

BHCC

Bunker Hill Community College Magazine

Building the Digital Arc

BHCC dives into latest wave of technology for higher ed

ALSO IN THIS ISSUE:

President Eddinger interviews Trustee Paul Holzer of XenoTherapeutics



THE INTERVIEW

BHCC President Pam Eddinger Interviews CEO and Co-Founder of XenoTherapeutics and BHCC Alumnus Paul Holzer

As part of an occasional series of conversations with local, national and business leaders about issues and trends in community college education, President Eddinger sits down with BHCC alumnus and trustee Paul Holzer to trace his journey from Navy SEAL to scientist, engineer and entrepreneur.

Paul Holzer studied genetics at BHCC from 2010 to 2012. His company XenoTherapeutics received FDA clearance this month for an innovative transplantation mechanism that responds to the urgent shortage of organs and tissue for transplantation worldwide.

President Pam Eddinger (PE): Paul, we're so pleased that the Governor has appointed you to our board of trustees. Thinking back to when you were a student here, what surprises you most about our students now?

Paul Holzer (PH): Walking through the halls is like stepping back in time. In 2009, I needed to take science courses to meet the application requirements for medical school. When I walked across the threshold of the Veterans Center, I shook hands with Steven Roy, the same person that I met there tonight. He helped me fill out the paperwork and welcomed me to post-military academic life.

PE: Did the courses here at a community college meet your expectations?

PH: I am excited to talk about the rigor of the courses and what they did for me. What surprises me is that my experiences ring true today. The students I saw today are like me. It was like being in a time capsule. I was

post-military career, just about to turn 30 years old. It's nice to be part of this amalgam, whether it was my labmate who was studying for her second career or a mom with two kids taking evening courses. It's either the next chapter in their story, or it's their first chapter. That is why I like being a trustee here now: to support the mission of the College and to bear witness to the diversity of the students we serve.

PE: We do have an inclusive student body, rich with lived experiences. If you had to give advice to health science or engineering students now, what would you tell them?

PH: I would say finish! There will be times when you're the only person who is pushing yourself. You'll have support along the way, but the reason and your will to continue what you're doing have to come from you. In the SEALs team and in our company, there are really three keys to success: one, show up; two, work hard; and three, listen. That means adapt, grow and sometimes, accept the things you can't do. But you still need to finish.

PE: I want to back up a bit and trace your impressive journey. Take me from when you graduated from high school.

PH: I grew up on the Florida Panhandle. I didn't desire to go to college right away. I wanted to go out and see the world. I wanted to make an impact. Restless, I found myself in the U.S. Navy. A mentor there advised me to go to college, and in 2003, I graduated from the University of Florida.

Building the Digital Arc

When it comes to breaking down the digital divide between faculty and students, BHCC Provost and Vice President, Academic and Student Affairs, James F. Canniff, Ed.D., sees

infinite possibilities for deeper learning in the classroom and making student support services more effective.

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Bunker Hill Community College Magazine | Fall/Winter 2019 | Vol. XIV, No. 1



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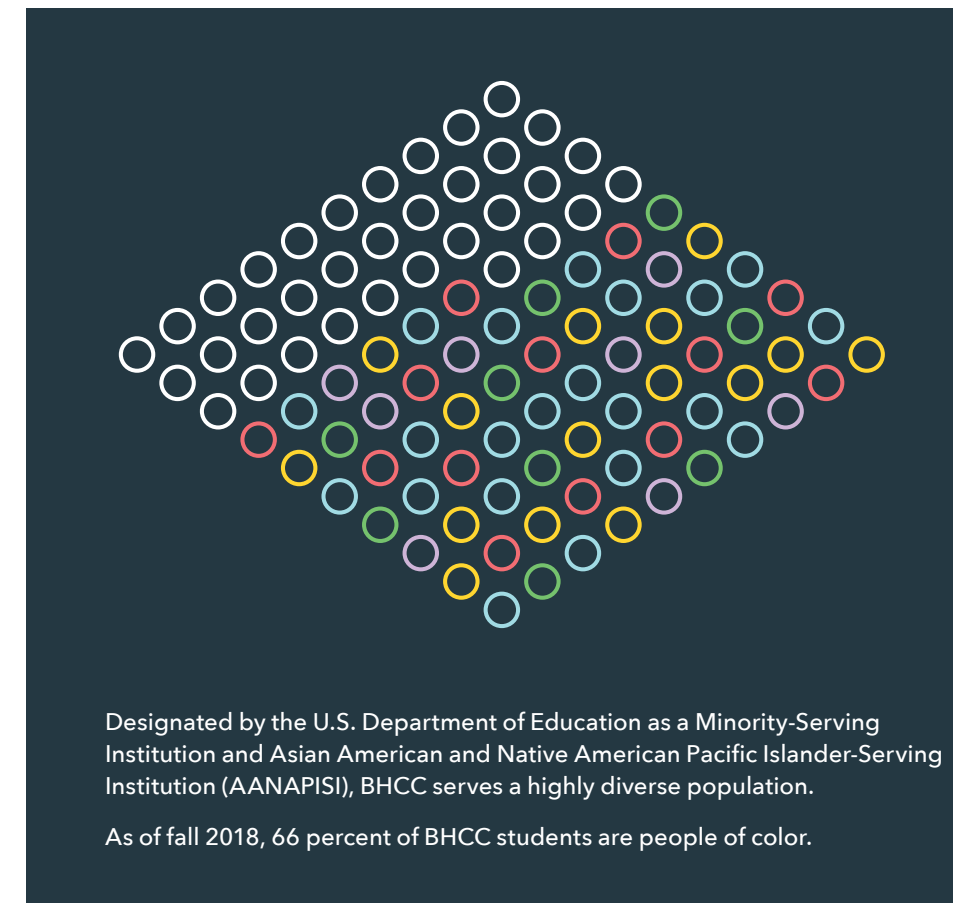
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Alumni

BHCC Ninth in Racial and Ethnic Diversity

The Chronicle of Higher Education ranks colleges with greatest racial and ethnic diversity



BHCC was named one of the “Colleges with Greatest Racial and Ethnic Diversity” by *The Chronicle of Higher Education*. The list appeared within the publication’s Almanac of Higher Education 2018-19, an annual data report showcasing best in class for enrollment, completion, research and diversity.

BHCC was the only college from New England listed among four-year and two-year public and private nonprofit institutions in the nation. The rankings were based on BHCC reporting a 78.2 percent diversity index. The index indicates on a scale of one to 100 the probability that any two students at an institution are from different racial or ethnic groups.

Boston Foundation Names President Eddinger to Board of Directors

President to fulfill five-year term with Greater Boston community foundation

BHCC President Pam Eddinger was elected to a five-year term with the Boston Foundation board of directors.

The College works closely with the Foundation on projects and initiatives designed to improve outcomes and opportunities for students and graduates across Greater Boston, including the Foundation’s Success Boston college completion initiative.

Launched in 2008, Success Boston implements a three-part strategy—getting

ready, getting in and getting through—to ensure Boston Public Schools (BPS) students are prepared to meet the challenges of higher education and achieve a degree that will allow them to thrive in the workplace.

The recent report “Staying the Course: Six-Year College Enrollment and Completion Experiences” found that BPS graduates attending and completing college within six years has nearly doubled in the past decade, demonstrating the impact of coaching and advising on student success.



BHCC President Pam Eddinger with Paul Grogan, President and CEO of the Boston Foundation



Participants in the Equity and Cultural Wealth Institute took part in workshops that challenged them to confront barriers to equity in education.

Center for Equity and Cultural Wealth Hosts First Institute

200 gather to achieve equity in higher education

The Center for Equity and Cultural Wealth welcomed more than 200 faculty, staff and community partners in May for BHCC's first Equity and Cultural Wealth Institute, which examined the impact of power and privilege on access and equity in education through scholarship, practice and the arts.

The three-day institute began with a keynote address by educator Dr. Eddie Moore, Jr., who spoke on core concepts of power and privilege. Next came a series of interactive workshops that explored frameworks for understanding and valuing cultural wealth, and encouraged participants to confront barriers to equity.

Day two took participants off campus to engage in field study in a local community of their choosing. Facilitated by local experts, the place-based studies included discussing depictions of people of color in art at the Museum of Fine Arts, Boston; exploring experiences of power, privilege and equity in education at the African American Meeting House and Abiel Smith School; walking through the Latin Quarter in Jamaica Plain and learning about the community-based mission of the Hyde

Square Task Force; and touring historical sites in the Back Bay and South End relevant to LGBTQ history from the 1840s to the 1980s.

Finally, day three's workshops challenged participants to put equity and cultural wealth into practice and supported them in integrating the core concepts of the institute into their daily work.

The institute ended with a musical celebration that included dancing by and with The Rhythm Riders and The Original Steppers of Boston.

The Center for Equity and Cultural Wealth was initially funded by a \$100K Performance Incentive Fund grant from the Massachusetts Department of Higher Education to engage faculty and staff in culturally relevant scholarship, practice and advocacy focused on achieving equitable outcomes. This fall, the College received a second Performance Incentive Fund grant to build on the curricular integration that's been carried out thus far by the Center and to assess and document the impact of the Center on student learning.



Go to bhcc.edu/magazine for more detail on these news clips.

Learning Communities Boost Retention

Center for American Progress finds BHCC program a promising model for part-time students

A new report from the Center for American Progress (CAP), an independent nonpartisan institution based in Washington D.C., finds the BHCC Learning Communities Program is a promising model for boosting retention of part-time college students. CAP researchers looked at BHCC's fall-to-spring persistence and fall-to-fall retention for part-time students enrolled in a learning community seminar versus those not enrolled in a seminar.

BHCC's Learning Communities are designed to build community among peers, faculty and staff as well as engage students with culturally relevant, hands-on learning activities. Learning Communities

seminars explore topics of interest such as genetics and race, health careers and hip-hop, while clusters link courses across disciplines to examine a common academic theme.

Combined with peer mentors and success coaching, BHCC's Learning Communities Program serves as a powerful case study for improving the prospect of part-time students, who represent three-quarters of college students nationwide.

The BHCC Learning Communities Program is recognized by the national higher education reform network Achieving the Dream.

Learning Communities at a Glance

According to CAP, only 37 percent of students who attend part-time at any point during their college career graduate within six years. Approximately 65 percent of BHCC's nearly 14,000 students attend part-time. Those who enroll in any of BHCC's several types of Learning Communities in their first year are seven percent more likely than other part-time students to remain enrolled in the College a year later.

BHCC Launches Distinguished Artist Scholar in Residence Program

Robin Chandler's residency announced at reception for her exhibition

BHCC welcomed the College's first Distinguished Artist Scholar in Residence Robin Chandler, Ph.D., at a preview reception for the artist's "Revolutionary Moments" exhibition at the Mary L. Fifield Art Gallery in October.

As a social scientist and artist who works primarily in collage and multimedia, Chandler uses art to inspire, stimulate and promote thinking concerning unity and peace-building from the local to the global. The residency is designed as a way for

students to have meaningful interactions with art and practicing artists, and art's role in the College's commitment to equity and preparing students to be agents of social change.

Co-sponsored by the President's Office and the Center for Equity and Cultural Wealth, the inaugural residency includes Chandler's fall exhibition, an interdisciplinary multimedia exhibition of her visual art, poetry and scholarship; and a spring exhibition curated by the artist.



Robin Chandler, President Eddinger and others enjoy welcome reception.



Delivering Information, Sustenance and Health

The DISH food pantry to open on BHCC Campus



Over the past few years, BHCC has been increasingly recognized as a leader in the fight against food insecurity for college students. Since 2012, emergency food resources and a monthly mobile market have been offered to students through the College's Single Stop office as a strategy to support student success. In 2017, members of the College community formed the Hunger Team to shape a collective effort advocating for the basic needs of students. The latest effort came in the spring 2017 semester when BHCC's Student Government Association (SGA) identified a central goal for its work: to increase services for students struggling with food insecurities, homelessness and transportation costs. SGA members became actively involved in supporting their community, and its leadership drafted a proclamation acknowledging the rise in student needs and expressing support for the BHCC community's ongoing advocacy to address them.

Last spring, the SGA generously agreed to allocate up to \$50K to begin construction of a food pantry at BHCC. Since the initial contribution the Bunker Hill Community College Foundation has secured over \$100K in funding towards construction and equipment including \$40K from the Liberty Mutual Foundation. Located on the first floor of the College's B-Building and set to open this spring, the pantry will enable BHCC to increase non-perishable food offerings as well as perishable items such as fruit, cheese and milk products.

Over the course of the fall semester, a group of faculty, students and staff has been developing a plan to provide resources at the pantry that support

general wellness, healthy eating, stress reduction and health education. The food pantry will be named "The DISH," an acronym for its mission of Delivering Information, Sustenance and Health. The primarily student-run enterprise will provide learning experiences for students in several areas including operations and supply chain management.

The College will continue to offer a monthly mobile market on campus, meal vouchers and other food and financial resources to food-insecure students through its Single Stop office. The key to the pantry, according to Julie Elkins, Ed.D., Dean of Students, is to "deliver food and information from a place of strength."



A monthly mobile market on campus supports food-insecure students.

\$166.5K gifts and pledges to DISH to date



To date we have raised \$166,500 towards the estimated cost of construction and equipment. Additional funding is sought for completion and ongoing operations. If you would like to make a donation to build out and equip the food pantry, please contact BHCC Foundation Executive Director Marilyn Kuhar at mkkuhar@bhcc.mass.edu

Major Renovations Coming to Charlestown Campus

Massachusetts funds capital asset modernization projects



Aerial view of the BHCC Charlestown Campus

BHCC has been awarded \$25.7M by the Baker-Polito administration to modernize its campus. The project is one of six funded by the administration's capital plan for higher education.

The largest community college in Massachusetts, BHCC serves 19,000 students annually. The main campus has not been significantly renovated since it was built in 1973 for a student population of 4,000.

The renovations will transform the College's E-Building atrium, an expansive, open-air space that spans four levels, to provide easy access and visibility for critical academic and student support services.

Paramedic and EMT Programs Awarded \$135K Skills Capital Grant

Baker-Polito administration award to fund BHCC training equipment for high-growth fields

This summer the Baker-Polito administration awarded \$10.9M in Skills Capital Grants to 33 high schools and educational institutions. BHCC received \$135,393 in grant funding to enhance its Paramedic Studies and Emergency Medical Technician (EMT) programs. With the grant, the College will buy equipment for its EMT and paramedic laboratory including a defibrillator trainer, simulation manikins, a ventilator and an infusion pump.

This is the third Skills Capital Grant awarded to BHCC, with previous awards

allowing the College to construct a state-of-the-art engineering lab and purchase ultrasound equipment for its General Sonography and Cardiac Sonography programs.

According to the U.S. Department of Labor, employment opportunities for EMTs and paramedics are projected to grow 24 percent by 2024.

BHCC offers the only Paramedic Studies certificate and degree program in the City of Boston, and 1 of 15 paramedic training programs in Massachusetts.



employment opportunities for EMTs and paramedics are projected to grow **24% by 2024**

Early College Model Advances with \$2.4M Smith Family Foundation Grant

The Richard and Susan Smith Family Foundation invests in program expansion

The College will receive \$2.4M from The Richard and Susan Smith Family Foundation to consolidate Early College efforts into a core model that anticipates growth in scale and performance. The Smith Family Foundation is committed to effecting permanent positive change in the lives of the residents of Greater Boston, particularly individuals and families in economically disadvantaged communities.

The largest private grant awarded in the College's history, the funding covers a three-year project horizon and will serve more than 500 high school students each year. The students will be selected from early college partnership programs at high schools and community-based organizations throughout Greater Boston.

President Pam Eddinger announced the grant in September during an event celebrating the designation of Chelsea High School's Early College program by the Baker-Polito administration. In October, Lt. Governor Karyn Polito also visited BHCC's Early College program at Charlestown High School. BHCC's C-Town Tech and C-Town Business programs also received official Early College designation from the administration.

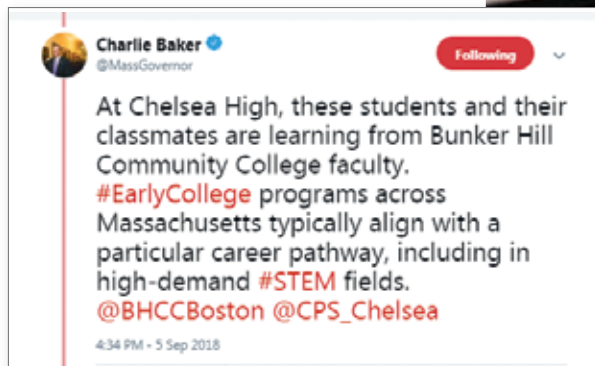
"These designations signal a convergence of new thinking from education leaders and policymakers around the state who aim to stimulate experimentation, document effective practice and demonstrate impact," said President Eddinger. BHCC's work in early college, which combines traditional high school courses with college-level courses taught by faculty at a local community college or state university, will set the standard for early college in Massachusetts. The data the College will gather over the next three years will help provide evidence about the efficacy of early college as a way to increase high school graduation and college completion and broaden career exploration.



Lt. Gov. Polito visits C-Town Pathways students at Charlestown High School with Principal William Thomas.



Governor Baker visits BHCC's Early College program at Chelsea High School.



"We appreciate the critical partnerships between institutions like BHCC and Charlestown High School and what they do to make this program a success. Thank you for introducing us to some rockstar students and educators."

– Karyn Polito, Massachusetts Lt. Governor



Lt. Gov. Karyn Polito meets with C-Town Tech and C-Town Business Pathway students.

CLINICAL TRIALS FOR XENO-SKIN™

On December 7, Paul Holzer's firm XenoTherapeutics, announced clearance by the FDA for its first-in-human clinical trial of Xeno-Skin™, the culmination of years of research to address a critically unmet need for patients with severe burn wounds.



In my junior year, our country went through 9/11. I felt a desire to try out for an elite team, the Navy SEALs. I had not trained to the level of the other candidates. There was a hill that you had to run up and down as part of the trial for an officer candidate. I wasn't as competitive, but I thought the one advantage I have is gravity, so I literally started jumping down the mountain.

PE: I bet that made them notice you.

PH: Oh, they saw me. I was told that it wasn't that I was first, but that I had a "reckless abandon for things that mattered."

PE: Where did you go after the University of Florida?

PH: The Navy SEALs was challenging, but I wanted to challenge myself with graduate school. I applied to the Massachusetts Institute of Technology, but was rejected. A lot of qualified applicants are not admitted the first time, but persistence counts. Showing up, working hard and listening mattered. The next year, I met MIT Professor John Leonard, who encouraged me to apply again. In 2009 I was accepted.

PE: Where does Bunker Hill Community College fit into your journey?

PH: There is no way I would have gotten into medical school at the right timeframe and arrived where I am today without Bunker Hill Community College. As a graduate student and research fellow at MIT, I would take night classes at BHCC to fulfill the medical school prerequisites. People would tell me there's no way a person could take that many courses, but I had a mission. I had to get it done, and I was able to complete it faster by coming to BHCC.

I think often about BHCC professors Paul Kasili and Karen Atkinson. Of all the courses I've taken, their teaching style and commitment to their students are outstanding. They made sure that I knew the material. I apply things I learned from those courses even today.

PE: This is a good pivot to talk about starting your own company. You co-founded XenoTherapeutics to respond to the shortage of transplant tissues, and exciting times are coming. Please share the story.

PH: In May, the New England Business Association graciously granted XenoTherapeutics the 2018 Innovation Award. We have developed the first non-human organ transplant cleared by the FDA for investigative use. We are a nonprofit, and our goal is to start small to demonstrate safety with patients with life-threatening conditions. We've just received permission from the FDA to start this process, and we'll be enrolling patients before the end of the 2018.

PE: After your trial is cleared by the FDA and say ten years down the line, what will this project look like then? Who will be healthier or have a second chance?

PH: We're not creating a single solution, we're building a platform for a field of medicine that has demonstrated promising outcomes. I am not the first person looking to cure disease by transplantation from non-human sources, but we're looking beyond the transplant to the mechanisms by which it is done. My hope is much greater than a single product or industry.

I'm looking for other problems my team can solve.

PE: That is a singular vision of great magnitude.

PH: We Navy SEALs are problem solvers.

PE: It seems the desire to solve problems is ubiquitous in your life and work. I understand you traveled back to the Florida Panhandle in October in the wake of Hurricane Michael to help with the relief effort.

PH: I was watching from my living room here in Massachusetts, and the graphic on the weather station was literally moving across the backyard of my parent's house. To say it was surreal would be an understatement. I knew I had to go.

I called five of my closest friends. We drove for 23 hours and were given the clearance to deliver humanitarian support. We were some of the first helpers on the scene, and worked hand-in-hand with local police and rescuers. We cut through downed trees and storm debris and entered really remote areas of the Panhandle. There was no mobile phone service and entire areas were limited in resources, but the relief work was something that needed to be done.

PE: So, Paul, many of our students are like you when you were a student. They are looking for a different path, reaching for a better future. As a trustee, what role do you wish to play in this work?

PH: Bunker Hill Community College met my energy and commitment. They were an equal partner in my success. Community college is like a first date for many people. Without the resources, talents and ambassadors you could turn off students who otherwise would flourish and add value. It may come down to just a single positive interaction. So I take my trustee role seriously, and serve with rigor. It's a responsibility and an honor.

PE: You're running a company that innovates with a social conscience, leveraging all your education and your lived experiences. I couldn't make up a better story to show our students that, like you, their potential is endless.

PH: When you're looking for a new compass in life, it always comes back to how you can do something that will impact others.

PE: You've inspired me. Who inspires you?

PH: I'm inspired by people who are willing to try things that make them uncomfortable. Even if it doesn't work, they know they are headed in the right direction. They're trying to improve themselves, or help others and the community. It takes a lot to step out of that comfort zone. The outcome is less important than the effort and justification for it. I try to be one of those people. ■

Recognized as a Military Friendly® School, BHCC is committed to providing veterans, active duty military, Guards/Reservists and their eligible dependents with a smooth transition to college and a successful education. BHCC's Veterans Center, pictured below, serves as an advocate within the college community, providing resources and assistance with community partners. For more information, visit bhcc.edu/veterans.



BUILDING THE DIGITAL ARC

BHCC DIVES INTO LATEST WAVE OF TECHNOLOGY FOR HIGHER ED

WHEN IT COMES TO breaking down the digital divide between faculty and students, BHCC Provost and Vice President, Academic and Student Affairs, James F. Canniff, Ed.D., sees infinite possibilities for deeper learning in the classroom and making student support services more effective.

In January 2017, Canniff was selected by the Association of Chief Academic Officers (ACAO)



to participate in a fellowship exploring how technology can increase student retention and persistence to graduation among undergraduate students, especially those who are first-generation, low-income or students of color.

Funded by a \$1M grant from the Bill and Melinda Gates Foundation, the ACAO Digital Fellowship program brought together more than 30 provosts and chief academic officers from institutions—public and private, two-year and four-year—

across the United States for an ongoing series of site visits and workshops on digital tools and initiatives. They explored best practices for infusing the latest technology into digital learning.

“One thing that distinguishes the program from others is that we aren’t only talking about online learning,” said Canniff. “The conversations taking place are about scalable change and what takes place in the traditional classroom when digital tools are made available.”

PUTTING THE GEARS IN MOTION

The ACAO Digital Fellowship helped BHCC develop a renewed and purposeful planning process for digital strategies. Canniff discovered through the experience that for faculty to be engaged in digital learning initiatives, the College needed a dedicated learning center for them to experience the possibilities of the latest digital tools.

This fall Canniff worked with the College’s Director of Academic Innovation Danielle Leek, Ph.D., to launch the Innovation Lab, a space where experimentation and collaboration are front and center. “Innovation requires staying on top of trends,” said Leek. The lab provides a place where faculty can test-drive digital tools ranging from adaptive learning technologies to gaming software that supports student learning to mobile-friendly classroom materials.

Divided into two spaces, the Innovation Lab boasts a design lab as well as dedicated space for small group workshops. Outfitted with furniture and equipment that helps put the theories that support innovation into practice, the design lab encourages collaborative brainstorming. Users are invited to work together at media tables that can connect to multiple devices as they learn a new technology or think about ways to use or build a new resource for students.

While the lab is meant to be a resource to faculty, students and staff to explore ways to innovate their approaches to learning, Canniff recognized that for the lab to be successful, he needed to provide expert counsel to work with faculty. Ceit De Vitto joined BHCC in early 2018 to oversee the college’s rapidly growing Open Education Resources (OER) initiative and in October the College hired its first instructional designer, Janelle Heideman, to work one-on-one with faculty to identify and recommend digital tools that meet the learning objectives of their courses.

“It’s one thing to teach English II,” said Canniff. “Faculty doesn’t necessarily need to use technology in their course, but I want them to ask themselves ‘How will things change if I do use technology?’”

Since opening, the Innovation Lab has launched a professional development program that offers a morning wake-up series and an afternoon coffee hour for faculty to drop in and learn about individual tools or approaches to digital learning. At these sessions they might get an introduction to Moodle, the Learning Management System (LMS) used at the College, learn how to use an online grade book, or test new applications to use in the classroom such as mobile phone applications for tutoring or online notetaking.



The Innovation Lab is equipped with media tables and collaborative work stations that encourage brainstorming.

“THE CONVERSATIONS TAKING PLACE ARE ABOUT SCALABLE CHANGE...”

- JAMES F. CANNIFF, ED.D.

STRENGTHENING CONNECTIONS

A key element of the fellowship was funding for BHCC faculty members to explore Connect, a digital courseware from educational publisher McGraw-Hill, to document its strengths and challenges as a resource for faculty-student engagement, and share these findings with other colleges and universities. The interdisciplinary pilot involved four BHCC professors: Joshua Abel, Criminal Justice and Public Safety; Susan Atlas, Paralegal and Legal Studies; Natacha Cesar-Davis, Psychology; and Tendai Nyakurimwa, Business.

At the recommendation of BHCC Anatomy and Physiology Professor William Hoover, Canniff chose to pilot Connect for its ability to seamlessly integrate with Moodle and other technologies that are currently being used on campus. It was also a digital learning tool that could span many disciplines and academic programs.

In addition to his role in the College's Science department, Hoover is a digital author and advisor to publishers interested in building digital learning resources for anatomy and physiology. The fellowship funding also enabled Canniff to hire Hoover to lead trainings for the faculty members piloting the courseware.

Hoover compares Connect to a “flipped classroom” experience, where instruction and learning take place outside of the classroom and activities that may have traditionally been homework assignments are completed during class time. Reading assignments and assessments are offered through the courseware, but unlike a flipped classroom, faculty members are able to review the most frequently missed questions and learning outcomes that indicate what material is most challenging before students come to class.

“As a professor, I can really focus and target the information that my students

struggled with,” he said. “That made the students feel comfortable because they didn’t feel they were the only ones who struggled. It provides a much more meaningful learning environment.”

AN UPWARD TRAJECTORY FOR DIGITAL

The ACAO Digital Fellowship program has allowed Canniff to go beyond its objectives to develop a holistic view of the potential digital technology has for the College at many levels, from Early College programs to student services.

“We’re at the foundational stage of this,” he said. “But we’re looking at the infusion of digital technology in the broadest of contexts.”

In 2019, Canniff would like the College to conduct a technology audit on BHCC student services and explore digital technologies for integrated student support and success coaching, including how to use technology to influence students and connect with them in a better way.

He’d also like BHCC to explore how technology could be used for BHCC’s Early College programs. “We’re looking at a smoother transition from secondary to post-secondary,” he said. “We want students to be better informed and to understand the technology they’re using as they walk into BHCC. ■

Building the Foundation

Today, all learning is digital in one way or another. BHCC integrates distance education and online learning into its overall approach to teaching. For many years, BHCC has offered a wide range of online and hybrid courses so students have the opportunity to take classes in modes that best suit their learning styles and their lives.

In recent years, BHCC has received national recognition as a leader in the OER movement. Supported by a grant from the national education reform network Achieving the Dream, BHCC faculty developed OER courses that have saved BHCC students more than \$1M in textbook costs by using open-

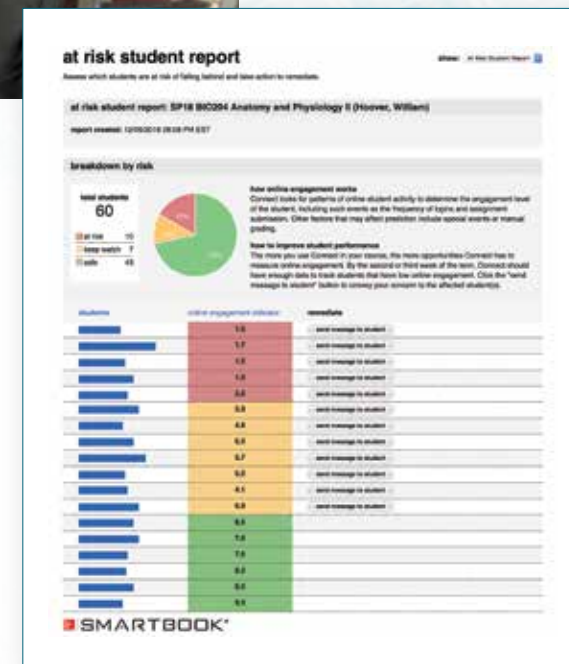
access teaching materials that include e-books, articles, videos and faculty-designed course tools. With open access, materials reside in the public domain and are released under a copyright license for free use so students don’t need to purchase high-cost textbooks.

Visit bhcc.edu/magazine to learn more about the digital arc at BHCC.

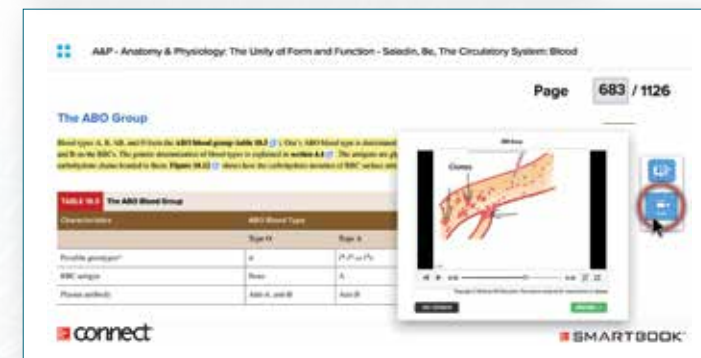


Anatomy and physiology professor William Hoover demonstrates the capabilities of the Connect courseware.

Professors can quickly identify students who are struggling and may need assistance or extensions to complete assignments, helping to dramatically improve persistence and retention.



When concepts are difficult to understand, performance-based heat maps prompt authors to generate alternative resources for students to access “in the learning moment.”



Students engage in kinesthetic, competency-based activities.



BHCC faculty share their experiences testing Connect courseware.

“It’s made me more effective as a professor because I am more engaged in how my students are succeeding.”

– Tendai Nyakurimwa, Business

“The reports that are generated allow me to understand the objectives my students may have struggled with in each chapter.”

– Joshua Abel, Criminal Justice and Public Safety

“Students go beyond what they’ve read and really delve into the bigger ideas in student-led discussion forums.”

– Natacha Cesar-Davis, Psychology

Welcome Back Center Supports Foreign-trained Nurses

When Tsering Dolma emigrated to the United States to join her husband in 2017, she feared that the nursing training she had earned in India would go to waste. “I was wondering how can I get back to my career, how can I get the opportunity to work,” she said. Eager to find work in the nursing field, she turned to the Boston

Welcome Back Center to help navigate the nursing credential evaluation and Massachusetts licensing processes.

For 13 years, the Welcome Back Center at BHCC has assisted nurses who, like Dolma, were trained in their home countries. With just two staff members, Educational Case Managers Evans Erihus

and Allison Cohn, the Welcome Back Center has aided 415 foreign-trained nurses in obtaining their licenses to work in the United States.

“Graduates of the Welcome Back Center are highly motivated to return to their profession,” says Allison Cohn. “These nurses bring coveted bilingual language



Cohn working with Dolma at BHCC's Welcome Back Center



Dolma graduating from the CNA training program at JVS Boston

skills to the nursing homes and hospitals in which they work, as well as much-needed diversity and strength to the nursing workforce in Massachusetts.”

In 2014, the Governor’s Advisory Council for Refugees and Immigrants issued the “Rx for Massachusetts’ Economy and Healthcare System” report that charged a state-wide Task Force on Immigrant Healthcare Professions in Massachusetts to outline strategies to improve access to relicensing for immigrant and refugee professionals.

Programs such as the Welcome Back Center at BHCC eliminate labor market barriers for immigrants and benefit the state’s economy and healthcare system overall.

For Dolma, who graduated from the program this fall, finding BHCC’s Welcome Back Center meant achieving her goals and getting back to her career. Dolma grew up in rural Tibet. Her family was nomadic, moving from one place to another. They lived off of the land and sold milk and cheese made from the family’s cows and sheep. “There was no formal schooling,” Dolma recalled. “I knew only the Tibetan language and its history.”

As a teenager, Dolma convinced her parents to allow her to go to India to have the opportunity to study. “My parents were scared at first,” she said. “But they knew that my education was very important.” At the age of 14, Dolma fled to Dharamsala, India, where the Tibetan government in exile resides. There, she studied English and Tibetan language as well as mathematics at the Tibetan Children’s Village (TCV), a school under the leadership of the Dalai Lama.

While her classmates were in their sixth and seventh grades at the school, Dolma, not knowing how to read or write, had to start at the beginning. “It was very hard for me to study with my other schoolmates,” she remembered. “I needed to spend a long time studying because I had so much to catch up on.”

She went on to finish high school at the TCV before being accepted to one of India’s top medical schools, St. John’s Medical College in Bangalore in southern India, to study nursing and the Kannada language of Southern India so that she could communicate with her patients. “I needed to be able to interview the patients, talk to the patients and get information from them,” she recalled.



- 2** Educational Case Managers
- 13** Years at BHCC
- 415** Graduates
- 121** Countries
- \$61K** Average Income of Registered Nurses in Massachusetts

Dolma graduated from St. John’s in 2014 and started a nursing job at a small clinic at a Tibetan monastery before relocating to the city of Delhi in northern India for a position at the Medanta Institute Hospital in their Neurological Intensive Care Unit, where she worked for two years before she moved to the U.S.

A friend of Dolma’s brought her to the Welcome Back Center, where she met Cohn, who walked her through the process of becoming a credentialed nurse in the United States. The first step would be getting Dolma into a career in the medical field so that she could start working while preparing for the NCLEX-RN (National Council for Licensure Examination for Registered Nurses). Cohn helped Dolma enroll in a Certified Nursing Assistant (CNA) training program through community partner Jewish Vocational Services (JVS) in Boston.

Specifically designed for non-native, intermediate-level English speakers like Dolma, the “Caring for our Seniors: A

Nurse's Aide Training Program" offers specialized training in long-term care at no cost. Students in the 14-week program gain hands-on clinical training and improved English-language skills.

Dolma worked as a CNA for one year at Spaulding Hospital in Cambridge, Massachusetts, while preparing for the exam. The Welcome Back Center was with her every step of the way, helping her through the Board of Nursing requirements

for Internationally Educated Nurses. At the center, Dolma enrolled in a six-month NCLEX-RN exam preparation course, a class only offered to nurses in the program.

In October, with the support of the Welcome Back Center, Dolma passed the NCLEX-RN exam and was offered a position as an RN in the Oncology Department at Spaulding Hospital, at last completing a lengthy credential evaluation. "The Welcome Back Center provided me

with so many resources," said Dolma. "Whenever I had questions, whenever I was in doubt, I could ask them. They were always available to advise and encourage me. It was very helpful."

For Dolma, who dreams of working as a labor and delivery nurse, becoming an RN is only the beginning. She plans to continue her education and earn her Bachelor of Science in Nursing. "That is my goal. It is very important." ■

Dolma at the Medanta Medicity Hospital in Delhi, India



Visit bhcc.edu/magazine to learn more about Dolma's journey.



BLACK HISTORY MONTH

Michele Norris

NPR Journalist and Author

As part of the College's Black History Month Celebration, NPR journalist and author of *The Grace of Silence* Michele Norris spoke about "Race and Poverty in the United States," sharing with students her motivations behind creating The Race Card Project.

During the 2012 presidential campaign, the *All Things Considered* co-host encouraged more than 250,000 people from around the world to submit their personal, six-word observations and experiences with race to TheRaceCardProject.com. The brief essays provided a window into America's private conversations about race and cultural identity, and are featured regularly in reports by Norris on NPR's *Morning Edition*.

Prior to the presentation, Norris met with students studying English and journalism at BHCC to discuss the importance of media literacy.



DIFFICULT DIALOGUES

Angela Davis

Political Scholar and Activist

At the spring Difficult Dialogues presentation, political activist Angela Davis spoke to the power of building communities of struggle for economic, racial and gender justice, urging the BHCC community to organize and to do their part to continue the momentum of historical movements. "This insurgency in activism is the result of many decades of struggle," she said. "But, the knowledge that is going to drive us forward comes from young people."

Drawing on her experiences in the early '70s as a person who spent 18 months

in jail and on trial after being placed on the FBI's "Ten Most Wanted Fugitives" list, Davis urged the BHCC community to consider the future possibility of a world without prisons.

"We need a broader vision of our criminal justice system," she said, linking mass incarceration to inequalities in education and a lack of jobs. "Suppose we had a transformative system—a form of justice not based on retribution, where we root out serious problems rather than inflicting punishment or vengeance."

Boston Uncornered

BHCC partners with College Bound Dorchester, an organization that works with disconnected young people to encourage them to pursue college, on the Boston Uncornered program. Founded on the belief that access to education is the key to improving an entire community, the program pays gang-involved youth \$400 per week to go to community college.

ONE BOOK

Edwidge Danticat

Novelist

In April, Haitian-American novelist Edwidge Danticat discussed her national bestseller *The Dew Breaker* with the BHCC community as part of the College's One Book program. The program brings the College community together by reading the same book over the course of an academic year. Through curriculum alignment and programming, faculty and students engage in dialogue that begins in the classrooms of various disciplines and culminates each spring when the College invites the author to visit and interact with students.

In *The Dew Breaker*, Danticat moves between Haiti in the 1960s and New York in the present day to tell the story of an unusual man who is harboring a vital, dangerous secret that is slowly revealed as the book unfolds.

A recipient of the MacArthur Genius Award and author of noteworthy fiction books *Brother, I'm Dying* and *Krik? Krak!*, Danticat advised BHCC students, many of whom were in the process of writing finals, on the writing process and the importance of revision.



COMPELLING CONVERSATIONS

Lt. Colonel Olga Custodio, USAF

Pilot, STEM advocate and trailblazer

As the opening event of the College's Veterans Week celebration, Lt. Col. Olga Custodio, retired United States Air Force fighter pilot instructor, shared her personal story of perseverance. "Querer es poder, where there's a will there's a way. That is my mantra," she told students, urging them to follow their dreams.

Initially turned away from flight school because she is a woman, it was Custodio's fighting spirit and passion for flying that took her where few women had gone before. The first Latina pilot, Custodio became a highly accomplished military and commercial pilot with a career that spanned over 40 years.

Now retired, the Latinx trailblazer continues to lead and inspire, championing STEM and motivating women and girls to pursue aviation and male-dominated professions.

"Nothing worth achieving is easy," she said. "You're in school, you're investing in your future. Now I want you to find your passion and treat it as if it were the only thing you are trying to pursue."

Right top, luncheon with Lt. Col. Olga Custodio in celebration of Veterans Day; middle, in the newly renovated veterans center; bottom, signing posters



Go to bhcc.edu/magazine for more detail on these campus visitors.

UPCOMING

Spring 2019 Speakers

BHCC hosts nationally recognized thought leaders to engage and inspire students, faculty, staff and community members. Speakers share their experiences in onstage conversations, literary readings and compelling lectures that both expand and challenge our awareness of contemporary issues.

Offered in partnership with BHCC's newly launched Center for Equity and Cultural Wealth, the series of speakers for 2018-2019 is intended to support meaningful, relevant discussion inside and outside the classroom.

THURSDAY, FEBRUARY 28, 2019, 1 P.M.

Wade Davis



NFL Player, Equality Advocate and Educator

Former NFL Player Wade Davis is a thought leader and public speaker on gender, race and orientation equality. Davis is the NFL's first LGBT inclusion consultant, and currently works with professional sports leagues on issues at the intersection of sexism, racism and homophobia. In addition to his

work in sports, Davis consults for such companies as Google, Netflix and AppNexus to build inclusive corporate cultures. He is an active contributor on numerous educational and media projects to engage men on issues of gender equity and equality and ensure women's workplace equality. His partnerships include collaborations with Time's Up Now, the United Nations, *Ebony* Magazine and the Ms. Foundation.

THURSDAY, MARCH 7, 2019, 1 P.M.

Roxane Gay

Author and Cultural Critic

Roxane Gay's work garners international acclaim for its reflective, no-holds-barred exploration of feminism and social criticism. *Bad Feminist*, a collection of essays, was named one of the best books of the year by NPR and declared "trailblazing" by *Salon*. Her debut novel, *An Untamed State*, was long-listed for the Flaherty-Dunn First Novel Prize. In 2017, Gay released *Hunger: A Memoir of (My) Body* and a collection of short stories titled *Difficult Women*. Gay's

writing has appeared in *The New York Times* and many other renowned publications. She recently became the first black woman to write for Marvel, penning a comic series in the Black Panther universe called *World of Wakanda*.



THURSDAY, APRIL 25, 2019, 1 P.M.

Seng Ty



Author, *The Years of Zero*, BHCC's 2018-2019 One Book Selection

Seng Ty was born in the Kampong Speu province of Cambodia, the son of a respected physician. He was 13 when he made his way alone to a refugee camp in Thailand in 1981. His story was featured in the *TIME* article "Children of War," and was read by a family in Amherst, Massachusetts, who

adopted him a year later. Now he is a citizen of the United States, a husband, a father and an educator in the Lowell public schools. Ty wrote *The Years of Zero—Coming of Age Under the Khmer Rouge* in 2014 to expand his message beyond the circle of his students in Lowell to people all over the world who need a little hope.

For more information about the One Book Program, visit bhcc.edu/onebook

STEM Alumni Reconnect at BHCC

Networking event introduces students to STEM alumni and community partners

BHCC honored Kevin Kit Parker, Ph.D., and Kathryn Hollar, Ph.D., of the Harvard University Paulson School of Engineering and Applied Sciences at the College's first annual Science and Engineering Alumni Dinner. The networking event celebrated the success of BHCC alumni and supporters from the many local enterprises that created research, internship and employment opportunities for BHCC students.

"One of the most important things you can do when planning your career is to think about how you can translate all the skills from your hobbies, avocations and your passions into a for-profit endeavor."

—Kevin Kit Parker, Ph.D.



Kathryn Hollar (far left) and Kit Parker with alumni (immediate left) are honored at the College's first annual STEM alumni dinner.

From BHCC to Ph.D.

Biology transfer alumna sets out on research mission in the deep ocean

In September, Biology Transfer alumna Veronika Kivenson ('11) inspired students by sharing her personal journey from BHCC to doctoral studies in marine science. She recognized the support and encouragement she received from Biology Professor Belinda Kadambi, who encouraged her to apply for an internship at a Harvard University research laboratory. "Professor Kadambi helped me from the very beginning," she said. "She would explain things to me until I understood them, which made me less intimidated."

Today Kivenson is a doctoral candidate at the University of California, Santa Barbara, focusing her research on a toxic waste site in the deep ocean where pesticides were dumped during the 1950s. Looking at the changes that have taken place in the ecosystem, Kivenson hopes to better understand the site from a chemistry perspective.



Above: Kivenson with Professor Anna Laromaine at Harvard Research Lab



The research vessel Atlantis brings Kivenson to collect samples offshore

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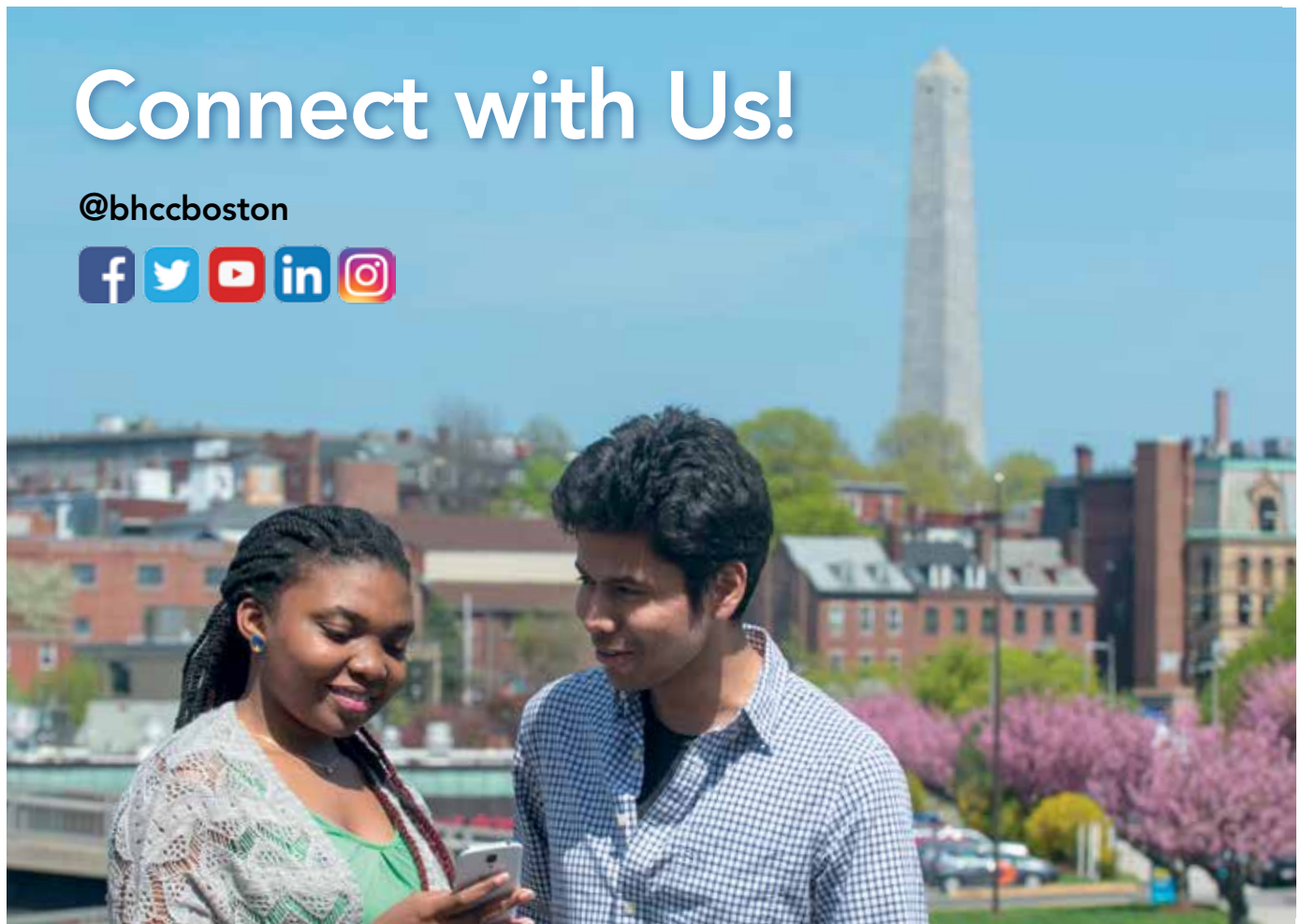
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