

# UPDATE



April 2013



Sisters and Brothers

We mourn again and struggle to understand the acts of horrifying violence at the Boston Marathon.

Our thoughts and prayers are with the families who have lost loved ones at the **Boston Marathon**, and those who are coping with the aftermath of such senseless violence. We condemn those who carried out these acts and practice such hatred.

Many questions remain unanswered, but such tragedies remind us of the fragility of life, and the ability for our communities to come together and heal.

We commend all the first responders who time and time again risk their lives and run towards chaos to attend to the injured and comfort those in need.

*Please take a moment to tell your loved ones that you love them, for tomorrow is not a guarantee.*

In Solidarity

The Table Officers of Local 1067



**please remember to vote**

**Today, April 30!**

## Call for Help!

Local 1067 are once again asking for 2 members to volunteer to serve as trustees

These positions will serve out the remaining terms of the two vacant seats of the two year trustees that are open. The table officers will make a recommendation to the executive board and the two seats will then be filled.

If you are interested please e-mail

**Kevin Hanley**

**(khanley@bhcc.mass.edu)**

Or

**Carolyn Mathews**

**(cmathews@worchester.edu)**

**By May 10th**

### Table Officers E-Mail Addresses

- **Kevin Hanley** (khanley@bhcc.mass.edu)  
Bunker Hill Community College - 617-228-2154
- **Carolyn Mathews** (cmathews@worchester.edu)  
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# Coping with a Traumatic Event



## What Is a Traumatic Event?

Most everyone has been through a stressful event in his or her life. When the event, or series of events, causes a lot of stress, it is called a traumatic event. Traumatic events are marked by a sense of horror, helplessness, serious injury, or the threat of serious injury or death. Traumatic events affect survivors, rescue workers, and the friends and relatives of victims who have been involved. They may also have an impact on people who have seen the event either firsthand or on television.

## What Are Some Common Responses?

A person's response to a traumatic event may vary. Responses include feelings of fear, grief, and depression. Physical and behavioral responses include nausea, dizziness, changes in appetite and sleep pattern, and withdrawal from daily activities. Responses to trauma can last for weeks to months before people start to feel normal again. Most people report feeling better within three months after a traumatic event. If the problems become worse or last longer than one month after the event, the person may be suffering from post-traumatic stress disorder (PTSD).

## What Is PTSD?

Post-traumatic stress disorder (PTSD) is an intense physical and emotional response to thoughts and reminders of the event that last for many weeks or months after the traumatic event. The symptoms of PTSD fall into three broad types: reliving, avoidance, and increased arousal.

**Symptoms of re-living** include flashbacks, nightmares, and extreme emotional and physical reactions to reminders of the event. Emotional reactions can include feeling guilty, extreme fear of harm, and numbing of emotions. Physical reactions can include uncontrollable shaking, chills or heart palpitations, and tension headaches.

**Symptoms of avoidance** include staying away from activities, places, thoughts, or feelings related to the trauma or feeling detached or estranged from others.

**Symptoms of increased arousal** include being overly alert or easily startled, difficulty sleeping, irritability or outbursts of anger, and lack of concentration.

Other symptoms linked with PTSD include: panic attacks, depression, suicidal thoughts and feelings, drug abuse, feelings of being estranged and isolated, and not being able to complete daily tasks.

## What Can You Do for Yourself?

There are many things you can do to cope with traumatic events:

Understand that your symptoms may be normal, especially right after the trauma.

Keep to your usual routine.

Take the time to resolve day-to-day conflicts, so they do not add to your stress.

Do not shy away from situations, people, and places that remind you of the trauma.

Find ways to relax and be kind to yourself.

Turn to family, friends, and clergy for support and talk about your experiences and feelings with them.

Participate in leisure and recreational activities.

Recognize that you cannot control everything.

Recognize the need for trained help, and call a local mental health center.

## What Can You Do for Yourself?

Children may struggle with a traumatic event in ways very similar to adults. Knowing what you can do to help a child recover is important when helping him/her rediscover a sense of normalcy. Try these steps:

Let your child know that it is okay to feel upset when something bad or scary happens.

Encourage your child to express feelings and thoughts without making judgments.

Return to daily routines.

## When Should You Contact Your Doctor or Mental Health Professional?

About half of those with PTSD recover within three months without treatment. Sometimes symptoms do not go away on their own or they last for more than three months. This may happen because of the severity of the event, direct exposure to the traumatic event, seriousness of the threat to life, the number of times an event happened, a history of past trauma, and psychological problems before the event.

You may need to consider seeking professional help if your symptoms affect your relationship with your family and friends, or affect your job. If you suspect that you or someone you know has PTSD, talk with a health care provider or call your local mental health clinic.

# *AFSCME Council 93 endorses Ed Markey for U.S. Senate*



When Ed Markey passed the most sweeping judicial reform legislation in the history of Massachusetts as a freshman state representative, the powerful interests who controlled the chamber moved his desk out into the hall. It was the first time Ed Markey showed his courage in political office, but it wouldn't be the last. First elected to the U.S. House of Representatives in 1976 as one of its youngest members, Ed has gone on to establish a strong progressive record by standing up for families, fighting the special interests and making an important difference for Massachusetts.

**Now Ed is running for the U.S. Senate** — but he's never forgotten where he comes from and who he represents.

Ed is from Malden. His father drove a truck for the Hood Milk Company and worked his way up to supervisor. His mother graduated first in her high school class, but left school to care for her sisters after their mother's death. On Townsend Street in Malden, Ed's mother and father taught him the values that still guide him today: fairness, honesty, integrity, and giving back to your community.

Ed graduated from Malden Catholic High School. He was the first in his family to go to college and worked his way through Boston College driving an ice cream truck. He then graduated Boston College Law School.

Ed has been a passionate voice for the families and future of Massachusetts. His district includes both high-tech hubs and blue-collar towns, and he always puts the needs of his constituents first. Ed championed the cause of Woburn families whose children developed leukemias linked to toxic contamination from industrial sites in the city and worked tirelessly to enact the Superfund law to clean up the nation's most toxic waste sites. His leadership helped transform a polluted area along the Malden River into the River's Edge business and residential development. And he has helped support local infrastructure investments, creating jobs in developments projects in Revere and downtown Malden.

Since his election to Congress, Ed has been a national leader on energy and environmental issues. He stood up to BP when it caused the worst offshore oil spill in American history. He worked successfully to increase fuel economy standards to save consumers money at the gas pump and reduce our nation's dependence on foreign oil. In 2009, Ed co-authored the Waxman-Markey American Clean Energy and Security Act — landmark legislation to protect our environment and invest in clean energy. It is the only piece of legislation to combat global warming ever to pass a chamber of Congress.

Ed is national leader promoting an innovation economy. Whether you are a consumer or an entrepreneur seeking to compete in a free marketplace, you will have a champion in Ed Markey. He has been a staunch advocate for consumers, taking on monopolies in the cable television, telephone, and electricity markets. His deep knowledge of telecommunications policy and his equally deep commitment to ensuring openness and competition have made him a national leader in building America's high-tech economy and creating jobs. He is a powerful champion for net neutrality, public broadcasting and improving access to technology for the disabled.

Ed has focused on strengthening homeland security in the areas of nuclear, air and maritime cargo, liquified natural gas and chemical security. Ed is the Congressional leader on nonproliferation, leading the nuclear freeze movement and continuing to spearhead efforts to prevent the spread of nuclear weapons. He is also a tireless voice for increased investments in health research to find cures for Alzheimer's, cancer, diabetes, cystic fibrosis, and other deadly diseases.

Throughout his career, Ed has stood up for Massachusetts, doing what's right for the people he represents even if it was politically unpopular. He is a prolific legislator and has a proven record of working in a bipartisan manner. Ed brings passion and energy to take on the most important issues facing Massachusetts families and our country. Devoted to the Pats, Sox, Celtics and Bruins, with an accent that's hard to miss, Ed is Massachusetts through and through. Ed's home is in Malden with his wife Dr. Susan Blumenthal. *This election will be won on the ground. Ed is working for every vote — and he needs Local 1067's help! Sign up to receive updates on volunteer opportunities in your area and tell your family and friends.*

## Community college learns that boosting retention comes with a cost

Submitted by Paul Fain on February 20, 2013

Research has identified several ways for colleges that enroll lesser-prepared students to improve their graduation rates. But college leaders are often wary of those solutions, because they can take a whack at the bottom line and challenge a tradition of open doors.

Klamath Community College recently went all in with several measures aimed at improving student retention, including mandatory orientation for students, mandatory advising and the elimination of late registration for courses. The college's new president, Roberto Gutierrez, said he knew those policies could discourage or freeze out some students.

"We have a system that doesn't reward student success. It rewards seat time." — Roberto Gutierrez, president of Klamath Community College

He was right. Klamath saw its enrollment decline roughly 20 percent last fall, when compared to the previous year. The small college, which is located in Southern Oregon and enrolls about 1,500 students, will receive \$800,000 less from the state this year, because Oregon's funding formula for two-year institutions is largely enrollment-driven. That's more than 7 percent of Klamath's total annual budget.

"We were driven by doing the right thing," said Gutierrez, but "it does hurt."

The smaller numbers on campus may be due to other reasons besides students failing to register for courses in time or deciding after mandatory orientation and advising that college isn't for them. And the college can't say for sure what's driving the shift. But Gutierrez, who became the college's president last summer, thinks much of the decline is due to the retention efforts. If it's even half of the driver, that's \$400,000 less this year.

"We have a system that doesn't reward student success," he said. "It rewards seat time."

While the college now faces a financial crunch, it might be better off in the long run. That's because if students stick around longer and more make it to graduation, enrollment should stabilize or even improve.

Klamath's leaders said the retention efforts are in line with ambitious goals [1] set by the state's Democratic governor, John Kitzhaber, who wants 40 percent of the state's residents to hold an associate degree or certificate by 2025. And few would argue with the college's desire to get more of its students to the finish line — with a meaningful degree or certificate, that is.

"We've really encouraged colleges to do what's good for students," said Carol Lincoln, senior vice president for Achieving the Dream, a nonprofit group that works with community colleges. "Just having their numbers up; who is that really helping?"

### Short-Term Pain, Long-Term Payoff?

Klamath Community College is an Achieving the Dream partner [2] institution, which means the college has agreed to use data-driven decision-making to try to improve student success rates. Some of the initiatives championed by the group can be tough medicine.

Achieving the Dream is a vocal supporter of "make it mandatory," a refrain often used by Kay McClenney, an expert on community colleges and director of the Center for Community College Student Engagement. McClenney, backed by research, argues [3] that mandatory orientations and advising can boost student retention rates.

For example, prior to last year, only 50 percent of students at Klamath were attending orientation. College officials said [4] that means those students were missing out on vital information about the college and how to navigate it.

Yet many colleges resist the mandatory approach, feeling it is paternalistic and too prescriptive for the large numbers of adult students who attend community colleges, where the average age of students typically hovers around 25. And red tape and hassles, like mandatory scheduling, can discourage students who may have been on the fence about attending college in the first place.

Lincoln and Gutierrez aren't shy with their take on this dilemma, however, saying that if students decide to drop out rather than going to orientation or meeting with academic advisers, then maybe they aren't ready for college — or the debt they might incur before dropping out later.

Late registration poses a similar, perhaps even more serious challenge. Adult students with fulltime jobs are probably more likely than their traditional-aged, nonworking peers to fail to register in time for courses. And overburdened community colleges are hardly easy bureaucracies to navigate for students, who are often the first in their families to attend colleges. By locking out students who try to sign up for a class a week or two after it's begun, Klamath is essentially opting to restrict access.

But research has shown that students who register late are more likely to fail courses or drop out of college.

"You're starting behind," said Lincoln. "It's putting one more thing in front of a student that keeps them from succeeding."

In that sense, Klamath is changing tack in a way that resembles recent decisions [5] by a few for-profits, including the University of Phoenix and Kaplan University, which have created free trial periods for students. During those orientation weeks, students can find out whether they are ready for college and leave without spending any money or receiving federal financial aid. The universities can also decide that students are better served by not enrolling, at least for now.

Lincoln said that other Achieving the Dream colleges have absorbed recent enrollment hits they at least partially attribute to ending late registration. But enrollments are down around much of the country, for various reasons, so it's hard to determine the role of student success efforts. And she said the move will eventually pay off for colleges.

"In the long run colleges will see a positive impact on their retention," said Lincoln.

It's too early to say conclusively if that's happening at Klamath, but the early returns look good. College officials said fall-to-winter retention rates have jumped from approximately 60 percent for first-year students to 80 percent this year. If those improvements are sustained, they could substantially boost the college's graduation rate [6], which is 17 percent, according to the U.S. Department of Education (which only counts first-time, full-time students). The college also has a 31 percent student "transfer out" rate.

Gutierrez said he thinks most of the college's faculty and staff back the new policies, and understand that they are aimed at improving student retention. And the college didn't really have a choice, he said, "if we mean what we say about student success." Even so, it hasn't been easy.

"I may be a short-term president," Gutierrez said. He sounded like he was joking — mostly.

# BRIDGEWATER

The honeymoon period is long gone for the town and its university neighbor. But that doesn't mean the relationship between Bridgewater and Bridgewater State University can't thrive.

University officials, this year, have taken several steps to improve that relationship, particularly through financial gestures.

In April, BSU announced it has established a new scholarship fund for local graduating seniors interested in public service. For 25 graduates of Bridgewater-Raynham who attend Bridgewater State this fall, the university will pitch in \$1,000 scholarships for each.

That seed for their partnership with local schools is already planted.

BSU is the state's largest producer of teachers – math and science teachers in particular – according to Fred Clark, BSU's vice president for external affairs. And the district's schools host hundreds of BSU student-teachers, he said.

Town residents noted as recently as the town's public forum in March that the relationship between the town and BSU is complicated and often strained.

"As someone who tries to stay informed, all I know," said Keith Buohl of Fieldcrest Drive, "is they hand us a \$50,000 check each year."

Bryan McSheffrey of High Street agreed, urging the town to form a committee to make the relationship better before controversy or disagreement ensues.

"I think it's important to set that up ... so that's it's not just, 'Hey, help us with our water tower,'" he said.

The town is seeking the university's financial help in repainting the water tower on campus.

**In addition to the \$50,000 gift BSU gives the town each year and the scholarship fund, the university announced recently it would also provide the town a \$105,000 check for public safety.**

"Bridgewater State University is resolved to be a good neighbor in the town," university President Dana Mohler-Faria said in the press release.

For town officials, the move could have been described as a white flag of truce.

"It certainly is an indication that we and the university are going to do a better job of coexisting," said Town Council President Timothy Fitzgibbons.

## Starbucks, Wal-Mart offering classes - for college credit

Arianna Suarez's first job after emigrating from Cuba as a teenager was as a cashier at a Walmart in Hialeah, Fla. Thanks in part to college-level classes that Walmart offers online, she has risen through the ranks to store manager and is now on her way toward earning a college degree.

From ethics to inventory management, the classes covered the skills Suarez needs to help run a round-the-clock, multi-million dollar retail operation with scores of employees. Even better, she has earned dozens of credits that she can put toward a degree.

A growing number of Fortune 500 companies, like Walmart, have grown tired of waiting for colleges and universities to produce the skilled workers they need and have started offering their own classes instead. And as an added bonus for employees: Many of these by Shopping are eligible for college credit.

"What companies like is just-in-time learning that gives somebody a skill they need at the time they need it," says Mark Allen, a Pepperdine University business professor and author of *The Next Generation of Corporate Universities*. "What traditional universities do to a large extent is just-in-case learning."

In Seattle, Starbucks workers take courses called Barista Basics and Barista 101. They can earn one and a half credits from City University of Seattle for each of the company's two barista classes, and three credits apiece for higher-level management courses.

Related: Class of 2013 faces grim job prospects

Other colleges also recognize the Starbucks training for academic credit through the American Council on Education's College Credit Recommendation Service, an organization that reviews and puts its stamp of approval on workplace courses. It's up to colleges and universities whether to accept the credits, but Mary Beth Lakin, director of ACE's college and university partnerships, says 2,000 institutions will consider doing so.

Every year, 5,000 McDonald's managers and prospective managers spend a week at the chain's Hamburger University at its Oak Brook, Ill., headquarters learning not how to flip hamburgers but how to sharpen their business and leadership skills.

The week-long training at Hamburger U is the capstone of months of study online and in-store with McDonald's trainers. During this time, employees can earn up to 23 credits toward associate or bachelor degrees. Higher-ups can earn as many as 27 credits.

Shelly Hicks first came through Hamburger University's doors as a restaurant manager in Nashville and is now one of the 16 "professors" at Oak Brook. She used her credits toward a business degree and went on to get a master's in education.

Another franchiser, Jiffy Lube International, arranges for college credits for two online and on-the-job courses for its auto maintenance technicians, and three semester hours for managers who take online and in-person on how to run the business, including finance fundamentals and time management.

# 8 Things You May Not Know About American Money

On February 25, 1863, President Abraham Lincoln signed the National Banking Act (originally known as the National Currency Act), which for the first time in American history established the federal dollar as the sole currency of the United States. On the law's 150th anniversary, explore eight surprising facts about American money.



dem10/iStockphoto.com

## **1. The Constitution only authorized the federal government to issue coins, not paper money.**

Article One of the Constitution granted the federal government the sole power “to coin money” and “regulate the value thereof.” However, it said nothing about paper money. This was largely because the founding fathers had seen the bills issued by the Continental Congress to finance the American Revolution—called “continentals”—become virtually worthless by the end of the war. The implosion of the continental eroded faith in paper currency to such an extent that the Constitutional Convention delegates decided to remain silent on the issue.

## **2. Prior to the Civil War, banks printed paper money.**

For America's first 70 years, private entities, and not the federal government, issued paper money. Notes printed by state-chartered banks, which could be exchanged for gold and silver, were the most common form of paper currency in circulation. From the founding of the United States to the passage of the National Banking Act, some 8,000 different entities issued currency, which created an unwieldy money supply and facilitated rampant counterfeiting. By establishing a single national currency, the National Banking Act eliminated the overwhelming variety of paper money circulating throughout the country and created a system of banks chartered by the federal government rather than by the states. The law also assisted the federal government in financing the Civil War.

## **3. Foreign coins were once acceptable legal tender in the United States.**

Before gold and silver were discovered in the West in the mid-1800s, the United States lacked a sufficient quantity of precious metals for minting coins. Thus, a 1793 law permitted Spanish dollars and other foreign coins to be part of the American monetary system. Foreign coins were not banned as legal tender until 1857.



The \$100,000 bill, printed between 1934 and 1935.

#### 4. The highest-denomination note ever printed was worth \$100,000.

The largest bill ever produced by the U.S. Bureau of Engraving and Printing was the \$100,000 gold certificate. The currency notes were printed between December 18, 1934, and January 9, 1935, with the portrait of President Woodrow Wilson on the front. Don't ask your bank teller for a \$100,000 bill, though. The notes were never circulated to the public and were used solely for transactions among Federal Reserve banks.

#### 5. You won't find a president on the highest-denomination bill ever issued to the public.

The \$10,000 bill is the highest denomination ever circulated by the federal government. In spite of its value, it is adorned not with a portrait of a president but with that of Salmon P. Chase, treasury secretary at the time of the passage of the National Banking Act. Chase later served as chief justice of the Supreme Court. The federal government stopped producing the \$10,000 bill in 1969 along with these other high-end denominations: \$5,000 (fronted by James Madison), \$1,000 (fronted by Grover Cleveland) and \$500 (fronted by William McKinley). (Although rare to find in your wallet, \$2 bills are still printed periodically.)



Confederate currency featuring George Washington.

#### 6. Two American presidents appeared on Confederate dollars.

The Confederacy issued paper money worth approximately \$1 billion during the Civil War—more than twice the amount circulated by the United States. While it's not surprising that Confederate President Jefferson Davis and depictions of slaves at work in fields appeared on some dollar bills, so too did two Southern slave-holding presidents whom Confederates claimed as their own: George Washington (on a \$50 and \$100 bill) and Andrew Jackson (on a \$1,000 bill).

#### 7. Your house may literally have been built with old money.

When dollar bills are taken out of circulation or become worn, they are shredded by Federal Reserve banks. In some cases, the federal government has sold the shredded currency to companies that can recycle it and use it for the production of building materials such as roofing shingles or insulation. (The Bureau of Engraving and Printing also sells small souvenir bags of shredded currency that was destroyed during the printing process.)

#### 8. The \$10 bill has the shortest lifespan of any denomination.

According to the Federal Reserve, the estimated lifespan of a \$10 bill is 3.6 years. The estimated lifespans of a \$5 and \$1 bill are 3.8 years and 4.8 years, respectively. The highest estimated lifespan is for a \$100 bill at nearly 18 years. The federal government reports that approximately 4,000 double folds (forward, then backward) are required to tear a note

## Memo sent to the College Membership

At 7:00 Wednesday morning (yesterday), I left campus to attend the memorial service for slain MIT officer Sean Collier as the representative for the STCC Police Department and STCC community at large. Because the service was restricted to law enforcement, some MIT community members, and Officer Collier's family, I wanted to share this humbling experience with you.

Although I opted to leave the marked cruisers on campus for our officers, I was in full uniform and in a state vehicle as I headed down the Pike. I knew I would come across a caravan of marked cruisers en route somewhere on the Mass Pike and would be allowed to join in. We were all given a strict deadline of 9:30 by which we had to make it to the South Boston staging area for law enforcement.

As I passed I-290, a caravan of approximately 150 marked cruisers drove down the on ramp with blue lights on. I turned on the emergency flashers in the vehicle I was driving. A Massachusetts State Trooper acknowledged me and let me join in just in front of his cruiser. Together we all made our way eastbound into the city and to the staging area in South Boston for parking. Other travelers on the Pike pulled over on the left and the right shoulders to allow us to pass. As we navigated through intersections in South Boston, I recognized the shoulder patches of police officers from across the state directing traffic to get us through the city without delay, filling in for the Boston Police officers so they could attend the service.

We parked in a secure location that had been searched for explosive devices before we arrived. We exited our cruisers and other vehicles and greeted one another, strangers mostly to each other but who all understand what it is to do what we do every day and most poignantly, why we were all converging on this day. With that and because of that, we are family and our greetings are warm.

We were all in uniform, many shades of blue, pressed sharp lines in shirts and trousers and polished boots. We climbed into buses that were searched for explosive devices before we boarded. We rode on these buses, shoulder pressed against shoulder, knee against knee, in heavy wool and polyester uniforms stretched over our ballistics vests. I looked around at these officers seated around me. I recognized the collar and epaulet brass signifying chiefs, captains and lieutenants. I saw the shoulder stripes of sergeants and the slick sleeves of the unranked officers. While I was addressed as Lieutenant (I wear my permanent rank on my epaulets) by those around me and I heard others addressed accordingly out of respect, what we wore on our collars or sleeves on this bus ride from South Boston to Cambridge might as well have been the same from officer to officer. I read the shoulder patches of departments from across the state, from Western Massachusetts to the Cape, states, cities, towns, and college and university police departments, departments from New Jersey, Rhode Island, Chicago, Los Angeles, the FBI, Canada, and on and on. Despite our differences in rank and despite our patches, it was clear to me that in our awkward effort to keep things light, laughing here and there to ease the tension while confined during the brief bus ride, we had a common purpose and a deep need to memorialize a young man who was one of all of us. In moments like this, rank falls away and patches blur. Somehow just being together helped, alone in a bus where we didn't have to explain anything—especially cryptic language from the law enforcement lexicon—as we might to a civilian.

On Tuesday I had called the Cambridge Police Command Center deployed for this memorial service to inquire about officer safety, transportation, and all things procedural. Law enforcement turns out for these services en masse; although officers themselves would be armed, we were all concerned about an attempt at large-scale violence against us. I was told prohibited access to the area by the public would be strictly enforced and all efforts would be made to ensure a secure site.

As promised, we arrived to find a heavily guarded multi-block section of Cambridge with which I was familiar and of which I have many wonderful memories from my years spent in Boston. The Mass Ave bridge had been closed, no vehicles were allowed in the large, secured section of Cambridge, a no-fly zone had been established overhead, heavily armed tactical forces were in place along both sides of the streets, armored vehicles stood idling and ready. EOD K-9s (bomb dogs) and bomb trucks, search and rescue dogs, and muzzled police K-9s lined the sidewalks. SWAT teams stood with high-powered firearms and officers in combat gear and with their backs to us faced the alleys and high rises we passed. As we walked from the bus unloading area, down Vassar street, we passed a Disaster Relief vehicle and the American Red Cross station, presumably staged and prepared in the event something similar to the Marathon bombing occurred. The streets were filled from curb to curb with a throng of officers marching in cadence, approximated, I heard, at 7000 in number.

I have attended four funerals of officers killed in the line of duty over the course of my career. Each was tragic and senseless. One never expects it to get easier and it never does. But what I have discovered is that your relationship to it changes as you are tested over time and responsibilities shift. Vice President Biden made some palpable remarks that I will hold onto for the rest of my career. Although I initially thought at the start of his speech that it was going to be yet another obligatory political address, I eventually heard the sincerity in his words as he spoke about Officer Collier. Biden and the other speakers reminded us over and over how kind Officer Collier was, how loving and caring and giving. Collier's brother told us funny things about Sean that only a brother can tell. From all of these stories it was apparent that Sean Collier was everything you hope for in a police officer. And even more than his love for others, he was loved by the MIT community. This was not rhetoric. This was a truth reflected in the shared thoughts and sentiments of the MIT students, faculty and staff submitted online this past week and read by Biden today. It was present in the silence of the crowd as the uniformed stood at attention and in salute of his coffin carried onto the field. It was present in the muted clapping of 7000 pairs of officers' hands, the sound hauntingly muffled by our white cotton gloves. It was present in the tears of the MIT Symphony Orchestra's first violinist, which she tried to quickly and discretely wipe away. The Prelude and Postlude from the orchestra, the Chaplain's prayers, the songs from James Taylor, the beautiful Boston Police bagpipes and drum corps, and the final bugle of Taps all rang out across Brigg's Field in reverence of a fallen officer and friend.

I did not know Sean Collier. I know some of his colleagues at the MIT Police Department just as I know many of the other officers who arrived on Brigg's Field for this service. We smiled when we first arrived on the field, and did the hug/cop handshake thing simultaneously. We talked shop, caught up on gossip, talked retirement, and talked about who has already retired. I have worked closely with many of them, serving search warrants together, investigating the same criminals in Boston and beyond, and working horrible and long overtime details together at football games. I know their nicknames, their kids' names, their serious-get-down-to-business side and their let's-go-have-a-beer side. I also know their kindness, their toughness, their resilience through tragedy, and their stoicism. And because I know that about all of them, I knew Sean Collier. He was one of us and we are him. And everyone was there to pay tribute to his life and memory and to hope for better things.

The wool was heavy and the ballistics vests unyielding under the sun. Drained physically and emotionally, sweaty and thirsty, we left Brigg's Field at the closing of the service and reversed our earlier trek, heading down Vassar on foot back to the bus loading area. The heavily armed presence was still there. This time, citizens (whom I suspect were MIT students, faculty and staff) held back by barricades and many layers deep, watched us. Some held signs that said "Collier Strong." Some took video with Smartphones. Some looked sad, some cried, some smiled, and some waved. It felt as if we were all there together pulling through something hard that challenged and changed our lives more than almost anything else. But we were pushing forward, citizens and uniforms alike, on either side of the barricades, with a renewed—and hopefully not fleeting—sense of trust and kinship. Crossing the barricaded Mass Ave and Vassar St. intersection, for a brief and rare moment it was nearly silent except for the drone of a fleet of waiting nearby buses, swept again by EOD K-9s before we boarded. The paradox of kinship and risk was inescapable and troubling. I want to believe we all held closer to one than worried about the other in that moment.

It was a fast bus ride back to South Boston thanks to all of the visiting officers again in every intersection between Cambridge and South Boston. We piled out of the buses, grabbed a bottle of water, a snack, and bid each other farewell. At 3:00, I climbed into my vehicle and made my way to the Pike, this time on my own. Random police cruisers and SUVs passed me on occasion, certain to have come from the service and now headed westbound like me. I read the names of the towns on the sides of the vehicles and wondered what the officers were thinking and what memories they were left with from today.

I returned to campus depleted after a long day and walked into our police station. I was met by one of my officers who was working a 16 hour shift. He looked tired, having had only a few hours of sleep since he last got off duty. He asked about the service. I could see in his face and hear in his voice that he wasn't just asking because I had walked in the door and he was standing there. He sincerely wanted to know what it was like. He had attended the service for Springfield Police Officer Kevin Ambrose last summer. This isn't new to him. But for some reason all of us in police work need to know the details of each slain officer's service because they are a touchstone for something we don't really talk about. So I told him what I told you here. Then I pinned the folded program I brought back from the service to the board in our roll call area. It has Officer Collier's photo on the front—the same one we are all so familiar with now. Another officer came in and asked about the service—with the same undercurrent of need. I repeated the details of the day and pointed him to the program. He took it down and began to read it. I left them to their thoughts and work.

I went to the locker room and removed my uniform shirt and ballistics vest. My black uniform T-shirt was soaked from the heat. I gathered my things, checked in with the officers and left for the day to go home. Later, as I sat in my backyard and thought about the day, I tried to identify the looming tension I felt. There is of course a sense of loss in our law enforcement community that we all feel. There is an uneasiness in knowing our vulnerabilities and the risks in our work. When you are a young officer, your concern is keeping yourself and your partner safe. When you are a sergeant, your concern is keeping yourself and the officers serving under you on the shift safe. When you are a Lieutenant, your concern is keeping yourself and the sergeants and officers serving under you on shift safe. When you are Chief, your concern is keeping them all safe. And here is where my relationship to the tragic death of an officer has changed over time. I am comforted by the eagerness with which my officers need to understand their own vulnerabilities in knowing Officer Collier's. This eagerness is a complicated and unfortunate necessity in law enforcement. But it tells me they are paying attention and that alone may help to keep them safe.

I am glad I went today and I hope there are no others to attend, though I know there will be in time. I know my officers felt this loss in varying degrees and we will deal with it amongst ourselves. Last week was horrendous for all, but I know Thursday night was particularly difficult for our police community. What we learn from tragedies such as this is personal. Memorials like the one for Sean Collier today provide opportunities for larger lessons and for genuine hope for something better. I think we all trust that there is much out there that is better. If, as was demonstrated at Mass Ave and Vassar St. today, we can hold onto some measure of kinship in the end, we will have realized something better. Knowing what I now know about Officer Collier, he understood this and lived his life and did his good work at MIT with that in mind. I was pleased to represent STCC today, but I am indeed more honored and humbled to bring Officer Collier to you. And in continuing our work at STCC with that same simple goal of trust and benevolence, we honor him and his life.

—

Shawn de Jong Lieutenant

Springfield Technical Community College Police Department

**MIT officer Sean Collier was Salem State graduate**

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These are not “kumbaya”-type teambuilding exercises — fall backward and trust that your coworkers will catch you — but practical classes in business administration or specialized skills.

Related: Community college grads out-earn bachelor’s degree holders

At Starbucks, for example, after the barista training comes a course in cash and control for shift supervisors. Walmart’s courses, which have been offered since 2010, teach its associates about time management, effective phone skills, and managing diversity.

The training gives workers the skills they need to get ahead and offers the added allure of college credit for those who may never have set foot in a college classroom before. In addition, many of these businesses arrange with local colleges and universities for employees to get tuition discounts.

Indiana’s Ivy Tech Community College counts 18 of McDonald’s training credits toward its associate’s degrees, according to Matt Bell, president of Ivy Tech’s Corporate College.

Kevin Clark, who heads up the McDonald’s education program, says 350 of the 5,000 managers who attend Hamburger University each year take the extra step of getting their transcripts approved by the ACE so they can use the credits toward college degrees.

The corporate university is not solely an American phenomenon. The Brazilian energy giant Petrobras enrolls 1,000 employees at a time in classes at Petrobas University in Rio de Janeiro and at satellite campuses in Sao Paulo and Salvador. The Indian technology giant Infosys sends all 15,000 engineers it hires each year to its Global Education Center in Mysore for 23 weeks of classes. McDonald’s operates full-fledged Hamburger Universities in London, Munich, Sydney, Sao Paulo, Tokyo, and Beijing.

Related: Job-hopping millennials no different than their parents

Whether these adult students are running a McDonald’s in Nashville or becoming globetrotting IT consultants for Infosys, what matters most to employers is that they bring new skills and enthusiasm to their jobs. And for some employees, making it possible to earn that college degree can be a powerful motivator.

Many “have been incredibly successful within the company” without college degrees, says McDonald’s Clark. “But for a myriad of reasons are now at a position in their life where they really want to pursue one.”

This story was written by The Hechinger Report, a nonprofit, nonpartisan education-news outlet based at Teachers College, Columbia University. It’s one of a series of reports about workforce development and higher education.

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