

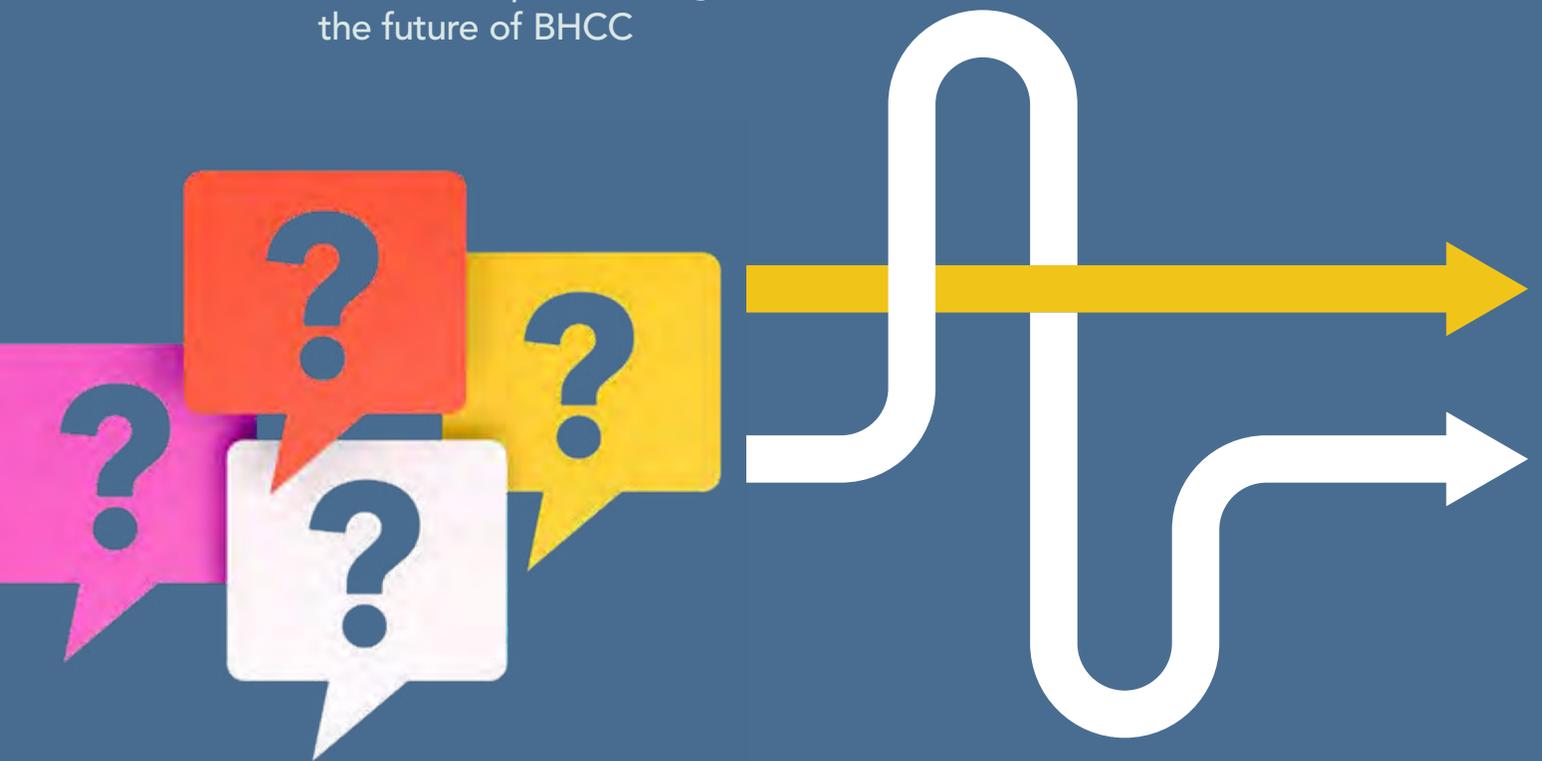
Summer 2023

# BHCC

Bunker Hill Community College Magazine

## A PURPOSE AND A PLAN

Community convening brings friends and partners together for the future of BHCC



### ALSO IN THIS ISSUE

Celebrating the Class of 2023 | President Eddinger sits down with BHCC alumna and U.S. Representative Val Hoyle

### Celebrating the Class of 2023

Graduates celebrated their achievements amidst a captivating atmosphere of elegance and artistry at the MGM Music Hall Fenway—the first time in the College's history that commencement exercises were held off its Charlestown Campus.

Discover the inspiring moments and heartfelt speeches that marked the unforgettable celebration, leaving graduates with a sense of accomplishment and a vision for the future in *From Dreams to Degrees* on page 9.



## A Message from the President



Dear Bunker Hill Community College Friends and Partners,

We are living in an extraordinary moment for BHCC and community colleges everywhere: a moment driven both by the needs of the communities we serve and the possibilities for growth before us.

Earlier this year, the College began its strategic planning process, an undertaking that happens every five years and that brings together our faculty and staff, our students, and our external partners to chart BHCC’s course in the coming years. As we look forward to our next strategic plan, we know that we will be guided by our mission and our commitment to serving our community, and to our community’s participation in an inclusive and dynamic planning process.

In January, Massachusetts Governor Maura Healey was on the Bunker Hill campus to announce her administration’s MassReconnect program, a proposal to fund tuition-free community college in Massachusetts for adults 25 and older who do not already have a college degree. As of this writing, the Massachusetts Legislature is still considering the program, but here in Massachusetts and across the country, we see a renewed interest in and recognition of the critical role that community colleges play in workforce and human development. As a veteran of the community college movement over the last three decades, it was an incredibly proud moment.

I hope you enjoy this issue of *BHCC Magazine*, which in addition to articles about strategic planning and MassReconnect includes excellent pieces on Workforce Development, an interview with BHCC alum and new member of Congress Val Hoyle, and much more. I am grateful for your support of Bunker Hill Community College and hope that this issue of *BHCC Magazine* will give you a taste of the life of our school.

Sincerely,

Pam Y. Eddinger, Ph.D.  
President

Bunker Hill Community College Magazine | Summer 2023 | Vol. XVIII No. 1

BHCC Magazine Online

Visit [bhcc.edu/magazine](http://bhcc.edu/magazine) for exclusive web extras and a more in-depth look into our featured articles.

### 9

**From Dreams to Degrees**  
BHCC celebrates the Class of 2023.

### 12

**The Interview**  
President Eddinger sits down with BHCC alumna and U.S. Rep. Val Hoyle.

### 16

**A Purpose and A Plan**  
As the College’s 2024-29 Strategic Plan comes together, friends and partners gather to ask what’s next.

### 22

**Mind, Body & Heart**  
Annual Learning Communities Institute bridges the fields of education and neuroscience.

### 24

**New Skills Boston**  
Empowering communities through partnership.

#### DEPARTMENTS

3  
Campus News

7  
Grants

26  
Arts & Culture

## MassReconnect and Tuition-Free Community College

Governor Maura Healey and Mayor Michelle Wu are expanding efforts to provide free community college to Boston residents and across Massachusetts



In March, Massachusetts Governor Maura Healey visited BHCC to announce the inclusion of the MassReconnect program, a \$20 million budget proposal to fund free community college for adults 25 and older who do not already have a college degree. At the time of this writing, this proposal is before the Massachusetts legislature. If signed into law, the state’s MassReconnect program will provide free community college and cover tuition, fees and some educational expenses to Massachusetts

residents age 25 and older with no previous college degree. An estimated 1.8 million Massachusetts residents are eligible for the program—some 700,000 of whom have already earned some college credit.

“Workforce shortages have impacted nearly all sectors of our economy, but we have an incredible opportunity before us to train the next generation of workers and increase opportunities for all,” said Healey. “More students than ever before will be able to advance or complete their education and set themselves up for a successful career in in-demand industries like health care, engineering, advanced manufacturing, and tech.”

Mayor Michelle Wu, City of Boston, followed up the Administration’s proposal, announcing a \$4 million investment to expand access to the city’s existing Tuition-Free Community College (TFCC) plan to all Boston residents, regardless of age, income,

or immigration status. The program covers tuition and mandatory fees for associate degrees and short-term certificate programs and will provide students with a \$250 stipend per semester for college-related expenses for up to three years, and up to \$2,500 of debt relief for students whose account balances are keeping them from re-enrolling. TFCC funds are first come, first served. Funds for the Fall 2023 semester have been awarded.

“Every Boston resident who wants to earn the skills and knowledge to give back to our communities and build a life here should be able to do so,” said Mayor Wu. “Students in the tuition-free community college program are three times more likely to graduate from community college than peers—these young people earn more credits, enjoy higher employment rates, and report higher earnings.” ■



Governor Maura Healey (center) announces MassReconnect proposal alongside MA Secretary of Labor and Workforce Development Lauren Jones (left) and BHCC President Pam Eddinger (right).

## Rapid Growth, Rapid Training

Online training programs give students entry into the fast-growing cannabis industry

BHCC launched three cannabis certificate programs this spring in partnership with cannabis education and training leader Green Flower: Advanced Cultivation Technician, Advanced Manufacturing Agent, and Advanced Dispensary Agent.

Over the last five years, the cannabis industry has experienced astronomical growth in Massachusetts and nationwide. More than half of the U.S. population can now legally obtain recreational or medical cannabis, and there are more than 300,000 jobs in the cannabis industry, ranging from accounting and sales to marketing and cultivation. In Massachusetts alone, cannabis sales have reached almost \$4 billion since legalization five years ago.

The fully-online programs can be completed in eight weeks and are designed to provide the skills and training needed for a successful career in one of the fastest-growing industries in the United States. ■

 To enroll or learn more, visit [cannabiseducation.bhcc.edu](https://cannabiseducation.bhcc.edu)



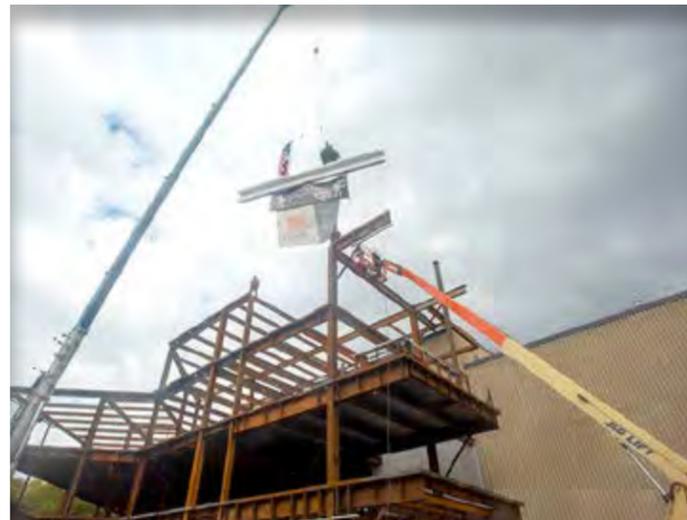
## Rising to Success

New building signals a bright future for student achievement

Construction of the new Academic Student Success Center is well underway. Last fall, a topping-off ceremony was held to commemorate the final beam being put in place.

The center is BHCC's first new building in more than a decade and represents the latest of several campus renovation and rejuvenation projects. Once complete, the 53,500-square-foot space will house various services including academic advising, counseling, student financial services, and student affairs, as well as a new College Library and studying and gathering spaces for students, faculty, and staff.

The Student Success Center is scheduled to open in 2025. ■



## Prioritizing Student Wellbeing

BHCC's expanded counseling center serves as a beacon of mental health and wellness



Staff gather for the unveiling of the expanded Student Counseling, Prevention and Wellness Center on the Charlestown Campus.

BHCC opened its expanded Student Counseling, Prevention and Wellness Center this spring, signaling the College's commitment to student mental health at a time when access to mental health services at colleges and universities everywhere has taken on greater importance.

The American Psychological Association (APA) estimates that 60% of college students nationwide met the criteria for at least one mental health condition in 2021 and that college mental health centers experienced a 40% increase in students seeking help between 2009 and 2015—both figures that the APA says have grown dramatically during the pandemic.

The new Center came at the recommendation of the BHCC students who served on the College's Mental Health Commission (MHC) which BHCC President Pam Eddinger established in September 2020. The MHC was charged with developing a set of recommendations to address racism as a public health crisis, examining the need for mental health support for our Black and brown students and employees, and general strategies

to ensure the mental wellness of our whole community.

"We are approaching student mental health—as not only critical to student success but as a basic human right to which all are entitled," says President Eddinger. "Our expanded counseling center will give more students access to the counseling and treatment they need, and access to those from marginalized communities where there are significant barriers to it."

Staffed by three licensed counselors, the Center provides free, one-on-one counseling for students by appointment or on a walk-in basis, in-person or via videoconferencing. "This expansion means greater access and a better experience for BHCC students who are in need of mental health services," says Interim Director of Student Counseling Sartreina Dottin, DSW, LCSW. "It features more private spaces for counselors to talk with students and spaces where the Center can hold events on anything from mental health education for students to celebrations and

community meetings. The space will make a tangible difference in the quality of care and access BHCC students experience."

The redesigned Student Counseling, Prevention and Wellness Center is the latest in several initiatives to expand mental health services and awareness at BHCC. The College is a JED Campus, a program supported by the Jed Foundation which supports best practices, training, and education around mental health on college campuses. The College is also part of Mass General Brigham's Resilience and Prevention Program, which offers programs that help young people learn to improve their ability to manage the demands of school, work and relationships and to develop new ways to cope with daily stress.

In addition, the College has contracted My SSP (Student Support Program), a national online counseling service, to provide free virtual counseling 24/7 in multiple languages to best meet student needs. ■



BHCC faculty, staff, students, and Charlie the bulldog celebrate the opening of new automated and refrigerated lockers with the Quadiant team on the Chelsea Campus.

## DISH Food Pantry Opens New Automated Lockers on Chelsea Campus

DISH & Dash refrigerated lockers on Chelsea Campus expands first in the country service



The DISH Food Pantry celebrated the opening of a new location on the College's Chelsea Campus in April with a ribbon-cutting ceremony for the pantry's new automated and refrigerated lockers.

The lockers, made by Quadiant, are an expansion of the College's existing DISH services on the Charlestown Campus.

"Ever since the DISH was founded in 2019, we have wanted to expand our services to Chelsea," said DISH Coordinator Molly Hansen. "Before these lockers, students had to travel to Charlestown by car or shuttle to access the food pantry—and that was a hardship. Now, with these lockers, we can bring the DISH to them here in Chelsea."

The lockers are both automated and refrigerated, so DISH users can pick up food or other supplies, such as diapers, baby food, or sanitary supplies, at any time the building is open and can browse, order, and pick up their food or supplies using the SmartChoice app on their phone or through the internet. According to locker manufacturer Quadiant, BHCC is the first college in the nation to use the lockers in a food pantry application.

The lockers' purchase and installation were partly paid for by a \$174,074 grant from American Rescue Plan (Massachusetts Community College Campus Hunger Program Focus), secured on behalf of the College by Senator Ed Markey. Funding for the DISH & Dash program also comes from SNAP awareness for extended evening hours and from the BHCC Student Government Association.

"Our students are incredibly busy. They work demanding jobs and, many times, are only available after business hours or on the weekend," said Hansen. "We wanted to come up with a way for students to access their food pantry orders within a time schedule that worked for them and for the staff at Bunker Hill."

The DISH, which stands for Delivering Information, Sustenance and Health, was founded in 2019. In 2022, the pantry distributed more than 55,000 pounds of food to the BHCC community—including more than 1,600 DISH & Dash locker pickups on the Charlestown Campus. The DISH is supplied by donations from several sources, including the Greater Boston Food Bank, Food for Free Produce, Stop & Shop, and community donations. ■

 To learn more about the DISH visit [bhcc.edu/dishfoodpantry](https://bhcc.edu/dishfoodpantry)



## Child Care Access Means Parents in School

CCAMPIS program grant provides childcare subsidies to low-income students

The U.S. Department of Education awarded BHCC \$484,000 to provide financial assistance for low-income students needing childcare services through its Child Care Access Means Parents in School (CCAMPIS) program. The CCAMPIS program will offer childcare subsidies for an estimated 44 full- and part-time students each academic year and will improve students' retention and completion rates at BHCC. Reducing barriers to childcare access for students to obtain their degrees will have a lifelong, positive economic impact on participating families.

"CCAMPIS will provide students with access to childcare close to home to accommodate their work or class schedule," said Will Cribby, Assistant Dean of Student Affairs at BHCC. "Reducing the burden of childcare costs will help our students overcome obstacles to completing or advancing their education."

BHCC is partnering with Child Care Choices of Boston (CCCB) to connect eligible students with providers that meet their needs

and to offer support and guidance to families and childcare providers while advocating affordable, quality, and culturally competent childcare in the larger community.

"We are looking forward to this partnership," said CCCB Director Kelly M. Graceffa. "Reliable, local, and affordable childcare is instrumental in helping student parents focus on completing their studies and improving life for themselves and their children."

The BHCC CCAMPIS program has been designed to serve student parents with financial needs using a three-level, sliding-fee scale assistance program. Priority will be given to Pell-eligible single parents taking at least six credits and having a low Expected Family Contribution (EFC as per FAFSA). ■



## PepsiCo Foundation Boosts Uplift Scholarship Program

\$400K donation to support more than 85 student scholarships



PepsiCo Foundation presented BHCC with a \$400,000 donation to the College's PepsiCo Foundation Uplift Scholarship program. The program supports more than 85 student scholarships at the school. In addition to financial assistance to pursue their degrees, the Uplift Scholarship program provides access to resources that make a real difference in student's lives and help them achieve the financial freedom they need to be successful, such as success coaching, emergency grants, and financial literacy resources.

"This money has meant the world to me," said BHCC business major and Uplift Scholarship recipient Marc Ramirez. "It has allowed me to concentrate on my studies and to make better decisions for my future and my family's."

The PepsiCo Foundation's Community College program and Uplift scholarships are part of PepsiCo's Racial Equality Journey, a \$570 million commitment to helping dismantle systemic barriers that prevent Black and Hispanic American communities from achieving economic mobility. As part of this commitment, the scholarship program aims to provide access to professional training and higher education for 4,000 Black and Hispanic students to help address historical barriers that make it challenging for minority students to enroll, persist, and graduate from college.

"Two years ago, when we began this journey, we knew we wanted the Uplift Scholarship program to make a difference in the lives of students—to break down those barriers to success," said PepsiCo General Manager and Senior Director Bill Larrabee. "We are proud to be a company that is experiencing enormous growth here in Boston and beyond in management, leadership, and many other positions. As students here evaluate all their career options, we hope they will consider PepsiCo." ■



BHCC student and Uplift Scholarship recipient Marc Ramirez with his family at the November 10, 2022 presentation.

## Stay on Path

Ellucian Foundation scholarship program directly supports students at U.S. Minority Serving Institutions



The Ellucian Foundation awarded BHCC \$25,000 through its 2022 Progress, Accomplishment, Thriving, Hope (PATH) Scholarship Program.

The program provides grants to institutions to support students facing economic hardship. The scholarship awards will be distributed to up to 50 students currently enrolled at BHCC in a degree or certificate program to help cover unexpected items such as housing costs, tuition expenses, and food, allowing students to focus on their academic success.

"The Ellucian Foundation supports student success and increased access to higher education globally," said Jennifer Welding, Executive Director of the Ellucian Foundation. "No student should ever be denied an education due to lack of funding. The PATH Scholarship helps students navigate financial challenges to reach their educational goals."

The 2022 PATH Scholarship Program focuses on support for students facing financial hardships at Historically Black Colleges and Universities (HBCUs) and Minority Serving Institutions (MSIs) to ensure higher retention and graduation rates and address the critical issues of growing food insecurity.

"HBCUs and MSIs represent an incredible cross-section of colleges and universities committed to providing access to higher education," said Laura Ipsen, President and CEO, Ellucian. "We are pleased to support these institutions in their efforts to ensure all students can achieve their dreams without interruption."

The PATH Scholarship is provided by the Ellucian Foundation, established in 2020 by Ellucian, the leading technology solutions provider for higher education. To date, the PATH Scholarships provided 65 eligible higher education institutions with more than \$1 million in grants, delivering scholarship awards to more than 1,100 students. ■

## Strengthening Community Colleges Training

BHCC awarded \$5 million to expand career pathways in IT



On behalf of a consortium of the 15 Massachusetts community colleges, BHCC was awarded a \$5 million grant by the U.S. Department of Labor, Employment and Training Administration. The consortium is one of 13 awardees nationally to receive the grant, which will fund job training for underrepresented groups. The grant is part of the second round of the Strengthening Community Colleges Training initiative,

which helps community colleges nationwide improve their ability to address equity gaps and meet employers' and workers' skills development needs.

BHCC is the lead college for the consortium. The Massachusetts project will focus on the IT industry and develop career pathways training for skill development, rapid reskilling, and employment in quality jobs.

"Education and economic development are inseparable, and community colleges are at the vanguard of providing training, upskilling, and education to underrepresented communities in today's workforce," said BHCC President Pam Eddinger. "This grant means a pathway to better jobs for our communities and underscores the importance of the partnership between community colleges and industry to create effective programming that will train the next generation of workers."

The Bureau of Labor Statistics recently found that college graduates earn twice as much as those with only a high school diploma, underscoring the economic disparity facing those without access to quality higher education including career and technical education programs.

"[These] funding awards will connect people—particularly those from marginalized and underrepresented communities—with the education and training they need for good-paying jobs," said former Secretary of Labor Marty Walsh. "These grants are designed to empower community colleges to ensure their curriculum meets the needs of employers in their communities and equips workers with valuable skills." ■

# From Dreams to Degrees



A ritual of gratitude, BHCC graduates display the sign of love at this year's Commencement.

## Celebrating the Achievements of the Class of 2023

BHCC celebrated the graduating class of 2023 in May with Massachusetts Attorney General Andrea Joy Campbell addressing graduates as the keynote speaker and the recipient of the College's President's Distinguished Service Award, given annually to a local leader who exemplifies service to the Bunker Hill community and to the communities the College serves. The ceremony was held at the MGM Music Hall Fenway—the first time in the College's history that commencement exercises were held off its

Charlestown Campus.

In her keynote speech, Campbell urged graduates to cultivate resilience and joy in the face of challenges. "Our young people today are facing so many challenges unlike anything we've seen: social isolation, an ongoing mental health crisis, high costs of living and stagnant wages, technology replacing jobs, school shootings, and repeated acts of senseless violence," Campbell said. "Just getting to this place today took perseverance, courage, and sacrifice."

# The BHCC Class of 2023

She also described the instability she experienced in her own life, from losing her mother as an infant, her father as a teen, and her brother as a young adult, and said that cultivating a life of purpose helped bring her to where she is today. "Get after that purpose," Campbell told graduates. "Sometimes to find it and to stand fully in it, you don't take the frequently traveled road, or even the less traveled one. Instead, you will likely have to buck convention and others' expectations of you and carve out your own road."

BHCC President Pam Eddinger presided over the ceremony in which 1,203 graduates were awarded an associate degree or certificate. "All joy is not created equal," President Eddinger said, underscoring the importance of joy and purpose in their life's work. "I hope you remember that to discover a purpose and to embrace those outside of yourself is as important as deciding on a career path, or a lucrative line of work. That your joy is as much about economic mobility as it is about selflessness and service."

Professor of Sociology Carlos Maynard gave the faculty address and celebrated both the diversity and commonalities of the

graduates, drawing parallels with his own experience. "I want to remind you that no matter where you might have come from or what you may choose to pursue, know that you have the inner strength and the motivation of family and friends as resources and networks for your journey ahead," Maynard said. "This journey might have taken you two or more years; and the financial hurdles you encountered, you overcame, just like I once did; and you made it to this day!"

In addition to the President's Service Award, Eddinger also presented the President's Leadership Award to two students: Jin Li and Cameron Wilson, both members of the Class of 2023. The award is given annually to students who exemplify leadership at the College. The Trustees of the College presented their Distinguished Service Award to three departments for their service throughout the pandemic: the Department of Facilities Planning, Construction and Energy Management, the Department of Facilities Management, and the Office of College Events and Cultural Planning.

Visit [bhcc.edu/magazine](https://bhcc.edu/magazine) for more Commencement and Ceremony Highlights.



Honoring Exceptional Commitment: President Eddinger recognizes Andrea Campbell with the President's Distinguished Service Award.



Board Chair William J. Walczak awards John Chirichello from the Department of Facilities Planning, Construction, and Energy Management and the Department of Facilities Management with the esteemed Trustees' Distinguished Service Award.



Board Vice Chair R. Kelly Cameron honors Kevin Wery, from the Office of College Events and Cultural Planning, with the prestigious Trustees' Distinguished Service Award.

Bunker Hill Community College is the largest of the 15 Community Colleges in the Commonwealth of Massachusetts, serving approximately 16,000 students per year, including 600 international students from 94 countries, speaking more than 75 languages.

**The graduating class of 2023 is 1,203 strong:**

- 389 received Associate of Arts degrees
- 634 received Associate of Science degrees
- 172 received certificates
- 38 graduates were Veterans, Military Personnel, and family members
- 143 received honors with a GPA of 3.3 or higher
- 342 received high honors with a GPA of 3.5 or higher
- 139 received highest honors with a GPA of 3.9 or higher
- 22 received more than one degree
- 8 graduates in 2023 received an associate degree earned through BHCC's Early College programs—finishing high school already with one higher education credential



President Eddinger captures unforgettable moments taking joyous selfies with proud graduates at this year's ceremony.

# THE INTERVIEW

## BHCC President Pam Eddinger Interviews Congresswoman Val Hoyle

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

United States Representative Val Hoyle is the first BHCC alum to serve in the United States Congress, where the Oregon Democrat represents the state's Fourth Congressional District, along the southwest coast.

Hoyle's path to electoral politics was unusual: growing up in Nashua, New Hampshire, she volunteered for political campaigns and helped her father, a firefighter union leader, in his organizing work. But following her time at BHCC and earning a bachelor's degree in political science from Emmanuel College in Boston, Hoyle left for the Midwest and later Oregon, where she worked in international sales for bicycle manufacturing companies Trek and Burley Design. Hoyle became involved in Oregon politics when she joined Stand for Children, an education advocacy group, to support her children's schools.

After her election to the Oregon legislature in 2010, Hoyle's political career progressed quickly. Elected assistant Democratic caucus leader in 2011, Hoyle also served as co-chair of the Oregon House's Committee on Higher Education and the Committee on Business and Labor. In 2012, she was elected Majority Leader of the Oregon House. In 2018, Hoyle was elected Oregon's Labor Commissioner, one of only a few similar statewide elected offices in the country. She was elected to the U.S. House in 2022 and sits on the House Committees on Transportation and Infrastructure and Natural Resources; Hoyle is also a member of the Congressional Progressive Caucus, the House Equality Caucus, and the Democratic Women's Caucus.

Hoyle reconnected with BHCC over the winter of 2022, after her election to Congress, and visited the Charlestown Campus at the invitation of Board Chair Bill Walczak and President Pam Eddinger and met with members of the Student Government Association (where she had served as a student).

President Eddinger talked with Hoyle by phone in the spring of 2023. What follows is an edited version of that conversation.

**Pam Eddinger (PE):** You are the first BHCC alum to be elected to the United States Congress. Did you always want to run for office and did any part of



*Coming full circle, Congresswoman Hoyle connects with future leaders at BHCC and reminisces about her time serving on student government.*

*"Power does not concede power easily. That's why it is important to have working-class people, including communities of color and people of different lived experiences, in those rooms." - U.S. Representative Val Hoyle*

your BHCC experience help to awaken or reinforce that interest?

**Val Hoyle (VH):** I really didn't think that people like me, from my background, were elected to Congress. My dad was president of the firefighter's union, I volunteered on campaigns and helped him when I was young, but I thought of myself as someone who would help people get elected to office.

When I was at Bunker Hill, that started to change. I was elected to student government and I worked with the Massachusetts Public Interest Research Group (MASSPIRG) on expanding benefits to students and on environmental justice issues. At that point, I knew how to organize, and I started out wanting to get more involved and work on those issues.

I didn't see myself as a scholar, and because I'm dyslexic, I struggled in school, with math especially. I had a teacher in high school recommend that I go to Bunker Hill, which had a program for first-generation college students like me. Because of that program, I learned how to study and how to be comfortable in a higher education environment.

**PE:** Many BHCC students are balancing work with school and other responsibilities—what was your experience like as a student and how did it shape your path where you are today?

**VH:** Most students were like me—they had full-time jobs while they were going to school, and they were the first in their families to go to college. That made Bunker Hill a very comfortable place to be. As chair of student government, I learned about *Robert's Rules of Order* and how to run a meeting. Bunker Hill was really foundational to why I'm here in Congress—the fact that it was there to both instill in me the skillset I needed to get my bachelor's degree and

to build up the confidence I needed to be successful. It was just an incredibly welcoming and comfortable place.

I had to work while I was in school at Bunker Hill, and it's what most of the students around me had to do. I don't know anyone who didn't have a job as well as studying. That's true for my entire academic career. I was a Pell Grant-eligible student, but I was successful at Bunker Hill because I was surrounded by others who were like myself and didn't have parents who were paying for college.

When I was in the Oregon Legislature and as Labor Commissioner, I advocated for expanding apprenticeships and certifications, for stronger funding for community colleges, and to fund outcomes. I think we need to be more creative in how we train our workforce as opposed to saying get a bachelor's degree or you're not that smart, and asking how we fund these outcomes so that students don't have mountains of debt. Community colleges are at the core of that work because of my experience at Bunker Hill.

**PE:** After college, your career didn't take you immediately into politics or public policy—you worked for a large company and moved to the Midwest and then to Oregon. One of the things we talk with students about a great deal is conceiving of and planning a career path and incorporating all their many strengths into that planning. How were you thinking about your career path and were you even then working toward a goal of being in public life?

**VH:** I always worked in bicycle shops, and I went to the Midwest to work for Trek Bicycles. I had wanted to work in international trade; in fact, my degree from Emmanuel was in political science with a concentration in international studies. At Trek, I

worked in manufacturing, distribution, and international sales. Then I went to Oregon, where I worked for Early Design, which makes bike trailers. But without the foundation I built at Bunker Hill and Emmanuel, I would not have been able to travel around the world, to be able to do something in an industry I love. It opened up a lot of doors.

**PE:** There are BHCC students today who may be in a similar position to you when you were a student—planning their career and envisioning a time when they can contribute to the common good. What advice would you give BHCC students of today?

**VH:** Don't let anybody tell you that you don't belong in rooms where decisions are made—because of your identity, your gender, because of your background. There needs to be more people like us, like Bunker Hill students, in those rooms, and to make it to the C-suites, to make it to the legislatures, to make it to Congress. It's not necessarily comfortable. I had imposter syndrome for the longest time. I thought, I didn't come from the same background, I didn't go to the same schools. But I think I've been able to do some profound and valuable things because I had a different experience.

Bunker Hill was the foundation that allowed me to move forward because I did not have the confidence in my ability to be a student, to be a scholar, to know how to interact in a room where people are making decisions. That's why student government is so valuable. People in power will always make you feel like you don't belong if you're upsetting the apple cart. Power does not concede power easily. That's why it is important to have working-class people, including communities of color and people of different lived experiences, in those rooms.

If there are students who want to pursue a career in government, it is important to me to be a resource to them. When you get to a place where you have power and responsibility, and a lot of people helped me get here, I want to make sure that I'm helping the next generation. I'm very committed to the success of community college students.

**PE:** What role do you see community colleges playing in the higher education and workforce development ecosystems more broadly?

**VH:** I think that there's a mismatch happening. There are people looking for good family wage jobs, jobs that will help them buy a home, rent an apartment, feed their family, and there are well-paying jobs going unfilled. That's what I worked on in the Oregon Legislature. I think we need to change the way we deliver workforce training, and community colleges are integral to that.

Fifty percent of good-paying jobs need more than a high school diploma and less than a bachelor's degree. So then, how can we deliver workforce training, connect young people to available jobs, provide instruction and paid on-the-job training—how can we be more creative and fund this new direction in how we do education? The apprenticeship model is a big part of it—one that is not exclusively limited to the trades but across different professions and industries. Apprenticeships and certifications fill the jobs that are there, they don't leave students with mountains of debt, and employers have the employees they need. That's what funding outcomes are all about, and it requires the kind of creative work that community colleges are already doing. We need a transformational change in higher education, and community colleges are right there at the base of it. ■



# A PURPOSE AND A PLAN

## AS THE COLLEGE'S 2024-29 STRATEGIC PLAN COMES TOGETHER, FRIENDS AND PARTNERS GATHER TO ASK WHAT'S NEXT

On March 24, 2023, more than two hundred people around Greater Boston spent the morning together in a hotel ballroom at Assembly Row in Somerville. They came from all walks of life and represented a vast diversity of experience, expertise, and education. They were educators, administrators, organizers, managers, workers, students, and neighbors. And they all came to talk about the future of Bunker Hill Community College (BHCC).

They had gathered for BHCC's Strategic Planning Community Convening, a critical step in the College's strategic planning process. All of the state's 15 community colleges are required to produce a strategic plan every five years, and BHCC's most recent one expires at the end of 2023.

Strategic planning is one of those terms that ordinarily exists in the rarified world of consultants—a soft sinecure in the gauzy world of ideas rather than the immediate and urgent work of figuring out the future of the Commonwealth's largest community college. But this

meeting was no sleepy colloquy, and those in attendance along with the organizers were determined that the College's strategic plan would not be written only to molder on a shelf, a dead letter.

"Our work flows directly from our strategic plan, and our strategic plan would not exist without you," BHCC President Pam Eddinger told the crowd that morning. "This convening makes the strategic plan more than a once-every-five-year performance.

Strategic thinking every day is a habit of mind for all of us at the College."

Indeed, to read the College's last strategic plan, which spans from 2019 to 2023, is to be immersed in both evaluation and analysis, a rigorous exercise in goal setting and institutional self-study that is part report card, part white paper, distilled into a dense fifteen pages.

What those 2019 strategic planners could not have known was the monumental challenge represented by



BHCC alumni Jocelyn Santos, Misael Carrasquillo, Patrieca King, and Tamene Tedla share their insights and experiences during a thought-provoking panel discussion.

## "STRATEGIC THINKING EVERY DAY IS A HABIT OF MIND FOR ALL OF US AT THE COLLEGE."

- BHCC President Pam Eddinger

an unprecedented global pandemic, the repercussions of which higher education, government, industry, and individuals everywhere, are still trying to fully understand. But even as the virulence of the virus fades, hopefully for good, it will change how BHCC serves its students and their communities perhaps for years to come. All that made March's community convening even more important.

The changes of the last five years went beyond the pandemic. However, the demographic trends that have sent enrollment declining at colleges, particularly in the Northeast, have continued apace. The ever-increasing cost of living in Greater Boston has accelerated, leaving a wider than ever wealth gap, while, promisingly, the public policy

**"STRATEGIC PLANNING IS LARGER THAN ANY ONE EVENT OR REPORT. IT IS REALLY A PROCESS OF DISCOVERY AND ANALYSIS AND EVERYONE AT THE COLLEGE AND IN THE COMMUNITIES THAT WE SERVE HAS A ROLE TO PLAY IN IT."** - BHCC Dean of Academic Affairs for Research, Assessment and Planning Arlene Vallie

climate around support for community colleges across the country has shifted. Several states introduced free community college programs either targeted at specific groups or as a universal benefit—with Massachusetts Governor Maura Healey, the latest state leader to endorse such a plan in the form of the proposed MassReconnect program.

And don't forget the Vision Project, the College's proposal to seek out a public-private partnership to build an entirely new facility on the Charlestown campus, and is in the process of erecting its first new building, the Student Success Center, in a decade.

So when the hundreds of participants from more than 50 participating organizations and institutions gathered in that Somerville hotel in March, they had their work cut out for them: to offer the information and insight that would inform a broad environmental scan and analysis, which in turn would set the direction for the next five years at Bunker Hill Community College.

## HOW A STRATEGIC PLAN IS MADE

The March 24 Community Convening was only part of the process of producing BHCC's next strategic plan. That larger process is coordinated by the College's Dean of Academic Affairs for Research, Assessment and Planning Arlene Vallie, who, along with her team, collects a vast array of data from across the institution.

"Strategic planning is larger than any one event or report," Vallie said. "It is really a process of discovery and analysis, and everyone at the College and in the communities that we serve has a role to play in it."

BHCC uses the Institutional Capacity Framework and Assessment Tool (ICAT), a rubric created by Achieving the Dream, a national advocacy organization that champions community college transformation, to guide the conversations around creating its strategic plan. ICAT is a comprehensive approach to addressing the emerging needs of community colleges to improve results for all students, especially low-income students and students of color. It is built on seven essential capacities

for colleges to create the student-focused culture that promotes student success: leadership and vision, data and technology, equity, teaching and learning, engagement and communication, strategy and planning, and policies and practices.

Since the fall of 2022, a steering committee staffed by members of the BHCC community from across the College has been preparing the ICAT assessment and conducting an environmental scan to provide a broad gathering of data from both within and outside of the College. The March 24 Community Convening was part of that environmental scan, soliciting observations, feedback and ideas from the wider community.

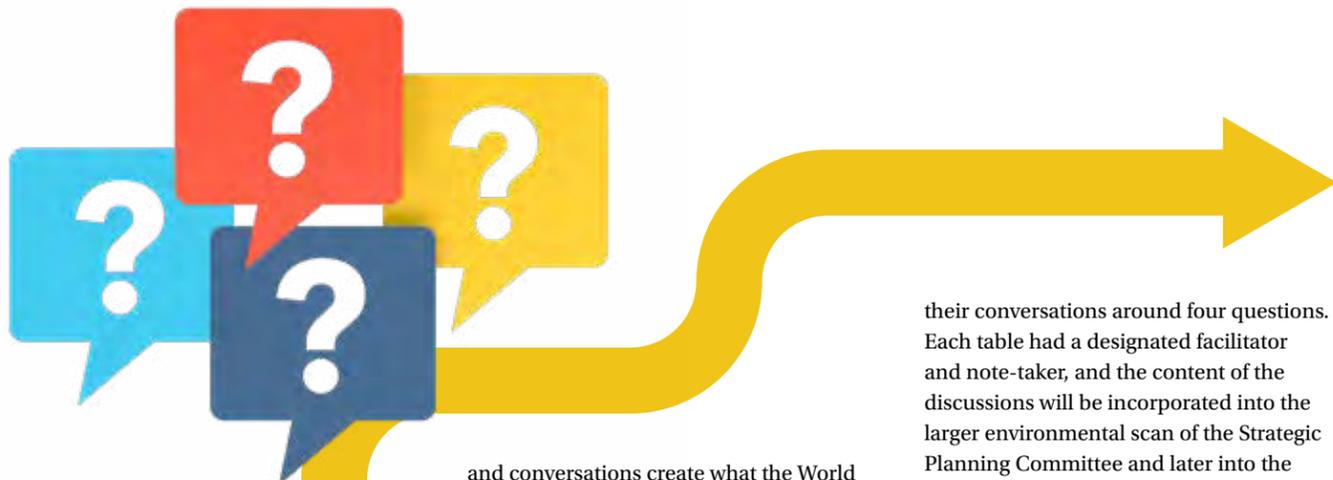
The data gathered from that event and the committee's work will next be analyzed and synthesized into a draft report later this year, which the College and its wider community of partners (including state agencies such as the Department of Higher Education) will have the opportunity to review and provide feedback. The finalized 2024-29 Strategic Plan is scheduled to be published in early 2024.

"The goal of the strategic planning process is really broad engagement with



**"...GROUNDING ENGAGEMENT WITH INTERNAL AND EXTERNAL STAKEHOLDERS IN STUDENT SUCCESS AND OUTCOMES LIKE ACCESS, RETENTION, PERSISTENCE, COMPLETION AND BELONGING...IS THE PATH TO AN IMPACTFUL AND EFFECTIVE STRATEGIC PLAN."**

- BHCC Vice President for Academic Affairs and Provost James Canniff



internal and external stakeholders,” said BHCC Vice President for Academic Affairs and Provost James Canniff. “Grounding that engagement in student success and experience outcomes like access, retention, persistence, completion and belonging, and then aligning our plan with our operational benchmarks—that’s the path to an impactful and effective strategic plan.”

### THE WORLD CAFÉ

At the center of the March 24 Community Convening was the World Café, a widely used model for conversation, research, and planning. It was developed in the mid-1990s by academic and business leaders for facilitating constructive and inclusive discussions in large groups. A World Café places participants in small groups at tables where engagement over specific generative questions can happen in an informal setting. Then, the participants may switch tables (or, as in the case of the March 24 World Café, facilitators and note-takers switched tables) to continue discussing different topics. This intensive but discrete set of tabletop engagements

and conversations create what the World Café’s inventors called “the experience of collective intelligence that transform[s] the depth, scope, and quality of... collaboration.”

The March 24 World Café asked participants to consider four key questions, with responses as diverse and varied as those who participated. But a common theme coursed through all of the conversations of the day: the needs that Bunker Hill Community College seeks to address, from breaking down barriers to higher education access and student success to working with industry partners to respond to the workforce needs of the region to affordability not only of education but of living in Greater Boston, are as pressing as ever.

The tables of the World Café were divided into sections, each structuring

their conversations around four questions. Each table had a designated facilitator and note-taker, and the content of the discussions will be incorporated into the larger environmental scan of the Strategic Planning Committee and later into the committee’s reporting and the 2024-29 Strategic Plan itself. While the contents of the World Café’s discussions will be more fully explored in that published strategic plan, here is just a small sample of some of the topics of conversation.

#### What skills and credentials do our students need to thrive as invaluable members of Boston’s diverse workforce? How can BHCC adapt to these changing needs and trends?

Community colleges have long forged close partnerships with industry and employers in their regions, but that role has grown over the last decade. At BHCC, even as enrollment in credit-bearing courses, degree programs, and certificates has been essentially flat, the growth in non-

credit credentials, mainly in those targeted at training for specific roles or industries, has grown exponentially. Last year, BHCC enrolled almost 6,000 students in Workforce Development programs—up from less than a thousand just five years ago.

#### What opportunities can BHCC create or leverage to reduce barriers to access and completion?

Ensuring that anyone who wants to go to college can do so and that anyone attending college receives the support they need to graduate and meet their educational goals is at the heart of the Community College Movement and BHCC’s institutional identity. The College’s work with Achieving the Dream, its status as both an Asian American and Native American Pacific Islander Serving Institution (AANAPISI) and a Hispanic-Serving Institution (HSI), and its establishment of the TRIO, LifeMap, and Student Central hubs within the College have all been with this goal in mind.

#### What collaborations can BHCC pursue to better address the most pressing needs of Boston’s diverse communities?

The more than 52 partners who attended the March 24 Community Convening and World Café are a testament to the importance of collaboration in the College’s work. As many participants observed, those collaborations are often most fruitful when two partners bring complementary skill sets and resources to the table, such as when the College has partnered with employers to offer workforce development programs or with school systems around Early College.

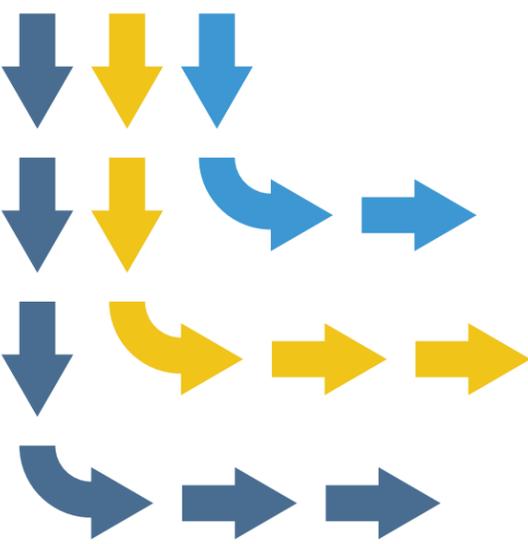
#### How can BHCC’s Vision Project contribute to Greater Boston’s education and workforce landscape while ensuring that the benefits of this development are shared equitably among all community members?

The Vision Project (see sidebar) is a long-term reimagining of the BHCC campus that will support the next generation of community college learners.



- WORLD CAFÉ AND STRATEGIC PLANNING COMMUNITY PARTNERS**
- Jewish Vocational Service
  - LARE Institute, Chelsea
  - Lesley University
  - Lyric Stage Company of Boston
  - Madison Park Vocational Technical High School
  - Massachusetts Association of Community Colleges
  - Mass General Brigham
  - Massachusetts Business Alliance for Education
  - Massachusetts Business Roundtable
  - Massachusetts College of Art and Design
  - Massachusetts Division of Apprentices Standards
  - Massachusetts Education & Career Opportunities (MassEdCO)
  - Massachusetts Executive Office of Labor and Workforce Development
  - Massachusetts Marine Trades Association
  - McCarter & English, LLP
  - Roxbury Community College
  - RSM
  - Smith Family Foundation
  - Somerville Chamber of Commerce
  - State Universities Council of Presidents
  - Strategies for Children
  - Tai Tung Realty, Inc.
  - The Boston Foundation
  - University of Massachusetts – Boston
  - University of Massachusetts – Lowell





Although it is still in the earliest stages of planning and exploration, sharing ideas and soliciting feedback from the communities the College serves has been a high priority. While the Vision Project, which is undertaken in collaboration with the College's partners throughout state government, seeks a public-private partnership to realize the creation of a new college facility and transformation of the Charlestown Campus, there is still ample room for community input on how a renewed BHCC campus could serve and interact with students, partners, and the public.

Strategic plans are, by necessity, living documents—the events of the last few years could never have been foreseen at the 2019 World Café, and so, while we hope for calmer, more predictable times, we know that just as we did in March of 2020, the College will be called upon to adapt and change in ways we cannot imagine today. That reality only underscores the importance of these strategic planning exercises as moments to come together, to evaluate, to ideate, to question everything, and rededicate ourselves to those values of equality of college access and success that are at the core of Bunker Hill Community College. ■

Visit [bhcc.edu/magazine](https://bhcc.edu/magazine) for more on strategic planning at BHCC.



## PLANNING FOR THE NEXT 50 YEARS OF THE BUNKER HILL COMMUNITY COLLEGE STORY

### The Vision Project Aims to Remake Charlestown Campus

Bunker Hill Community College's Vision Project represents the advancement of the College's higher education mission at the Charlestown Campus through modern facilities and a vibrant built environment connecting the College's diverse student body to the local and global innovation economies.

Constructed 50 years ago, the Charlestown Campus facilities are outdated, inefficient, and in poor condition—requiring hundreds of millions in state funding to modernize.

Located near world-class academic, research, and technology clusters, the College has a unique opportunity to

foster partnerships between public higher education and the local knowledge economy while creating state-of-the-art facilities for the workforce of tomorrow.

Working together with its state partners, the Vision Project aims to achieve five main goals:

1. Create a contemporary, urban community college for Greater Boston with no or minimal funding from the Commonwealth.
2. Provide mission-critical and essential programs to meet workforce demands.
3. Ensure an equitable environment for BHCC's diverse learners.
4. Foster public-private industry partnerships.
5. Elevate the future campus as a community-based, social-service hub connected to the Charlestown community and other regional networks.

A Public-Private Partnership (P3) is an agreement between a public entity and a third-party organization that allows both parties to achieve common goals cost-effectively. At the BHCC site, a P3 could attract a development partner to be responsible for

designing, permitting, financing, and constructing both the College's future facilities and a private development.

A Public-Private Partnership approach, selected through public procurement, was authorized by the Commonwealth's Asset Management Board (AMB) in November 2022 and will be a collaboration between the College and the Massachusetts' Division of Capital Asset Management and Maintenance (DCAMM). Together, DCAMM and the College are working to advance the programmatic design guidelines and craft a request for proposals as the next step in this alternative disposition process authorized by the AMB.

BHCC and DCAMM are in the initial phases of a multi-year process beginning with a public procurement that aligns with the College's mission and Commonwealth goals. The selected developer partner will be expected to go through the City of Boston's typical permitting process, which includes opportunities for public input to help shape the project.

Partner selection, design, and permitting are expected to take 3-5 years; construction is not expected to begin for at least five years.

## FACILITIES UPDATES ACROSS BHCC

### Keeping aging campus buildings ready to meet the needs of BHCC students is a top priority

The maintenance, upkeep, and improvement of the College's existing campus facilities in Charlestown and Chelsea is a core part of the ongoing work of the BHCC facilities team and the College's vendors and contractors. In recent years—and in the coming year—several important campus improvement projects have or will come online, resulting in an improved user experience across the College.

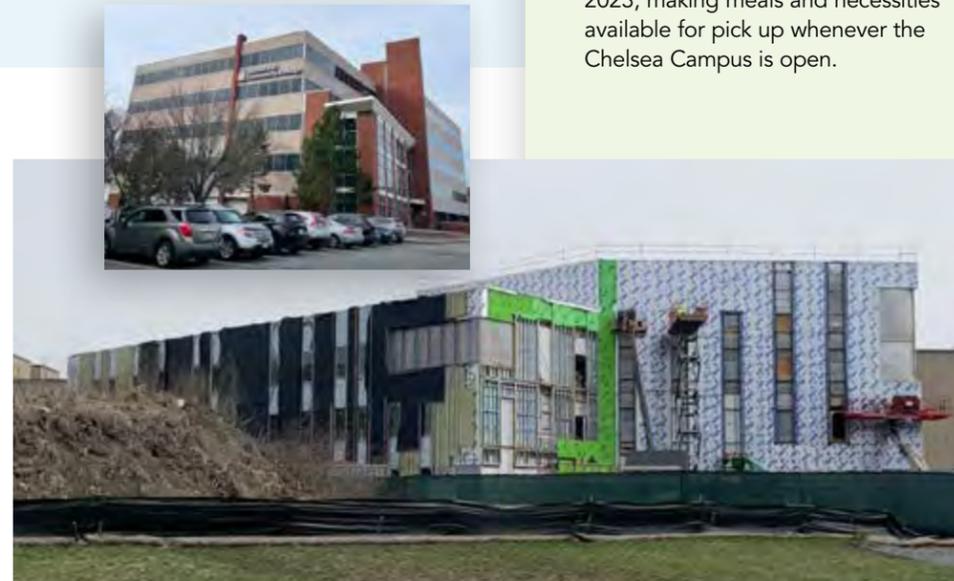
#### Chelsea

- **Expanding** to occupy an additional floor, which will house the Division of Workforce and Economic Development and the new Enterprise Center for Entrepreneurship and Training.
- **A new, fully-staffed Student Central** space in the building's main lobby will replace the smaller existing offices, offering the same Student Central services as the Charlestown Campus.
- **DISH automated and refrigerated food lockers** opened in the spring of 2023, making meals and necessities available for pick up whenever the Chelsea Campus is open.



#### Charlestown

- **Renovation of E-Building:** As the new Student Success Center comes online and offices and other student-facing spaces such as LifeMap, the Library and Learning Commons, and others move to the new building, E-Building will be renovated.
- **Renovation of Charlestown restrooms:** Formerly gender-segregated restrooms in the D-Building have been converted to gender-inclusive and fully-accessible toilet rooms, each containing its distinct private facilities.
- **Parking Lot 7** was completed in early 2023, converting what had formerly been the site of the M-Building (built as temporary classroom space in the 1980s) to approximately 40 new faculty and staff parking spaces, with a fully accessible entrance to the D-Building directly from the lot.
- **Utility work**, including updates to the College's water and electrical systems, will provide resiliency, efficiency and capacity upgrades to existing campus systems.
- **Elevators** in the E, D, and B-Buildings have been replaced or upgraded for more reliable service and safe operation.
- **Older tile flooring** has been replaced with new vinyl composition tile flooring in hallway areas of buildings B, C, and D, creating improved and safer walking conditions for all users.



# Mind, Body & Heart

## DR. ZADINA BRIDGES THE FIELDS OF EDUCATION AND NEUROSCIENCE AT ANNUAL LEARNING COMMUNITIES INSTITUTE

Cognitive neuroscientist, educator, and author Janet N. Zadina, Ph.D. delivered a practical, strategy-filled, research-based presentation just before the start of the spring semester at the Office of Learning Communities annual professional development institute—Transformative Pedagogies and Engagement Strategies to Deepen Learning and Enhance Student Success.

Dr. Zadina is the author of *Better Than Before: Recapturing the Mind/Body, Brain and Heart of Learners*, which bridges the fields of education and neuroscience, educating educators on the effects of anxiety, stress, and trauma, particularly

those experienced during the pandemic, on student learning and behavior.

BHCC faculty, staff, and administrators that participated were introduced to the new field of positive education, where educators and students develop synchrony in not only the mind but also their body and hearts, and were given strategies to increase engagement and motivation for better learning.

“Lack of focus, trouble with memory... have you noticed any of these behaviors in the classroom?” asked Dr. Zadina. “Our students are not the same as they were before the pandemic—what’s happened to them, and what can we do about it? Let’s



use our powers to capture and engage every one of our students.”

Beginning with the minds of learners, Dr. Zadina explained how negative emotions, such as the stress and anxiety experienced throughout the pandemic, activate an area of the frontal lobe of the brain known as the limbic system, which controls the mind’s emotional state, activating a fight or flight response and diminishing the executive functions, such as attention, self-regulation, memory, and initiation, that are critical to student success. “It’s not that they can’t learn,” she said. “It’s that they’re unavailable to learn because of the emotions taking over their limbic system.”

Participants were tasked with taking knowledge into action by making a list of strategies throughout the Institute and developing an action plan to integrate

*She encouraged faculty to smile and to have a relaxed attitude and body language.*

four to five strategies in their classrooms. Dr. Zadina discussed the importance of building student-teacher relationships and helping students cope. “Emotion affects learning,” she said. “For example, when anxiety goes up, test scores go down. We know this about test anxiety, but any kind of anxiety or emotion has an impact on learning.” She encouraged faculty to smile and to have a relaxed attitude and body language. “Relationships are key,” she added. “You ask, are you okay? How are things going? Is something going on today?”

Moving on to the pathways between the brain and the body, Dr. Zadina asked faculty to participate in a breathing exercise to demonstrate how breath stimulates the vagus nerve and how one can use their body to calm the brain. “Teach students to reduce stress and anxiety in ways that make them more hopeful,” she said, reminding participants that a little anxiety is okay—it means they care about their future and have goals and aspirations. “We want students to build resilience the same way they build other strengths. Maybe they don’t do as well on one test and may drop back a little. They handle it and move forward. Setbacks are part of the process. It’s not a straight line.”

Shifting to student attention, Dr. Zadina explained how the brain’s central executive (conscious) and default mode (subconscious) networks operate, and

the role of brainwave frequency and the brain’s speed on attention. She shared research from Slovenian neuroscientist Ivo Davidesco that demonstrated the correlation between brainwave synchrony and increased attention by measuring students’ brainwaves using an electroencephalogram, or EEG, to measure electrical activity in the brain. The findings concluded that when students are engaged



and jointly paying attention, alpha waves that indicate daydreaming or lack of focus are suppressed, leaving the brain open to external stimulation and improved learning.

To facilitate engagement of the mind and increased brainwave synchrony, Dr. Zadina offered participants the 3 Cs strategy—choice, control, and challenge. “One of the most challenging things about the pandemic was we felt we didn’t have a choice,” she reminded participants. “We were on lockdown, we weren’t allowed to leave our homes, we had to wear a mask...

but when you reframe those notions, and think, I choose to wear a mask, or I choose to stay home, then you have a choice.”

Educators can give students a choice in the classroom. When giving an exam, faculty could ask students to answer four out of five questions or offer homework menu options or alternatives for assigned

*To facilitate engagement of the mind and increased brainwave synchrony, Dr. Zadina offered participants the 3 Cs strategy—choice, control, and challenge.*

reading. By giving students a choice, there is perceived control. “Choice goes hand in hand with control,” said Dr. Zadina. “When you give students a choice, they can take control of their learning.” But how can faculty grade students when giving choices in their classroom? With each assignment, Dr. Zadina suggests raising the challenge. “Engaging in a challenging task activates the reward pathway in the brain,” she says. “It doesn’t need to be more difficult, but it needs to be more complex.” Educators should strive to balance challenge and skill in their classrooms to facilitate engagement and improved learning. ■

*“It’s not that they can’t learn,” Dr. Zadina said. “It’s that they’re unavailable to learn because of the emotions taking over their limbic system.”*



# New Skills Boston

Empowering Communities Through Partnership



## BRIDGING THE GAP BETWEEN EDUCATION AND EMPLOYMENT IN BOSTON

In an era of rapid technological advancements and changing industry landscapes, Boston's demand for a skilled and adaptable workforce has never been greater. Recognizing the need for a proactive approach to bridging the gap between education and employment is New Skills Boston, an innovative initiative that aims to equip students at the K-12 level with the practical skills and knowledge required to thrive in college and enter today's evolving job market.

## A NATIONAL NETWORK: JPMORGAN CHASE & CO.'S NEW SKILLS READY NETWORK

New Skills Boston is one of six sites selected nationally for JPMorgan Chase & Co.'s New Skills Ready Network. Launched in 2020, this initiative received a \$7 million investment over five years, with the goal of closing the education-employment gap.

## COLLABORATIVE PARTNERSHIPS: EDVESTORS LEADING THE WAY

Boston-based education nonprofit EdVestors was selected to oversee and implement the New Skills Boston initiative in collaboration with K-12, two- and four-year institutions, workforce partners, local philanthropy, and government organizations.

Through strategic partnerships with Boston Public Schools, Bunker Hill Community College, the University of Massachusetts Boston, The Boston Foundation, Boston Private Industry Council, the City of Boston, and the Massachusetts Executive Office of Education, this collaborative effort aims to provide high-quality career learning opportunities for all young people.

The partnership represents a powerful synergy between nonprofit organizations and educational institutions that believe in a city where all young people can engage in high-quality career learning that supports exploration, informed decision-making, and preparation for the future. The New Skills Boston initiative aims to dramatically increase the number of Black, Latinx, special education, and English Learner students who participate in and persist through engaging, relevant, and equitable career pathways and are prepared to enter meaningful careers.

## EQUITY AND EMPOWERMENT: TRANSFORMING EDUCATIONAL AND CAREER SYSTEMS

New Skills Boston seeks to transform educational and career systems to drive equitable outcomes for all students. Recognizing and embracing the cultural wealth students bring to schools, the initiative values their unique knowledge, skills, and abilities to navigate their environment despite systemic barriers, including structural racism. The New Skills Boston Team focuses on four core components: high-quality, demand-driven career pathways; industry-aligned work-based learning; seamless postsecondary

transitions; and equity for all students. Cross-sector partnerships and system building serve as foundations of the work.

## ETHNOGRAPHY OF WORK

Building off of the \$500,000 in funding JPMorgan Chase & Co. awarded to BHCC in 2020 through 2023 for the Career Pathways Impact Project, "Ethnographies of Work" (EoW) is designed to address the career counseling needs of community college students, incorporating a holistic review of advising, career input and integration with current college systems to enhance student experience.

As part of that project, BHCC expanded the EoW by providing faculty training, student support and structure to enable long-term growth. EoW originated at Guttman Community College, part of the City University of New York public college system, as a year-long social science course for community college and high school students.

Through EoW, 118 faculty members have worked to integrate opportunities for students to explore career pathways into their curricula and encourage students to critically examine the world of work through worksite observations (F2F and/or virtual), personal reflections (student experiential course activities), and career planning and exploration (exposure to career assessment tools, feedback, and worksite experiences). This approach allows students to investigate the role of work in human lives while embedding relevant career exploration activities in the curriculum from the early stages of their academic journey until their capstone courses.

BHCC continues to broaden the disciplinary scope of EoW, integrating courses—ranging from behavioral and social sciences, and STEM to the humanities, visual media arts, and allied health—to empower students to reflect on and research career pathways from a variety of disciplinary standpoints. In its fourth year, EoW has expanded to over 1,900 students and 154 courses and is a faculty-driven model.

## PROGRESS AND FUTURE ENDEAVORS

In the first year, the New Skills Boston team identified gaps in data capacity, defined high-quality college and career pathways, conducted a labor market analysis, and began work on equity and cultural wealth frameworks. Building on this foundation laid in year one, the team optimized their processes and expanded their working groups to better design the components of the career pathways and opportunities for students. At Boston Public Schools (BPS), the team expanded access to the MyCap career exploration tool to BPS Middle School students.

The team focused on increasing capacity in four focus high schools, planning and implementing career pathways, developing resources to engage employers in work-based learning experiences aligned to career pathways and formalizing partnerships for schools, supporting cross-institutional efforts around seamless transitions and bolstering dual enrollment program offerings and wraparound support for learners.

BHCC and UMass Boston are partnering with schools and

focusing on the foundational work for more seamless transitions between their institutions. The two institutions deepened their collaboration by focusing on learners' experiences during transitions between institutions, regularly connecting to map existing support services and sharing their advising frameworks.

Collectively, they have identified areas of opportunity to improve communications, align systems and enhance resource awareness. Their collective next steps will be to pilot strategies enabling more seamless advising and transitions between institutions and to investigate strategies that will reduce credit loss for transfer students.

Looking ahead, New Skills Boston aims to implement flexible pathways, strengthen advising experiences, enhance employer engagement, and facilitate credit transfer between secondary and postsecondary institutions. By prioritizing school-based coordination and deepening partnerships, New Skills Boston strives to empower students with the necessary tools while addressing systemic inequities and promoting equal opportunities for all. ■

## Specialized Pathways and School Partnerships

New Skills Boston has established partnerships with several schools in Boston to provide students with specialized career pathways and opportunities. These partnerships aim to offer tailored education and experiences in specific fields, preparing students for meaningful careers. The schools involved include:

- 1 BRIGHTON HIGH SCHOOL**  
Innovation Pathway in Healthcare and Social Assistance, partnered with St Elizabeth's Hospital.
- 2 CHARLESTOWN HIGH SCHOOL**  
Early College Career Connected Pathways in Business, Health, and Technology, partnered with Bunker Hill Community College.
- 3 EXCEL HIGH SCHOOL**  
Innovation Pathway in Business & Finance, partnered with Blue Cross Blue Shield.
- 4 JEREMIAH E. BURKE HIGH SCHOOL**  
Innovation Pathway in Biotechnology, partnered with Sana Biotechnology.

# arts & culture

BHCC continues its longstanding tradition of hosting nationally recognized thought leaders, scholars and artists to engage, challenge and inspire students, faculty, staff and community. Over the course of the academic year, these special guests partnered with the College to share their experience, research and ideas. Their mediums were a mix of onstage conversations, literary readings, performances, gallery exhibitions and compelling lectures that expanded and challenged the College community's awareness of contemporary issues.

## Compelling Conversations

Speaker series amplifies changemakers and supports meaningful discussion on contemporary and culturally relevant issues

Sponsored by the Office of Equity, Diversity, and Inclusion, BHCC's Compelling Conversations speaker series invites today's diverse voices, eminent thought leaders, and visionaries from both domestic and international platforms to share local, national, and global perspectives on contemporary and culturally relevant issues of human interest, social justice, and change. The series intends to support meaningful discussion inside and outside the classroom as part of an ongoing college-wide commitment to equity and cultural wealth, resistance, and resilience.

The 2022-2023 series celebrates those who have used the power of their voices to make dynamic changes in our world, especially regarding issues of race and gender justice, systemic inequity locally and globally, a family history of activism, advocacy for telling untold stories, and civil, immigrant, and LGBTQIA+ rights.

"In this year's Compelling Conversations, we are amplifying changemakers," said Nahomi Carlisle, Esq., Associate Vice President and Chief Equity and Compliance Officer. "True progress and sustainable change takes strong leaders. These conversations are opportunities for future leaders to engage in this marathon for equity and justice—a race that no one

wins unless everyone wins. We want our community to consider 'What will be my legacy?' and then equip them to take the steps to fulfill those aspirations."

Lawyer, pastor, and civil rights icon **Dr. Bernice A. King** kicked off this year's series—the first on-campus speaker series presentation in three years. As CEO of the Martin Luther King, Jr. Center for Nonviolent Social Change and daughter of the civil rights icon, Dr. King inspired students, faculty and staff with unparalleled insights into her own story and unique perspective on the state of civil rights today.

"Change starts with each and every person who is here today," King told the nearly full auditorium and participants watching live online. "You don't have to wait for your elected officials or those who lead your institutions. Identify people who are just as concerned with whatever issues you are most concerned about, and organize with them, join with them to create plans and strategies to attack the issues that are facing our nation. Struggle is a never-ending process; freedom is never won—you earn it and win it in each generation."

The College welcomed LGBTQIA+ activist, trailblazer, and author **Cleve Jones** for a virtual presentation connecting the historic struggles of the past with the most urgent issues of our time: overcoming pandemics, achieving economic justice, protecting the vulnerable, and standing up for all forms of human rights. For more than 50 years, Jones has given a voice to the voiceless, organized the struggling and disenfranchised, and inspired activists and audiences alike with his life stories of driving history-making change.

Actor, writer, best-selling author and producer **Sonia Manzano** visited campus this spring to talk about her career and new book, *Growing Up Cuban*. For more than 40 years, Manzano inspired, educated, and delighted children and families as "Maria" on *Sesame Street*. Named among the "25 Greatest Latino Role Models Ever" by *Latina* magazine, Manzano broke ground as one of the first Hispanic characters on national television.

On her status as a trailblazer as a first-generation American and Latin woman on television, Manzano said, "There's something to be said for not having any footsteps to follow. If you're the first one, make your own way. You don't have to be like anybody else. I think that's an advantage."

**Ndaba Mandela**, grandson of former South Africa President and freedom fighter Nelson Mandela, spoke at BHCC in April, offering insights into his own life and work advocating for Pan-African unity and those affected by the HIV/AIDS epidemic.

At the event, Mandela spoke movingly about the death of his father from HIV/AIDS and the importance of his grandfather's decision to publicly disclose HIV/AIDS as the cause of their death. "It is important for parents to give children the language to express what they are seeing," Mandela said.

Following in the footsteps of his beloved and iconic grandfather,

Ndaba Mandela has taken the torch—and ran with it as the co-founder and co-chairman of the Africa Rising Foundation, an organization dedicated to promoting a positive image of Africa around the world and to increasing its potential for growth in the areas of education, employment, and international corporate alliances for profit and partnership. Mandela also serves as executive director of UN AIDS, which seeks to end discrimination around HIV/AIDS through the power of football.

Professor **Ilyasah Shabazz**, author, educator, and daughter of Civil Rights leader Malcolm X, spoke at BHCC this spring offering a resounding call for Black liberation, engagement and education that is true to history and not just a product of racist ideologies. Shabazz also answered audience questions, many of them tying into a common theme of history and justice, including questions on the status of reparations and the teaching of history in light of several states' efforts to ban education around slavery, race, and Black history. "All students need an accurate education," Shabazz said. "You don't need to be Black to receive the truth about your ancestors. I want to know the truth and I think every child deserves to know. Stop whitewashing history."

The series culminated with a presentation from Emmy Award-winning co-anchor of ABC's *Nightline* **Juju Chang**, who spoke to the BHCC community in May as part of the College's Asian American Pacific Islander (AAPI) Heritage Month celebration. At the event, Chang shared with audience members her personal story and how she has leveraged her platform to become a much-admired champion of social change in the face of rising hate crimes against the AAPI community. ■

 Learn more about the speaker series at [bhcc.edu/magazine](https://bhcc.edu/magazine)

Bernice A. King

Sonia Manzano

Ndaba Mandela

Ilyasah Shabazz

Juju Chang



## Rest No More, The Art of Sleep Deprivation

VMA Student Showcase features VMA Portfolio Studio work

Ten students from the College's Visual Media Arts (VMA-227) Portfolio Studio were invited to exhibit their work at the culmination of the spring semester in the Mary L. Fifield Art Gallery on campus. "Rest No More, The Art of Sleep Deprivation" is a captivating show that delves deep into the realms of the sleep-deprived mind. This exhibition explores the intricate relationship between exhaustion and creativity, unveiling a collection that embodies the raw essence of sleepless nights.

Each series is the product of a semester-long process of formulating a particular artistic direction as they navigate the

hazy boundaries between consciousness and fatigue. The show comprises an eclectic mix of mediums, ranging from traditional oil and acrylic paintings, and digital illustrations to intricate sculptures in various media.

"Rest No More, The Art of Sleep Deprivation" is a testament to the power of artistic expression, where the resilience of the VMA artists intertwines with their artistic visions, creating a satisfying tapestry of technical and conceptual expression.

The exhibit was sponsored by the VMA Department and curated by Professor and Chairperson Julio Flores. ■



Students immerse themselves in the captivating art gallery exhibition centered around unraveling the intricate relationship between exhaustion and creativity and the sleep-deprived mind.

## Please support the Bunker Hill Community College Foundation

Because higher education should be an option for everyone

[bhcc.edu/foundation](http://bhcc.edu/foundation)

Scholarships

Textbook Assistance

Student Emergency Assistance

Hunger and Basic Needs Support



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

### BUNKER HILL COMMUNITY COLLEGE BOARD OF TRUSTEES

As of 6/2/23

William J. Walczak  
Chair

R. Kelly Cameron  
First Vice Chair

Trinh Nguyen  
Secretary

Manuel A. Olaya  
Student Trustee

Becca Gould  
Cathy Guild\*  
Cynthia Keliher  
Yamileth Lopez  
David Shapiro  
Sanjeev Yadav  
Pam Y. Eddinger  
President

### BHCC MAGAZINE

EXECUTIVE DIRECTOR  
OF INTEGRATED  
MARKETING AND  
COMMUNICATIONS

Karen M. Norton

DIRECTOR OF  
MARKETING & CREATIVE  
SERVICES

Brooke Yarborough

GRAPHIC DESIGNERS  
Anita Wolf  
Karen Woo

WRITERS  
Brendan Hughes  
Brooke Yarborough

COPY EDITORS  
Jimmy Lee  
Leslie Ouellette

PHOTOGRAPHERS  
John Giacalone  
Richard Howard  
Nikki Moro  
John Munson  
Obinna Ojimba

\*BHCC ALUMNI

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

Chelsea Campus  
70 Everett Avenue  
Chelsea, MA 02150  
617-228-2101  
TTY 617-242-2365

[bhcc.edu](http://bhcc.edu)



 Visit [bhcc.edu/magazine](http://bhcc.edu/magazine) for exclusive web extras and a more in-depth look into our featured articles.



**AFFIRMATIVE ACTION and EQUAL OPPORTUNITY POLICY**

Bunker Hill Community College is an affirmative action/equal opportunity institution and does not discriminate on the basis of race, creed, religion, color, sex, sexual orientation, gender identity, age, disability, genetic information, maternity leave, and national origin in its education programs or employment pursuant to Massachusetts General Laws, Chapter 151B and 151C, Titles VI and VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; Americans with Disabilities Act, and regulations promulgated thereunder, 34 C.F.R. Part 100 (Title VI), Part 106 (Title IX) and Part 104 (Section 504). Inquiries concerning application of the above should be directed to Nahomi Carlisle, Esq., Associate Vice President, Chief Equity and Compliance Officer, Affirmative Action Officer and Section 504/ADA Coordinator, at 250 New Rutherford Avenue, Charlestown Campus, Room A307, Boston, MA 02129, phone 617-228-3311; email [nahomi.carlisle@bhcc.edu](mailto:nahomi.carlisle@bhcc.edu).