Vital Signs

Nursing faculty revive pulse of BHCC’s Nurse Education Program

ALSO IN THIS ISSUE
President Eddinger interviews Peggy Fogelman of the Isabella Stewart Gardner Museum
Discover BHCC

BHCC offers 100+ associate degree and certificate programs in Boston's fastest growing industries – from health and biological sciences and engineering to paralegal studies and communication. Below, a BHCC-branded taxi crosses Boston's Copley Square as part of the College's NCMPR award-winning Discover campaign. Learn more about the awards and the College's participation in the District 1 Conference on Page 6.
Dear Bunker Hill Community College Friends and Partners,

In light of the coronavirus (COVID-19) pandemic, the spring 2020 semester looks very different at Bunker Hill Community College than we had planned. This outbreak challenges us as an institution of learning and throws the inequities already existing in the community college system into high relief. We are fighting hard for academic continuity as our students’ lives are upended. Basic needs of food and shelter, looming large, and remote instruction exacerbate the lack of WiFi access and computers in students’ homes.

As serious as our current situation is, I am in awe of the resilience we’ve seen in our students – matched only by the commitment of our faculty and staff – to equity and student success. I have witnessed staff working tirelessly to prepare faculty and students with equipment and instructions for mobile learning and providing them with support.

I have seen kindness from strangers and friends, from the BHCC Foundation’s donation of 400 Chromebooks for home learning to the creation of emergency funds and continued resources from the DISH Food Pantry. Kindness has also come in notes of gratitude and encouragement from faculty and staff reaching out to students, and in the joining together that springs from remote meetings, greetings, and remote work. I am grateful for this sense of community that no virus can take away.

Prioritizing the health and wellness of our community during this crisis has also led us to reconsider important questions for the future. We now look at building infrastructure projects with fresh eyes, and initiatives such as the expansion of remote learning and technology take on new dimensions and spark new avenues of inquiry.

As we weather this crisis, we look to the unchanging Mission and Values of our College. We will continue to center our work on inclusive and affordable education, and enrich workforce continuity as our students’ lives are upended. Basic needs of food and shelter, looming large, and remote instruction exacerbate the lack of WiFi access and computers in students’ homes.

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With optimism and gratitude,

Pam Y. Eddinger, Ph.D.
President
Partnerships with Amazon and Facebook Empower Small Business Owners to Succeed in a Digital Economy

Through new partnerships with Amazon Small Business Academy and Facebook Community Boost, BHCC’s Division of Workforce and Economic Development is offering a series of new courses geared towards small business owners to help them grow their businesses online and launch digital marketing campaigns.

Amazon Small Business Academy at BHCC

One of six community college partners across the United States, BHCC’s new partnership with Amazon Small Business Academy is helping entrepreneurs, startups and business owners harness the power of the internet to reach more customers, build their brands and grow sales. Created in partnership with the National Association of Community College Entrepreneurship, these digital business courses are set to begin in June and will cover the fundamentals of digital marketing, merchandising, inventory management and more.

The new initiative offered through BHCC’s Division of Workforce and Economic Development strengthens Amazon’s commitment to small businesses which make up 99.9 percent of all U.S. businesses and employ almost 60 million people nationally.

BHCC Launches Facebook Marketing Course

Through a partnership with Facebook Community Boost, a new social media marketing course was offered this fall to help meet the growing demand for digital marketing skills in today’s economy. Created by Facebook and supported by the College’s Academic Innovation and Distance Education Innovation Lab, students learn how to create a digital advertising campaign in just seven weeks.

Designed with input from digital marketing professionals from a variety of industries, the hybrid (online and in-person) course employed a project-based learning model that guided students through each step of planning, creating and building a marketing plan for a company of their choice. Students went through all of the steps to launch a social media campaign for their company or an employer-partner company – including receiving a $50 Facebook advertising credit to launch a real ad at the end of the course.

Since 2014, the number of digital marketing jobs has increased by 17 percent every year; that is twice the amount of digital marketing jobs available today than five years ago. With many jobs demanding these skills, the Social Media Marketing course provided students with strategies for finding digital marketing jobs from social media coordinators to email marketers, updating resumes and using LinkedIn.

Chef’s Journey: Elle Simone Scott on Saying ‘Yes’

Culinary Maverick Elle Simone Scott on Saying ‘Yes’

Chef shares journey and legacy recipes with Culinary Arts students

A passion for mentorship runs in the family. Chef Scott was introduced to the culinary field and do what she loved. She credited her success with the determination to say “yes” to all opportunities that came her way. “I got where I am today by basically saying ‘yes’ to every job, legal and within reason, in the culinary industry. I also got here by experiencing hardship,” said Scott.

Before the presentation, Scott prepared a kale dish with the College’s Culinary Arts students, demonstrating various techniques of food preparation while recounting her inspiring story of overcoming hardship to become the accomplished professional she is today.

Amazon Small Business Academy

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 одними из шести партнеров американских колледжей, BHCC заключила новое партнерство с Amazon Small Business Academy, помогающим предпринимателям, стартапам и бизнес-объектам управлять своими брендами и развиваться. Созданное в партнерстве с National Association of Community College Entrepreneurship, эти цифровые образовательные курсы должны начаться в июне и будут включать основы цифрового маркетинга, мерчандайзинга, управление запасами и многое другое.

Зачеты с применением на практике, включая получение $50 Facebook рекламного кредита для запуска реальной рекламы в конце курса. С 2014 года количество цифровых маркетинговых вакансий увеличилось на 17% ежегодно; это вдвое больше, чем вакансий в 5-летний период. С сегодняшними требованиями к этим навыкам, курс по маркетингу в социальных сетях обеспечил студентам стратегии по поиску вакансий от социальных медиа координаторов до менеджеров электронной почты, обновлению резюме и использованию LinkedIn.

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BHCC Wins Big at Regional Marketing and PR Conference

Association awards BHCC nine medallions for marketing communications. BHCC’s Integrated Marketing and Communications (IMC) division brought home nine awards from the National Council for Marketing and Public Relations (NCMPR) 2019 District 1 Conference held in Providence, Rhode Island, in November.

NCMPR is a professional development association for communication professionals working at two-year community and technical colleges.

“Our team aims to advance the College’s goals and values through major strategic communications and marketing initiatives, and for our work to be recognized by other practitioners in our industry is truly an honor,” said Karen Norton, executive director, IMC. “It provides validation that we’re succeeding in our mission.”

BHCC Integrated Marketing and Communications Goals
- Build awareness and enhance the BHCC brand.
- Increase enrollment for new students.
- Support efforts to increase retention and persistence for current students.
- Support and promote institutional initiatives and events.

Among the nine accolades BHCC received at the awards ceremony were three Gold Medallions, which convey the highest honor, in the following categories:
- **Specialty Publication**, for the Material Consequences exhibition catalog.
- **Special Event or Fundraising**, for collateral created for the College’s second annual Center for Equity and Cultural Wealth Institute “Power and Place: Valuing Cultural Wealth to Advance Equity in Higher Education,” and

BHCC was also awarded four Silver Medallions in the categories of:
- **Logo Design**, for the branding of the BHCC Athletics Bulldogs Mascot, created in conjunction with the College’s Athletics Department by Phoenix Design Works;
- **Microsite**, for the College’s online Curriculum Maps, which outline clear pathways within individual programs of study;
- **Specialty Publication**, for the Pao Arts Center Shango Unchained exhibition catalog; and
- **Flyer**, for an admissions-focused infographic highlighting the College’s Fast Facts.

In addition, IMC garnered two Bronze Medallions in the Print Advertisement Series and Folder categories for the College’s Discover BHCC marketing campaign and visually engaging admissions collateral, respectively.

NCMPR conferences provide professional development opportunities to share best practices and stay current with the trends in the marketing and public relations industry within the community college and higher education sector.

To view the College’s communication awards, visit bhcc.edu/imc/awards

Transforming to Advance Equity

BHCC recently completed its self-study in preparation for the College’s 10-year comprehensive evaluation by the New England Commission of Higher Education (NECHE), the regional organization that sets the standards for educational institutions. An evaluation team will visit the College for a series of meetings with faculty, staff, students and community members before making a recommendation to the Commission on the status of accreditation.

The self-study engaged students, faculty, staff and administrators from across the College in an in-depth reflection of BHCC’s work to build an institution that empowers and inspires members of the College community and affirms BHCC’s commitment to educational equity.

To read BHCC’s 2020 NECHE Self-Study and learn more about the College’s accreditations, visit bhcc.edu/academics/accreditation
DISH Food Pantry Opens
Donors recognized at formal opening of pantry

At a ribbon-cutting ceremony marking the opening of the DISH (Delivering Information, Sustenance and Health) pantry, BHCC President Pam Eddinger thanked donors and key people who were instrumental in the College’s work supporting food-insecure students. There, she described how the College’s early work on food insecurity led to programs now in place at BHCC to feed students, which, in turn, led to advocating for the need to address the widespread issue of hunger among college students. Outreach by Eddinger and others led to a national study by the Government Accountability Office, and, as a result, to three bills before Congress and one bill before the Massachusetts State Legislature.

Since opening its doors, the DISH Food Pantry has enrolled over 1,182 students, fulfilled more than 2,884 orders and distributed over 21,163 pounds of non-perishable and perishable food and hygiene products.

To learn more about the DISH Food Pantry, visit bhcc.edu/dishfoodpantry

**21,163**
**POUNDS DISTRIBUTED**

- **11,678 POUNDS** Non-Perishable Food Products
- **6,817 POUNDS** Fresh/Frozen Products
- **48 POUNDS** Gluten-Free Products
- **923 POUNDS** Hygiene Products
- **231 POUNDS** Baby Food/Products
- **954 POUNDS** Frozen Meals and Holiday Dinner Products

* as of March 31, 2020

**Educate. Serve. Advocate.**
BHCC participates in Hunger & Homelessness Awareness Week

To raise awareness of hunger and homelessness, BHCC’s Office of Community Engagement, Single Stop and DISH Food Pantry hosted a series of events for the BHCC community on and off campus as part of the National Hunger & Homelessness Awareness Week including a donation drive for the DISH Food Pantry, pantry recipe workshops and winter coat drive.

Over the course of the week, the College community participated in volunteer opportunities with Food for Free and the Greater Boston Food Bank, hosted civic engagement fairs on campus to raise awareness of campus and community resources and held a professional development workshop for faculty on advising students to be public problem solvers and community advocates. The week closed with a screening of the eye-opening documentary on homelessness “Us and Them.”
This interview was conducted prior to the Museum’s current, temporary closure in response to COVID-19.

Pam Eddinger (PE):
All of your paid internships have been with BHCC—thank you! This is a very unusual commitment. Could you share your thoughts on this?

Peggy Fogelman (PF):
For the Gardner to thrive in the 21st century, it’s critical for us to build meaningful relationships with young people in Boston, and we want students to see the Gardner as a valuable resource throughout their lives. BHCC’s commitment to local students—with 35 percent residing in the city of Boston and 84 percent within 10 miles of campus—makes this a natural partnership, and it’s been a rewarding way to build on our commitment of engaging young, local audiences with the arts.
The Gardner Ambassador program with BHCC started in January of this year and is a paid internship program embedding students across the museum and our gallery spaces. Students spend one day a week with a staff mentor, four hours of it in the galleries with a visitor experience mentor, and a few hours each week in a seminar led by our academic programs manager, where they learn about various aspects of the Gardner, the museum field, and career pathways. The goal of the program is not only to build affinity for the arts among students, but also develop career-ready skills and comfort with museum environments. There’s also an emphasis on personal goal setting and measuring your own success, which we know are deeply held values in BHCC’s approach to education.

There’s no requirement for a particular major or background to be an Ambassador. Students may not realize how many careers and professional paths are encompassed in a museum like ours—everything from studio arts and performance to horticulture and facilities management to marketing and HR. It’s our hope that through this experience, the students may begin to consider careers in museums like the Gardner.

The Gardner has recently gone through strategic planning that included identifying key elements of your mission. One of them is community engagement. Could you talk more about that value and how it aligns with the Gardner’s work?

PE: Community is our purpose and was very much a part of Isabella’s legacy during her lifetime. Most people know about Isabella’s eccentricity and artistic patronage, but fewer know how progressive and active she was in civic causes within Boston to make this a better place to live and work. In developing the strategic plan, it was to be a renewal of Isabella’s promise that the museum be a place for “the education and enjoyment of the public forever.” So quite literally, this museum exists explicitly for the enjoyment and enrichment of the people that call Boston home. That of course includes BHCC faculty, staff and students.

PE: We also want to evolve what an art museum can be within a community. Many people know us for our incredible historical collection, but to grow and engage those who want to reach us need to think of our collection as our catalyst—an entry point for exploring current social issues, and test new models of collaboration.

PE: We do that through a range of initiatives, including our Neighborhood Salon Luminaries program, which works closely with local artists and creatives to collaborate in developing museum programs and also serves as a platform for artistic network building and sharing their own work and creative output. Luminaries and community collaborators work closely with us in developing our expanded Thursday programming, and offerings like free days held multiple times throughout the year.

PE: The Gardner is no different. For all to feel welcome, all need to see themselves here and see programming and experiences they relate to. This goes back to the role community plays in being a partner to the museum and informing our exhibitions and programs. We’re also committed to ensuring broader representation of women, people of color, and non-Western artists in historical and contemporary exhibitions and performance programs.

PE: This February we opened Boston’s Apollo: Thomas McKeller and John Singer Sargent. The exhibition, along with concurrent contemporary installations from Adam Pendleton and Lorraine O’Grady, all center on themes of race and representation, exploring Black and Brown lived experiences to expand the story of American art.

PE: In developing Boston’s Apollo, we agreed we would need multiple voices to tell this story in an authentic and respectful way. These diverse voices included academic contributors, a network of community collaborators, and members of McKeller’s family. This inclusive interpretation strategy is a new step for our museum and one that will continue to inform how we think about engaging with communities previously underserved by the museum.

PE: And finally, we want to be top-of-mind for young people looking for arts and culture experiences in Boston. This means finding ways to make our collection relevant to them, and creating new programming with an emphasis on contemporary artwork, social issues, music and performance.

PE: We’re open late every Thursday night, so visitors can grab a drink and enjoy music in the courtyard. And we’re continuing to build our popular Third Thursday nights, which are themed evening events featuring a range of interactive activities and performances, food, drink and music.

PE: The Gardner has also expressed this strategic plan emphasis on connecting the past with the present at the museum. How are you doing that?

PE: As a museum with a historic collection, we have an imperative to demonstrate the continuing relevance of artworks of the past. These historic objects and works bear witness to timeless commonalities—universal human stories of love, life, spirituality, and death—and timely, complex issues in our own society. We’re always creating new opportunities to infuse our collection with contemporary relevance.

PE: In addition to Boston’s Apollo, the recent Botticelli: Heroes + Heroes exhibition addressed issues of violence against women. Botticelli, like a modern graphic novelist, envisioned episodic stories with multiple scenes featuring the same protagonist. In that spirit, we commissioned a cartoonist to respond to Botticelli’s seminal works for the exhibition. Just as Botticelli offered a modern vision of ancient stories, the artist created up-to-date interpretations of the painter’s Renaissance masterworks.

PE: His pen and ink drawings provided frank commentary on these complex tales for the #MeToo moment.

PE: And next winter, our upcoming Titian: Women, Myth & Power exhibition will challenge visitors to question gender and power dynamics both past and present. It’s our job to keep this art alive, and it’s only alive if people connect with it.

PE: Compelled by a mutual desire to provide equity and access in the arts and encourage students to be active participants in contemporary society, a rich partnership developed between BHCC and one of Boston’s cherished cultural institutions, the Isabella Stewart Gardner Museum. Since 2016, this partnership has allowed faculty from various disciplines to use the Gardner as their extended classroom—providing opportunities for professional development and support for building curriculum.

PE: Through the collaboration, BHCC faculty, staff, and student leaders learned the Visual Thinking Strategies (VTS) method, a rigorous discussion approach that helps students develop critical thinking and study skills through the integration of reflective practice in diagrams and workplaces. By allowing students to learn how to closely observe art, they develop the ability to apply that skill to other areas of study.

PE: The Gardner has been teaching VTS to educators within Boston Public Schools for more than a quarter century through its “Thinking Through Art” curriculum. BHCC faculty report that students who have learned VTS are more active participants in classroom discussions and demonstrate greater synergy and respect when working within a team.
Moving full speed ahead, the Bunker Hill Community College Registered Nursing Program is celebrating a new milestone: 100 percent of its 2019 graduates passed the National Council Licensure Examination for Registered Nursing (NCLEX-RN).

The perfect licensure rate is a big achievement for a program that had been in danger of losing its accreditation from the Accreditation Commission for Education in Nursing (ACEN) and losing approval from the Board of Registration in Nursing (BORN). It directly reflects the collaborative efforts of leadership and faculty: in 2016 they put the brakes on the program and with renewed energy and steadfast commitment built a high-quality curriculum that better equips graduates to meet the growing demands of the nursing field.

The Nursing Program transformation was led by Director of the Nurse Education Department Elizabeth Tobin, Assistant Dean of Health Sciences Donna Savino and...
“Part of this process required aligning faculty so we could capitalize on our strengths to improve overall student learning. We needed to identify our champions in these areas, so that we could move forward.”

—Donna Savino, Assistant Dean, Health Sciences

Chairperson Kristen Wenger, under the stewardship of the Dean of Health Sciences Maryanne Atkinson and interim Dean of Health Sciences Laurie McGorry, Ph.D. They revised the curriculum by streamlining syllabi and outlining unified course objectives and outcomes to ensure students receive the same level of instruction and experience across faculty and sections. “Consistency was key to our success,” said Tobin.

Savino attributes much of the program’s achievement to faculty and staff who were willing and ready to put in the extra time and effort to improve it, working extra hours over the course of a year to rebuild from the bottom up. “Part of this process required aligning faculty so we could capitalize on our strengths to improve overall student learning,” she said. “We needed to identify our champions in these areas, so that we could move forward.”

The Nursing Program revamp was made possible by the investment and support of College administration, including BHCC President Pam Eddinger and James F. Canniff, Ed.D., Provost and Vice President, Academic and Student Affairs; they provided the resources for rebuilding and guided Tobin and Savino every step of the way.

“President Eddinger and Dr. Canniff never expected this program would be turned around in as short of a time as it was,” said Savino. “But Dr. Canniff knocked down barriers for the program, and he guaranteed us the funding we needed. Our success is truly a reflection of the administration and their investment in the program.”

In 2019, BHCC’s nursing program secured its accreditation from ACEN and approval from BORN. “BHCC’s nursing program is not alone – a number of nursing programs in the region are currently making improvements to secure accreditation,” said Canniff. “To take a program with a low passing rate and achieve 100% passing rate in a short period of time is remarkable, and I hope that our program can serve as an example of what can be achieved with dedication and hard work.”

In nursing, students learn quickly there are always two answers – but one is the better answer. “It’s a place where you spend hours upon hours studying often to be met with the most ambiguous of test questions,” said Smith. She went on to say her experience at the College inspired her to become more than she possibly thought she could be and to be unhindered by failure.

At the ceremony Smith thanked the Nursing department faculty and staff for their dedication to the program. “Thank you for being available every time that we needed you,” said Smith. “The passion with which you shared your knowledge is contagious and inspiring. There are no words that can truly express our gratitude for your patience and passion and unwavering support these past two years.”

Journey to Practitioner  Meet graduate Joanne Smith

At the December 2019 Registered Nurse Pinning Ceremony, class speaker and fellow graduate Joanne Smith compared the experience of attending nursing school to riding on a rollercoaster without a seatbelt that’s been set on fire. “There are an infinite number of correct ways for you to get off the rollercoaster,” she said. “However, in order to exit, you must know which one is most correct.”

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“Our program was in trouble, and we had to rebuild. As we rebuilt, we started these initiatives and we found that with each one, our students were getting stronger and stronger.”

—Elizabeth Tobin, Director, Nurse Education Department

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were getting stronger and stronger.

As we rebuilt, we started these initiatives ACEN and BORN.

Program is put on warning by NCLEX-RN.

78% of graduates pass NCLEX-RN.

Nursing Department faculty come together to rebuild curriculum and strengthen program.

Perkins grant allows College to purchase laptops for online testing.

NCLEX-RN Student Success Program launches.

Administration secures grant to award vouchers to graduates who complete virtual review.

93.8% of graduates pass NCLEX-RN.

Program earns approval from BORN.

Maternity and pediatric clinical practice moves to Charlstown Campus.

100% of graduates pass NCLEX-RN.

Program secures accreditation from ACEN.

93% of graduates pass the NCLEX-RN.

100% of students pursue a B.S. in Nursing.

93% job placement as a Registered Nurse.

Program earns approval from ACEN.

Program secures accreditation from ACEN.

To learn more about Nurse Education at BHCC, visit bhcc.edu/nursing

Nurse Education faculty celebrate program success (top, left-right) Crispina Capitulo-Ampan; Karen Murray; Kristen Wenger; Chair; Elizabeth Tobin; Director; Olga Sullivan; Margaret Clinton; (bottom, left-right) Betty Chung; Paula Hayes; Deborah Westaway; Robert Plagge. Faculty not present: Donna Bhop; Phenny Chhoeun; Thomas Scully; Barbara Spracklin; Jennifer Cocio-Thompson.
Integrating Arts, Equity and Community through Teaching and Learning

Nearly 50 full-time and adjunct faculty members from BHCC attended “Empowering Learning through the Arts,” the Learning Communities January Institute at the Pao Arts Center, BHCC’s Chinatown location. A partnership between BHCC and the Boston Chinatown Neighborhood Center (BCNC), the Pao Arts Center serves as the neighborhood’s first community-based arts, culture and education center. BHCC offers courses at the center, providing faculty and students the opportunity to use Chinatown and its history and culture to design and engage in culturally responsive curriculum and pedagogical practices.

At the Institute, a team of faculty members who serve as advisors for Learning Communities organized the two-day event, which encouraged faculty to employ arts-informed pedagogy that recognizes student strengths and encourages expression across cultures.
he Institute brought together artists who work with the Office of College Events and Cultural Planning and the Mary L. Fitfield Art Gallery with faculty to learn from each other and to discover how artists’ work can infuse the curriculum with creativity. “A critical part of the work that we do is to create deeper opportunities for academic engagement,” said Director of College Events and Cultural Planning Kevin Verry. “The Institute provided an excellent opportunity for faculty to interface directly with artists, writers and thought leaders who were part of our planning last year and to be introduced to those who will be new creative collaborators for 2020-2021 with the goal of curricular alignment.”

The questions guiding the Institute, built on the strong foundation of the 2019 Center for Equity and Cultural Wealth Institute, “Power and Place: Vuking Cultural Wealth to Advance Equity in Higher Education,” included:

• How do we empower learning through the arts?
• How can we employ community-oriented, place-based teaching activities that integrate arts into any discipline?
• What opportunities can we find to lay the groundwork for future collaboration with artists and colleagues?
• What tools do we need to use art to support the development of identity, cultural wealth and cultural competence in ourselves and with our students?

The first day of the Institute focused on encouraging participants to think creatively about the many ways the arts can open up spaces for teaching and learning, honoring the experiences and strengths students bring. The second day challenged participants to plan activities, assignments, and syllabi that connect arts to equity outcomes by recognizing that arts can facilitate a deep and honest sharing of identity.

DAY 1: Stimulating Creative Thinking

Yvette Modestin, a poet, activist and founder and executive director of Encuentro Diaspora Afro in Boston, was the keynote speaker on day one. Her highly interactive presentation, “Unmasking Through the Arts,” began with a poem celebrating Blackness. She then challenged the BHCC community to recognize the centrality of identity in our work. Modestin spoke of the power of art to make people—even those who are resistant to our messages—listen, because art can be a non-threatening medium that compels people to engage and pay attention. Faculty spoke openly about their own identities and experiences. Modestin then led a writing exercise on the prompt “I want to go where...” and facilitated a group poetry reading. She culminated the workshop as she began it, by performing one of her inspiring poems.

Workshops that followed Modestin’s keynote echoed and further developed her themes. Madhu Huacuja, whose artwork was featured this winter in the Mary L. Fitfield Art Gallery, and Lloyd Sheldon Johnson, Ph.D., Professor Emeritus, Psychology and English, spoke on “Opening the Way to Learning in Gallery Spaces,” sharing their collaborative experiences when Johnson brought his students into the gallery to learn with Huacuja. Johnson asked, “Is there an artist in everyone?” Responses from faculty fortified the belief that there is. Huacuja closed the event by connecting the work of artists to that of educators, saying, “The key to teaching is to listen. Pay attention to who you’re talking to and everything changes.”

In her workshop on “Visual Thinking Strategies,” Ashley Paul, Associate Professor of English, encouraged the use of open-ended questions and paraphrasing techniques to encourage group dialogue, evidence-based reasoning, and validation of prior knowledge in teaching. Cynthia Woo, the inaugural Pao Arts Center Director, discussed the history, resources and upcoming events at the Pao Arts Center. After lunch, organizers set up an “Idea Fair” during which participants could move around seven tables to learn about different approaches to integrating arts into the curriculum through small group and one-on-one conversations with experienced practitioners. Representatives from the Office of Community Engagement and the Office of Learning Communities along with arts faculty members Yong Chen (Visual Art) and Rikkia Pietilainen-Caffrey (Performing Arts) shared their resources and offered hands-on creative activities. Faculty members from other departments discussed artifacts of their arts-integrated teaching and learning. Shana Berger, Aurora Bautista, Jackie Kerstner, Robert Whitman, Ashley Paul and John Fiske each explained how place-based learning, field study, collaboration with artists, and arts-informed pedagogy shape learning in their courses. Arts integration specialist Marianne Adams from Lesley University’s Center for Advanced Professional Studies gave helpful advice on professional development in arts-integrated teaching at every level and in...
every discipline. The format allowed participants to make concrete connections to their teaching in the upcoming semester and to the themes of the second day.

**DAY 2: Ideas into Plans**

The second day began with a series of back-to-back workshops, each building on and expanding the themes of the previous day. The first, “Connecting Culture and Equity Outcomes,” was an interactive panel discussion and presentation led by Shana Berger, Yong Chen, Jackie Kerstner and Isaias Sarmiento, and facilitated by Aurora Belina Bautista. In this session, panel members discussed concrete ways they integrate outcomes related to cultural wealth and equity in their classrooms and specific assignments. Each briefly presented a lesson from their course and what it might bring to one’s creative or teaching process, she asked participants to think about which muses they might “invite” to their class and what each one would provide to students. Espaillat also discussed how thinking of academic disciplines as arts or science is a relatively modern phenomenon, and suggested it might be useful to think of all classes—even history and physics—as arts.

After the keynote, the rest of the afternoon was offered as unstructured time for faculty to collaborate and discuss potential ideas, courses and assignments. Learning Community Think Tank members were available for advice and assistance, and many faculty members used the time to engage in informal discussion.

### Power of the Arts

The Institute provided faculty with many opportunities to engage with the primary guiding ideas of incorporating arts- and place-based learning, and developing ideas of cultural wealth, cultural competence, and identity in our students and ourselves. The keynote speakers reinforced these ideas and inspired faculty to think of new ways to integrate the arts into their classes and to interact with students and each other. The workshops provided hands-on experience and the opportunity to engage with more seasoned Learning Community faculty, and the Idea Fair encouraged participants to explore areas of personal interest in an informal and more intimate manner. The unstructured collaboration time at the end of the institute allowed everyone to reflect on the previous days events and presentations and apply the ideas to their assignments or syllabi, to invite the muses into their teaching.

Espaillat concluded her talk with a reading of her poem “Calculus,” which reminds us of the connecting power of the arts.

**“How you move and how you sound, your laugh, your smile—are all artistic expressions. Look for these as ways to connect to people, to your students.”**

—Yvette Modestin
In 2019, BHCC continued its longstanding tradition of hosting nationally recognized thought leaders, scholars, and artists to engage, challenge and inspire students, faculty, staff and community.

Over the course of the Fall Semester, these special guests partnered with the College to share their experience, research and ideas. Their mediums were a mix of onstage conversations, literary readings, performances, gallery exhibitions and compelling lectures that expanded and challenged the College community’s awareness of contemporary issues.

### Building Connections on Campus

**Director of Learning Communities Jenne Powers**

Jenne Powers brings more than a decade of experience in program design, assessment and faculty development to her role as Director of Learning Communities at BHCC. She served as both Director of the Writing Center and First Year Seminar coordinator at Wheelock College. In those roles, she oversaw a comprehensive assessment of Writing across the Curriculum and redesigned the First Year Seminar around interdisciplinary approaches to social and economic justice, including equity-oriented student success models that integrated both advising and academic support into general education classes. In her role at BHCC, she hopes to strengthen the already robust Learning Communities program through greater interdisciplinary connections as well as program and discipline-specific learning opportunities. In both of these areas, she hopes that students will see themselves and their experiences reflected in Learning Community themes and faculty. Co-organizing the January Institute “Empowering Learning Through the Arts” afforded Jenne a fantastic opportunity to showcase the work our faculty are doing around integrating arts and equity outcomes into their teaching.

Jenne also brings experience as a faculty member who has taught college writing classes, Russian and transnational literature, and social action writing classes at Wheelock as well as Boston University and Bentley University. Jenne has a Ph.D. in Russian literature and taught English in Russia before beginning her career in higher education.

### Hometown: Re-presenting Boston’s Chinatown as a Place of People - Then and Now

Wen-ti Tsen’s multimedia exhibition “Hometown” explored one of Boston’s most dynamic and historic neighborhoods through a series of photographic portraits of today’s Chinatown residents, workers and visitors posing in front of a backdrop of Harrison Avenue, Chinatown, as reproduced from a postcard of the location circa 1910s.

Designed to draw attention to gentrification and other developments of the last 40 years, the project emphasized to the community and the public at large the importance of maintaining a home for Asian Americans in the Northeast.

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**Calculus**

“Look,” said my son, “think of it as a line looped back and forth to bridge an open space unbridgeable at last, but narrowed fine and finer with each passing of the lace almost to zero, which can never be.”

“Why not?” said I. “That would be certainty, absence of error. It would be too much to hope for.” “Then you orbit round your aim, seeking, like Moses, what you’ll never touch; or like a poet, hunting for the word to reproduce a song he thinks he heard and send it hunting in the hearer’s mind.”

“Right,” laughed my son, we play the selfsame game.

Sometimes I think the game is all we find, whether we search for song, or sign, or zero.”

In the still house we talked into the night before I left him, stalking, unafraid, some stubborn truth flicking its dragon tails across the page before him... my young hero so thinly armored in the flesh I made, my small moon gone so far and grown so bright above my gaze, lighting his awesome skies where I can wield no sort of telescope.

Pondering now what love could be, that fails, as fall it must, to seize the flying prize and yet endures, cradling the heart like hope, I tell my son, “Think of it as a line weaving between your orbiting and mine.”

–Rhina P. Espaillat

Compelling Conversations

Hosted in partnership with BHCC’s Center for Equity and Cultural Wealth, Fall 2019 speakers supported an ongoing college-wide exploration of power and place, equity and cultural wealth—themes that served as the focus of the College’s Equity and Cultural Wealth Institute last May.

Adam J. Foss, criminal justice reform advocate and former assistant district attorney in the Juvenile Division of the Suffolk County District Attorney’s Office in Boston, shared his views on redefining the role of prosecutors in helping to end mass incarceration with students studying corrections and criminal justice at the College.

In celebration of Massachusetts STEM Week, Obama-era U.S. Environmental Protection Agency Administrator Gina McCarthy spoke to students on the importance of innovation and community-based solutions in solving climate change. For 35 years, McCarthy has dedicated her career to environmental protection and public health. Her leadership and perseverance has led to federal, state and local actions on critical environmental issues.

When the Land Speaks

Featuring cultural educator and proud member of the Nipmuc Tribe of Massachusetts Larry Spotted Crow Mann, BHCC celebrated Indigenous Peoples’ Day with drumming, storytelling and performances exploring the dynamic relationship between land, people and nature through the eyes of Native Americans in New England.

In Residence: Rhina P. Espaillat

As BHCC’s 2019-2020 Distinguished Artist Scholar in Residence, Dominican-born poet and educator Rhina P. Espaillat has fostered creative and collective dialogue about the place of poetry in academia across disciplines and advanced the cause of cultural exchanges through a series of multilingual readings and workshops on the process of translation. Thus far in her residency, Espaillat’s endeavors have included a conversation with writer and former Poet Laureate of Colorado David Mason, a College-wide celebration of World Translation Day, and a Massachusetts STEM Week presentation on poetry with mathematician Pedro Poitevin and fellow philosopher and poet Emily Grosholz.

Songs of Children

The BHCC College Choir, under the direction of Associate Professor Rikka Pietilainen-Caffrey, collaborated with Assistant Professor Shana Berger and students from her English class on an evening of music, poetry and spoken word on the theme of resistance, resilience, remembrance and hope. The program included selections from composers Robert Convery, Jeanie Brindley-Barnette, U2 and others, with poetry performance text comprised of BHCC student reflections and writings by children held in the Terezin Concentration Camp.
The Power of Our Latinx Voices

BHCC’s Annual Hispanic Heritage month celebration brought a series of art exhibitions, discussions, and live performances centered on the theme of The Power of Our Latinx Voices. Among these was a poetry reading and discussion on the Afro descendant experience in Latin America with activist and poet Yvette Modestin, a dynamic performance of traditional Meso-American music and Aztec dance with Rosalba Solis, and a presentation on “Diversity in Our Courtrooms” with the Honorable Roberto Ronquillo, Jr., chief justice of Boston’s Municipal Court Department.

Other highlights included a month-long exhibition of altered photographs from Cuban filmmaker Oldren Romero’s film Hello (2020) and the opening of Maddu Huacuja’s Open the Way celebrating dignity and cultural wealth.

Left to right: Maddu Huacuja, Jarol Martinez, Jinfeng Hu, Shuangtian Chen, President Eddinger, Rosalba Solis and Tahmina Matubbar.

Left to right: Luz Valdez Rivera, filmmaker; Veronica Robles, performing artist; Maddu Huacuja, artist; Pedro Poitevin, mathematician and poet; and Oldren Romero, filmmaker. Shown against the backdrop Huacuja’s master work, Jakelin se fue al Norte pero llegó al cielo/Jakelin headed North, but arrived in heaven, Acrylic on linen, 85”x154.”

Open the Way

Mexican-American artist Maddu Huacuja’s exhibition Open the Way dispels the myths and misperceptions about migrants through a series of paintings and drawings that inspire meditation on movement, life, migration and the journey of life to death. Huacuja’s representation of the environments, animal species and humans impacted by the forces that destroy their homes and lives enables her audience to commune with their plight and with the crucial moment in human history in which we currently find ourselves.

The exhibit is a collaboration with the Center for Equity and Cultural Wealth, One Book Project, AANAPISI Project, Library and Learning Commons and International Center.

View the film on Huacuja’s master work by filmmakers Luz Valdez Rivera and Oldren Romero at bhcc.edu/magazine

Detail of Cinema Figura, a collage of altered photographs by Cuban-born filmmaker Oldren Romero, inspired by images from her film Hello, 2020.
BHCC's commitment to ensuring that diverse perspectives are heard and affirmed on campus is more important than ever before. As the College navigates ways to make these connections, college-wide, many upcoming events will take place virtually or are being postponed to a later time when we can come together on campus. Please visit our events calendar at bhcc.edu for the most up-to-date information on the College’s upcoming events.

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