

**Bunker Hill Community College
Campus Compact Civic Action Plan**

Submitted by:

BHCC Office of Community Engagement

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VISION

Bunker Hill Community College's Civic Action Plan will enhance and strengthen the college's growing emphasis on culturally responsive practices and local-global learning initiatives by infusing the curriculum with culturally relevant place-based learning that enhances students' sense of identity, community, ethics, and perspectives, and designing co-curricular programming that prepares students to become engaged citizens who can act as agents of change and contribute to strengthening their local and global communities. In so doing, BHCC's Civic Action Plan will be aligned with the College's newly established Institutional Learning Outcomes (ILOs) that seek to INQUIRE with intention, COMMUNICATE with purpose, ACT to integrate knowledge and practice, and GROW through continuous learning. Moreover, BHCC's Civic Action Plan will also be aligned with the following Campus Compact Action Statements that seek to:

- Empower students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus—nearby and around the world;
- Prepare students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good;
- Embrace our responsibility as a place based institution, contributing to the health and strength of our communities—economically, socially, environmentally, educationally, and politically.

APPROACH

BHCC's commitment to service is articulated through the College's mission statement and enacted through its College goals. As Massachusetts' largest community college, BHCC strives *"to enhance its position as a primary educational and economic asset for the Commonwealth through cooperative planning and program implementation involving neighboring institutions of higher education, the public schools, community organizations, and area businesses."* The College's vision statement pledges an *"investment in the social and economic well-being of its communities."* This civic mission unites the College community, providing direction for the institution's programs and a framework for defining College goals.

To address these goals, the Office of Community Engagement provides multiple pathways for students to engage as active and responsible members of their communities. BHCC students work with community-based organizations as assigned through their courses, contemplate civic and ethical issues with each other on campus, or volunteer in their local communities.

The College also partners with a range of Greater Boston community-based organizations, including

after-school programs, community centers, environmental advocacy groups, food pantries, and refugee and immigration centers. These partners serve as host sites for service learning and provide co-curricular opportunities for students.

Currently, approximately 4,000 students participate in our Community Engagement programs, both curricular and co-curricular, providing at least 18,500 hours of service to the greater Boston community. Faculty are also actively engaged in the integration of community engagement in their course curriculum. As of fall 2016, 50 faculty have used community engagement as a teaching practice within 150 courses, impacting close to 3,500 students. As for co-curricular activities, the Office's volunteer programs focus on direct service in the community. Our programs include the following:

- Service Months program which provides one-time volunteer opportunities for students;
- Community Work Study (CWS) Program, which involves 30 students who work in local communities and are supported by financial work study funds;
- Honor Students in Action (run in collaboration with the Commonwealth Honors Program), an honors project which requires students to commit to 30 hours of tutoring/mentoring school aged children and the creation of a reflective ePortfolio that highlights and relates their experiences to their personal, academic and professional goals and interests;
- Other partnerships with organizations such as Citizen Schools, JumpStart, and the Boston Housing Authority-Language Access Team.

In the last three years, the College has seen an increased emphasis on culturally-responsive practices through the use of place-based, local-global community engagement, in part due to the outcomes of the collaborative work between BHCC and UMass Boston on the NEH-funded Bridging Cultures grant. Alongside this collaboration, Cultural Institutes supporting the Latino Success Initiative and the College's partnership with the Museum of African-American History (MAAH) have also emerged. Faculty and departments have started to look strategically at neighborhoods and/or populations as learning sites that they can use to design and integrate culturally relevant activities and projects within their teaching and learning and recognize, through this process, the wealth that diverse cultures bring to the College. These projects are a blend of action research and civic activism that encourage students to make multiple trips to a community and work with two to three different community organizations. The development of these projects takes more up-front time in planning, goal setting, and agreeing to expectations from faculty and community partners. Ultimately, the goal of these projects is to allow students the chance to produce tangible research and/or products (such as a marketing plan) that could be used by the community.

More recently and on its first year of being recognized as an Asian American Native American Pacific Islander Serving Institution (AANAPISI), BHCC was awarded a Title III AANAPISI grant that seeks to support the academic success of its Asian American and low-income students over the next five years.

The grant objectives, which include, among others, the infusion of local-global learning enhanced by culturally responsive, place-based pedagogy and practices across key courses in the general education curriculum, provide the leverage for the Office of Community Engagement to take its current programming to the next level. In particular, the Office of Community Engagement will optimize faculty and professional staff interest in place-based, local-global, culturally responsive pedagogies and its role in promoting the AANAPISI grant's local-global learning objective, to create, through its Civic Action Plan, a signature model of place-based, local-global and culturally responsive projects, and promote these campus-wide. The Office of Community Engagement will be playing a key role in the professional development, curation, and data tracking of these kinds of place-based projects, as the grant requires the infusion of local-global learning projects and assignments in 15 highly-enrolled General Education courses within the next three years. In addition, current discussions on the need of other emerging cultural institutes, such as the Latino Student Success Initiative and the College's partnerships with the Museum of African American History (MAAH) will most certainly impact the demand for place-based community engagement projects.

Within this context, BHCC's Civic Action Plan intends to achieve the following objectives over the next four years:

- Develop an initial baseline of courses that are currently infused with local-global place-based learning, through a faculty self-reporting data collection survey
- Develop a signature model of place-based local-global learning and culturally responsive practices for campus-wide use by:
 - Leveraging the local-global learning objectives and professional development activities of the AANAPISI grant and collaborating with faculty to infuse highly enrolled general education courses with place-based local-global learning modules and activities, and use this as a model for developing similar local-global learning activities in other cultural institutes such as the Latino Success Initiative, BHCC partnership with the Museum of African American History (MAAH), and other similar partnerships that may emerge.
 - Identifying existing and potential community partnerships that can be tapped for place-based learning activities
- Design other co-curricular activities that further promote local-global learning, engaged local and global citizenship, and promote civic action for students to take within their own communities.
- Develop a plan to assess local-global learning for both co-curricular and curricular based experiences.

- Disseminate learned best practices to the College's internal and external stakeholders, and through presentations at state, regional, and national conferences.

Along with the Office of Community Engagement staff, a team of faculty and staff have been identified to further enhance BHCC's Civic Action Plan. This team of representatives from BHCC's Cultural Institutes, student support service areas, and student development will work together to build the framework for place-based local-global learning and the complementary professional development and student programming. In order to instill a culture of place-based local-global learning at BHCC as a signature model, our holistic approach focuses on in-and-out of the classroom experiences. We want to leverage the Office of Community Engagement's successful co-curricular volunteer programs and assess student local global learning, as well as deepen faculty and staff knowledge of and application of local and global learning through integrating local/global projects within general education courses.

Faculty will work in cohort design teams and will undergo extensive professional development through summer institutes and will have opportunities to meet in their cohorts over the school year to share experiences and assess assignment design and student learning. Subsequently, faculty design teams will develop new content, delivery approaches, and classroom practices, as well as create an online toolkit available for other faculty to adapt. The aim is to enrich learning for students taking general education courses by drawing upon students' own experiences and cultures and increasing engagement and relevance by connecting the local to the global context.

OUTCOMES

Our Civic Action Plan will be geared primarily towards effecting change on the levels of institutional culture and systems/policy, and we hope to track these changes through an assessment of key outcomes that will focus on:

- relevant professional development among faculty and staff that deepens and renews their knowledge, understanding, and application of place-based, local-global learning and culturally responsive practices;
- students' successful completion of general education courses that are infused with local-global learning activities;
- the deepening of our community partnerships within specific neighborhoods and populations served;
- development of faculty-led international service learning opportunities for students.

A more detailed description of these outcomes and the measures and indicators we will use to assess them are given in Appendix A.

IMPLEMENTATION TIMELINE AND ACCOUNTABILITY

For the next four years from AY 2017-2018 to AY 2020-2021, the Office of Community Engagement will work closely with the AANAPISI teams on Local/Global Learning, Targeted Success Coaching, and Outcomes & Assessment to: (1) develop a signature model of local-global and place-based, culturally responsive learning and practices for campus-wide use; (2) disseminate learned best practices to internal and external stakeholders and through presentations at state, regional, and national conferences. The Office will accomplish this goal through four major activities:

- Delivery of professional development for faculty and staff through the College's regularly held Summer Institutes, including two follow-up meetings every semester to provide opportunities for reflection, further training, and conversations regarding assessment of local-global learning;
- Collection of data pertinent to local-global, place-based community engagement and culturally responsive activities that are conducted inside and outside of the classroom;
- Design and evaluation/assessment of local/global learning activities in general education courses and culturally responsive practices in student service areas;
- Dissemination of learned best practices to the College community, community partners, and to state, regional, and national audiences.

The details of the implementation timeline and accountability for these activities are given in Appendix B.

COMMUNICATION

The College will share learned best practices from its Civic Action Plan to the College's internal and external stakeholders, and through presentations at state, regional, and national conferences. Information dissemination will also optimize appropriate use of social media. More specifically, the Office of Community Engagement will:

- encourage faculty and staff participants in the AANAPISI Summer Institutes contribute articles to the College's regularly published journal, *Teaching for Our Times*, and explore with the journal's editorial board the possibility of adopting the theme of place-based, local-global learning and culturally responsive practices in its 2020-2021 publication;
- work closely with the College's Integrated Marketing Communications group to write articles and press releases that could be posted online and through the BHCC magazine, and develop a social media campaign through facebook and twitter utilizing various college-sponsored profiles;

- work with our external community partners in utilizing their communication channels, such as their internal newsletters and listservs;
- work closely with the AANAPISI teams to identify state, regional, and national conferences where the College can present its learned best practices on place-based local-global learning activities and culturally responsive practices.

The Office of Community Engagement will provide regular updates once every semester to the College community on how the Civic Action Plan is progressing. When Year 3 of the strategic plan comes to a close, we will then use the Local-Global Summer Institute in Summer 2020 to convene all faculty and staff participant cohorts for Years 1 to 3 and reflect on what we have learned as a community of educators before planning a more detailed timeline of specific activities for disseminating the information in a sustainable manner. We will identify faculty, staff, and community partner representatives who can co-write publishable articles, be interviewed for the BHCC magazine or social media, or present at state, regional, and national conferences. While the main focus of the information disseminated will be on learned best practices, we will remain open to the range of experiences that can be shared -- from personal stories from faculty, staff, students, and community partners, to statistical benchmarks that have tracked the larger goals of the Civic Action Plan.