

Fall 2014

BHCC

Bunker Hill Community College Magazine

Going Places

Learn and Earn Internship takes students uptown to new possibilities

Commencement 2014

Senator Markey addresses largest graduating class in BHCC history

BHCC Turns 40

Old enough for memories, young enough for dreams



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On the Cover

Learn and Earn intern Gabriella Valenzuela approaching Beth Israel Deaconess Medical Center.
Story, page 8

Photo: Michael Malyszko



Then and Now



In This Issue

The cover story “Going Places” highlights BHCC’s rapidly growing Learn and Earn internship, a program that has built new relationships with corporate partners in Greater Boston and transformed the expectations of student participants. “It was the best thing I could have done,” said one intern, who has launched a new career—and a new life—through the program.

Celebrating her inaugural year at BHCC, President Pam Eddinger shares her story in a Q&A with *BHCC Magazine*. She describes her background as an immigrant whose family came to the United States in search of the American dream—and tells how her experience shaped a vision of the community college as the best hope for building democracy in the United States today.

Don’t miss the stories about BHCC’s 40th Anniversary celebration with a time line of photos covering four decades, and the 2014 Commencement, a rousing event with tears and cheers that celebrated the 2014 graduating class, the largest in the College’s history. Keynote speaker Senator Edward J. Markey was enthusiastic and inspiring, and his speech brought the audience of 3,000 to their feet in one of BHCC’s all-time great Commencements.

In this issue’s sampling of recent BHCC news, President Pam Eddinger speaks for community colleges at the White House and on NPR, the Boston Private Industry Council (PIC) honors three BHCC students, The Boston Foundation recognizes BHCC’s Single Stop, the Massachusetts Department of Revenue forms a new partnership with the College, and more.

From the White House

Obama recognizes
BHCC summer program

Bunker Hill Community College’s work with low-income students earned praise from President Barack Obama at a national gathering of education leaders at the White House. Obama referred to the need of low-income students to prepare for college-level work. He said: “Bunker Hill is addressing this by giving more incoming students the chance to start catching up over the summer before their freshman year.” BHCC President Pam Y. Eddinger was among a select group of approximately 100 college and university presidents, along with higher education leaders, philanthropists and nonprofit organizations, invited to attend the summit on education at the White House.



Eddinger On NPR

BHCC president speaks
for community colleges

Bunker Hill Community College President Pam Y. Eddinger described the increasingly critical role played by community colleges on WBUR’s National Public Radio program *On Point* with host Tom Ashbrook. Noting that half of today’s undergraduates are now enrolled in the nation’s community colleges, Eddinger said community colleges have become “the anchor of the future.” Community college presidents from California and Texas also took part in the discussion.

Next Stop: Success

Single Stop director
garners recognition

The Boston Foundation recognized Dr. Kathleen O’Neill with a Change Maker Award for her work as director of Bunker Hill Community College’s Single Stop program. The award goes to people making contributions that help Bostonians to thrive. Single Stop has assisted 5,577 students since its inception at BHCC in 2011; the value in benefits and services they have accessed through the program exceeds \$6.3 million. O’Neill has headed the Single Stop program, which connects low-income students to resources that help them stay in school and earn a degree, from the outset.

A Major Federal Grant

\$2 million to strengthen
LifeMap

BHCC received a U.S. Department of Education Title III grant under the Strengthening Institutions Program. Only 39 colleges and universities across the country received the grant. The \$2,232,943 grant over five years will fund the project “From Dreams to Reality: BHCC LifeMap,” which aims to improve student engagement, achievement, persistence and retention as well as completion, beginning in the first semester and culminating in graduation and beyond.

Welcome Mat

A friendly reception
for military veterans

Victory Media, the premier
media entity for military

personnel transitioning into civilian life, named Bunker Hill Community College to the list of top Military Friendly Schools. The list singles out the colleges, universities and trade schools that do the most to embrace America’s military service members, veterans and spouses as students and ensure their success on campus. The College enrolls approximately 529 active military and veteran students; since 2010 the veteran population has increased approximately 124 percent.

Building a Better Workforce

Partnership prepares
students for state tax careers



Amy Pitter, Massachusetts Revenue Commissioner

Building upon the Patrick Administration’s agenda to help strengthen the State’s community college workforce development programs, Revenue Commissioner Amy Pitter joined Bunker Hill

Community College administrators in announcing an innovative degree and certificate program. The program will prepare students for a career in state taxation. As part of the new curriculum, Department of Revenue staff members make presentations on Massachusetts state tax law. Upon successful completion of prerequisite courses, the students may be eligible for a paid internship at DOR. "This is an extraordinary opportunity for community college students to gain credits and work experience in an area for which the state has a growing need," said Higher Education Commissioner Richard M. Freeland. The College began offering the new certificate program in fall 2013 and the associate degree in spring 2014.

Achieving the Dream

College earns national recognition

Bunker Hill Community College received the Leah Meyer Austin Award for its success in increasing student retention and completion at the annual conference of Achieving the Dream in Orlando, Florida. Along with this prestigious recognition, BHCC received \$15,000 to support its ongoing student success work. The award honors BHCC's focus on college wide, data-informed decision making that has resulted in measurable increases in critical areas. The Leah Meyer Austin Award, sponsored by The Leona M. & Harry B. Helmsley Charitable Trust, was established in 2008 to recognize outstanding achievement in supporting and promoting student



NJCAA Division III Champions, the Bulldogs

success through the creation of a culture of evidence, continuous improvement, systemic institutional change, broad engagement of stakeholders, and equity, with particular attention to low-income students as well as students of color.

Aiming High

Boston Private Industry Council lauds members of BHCC community

Sharaad Chase, a student in BHCC's Emergency Medical Technology program; Felix Tejada, a graduate of BHCC who attended Suffolk University; and Daniel Velasquez, a 2008 graduate of BHCC and 2012 graduate of University of Massachusetts Boston, now working as Admissions Recruitment Counselor at the College, received the Boston Private Industry Council (PIC) Achievers Award. The award recognizes those who exemplify the Council's mission of connecting the youth and adults of Boston

to the mainstream economy through education and employment. The awardees were honored in a ceremony at the Federal Reserve Bank of Boston.

Top Dogs

Team wins championship

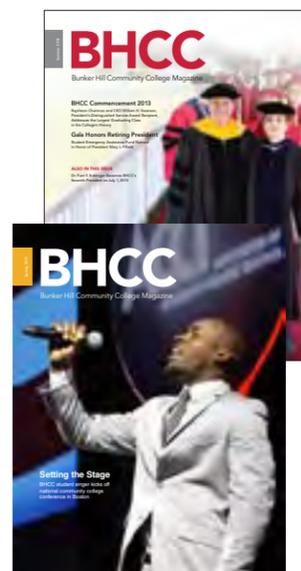
The Bulldogs, the Bunker Hill Community College men's soccer team, won the National Junior College Athletic Association (NJCAA) Division III regional championship for the third time in four years. Players hail from Sweden, Morocco, the United Arab Emirates and Nigeria, as well as from Boston, Chelsea and Everett. Other players have families from Honduras, Brazil, Panama, El Salvador and Colombia.

We are Golden

Communications Division wins acclaim

Bunker Hill Community College won nine awards—including four Gold Awards—in the annual regional

communications competition sponsored by the National Council for Marketing and Public Relations (NCMPR). The College took top honors in NCMPR's regional competition in 2012 as well, and has garnered numerous awards in the organization's national competitions. In 2013, a Gold Award went to the spring and summer 2013 issues of *BHCC Magazine*. A magazine illustration won a Gold Award for digital illustration. BHCC won additional Gold Awards in the areas of transit advertising and marketing campaigns. Silver Awards went to the College's website and course schedule. The College won Bronze Awards in the categories of academic catalog and booklet. Additionally, the College earned a Silver Award in the wildcard category for a set of murals in the College's LifeMap suite. To view communications awards received since 1999, visit bhcc.mass.edu/imc/awards.



For more detail on these news clips go to bhcc.mass.edu/magazine.

“Like a lot of you, I am the first in my family to graduate from college.”



Senator Edward J. Markey addressed a crowd of more than 3,000 wildly enthusiastic students, their families and friends, under the big white tent on the Charlestown campus. It was the first Commencement for BHCC's new president, Pam Y. Eddinger—the 40th for the College—and it was marked with laughter and tears and repeated standing ovations.

Celebrating its 40th Anniversary, BHCC broke another record, as **1,352 students**—the highest number of graduates in the College’s history—earned certificates and degrees.



President Eddinger opened the ceremony with a “ritual of gratitude” in which students stood up and thanked those who had helped them get through college, calling out their names and waving to them. Seizing the opportunity to give “one last lecture” to the graduates, Eddinger urged them to create “a sacred space” within themselves, and in that space to ask often in the coming years whether “you have been kind to the world—and kind to yourself.”

Eddinger introduced keynote speaker Markey as “one of our own, a native son of Malden, a graduate of Boston College and of Boston College Law School, who has lived in the neighborhoods of our students, and understands the values of our communities.” And Markey delivered on the expectations the President raised, telling the students, nearly all of whom worked to support themselves and often their families, about paying his way through college with jobs driving an ice cream truck and working the night shift

at a Purity Supreme supermarket warehouse. He said he was a commuter, like all of the BHCC graduates, and that he was “living proof that you can live at home with your parents throughout your college years without incurring serious psychological damage.” Light-hearted and self-deprecating, Markey was nevertheless in earnest. He called on the students to become “global guardians of justice and history.” He urged them to make it easier for future generations of students by working to reduce the student debt load, to protect the planet from climate change, to use the power of technology to make a difference in the world, and to fight income inequality.

The event’s featured speaker on diversity, Jose Antonio Vargas, described his life as an undocumented immigrant who was sent to the United States as a young child by his parents and did not discover his illegal status until he applied for a driver’s permit at

the age of 16. He urged graduates not to take their American citizenship for granted. “I know you will make it count,” said Vargas. A Pulitzer Prize-winning journalist and filmmaker, Vargas is the founder of Define American, a campaign that seeks to elevate the national conversation about immigration.

The College honored long-time BHCC administrator William T. Sakamoto, retiring this year after 36 years of service to the College in a range of capacities, from front-line and managerial duties to crucial leadership roles. Sakamoto is Associate Vice President of Academic Affairs and Enrollment Services. He received the Trustees’ Distinguished Service Award, which recognizes extraordinary commitment and service to the College.

Museum of African American History Executive Director Beverly Morgan-Welch was recognized with the President’s Distinguished Service Award, the highest honor the College confers on a member

of the community. Morgan-Welch called on the students to become part of history, noting that the College is built near the site where black patriots fought for independence from Great Britain in the Battle of Bunker Hill.

Outside the tent after the ceremony, hundreds of families and friends waited impatiently to embrace the newly minted graduates. Michael Villanueva, of Chelsea, associate degree in criminal justice in hand, was meeting his wife and mother to celebrate. Commenting on Markey’s speech, he said, “He can relate to us. He really made it fun.” Erin Murphy, of Everett, who received her associate degree in medical radiography with highest honors, chatted with her smiling family. “She worked very hard, and we are all so proud of her,” said her mother, Jeanne Leone, who attended the Commencement ceremony with Erin’s aunt Laura Deacetis and grandmother Nancy Hammill to cheer their graduate. ■

"We're excited that our partnership with BHCC has allowed students the opportunity to gain professional work experience in financial services while still in school. This relationship has provided us with the added benefit of access to a great pipeline of talented employees. We look forward to this relationship with BHCC students both before and after their graduation."

- Robert Kaplan, Executive Vice President and Head of Global Operations, State Street Corporation

Going Places

The Learn and Earn internship takes students to prestigious Greater Boston corporations for hands-on experience that transforms their career expectations—and their lives.

When Nelson Franjul walked across the lobby at State Street Corporation in downtown Boston, he had just landed a job at one of the world's top investment companies. For him, this would be the start of a new life. A first-generation immigrant from the Dominican Republic, Franjul had been working in commercial refrigeration just a year earlier. He was financially secure, well able to support his family, but he was dissatisfied with the direction of his life.

Thirty years old and wanting more, Franjul turned to Bunker Hill Community College. While community college is often the solution for older students who want to change careers, BHCC offered Franjul an unexpected bonus: the Learn and Earn internship program, which provides an entrée into major New England corporations for meaningful, hands-on

experience. Through the program, Franjul would secure two successive internships at State Street Bank, working at the company five days a week while attending school.

"I was amazed," he recalled. "It was the best thing I could have done." The internship fueled a long-held dream of a career in finance. At State Street, Franjul made the extra effort to come in early and stay late. "I was learning so much, and State Street gave me the opportunity to learn."

In June, the former commercial refrigeration worker accepted and began a full-time job as a project manager in State Street's global mutual funds operation.

Learn and Earn is an exemplar among BHCC's successful corporate partnerships. In 2011, with the support of Governor Deval Patrick, members of the Massachusetts Competitive Partnership (MACP), a non-profit public policy coalition of 16



Learn and Earn intern Nelson Franjul in the lobby of State Street Corporate Headquarters.



Learn and Earn intern Jennifer Sheehan working on site at Fidelity Cares Day.

“Like all of the Learn and Earn interns we’ve had, Jennifer exceeded all expectations. She showed up each day engaged and ready to learn and it was amazing to see such growth in just a few months.”

- Marina MacVicar, Senior Manager, Community Relations, Fidelity Investments

The program has grown exponentially. Two years after its launch, the 20 students per semester have become 77, and their hours have expanded from one or two days a week to 16-to-30 hours a week. In all, more than 220 students have now taken part in the program.

“Raytheon has been a proud supporter of the Learn and Earn program for three years now, and we’ve seen the value of this important partnership,” says Karen Balcom, University Programs Leader for Raytheon. “It is rewarding to have a part in helping BHCC students navigate a path to future careers, and in the process, help them build a professional network.” The number of corporate partners has now grown to include Fidelity Investments, Vertex, Bank of America, The Boston Foundation, Dovetail Health, Staples, Beth Israel Deaconess Medical Center and, most recently, UBS.

Total immersion is key to the success of Learn and Earn: students jump into actual, demanding projects in the corporate workplace, where, with attentive mentoring, they are expected to make important, real-world contributions.

And they have.

At Fidelity Investments, Learn and Earn intern Jennifer Sheehan found herself thriving as part of the team that put together community outreach programs. Sheehan organized events and supported Fidelity’s Writing Coach program with Citizen Schools, helping middle school children write high school applications.

“They were definitely there to teach me,” said Sheehan of her intern



Jennifer Sheehan with her manager, Marina MacVicar, of Fidelity Investments

supervisors at Fidelity. Frank Perrone, Group Creative Director of Fidelity Communications and Advertising, stressed the importance of providing guidance for interns, as for any new employee. “When I first started my career, there was someone I could call my mentor, someone who would take me under their wing. I never forgot how much that meant. As much as our interns expect to learn from their experience with us, we are learning just as much from them. It’s a terrific program and a testament to the hard-working students who carve out the time from their school work and other jobs.”

Sheehan, a liberal arts major in her early 40s, is the single mother of a 20-year-old daughter and seven-year-old twin boys. Living in public housing and working in the office of a printing company, Sheehan decided to return to school because, like Nelson Franjul, she was dissatisfied. She wanted to do something more for herself and “to set an example” for her children.

For Sheehan, the Fidelity Investments internship was an opportunity to learn on the job from her supervisors and to make a real contribution to company projects. “They were willing for me to take on responsibilities and trust me with them,” she said. For the final project of her Learn and Earn internship, she was charged with helping to coordinate Fidelity Cares Day, an employee volunteer event for more than 700 associates.

The intensive work requirements of

extensive support from the beginning to the end of the internship—starting before the student gets into the program. When, for example, BHCC student LaDonna Hawkins failed to get an internship in the summer of 2013, Learn and Earn Coordinator Cora Miller advised her to try again. “Students applying to the Learn and Earn Program learn persistence and build academic stamina,” says Miller. “It is a competitive program that encourages students to up their game.”

Hawkins came to BHCC from Orlando, Florida, looking for a new start. She had a stable job running pyrotechnic shows at Sea World Adventure Park. It paid well enough. As she cared for her father, who was ill and on dialysis, Hawkins thought more about her long-held dream to be a biomedical engineer, hoping some day to help create artificial organs to ease the suffering of people like her father. After her father passed away in 2010, she found herself newly determined at age 40 to start again.

Boston was clearly a center for medical research, and when Hawkins researched biomedical engineering programs, BHCC kept popping up; she enrolled at the College in 2011. But her life in Boston wasn’t without obstacles. She shared an apartment with six roommates and tried to make ends meet. She struggled financially, academically and with her own health issues.

“I thought I was going back to Orlando,” said Hawkins. That is, until the BHCC

Learn and Earn make it a demanding program for BHCC students, many of whom, like Sheehan, have children or other family members to care for. To assure the success of the students, Learn and Earn provides

team reached out to support her. Hawkins was amazed at how closely the team stayed in touch with her—people like Program Coordinator Cora Miller and Hawkins’s academic advisor, Professor JoDe Levine, of the science and engineering department. With their encouragement, she attended the interview workshops and seminars that were offered to prepare students for the program. In the fall, she applied for three internship positions and received all three offers.

Choosing Raytheon, Hawkins worked at the company’s Missile Defense Center in Woburn, a position that required security clearance as she designed trajectory test calculations. Landing a second internship this spring at Vertex, she was similarly included as a credentialed member of the workforce. “I never felt like an intern. I was working on projects that employees were working on, treated like any other person in the company,” she said. Vertex introduced her to the high-end laboratories of a major pharmaceutical company, and her work with quality control testing of medications for cystic fibrosis fueled her dream of a career in biotechnology. LaDonna is currently competing for her third internship, and now has plans to pursue a master’s degree.

While the program has served returning students determined to pursue new careers, it also works for younger students just finding their way. Gabriella Valenzuela, 20, came to Bunker Hill Community College directly after graduating from Somerville High School. She was an enthusiastic student but unsure of how to present herself in interviews, and uncertain about what her future professional life would hold.

When she heard about Learn and Earn, she knew she wanted in. She was encouraged by Professor Anthony Fontes, Chair of BHCC’s Business Administration Department, who created the credited internship course with Sharon Schaff, Director of Career Planning and Internship Programs, and by Academic Internship Coordinator Marcea Taylor.

Taylor looked at Valenzuela’s background as a star high school athlete in soccer and volleyball, and also at the



Learn and Earn intern LaDonna Hawkins in the lab at Vertex Pharmaceuticals.

determined work ethic she had developed in an immigrant family where both parents worked full-time jobs. For Taylor, Valenzuela was “a star in the making.” With encouragement, Valenzuela worked hard to meet the GPA requirements of the program. “The math lab was my second home,” she said.

Her efforts paid off, and once accepted to Learn and Earn, she secured an internship in the Human Resources department at Beth Israel Deaconess Medical Center. There she met with a pleasant surprise.

Valenzuela had little knowledge of how an HR department functions and how her skills might fit in. She was excited to find that the marketing skills she was developing as a business major were immediately useful. She was especially encouraged by the company’s workforce development program, which included free college courses, and by the opportunities the department offered for people to grow within the company. And though she was herself a fluent English speaker, she was, as the child of immigrants, cheered to see language courses included as part of the program.

“Gabby quickly embedded herself as a valued contributor to our team,” said Kristina Hillier, of BIDMC’s HR staffing department. “She has been instrumental

in various projects and process improvements, including front desk operations, file auditing, and compliance tracking with education verification.”

Her business professor, Fontes, remembered Valenzuela as a quiet student during her first semesters at the College. “She barely said a word,” he says, “and a year later she’s really come into her own. It has been a total transformation.

“The reality of it is that these are real jobs,” Fontes adds. “Students are going to Raytheon and working on missile defense systems. At Suffolk Construction, they are going out on job sites and helping in project management for building projects. And their work receives a stream of plaudits from the corporate partners.” That includes founding partners such as Raytheon as well as new partners such as The Boston Foundation.

“Through Raytheon’s partnership with Bunker Hill Community College, I have witnessed firsthand the advancement of the Learn and Earn program,” says Keith J. Peden, Senior Vice President of Human Resources and Global Security at Raytheon. “More than 40 interns who have participated in the Raytheon program have developed skills that are needed in the workforce, and are a testament to the continued growth and success of Learn and Earn, and to Bunker Hill Community





College fulfilling its vision and mission.”

The Boston Foundation’s Julie Smith Bartoloni, Senior Director of Donor Relations, echoes the enthusiasm in describing the contribution of its first Learn and Earn intern. “Deanna Colella arrived at The Boston Foundation highly motivated and with a ‘can do’ attitude. These traits, combined with her events expertise, made having her assistance like adding a staff member to our team.”

The Learn and Earn program has grown dramatically, not only in terms of student placements with participating corporate partners—State Street alone now has 60 positions for Learn and Earn students, for example—but in terms of the range of work opportunities available. The program is now placing students from more than 20 majors, including accounting, graphic design, event planning and IT disciplines (the last due in part to new positions created by EMC). Partner participation, meanwhile, has opened to corporations outside of the original Massachusetts Competitive Partnership.

“Learn and Earn,” says Schaff, “represents a collaboration between the College and its corporate partners that has affected the employers’ view of community college students, and the expansion of the program raises the competitive brand of BHCC in the community.

“It is a high-investment partnership that succeeds through continuous integration of learning and value for all parties,” Schaff continues. “We would not be where we are without bringing together our diverse employer partners to discuss program enhancements and to leverage best practices.” As a result, BHCC has added peer mentor support from Learn and Earn alumni. Bank of America and State Street have each stepped up to host impressive, all-company winter networking events that have received overwhelmingly positive responses.

As a model of change, the program has succeeded in changing students, employers and the College itself. BHCC has created a new course model and has modified academic program requirements for several majors. The College has also incorporated

Nelson Franjul at State Street Corporation.



Learn and Earn intern Gabriella Valenzuela in the Human Resources Department at Beth Israel Deaconess Medical Center.

the flexibility required to meet ongoing requests from employers, such as innovating off-cycle and mid-semester starts.

From the perspective of BHCC President Pam Y. Eddinger, Learn and Earn is about developing and sustaining long-term relations with major local corporations that represent opportunities that lead to real jobs and broader vistas for students. But the program is more than that.

“It is also an opportunity to enhance the College’s planning and assessment capacity,” she says. After the initial development of the program, Raytheon, one of the founding partners, provided a member of the Raytheon team, Michael Hoeffler, who interviewed faculty, staff, students and corporate partners, and led a Six Sigma process that increased the College’s ability to carry out this large, complex program with a small staff.

“The student piece is exciting,” Eddinger says, “and it is exciting for us to build greater capacity for more students. But equally important is that our College is becoming a learning college, an institution that is self-reflective, and can learn from its successes as well as its mistakes. We are strengthening our institutional culture.” In addition, the Six Sigma process helped the College’s effort to scale up

the program. “We are now at the point of creating a template, the goal of any new program. We are building a model,” the President said.

The redesigned Learn and Earn 2.0 will launch in the fall of 2014. Students will spend more time on the job, and the internship will extend beyond the regular academic semester to five- and seven-month stints, thus increasing the return-on-investment to the College, the corporate partners and the students by optimizing the value of the immersion experience.

The response from Learn and Earn’s corporate partners has been enthusiastic. “I associate passion, creativity and desire to learn with the Bunker Hill Community College students I know,” says Jeff Stolz, who has supervised half a dozen student interns as Raytheon’s CCA Operational Excellence Manager. Each intern has

“Beth Israel Deaconess Medical Center decided to participate in BHCC’s Learn and Earn Program because it not only introduces Bunker Hill Community College students to the many careers that exist in healthcare, it also introduces BIDMC to great local talent.”

- Joanne Pokaski, Director of Workforce Development, Division of Human Resources, BIDMC

completed Six Sigma training and identified a qualifying project to save the company \$100,000, and now they will have more time to see those projects through. “Blending their insights with our experience has launched innovative projects, including use of educational software in training programs and enhanced safety methodologies.”

For Nelson Franjul, LaDonna Hawkins, Jennifer Sheehan and Gabby Valenzuela, the transformation continues. Franjul, in addition to securing a full-time job at State Street, also completed a bachelor’s degree in management with a finance concentration at Curry College in May. After working at both Raytheon and Vertex, Hawkins is confident in her pursuit of a biomedical engineering degree and hopes to enter the bachelor’s program at the University of Massachusetts Lowell in 2015. Gabriella Valenzuela, having discovered new applications for her marketing skills, looks forward to getting a four-year degree. Jennifer Sheehan has found her immersion in the Learn and Earn program a catalyst not only for a career path but for personal growth. “This was a way for me to re-test my skills and my ability to get up in the morning and face the day and face new challenges in the outside world,” she said.

“What we see in this program,” says Schaff, “are learning experiences that are truly transformative. The access and exposure to these corporate opportunities become a game-changer. Students emerge with not only clarified career goals and accomplishments, but renewed purpose, identity and the hope of new possibilities. Even more invested in their education and with the support of professional mentors, they feel empowered to reach for their dreams and fulfill their potential.” ■

Pam Eddinger and Democracy's College

Toward the end of her first year as President of Bunker Hill Community College, Dr. Pam Y. Eddinger sat down with *BHCC Magazine* and talked about how her background as a young immigrant to the U.S. and her subsequent educational experiences have shaped her vision of community colleges in American education.

BHCC Magazine: Can you share some of your family background with us?

President Eddinger: I was born in Hong Kong, the oldest of three children. My parents were born in China, and went to Hong Kong as young adults. In Hong Kong, my father's family ran an import-export business. My mom was a housewife. We were comfortably middle class, and ordinary in every way. My uncle brought us to the States, Miami, to be exact, when I was 11. One of the primary reasons for immigration was to have better educational opportunities for the children.

BHCC Magazine: So your parents came to this country specifically to improve their children's educational prospects?

President Eddinger: Higher education in Hong Kong in the 70s favored those with financial means or the exceptionally gifted. We were neither wealthy enough, nor was I clever enough to reach for college. When my parents left for the States, they knew their children would have opportunities, and they were willing to risk their comfortable middle-class life for it. It is a typical immigrant story, of the sacrifices of one generation for the benefit of the next.

BHCC Magazine: Did your family have relatives in the United States? How did they wind up going to Florida?

President Eddinger: My mother's family were "overseas Chinese." The males of the family left their women and children at home for years at a time to run businesses or work overseas. My grandfather and uncle worked in Havana, Cuba. My uncle, who left home at 15, eventually married my Chinese-Cuban Aunt Gladys in Havana. When Fidel Castro took over Cuba, they fled the country and went

to Puerto Rico, where my cousins were born. The whole family eventually landed in South Florida, and settled within the Cuban community in Hialeah.

One of the goals of immigrant families throughout history has been to keep the family together. Miami became my home when we immigrated and joined my uncle.

BHCC Magazine: What did coming to the United States mean to your parents? How did it alter their lives?

President Eddinger: The opportunity to come to the United States was clearly a double-edged sword. Not knowing the language, they had limited career choices. My father worked in a Chinese restaurant and my mother took in piecework from the garment factory in order to be with the children when they came home from school.

It took a long time for my parents to acquire the language, and my mother never did reach a level of comfort with the spoken word. Their lives were constricted by the language barrier, so they saw hope for the future mainly in the lives of their children. Had there been the vibrant community college system we have now, they would have acquired the language more quickly, they would have gone to college, they would have had professional careers...our lives would have been very different.

BHCC Magazine: What was your life like as a young immigrant?

President Eddinger: Like many of our students at BHCC, I spent a lot of time being an interpreter for my parents. My parents were very proud, and would work multiple jobs and long hours to support the family. They did not understand or want public assistance. I did not work much during high school, except on the weekends at my uncle's Chinese restau-



rant. I was one of the best Chinese take-out girls that restaurant ever had! I knew the menu in Spanish, Chinese and English.

BHCC Magazine: Tell us about your high school years and how you decided to attend a college like Barnard. What influenced that decision?

President Eddinger: I attended an inner-city high school with a diverse student body of African American, Latino and Haitian students. My siblings and I were the only Asians. It was a school with limited resources and struggles with performance. I was really fortunate that one teacher saw potential in me, and pushed me to apply to Columbia. It is the same type of success coaching that we now do at Bunker Hill and many community colleges across the nation. We know now that one teacher, one coach, one advisor, makes the difference in a student's path to success. The better we are, and the earlier we are, at coaching students to college, the fewer unprepared students we will leave behind.

BHCC Magazine: When you arrived in New York, you spent the initial year with a relative in Chinatown?

President Eddinger: Yes, my freshman experience was like no other. My parents were traditional in many ways despite their willingness to enter a brand new country. My brother and sister and I were given a lot of freedom, but one thing that didn't change was their protectiveness

over the girls. I lived in New York's Chinatown with an older aunt and girl cousins in my freshman year, and saw a very different picture of immigration. I lived on Mott Street, which served as the boundary between Chinatown and Little Italy in Manhattan. We had a second floor walk-up in a pre-war building, where the bathtub was in the kitchen. I saw firsthand how immigrant children grow up in the ethnic enclaves of our urban centers, with one foot planted in the traditional culture, and the other in the new world. Since then, I have witnessed the same scenes over and over again within cultures, in Los Angeles, in San Francisco, in Boston...in our urban immigrant centers across the United States.

BHCC Magazine: How did the experience of being in New York and going to Barnard affect your perspective?

President Eddinger: What I saw during those years shaped a lot of my thinking about education in the United States. Yes, there was opportunity, but bridges were missing. Some immigrants never make it

"Community colleges are the best hope for true democracy through education in our country." - President Eddinger

out of Chinatown. The language barrier keeps them confined, and the need to support families keeps them working at low-wage jobs. What was striking for me as I grappled with the immigrant dilemma in Chinatown, is that I recognized the same issues and same patterns within our poor urban communities of native-born citizens. Inadequately educated and locked into a cycle of poverty, they too are alienated from their own country, and immigrants in their own education system.

The immigrant experience began to take on a fuller meaning for me. It is simply not okay to leave so many people behind. I came to believe that the universal solution is education, and in particular,

open access education at the community colleges. Community colleges can be the great leveler that turns the immigrant experience, native or otherwise, into one of hope and achievement, of economic mobility and civic engagement.

At the same time, what I saw during that first year at Barnard was life-changing. I saw accomplished women in the arts and sciences, in public service, in business and industry, and I was expected to follow their path. I found role models for the first time, women who said to me over and over again, "We did it. You can, too. You are strong and resilient. You are this nation personified." I realized how important role modeling is, not only for women but also for immigrants and for minorities. All that was bright and shining in female leadership was at Barnard. I discovered the work of Zora Neale Hurston at Barnard before her revival as a literary star. She was the first black woman to attend Barnard; her alienation, her intellectual power as a writer and field anthropologist, and her eventual rise as a literary star spoke to her struggle and

her resilience. I saw that we are all sisters in our struggle for knowledge and self-fulfillment, regardless of origins and cultures, and that

was very powerful and affirming.

BHCC Magazine: How did you launch your career?

President Eddinger: I majored in English and then did my graduate work in Japanese literature and Chinese philosophy. My goal was university teaching and research. In the midst of all that, I needed to make a living, and got a job with a community college as a Communications Director. My job was to tell the stories of our students. And once you tell those transformational stories, you are hooked for life. The community college movement is powerful for me because it makes sense of my immigrant experiences,

places them into the larger context of our social condition, and offers a solution that resonates with the democratic values of our nation. I have devoted my professional life to this movement, and am so happy to be doing this work at Bunker Hill.

BHCC Magazine: It seems that your immigrant experience has been critical to the development of your thinking.

President Eddinger: The immigrant experience is surprisingly similar. But it's one thing to realize that we have immigrants from outside the country but another thing to realize that we also have immigrants who are native. I read the autobiography of Deval Patrick, our Governor, in which he described his experience in coming from the South Side of Chicago to Milton Academy. It sounded surprisingly like being an immigrant in his own country.

In many higher education systems throughout the world, colleges and universities are elite institutions for the privileged, and the rest of society is left behind. But that's not the way America is built. America is built on immigrants' strength and innovation. We are a country of diversity, and it is not okay to leave 50 percent of our people behind.

BHCC Magazine: How can community colleges counter the trend to educating some and leaving others behind?

President Eddinger: We have to shore up our three-legged stool. It takes three legs for our students to stand and achieve. The first is funding. While 70 percent of our students are eligible for Pell Grants, the average unmet need is \$4,000 a year. Almost all of our students work, which explains why it takes them longer to graduate.

The second leg is support services, everything from teaching college expectations and time management to educational and career planning, success coaching, and establishing a social support network. A very wise colleague once said to me about the need for student support, "Life is tough, you need a map." I think we can use some good guides and life guards as well.

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Celebrating 40 Years

"This academic year, 2013-2014, marks the 60th anniversary of Brown v. Board of Education, and the 50th anniversary of the March on Washington," said BHCC President Pam Y. Eddinger. "Our College came out of those great moments in the movement of Americans toward freedom. We are part of the self-determination, self-knowledge and social justice dialogue of our time."

Faculty, staff and students joined state education officials,

executives of local nonprofit organizations, alumni and board members at a reception on April 9, 2014, to celebrate the 40th anniversary of the state's largest community college—and to honor Eddinger in her inaugural year at BHCC. Faculty members recalled early days in the College's history. Mary Beth Barton, Chair of BHCC's Hospitality Department, remembered when 16 faculty members shared a single wall phone. Robert Ted Carlson, a math

professor from the College's first year, was proud of coaching BHCC's first soccer team, and Chair of Nurse Education Mary Folan recalled the launch of the nursing program in 1975, just two years after the College got under way.

Lauding the College's remarkable growth, from 1,000 students in its first year to more than 14,000 today, Chair of the State Board of Higher Education Charles Desmond said that BHCC is

continuing to grow when many colleges are losing students. He pointed to BHCC's highly successful Learn and Earn internship, saying that BHCC "is taking some of our best students at this institution to some of the best businesses in the Commonwealth of Massachusetts, helping to close the gap between what education is offered here and what skills employers need in the workforce of tomorrow."





State Education Secretary Matthew Malone agreed. “You’re trendsetting the nation,” he said, pointing in particular to the College’s nursing program and Veterans Center. He praised the College for the contributions of its thousands of alumni over the years, as exemplified by 40 distinguished alumni described in a booklet published by the College for the occasion. “This is what community colleges are all about!” he said. “This is what America is about.”

President Eddinger asked the 40 representative alumni to stand

and be recognized. She led a round of applause for the founding faculty and original staff present, thanked Board of Trustees Chair Marita Rivero and Foundation Board President Jeanne-Marie Boylan for their leadership, recognized the many community partners sharing in the anniversary celebration, and then summoned the audience to consider Bunker Hill Community College’s 40 years in a larger historic framework.

Eddinger spoke about how over the past century the community college has evolved to become a complex institution that supports the American Dream. “We meet our students where they are, in their complicated lives, and we welcome them home. Then we

send them back out again, into the world, ready for the next phase of their dream,” said Eddinger.

Noting that this academic year marks important anniversaries in the civil rights movement—as well as the 40th Anniversary of Bunker Hill Community College, she pointed to the community college movement as an aspect of the struggle for social justice in America.

“The complexity of the community college mission and, really, the mission of BHCC, was understood by civil rights leaders before and after Oliver Brown and Dr. Martin Luther King,” she said. “They knew that diversity, access to services, knowledge and employment,

are the keys to social mobility. Our daily work at Bunker Hill is just that. But more importantly, our civil rights leaders knew, and we know now, that education, economic security and leisure are only a prelude to the heart of the matter. These things enable us to reach the heart of the matter but they are not the heart itself.

“The heart of the American dream must be about self-determination, self-knowledge, and a fair and equal share in America’s dialogue as a nation. BHCC’s history of embracing the urban mission, with all of its beauty and sometimes perplexing complexity, aligns so very centrally with the social justice dialogue of our time. As we celebrate our 40th anniversary, we honor that truth.” ■



From left, faculty members Alessandro Massaro, Maria Marcela Rodriguez and Elizabeth Seabury



President Eddinger with Charles Desmond, Chair of the State Board of Education



Marita Rivero, Chair, BHCC Board of Trustees



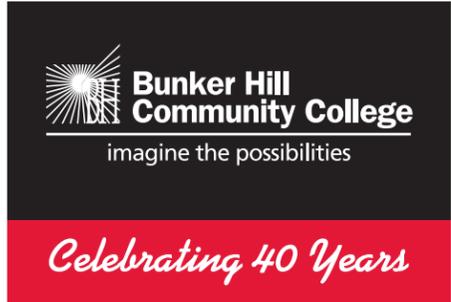
Jeanne-Marie Boylan, President, BHCC Foundation



President Eddinger with Brian A. Kyes, Chief of the Chelsea Police Department, and Jay Ash, Chelsea City Manager



President Eddinger at podium, with Massachusetts Secretary of Education Matthew Malone to her right



The First 40 Years

Bunker Hill Community College was established 40 years ago by Dr. Harold Shively, whose “exciting plans,” as widely reported in newspapers of the time, envisioned an “open-ended and innovative” new college in the shadow of the Bunker Hill Revolutionary War monument. The images here capture just a few moments in the 40-year history of the College. For a complete timeline visit bhcc.mass.edu/magazine.



Dignitaries including College President Harold Shively (second from left), Massachusetts Governor Michael Dukakis (center) breaking ground for the College’s E-Building, constructed to meet the demand of increased enrollment. The E-Building opened in September 1979.



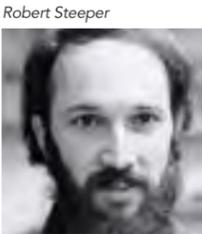
Construction of the Charlestown campus gets underway.



The original campus, 1973, with Buildings A, B, C and D completed.



Natalie Oliveri



Robert Steeper



Barbara Taylor

Of the 29 founding faculty members of BHCC, Natalie Oliveri, Lawrence Scott and Robert Steeper are still teaching at the College. The average years of service of the faculty pictured here is 37.



Richard Klayman



Robert Ted Carlson



Kathleen Cedrone-Vaccaro



Harriet Hutchinson



The E-Building, a four-story complex that increased space on campus by 40 percent, housed the Library, cafeteria, culinary arts lab, bookstore, TV studio, recording studio and more.



The College expanded to include the Chelsea Campus in 1987. Originally housed at Chelsea High School, the campus moved to the Commandant's House at the Soldiers Home (above) in 1989. In January 1998, the campus moved to its new location in Bellingham Square, where it was located in the historic Post Office (right). Today, all of the College's Allied Health Certificate programs are located at the Chelsea Campus.



Robert L. Steeper, Professor and Chair, Science and Engineering Department since 1973, with friend.



An early nursing student practices her craft with a volunteer.



Joyce Kulhawik was among early well known visitors to the campus. She reported the news for WBZ-TV from 1981 until 2008.



Since its inception the College has offered a range of student activities and events to promote a lively campus life. BHCC now offers more than 40 student clubs and organizations. Students serve as club leaders and work with College staff to administer programs.



Despite a lack of indoor facilities for athletics until the opening of the Health & Wellness Center a few years ago, the College produced championship teams.



Laying out *The Third Rail* newspaper with James J. Rogash, Professor, English Department.



College visitors Tipper Gore, Hillary Clinton and Edward Kennedy.

40 Alumni 40 Years

The alumni pictured here represent the thousands of students who have passed through Bunker Hill Community College over the 40 years since the College opened in 1973. Hailing from as near as Charlestown and as far away as Nepal, our accomplished alumni have praised their alma mater for supporting them, inspiring them and changing their lives. Here are a just a few stories of how they found their way. See all 40 alumni at bhcc.mass.edu/magazine.

Stephen Spano '77
Partner, *The Law Offices of Spano & Dawicki*



BHCC “illuminated the world” for Spano, who grew up in East Boston. The patient guidance of faculty and staff helped him first earn his associate degree. Spano continued to achieve, earning his bachelor’s degree at the University of Massachusetts Boston, his MBA at Northeastern University and a J.D. from New England Law. His fondest memory of BHCC was meeting his wife, Francine Dawicki, in 1976. Thirty-eight years later, they are still partners, both at work and at home.

Ernst Guerrier '88
Attorney at Law, *Acculaw*

Originally from Haiti, Guerrier arrived at BHCC uncertain of his future. The supportive culture of the College helped him decide on a career path after a life-changing class in political science. He went on to Suffolk University for his bachelor’s



Reinier Moquete '03
Managing Partner,
Advoqt Technology Group



A scholarship to BHCC was Moquete’s chance to realize his dreams. While the support and caring he enjoyed at BHCC made the night classes and full-time day job worth it, the career guidance, planning and academic flexibility made it all possible. After earning associate degrees in both finance and business at BHCC, he received a bachelor’s degree from Pace University.

degree and J.D., then added a year at Boston University to study tax law. He currently operates his own legal practice and also teaches at both Suffolk University and Boston University. The most memorable aspect of BHCC, says Guerrier, was the camaraderie of the student body. Everyone, he says, wanted to help.

Claudia Carvajal Guillen '99
Coordinator, *Medical Assistant Program, Middlesex Community College*



Guillen never forgot the kind words she heard – thankfully in Spanish – when she arrived at BHCC. “This wonderful woman said, ‘We are going to do this and I am going to help you,’” says Guillen, who is from Venezuela. Her current position is a way to repay the care she received at BHCC. Guillen earned her patient care certificate, then went on to earn her bachelor’s degree in nursing at the University of Massachusetts Boston.

Fabiola Similcar '10
Day Nursing Supervisor,
Golden Living Center



Stepping outside herself at a College planning event, Similcar entered a community conversation – and savored every moment. Even more satisfying was her work as an orientation mentor – not only did she learn about other cultures, she also taught new students about her native Haiti. Similcar received her associate degree in nursing and went on to attain a bachelor’s degree in nursing from Curry College in 2013.

In a house of books

Students in the Sophocles and Shakespeare course take their final exam.

It's early May, a chilly afternoon. Classes are over and final exams are in progress. This one takes place at the professor's home—Luke Salisbury's in Chelsea, not far from the College.

A steep flight of concrete steps leads from the street to a landing between Salisbury's turreted Victorian house and his neighbor's on a noisy street, where buses and cars rush by. Professor Salisbury opens the wide, old-fashioned wooden door and welcomes the students to his home.

"Sophocles and Shakespeare," an Honors course, has made for a demanding semester. The students write several papers in which they cite *Oedipus Rex*, *Hamlet*, *Macbeth*, *King Lear* or other plays as well as scholars in the field and fellow students' comments from class discussions. They read a lot, listen a lot and write a lot for this course. By the time the final comes around, they are more than prepared. But the exam itself is different from most others.

The students, chatting and relaxed, follow their professor to the kitchen, passing on the way a room lined with books in floor-to-ceiling cases. Luke Salisbury is not only a teacher of literature, but a reader, a writer and a collector of books. He estimates 7,000 books in the house.

In the kitchen, the students arrange on the long central island an array of home-made cookies, tuna salad, Dunkin' Donuts munchkins, a big baked pasta dish still warm and a plate of cannoli that evoke yelps of approval. Luke pours coffee from a tall glass pitcher, as the conversation takes off.

What do *Hamlet* and *Macbeth* have in

common? Which do you prefer, and why? Salisbury's question elicits a round of disapproval of *Hamlet*, who is regarded by some of the students as excessively emotional. Salisbury talks about what Shakespeare was like as a person. He tells the students the Bard was not well educated, came from a family once rising in small-town society, and had a father who was a glove-maker down on his luck. "See Greenblatt's *Will in the World*, for background," he says, referring to one of the foremost current Shakespeare scholars. "Also see the movie *Shakespeare in Love*, for a sense of the times."

He tells the students that in London, the lightly educated young playwright was regarded as an "upstart crow" for his presumptuousness. Who did he think he was? And why did he write? "For money, of course," says Salisbury, quoting writer Samuel Johnson's famous quip, "No man but a blockhead ever wrote for any other reason." Then he asks a student, "You're working on a novel, Greg, why do you write?" The student replies, "Because the world inside of our minds is so much bigger than the world we live in."

The class of 11 or 12 students reflects the diversity of the College itself—about half women, some white, some African American, one student from Korea, and one nontraditional student aged 35 whose wife is expecting a baby. In answer to a question whether Shakespeare was famous in his own time, Salisbury discusses the development of "bardolatry" in the 19th century, as he leads the students through the butler's pantry to the dining room.

Around the long oak table, with a dozen stacks of books piled four high, the final exam commences. There are no papers in

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"Why do people write?"

"Because the world inside of our minds is so much bigger than the world we live in."

Danny Glover, B.D. Wong, Marlee Matlin and other visitors shared their ideas and insights with us this year. They broadened our worldview, made us laugh, moved us, and enlarged the College's dialogue about race, social justice, sexual identity, disability and professional success.



COMPELLING CONVERSATIONS

Danny Glover and Felix Justice
Actors, Activists

In "An Evening with Martin and Langston" Glover and Justice acknowledged the enduring power of the poetry of Langston Hughes, a leading figure of the 1920s Harlem Renaissance, and commemorated the 50th anniversary of King's "I Have a Dream" speech, which King delivered at the 1963 March on Washington. Both Glover and Justice spoke about the need for young people to go beyond social media to social action.

ONE BOOK PROGRAM

William Kamkwamba
Environmental Engineer, Author
The 2007 TED Global Fellow and 2014 Dartmouth College graduate spoke about his book *The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope* (2010). A native of Wimbe, Malawi, Africa,



The Reverend Liz Walker chats with students during a visit to BHCC Art Gallery's Black History Month exhibit.

Kamkwamba overcame poverty, famine and barriers to education to find his calling as a student of engineering. Consulting diagrams in a book he checked out of the local library, Kamkwamba, then 14 years old, built a windmill using parts he foraged from a scrapyard. His windmill brought electricity to his village for the first time. While at the College, he also visited an environmental science class and attended a luncheon with BHCC students.

VETERANS DAY

Shoshana Johnson
Veterans Advocate



The first black female prisoner of war in U.S. military history, Johnson visited the College as part of the recognition of Veterans Day. The U.S. Army veteran, who was captured and held as a POW at the outset of the war in Iraq, toured the BHCC Veterans Center, spoke with veterans and students, enjoyed a lunch created by Culinary Arts students, and spoke about

her experiences in captivity and during her recovery. She urged fellow veterans to seek support for post-traumatic shock and other issues.

WOMEN'S HISTORY MONTH

The Reverend Irene Monroe
LGBTQ Advocate, Journalist

The Ford Foundation Fellow and syndicated queer religion columnist spoke about her origins. Abandoned at six months of age, she was "a street kid on her way to becoming a drug dealer when a teacher took an interest in me, just as at BHCC, people take an interest in you." Monroe discussed the contribution of transgender people, how the second wave of the women's movement made connections to black women and lesbians and the role of First Lady Michelle Obama. "Michelle is in a difficult position," said Monroe. "She is a graduate of Harvard and Princeton, but she is also 'mommy in chief.'"

BLACK HISTORY MONTH

Liz Walker
Minister, International Humanitarian

In her talk, "Taking Risks to Serve the World," the former WBZ-TV anchor described her 2001 trip to South Sudan to investigate allegations of slavery and human trafficking. She urged the audience to work to move the world forward. "No matter who you are or what you do, you can make a difference," Walker said. "You don't have to do it all, but you have to do something."

BLACK HISTORY MONTH

Kathryn Woods
Performer



The Boston-based actress marched into the performance space at Bunker Hill Community College's Chelsea Campus heartily shaking audience members' hands while singing "Amazing Grace." Through dress, song and stories, Woods embodied the spirit of Sojourner Truth, a slave turned abolitionist, as part of the College's Black History month celebration. The festivities, also highlighted Judge Thurgood Marshall's Supreme Court argument "Separate But Not Equal," Dr. Martin Luther King, Jr.'s "I Have a Dream" speech, and the remarkable accomplishments of the 19th century inventor, draftsman, poet and Chelsea native, Lewis Latimer.



COMPELLING CONVERSATIONS

B.D. Wong
Actor, LGBTQ Advocate

Renowned for his award-winning performance in *M. Butterfly* on Broadway as well as his TV roles in *Law & Order* and *Oz*, actor B.D. Wong shared his story of coming out as a gay man upon the

publication of his memoir about his 13-year-old son. He also described the Asian stereotypes that hampered his youthful efforts to become an actor. Buoyed by support from early mentor Zora Chaness, he went on to become the only actor to date to win the Tony Award, the Drama Desk Award, the Outer Critics Circle Award, the Clarence Derwent Award and the Theatre World Award for the same role.

COMPELLING CONVERSATIONS

Marlee Matlin
Advocate for the Deaf

Using American Sign Language and an interpreter, Matlin addressed the College last winter as part of its Compelling Conversations series. The Academy Award-winning actress described the frightening loss of her hearing at 18 months, her parents' decision to raise her at home, her determination to become an actor, her battles with addiction as a successful young star and the challenges of being an advocate for the deaf community. She also taught the audience how to sign the phrase "Courage plus dreams equals success."

For more detail on these visitors go to bhcc.mass.edu/magazine.



"Courage plus dreams equals success." —Marlee Matlin, Actor, Advocate

Oh, what a night!



Bunker Hill Community College Foundation raises funds for BHCC scholars

Zena Aird, Vice President of BHCC Foundation Board Carlton V. Aird of The TJX Companies, Diane Hildreth, Nancy Bender of Nancy Z. Bender Insurance Agency, Inc., and Pat Riordan. Aird has just secured the winning bid for the Boston Bruins tickets.



BHCC President Pam Y. Eddinger, Hampshire House owner and BHCC Foundation Board member Tom Kershaw, and Billy Costa of NESN and KISS 108, the evening's auctioneer.



Liz Gangemi, Laura Grandgenett, Shawn Waldie and Carolan Moran of CampusWorks.



Ray Monkiewicz, Chair of Kayem Foods and Foundation Board member with President Eddinger and Ralph Smith, President of Kayem Foods.



BHCC Foundation Board President Jeanne-Marie Boylan.

A rainy spring evening failed to dampen the enthusiasm of dozens of Bunker Hill Community College supporters who gathered for the BHCC Foundation's annual gala, which raised a total of \$188,590 for new scholarships for BHCC students. The event took place at the Back Bay's Hampshire House, thanks to the generosity of owner Tom Kershaw, a member of the Foundation's board. Kayem Foods and Stop & Shop New England were top corporate sponsors.

In honor of the 40th Anniversary of the College, the BHCC Foundation established the Ruby Anniversary Scholarship program to assist the College with one of its top priorities, student completion. "Most people do not realize that even the maximum amount of federal financial aid available does not cover the full cost of attending college," said Jeanne-Marie Boylan, President of the BHCC Foundation. By providing funds to cover unmet financial need, the new scholarship program will

enable 40 promising BHCC students to take more courses and graduate sooner.

Hosted by NESN and KISS 108's Billy Costa, the gala's auction included good-natured jockeying for items such as "Game Plan"—47th-yard-line seats at a New England Patriots game. The opportunity to appear on "Countdown with Costa," the weekly top 30 countdown program, was so popular that Costa increased his donation from one to three on-air segments. And "Choose Your Own Adventure" included

gift cards from Jet Blue Airlines and Omni Hotels and Resorts that left the destination up to the winner's imagination. There was even a "Fighter Pilot Aviation Adventure" that would put the winner in a light-attack fighter for air-to-air combat over Marshfield, Massachusetts.

Bidding on the live auction offerings was fueled by a full complement of gourmet delicacies that were prepared and served by BHCC culinary arts and hospitality students. ■



Former BHCC Director of Development Anne Hyde, third from right, with friends and President Eddinger, celebrating their auction wins. They are holding their BHCC bulldog mascot souvenirs.

At the Convocation that launches every academic year at Bunker Hill Community College, members of the faculty and staff share news of their recent publications and presentations with the College community. The extensive list reflects the broad range of interests and concerns that speak to the rich intellectual life of the College. Here is a sampling from the most recent list, with a few subsequent additions. The full list is available online at bhcc.mass.edu/magazine.



Shooting the Stars

Sports Illustrated publishes photos of Red Sox's big win James J. Rogash, Professor, English Department, shoots sports greats regularly as a photojournalist. Four images he shot of the Boston Red Sox have been included in the 2013 Commemorative World Series edition of *Sports Illustrated*. The *National Post*, a Canadian English language national newspaper, selected one of his photos for inclusion in "2013 in Sport: Best Photos of the Year." A member of the faculty since 1987, Rogash got his start as adviser to the College's student newspaper. After taking a three-day adult education course in photography at the BCAE, he launched a second career in photojournalism. Rogash went on to earn a master's degree in photojournalism from Syracuse University.

Mountain Mamas

When the midwife arrived on horseback

Lynn Byall Benson, Ph.D., Adjunct Faculty, Learning Communities and English Department, presented "Midwife to the Mountains: Mary Breckinridge and the Frontier Nursing Service in Appalachian Kentucky" at the American Culture Association Conference in Washington, D.C., last spring. Benson explored the remarkable life of Mary Breckinridge, who hailed from a distinguished Kentucky family with a tradition of public service. A nurse who endured the loss of two children, Breckinridge founded the Frontier Nursing Service in 1925 to reduce infant mortality and improve women's health, and went on to volunteer for the Comité Américain pour les Régions Dévastées de la France during World War I.



An Unchained Life

Ray Charles: genius and addict

What is the relationship between musical genius and the pathology of drug dependence and alcoholism? Lloyd Sheldon Johnson, Ed.D., Professor of Behavioral Science, was one of three panelists who explored the question in "Ray Charles: The Music, the Genius, the Pathology." Charles fathered many children and yet managed to stay on top of his demanding career and face his public despite his addictions. Johnson discussed the use of spirituality and alternative modes of healing for achieving wholeness and recovery. The clinic was

part of the Ray Charles Symposium held at Berklee College of Music in Boston.



Health and Leisure

Aspects of life in the Canadian countryside

A specialist in Canadian history, Kenneth S. Paulsen, Ph.D., Adjunct Faculty, History and Social Sciences Department, co-wrote the chapter "Leisure, Rural Community Identity and Women's Health: Historical and Contemporary Connections" in *Rural Women's Health*, published by the University of Toronto Press. In tandem with Deborah Stiles and Steven Dukeshire, faculty in the business and social sciences department at Dalhousie University in Halifax, Nova Scotia, Paulsen studied a rural community in the province. The co-authors researched the health issues women face in agrarian areas, as well as the meaning of women's leisure in a rural community. The historical background provided an important context for issues facing members of these remote communities, which lack convenient medical facilities as well as places nearby for recreation.



Onward and Upward

Exploring the beliefs that determine perseverance

Why do female "English language learners" (ELL) persist in pursuing allied health certificate and associate degree programs at community colleges? Jayne MacPherson, Ph.D., Professor and Chair, Surgical Technology Certificate Program, explored this central query, among others, in her dissertation *Pathways to Careers in Allied Health: Women, ELL and Community Colleges*, which she presented at the Association of Surgical Technologists Annual Conference in New Orleans last spring. MacPherson concluded that the women persist because of a deeply held conviction that education will lead to a better life. Higher salaries factor into the equation, too, as do the desire to help others and the simple aspiration for a better job.



When They're 64?

Elder expert looks at rock 'n' rollers

Not many academics get to meet rock icons Ringo Starr, Keith Richards and the Grateful Dead's Phil Lesh. But it's all in a day's work for Pamela Braverman-Schmidt, Professor, Early Childhood Education and Human Services Department. She spoke as part of the panel "Elder Rock 'n' Roll Musicians Reflect on Aging" at the 2014 Aging in America conference in San Diego, California. Richard Eisenberg blogged about Braverman-Schmidt's contributions in his *Forbes* magazine's "Personal Finance" post "Older Rock Stars Reflect on Aging" in March. Eisenberg cited Braverman-Schmidt's assertion that the icons are helping us "look at aging in a positive way." He pointed out some of the rock stars that she calls "resilient exemplars," such as Keith Richards, 70, who said, "I'm still an apprentice. There's always stuff to learn. I wouldn't be surprised if we were doing this in 10 years and Mick [age 70] will still be able to do amazing pirouettes."



Do It Yourself

Students roll up their sleeves

The best way to learn about green business, it appears, is to try running one. Anthony D. Fontes, Associate Professor and Chair, Business Administration Department, presented "Experiential Learning through Student-Run Enterprises" at Committed to Entrepreneurship, a conference of the National Association for Community College Entrepreneurship, in Chicago. He described a BHCC student project to develop an on-campus, student-run business called The Firm. Students built a mobile kiosk to sell BHCC-related apparel and soft goods under a brand they created called Firm Ware. Big sellers included shirts and other items with sassy slogans such as "I want to be the boss," "Behold you stand in the presence of future greatness" and "Work it, own it," along with several that promoted a greener world.



Places in the Heart

Our communities and ourselves

What can we learn from the places we visit? Aurora B. Bautista, Ph.D., Professor, Behavioral Science Department, explored this question as part of a panel about infusing local history and culture into a curriculum to support the success of diverse student populations. She presented "Forging Identities through Place-based Curriculum: Utilizing Metro Boston Resources, Festivals and Communities" at the Eastern Division Conference of the Community College Humanities Association in Cambridge, Massachusetts. Bautista spoke about activities that are designed to provide students in her classes with a way to connect to the local community and its resources, offering them a place-based, experiential learning opportunity. Her students gathered data in Boston's North End, at the Dudley Street Neighborhood Initiative in Roxbury and at the Peabody Museum of Ethnology and Archeology at Harvard.

(continued)

President, continued from page 17

The third leg is academic achievement. But without the first two legs, the third won't stand on its own. Community colleges are not simply knowledge factories; we re-weave the frayed social fabric around our students so they fulfill their potential.

I have listened to great leaders in our Commonwealth talk about their parents' immigrant roots: Senator Markey and his parents in Malden; Mayor Walsh and his parents' beginnings and their hope in their son; Speaker DeLeo's fond memories of his father in the restaurant business. Their stories resonate with me because I see in them the strengths and challenges that I see in our students.

BHCC Magazine: Are you able to keep up with your work in Japanese literature?

President Eddinger: Sporadically. It has become a guilty pleasure to hide in the library and read 10th Century Japanese novels and diaries when reports or presentations are due. Once in a while I try to give a lecture on Japanese literature or films. It is one way for me to stay connected to the classroom.

BHCC Magazine: Looking back to your parents' decision to come to this country when you were a child, what has been the long-term effect for you and your siblings?

President Eddinger: My parents' work life was about manual labor and supporting the next generation. The children all went to college and fulfilled some version of the American dream—we are all professionals and active in our communities. My brother is an electrical engineer who works with NASA and

aerospace projects; and my sister is an art director.

While one may say that we are the quintessential immigrant story, I simply say that we were lucky, and had much help along the way. Immigration is not monolithic. Many new immigrants in the last few decades are poorer, many are refugees, with less family and social support. They will need more intense support.

Community colleges are the best hope for true democracy through education in our country. We welcome, we engage, we educate, we empower, we elevate...who else can do what we do, in the scale we do it? Who else if not community colleges? If we were not here, someone would have to invent us.

It is true that we are at the center of the storm. But we are also at the center of hope. If society is going to change, it must start here. ■

House of Books, continued from page 29

sight, no last-minute glances at notes. The students have brought only their thoughts, what they've learned from the course, how it relates to their own lives, and their well-worked-out answer to the exam question: Who is your favorite character from Shakespeare and why? They draw on the readings from the semester, the papers they have toiled over, the conversations they've had in class, their own thoughts and feelings.

The first student chooses the character Kent from *King Lear*, for his "undying loyalty"—his willingness to face whatever comes his way to keep faith with his sovereign. "I'm that kind of person," he says after describing Kent's character. He is not the first student in class to speak about finding himself in the plays. Luke picks up a stack of four books from the table and hands it over. *Gulliver's Travels*, *Perfume* and two others.

Another student goes for *King Lear's* faithful daughter Cordelia at first, "for her level of forgiveness," but expresses impatience with the world of Shakespeare's tragedies, where everyone "is so full of battle," and opts instead for Rosalind in the comedy, *As You Like It*. The defense she offers earns her a handsome edition of *Hamlet* and a book by Gail Sheehy.

The next student chooses Rosalind as well, saying she herself had just emerged from a bad relationship. She admires Rosalind for her strength and intelligence, and goes on to describe Rosalind's behavior at a key juncture. Luke passes the student a stack of books that includes *The Picture of Dorian Gray*.

One student elaborates on Cordelia's feminism, another on Edgar as "the real hero" of *King Lear*, and a third on Jaques, one of the two fools in *As You Like It*. Everyone else in the play gets married and returns to civilization, the student says, but Jaques remains in the forest and continues his quest.

Another student sees in the character of *Macbeth* not a man led astray by an ambitious wife but an individual who was demonic from the start and found his true self in evil deeds.

The student from Korea tells the class, "Young people in my country have to go to school twelve, eighteen hours a day." With little time for friends, they play computer games. "They log out of the real world into a place where they're totally free," and in that place a lot of killing goes on. "It's criminal," he says. He chooses *Macbeth* as a man who becomes a murderer.

Along the way, other students make comments and Luke tosses out questions:

How do the fools in *As You Like It* relate to the fool in *Lear*? He gives them *Cold Mountain*, *The Plague*, a miniature *Hamlet* ("I carry it in my car in case I get stuck in traffic"), an Orwell collection ("the greatest essays in English"), *Drown* by Junot Diaz, *Robinson Crusoe*, *Bleak House* and more.

"Do we have to email you with proof we read the books?" asks one student, to general laughter.

As the exam ends and the class breaks up into small groups, Luke asks if the students go to readings, saying he was about to hear Michael Pollan and would be doing a reading of his own book, *Sex Drive*, in a few weeks. One student mentioned a book festival coming up in Copley Square, and another said there was a place in Newton that offered readings every week. Luke asked the students if they would go to a Shakespeare play now. Someone mentioned that *Twelfth Night* would be in Boston during the summer; another that the Apollinaire Theatre Company in Chelsea was doing three this summer in the park.

Students drifted out of the dining room, where a few remaining books lay scattered on the long table. "You were a great class," Luke called after them, then added, "I will miss you." ■



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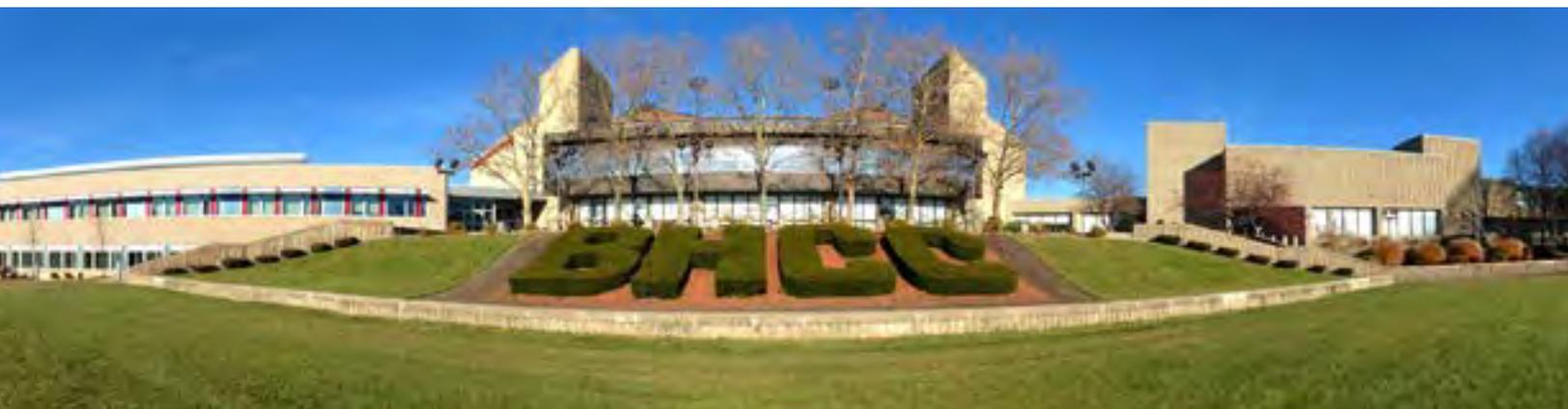


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