

More Prestigious Partners for Learn and Earn 2.0

Popular internship program welcomes Liberty Mutual and Eaton Vance

Liberty Mutual and Eaton Vance joined the ranks of BHCC's Learn and Earn corporate partners. The list of education-minded partners, which reads like a national corporate *Who's Who*, includes Bank of America, Beth Israel Deaconess Medical Center, BJ's Wholesale Club, The Boston Foundation, Dovetail Health, EMC, Fidelity Investments, Raytheon, Staples, State Street, Suffolk Construction, UBS and

Vertex Pharmaceuticals. The Learn and Earn internship prepares students for careers by placing them in a corporate setting at a major company in Greater Boston. The program was launched in 2011 with the support of Governor Deval Patrick and members of the Massachusetts Competitive Partnership (MACP), a nonprofit public policy coalition of 16 influential Massachusetts CEOs. More than 340 students have taken advantage of this program, and many become permanent employees of their sponsoring corporations. Learn and Earn is slated for expansion as it enters its third year at the College.

Workforce Secretary Kaprielian Visits BHCC

Lauds new program for individuals with disabilities

Rachel Kaprielian, Secretary of the Executive Office of Labor and Workforce Development (EOLWD), spoke at BHCC in honor of the College's inaugural class of 12 Culinary Arts Fundamentals Program graduates. The 100-hour, four-week Culinary Arts Program

aims to increase employment options and decrease barriers to careers for individuals with disabilities.

State Department of Revenue Honors BHCC

New taxation program will boost state government workforce

The BHCC faculty and staff members who worked with the Massachusetts Department of Revenue (DOR) to create the new Certificate in Taxation at the College earned special recognition at a State House event hosted by the DOR.

The program was launched in fall 2014 in response to the DOR's own workforce needs as many older workers retired. In addition to the rigorous certificate program, BHCC and the DOR collaborated on the creation of the Business Administration Associate in Science degree with a Taxation Option that was approved in spring 2014. The degree prepares students for entry-level taxation and auditing positions and also prepares them to transfer to a four-year degree program.

Promising Students, Promising Leaders

Students recognized by national honor society

The Phi Theta Kappa Honor Society named Bunker Hill Community College students Jody Roberts, Niamh Daly and Yamileth Lopez as Coca-Cola Leaders of Promise Scholars. The students will receive \$1,000 scholarships to further their associate degree studies. They were chosen based on their scholastic achievement,

community service, and leadership potential.

Catalog Gets the Gold

BHCC brings home communications awards



The College Catalog won a Gold Medallion from the National Council for Marketing and Public Relations (NCMPR) District One, which includes states from Maryland to Maine. The College also earned a Bronze Medallion for an illustration in *BHCC Magazine*.

Onward and Upward

Bunker Hill Community College among fastest growing community colleges in U.S.

Bunker Hill Community College ranks among the 20 fastest growing community colleges in the U.S. with enrollments of 10,000 or more, according to *Community College Week*, an independent publication covering community, technical and junior colleges. BHCC was among the few community colleges whose growth increased between fall 2012 and fall 2013, bucking a trend toward declining enrollments at colleges around the country.

For more on these stories go to bhcc.edu/magazine



Secretary of Labor and Workforce Development Rachel Kaprielian congratulates Culinary Arts Program graduates.

Governor Patrick Says Farewell at BHCC

The outgoing governor cites collaboration as key to education success

As he wrapped up his eight years in office, Massachusetts Governor Deval Patrick chose Bunker Hill Community College as a venue to bid farewell and review his Administration's accomplishments for education. The Governor noted that "collaboration" has delivered the greatest impact. "As I take my leave of this podium and of this job, I ask you going forward to be especially mindful of that," said Patrick. "Collaboration is the

secret of our success, and the envy, actually, of the nation."

Calling education "the single most important work we have before us," the Governor affirmed the state's ongoing commitment to education and stressed its significance to the state's economy. "Our community colleges," he said, "coordinate their course offerings and work with the



Governor Patrick addresses members of the Department of Higher Education, along with faculty, staff and students in the main lobby at BHCC.



business community to help meet workforce needs." He cited the state's increased support for public universities and community colleges in an effort to control fee hikes and make higher education more affordable. He also mentioned a range of new building projects being initiated on public campuses to shore up infrastructure, and to attract and retain the best students and faculty. BHCC, among other colleges, has a new building in the planning stage.

Patrick praised the advances prompted by the Vision Project, a public agenda for higher education in the commonwealth which has drawn national notice. BHCC has been part of the student success agenda through its collaboration with Malden High School, where a dual enrollment program enables high school students to take college courses. According to the Massachusetts Department of Higher Education's third annual Vision Project report, approximately 2,300 high school students statewide earn

college credit during their high school years, giving them a jumpstart on college and significantly reducing the cost of a future degree. At Malden High School, 89 percent of the students who took one or more of BHCC's 58 course offerings enrolled in college the fall after they graduated.

Although Massachusetts has a better educated workforce than other states, Patrick warned that future prospects will be diminished without continual innovation. "Our economic future is dependent on high-quality education and intellectual preparedness," he told the audience.

Patrick concluded his remarks by reiterating his vision for education, which included keeping students central to the work of teaching and learning; preparing new educators and supporting master teachers; making college more affordable, accessible and relevant; and building first-world facilities on every public school and college campus in the commonwealth. ■



President Eddinger Interviews Mayor Walsh

Continued from inside front cover

I would go to all the civic meetings, every community meeting.

I had two semesters left with only seven courses. One day, Father Woods, who ran the Woods College of Advancing Studies at BC, called me into his office. I thought he wanted to talk politics. But he said, “You’re a smart guy and it’s taking you too long to get your degree.” Three semesters later, I got my degree. Thank God he did that. Not that I wouldn’t have graduated, but he gave me the drive and focus.

President Eddinger: What are the lessons learned from your experience?

Mayor Walsh: I was in my late 30s, but I was intimidated about writing a paper. I

would always try to take classes that had tests and not papers. I talked to a teacher about it. He said, “Writing is expressing yourself. It’s like talking. When you’re in front of a crowd talking, you’re unbelievable, and [when you’re writing], all you’re doing is taking those words and putting them on paper.” As an adult, you shouldn’t be afraid to ask a question.

President Eddinger: But we are, aren’t we?

Mayor Walsh: We are. We’re intimidated by it. Even as Mayor of the city of Boston, I ask people for advice or their opinion on something.

President Eddinger: We read about your trip to Ireland in the fall. I understand you were on a trade mission, but the trip seemed

to have been more than that. We certainly heard the echoes of President Kennedy’s famous visit. I was also touched by your own reflections about roots and immigration.

Mayor Walsh: Actually, it was a little bit of both—a trade mission and a family visit. There’s a line about President John Kennedy when he was leaving Ireland, on his last day. He was in Galway, looking out at Galway Bay, and he said, “On a clear day, if you look across the bay you can see your cousins”—and he mentioned names—“on the shores of Boston.”

My mother and father are both from Ireland, from Connemara, a district in the county of Galway. When I ran for Mayor, people there got so excited. We had campaign signs made up for people in the village, and there were

billboards and bumper stickers. The race was written about in the local [Connemara] paper and the Galway papers picked it up, and then the Irish press.

When I got off the plane in Ireland this past fall, there was press waiting for me. A group of people from the two villages my mother and father came from welcomed me. But what really struck me was a reception hosted for me at a place called Street House—that's in Galway. There were over a thousand people there. It was like election night at the Park Plaza. They knew me as one of them because I'm first generation and [have] such a connection to the country, to the region, and to the western part of Ireland.

President Eddinger: It seems that your personal experiences about immigration set much of your work ethic and your values.

Mayor Walsh: If you look by my desk, there are two things that I'm proud of. First is a picture of a man holding a piece of re-bar, which is used in construction. My roots are there. My father was a construction worker and I was a construction worker. He worked hard to give us everything we had. And then there's a photo of an Irishman holding his hands up, a farmer with dirty fingers. And that's what you can't forget: you can't forget where you came from.

President Eddinger: I am from an immigrant family too. My father was a waiter, and my mom was a garment maker and did piece work at home. I understand the hard physical work.

Mayor Walsh: The pay wasn't what people made in banks and places like that, but they provided for their families. People talk poorly of immigrants, but I don't because immigrants are here whether it's to earn money for their family or earn money for back home. And more recently in America, immigrants are painted with a very broad brush as being bad, when most of the people in America are sons and daughters of immigrants if not immigrants themselves.

President Eddinger: I remember your inaugural speech when you said you would

not tolerate the city "divided by privilege and poverty," and the first thing I thought of was our immigrant communities. Many of our students come from those communities. Now that you have been in office for a year, how do you see the state of education in Boston for immigrants?

Mayor Walsh: There are some great schools in our city that perform at very high levels, and other schools that don't perform at high levels. We have to have a system of schools all functioning at a very high level and giving kids the opportunity they deserve, whether they're immigrants or other young people going into the system. We have to make sure that every 4-year-old who gets into our system has a shot at a world-class education and the opportunity to advance whether it is a pathway to college or a pathway to a career. It's a slow process, but I think we're on the right path.



President Eddinger: How do you see the state higher education system? Are the state and community colleges doing what you want them to be doing?

Mayor Walsh: These systems are doing a lot. I know there has been a tremendous amount of investment in the state college system. But I don't think community colleges are supported enough by the State House or around the commonwealth.

Community colleges are a real option for people because of their affordability. Also because you're able to catch older learners who come back into the system and give them the opportunity to advance themselves. When I started in the legislature, a lot of jobs required a college degree or some college experience. Now college is a given, and a master's degree is something people really want to see. People need to have that extra education to be competitive. The state system, whether it is community college or a university system, will become increasingly popular and necessary.

President Eddinger: Are we becoming a system of pre-K-14 rather than K-12? Do we begin to think about education starting earlier, and continuing into those first and second years of college?

Mayor Walsh: That's definitely part of it. That's part of the function I envisioned with the cabinet post of chief of education. The goal is to work with the public school system, work with the charter system, work with the private school system, but also to work with the universities and colleges. I think that relationship is important—that continuing of education that people need. Even when we talk about getting into the trades today, a major component of that training touches on secondary and post-secondary education. People certainly are looking for more. I hear more and more of that every day.

President Eddinger: That certainly is the case with BHCC students. We are expanding our education planning to partner with high schools and with employers for career entry. We are working with Charlestown High School and SAP Corporation on an early college high school. We would start in ninth grade to prepare a career path lining up a high school diploma, an associate degree, and hopefully a place of employment at the end of the six years.

Mayor Walsh: I think any young person should have the opportunity to go on to college. It's important for them to get the experience, whether it's a two- or four-year program. When high school students

graduate, their youth makes it more difficult for them to get into the workforce. Some might get into a trade, but having those two years of experience through college will certainly help them transform from teenager to adult.

President Eddinger: For the last few years, we have developed innovative programs like Learn and Earn, which is a paid internship with large corporate employers. Our students get paid for transportation, which is critical for urban low-income students. Is that enough? Are there other things that you would look for?

Mayor Walsh: From what the studies show, the workforce is going to need more people and more training in certain areas, particularly technology and healthcare. We are going to see some of these businesses really invest long term, and some are saying we need community colleges to help create partnerships that will get students into a college setting. Internships benefit everyone. They benefit the community. They also benefit the employer and the employee, giving students the opportunity to test drive careers and really focus on the relationship between the company and the student.

President Eddinger: There is a lot of building and development occurring in Boston. Do you see that as part of a regional strategy, or one that is more locally focused?

Mayor Walsh: In order for it to be successful, it has to be regional. It's like your college, Bunker Hill. Even though the numbers might be there to keep a school going [locally], you have to be regional. When it comes to economic development or any other industry in Boston, if we truly want to have an impact and bring a new industry here [to New England], we have to look at our neighboring cities and towns.

President Eddinger: The College is going to be doing some training for the Green Line extension to help supply human resources for the project. Do you see an alliance of trainers across the city willing to do that to support the Green Line? Do we have that infrastructure right now?



Mayor Walsh discusses trends in service delivery in the city of Boston.

Mayor Walsh: I think collaborative training can go a long way. I am very supportive of workforce training programs, but they have to have something available at the end—like a good paying job. That's why when I started working with the Boston Housing Authority, I started a program called Building Pathways in the Construction Trade. What makes Building Pathways different from any other job-training program in construction is it guarantees placement into a building trade. You can't spend money training people and then only 10, 20, 30 percent of the class gets a job. You cannot train students for something that might never happen. That is not only failing the individual, it's also not good for society and not a good use of resources. We need business partners who are willing to help align the college curriculum to real jobs; that shows a true investment in people that you're training for the future.

President Eddinger: You are wrapping up year one, and heading into year two with a full plate of visions and ideas. Let's project out five years—at the end of that time, what would you want to hear about your work from the residents of Boston?

Mayor Walsh: I think we've made some significant changes in government, and we have more to do. [In five years] I hope people would say that they are seeing major, dramatic changes in the educational system

in Boston. Hopefully, they would be able to say that the economy is still strong, industry has grown and overall the feeling in Boston is good. One other area where we have work to do is race relations. There's a lot of the discussion in the aftermath of Ferguson and Staten Island, and I would hope that in Boston we are in a better place than other cities and towns. We're not perfect and we need to get to a point where we lose that label from the '70s and '80s.

President Eddinger: This is my second stint in Boston, and the Boston I am experiencing today is vastly different from the Boston 10 years ago. We are a welcoming and international city of great vibrancy and immense potential. I am so pleased to return.

Mayor Walsh: We have to continue to evolve and change. I was asked the other day by a reporter to give myself a grade. I said I don't think it's right to give myself a grade. If a politician gives himself an A or an A minus, it's time for them to retire because you never get that final grade. You always have to change and evolve as a leader of a city.

President Eddinger: Are you having fun?

Mayor Walsh: It is fun. It's a great job. The issues change minute to minute, and time goes by so fast. ■

Rediscovering Boston, Reclaiming History

A new history of Boston comes into view for Bunker Hill Community College students as the College shapes a partnership with Boston's Museum of African American History



On a rainy fall day, a student climbs into the pulpit and looks out at the audience seated on the curved benches of a small church on Beacon Hill. “My great-grandmother was born into slavery,” he says. “Her mother was a slave. She didn’t know her father.”

The speaker is student Christopher Beach, the congregation is made up of fellow students from Professor Lee Santos Silva’s English class, and the place is the African Meeting House on Joy Street in Boston. Built in 1806 by free black people more than half a century before the United States abolished slavery, the African Meeting House is now part of the Museum of African American History.

It is the oldest standing black church structure in this country.

The student addressing his classmates from the pulpit is standing on the spot from which Frederick Douglass addressed Boston’s black community in 1860 at the peak of anti-slavery fervor. Members of the community built the Meeting House to serve as a gathering place for worship, education, political and social life—and to put an end to slavery in the United States.

Students in Santos Silva’s and several other BHCC classes have been steeped in the history of that era over the past year, thanks to a partnership with the Museum of African American History. That partnership—and similar ones

like the alliance with the University of Massachusetts Boston’s Asian American Studies program—connect people with places to give students a deeper understanding of their culture, their community, their history and themselves.

For some students visiting the African Meeting House, the connection is immediate and personal. Beach’s grandmother lived on Beacon Hill. “I knew of the Museum and had been to the Meeting House,” he tells his classmates from the pulpit, “but I didn’t understand what it stood for.” Exploring the Museum, home to thousands of artifacts, documents, stories and images of 18th and 19th century black Boston, has revealed



the place to him. "Sitting in this room, I started to cry," he says, as audience members listen and nod.

Beach's sense of identification reflects the essence of "place-based" education, through which students—regardless of their color or place of birth—learn more about themselves by learning more about the place where they live. But prior to taking Santos Silva's class, most of the students had not been to the Museum. "I didn't know it was here," was the typical response.

As the students' relationship with the Museum grew through class projects, the discoveries began. The students learned that Boston's black community centered in Beacon Hill before it moved to the city's South End, Roxbury and later Dorchester neighborhoods, that it was a thriving, politically active community that worked with whites to abolish slavery in Massachusetts by 1783, that it sued the city to desegregate public education in the 1840s, and that it elected African Americans to the Massachusetts Legislature by the late 1860s. They learned that the black community included entrepreneurs, lawyers, writers and artists as well as a range of institutions for the care, education and advancement of people of color.

Leaving the Meeting House to visit the adjacent Abiel Smith School, the students pass through a brick courtyard no bigger than a classroom, but rich with history. Despite the rain, several pause and gaze up at a tall granite tablet with "Spoken Word at the African Meeting House" and sentences etched in granite. The stone not only commemorates those who spoke at the Meeting House, but the powerful use of the written word to fuel civil rights campaigns from the colonial period through the 19th century, a time when enslaved people were forbidden by law to read or write.

Students pause to read the words inscribed on a stone tablet in the Museum courtyard.



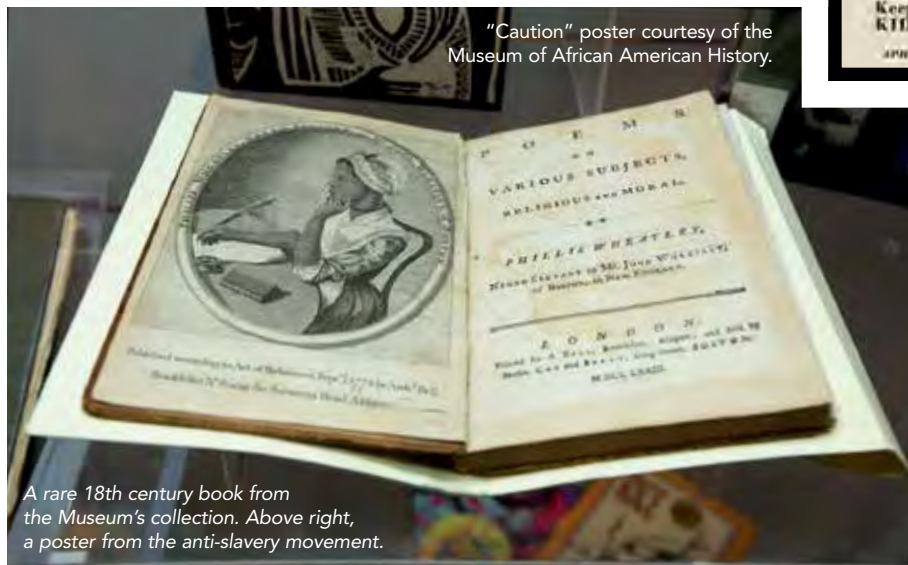
The Smith School, built in 1834, is the first building in the nation erected solely to serve as a public school for black children. This site houses the Museum Store and presents rotating exhibits of material from the Museum's collections and other sources. On view when Santos Silva's students visit is "Freedom Rising: Reading, Writing and Publishing Black Books," an exhibit that pairs 18th and 19th century authors with those of the 20th and 21st centuries. A prized original edition of a book by Phillis Wheatley (1753-1784) is on display. Forced into slavery at the age of seven and sold to a Boston family, Wheatley became an accomplished poet whose work was recognized in both England and the American colonies. Wheatley's book stands next to works by poets Sonia Sanchez and Nikki Giovanni, while David Walker's stirring *Appeal to the Colored Citizens of the World* (1829)

18th and 19th centuries. The talk met with so much audience interest that Provost of Academic Affairs and Student Services James F. Canniff approached Morgan-Welch to discuss how the College might do more to open the Museum's wealth of resources to BHCC students.

That conversation led to a team of faculty, staff and administrators touring the Museum, which inspired College and Museum stakeholders to explore ways to integrate the Museum more fully into the life of the College. Faculty and staff in the College's Learning Communities took the lead in seeking funding for the project and succeeded with a grant from the Bill and Melinda Gates Foundation Catalyst Fund, which is administered by Achieving the Dream. Supported in part by the

Conventional history, based on the theory that change is generated by heroic individuals, is supplanted by recognition of the role of people working together for social change. Catalozzi cites as an example the organized effort of communities across hundreds of miles to write abolitionist pamphlets, stitch them into the lining of sailors' clothes, and transport them to enslaved people in the South.

The Institute series presents a picture of the African American past that counters a common portrayal of black people solely as victims, says Morgan-Welch. At the same time that millions of black people were enslaved in this country and even while free black people suffered intense racial discrimination, black communities



"Caution" poster courtesy of the Museum of African American History.

A rare 18th century book from the Museum's collection. Above right, a poster from the anti-slavery movement.

shares a shelf with *The Autobiography of Malcolm X* (1965).

An informal alliance between the Museum and College existed for many years, with Museum Executive Director Beverly Morgan-Welch giving frequent lectures at the College on women's history and black history. Three years ago, Morgan-Welch gave a talk at BHCC on the history of black entrepreneurship in Boston in which she described how black-owned businesses thrived in the city during the

grant, the collaborative work of integrating the Museum into the curriculum of the Learning Communities began.

The first outcome of the partnership was the Teacher & Faculty Summer Institute Series, four-day immersion programs in African American history presented by the Museum. Now in its third year, the series engages participants in "unlearning" the conventional history of black people in America, says Lori Catalozzi, Dean of Humanities and Learning Communities.

like Boston's reveal not just an ability to endure hardship, but the capacity to build institutions that support community life and promote social change. Black Bostonians not only established their own religious, fraternal and educational organizations, they worked with black communities in Philadelphia, Providence, New York, Portsmouth, Portland, Hartford and elsewhere to establish a network of black churches and socio-political organizations. Bostonians traveled as far as Haiti to provide advice on setting up educational institutions.

The Institute programs not only offer historical facts and fresh perspectives, they often inspire. Well-known visiting lecturers have included Lois Brown, Ph.D., a literary historian who directs the Center for African American Studies at Wesleyan University, and Cheryl Janifer LaRoche, Ph.D., a scholar of the Underground Railroad and of free black communities as well as an archaeologist who has focused on African American history. In addition, the Institutes offer dozens of practical suggestions for incorporating the history



Beverly Morgan-Welch

At BHCC's 2014 Commencement, Beverly Morgan-Welch, Executive Director of the Museum of African American History, received the President's Distinguished Service Award. "It was our students' good fortune that Beverly Morgan-Welch's clear vision extended to the world of higher education,"

said BHCC President Pam Eddinger, in presenting the award, which is the highest honor BHCC bestows on a civic leader.

The Museum and College have created a reciprocal partnership that provides BHCC students with community-based, culturally relevant learning experiences that deepen scholarship and foster success.

"The partnership advances our mission to preserve and interpret the contributions of people of African descent and those who have found common cause with them in the struggle for liberty and justice for all Americans," said Morgan-Welch. "The partnership brings us an amazing new audience with whom to share our history and our work."



into existing course materials.

BHCC faculty wasted no time delving into the Museum's rich resources to link black history and the history of Boston—the home ground of so many of their students. More than 30 faculty members including Santos Silva have integrated visits, themes, materials, exhibits or other resources from the Museum into their courses. One Learning Community Seminar visited the Museum as the “Black Books” exhibit was still taking shape to study how museums conceptualize and construct exhibits. Another class developed an art walk along the Black Heritage Trail®, which ends at the Meeting House, to explore artifacts, architecture and public art after first examining related texts on the Museum's website. Another class “channeled” the protest speeches of Garrison and Douglass to inspire students to write and present their own speeches in the Meeting House.

If the partnership has increased traffic from the College to the Museum, it has also brought the Museum to the College through a Learning Community Seminar called “Freedom Rising.” Museum staff members who teach the course, L'Merchie Frazier, Director of Education and Interpretation, and Samantha Gibson,

Students in Professor Lee Santos Silva's English class visit the Black Books exhibit at the Museum of African American History.

Taking Partnerships to a New Level

Q&A with James F. Canniff, Provost of Academic and Student Affairs, and Lori Catalozzi, Dean of Humanities and Learning Communities

BHCC Magazine: Why is BHCC partnering with cultural institutions such as the Museum of African American History?

Provost Canniff: BHCC enrolls 14,000 students and is one of the most diverse institutions of higher education in Massachusetts. One of our strategies for meeting the educational and cultural needs of our diverse student population is the development of what we call “culturally inclusive, place-based learning.” Through partnerships with community organizations and local four-year institutions, we are integrating the rich histories and cultures of Boston’s African American, Asian American, and Latino communities into the curriculum.

BHCC Magazine: What is “place-based learning” and how does it connect to student achievement?

Dean Catalozzi: Place-based, or place-conscious, education recognizes the fact, as the anthropologist Clifford Geertz said, “No one lives in the world in general.” We all live somewhere, and that somewhere helps define us and our expectations. Contemporary education has a tendency to isolate teachers and students from the world, whereas place-based education reconnects us to the world in which we actually live and helps us understand the political forces that shape that world.

Place-based learning helps students understand that their own identities are deeply intertwined with places and what has happened in those places. In the accompanying story, take a look at the responses of our African American students when they first set foot in the African Meeting House and realize that Frederick Douglass stood in the pulpit to deliver a fiery anti-slavery speech. Just by being there, students are learning something very personal to themselves. And, as we know from research, students learn

more effectively when they are personally engaged—when they themselves see the connection between their lives and what they are learning.

BHCC Magazine: Why did BHCC choose the Museum of African American History as one of its partners in this effort?

Provost Canniff: The Museum, with its 48-year history of exhibits and educational programs, is the perfect partner to help the College integrate Boston’s rich cultural history into the curriculum. The Museum not only teaches the central role of African American Bostonians in the 18th and 19th century abolitionist and equal education movements, it provides a historic lens through which participants can understand, analyze and solve contemporary community challenges. BHCC partners with many organizations and institutions throughout Boston. In fact, the College recently received national recognition as part of the President’s Higher Education Community Service Honor Roll for community service efforts that achieve meaningful outcomes in their communities.

BHCC Magazine: Does the partnership with the Museum differ from other BHCC partnerships?

Dean Catalozzi: There’s a sense in which it goes further than many of our other partnerships in the degree of

self-reflection it involves for us as an institution. The Museum is a source of knowledge about the past and the present. So is our College. If we truly regard the community college as “democracy’s college,” we need not only to advance democracy, but to be democratic regarding the sources of knowledge embodied in our curriculum. Colleges don’t often challenge their own sources of knowledge, but that is part of what we are doing here.

BHCC Magazine: Can you explain further?

Dean Catalozzi: Scholars today tell us that higher education institutions fail to serve broader democratic purposes when they give more weight to academic expertise and inquiry than to other ways of knowing. Education scholarship now stresses the importance of “shared authority for knowledge creation.” They speak of the “co-creation” of knowledge and urge higher education institutions to enter into partnerships with other institutions as equals. Of course, we learn from all of our partners, and we make important changes in our curriculum as a consequence of working with institutions such as hospitals, to give just one example. But the concept of co-creating knowledge embodied by our relationship with the Museum opens up an exciting prospect for us as an institution, and suggests a kind of partnering that goes well beyond tradition.



Student Eleni Karalis makes a presentation about Sojourner Truth to the Freedom Rising class.



Education and Interpretation Associate, focus on the pivotal year of 1863 and the events that shaped the future of black people in America. Like the Teacher Institute, the seminar stresses the communal nature of a movement such as abolition.

L'Merchie Frazier and Samantha Gibson, of the Museum staff, lead a class discussion about the Emancipation Proclamation. Poster courtesy of the Museum of African American History.

In a class meeting one day last fall, students discuss the Emancipation Proclamation. Someone notes it was not issued as a law but as an executive order. This brings the conversation to the executive order on immigration recently issued by President Obama. Then as now, people questioned the president's authority to issue such an order. Gibson remarks that it was another executive order, by President Truman in 1948, that desegregated the nation's armed forces.

The students comment that not all of the enslaved people were freed. The discussion turns to the political implications of freeing three million slaves in the South while retaining slavery in some border states and elsewhere. Nowhere in the document is there a resounding moral condemnation of slavery in a free country, points out one of the instructors. The students mull this disappointment and begin to discuss the politics of that era. Abraham Lincoln did not issue the proclamation, Frazier reminds them, on the first day of his presidency; it was a strategic action.

The past, with its complexities, comes to life as it interweaves with the present.

The Museum holds answers to questions students did not know they had, and opens a world they did not know existed.


"Bunker Hill Community College students are true students," says Morgan-Welch. "They are looking for careers, but they are also looking for answers." They are surprised when they learn about Boston's past—when they discover that Massachusetts was the first colony to legalize slavery, and that the 19th century black community not only survived but prospered. Lewis Hayden's widow, when she died, left \$5,000 and a portion of her estate to Harvard University to endow scholarships for African American medical students. The legacy is believed to have been the first, and perhaps only, endowment to a university by a person formerly enslaved.

"You don't know what is going on in the present if you don't know what went on in the past," says Morgan-Welch. "And you don't know American history if you don't know black history." Through the partnership with the Museum, BHCC students are encountering a new past, one that alters preconceptions and shatters

stereotypes. This version of history reveals the human capacity to overcome the most challenging circumstances and to build lives that reflect the ideals of democracy.

Bunker Hill Community College has been closely involved with the many communities it serves since its founding in 1973, and connections with those communities have expanded every year since. The College has established dozens of partnerships with businesses, healthcare institutions, nonprofit organizations and other colleges.

"We are continuing to expand our outreach so that partnerships are cultivated at every level and across all departments of the College," says BHCC President Pam Eddinger. "We are listening and responding to the needs of our communities, recognizing their assets, and making vital links between higher education and healthy, engaged communities." ■

 For more on the Museum of African American History, go to www.afroammuseum.org

Up Close and Personal

An actor, an educator, a former Marine and three community leaders were among the campus visitors who shared their ideas and insights with us this year. They broadened our worldview, made us laugh, moved us, and enlarged the College's dialogue about race, social justice, international relations and professional success.

COMPELLING CONVERSATIONS

Giancarlo Esposito

Actor

Television, film and stage actor Giancarlo Esposito, who earned a Critics Choice Award and an Emmy nomination as Gustavo "Gus" Fring in AMC's series *Breaking Bad*, launched Bunker Hill Community College's annual Compelling Conversations speaker series. Before his talk, Esposito spoke with students at two Learning Community Seminars, Telling Our Stories and Do the Right Thing. He discussed the joys and challenges his bi-racial Italian and African American heritage presented as an actor, his choice to stop playing "hoods and crooks" at a certain point in his career, and his firm belief in the practice of positive thinking. He exhorted students to "figure out what you have to offer, give and share." After his presentation, Esposito answered questions from students in the audience, and signed autographs in the College's Art Gallery.



BHCC student takes a selfie with Compelling Conversations speaker Giancarlo Esposito.

PROFESSIONAL DEVELOPMENT DAY

J. Herman Blake, Ph.D.

Educator

Speaking at BHCC's Fall Professional Development Day, J. Herman Blake shared the experience of a long and successful career with an audience of faculty and staff. Blake implemented an approach to student success at Iowa State University that contributed to a remarkable 45 percent increase in the graduation rate of black students. He is the Inaugural Humanities Scholar in Residence at the Medical University of South Carolina and Professor Emeritus of Sociology at Iowa State University.

The increase in graduation rates for black students at Iowa State, Blake said, was greatest among "those on the margins who

stuck around when they realized others expected more of them." Blake himself had benefited from the support of key mentors and urged faculty present to listen to students and give them the opportunity to flourish. Blake earned his bachelor's degree in sociology at New York University and received both his master's degree and doctorate at U.C. Berkeley.

Blake also urged audience members to record their philosophy of learning—a personal statement of why they teach. "Everything you do and say should reflect your philosophy of learning," said Blake, whose own viewpoint is embodied in a simple statement: "There is no known limit to the capacity of the human mind to learn, develop, grow and change."



Rye Barcott, center, chats with BHCC students.

VETERANS DAY

Rye Barcott

Author and former U.S. Marine

An appreciative audience of faculty, staff, students and visitors celebrated Veterans Day with author Rye Barcott, a former U.S.

Marine. Barcott chatted with students in the Learning Community Seminar Media Literacy in the 21st Century, enjoyed a lunch prepared by Culinary Arts students in the College dining room and stopped in at the Veterans Center. He drew on his experiences as both a U.S. Marine and the founder of the nongovernmental organization Carolina for Kibera, which he established in a small settlement in Kenya while serving in the military. Barcott reminded students that by earning their degrees they will be “joining a global elite [because] only five percent of the world’s population holds a college degree.” Following his presentation he signed copies of his book, *It Happened on the Way to War*, in which he describes “fighting war and waging peace.” The book has been lauded as “tremendous” by Archbishop Desmond Tutu.

HISPANIC HERITAGE MONTH CELEBRATION

Alberto Calvo

President and owner,
Compare Supermarkets, Inc.

“Bunker Hill Community College will help you get to your first career,” said Alberto Calvo, opening the panel discussion “Contemporary Issues Facing Our Latino Community” at the College’s Chelsea Campus. Calvo, who owns supermarkets in Chelsea, Lynn and Providence, was born in Cuba and immigrated to the United States when he was 17. He finished high school at Brighton High School in Brighton, Massachusetts, then earned a bachelor’s degree in engineering from Northeastern University while working nights as an orderly at Beth Israel Deaconess Medical Center. “Those early days of struggle and sacrifice gave me the discipline to study, work and give back to the community,” said Calvo. He graduated from college with high honors and received a full scholarship to the Massachusetts Institute of Technology, where he earned a master’s degree in engineering in 1972. Following a 35-year career in the defense industry, he joined the family supermarket business.

Calvo advised audience members to



Hispanic Heritage Month celebration panelists, from left, Alberto Calvo, Marissa Guananja and Juan Vega with President Pam Eddinger.

retain their cultural traditions and to learn English. He urged the Latino community to encourage more Latinos to seek public office and to work with their neighbors to solve civic issues. Since more than 60 percent of the Chelsea population is Latino, he said, Latinos and other ethnic minorities have a responsibility to become more active in the community in which they live and work.

In closing, Calvo described a cashier at one of his supermarkets, a student at Bunker Hill Community College who was hired as an IT professional at Children’s Hospital. “He didn’t know a word of English when he arrived in the United States,” said Calvo. “He only had a great desire to learn about computers and advance. He’s my hero.”

Juan Vega

President and CEO, Centro Latino

Panelist Juan Vega focused on how Latinos, one of the state’s fastest growing immigrant groups, could prepare themselves for the hundreds of thousands of knowledge-based jobs that will become available as baby boomers retire. Vega spoke of the need for a greater number of Latino teachers in public schools in order to better reflect the student population and to provide role models. Vega, who grew up

in the Shurtleff-Bellingham neighborhood of Chelsea, is of Puerto Rican heritage; he is a first-generation American.

Marissa Guananja

Director, CONNECT and Resident Asset Development

Obtaining a quality education is difficult without the benefit of a stable income and a place to live, according to Marissa Guananja, the third panelist to speak at the Chelsea Campus Hispanic Heritage Month event. A first-generation American of Cuban and Argentine parentage, Guananja was the first in her family to graduate from college. She actively promotes secondary and college education in the Shurtleff-Bellingham neighborhood, in which 50 percent of the residents have less than a high school education. CONNECT, a grant-funded organization that links community organizations to address educational, employment, financial and housing needs under one roof, helps ensure that immigrants receive the services and make the connections they need to succeed. CONNECT’s partners include six Chelsea organizations, among them Centro Latino and Bunker Hill Community College.

For more on these stories, go to bhcc.edu/magazine

Getting There from Here

Chelsea High School students follow pathway to college, careers and success



On a mild winter day in November a group of 22 students walk from Chelsea High School to the College's Chelsea Campus less than a mile away. The students are part of their school's Health and Life Sciences Pathway program that enables high school

students interested in healthcare to begin earning college credits early. BHCC provides similar dual-enrollment programs at high schools and community organizations throughout Greater Boston, giving high school students and others a vital jumpstart

on their college education.

The students are headed to an information session and a hands-on workshop that will introduce them to specific careers in the allied health field. They participate in the year-long Health and Life Sciences Pathway





Austin Mirasolo, Director of the TRIO Talent Search Program, leads Chelsea High School students on an outing to an information session and workshop at the College's Chelsea Campus.

program, which includes internships at Massachusetts General Hospital, Leonard Florence Center for Living, East Boston Neighborhood Center and other healthcare facilities. Today's program is designed to help them as they plan for college.

"In their senior year in high school, students in the Health and Life Sciences Pathway take four courses: English 12, Quantitative Reasoning, Biotechnology and the BHCC course Medical Terminology," explains Austin Mirasolo, Director of the TRIO Talent Search Program at the College's Chelsea Campus. The teachers work together to make connections between the courses. "For example," says Mirasolo, "the Medical Terminology and Quantitative Reasoning classes come together on a gastrointestinal diagnosis project, and the Biotechnology and English classes collaborate for debates on topics about genetically modified organisms."

On their way to the College, the students pass through bustling streets lined with restaurants and small businesses. Chelsea, with ample housing stock and an easy commute to Boston across the Mystic River, is a burgeoning immigrant city: 62 percent of the 37,000 residents are Hispanic or Latino, and 55 percent speak Spanish at home.

Many students in the group will be the first in their families to graduate from high school, and the first to attend college. Most participate in the College's TRIO Talent Search program at Chelsea High School, which provides academic, career and finan-

At an information session at BHCC's Chelsea Campus, high school students interested in becoming lab technicians, nurses, doctors and specialists learn about "starter careers" that can take them as far as they want to go.

cial counseling to students who want to pursue higher education. "The program has achieved a shift in the college-going culture at Chelsea High School," says Laurie McCorry, Ph.D., Dean of Science, Engineering and Health Programs. "Chelsea students and parents are increasingly engaged and invested in learning more about college options."

The students cross busy Bellingham Square and climb the steps to BHCC's

Chelsea Campus, which earned praise for historic preservation in 1997 when BHCC transformed the former post office for use as a college campus. The building is located at a main crossroads in the city, and is served by a bus line as well as a shuttle that transports students from the Charlestown Campus, a short distance away.

Kimberly Burke, Special Programs Coordinator of the Allied Health Certificate Programs, welcomes the students and asks them about their career goals. When they respond that they hope to become pediatricians, radiography techs, child psychologists and other specialists, she says, "This program will nourish your interest in those careers and provide you with basic skills and knowledge appropriate to several healthcare fields." Many BHCC students earn certificates, enter the workforce, and continue to advance their careers as they attend college part time while supporting themselves and their families. The College has developed "stackable credentials" in healthcare that help students move up the career ladder without repeating basic courses.

Burke then outlines the programs that prepare students to become medical assistants, patient care technicians, medical

interpreters, certified nurse assistants, surgical technologists, nurse aides, home health aides and sterile processing technicians. She describes the role of each, from the medical assistant who greets clients at the front desk of a facility, to the technician who hands the instruments to a surgeon in the operating room.

In response to a question about the nurse assistant program, Burke explains that the program has three components, one given online, one that meets at BHCC Chelsea Campus and one that is held at a healthcare facility. She describes the academic requirements and the employment outlook for each career in the program, and notes that some programs require two years of study while others can be completed in as little as eight weeks. The students receive a folder with details on each program and a schedule of information session dates at the Chelsea Campus for the upcoming semester.

The group then goes to the lab for a workshop. Here, Deborah Latina, Assistant Professor and Chair of Allied Health Certificate Programs, reviews basic procedures for taking a patient's vital signs. She shows the students how to take temperatures with a variety of instruments, from a tympanic thermometer placed in the ear to a laser thermometer that doesn't touch a patient's body. She shows blood pressure cuffs in several sizes down to one small enough for a premature infant. She explains that humans have eight points

where a pulse can be taken, from the neck to the back of the knee to the top of the foot. Latina then hands around thermometers and stethoscopes and encourages the students to try them out. The students quickly get over their initial nervousness and are soon taking one another's temperatures, pulses and blood pressures. While they practice with the equipment, Latina explains the importance of measuring and recording vital signs carefully. "You're establishing the basis for a medication," she says. "This is why in healthcare we place so much stress on honesty, integrity and accuracy."

As the workshop wraps up and the students begin to put the instruments away, Rochele Figueroa stops by to share her experience. Figueroa graduated from Chelsea High School in the Health and Life Sciences program and is now studying to be a medical assistant at Bunker Hill Community College. She tells the students that she loves the program and is doing very well. She says the College's program is "very hands-on," the professors "help you but don't baby you," and the atmosphere is "like a family." When a student asks whether she took BHCC's Medical Terminology while in the Health and Life Sciences program, she says yes—and offers encouragement to the high school students now taking the course.

Chelsea High School student Cindy Bachez, who is interning in the radiology department at Massachusetts General Hospital in Chelsea, echoes Figueroa's view

of the BHCC Medical Terminology course. "In radiology they use lots of abbreviations, especially when putting things in the computer. There's no way I would know what is going on without having taken that class," she says.

"The BHCC information sessions provide detailed, useful information that can help students plan a career," says Mirasolo, as the students assemble for the walk back to the high school. "The lab component offers a taste of the real world of healthcare. The students leave the sessions with a new sense of the realities—and the possibilities—of working in the health field."

Dale Bekesha, the internship coordinator for this group of students at the high school, attended the day's session as well. "The partnership with BHCC is an important part of the pathway that guides students from high school to college to meaningful employment," she comments.

"Providing programs for first careers in the healthcare industry becomes all the more important as BHCC deepens its ties to the Chelsea community," says McCorry. "These programs pave a pathway from high school to college and a practical route to career advancement in an area of the economy that holds great promise—both for individuals and for our community." ■

 For a slideshow of Chelsea High School students visiting the BHCC Chelsea Campus, choose Web Extras at bhcc.edu/magazine



Students attending the workshop learn how to take vital signs.





A new program helps people transform their careers (and lives) in as little as 10 months

Some are seasoned professionals with advanced degrees and years of experience. Others are just starting out and looking for a solid career path. All are in urgent need of a transformative education that will anchor them in a new area of the economy where their skills will be in higher demand. Bunker Hill Community College is the place where these students make dramatic career changes quickly: some in two years, some in one year, and others in just a few months.

The funding for these career make-overs comes from a three-year U.S. Department of Labor grant that leverages the agility of the community college to meet urgent workforce demands with laser focus and a quick turn. The federal government is looking to community colleges to produce graduates for well-paid, middle-skill jobs. As Education Secretary Arne Duncan put it, “This grant is not about tinkering, it’s about transformation. This is not about getting more students to enroll; it’s about getting more students to graduation and into good jobs.”

Massachusetts’ 15 community colleges received a \$20 million grant to implement the Massachusetts Community Colleges and Workforce Development Transformation Agenda. Each institution was to develop quick turn-around certificate or degree programs. With the federal dollars, BHCC focused on developing

new programs in biotechnology/life sciences, healthcare, clean energy, information technology, and financial services and entrepreneurship.

The grant also supports the efforts of College and Career Navigator Yolonda Steward to sign students up for the programs and to help them access support services. Steward works closely with Boston area One-Stop Career Centers, providing information about BHCC’s programs and helping clients decide the best areas of study for them. She also helps students navigate the enrollment process and apply for financial aid.

A key feature of the Transformation Agenda is industry partnerships. Teams of faculty and staff across the community college system engage employer partners, share best practices, and jointly design responsive, relevant programs. Examples of these collaborations include BHCC’s Taxation Certificate Program developed in partnership with the Massachusetts Department of Revenue, and the BHCC Pharmacy Technician Program developed with CVS, Walgreens, Target, Margolis Pharmacy and Carney Hospital.

The success of the Transformation Agenda at BHCC is evident in the lives it has already transformed. Following are a few examples of the program’s success.

Young Ha: from curriculum researcher to accountant

Young Ha arrived in the U.S. from South Korea in 2011 with a bachelor's in mathematics and experience as a math curriculum researcher, but wanted to make the transition to business. The bridge she chose was the Certificate in Taxation Program at BHCC. "I realized the importance of taxation for business majors. The hands-on internship provided a further incentive to enroll," says Ha.

BHCC and the Massachusetts Department of Revenue partnered to create the internship with the twin goals of boosting the state's supply of tax professionals to fill vacancies left by retiring employees and creating a pipeline to skilled jobs for students. The coursework helped Ha build a strong foundation in accounting and improve her English. She was in the first class to graduate with a Certificate in Taxation.

Ha is putting her knowledge into practice as a bookkeeper at Interlock Media, Inc., a company that produces original works in film, video and new media, while pursuing a bachelor's degree in finance and accounting from Northeastern University.

After she graduates, says Ha, "I'll start a career in accounting and take it as far as I can go."

"Magdala always remained focused on achieving her goals. She passed the practical nurse licensure exam on her first attempt."

Demetra Phair, Professor and Program Director, Practical Nursing Program



Magdala Lacombe: from nursing assistant to practical nurse

A medical student in the Dominican Republic, Magdala Lacombe moved to the U.S. in 2009 to continue her education. She soon discovered that the longer course of study and higher cost of attending medical school in this country placed that option out of reach—for now.

While Lacombe completed Certified Nursing Assistant training through the American Red Cross in Cambridge, she needed a plan to take her career a step further. She was attracted to the convenience of the BHCC Practical Nursing Program and encouraged by friends who were already in it. Lacombe enrolled full-time, and was soon training at Beverly Hospital in Beverly, the German Centre in West Roxbury and New England Pediatric Care in Billerica, Massachusetts. In just 10 months she became a licensed practical nurse.

"When my employers knew I had graduated as an LPN, they promoted me," says Lacombe, who credits her success to BHCC's high-quality clinical placements. Lacombe, who works at Cambridge Rehabilitation and Nursing Center, has since returned to BHCC to prepare for admission to a four-year college. She hopes to earn a bachelor of science degree in nursing and become a nurse practitioner.

Eric McCurry: from biology degree to pharmacy tech

How do you translate a bachelor of science degree in molecular and cellular biology into a rewarding career in healthcare? If you are Eric McCurry, who earned his credentials at the University of Illinois Urbana-Champaign, you head for a hub of the healthcare industry. In 2013 he relocated to Boston and enrolled in the Pharmacy Technician Certificate Program at BHCC. Applying to BHCC



and registering for classes was easy—and enjoyable, says McCurry. Program faculty reached out to major corporations to place McCurry in a 150-hour, two-month accelerated externship at Walgreen's in Everett, Massachusetts. A typical externship is 10 weeks. "Faculty helped me polish my résumé and got it into the hands of hiring managers in my field," says McCurry. After six months of study in the BHCC program—and just two months after he graduated—McCurry was hired as a pharmacy technician at CVS Pharmacy. He now plans to attend pharmacy school.

The Massachusetts Community Colleges and Workforce Development Transformation Agenda (MCCWDTA) is 100% funded by a grant awarded by the U.S. Department of Labor, Employment and Training Administration, TAACCCT grant agreement # TC-22505-11-60-A-25. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. Massachusetts Community Colleges are equal opportunity employers. Adaptive equipment available upon request for persons with disabilities.

“The quality of Young’s questions demonstrated a deep understanding of accounting concepts.”

*Daze Lee, Associate Professor,
Business Administration*

Juana Martinez: from security guard to patient care professional

Juana Martinez was working as a security guard in a nursing home when medical staff there gave her a wake-up call: “They said: ‘Go to school,’” says Martinez. The experience galvanized the former resident of El Salvador, who moved to Massachusetts in 2005.

After taking college readiness courses with the support of BHCC partner CONNECT, a non-profit organization in Chelsea, she registered at the College. Working around the clock, she earned her Patient Care Technician Certificate in 10 months.

“My professors prepared me for everything, from real-world clinicals to medical terminology and interview attire,” says Martinez. Her newfound skills initially allowed her to earn \$12 more per hour. Now she has a car, an apartment and, thanks to a connection made through a BHCC clinical placement, a new job as a patient care technician at Beth Israel Deaconess Medical Center. Martinez is studying for a bachelor’s degree in respiratory therapy, and her employer is footing the bill.



Richard Nicolas: from customer service to health information networking

Richard Nicolas had potential. The high school graduate, who had studied computer science for several semesters in Florida, was working customer service and shipping/receiving jobs that did not tap into his talent. Nicolas dreamed of working in information technology.

Ever since he had unpacked his first Gateway computer, he had been fascinated by how computers work. A move to Malden, Massachusetts, brought him to Bunker Hill Community College, where he enrolled in the IT with Transfer Option program in 2013. He soon decided to add a Health Information Networking (HIN) certificate to his IT degree because “with the emergence of electronic health records, HIN is in demand,” Nicolas says. Donna Akerley-Procopio, a Professor in the Computer Information Technology Department, recommended Nicolas for a paid internship with Vistaprint—which turned into a 32-hour per week job as a client technology services administrator in summer 2014.

“BHCC taught me the skills that were valuable to employers,” says Nicolas. “With an HIN certificate, I can respond to desktop support roles in the health field.” He plans to transfer to the University of Massachusetts Boston and earn a bachelor’s degree in IT. Nicolas hopes to work his way up to a network administrator position.

Rebecca Serva: from concern about the environment to a career saving it


Rebecca Serva enrolled in a sustainability course with Krista Reichert, an Assistant Professor in the Science and Engineering Department. Once immersed in the course, she knew she had found her niche.

“I really wanted to help make a difference in our country and in the world,” says Serva, who is passionate about carbon reduction, sustainability practices



and clean energy as well as about reducing food waste and reforming farming practices and the food industry. The class inspired her to pursue a certificate in Energy and Sustainability Management. Serva was amazed by the breadth and depth of resources and guidance available, from time management to finding paid internships and employment.

“The help I obtained in improving my résumé and setting my goals was invaluable. A strong résumé makes me feel more confident,” says Serva, who is originally from Windsor, California. Now an intern at the Massachusetts Department of Environmental Protection, she plans to pursue a bachelor’s degree in environmental science and landscape architecture at the University of Massachusetts Boston. ■

 To see a video of students mentioned in this story, go to bhcc.edu/transform



Our Hair, Our Selves

Ponytail, pigtail, natural, permed, mohawk, faux hawk: A popular course takes a look at our crowning glory

The students, who are from Saudi Arabia, Morocco, Colombia, Venezuela, Vietnam, Indonesia and Kyrgyzstan, file into Professor Cindy Fong's classroom and take their places for a 10 a.m. class. They are studying English as a Second Language. They are also studying hair.

Fong distributes a short piece from the *New York Times* called "In a Different Land, a Tradition Falls Apart," by Sushma Subramanian, which describes the author's childhood clash with her mother, an Indian immigrant, about how she should wear her hair. The students read the story and then go to work on a series of reading comprehension questions: What is the conflict at the heart of the story? What meanings did the author's mother attach to unbraided hair? Why didn't the author want to keep her hair in

the style her mother wanted? While focusing on the content issues raised in the piece, the students are learning to write short answers, express their thoughts in complete sentences, become aware of the article's organizational scheme, and relate a newspaper story to a personal experience.

The students are immersed in small group discussions of the story when their second instructor, Aurora Bautista, Chair of the Behavioral Sciences Department, enters the room. The ESL course has been paired with a Sociology 101 course, taught by Bautista, in a "learning community cluster," which enables students to take two or more courses together—a practice that has proven effective in helping students stay in college and complete their degrees.

Under Bautista's direction, the students now look at the same

newspaper story from a sociological perspective, examining the mother-daughter conflict as a clash of Indian and American cultures. The Indian mother sees loose hair as indicating promiscuity, a meaning absent from the daughter's American set of references. The conflict fades as the mother becomes acculturated to American norms, eventually cutting her own hair and forgetting she had once wanted her daughter to confine her hair to a braid. The tradition that had caused conflict has disappeared under the pressure of a new set of cultural values.

“Hair is a powerful indicator of individual and group identity. As such, it is ideal for sociological and anthropological study, and the subject has been explored extensively by scholars. As an aspect of the self that is both public and private, hair is a way of telling ourselves and others who we are.”

– Professor Aurora Bautista

Fong and Bautista found the inspiration for the course, which is called *Good Hair: Understanding Hair in Our Society*, from an unlikely source: a documentary made by the stand-up comedian Chris Rock. Called *Good Hair*, the film opens with Rock's surprise when his five-year-old daughter comes home from school and asks why she does not have “good hair.” The question launched Rock on an investigation of black women's hair in which he interviews poet Maya Angelou, the Reverend Al Sharpton, and actor/rapper Ice-T, and travels to barber shops, beauty salons, a major hair-styling competition—and eventually, India. There he discovers a ritual in which women periodically shave their heads and donate the shorn tresses to a temple, which in turn sells them into the international hair trade to be made into the “weaves” that are worn in the hair of so many African-American women.

Early in the documentary Rock asks what “good hair” is, and the answer is “hair that is relaxed, hair that is natural, hair that moves.” To achieve these qualities, many black women straighten their hair in a process that can be physically painful, as well as costly. Critics like actor Tracie Thoms regard hair straightening as a rejection of black identity. Sharpton notes the fact that it is largely white-owned corporations that benefit financially from what has become a major industry. He cites the expense of the weaves that supplement the straightening process and claims that black people are “wearing their exploitation on their heads.” Rock's own position is one of detached and light-hearted curiosity that leaves any final judgment to the audience.

Students in the *Good Hair* course follow Rock's openness into their own field explorations, traveling to hair salons and barber shops to explore—and compare—local hair culture. They visit hair establishments in Roxbury, the traditional center of Boston's

African American community; Chinatown, the heart of Boston's Asian American community; and Chelsea, a city adjacent to Boston that is now home to a large Latina/o population. These field-based activities are undertaken to provide first-hand experience of doing the kind of research that is the basis of the social sciences. The students learn to apply concepts of social stratification based on class, race, ethnicity and gender.

In Roxbury, the students visited the Latin Shears Salon and met the owner, who talked with them about the business, which she had established in 2003. The students interviewed both owner and clients and made field observations for later analysis. They visited Le Gala Hair Group in Chinatown, where they were made welcome. “The people were very friendly and kind, which made us feel comfortable,” said Balal Alsibai, who is from Saudi Arabia. In Chelsea, the students found that customers at Perfect Cuts and Sonia's Salon had been coming to the same establishments for years. Vanessa Dorta, from Venezuela, said the scene at Sonia's Salon “looked like a big, friendly family.” The salon was open seven days a week, and had no set schedule for closing.

Back in the classroom, the students compared notes on their fieldwork and supplemented the discussion with their own reflections on their cultural values related to hair. A student who observes Muslim traditions and wears the hijab, said that she does not go to salons but visits a private home to have her hair done.

The students entered their field notes in individual e-portfolios, where they employ text and photos to create a digital record of their projects. At the end of the semester, the students present their work in class and walk away with an e-portfolio that highlights what they have accomplished.

In the case of the *Good Hair* course, they also take away a new understanding of their surroundings. “By exploring a topic that is so familiar, students come to realize that every aspect of their surroundings is amenable to research and reflection,” says Bautista. “As a result, the world around them becomes a more interesting and complex place than they might have suspected.” ■



Sonia's Salon in Chelsea, one of two salons that the Chelsea group visited.

Dare Mighty Things

Aerospace engineer challenges Bunker Hill Community College STEM students



Richard Kemski addresses STEM students.

On August 5, 2012, the car-sized rover Curiosity touched down in the red dust of Mars after a nine-month journey of 350 million miles. During the final seven minutes before landing, as it blazed like a comet through the Martian atmosphere, the capsule containing Curiosity deployed a 100-pound parachute, discarded a heat shield, launched a sky-crane, lowered the rover on cables to the planet's surface, ejected the crane before it could crash-land on top of the rover, and slowed from a perilous 13,000 miles an hour to a full stop. Curiosity landed on the distant planet within 1.5 miles of its target.

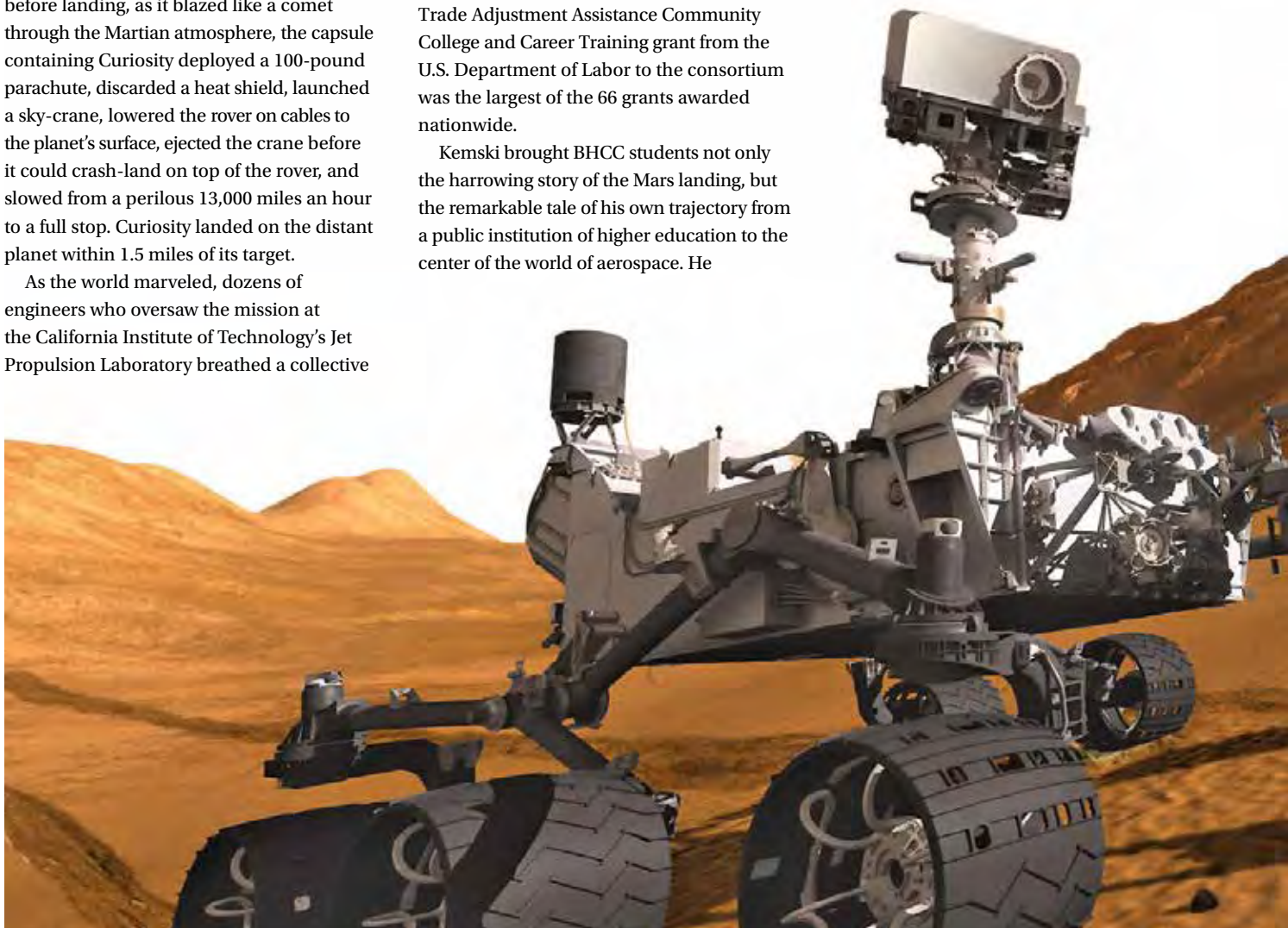
As the world marveled, dozens of engineers who oversaw the mission at the California Institute of Technology's Jet Propulsion Laboratory breathed a collective

sigh of relief. One of the scientists was Richard Kemski, whose job was to make sure the rover landed safely.

Kemski visited BHCC in fall 2014 to talk with students majoring in science, technology, engineering and mathematics—areas the College is promoting as part of a national thrust to produce more experts with STEM skills. BHCC is part of a consortium of the state's 15 community colleges that recently earned a grant to address the training and educational needs of workers and employers statewide with a focus on the high-growth STEM sectors. The \$20 million Trade Adjustment Assistance Community College and Career Training grant from the U.S. Department of Labor to the consortium was the largest of the 66 grants awarded nationwide.

Kemski brought BHCC students not only the harrowing story of the Mars landing, but the remarkable tale of his own trajectory from a public institution of higher education to the center of the world of aerospace. He

has worked since 1990 at the Jet Propulsion Laboratory, the leading U.S. center for robotic exploration of the solar system. Part of NASA since 1958, the Laboratory's current projects include the Mars Science Laboratory mission (featuring the rover Curiosity), as well as missions to Jupiter and Saturn, the dwarf planet Ceres and the asteroid Vesta. During his 25-year tenure at the laboratory, Kemski has received the NASA Group Achievement Award and awards for exceptional service and achievement.



Kemski's message to BHCC students was a simple one: If he could do it, so could they. A native of Canton, Massachusetts, Kemski earned his bachelor's in electrical engineering from the University of Massachusetts Amherst. He was helped along the way by supportive relatives, friends and mentors, and he urged the students to take any help that is offered.

"[As a student,] I loved science, but my math needed work," Kemski said. His cousin Irene Sancinoto, now a Professor in the Mathematics Department at BHCC, says she tutored him in math in high school. Sancinoto worked with JoDe Lavine, an Associate Professor in the Science and Engineering Department, and BHCC Engineering Club members to bring Kemski to the College.

Kemski told the students that he started his career at Hughes Aircraft Company.

He then moved to the Jet Propulsion Laboratory in 1990, where he worked as a parts program engineer and learned the role of project-level manager. As mission assurance manager, Kemski works with design and systems engineering to make sure spacecraft don't fail. If they do, and some have, his job is to find out why. Using tools such as event and fault trees as well as a failure analysis forensics lab to plan for any eventuality, he and his team often rely on redundancy—having two of everything—to reconfigure systems if failure occurs.

Students quizzed the scientist about the preparation needed for a job like his. He told them the most in-demand STEM degrees would continue to be computer science and materials science. He added that multi-

disciplinary interests would serve them well.

Kate Lindsey, who studies mathematics at BHCC, was excited about the prospect of working in aerospace. "I want to get my Ph.D. in mechanical engineering someday," she said. "With that and a bachelor's degree in software engineering, I could help design future spacecraft."

Kemski urged the students to watch NASA's short but heart-stopping "7 Minutes of Terror" to glimpse the excitement of aerospace exploration. The video closes with the message, "Dare mighty things." ■

🔗 To see "7 Minutes of Terror," go to <http://www.space.com/16265-7-minutes-of-terror-curiosity-rover-s-risky-mars-landing-video.html>



Courtesy NASA JPL-Caltech

Ceramics of MASSe




It's Claytime

From wheel-thrown pots to shard mosaics and stoneware, works of ceramic art filled Bunker Hill Community College's gallery this fall. "The range and variety of art is fabulous," said Sara Shelton, an artist and first-time gallery visitor who attended the show to "support the artists and find inspiration."

The BHCC show appeared at a high moment for ceramics in New England, with two fall exhibits by William Daley, a leading figure in American ceramics, and the National Council on Education for the Ceramic Arts spring conference in Providence. In keeping with the gallery's mission to introduce students to established artists and to provide opportunities for new artists to exhibit, the show brought together the work of both seasoned and emerging artists from all over the

commonwealth. "It was rewarding to highlight such varied talents in the context of the region's ceramic arts practice," said exhibit curator and Art Gallery Director Laura Montgomery.

"The exhibit was an excellent teaching tool for those unfamiliar with the genre of clay," said Gloretta Baynes Cook, Chair of the African American Master Artists in Residence Program at Northeastern University. ■

 For more on Art Gallery exhibits, go to bhcc.edu/gallery



President Eddinger joins a celebratory selfie with the Bulldogs and Head Coach Scott Benjamin (far right).

WE'RE NUMBER ONE!

BHCC MEN'S SOCCER TEAM MOPS UP NEW ENGLAND ONCE AGAIN



For the fourth time in five years the BHCC Bulldogs dribbled, defended and kicked their way to victory in the National Junior College Athletic

Association Region 21 Championships, topping all of the community college teams competing in New England. The College's tough and tenacious team reached the regional championships after mowing down all eight Massachusetts community college

teams—for the seventh year in a row.

The College's team is on a clear trajectory to become national champions in their division. This year the Bulldogs became the first New England Division III team to compete in the national tournament. As the fourth-ranked team in the nation, they faced off against the number-two ranking Richland College at the nationals in Herkimer, New York, in November. They performed remarkably on a freezing pitch during a driving snowstorm, recalled Director of Athletics Khari Roulhac with pride.

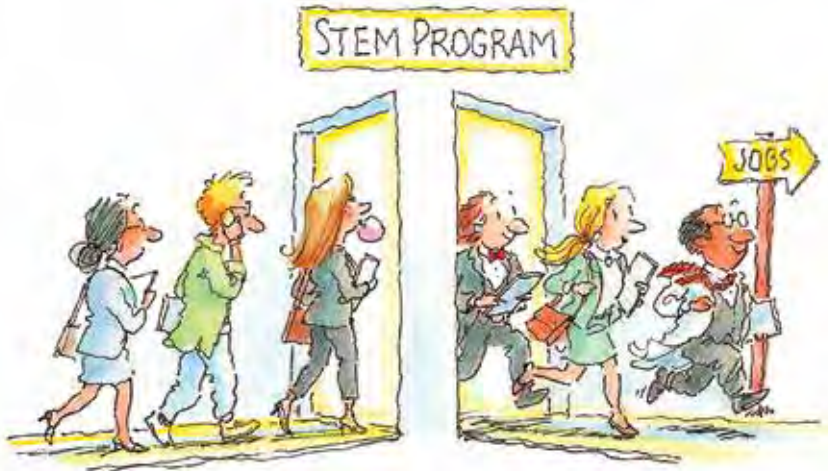
"Only eight teams in the country qualify for the tournament," said BHCC Head Coach Scott Benjamin, a Professor in the Science and Engineering Department.

"That says something about the mental and physical strength of this team." Benjamin has coached the team for 11 years.

Seven team members were recognized for post-season honors and awards in New England—the most in the team's history—and two were recognized nationally. Benjamin was named New England Coach of the Year. ■

Presentations, Publications and Awards

Every academic year at Bunker Hill Community College, members of the faculty and staff share news of their recent publications and presentations with the College community. The extensive list reflects the broad range of interests and concerns that speak to the rich intellectual life of the College. Here is a sampling from the most recent list.



Forward, Fast

Donna Akerley-Procopio ties college to STEM careers

Educating students quickly and efficiently for careers in science, technology, engineering and math—the STEM areas—is what Computer Information Technology Professor Donna Akerley-Procopio does best. At the 10th Massachusetts STEM State Summit Conference in Foxborough, Massachusetts, she presented “Tying College to STEM Careers: Massachusetts Community Colleges and the Workforce Development Transformation Agenda.” Supported by a \$20 million grant from the U.S. Department of Labor, BHCC and other Massachusetts community colleges are working to increase access for adult learners to these important careers, accelerate learning and create stronger ties between college programs and local employers.

Akerley-Procopio said that “performance-based, hands-on, real-life activities and working with state-of-the-art enterprise networking equipment offer students a variety of opportunities to master networking topics and prepare for industry certifications.” She described how BHCC’s

Health Information Networking Program has accelerated STEM-related training using stackable credentials, contextualized curriculum and modified program delivery. *(Related article on the Transformation Agenda on page 23)*

To Teach or Not to Teach

Belinda Kadambi weighs the merits of an academic career

Examining a question close to her heart, Associate Professor Belinda Kadambi, Ph.D., took part in a panel at Boston College’s Preparing Future Faculty event that asked: “Is an Academic Career Right for You?” Kadambi, a faculty member at BHCC since 2000 who coordinates the biotechnology program in the Science and



Engineering Department, shared her own experience. She described her career path, her classes, her typical work week and her work as a tenure-track faculty member in curriculum development, educational innovations, grant writing, and committee and administrative work.

Kadambi said she was pleased to see so many people in the audience interested in an academic career. “My hope is that many talented professionals will consider a fulfilling teaching career at a community college,” said Kadambi, just as she did. She came to the United States from India to study for her doctorate and fell in love with teaching after completing a postdoctoral fellowship in Infectious Diseases at Children’s Hospital in Cincinnati, Ohio.

Restoring Our Nerves

Paul Kasili explores the future of paralysis treatment



Each year in the United States, trauma accounts for 4.1 million emergency room visits. The nerve damage that may result from traumatic injury to the peripheral nervous system can lead to lifelong disability. There is an urgent need for devices that can promote nerve regeneration and return patients to normal physiological function.

As a National Science Foundation Summer Research Affiliate, Paul Kasili, Assistant Professor in the Science and Engineering Department, researched tissue engineering strategies with the Bioelectronics Group at MIT’s Center for Materials Science and Engineering. “I learned the skills

that are valued in a world-class research institution, which I can convey to my students to help them succeed,” said Kasili.

Kasili investigated the application of minimally invasive, biocompatible, polymer-based neural electronic scaffolds as a new way to reconnect and repair severed nerves. The ability to manipulate and promote the growth of neurons using neuroprosthetic devices, he explained, could one day help return patients suffering traumatic injury to normal physiological function.

Learning Environment

Mark Yanowitz earns green building excellence award

Imagine reducing your energy bills by



half, getting rid of the musty smell in your basement and even shutting off your boiler during long New England winter nights. Thanks to Mark J. Yanowitz, an adjunct faculty member in the Energy and Sustainability Management Program, one Lowell family has reaped these benefits and more. In 2013 Yanowitz remodeled their home in Lowell, Massachusetts; in 2014 he received the Green Building Excellence Award from the City of Lowell Green Building Commission for his work. "This project exemplifies what I teach in my green building course," said Yanowitz, an architect and entrepreneur based in Andover, Massachusetts. "We require a comprehensive understanding of building science to design the healthy, low-energy buildings needed in the 21st century." Yanowitz's design not only complied with National Grid's Deep Energy Retrofit Pilot Program but also included a holistic strategy that reduced allergens and pollution, making the home environment more energy efficient and healthier.

Great Start?

Robert Whitman examines the freshman seminar



How effective is the freshman seminar in helping students complete their degrees? Robert L. Whitman, Professor of English, addressed this question in "The Freshman Seminar in Higher Education: A Risk Perspective," at the American Anthropological Annual Conference in Chicago. Using a freshman Learning Community Seminar at Bunker Hill Community College as an illustration, Whitman discussed whether the freshman seminar supports a successful transition to college, reduces the risk of failure and increases the chance of degree completion. He argued that educators must define success more broadly when determining the utility of the freshman seminar to students at urban community colleges such as BHCC. "Many of our students leave us to take care of family emergencies, to become parents or to address income or food insecurity—and they return. That is success," said Whitman.

Acting As If

Gregory Mullin studies the impact of computer simulations



Through a computer simulation called GlobalEd2, middle-school social studies students play the role of science advisors engaged in international negotiations about water resources and climate change, with each classroom in the simulation representing a different country.

The result of the exercise? Students engaged in the simulation have experienced greater confidence in academic success and gained better perspectives in examining alternative situations, reports Gregory P. Mullin, an Assistant Professor in the Behavioral Science Department. Mullin co-presented "The Impact of an International Simulation Game on Students' Academic Self-Efficacy and Social Perspective Taking" at the International Conference on Education in Honolulu.

"Problem-based learning activities are a great way to support students' transfer of knowledge as they are forced to draw connections between abstract concepts and real-world problems," he noted in the presentation. The GlobalEd2 research team conducts the problem-based learning simulation in classrooms across suburban Connecticut and urban Chicago. ■

➤ For a complete list of BHCC faculty and staff 2014 presentations, publications and awards, go to bhcc.edu/magazine



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Outstanding Alumni

BHCC is proud to recognize four remarkable graduates who launched their careers in the early 2000s and have not looked back. These successful alumni have made their mark in the medical world, taken charge as business owners and earned advanced law degrees. Their college salutes them.



Sami Noujaim '00

**Principal Investigator
Molecular Cardiology Research Institute
Tufts Medical Center**

BHCC helped Noujaim acclimate to the U.S. when he arrived in Boston from Lebanon, providing him with a solid foundation for his career, helping him develop leadership skills through Alpha Kappa Mu and honoring him with the President's Leadership Award at graduation. He earned a bachelor's degree in biology from Brandeis University in 2002 and a doctorate in pharmacology from SUNY Upstate Medical University in 2007. In 2012 he completed a post-doctoral fellowship in cardiac electrophysiology at the University of Michigan, Ann Arbor. Noujaim directs his laboratory and teaches medicine at Tufts University School of Medicine.

Gertrude Mageza '04

GI Coordinator

Beth Israel Deaconess Medical Center

Faculty members, says Mageza, get students involved not just in their education but also in working with their peers and helping others. This distinction enabled the mother and full-time student from South Africa to connect and assimilate with ease. She received a bachelor's degree in 2007 from Northeastern University, where she is studying for her master's degree.



Nathan Long '04


**General Manager and Owner
Wok N Talk**

Transitioning from China to the U.S. with limited English language skills, Long's life needed direction. Three transformative years later, he not only found his calling, but also a supportive best friend. They both attended the University of Massachusetts Amherst, where Long earned his bachelor's degree. One good turn deserves another: Long has encouraged his friend and fellow alumnus to launch his own business.

Ruth Deras '04

**Attorney at Law
Law Office of Ralph Carabetta**

Deras's daughter never doubted that her mother would succeed. It was Deras herself who sometimes needed convincing. The single mother, who worked full time and grappled with immigration issues while attending BHCC, received the support she needed from staff and faculty members. She earned a bachelor's degree from Suffolk University and a J.D. from the Massachusetts School of Law.

 To see all 40 alumni honored at BHCC's 40th anniversary event last year, see Web Extras at bhcc.edu/magazine



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