

BHCC

Bunker Hill Community College Magazine

Michael Moore: looking for trouble

Outspoken social critic shares stories of his early days—and makes surprise request for funds

Blood Work

New program takes shape in response to growing demand for medical lab technicians

The Quest for Sustainability

BHCC hosts first regional symposium of the American College and University Presidents' Climate Commitment





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Bunker Hill Community College Magazine | Fall/Winter 2012 Vol. VII, No. 1



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Michael Moore
Photo: Richard Howard



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A MESSAGE FROM THE PRESIDENT



It is a pleasure to welcome you once again to *BHCC Magazine*. Included in this issue is news of an important sustainability event at the College this fall. Bunker Hill Community College hosted the first regional symposium of the American College and University Presidents' Climate Commitment, bringing together representatives of higher education from the University of Maine, Springfield College, West Chester University, the University of Rhode Island, Northeastern University, Vermont Technical College, Cornell University, and more than 40 other colleges and universities throughout the Northeast. The two-day conference delved into challenges—and shared successes—in the effort to create carbon-neutral campuses, infuse sustainability into the curriculum, and become models for reducing greenhouse emissions nationally.

Another important success highlighted in this issue is the receipt this fall of an infusion of federal and state funding amounting to more than \$5 million. The competitive funds will enable us to expand pathways from high school to college with additional dual enrollment programs and increased academic and financial support, create new learning community clusters combining developmental and college-level courses, create a new certificate program to train pharmacy technicians, launch a model entrepreneurship certificate, develop new courses for our planned degree in sustainability management, boost the number of internships that place our students in key industries, and work with individual students to create a personalized success plan called LifeMap that will guide their education and career development. In summary, these new initiatives are all geared toward helping students finish what they start—and graduate.

This issue also covers our latest *Compelling Conversations* speaker, Michael Moore, and includes a profile of one of our most versatile faculty members, Scott Benjamin, as well as the story of a leadership retreat at Cape Cod that many students described as a life-changing experience.

As always in these pages, we celebrate the lives and achievements of our alumni. This issue honors the passing of a Bunker Hill Community College graduate who was killed in the war in Afghanistan, and for whom a street in Salem has been named. We also celebrate the successful career of a graduate whose work in the television industry has brought him major national recognition.

And there's so much more. I invite you to enjoy.

A handwritten signature in black ink that reads "Mary L. Fifield".

Mary L. Fifield, Ph.D.
President

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Editor
Patricia J. Brady
editor@bhcc.mass.edu

Design Director
Caryn Hirsch

Designers
Anita Wolf
Karen Woo

Writers
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Look Where They Are Now

Students who started out at Bunker Hill Community College are taking the leap to four-year institutions—including some of the most prestigious in the nation



Veronika Kivenson at Mount Holyoke College, Fall 2011.

Mount Holyoke College junior Veronika Kivenson, Dartmouth College senior John Around Him, and Smith College senior La'Kesha Francis have something in common: they all started their college careers at Bunker Hill Community College.

In transferring to the selective college they now attend, each has also benefited from a network of support at BHCC. Transferring is no mean feat, for a community college student or anyone else, as those who have succeeded will attest. Kivenson describes the work involved in making the transition from BHCC to Mount Holyoke—researching schools, writing essays and collecting recommendations—as the equivalent of taking a full three-credit course. “There was so much paperwork! I really had to manage my time,” she recalls.

Students at BHCC have long benefited from transfer help offered by individual professors. Then, about five years ago, Professor Nicole Guilmette partnered with members of the science department at the University of Massachusetts Boston on a grant from the National Institute of Health called “Bridges to the Baccalaureate.” The program fostered relationships between community colleges and four-year schools to promote the participation of under-represented groups in the biological studies. As Guilmette became immersed in the work of helping students transfer, she encountered numerous other faculty members who were doing the same, including Adjunct Professor of English Wick Sloane, Professor of ESL Andres R. Reyes and Professor of Science William Griffin. Eventually, Guilmette was asked by President Mary L. Fifield to

"Since we started recruiting at community colleges, BHCC has demonstrated sincere and genuine support not only for its students looking to transfer to selective colleges, but also for building a relationship with Amherst. Our mutual focus is on finding students who are the right fit for our school, and this has been a key tenet of our successful relationship. I appreciate the time and honest effort BHCC takes when encouraging students to consider Amherst and the dialogue we have when following up with students and colleagues about prospective transfers throughout the academic year. It is a pleasure to work with BHCC faculty as well as a benefit to Amherst to have BHCC students on our campus."

— Alexandra Hurd, Assistant Dean of Admission, Amherst College

chair a new committee to help connect students with leading colleges and universities.

As that initiative evolved, the need to establish more formal relationships with admissions offices at four-year colleges became clear, and last summer President Fifield appointed Sloane Senior Special Programs Coordinator for College Transfer. "The high schools that send students to selective colleges have many full-time people whose job is to make sure those students get in," says Sloane. "Once you realize that, it's clear that with nobody to go to bat for them, Bunker Hill students are at a disadvantage."

But what does going to bat for them mean? Sloane says he's not talking only about helping with paperwork and writing recommendations. He's talking about the process of educating decision-makers in the admissions offices at Amherst, Dartmouth and other schools about BHCC's curriculum.

"Admissions officers, for all the right reasons, do not want to admit people who are going to fail," says Sloane. "So we need to explain that an A in calculus or an A in biology at Bunker Hill Community College matches what they're teaching and that, in many cases, we're teaching from the same textbooks—because they likely don't know a lot about us and the quality of our academics. Our faculty work very hard to make sure that credits earned at BHCC are transferrable anywhere."

The outreach by Sloane and other faculty is clearly paying off. More and more students transfer to four-year institutions every year, and a growing number of them are getting into leading colleges like Dartmouth, Amherst, Smith, Mount Holyoke and Wellesley. As this issue of *BHCC Magazine* goes to press, student Mahesh Thapa received the news that he had been accepted at MIT—with a substantial scholarship.

"I'm very impressed with Bunker Hill Community College. I think they're really at the cutting edge of things. They offer classes at night, they offer classes seven days a week," says Sidonia M. Dalby, Associate Director of the Office of Admission at Smith College, who adds that the students who have transferred to Smith from BHCC have done well. "I think there's a cultural adjustment for a lot of students and an academic adjustment. But, you know, they do so beautifully here, they end up doing very well."

For Kivenson, who is majoring in biochemistry, the biggest adjustment has been cultural. She was admitted to Mount Holyoke as a Frances Perkins scholar, which is for older students who "follow unconventional paths" to college and Kivenson received a full scholarship that covers her tuition and living expenses. At 24, she is a few years older than most of her classmates, and she is also from Ukraine. "It's been a difficult transition and the adjustment has been challenging," says Kivenson, who intends to apply for graduate school when she has completed her studies at Mount Holyoke. "But there's a lot of support here and things are going extremely well."

For John Around Him, 29, the hardest adjustment in going from Bunker Hill Community College to Dartmouth was the simple fact that

he did not have the same skill set as many of his classmates. "I come from an impoverished community," says Around Him, an Oglala Sioux from South Dakota, who served in the U.S. Army in Iraq. "I attended a poorly functioning high school with a high dropout rate." He says that, compared with many of his peers at Dartmouth who attended excellent public and private high schools, he had a lot of catching up to do, although BHCC provided him with a solid foundation in terms of learning how to write papers and study.

"I think in that transition I began to learn about myself," says Around Him, who is studying education and plans to teach back home on the Pine Ridge Reservation when he finishes his education. "I was learning about the way I learn, and one thing I've learned is that there is value in naming your difficulties and getting help with them."

That kind of self-awareness coupled with the ability to take initiative is exactly what Maggie Farnsworth, the Associate Director of Admission at Wellesley College, searches for in new students. "We're looking for evidence of intellectual engagement in the classroom," says Farnsworth, who actively recruits students from community colleges. "But we go beyond looking at grades. We're looking for the type of students who really maximized their opportunities at Bunker Hill."

The essence of Sloane's job is to help admissions officers identify such students. "It's like being a matchmaker—almost a dating service—bringing together students and the colleges that are right for each other," says Sloane. "Fortunately, faculty are excellent talent spotters," he adds. They help identify students and also offer direct support through the network of connections established by Sloane. David Le won admission to Amherst College this fall after Monica Poole, Assistant Professor of History and Social Sciences, and Lloyd Sheldon Johnson, Professor of Behavioral Science, responded to a query from the admissions office about Le's background in their fields. They turned around the request for information over a weekend, and Le, who graduated from Medford Technical Vocational High School, where he studied auto mechanics, soon received the much anticipated acceptance via e-mail. "I knew it was a big deal when one of my other professors who had encouraged me, Liya Escalera, started to cry when I gave her the news," Le said.

For Francis, 21, a suggestion from Sloane made all the difference. Intimidated by the transfer process and "fearful" that she would not be admitted to any schools because she was coming from a community college, Francis applied to Smith after Sloane recommended it. Although initially not interested in applying to an all-women's school or attending college in a less populated area, Francis followed up on a suggestion from Sloane that she visit the campus.

"It turns out that I really liked Smith—and I got in," says Francis, who is studying biology and intends to apply to medical school after she has earned her undergraduate degree. "I've learned not to be afraid. Fear should not stop you from doing anything in life." ■

The Remarkable Journey of Carmen Ortiz

From a housing project in Spanish Harlem to the job of top federal prosecutor in Massachusetts

Keynote speaker Carmen Ortiz, the first Hispanic and first woman U.S. Attorney for Massachusetts, captivated the audience of students, staff, and dozens of representatives of Chelsea's civic and nonprofit world with the remarkable story of her personal life and the deeply-felt advice she wished to pass on to the young people present. But she was preceded at the podium by an eloquent Bunker Hill Community College student with a compelling story of her own at the Chelsea campus's celebration of Hispanic Heritage Month on October 4, 2011.

Stephanie De La Cruz, the Student Government Association's Vice President for Communications, described to the audience how her parents came to the United States from Lima, Peru, in 1988. Her father left for America first and her mother followed later. With little money, her mother hitchhiked, barefoot, traveling for more than a month with little food or sleep. Stopped at one point for documents, she prayed that the baby in her arms would inspire leniency, and after a terrifying moment, the authorities passed over her.

Finally united in America, the couple lived with 20 others in a two-room apartment, where they slept on a porch, in the cold. Stephanie's father worked in a nursing home,

"I saw myself as a Hispanic woman of modest means, but with an opportunity to excel—to make a difference."

doing the hard, unpleasant chores that few are willing to do. The couple's first lawyer, she said, took all of their money; the second finally secured their residency in 1999.

"This is my heritage," De La Cruz said, with tears in her voice. "And BHCC is my extended family. The College has helped me find my voice, and what I want to do."

Bunker Hill Community College President Mary L. Fifield thanked De La Cruz for sharing her story and congratulated her on

having parents who were so courageous. The President then introduced guest speaker Carmen Ortiz. As U.S. Attorney for Massachusetts, the President explained, Ortiz supervises the prosecution of all federal crimes in the state, from civil rights violations and white-collar crime to matters involving terrorism and national security.

"I look out at you," Ortiz said, addressing the students in the audience, "and I see a bit of myself." She told them how in her two years as U.S. Attorney for Massachusetts she had "never worked so hard or loved a job so much." But on the road to the office of the state's top prosecutor, she confessed, she had often felt isolated. She had been one of very few Hispanics in her law school, and as a prosecutor, she had worked in a male-dominated world.

Ortiz was born in New York City and grew up in a housing project in Spanish Harlem. She said that her parents had come from Puerto Rico to America with very limited educations. Although neither had completed high school, she told the audience, both believed education to be the key to their daughter's future, and they gave her strenuous encouragement. "I saw myself as a Hispanic woman of modest means, but with an opportunity to excel—to make a difference," she said.

Like many students at Bunker Hill Community College, Ortiz was the first in her family to attend college. "The challenges were steep," she said. But she made it through college and law school and started her career in a Justice Department program, where she worked for Eric Holder, now Attorney General of the United States, and the first African-American to hold that post. Her first piece of advice to the younger generation: maintain good relations with fellow workers, and stay in touch with them.

More important, Ortiz urged the students to dare to dream, to surround themselves with people who believe in them, and to ignore the limitations imposed by stereotypes, especially about working women having children—even



Carmen Ortiz speaks at the Chelsea Campus

though success may sometimes mean putting one's job first. Soccer games and dance recitals? She has missed her share, she said, as she balanced work and family against long-term priorities.

Learn to benefit from the worst things that happen to you, she told the students. Just as her career was taking off, she said, her husband was diagnosed with pancreatic cancer, and despite a powerful sense of determination, she said she came to a moment when she never wanted to see the inside of a courtroom again. Her husband died after an eight-year struggle with the disease. From the experience she came to understand the importance of the support that family and friends can provide, and of having the courage to ask for help. "It's a sign of strength," she said.

In closing, Ortiz reminded the students of the advocates for freedom, the trailblazers who went before. "We stand on their shoulders," she said, "and must carry on their work. Today, the pressure is on us, as Latinos. There are nearly eight million Hispanic women in the labor force in the United States. We have the influence that comes with great buying power. And we are flourishing as never before. This is our moment." ■

Michael Moore Puts His Money Where His Mouth

The Outspoken Critic's Visit to BHCC Yields Unexpected

Michael Moore was indignant. Which, for those familiar with the acerbic political and social critic, is nothing new. But when Moore stepped out in front of the 1,000-plus person crowd that jammed Bunker Hill Community College's gymnasium to talk about his latest book, he was not only indignant, he was almost speechless.

Almost.



Is Dividends

“I just want you to join me country. I want you to join we will not elect anybody put education at the top of

“I’ve spoken at many colleges over the last 20 years or so, but I’ve never heard an appeal like that before,” Moore began, referring to Director of Diversity and Inclusion Thomas L. Saltonstall’s request at the beginning of the program for donations to the College’s Student Emergency Assistance Fund. “It was, it was—” Moore paused, “I had a range of emotions listening to that backstage.”

Moore, who was at Bunker Hill Community College as part of the *Compelling Conversations* speaker series, quickly collected himself and went on to deliver a scathing indictment of a political system that professes to value “education above everything else other than our health” and yet puts a college administrator in the position of “standing up here with hat in hand to ask you to do more because the people in the banks downtown and these corporations pay absolutely zero income tax to help fund our public educational system.”

The Student Emergency Assistance Fund was created in January 2009 to help students pay for unanticipated emergency expenditures that could result in their dropping out of school. The most recent recipients of

grants from the fund returned the following semester at a rate 31 percent higher than the student body as a whole. More than 500 grants have been made that range from \$59 to replace a lost monthly MBTA pass, to \$700 for urgently needed car repairs, and \$428 to replace a bag full of books and school supplies that had been stolen.

As Moore delivered his talk, he frequently returned to Saltonstall’s request for donations to help keep students facing financial emergencies in school. In the course of his lecture, Moore touched on Canada’s simple—and superior—system of voting. “You don’t hear accusations about a hanging chad because they vote with a little piece of paper and a No. 2 pencil,” he said. He also talked about race in politics: “So much of our political system seems to be geared toward addressing the fears of white guys.” And regarding the 2009 economic meltdown, he commented that “if you jumped the turnstile at the subway downtown you’d get a bigger sentence than the Wall Street bankers who brought down the United States of America. But then he returned to Saltonstall’s plea.

“Back to the administrator with the hat,” Moore said, shaking his head.

in not accepting this as our
me in a commitment that
to public office unless they
the list.”

— Michael Moore

“I just want you to join me in not accepting this as our country. I want you to join me in a commitment that we are not going to elect anybody to public office unless they put education at the top of the list.”

He then asked everyone in the audience who was not a student to make a donation to the Emergency Fund and announced that he would match every donation up to \$10,000. With that, the audience erupted in applause. Moore waved away the accolades. “No, no, no thank you! I live a blessed life,” he said, referring to his modest beginnings in Flint, Michigan. “I got lucky. I’m really supposed to be building cars on an assembly line!”

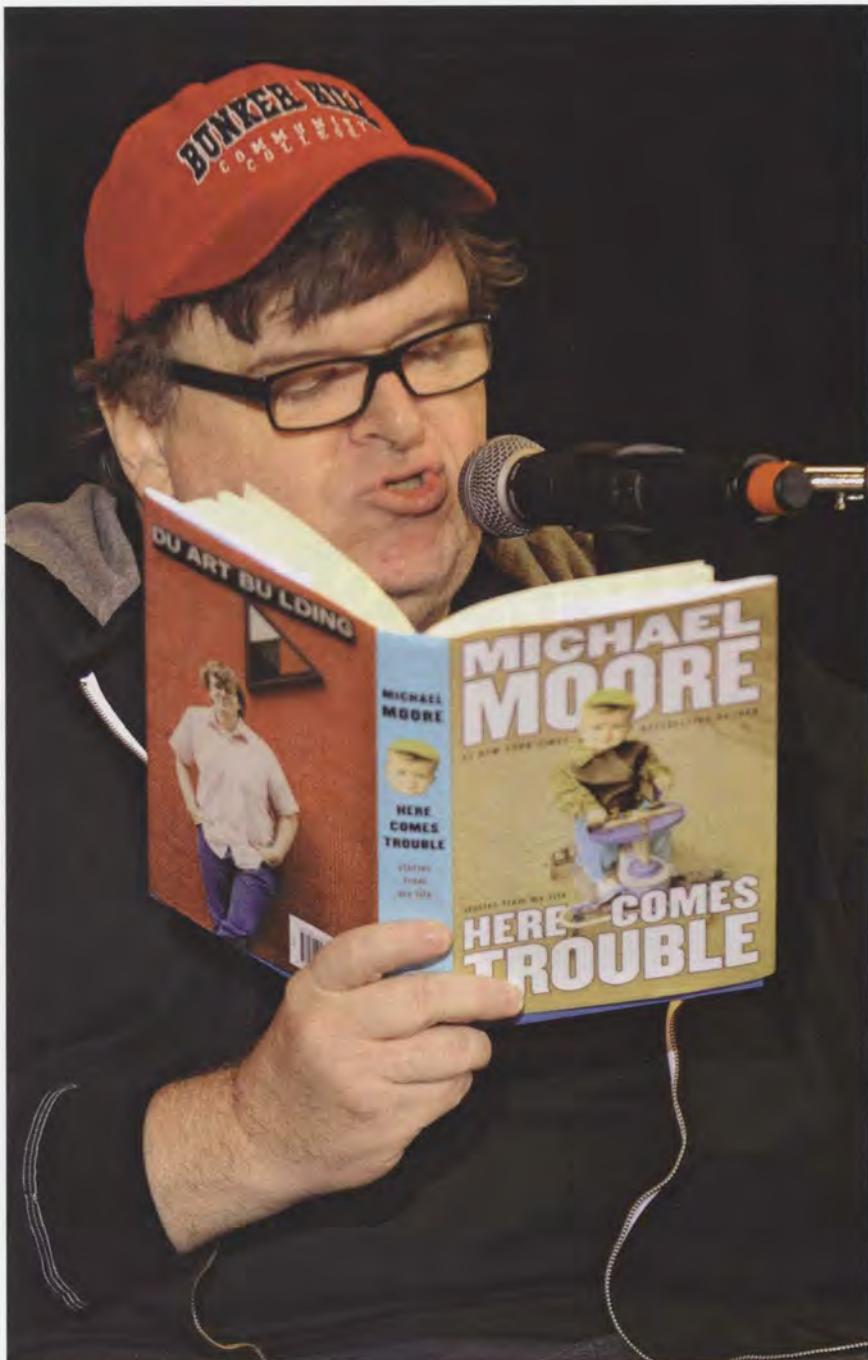
Moore later wrote about his pledge to the College’s Student Emergency Assistance Fund on his popular blog “OpenMike”: “The student body consists of many who are single parents and live near the poverty line. [Saltonstall] didn’t ask for tuition money or money for books. He begged the crowd for gas money. Babysitting money. Money to fix a car that’s broken down, or for electricity that’s been turned off. He listed all the things that cause a student to miss a class—or drop out. Community college is the only escape hatch they have, and even that is a [long shot]

in the 21st century kleptocracy we live in.”

After Moore’s request for donations, which prompted a flurry of check-writing and envelope collecting, he moved to an armchair to read from his new book, *Here Comes Trouble: Stories from My Life*.

His first passage was from the story “20 Names” about a high school administrator who regularly punished students, including Moore, for infractions such as leaving a shirt-tail untucked, by hitting them with a paddle. After one such episode that left Moore humiliated and nursing painful welts, Moore vowed to get his revenge. How? By running for school board and becoming the administrator’s boss.

“The adults in the community became very concerned that a 17-year-old with long hair was running for the school board, so six older adults took out petitions to run against me,” Moore read. “Apparently, they needed a little more time in civics class because they did not understand the concept of plurality. The person with the most votes was going to win. If they split the adult vote six ways, I would bring in the stoner vote and win.”



Moore reads a tale of almost inadvertently winning election to his local school board when he was 17 years old. His autobiography, *Here Comes Trouble*, was released the week he came to the College to speak.

That's exactly what happened. And eight months later, after Moore painstakingly collected evidence of the administrator's treatment of students and presenting it to his fellow school board members, the administrator and his boss resigned.

The lesson from Moore? Sometimes it pays to do more than rail against the system. Sometimes you have to get involved to change things for the better.

As Moore noted after he urged the audience to donate to the Student Emergency Assistance Fund, by raising \$20,000, they would have collected nearly 10 percent of what's already been given away to students in emergency grants.

"I would love to raise \$20,000," Moore told the crowd. "If we can do that, we'll be the ones who have done it right here, won't we?" ■

Note: The Student Emergency Fund received donations in the amount of \$10,550 following Michael Moore's plea to the audience that evening at Bunker Hill Community College. A few weeks later, he sent the College a check for \$10,000.



Giving Thanks for Our Vets

On November 22, 2011, two days before Thanksgiving, Bunker Hill Community College hosted a mobile food pantry for veterans and their families outside the College's Health & Wellness Center. Arriving before the 48-foot trailer of food was fully unloaded, patrons eagerly made their way down the long row of tables and pallets piled high with frozen turkeys and fresh produce—large pink grapefruits, 10-pound sacks of potatoes, hefty heads of cabbage, mesh bags of yellow onions and more, provided by the Greater Boston Food Bank in partnership with the Massachusetts Department of Veterans Services.

It was a typical fall day in New England, sunny and chilly, and the atmosphere was festive as volunteers from the Food Bank and the College's Veterans Center—including Veterans Center Director Cynthia Shelton Harris—chatted with veterans and their families and helped them pack food into re-usable green shopping bags. More than 500 individuals representing 325 veteran households came to the temporary pantry.

It was the Food Bank's first mobile food pantry targeted to veterans—a response to the increasing need for food assistance among former servicemen and women. The current economic downturn has boosted unemployment for those who have served in Iraq and Afghanistan to 12.1 percent, well above the statewide rate of 7.3 percent. The rate among women veterans has risen to 15 percent.



Blood Work

A program focused on the body's great internal delivery system is transporting students to new careers

On a bright fall morning, Nicole McAlpine, formerly of Seattle with a bachelor's degree in microbiology, waits in a hallway for class to begin. She's chatting with Zoe Kamba, a student from Congo who holds a five-year bachelor's degree in pharmacy. These already well educated students, along with others in the class who hold a range of degrees and certificates in health-related fields, are joining the ranks of working people returning to college—and largely to community colleges—to alter the direction of their careers in a tight economy.

McAlpine and Kamba are about to wade into a five-hour lecture/lab that is all about blood. Hematology and Hemostasis is one of eight challenging courses—in addition to 35 credit hours of prerequisites—required to earn an associate degree in science in Bunker Hill Community College's new Medical Laboratory Technician program. Medical lab technicians make up the third largest group of healthcare professionals; their lab work generates 85 percent of the information doctors use to diagnose and treat patients. Graduates of the program at BHCC can go directly into jobs in hospitals and clinics, where they will be involved in the essential function of collecting and analyzing blood and other bodily fluids. The results can indicate if a patient is anemic, has an infection, or suffers from a more serious disease such as rheumatoid arthritis or leukemia.



class is studying the differentiation of white blood cells. As opposed to red cells, which have only one type, whites come in six varieties. Identifying each type is an essential step in diagnosing diseases and distinguishing between allergic and immune responses. Much of the terminology in the course grows out of Latin and Greek root words, and with neutrophils, eosinophils and basophils flowing easily through the conversation, the level of expertise shared by the students and expected by their professor is obvious.

Since prerequisites include a semester of statistics and inorganic chemistry, students in the program "tend to be self-selecting," as Laurie McCorry, Dean of Science, Engineering and Health Programs, notes. "They need to be focused, meticulous, conscientious and organized because the discipline demands it." The testing performed by Medical lab technicians requires high levels of skill and critical dexterity since an error could have deadly effects on the patient. Currently, only one in every three-to-four applicants is accepted to the BHCC program.

This ratio, like the one-in-six acceptance rate for applicants to the College's nursing program, reflects the amount of previous course work required and the level of achievement regarded as necessary to manage this demanding program.

Even so, the atmosphere in the classroom on this day is relaxed and collegial. When it's time to draw blood for the lab portion of the class where students will learn to count white cells by hand—with a clicker to register what the eye observes on the microscope slide—the volunteers have a choice of trained phlebotomists among them to take their samples. There is a sense of respect in the room for the competencies of the group, but it's more than that. There's the fact that these students, now in the third of the four semesters required, have gotten to know one another. "They move through the program in a cohort," Fortin explains, taking all their courses together. "In order to emphasize the medical imperative of team work, all must advance as a unit and support system, and they do, often forming study groups on their own."

Before the session ends, Fortin asks if students have geographical restraints or preferences for their upcoming practicum when the cohort will be dispersed into area hospitals, where they will work 40 hours a week for 20 weeks as they move through the departments of clinical chemistry, hematology, microbiology and blood banking. And then, after graduation from the program, McAlpine, Kamba and their colleagues will be in a position to consider an impressive range of options.

For McAlpine, whose family relocated to the Boston area after her husband's job loss, the degree is a way back into clinical work with patients after her years in biotechnology, monitoring industrial facilities. "There are so many ways to go with the degree," she says. "It's a great stepping stone into something else."

The Medical Laboratory Technician program at Bunker Hill Community College got under way with a grant awarded to Beth Israel Deaconess Medical Center to find a new way to train their existing employees as medical lab technicians, a move prompted by an increasing shortage in this specialty. Children's Hospital and New England Baptist Hospital were experiencing the same shortage since the economics of healthcare no longer support the in-house training programs that had traditionally met hospital needs.

Bunker Hill Community College, with a variety of successful healthcare programs already in place, was academically positioned to close this crucial gap. The geography was right, too, with few colleges offering the program in eastern Massachusetts. But did the College have the appropriate faculty for the job?

In this class, 95 percent of the students already have credentials in healthcare-related fields. They're coming back for more.

Enter Associate Professor Roger Fortin, whose career ranges from teaching in a hospital school of technology, to chemistry supervisor in another hospital, to 15 years as a medical instrument specialist. It was Fortin who would develop not only the program's curriculum in urinalysis, immunology and serology but the clinical practicum as well. And it was Fortin who taught all the courses for the inaugural class that graduated in May 2010. The class of which McAlpine and Kamba are members is the first class open to the general population.

In Hematology and Hemostasis, students learn the practical aspects of blood—how to prepare samples—as well as the clinical aspects, including the mechanics, composition and function of this circulating organ that transports nutrients, gases, hormones and waste around the body day and night throughout an entire life. Today in Fortin's lecture, the

Dean McCorry agrees, adding that “‘stackable credentials’ in healthcare are the latest buzz, one credential leading to another: associate degree to bachelor’s, certified nurse aide to licensed practical nurse to registered nurse. It’s the way healthcare is going in education.” The medical lab technician degree can even open into a career in forensics if students see that as a four-year degree goal.

Assistant Professor Elizabeth Szymczak concurs that the degree is “unbelievably transferrable.” Szymczak joined the BHCC faculty in September 2011 and shares the medical lab technician course load with Fortin, teaching courses in medical microbiology and immunohematology. She is a microbiologist who taught at Northeastern University and Fitchburg State University before working at the University of Massachusetts Medical School for the Food Emergency Response Network, where her responsibilities included management of training for the detection of food-borne pathogens like *salmonella* and *E. coli* and responses to potential bioterrorism events with *bacillus anthracis*. Szymczak points out that students “can go into private industry and computer application jobs,” all predicated on the program’s broad curriculum that teaches students “to problem solve, trouble shoot and correlate.”

The program has already produced a positive outcome for Kamba who worked at West Lynn Creamery—now Dean Foods—as a quality control technician for seven years after coming to Boston. With the loss

of his job in 2009, Kamba assumed he would have to start all over. But with “a family and a mortgage,” he says, “I needed something quick. I can get this degree in four semesters.” Several of the general education and science courses were waived on the strength of his undergraduate degree. He is currently working at Melrose-Wakefield Hospital as a lab processor, a one-year job he was able to secure through contacts he made at the College.

Mark Chlapowski is plotting an international option. He has a bachelor’s degree in chemistry and worked for 10 years at Duracell as a battery scientist. But he’s also studied philosophy and wants to work with Doctors Without Borders, going wherever needed to work in the humanitarian relief of disasters stemming from infectious diseases. The Medical Lab Technician program “is challenging,” he says, “with lots of things I haven’t been exposed to,” but he is pleased that the degree will qualify him for a Doctors field team.

While working as a nursing assistant for 10 years, Chloe Hylaire developed an interest in lab work, recognizing the crucial need for “good, quick diagnoses” in treating patients. She’s aiming for a bachelor’s degree in laboratory medical technology after she finishes the program, and like her colleague Chlapowski—and so many others who have passed through Bunker Hill Community College’s doors—she believes that her future will not be so much about money and the need to earn it no matter what. “No,” she says with a smile, “it’ll be about what I like.” ■



From left, student Champasak Mean, Professor Fortin, and students Mark Chlapowski and Nicole McAlpine work together at a four-person microscope as they examine specimens of red and white blood cells.





Charting a Course for a Sustainable Future

Regional higher education leaders gather at Bunker Hill Community College to share concerns, innovations, set-backs and successes in the quest to reduce campus carbon emissions


"We are proud to host the first regional symposium of the American College and University Presidents' Climate Commitment," Bunker Hill Community College President Mary L. Fifield said in welcoming representatives of more than 40 higher education institutions throughout the Northeast. "We are also proud that this conference is taking place not only at a community college," the President said, "but at one with high involvement in sustainability by faculty, staff, students and trustees."

The event took place on November 3 and 4, 2011, in the College's new light-filled Health & Wellness Center, where indicators of that commitment were on display. Near the front entrance, a plaque designating the building as meeting the stringent energy-efficiency requirements for LEED Gold certification had just been installed. And the lobby sported the College's new state-of-the-art energy monitoring and display system called a "building dashboard." Resembling a large flat-screen television, the dashboard provides live data on the building's energy consumption and links to sustainability-themed videos, games and an educational tour of the building.

The symposium represented a collaboration between BHCC and Second Nature, a national nonprofit organization focused on creating a sustainable society by transforming higher education. The regional gathering was aimed at creating a dialogue among signatories of the Climate Commitment who face similar challenges to sustainability on their campuses. Participants, as it turned out, had plenty to say.

At a pre-conference event called "Change Agent Forum," representatives of several colleges talked about the cost of carbon credits ("Where do we get the money to cover those?" one asked), the reality of limited resources ("We are a small school and just don't have the staff to go full-time on this"), and the curse of beautiful old structures ("We have 50 buildings, and 35 are Victorian homes").

Responses by other participants stressed the importance of buy-in from the top as essential in focusing the necessary resources on sustainability. Their advice was echoed in presentations co-facilitated by Donna Barlow Casey, Director of Sustainability at Vermont Technical College, that included BHCC Director of Fiscal Affairs and Central Services Jeff Ginsberg and BHCC Executive Vice President and CFO Jesse Thompson. After President Fifield signed the Climate Commitment, Ginsberg said, she created a climate committee that brought together faculty, staff and students to write the College's emissions reduction plan. She then hired a full-time Director of Sustainability, Paul J. Wolff, III, who serves as a member of the College's executive staff, where policies

become directives. As a result, said Thompson, the whole College, from the top down, is involved. "Sustainability is getting into the fabric of the institution," he said. "Everyone is thinking about it now."

Following the pre-conference sessions, participants enjoyed a tour of the Health & Wellness Center and a reception featuring sustainable food and live music. The symposium then got under way in earnest with a panel discussion that jumped into the large issues underlying the involvement of higher education in the quest for a sustainable future.

"Why are we here? Why are we doing this?" asked David Hales, Chair of the Board of Directors of Second Nature, during a panel discussion with journalist Dianne Dumanoski, moderated by Second Nature's president, Anthony Cortese. The answer is simple, he said. "We're doing this because we should. It's the moral obligation of the institutions most responsible to society for shaping the future to take this on." But there's a practical reason as well, he added. "Colleges still relying on fossil fuel in 2040 or '50 will not be able to compete financially. Their tuitions will go through the roof."

"And why should we do this as a group instead of individually?" he asked. "Because when 700 college presidents agree, it adds to the power of the sustainability message with communities, states, businesses and students. It's in the crucible of education that the necessary change will happen."

Panelist Dianne Dumanoski, a journalist and author who reports on energy and the environment, stressed the urgency of the issue of climate change—along with some misconceptions. The notion persists that climate change is essentially an environmental threat, she said, and that it is "the planet" that we must save. "But it is safe to say that the earth itself will survive fossil fuels and industrial civilization just as it has endured previous [environmental] calamities." No, she said, the real threat of climate change is to the settled human life we call civilization, which arose with the development of agriculture, and depends on agriculture for its survival. Agriculture, in turn, depends on a benign and predictable climate. We alter it at our peril, she warns, and at the peril of international instability. Climate change poses the kind of hazards "that may send our societies and the global economy reeling into chaos long before our coastal cities are lost to rising seas."

Asked by an audience member about geo-engineering proposals such as "air scrubbing," which attempts to remove excess carbon dioxide from the air, Dumanoski said, "I think we're in such deep trouble that whatever is not insane is going to be on the table!"

The urgency and importance of developing a more sustainable future appear to have had an energizing effect on the Climate Commitment signatories at the symposium, to judge by the exciting projects under way



From left, Dr. Paul W. Ferguson, President of the University of Maine, Dr. Mary L. Fifield, President of Bunker Hill Community College, and Gloria Cordes Larson, J.D., President of Bentley University, listen to Jonathan Lash, President of Hampshire College, during a panel discussion at the symposium.

at many institutions. The second day of the conference included roll-up-your-sleeves working sessions, in which institutions dissected and shared successful projects. One session explored the wind project at Mt. Wachusett Community College in Gardner, Massachusetts, in which the college, with an initial grant from the state Department of Energy, built two 396-foot wind turbines on campus. Middlebury College, in Vermont, has developed a "biomass gasification system" that is powered by wood chips derived from local forests. The plant, housed in a building with a glass front, centrally located on the campus, has been toured by roughly 7,000 people. And the University of Maine, with 202 buildings on 443 acres, has built a pipeline to a nearby landfill to tap the energy of the gas generated by decay, in a dramatic transformation of waste to energy.

The full conference agenda included curriculum development workshops, case study presentations and a tour of the Casella Waste Management's "Zero-sort" facility adjacent to the BHCC campus. As the symposium came to a close with a luncheon panel discussion including

Now Buildings Have Dashboards, Too

Mounted on the wall near the entrance to the new Health & Wellness Center, is what looks like a large flat-screen TV. It's Bunker Hill Community College's new "building dashboard." The device, by Lucid Design Group, was inaugurated during the regional Climate Commitment symposium, and BHCC is the only community college in the Northeast and one of only six nationwide to have one.

The dashboard shows in colorful charts and graphs, how much energy we are using to light and heat the building. Plus, it's interactive. By touching the screen you can instantly compare the energy used today to that used yesterday or last month or last year. Or you can convert the energy units into kilowatt hours of electricity being used, carbon dioxide going into the atmosphere, or even dollars being spent on energy as you stand there and look at the screen.

If change begins with measuring, reporting and comparing, a building dashboard is the ideal way to measure the impact of energy conservation measures such as modern light bulbs, classroom occupancy sensors and energy-efficient fixtures. The dashboard also links you to a virtual tour of the G-Building, Green Tips, sustainability-related games and social networking tools.

To access the dashboard, go to www.bhcc.mass.edu/Sustainability/projects-and-research.html and click the building dashboard button.



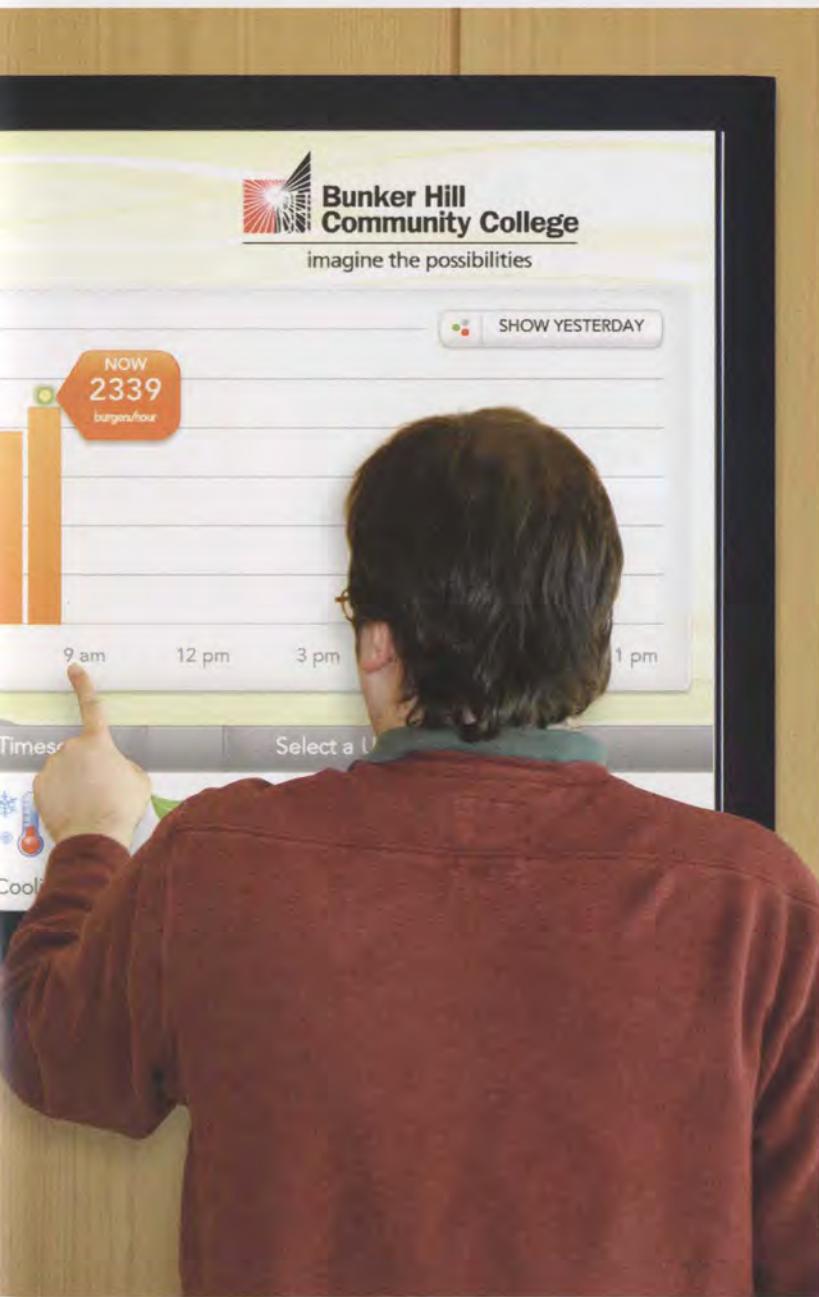
< What's This?

At left is a QR code. "QR" stands for "Quick Response" and it's a way of using a smart phone to save paper—and the environment—by accessing large amounts of information electronically. This QR code goes to the "Latest News" page on BHCC's Office of Sustainability Management website. To use this code, go to your smart phone's "app store," find and download the QR code reader (it's free) and launch the application. Hold the phone over the QR code on this page to scan it. You will find a video about the purified water available at BHCC, an online water conservation survey created by students, a link to a summary of the symposium featured in this story, and more.



several college presidents, the moderator, Second Nature President Cortese said, "Ten years ago, few college or university presidents were giving much thought to the issue we're discussing today. In a short time now, 700 of your colleagues, signatories to the Presidents' Climate Commitment, are saying this is very important, very serious. What this represents is an exponential growth in leadership in the area of sustainability." That leadership has already generated change throughout their institutions.

The colleges and universities included in the Climate Commitment enroll 18 million students, who are now attending college on campuses that have become "living laboratories" of experimentation in sustainability. While administrators grapple with the challenge of decreasing emissions on their campuses, students are spending their college years in those laboratories, soaking up the values and the lessons of sustainability. As President Fifield pointed out, many of our campuses now include students from all over the world as well as from this country. "Our students," she said, "will take the ideas home and spread the word." ■



Students' Sustainability Club

Meatless Mondays: Save Calories, Cash, and the Planet

The Sustainability Club is working with the Nursing Department and Fame Food Management, which supplies the BHCC cafeteria and snack bar, to encourage students to go meatless every Monday—both for the well-known health benefits of avoiding meat and for the lesser known significance for sustainability. The club has distributed a flyer that explains all.

According to Johns Hopkins' Bloomberg School of Public Health:

- The meat industry generates nearly one-fifth of today's man-made greenhouse gas emissions
- The water needs of livestock far outweigh those of vegetables or grains: an estimated 1,800–2,500 gallons of water are required to produce a single pound of beef
- About 40 calories of fossil fuel energy go into every calorie of feed-lot beef in the U.S., compared to 2.2 calories of fossil fuel for plant-based protein.

Reducing meat intake can also reduce heart disease, limit cancer risks, fight diabetes and curb obesity. Sylvia Holt, Food Service Director for Fame, says she is delighted to prepare a meatless meal every Monday. What do the students think of a meal with no meat? They love it," she says, adding, "Maybe it helps that vegetarian meals are always a better buy."

Students who helped launch Meatless Monday include, from left, Student Government Association President Stephenson Aman, Co-President of the Sustainability Club Shanay Reed, and Sustainability Club member Kelly Rogers.





Upgrading the Workforce

Major funding victories boost the College's capacity to provide students with the skills they need for high-demand jobs in healthcare, sustainability, biotechnology, information technology, finance and other Greater Boston industries



High unemployment and jobs with no applicants? The mismatch between the skills of Greater Boston's workforce and the jobs available in the area's technologically advanced industries is a well known irony—frustrating for companies that need skilled employees, and painful for people who need jobs to support their families.

An unprecedented infusion of grant funding to Bunker Hill Community College represents a promising step toward aligning the workforce with the work. In a series of intensely competitive contests with colleges around the country, Bunker Hill Community College won more than \$5 million in grants in a single two-month period this past fall.

The two largest grants, from the U.S. Department of Labor, reflect both a new recognition of the role community colleges now play in educating the nation's workforce, and the increasing ability of community colleges to work together as a new force in higher education. Once regarded as isolated institutions with a reach no further than their local neighborhoods, community colleges are now developing joint ventures and working relationships with colleges and universities across the state and even the nation.

One of the Department of Labor grants, for example, came to the state's 15 community colleges, which applied as a group. In fact, the Massachusetts consortium received one of the largest grants in the national competition. The other Department of Labor grant came to BHCC as part of a consortium with far-flung partners: Collin College in McKinney (Texas), Bellevue College in Seattle, Del Mar College in Corpus Christi, Moraine Valley Community College in Chicago, Rio Salado College in Arizona and Salt Lake City Community College in Utah.

The \$20 million grant to the Massachusetts community college consortium will support efforts by all of the state's community colleges to assist low-skilled and other workers, build new programs that meet industry needs, and strengthen online and technology-enabled learning. Targeted industries include biotechnology, information

technology and healthcare as well as clean energy, financial services and entrepreneurship.

Under this grant Bunker Hill Community College will receive \$785,000 to develop a new certificate program for pharmacy technicians, provide technical support to faculty in designing online courses, develop courses for the College's new energy and sustainability management certificate, expand staff support for student internships and job placement services, and boost tutoring and academic support, both face-to-face and online.

The grant BHCC secured as part of a national consortium of community colleges based in Texas will bring the College \$2.2 million, one of the largest single grants it has ever received. More than 200 groups of community colleges across the nation vied for this funding, which ultimately went to only 32 applicants. BHCC will use the funds to work with a group of colleges in the Boston area to develop and deliver IT programming, support services and job placement assistance, with a focus on training an IT workforce for jobs in areas of documented labor shortages.

Through this grant, BHCC will also develop a model certificate in entrepreneurship, create a "virtual lab" that will enable students to complete lab assignments online from home, expand partnerships with community-based organizations to offer courses and programs at community sites, and develop "curriculum-in-a-box" materials to guide other colleges in replication of these programs.

An additional grant of just over \$1 million from the National Science Foundation reflects the success of BATEC, the Boston-area Advanced Technological Education Connections center, a collaborative of higher education institutions with BHCC as the lead community college. BATEC works to create a regionally coordinated education and workforce system in IT and STEM (science, technology, engineering and mathematics). The National Science Foundation funding will make it possible to replicate this successful collaborative in Chicago, San Francisco and Las Vegas.

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GLASS ACT

Super-cooled liquids light up the art gallery

as the College pays homage to the art of glass making

If glass, sometimes transparent, sometimes translucent, sometimes simply a colored shape, does not seem like other solid things, it is perhaps because glass is not a true solid. Hard or brittle as it generally is, glass is rightly called a super-cooled liquid. If that's the scientist's perspective, the artist's is provided by Dale Chihuly, headliner of the recent blockbuster glass exhibit at Boston's Museum of Fine Arts, who calls glass simply "the most magical of all materials."

For the 50th show in the eight years of its operation, Bunker Hill Community College Art Gallery picked up on the public appetite for glass art whetted by the much vaunted Chihuly

show and paid homage to the fragile beauty of that magical material with a group exhibition this winter featuring more than 60 individual pieces created by 22 Massachusetts and Boston-area glass artists. Works formed in cold, hot, flat, fused, blown, cast, slumped, sculptural and alternative processes—ranging across the glass artist's vivid vocabulary—demonstrated the varied techniques of working in glass. The exhibit included objects that had been formed within blazing hot furnaces, that looked like vases but were solid objects, that cast shadows from an outer layer onto an inner surface, that were created from recycled ashtrays and Depression-glass cast-offs.

Pieces clockwise from top left:
"Christmas If It Ever Comes Vase" by Sidney Hutter; "Tiger Vase" by Steven Haszonics; "Blue New Mexico Vase" by Josh Simpson; blown-glass vessel grouping, including "Mr. and Mrs. Penguin," "Green Lantern Twisted Floral D Light" and "Cosmic Bowl" by John Volpacchio; "Untitled Group of 5 Peaches" by Stephanie Chubbuck; "Gourd Vessel" by Bernard Donofrio



"In keeping with our commitment to the local creative economy," said Bunker Hill Community College Art Gallery Director Laura Montgomery, who curated the show, "the exhibit illuminates the strength of work from regional artists and also recognizes the artistic production of the many glass shops within the state, including those at the Massachusetts College of Art, the School of the Museum of Fine Arts, Salem State University's Glassworks Studio, and Diablo Glass."

The luminous concentration of glass artistry on view at the gallery included works by well-known Boston-area artists like John Bassett, Joan Brigham, Stephanie Chubbuck,

Diane Chester-Demicco and Chris Watts, and also boasted nationally recognized glass artists Bernard Donofrio, Barbara Dowling, Steve Haszonics, Sidney Hutter, Josh Simpson and John Volpacchio.

Museum-quality pieces like Hutter's laminated stacked-plate-glass solid vase form, Volpacchio's intricately hand-blown glass vessel grouping, Simpson's seemingly outer-space-derived Tektite crystal bowl, and Stephanie Chubbuck's provocative peaches with brass zippers seemed to glow in the intimate light of the College's Art Gallery, a window on the arts since 2004 for students and visitors alike. ■



The Things They Brought Back



The war will never be over for Vietnam veteran Tim O'Brien. The award-winning author of *The Things They Carried* made that perfectly clear on the day before Veterans Day, 2011, when he visited Bunker Hill Community College at the invitation of the College's Veterans Center.

"So often, people get the idea that wars end when you sign the peace treaty," said O'Brien, who has won acclaim for his unsparing portrayals of combat. *The Things They Carried*, one of his eight books, has been listed as one of the 20 best books of the last 25 years by the *New York Times*.

A spare, compact man with jittery energy, O'Brien began his day on campus by sitting down with a group of BHCC veterans. Soldiers tested by the Afghanistan and Iraq conflicts gathered around the former infantryman who, 43 years ago, was drafted and sent to Southeast Asia. In the cool light of the small classroom, the talk heated up with images of blazing hot deserts and sweltering

jungles and of memories that still burn. The 65-year-old O'Brien expounded passionately about the need to bear witness to the grunt-level cost of battle.

"As citizens, we don't often see the consequences of the thing we vote for and root for on the Fourth of July and Veterans Day. We fly the flag and watch pot-bellied veterans marching down Main Street," he said. "We take our wars and sprinkle Ajax on them."

He paused thoughtfully and added, "Part of my job as a writer is to get rid of the Ajax."

O'Brien said he gets numerous requests for speaking engagements. He turns down most of them. "But for this one, when I was approached I had to say yes, because I fell in love with your school," said O'Brien who visited the College last year.

Looking like a man who rarely dresses up, O'Brien blended well on campus, with his loosened tie, baseball cap, jeans and multi-colored running shoes. He talked with blunt eloquence, never

mincing words about the horrific costs of patriotism. He did not soften his comments to fellow vets. Their war will go on, and no amount of counseling will totally wipe the bad memories away. But that's OK. "I think sometimes it is better for us to remember," he said.

Not that his war was anything like that of the men and women in the room with him, he acknowledged. "As much as we all have in common, having been in war, having been in the military, we all know that we're different. We all had different wars—even if you were in the same war. If you're washing the colonel's laundry during the war, that's not the war I had. Or if you were shot—that's not the war I had."

Province. "It happened in the bottom of an irrigation ditch—filled with water, algae, leeches, the stink of decay all around me, gunfire all around me, people screaming, people dying, people hollering out for medics. And somewhere in the bottom of that stinking irrigation ditch, I became a writer.

"I didn't start typing but something turned in my stomach, forever and absolute. It was a certainty that if I survived the war, I would be a writer for the rest of my life. It was a desire to testify, a desire to talk about what happened to me."

It was also a desire for revenge, to expose an ambiguous war fought for ambiguous reasons, he said. "My country had given me Vietnam and I wanted to give it back."

"There are times when I am much more comfortable talking to a former Viet Cong soldier than I am talking to a guy down at the local VFW Hall."

He admitted, "The are times in my life when I am much more comfortable talking to a former Viet Cong soldier than I am talking to a guy down at the local VFW Hall or American Legion Hall. Especially if that guy down at the hall was never in combat."

His audience often nodded and one man, tapping his head, spoke of "the war that we're in and the war in here."

O'Brien especially exhorted the veterans to write about their wars, saying he was passing "the hopeless baton" on to them. But don't use the word "war," he said. It's too abstract. "The words coming out of your mouth have to be specific and vivid. Unless you grab people by the shirt, no one knows what you're talking about. It's going to be as fuzzy as CNN," he said.

Several of the assembled veterans were part of a Bunker Hill Community College learning community called "The Military Before, During and After" and were writing about their experiences. Looking for guidance, former Army Staff Sergeant Vannessa Turner-Oliver, a music major at BHCC, rose to read from her essay on her last days in Iraq in 2003. Her words often sliced short by quick coughs of emotion, she described her final day in Iraq when a moment of inattention exploded into a life-threatening experience. Nearly breathless at the conclusion, she blurted out, "Is that the right direction?"

O'Brien could only state the obvious: "Yes, I'd say it was the right direction."

Later that day in a community-wide lecture, O'Brien described how he decided to be a writer. It was in 1969 in the Quang Tri

And yet, O'Brien insisted, his books have been failures. Because wars continue. "Because we're doing the same stuff." In invading Iraq, "We're in Ajax mode with this war."

Like Vietnam, the goals for the Iraq war were ambiguous, he said. "When Pearl Harbor happened, you know for sure it happened," he said. Now it's "the weapons of mass destruction that didn't exist." And when none were found, "Nobody seemed too upset."

"If my Dad had heard during World War II that Pearl Harbor had not happened, he would have been really mad. So would you, wouldn't you?" O'Brien asked his audience.

Energy unsprung, O'Brien let loose on "bow-tied and bellicose" politicians who call for military action: "If you support a war, go. Don't send some poor kid from Jackson, Mississippi, or someone from Harlem or the streets of Roxbury to do your killing and dying for you alone. GO! If you believe in it so much, get your ass over there. Put your body where your rhetoric is."

U.S. Army veteran Mark Fissette, who fought in Grenada, Somalia (twice) and the first Gulf War, acknowledged the rawness of O'Brien's presentation. "Blunt is what needs to be done," he said. "It's a very cathartic thing. Authors like him, authors like Vannessa Turner-Oliver, they need to write more. Because people, civilians, they don't know (what war is like) and it's good for combat veterans to hear. It brings back things. The more you remember, the more cathartic it is. It's unloading your baggage."

Those are the things that all soldiers everywhere carry. ■



A Place for Vets

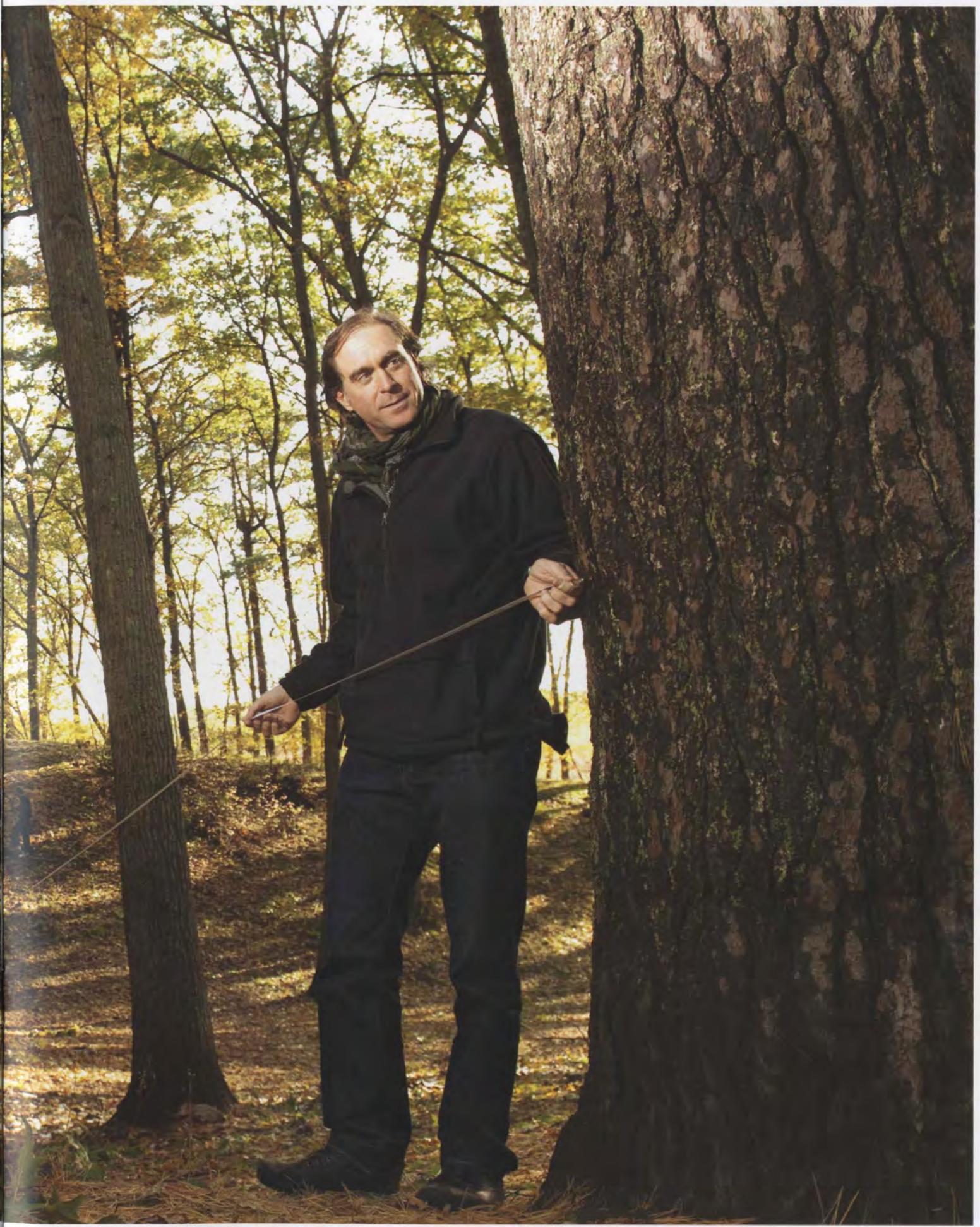
In the fall of 2010 Bunker Hill Community College opened a Veterans Center to serve the needs of the College's rapidly growing enrollment of veterans, now topping 400. The College has hired a full-time director for the Center, increased staff to help veterans, hosted renowned speakers on veterans issues, and developed a course called "The Military Before, During and After," which brings veterans together to develop connections and deepen their understanding of the complex experience of military service, especially in time of war.

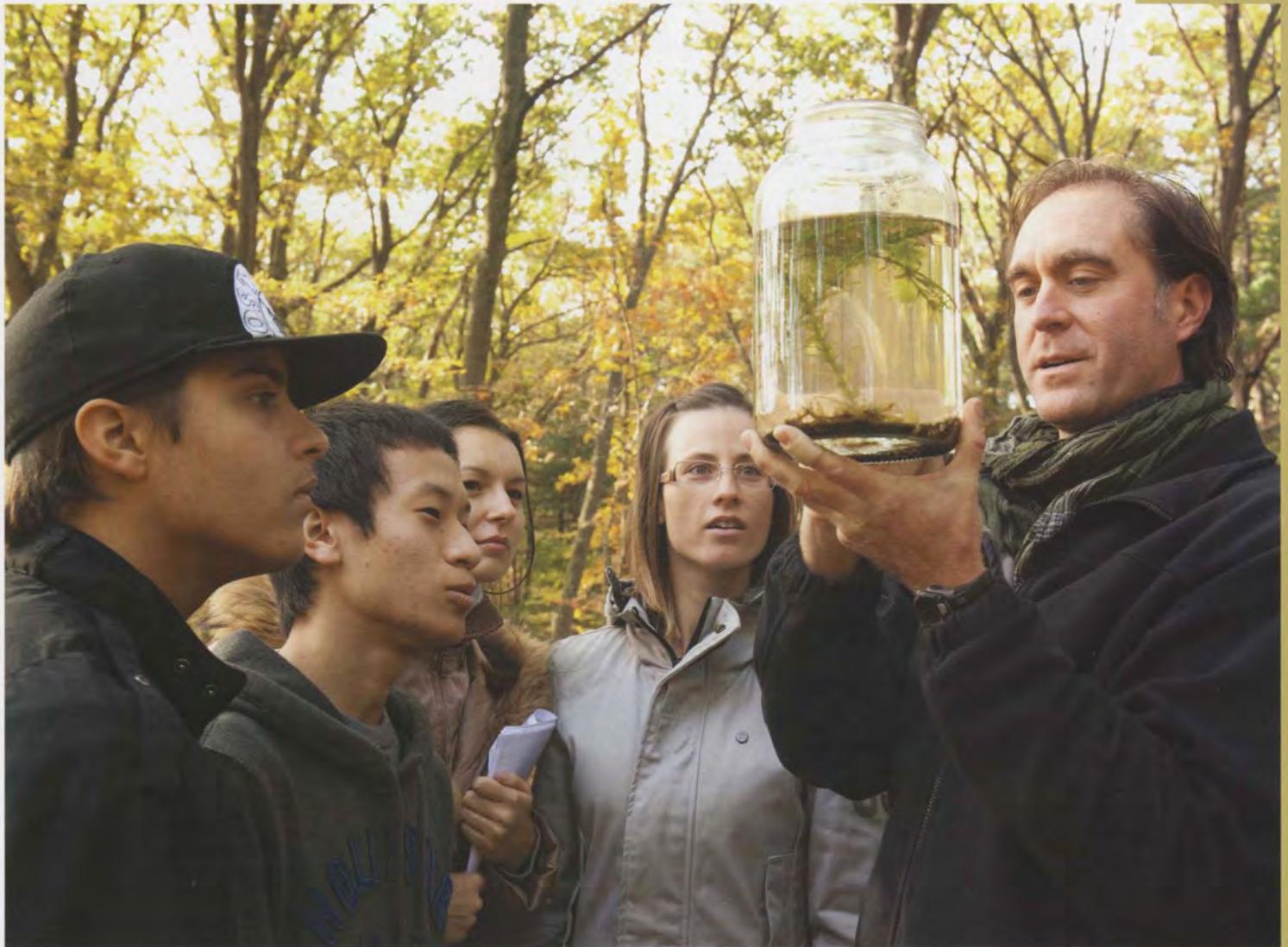
Great Scott

Dynamic Science Professor Scott Benjamin Is a Magnet for Students

As other students fan out across the hillside, Rolando Barbosa helps Professor Benjamin mark off a 15-meter square plot for a survey of tree species in Pine Bank Park in Malden, Massachusetts.







Environmental science students (from left) Miguel DeJesus, Benjamin Au, Indira Rakhimzyanova and Gisele Gaffeny observe a specimen of elodea held by Professor Scott Benjamin. Elodea is a type of pond weed native to North America.

Try having a conversation with Professor Scott Benjamin out on campus and see how far you get before you're interrupted by a student, or two, or three.

On a recent afternoon outside the D-Lounge patio, Benjamin received a steady stream of "hellos" and "what's ups" from students. Given that BHCC, with its 13,000 enrollees, is not a small school, it is remarkable just how many students seem to know him. But when you factor in the number of activities that the popular professor is involved in, perhaps it's not so surprising.

Benjamin, who started teaching at BHCC as an adjunct professor in the late 1990s and is now a tenured professor in the Science and Engineering Department, has coached the men's soccer team since 2002 and actively

recruits players to BHCC from high schools as close as Malden and as far away as England and Sweden. He helped start the College's Costa Rica Study Abroad program and for two years ran the study-abroad program in Senegal, West Africa. Students who don't recognize him from campus might know him from area nightspots where he sings and plays guitar with a group called The Spittin' Vinnies.

"I don't spend much time at home," he jokes.

Passionate about conservation—"I never use my dryer and I recycle everything," he says—Benjamin is working with BHCC Director of Sustainability Paul J. Wolff, III, and others to develop a new sustainability program in the science department. He was also one of the first members of the College's climate committee to calculate the institution's carbon footprint when BHCC signed on to the American College and University Presidents' Climate Commitment.

Benjamin brings that hands-on approach to his science and biology classes. On one of the first chilly mornings of the fall, Benjamin shepherded his environmental science students onto the MBTA Orange Line for a field trip to Pine Bank Park in Malden. Spreading out across a wooded hillside, the students marked out 15-meter square plots with gigantic tape measures to survey the species of trees in each plot. Before setting students loose on the pine groves, Benjamin peppers them with questions about the trees. "Why aren't there any branches down low?" he asks. "What's your hypothesis?"

When one student answers that the sunlight doesn't get through the tall trees, Benjamin replies, "That's right. Why would the trees waste resources with branches down low where there's no sunlight to photosynthesize?"

As Benjamin groups his 14 students into surveying teams, two more students show up, a good 20 minutes late. Brushing off their tales of travel on the T, Benjamin welcomes them with a big smile and a hearty, "Hey, you persevered!"

Perseverance is something Benjamin values in his students—and himself. It's how he helped create the Costa Rica Study Abroad program. His first idea was to create a program in Puerto Rico, where he had worked as a college student on a research project doing stream chemistry and mapping in a rainforest.

But a vacation in Costa Rica convinced him that the Central American country would be a better place to study rainforest ecology and sustainability. Despite the more difficult logistics involved with establishing a study abroad program in Costa Rica, Benjamin worked at it with Science and Engineering Department Chair Robert Steeper until the program was set up. Costa Rica Study Abroad now runs annually with students spending 12 days learning biological field study techniques, participating in guided field studies, practicing their Spanish, and staying with indigenous people.

"We stay for a day in a house that is little more than a metal roof over some walls, and the inhabitants cook meals over an open fire," Benjamin says. "It's a bit of an eye-opener for the students." The group kayaks down rivers observing the formation of mangroves. "Then we stay at a field station right on the Pacific Ocean," he says. "We hike through an area where there are a lot of monkeys and lizards—and not much in the way of electricity. The atmosphere is a little like Gilligan's Island."

Benjamin brought the same tenacity to starting up a short-term program in West Africa. He tried for years without success to create a second study abroad opportunity for students before finally securing a U.S. State Department grant that launched a program in Senegal, West Africa, combining study abroad with community service. The College supported the program by funding 80 percent of the cost of student travel and lodging. Bunker Hill Community College students helped communities plant trees and carry out other environmentally related services.

But the fruits of Benjamin's perseverance are perhaps best illustrated with his work as coach of the Bunker Hill Community College Bulldogs men's soccer team. In 2002, shortly after Christopher Jones was hired as BHCC athletic director, Benjamin, a former Academic All-American, who captained his Division 3 soccer team at State University of New York College at Oswego, volunteered to help with the fledgling soccer team. When the existing soccer coach had to leave his job suddenly, Benjamin's volunteer stint turned into the head coach's job, which he has held ever since. Early on, one of the assistants working in BHCC's athletic program warned Benjamin that he'd never be able to turn the soccer team into a quality program. Benjamin took the assessment as a challenge: "When somebody says something like that, I think, 'Okay, now I have to do it.'"

Benjamin's determination paid off. In 2005, the team finished first in the Massachusetts Community College Athletic Conference. In 2006, 2009 and 2011, the team won the state championship. In 2007, they went undefeated in regular season conference play. In 2010, the team won the regional contests and went to the nationals, finishing sixth in the national tournament. This year, the team was ranked third in the national poll of the Division 3 National Junior College Athletic Association (NJCAA). Not surprisingly, Benjamin has been voted Coach of the Year for the NJCAA Region XXI (New England) for the last six years, and this past year made Coach of the Year for the District, a success all the more remarkable when you consider that his teams often consist of players speaking more than 15 different languages. Today, the program is nationally recognized and Benjamin focuses on preparing his players to transfer to four-year programs; many have gone on to other colleges and universities with full academic and athletic scholarships.

In coaching and teaching, Benjamin models himself after his father, a physical education teacher who started a youth soccer league in upstate New York. "He used to talk about it when we were growing up—how you just had to be involved with kids."

Benjamin is nothing if not involved. "You have to help younger people find their way," Benjamin says. "They can do it, but *they* have to do it. You just have to do the best you can to model it yourself and be positive."

As he says this, yet another student walks by and says hello. Benjamin smiles and returns the greeting.

"When I arrived at BHCC, I honestly thought that I'd be here for three years and then I'd find a job at a four-year school. But there isn't any other place like this college. It's wild when you sit in the classroom and ask where everyone's from and there are 22 students from 15 different countries," Benjamin says. "This is just a great gig. There's so much going on here. If you want to do it, you can do it." ■



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The dream of becoming a nurse in one of Boston's renowned medical facilities becomes a possibility through a program at Bunker Hill Community College called STAND, which provides local high school students the support they need to enter the College's rigorous nurse education program.

STAND

BY ME

When grant funding for STAND ran out last year, Bunker Hill Community College President Mary L. Fifield decided that the program must continue, and STAND is now funded through the College's operating budget. "President Fifield is committed to these students and to the STAND process," explained Patti-Ann Collins, Interim Dean of Nurse Education, Medical Imaging and Respiratory Therapy. "It's an important program to the College and absolutely critical to the students involved."

STAND—Students Taking Action for Nursing Diversity—dates to a 2005 grant from the Boston Public Health Commission through Mayor Thomas M. Menino's Boston Disparities Project. The aim was to increase the number of minority practitioners in health-related fields in the city as a partial response to the racial and ethnic disparities that plague the healthcare industry. Studies early in the decade showed that members of minorities across the socioeconomic spectrum tend to receive notably different levels of healthcare, in everything from nutrition to insurance to testing and treatment. Diversifying the healthcare workforce by attracting more students of color would ease the problem by putting members of minorities in direct contact with recipients of care in hospitals and clinics.

The STAND program recruits students from Boston's inner-city neighborhoods, guides them through the necessary prerequisite courses for nursing, and prepares them for the mandatory—and difficult—Test for Essential Academic Skills, or TEAS. If they complete the prerequisites and pass the TEAS, students are guaranteed acceptance into the College's nursing program, which currently accepts only one in six applicants because the requirements are so steep. Getting students through the prerequisites and past the dreaded TEAS requires uncommon amounts of support and encouragement.

Fortunately, the STAND program at Bunker Hill Community College is powered by a coordinator who has a way with people, and a way with words. In fact, of the many identities that La Toya T. Robinson could print on her business cards, the first is the one that defines her the most: poet. That makes sense when you meet Robinson, who is not only coordinator of the College's STAND program but a radio personality, an editor, a mentor and a person of seemingly unlimited energy.

Robinson develops close relationships with the STAND students—pushing them, cajoling them and speaking honestly with them about the requirements and rigors of obtaining a nursing degree. As a radio talk-show host with a daily program, she has learned the appeal of a lighthearted word, and the impact of an occasional jab. And she recognizes the force of written words as well; she writes a genre of what she calls "urban self-help poetry" and has recently published a book of her poems along with an audio CD of her performing the work.

STAND students receive financial help for textbooks and other resources, but a key to the program is its direct and personal approach to mentoring. "I am what they call an 'intrusive counselor,'" says Robinson, "which means I need to know everything about students in order to successfully help them get through. I'm very honest with them. I let them know this is not an easy program. I tell them if they're working too many hours outside of school, they're not going to make it."

But Robinson brings great compassion and joy to her work. Growing up herself in the city's projects and attending school in Dover/Sherborn schools as a Metco student, she understands the challenges facing her students. Most are working to put themselves through school. Many are supporting parents. Some are supporting children. Many, at age 21 or 22, are much younger than the average 30-year-old nursing student. And a lot of them are the first in their family to go to college.

For students like Madonna Pagan, who has one more semester to complete in nursing school, Robinson and the STAND program proved to be a catalyst as well as a comfort. "You can take your frustrations to La Toya and she can help you," says the 23-year-old Pagan, who was recruited to STAND while at Boston's Health Career Academy. "We have so much going on and she understands and she held hands and she listened."

For her part, Robinson is delighted that the program will continue. "I feel we made this commitment to these students at this place in life," she says. Adds Madonna Pagan, "The program means so much for us. It helps so many people. I don't know what I would have done without it." ■



Unraveling the Strange History of Nancy Drew



Lynne Byall Benson, Ph.D.

Cited as a formative influence by prominent women from Supreme Court Justices Sandra Day O'Connor and Sonia Sotomayor to Secretary of State Hillary Clinton and former First Lady Laura Bush, the Nancy Drew series of detective stories for adolescent girls has remained in print continuously since 1930. The books have sold more than 200 million copies worldwide.

Who is Nancy Drew, and what accounts for the enduring popularity—and cultural significance—of this fictional character? What was she like and how did she change over the eight decades when she aged only from 16 to 18? Is this figure dating from the early 20th century still a valuable role model for young girls? Lynne Byall Benson, Ph.D., who teaches English as an adjunct professor, explored these questions at a conference on Women's Studies at the State University of New York at Cortland entitled "Re-imagining Girlhood." Benson's paper is a contribution to the comparatively new area of "Girls' Studies," a spin-off of Women's Studies that is now becoming a field of inquiry in its own right.

The secret of Nancy Drew lies embedded in the story of her creator, who, it turns out, is not Carolyn Keene, the author whose name appears on every volume in the series for eight decades. As Professor Benson reveals in her study, Keene was herself the invention of one Edward Stratemeyer, who also created the Hardy Boys, the Bobbsey Twins, the Tom Swift books (cited as an inspiration by Apple Computer co-founder Steve Wozniak and science fiction author Isaac Asimov) and half a dozen other popular series for young people. Stratemeyer was an entrepreneur's entrepreneur. The son of 19th century immigrants, he consciously modeled himself a real-life author often thought of as a fictional character, Horatio Alger, of rags-to-riches fame.

Stratemeyer began writing stories for boys in the 1890s, a time when high school education was out of reach for many—only 11 percent of the country's youth were enrolled, according to Benson—and most teens worked for a living. Stratemeyer's earliest books became popular, says Benson, because "they offered an escape from the workaday lives of the average American adolescent."

Success with the early Rover Boys books sparked the strategy that would help Stratemeyer corner the market on juvenile literature in the first half

of the 20th century: he developed plots and characters and hired others to write the books while he retained the publishing rights. Benson says that he gave his writers strict guidelines as to length and content: 25 chapters per book, "no touching or kissing, and no upsetting violence: in fact, no character could be knocked unconscious more than once per book." Every chapter had to end with a cliff-hanger, and Stratemeyer encouraged the liberal sprinkling of exclamation marks!

The formula turned an outline into a completed book in 40 days, and Stratemeyer's stable of authors (with made-up names like Victor Appleton and Laura Lee Hope) was soon churning out over 30 new titles a year for up to 31 different series, reports Benson. "By 1940, what had become the Stratemeyer Syndicate created approximately half of all the most popular juvenile series books in the United States."

This is the family of fictional characters and equally fictional authors into which Nancy Drew was born in 1930. And she became the enduring star, long outliving her creator, many of her siblings and several of her authors. What was it about Nancy?

Sixteen years old, smart, pretty, popular, affluent, and the owner of a "blue roadster" described as "low-slung and smart," Nancy proved an irresistible heroine to young readers. She lived in a comfortable house on a tree-lined street in the pretty town of River Heights with her father, the respected lawyer Carson Drew, a housekeeper named Hannah Gruen (to whom Nancy gave orders regarding dinner), and only the memory of a mother who had passed from the scene years earlier, leaving Nancy to do as she pleased. Her indulgent father shared his most vexing cases with his bright young daughter, treating her like a peer. Nancy spent her time discovering clues in crumbling walls, secrets in old clocks, messages in hollow oaks, and mysteries in places called Lilac Inn and Larkspur Lane, in a series of exciting tales that introduced the thrilling word "sleuth" to generations of young girls.

At 16, as Benson points out, Nancy dressed like an adult of the period. Drawings in the early books show her in heels, a gracefully flared skirt and a cloche hat that framed her pretty face. But she was athletic, too, and physically brave, scrambling over roof-tops in those little heels and crawling boldly into dark tunnels behind bookcases that slid open when you touched a hidden spring. Her boyfriend, usually busy with his college work while Nancy seemed free of educational obligations, never played

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Three Days That Can Change Your Life

During a transformative retreat at Cape Cod, experts guide students in the complex art of leadership



The ability to lead is directly related to the ability to attract others to your vision or purpose," the facilitator told a small group of students at an afternoon session on the second day of the retreat. But what is their vision and what should they do—and not do—to attract others to it?

The facilitator was Nancy Hunter Denney, one of three nationally recognized leadership trainers including Jermaine M. Davis and Michael Miller, invited by Student Activities Coordinator Paul E. Moda to help Bunker Hill Community College students search for answers to these questions. The students, more than 70 of them, were leaders of the College's Student Government Association and of some of the more than 30 clubs on campus. They were exchanging their hectic urban lives for a few days of tranquility, introspection and personal renewal at a quiet resort hotel on Cape Cod, where they drank in the sunshine and fresh air in an environment of ease and freedom. But the trip is no vacation.

As at a classic retreat, the participants come together for intense inward journeys, asking themselves hard questions about who they are and how they relate to the world around them. Under the direction of the skilled facilitators, discussions move quickly from light to serious, taking the students on an emotional trip through essential aspects of their lives. Student Shannon Kelly, President of the Nursing Club, who was back for her third retreat, says, "Every time is a unique experience in learning about yourself. Each of the facilitators brings a different perspective. With Nancy, it's about being more confident. With Jermaine, it's not always pretty subjects: we explore racism and sexism. Michael helps us reach out to others."

A session with facilitator Jermaine Davis on the second afternoon of the three-day retreat gives a flavor of the experience. The students gather in a room where two walls are lined with posters displaying familiar exhortations—"We need to be the change we wish to see in the world"—and thoughtful challenges: "Until one acknowledges the genius within oneself, one will have great difficulty recognizing it in others." The room's remaining walls are covered with murals depicting the world outside: yellow-brown dunes with tilting sand-fences and distant pale blue vistas of the Atlantic.



The discussion jumps to life on the topic of a United States senator who had recently posted an embarrassing photo of himself on the internet. Amid a lot of laughter and lively commentary, Davis asks whether we should judge people by their private lives. Wondering aloud in answer to this question, one student joked that he himself might need two Facebook profiles, "one for day and one for night!" But, he asks, "Would that be dishonest?"

Quick with statistics on a broad range of human interactions, Davis tells the group that it takes an average of three seconds to form a first impression of others. What impression do people in the organizations you lead have of you? he asks. Is that perception positive or negative? Remarking that negativity in a leader can become a sort of "emotional contagion," spreading from one person to the next and damaging prospects for accomplishing a group's goals, Davis asks the students to think about their own outlook on life, whether it is positive or negative, and how that outlook has been formed.

He points to influences in their lives—their family, friends, books, music, movies and, especially, advertisers—and asks how all of those forces shape their self-perception. Think about the image of women in our society, he says. He cites a study indicating that the average height of an American woman is 5'4" and the average weight is 152 pounds. "Only one percent of American

dialogue is negative. Negative people hold onto things," he says, so that they keep victimizing themselves. "I grew up around a lot of negativity," he tells the students, mentioning the funerals of murdered relatives he attended as a child.

The students

Your opinions are important—and so are mine.

To be nice and dishonest is an illness.

All is lost if nobody is telling the truth.

We can re-engineer our thinking.

respond in ways that suggest a high level of comfort in sharing their personal lives with the group. They have now been together for almost two days, and many, like Shannon Kelly, have attended past retreats.

Student Robin Nelson says that the sessions often "bring tears to our eyes, but even if people don't cry, they open up in ways that they never thought they could."

Davis pushes the students beyond sharing. How do we overcome that discouraging inner voice? he asks. Quoting the African proverb, "If there is no enemy within, the enemy without can do you no harm," he

says he is convinced that "we can re-engineer our thinking." He cites Martin Seligman, the University of Pennsylvania psychologist who defines positive thinking as "an attitude of gratitude," and tells the students to think about what they were grateful for in their lives. He asks them to share their thoughts with one or two others in the room. The students mill about for awhile, still seemingly engrossed in Davis's observations, but after a few minutes the room fills with noisy conversation. The session reflects the rhythm of the retreat, with an intense focus on difficult

Be comfortable with silence in responses.

Don't be the victim of your own aggression.

77% of all internal dialogue is negative.

women look like

the tall, thin models and the female celebrities portrayed in the media," he tells the group. "It's all Photoshop anyway," quips one student, a visual and media arts major. The students laugh but nod when Davis says that the mismatch between image and reality, for many women, is "depression, insecurity and low-self-esteem."

Another statistic from Davis: "Seventy-seven percent of all internal

questions followed by lively interaction with other participants, and finally the sense of release as the session ends and students slowly drift out of the room.

A short break leads to smaller group sessions the same afternoon, one focused on every leader's need to overcome the terrors of public speaking and another on the equally challenging experience of telling people things they don't want to hear. In each session, the theme of positive thinking appears in new forms.

Nancy Hunter Denny peppers her presentation with practical advice

in leadership make our student organizations tick," he explains. "The clubs and the Student Government Association organize activities outside of the classroom that help a commuter campus like ours develop the sense of cohesion that makes students feel they are part of a community that values them and supports their success."

The retreats reflect Moda's firm belief that leadership is a skill that can be learned. We can "develop the leader within," he says. But that entails discovering the person within.

"It is my belief that leadership development is human development," Moda says. "So, while we focus on building the skills of leadership—training the students in workforce readiness skills, communication skills, conflict resolution and cultural competency—we go further

Do you have a life story? You will never know the value of it until you tell it.

If you keep doing what you always have done, you're going to get what you've always gotten.

on public speaking: Dress better than your audience; have a water bottle handy; talk to some audience members before you begin; move around; make eye contact; cite your sources; stand up straight; carry yourself with confidence. But she tells the students people will listen to them primarily if they themselves believe they have something to say.

In another session facilitator Michael Miller uses a powerful bluntness combined with driving energy and quirky humor to get his points across. He advises the students, for example, to beware of niceness. "To be nice and dishonest is an illness," he says. The students laugh and shake their heads. But how to be honest? "The sandwich" is the answer, Miller says. When you need to straighten out one of your club members, say something nice, then say the tough thing, then wrap it up with something nice. He tells the students not to be fearful. "Are you that fragile?" he asks. "No," he tells them, "you're very strong."

Many students come away from the retreat with a washed-clean feeling of having been somewhere beyond themselves. According to Student Activities Coordinator Paul Moda, who oversees the clubs and the Student Government Association and who puts the retreats together every year, more than 1,000 students have now passed through the experience. "What they learn is incredibly valuable to themselves, but possibly even more so for the College," he says. "The skills they acquire

If there is no enemy within,
the enemy without can do
you no harm.
– African proverb

than that, challenging students to identify their true purpose and mission. I think it's very important for students to understand that they are what they do, and that when they align their everyday actions with their purpose and mission, they will live more fulfilling lives. I believe that experiences like these retreats truly affect the way students feel about themselves as well as how they feel about their place and potential in this world," Moda says. "I am proud that this institution strongly supports the development of students as leaders," he continues, adding on a personal note, that the leadership development work "has made my 17 years at Bunker Hill Community College the most rewarding and fulfilling of my professional career." ■

Street Named for BHCC

2007 Graduate James Ayube is permanently memorialized



Alexander Ayube unveils the sign naming a street in honor of his brother Sergeant James Ayube.

"For you here today, he was a son, brother, husband, friend, fellow soldier, native son. For us, at Bunker Hill Community College, he was a student and classmate,"

said Cynthia Shelton Harris, Director of the Veterans Center. "But he is remembered on our campus much as he has been recalled here today: as a person who cared deeply about others. One of his professors, Lloyd Sheldon Johnson, captured the impression James made: 'He was a wonderful and sensitive student with a focus and a force that were infectious.' We were much affected by James. We are deeply touched by his death. We will not forget him."

Harris spoke at a gathering of about a hundred people seated in folding chairs on a sunny lawn near a busy street in Salem, Massachusetts, on September 30, 2011. As family members and officials came to the podium to honor the soldier's "ultimate sacrifice," traffic rolled past in a continuous flow along the nearby artery leading into the center of the city. The street sign near

the gathering was draped in black.

James Ayube, II, was born at Wright-Patterson Air Force Base in Dayton, Ohio, on April 29, 1985. On December 8, 2010, at the age of 25, he was killed by a suicide bomber in Afghanistan. At the ceremony in his honor, his father told the story of James's brief life and heroic death, describing the "common thread" throughout his son's life as a rare capacity to make others feel loved.

The family moved to Salem when James was four years old, the elder Ayube told the audience. James grew up there, joining the Boy Scouts and attending the public schools. He went on to Bunker Hill Community College, where he earned an associate degree in sociology in 2007. In 2008, he married, and in the same year went to Iraq for the first of two deployments. His second was to Afghanistan in 2010. Serving as a medic in the Army, James died, his father said, "doing what he always did—helping others."

On behalf of the citizens of the Commonwealth, Coleman Nee, Secretary of the Massachusetts Department of Veterans Services, presented the Ayube family with the Massachusetts Medal of Liberty. Created just two years ago, the medal is awarded in the name of the Governor of the Commonwealth

Graduate Killed in Afghanistan

by his home town

to servicemen and women killed in action. Ayube was also the recipient of a Bronze Star and a Purple Heart.

Officials in attendance to honor Ayube's life included State Representative John Keenan, State Senator and Majority Leader Frederick Berry, Salem City Councilor and Veterans Council Liaison Michael Sosnowski and Massachusetts Department of Transportation Administrator Frank DePaola.

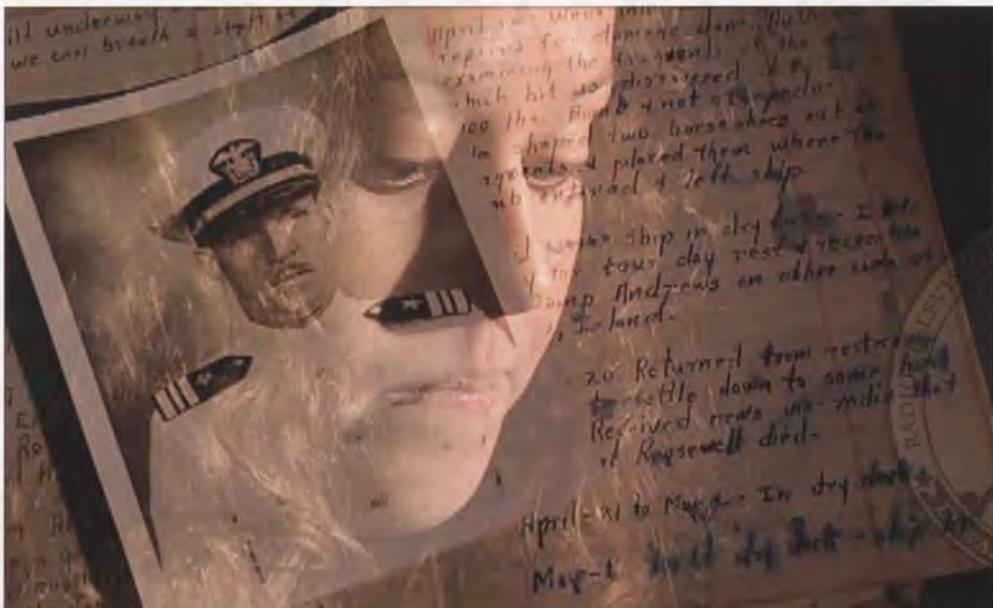
Salem Mayor Kimberley L. Driscoll,

describing as "heart wrenching" the story of losing a young man who grew up in Salem and was so well known to so many in the community, urged the gathering to remember James Ayube as they drive along the road named for him. "With this gesture," she said, "we honor all veterans and we pray for peace."

James Ayube's brother Alexander then climbed a small ladder set against the newly painted road sign and tugged at the black drapery until it came free.

One of nearly 100 guests holds a program at the street dedication event.





Alum Wins Prestigious Edward R. Murrow Award for Television Journalism



Special report explores innovative approach to teaching students about war – and adds a new national award to the TV news reporter's many honors

When done well, television journalism has remarkable power to convey the complex depths of human feeling, allowing us to absorb emotion as well as information.

A case in point: a special-assignment report entitled "It Took A War," created by 1989 BHCC graduate Greg McQuade for WTVR in Richmond, Virginia, that recently received a National Edward R. Murrow Award from the Radio Television Digital News Association. The piece explores an innovative high school teacher's unique approach to helping his students understand World War II and its impact on soldiers and their families, through hands-on access to over 5,000 actual letters, postcards, telegrams, military materials, and other historical artifacts.

Much of McQuade's report consists of simple images of students from Jim Triesler's class at Clover Hill High School in Midlothian, Virginia, reading words written many years ago by everyday people who found themselves in the midst of a global conflict. And while the words themselves are poignant, the

viewer can't miss the depth of the students' engagement and respect—it's in their tone, their facial expressions, their posture.

"Triesler's classroom is unlike any I've ever seen—instead of rows of desks, there are stations, with the artifacts laid out," explains McQuade, who is in his eleventh year at WTVR, covering military and political affairs.

"The students have the opportunity to hold and care for the letters. The documents are not behind plastic or glass, and the students take ownership. They can tackle one family's letters and transcribe them into a database that's being put online. When I asked the students to read letters, they all knew exactly which ones they wanted to read; they really identified with the soldiers, who weren't much older than the kids are today."

While McQuade takes pride in his record of having won six regional Emmys and eight regional Murrow awards, including ones for "It Took A War," the national recognition at an October ceremony in New York City was a high point. "The highlight for me was meeting



Selected Awards for Greg McQuade

2002 Murrow Award Investigative Reporting WTVR-TV, Richmond, VA "Protection Project: Human Smuggling"	2005 Murrow Award News Series WTVR-TV, Richmond, VA "Richmond's Slave Trade: Breaking the Chains of Silence"	2010 Emmy Chesapeake Heritage Feature/Program "The Dog Tag"
2002 Emmy News Series "Crowded Out: Urban Sprawl"	2007 Murrow Award News Series "Soldier in the Picture"	3 Murrow Awards 2011 "It Took a War" - Use of Video "Pole Position" - Writing "Pole Position" - Feature Reporting
2003 Emmy Same Day Reporting "Seal of Approval"	2007 Emmy "Jackson Ward: Revival of the Harlem of the South"	2011 Emmy "It Took a War" – Education Segment
2003 Murrow Award News Series, WTVR-TV, Richmond, VA "Young Female Criminals Struggling to Survive on the Inside"	2009 Murrow Award for Feature "Virginia's Heroes"	2011 National Edward R. Murrow Award "It Took a War" - Use of Video
	2010 Emmy Feature News Report "One Small Step"	

Richard Hotteslet, the last surviving member of the group of reporters who were hired and mentored by Edward R. Murrow, probably the most famous of the brave journalists who covered World War II. Hotteslet is 94 now, and a humble, humble man, but on D-Day he was flying in a plane over the Normandy beaches. I got to shake his hand, and it felt like the Murrow Award wasn't just in name, but in the flesh as well. It was a thrill."

McQuade's time at BHCC included influential course work in journalism, with Professor Jim Rogash, and history, with Professor Richard Klayman. "It's vital for students and aspiring journalists to have teachers and mentors like those two. What you learn in their class will stay with you for a lifetime," notes McQuade, whose ongoing love of history was part of what attracted him to the "It Took A War" story.

After graduation, McQuade went on to earn a bachelor's degree at Northeastern

University, and get his first broadcasting job as a video archivist at Boston's WBZ-TV. He then went on to reporting positions at WVII in Bangor, Maine, and New England Cable News before joining WTVR.

He notes that the business is unpredictable ("we know we'll go on at 12 and at 6, but nothing else is definite") and demanding ("five seconds is a long time, 10 seconds is an eternity; if you do a piece that's 20 seconds too long, you'll basically get written up"). And while "It Takes A War" required many late-night editing sessions with photographer Tim Hawkins, McQuade says the feeling is unbeatable. "You look up at the clock and three hours have gone by, and you may have edited 30 seconds of video. We really sank our teeth into that story—there was no stopping; it's what you think about all day long." ■

"It Took A War" can be viewed at www.youtube.com/watch?v=tdyG-n04RTA

The BHCC Alumni Association wants to hear from you

Let us know about your profession, your job title, your place of employment. Send news of other schools attended or degrees earned.

Share your memories and accomplishments with fellow alumni.

Stay connected to BHCC by going online to www.bhcc.mass.edu/alumniform or e-mail us at bhccalumni@bhcc.mass.edu.

Or just send us your e-mail address so we can keep you informed about what's happening at BHCC.

In addition to these two large Department of Labor grants, BHCC received a \$1.5 million "Talent Search" grant through the U.S. Department of Education. This is a program focused on identifying low-income, first-college-generation students and helping prepare them for success in college. The College's program targets the city of Chelsea, one of the most racially and ethnically diverse communities in Massachusetts, where more than 82 percent of the high school population do not speak English as their first language, and where the percentage of families living below the poverty level is more than twice that of Massachusetts as a whole. The College will focus on 500 public school students a year in grades seven to 12, and will work with two local nonprofit organizations, Families United in Educational Leadership and Choice Thru Education, to nourish a new generation of talented students.

The College also received a grant from the Commonwealth of Massachusetts that, like

the Department of Education Talent Search program, deals with the difficult transition from high school to college. The state's ambitious Vision Project holds that Massachusetts needs the best educated citizenry and workforce in the nation and that it is the job of public higher education to achieve that result.

BHCC's grant of just over \$200,000 came from the Vision Project's Performance Incentive Fund, which rewards campus efforts to improve educational outcomes and to spur further innovation. The College placed among the top three recipients in a competitive process involving the state's 29 colleges and universities. Through BHCC's program, at least 3,000 students will participate in a new college readiness program intended to increase the number of new high school graduates enrolling at the College by 10 percent by 2016. Another 10,000 students will take part in one or more of three initiatives aimed at boosting the College's semester-to-semester and year-to-year retention rates by 10 percent within the

next five years.

Important components of the proposal are plans to administer college placement tests to students while they are still in high school to determine their math and reading needs, and to increase the College's corporate internships at places like Raytheon, EMC, Suffolk Construction and Bank of America. The College will also work with students in person and online to develop a comprehensive, individual success plan called LifeMap that will guide their personal, career and education plans.

"These grants are a huge shot in the arm for Bunker Hill Community College," says Director of Grant Development Steve Roller. "They recognize the great strides the College has made in driving student persistence and success, and responding to the needs of the regional economy. They will enable us to build on our strengths and redouble our efforts to help our students obtain the education they need to get ahead in these tough economic times." ■

Nancy Drew, continued from page 31

the part of rescuer. Nancy could take care of herself.

However, as one "Carolyn Keene" gave way to the next, the character changed somewhat. Nancy became less independent, more inclined to obey her increasingly protective Dad, to treat the housekeeper with greater deference, and even to show up in church on Sundays. Nancy's adult attire gave way to clothes of the "bobbysoxer" period of the 1940s and the teenager of the 1950s, and her glow of fearlessness faded somewhat as the once dashing young sleuth occasionally expressed concern for her own safety.

Still later iterations of the character, Benson points out, take Nancy abroad, where she becomes a "glamorous, globe-trotting professional private investigator solving murders" instead of looking around the neighborhood for clues to mysteries of concern to the denizens of River Heights. By the 1980s, Nancy had even developed a sex life, something she did not seem to require in earlier times. Thus we find "Nancy, in a bikini, throwing herself into boyfriend Ned Nickerson's arms!"

Through all of these changes—and through the twelve authors who made up Carolyn Keene over the years, says Benson, Nancy Drew retains a core personality that appeals across generations. She is intelligent, attractive, knowledgeable, independent, calm, and confident. She has loyal friends ("chums," in the early books), a boyfriend who respects her abilities, a great deal of freedom, and a talent for solving mysteries through persistence, cleverness, and a fearless pursuit of the most puzzling clues.

As Benson points out, Nancy Drew's character tracks the changing roles of women of the 20th century. She engages the world of masculine activities in the 1940s when women replaced men in the workforce. She slips back into the confines of the home as the locus of female life, when men return from the war and the June Cleavers of popular culture represent the feminine ideal of the 1950s. She moves out of small town America as the country becomes increasingly urbanized in the 1960s and '70s and begins to play roles more indistinguishable from the males around her, pursuing adventure, sex and power in ways new to women.

But if the history of Nancy Drew as a character recapitulates the history of the modern women's movement, showing a female increasingly free of traditional constraints, the curious thing is that, in Benson's view, the original Nancy Drew seems the most appropriate role model for young girls today. Benson points out a number of reasons. Leaving her home town for the bright lights of the bigger world increased Nancy's independence, says Benson, but at the loss of a specific environment—the small town—in which she had the opportunity to stand out among her peers, an important accomplishment for young women. But perhaps the most important loss over the years was that of the original author, a woman named Mildred Wirt, and what she brought to the character of the young heroine.

While the Stratemeyer Syndicate was successful with Nancy Drew and the concept of multiple authors working the same material within predetermined guidelines, Mildred Wirt, a woman of the 1930s and 40s, gave us the dashing original Nancy, as fearless as a young soldier and as daring as any boy. But it was more than that. As Benson puts it, Wirt's Nancy operates simultaneously within the conventional domain of girlhood—one can feel its restrictions pressing on her in the stories—but she also goes beyond that domain, with qualities of bravery and resourcefulness traditionally ascribed to young males. It is that sense of restrictions and the courage to surpass them that are so vivid in the original stories, and it is Nancy's capacity for gracefully overcoming her socially assigned role that continues to make her a valuable model for adolescent girls.

If the fundamental message of the detective genre is that life is a mystery that human beings can solve by applying their capacity for reason, the Nancy Drew detective story suggests that the mystery can be solved by a girl—not by appealing to her father (even the famed attorney, Carson Drew) or her boyfriend (a college student), but by the application of her own ingenuity. As Benson points out in her fascinating paper, the original Nancy Drew not only exemplified the self-sufficient young female, but, with her low-slung blue roadster, her grown-up clothes, and the brashly independent spirit of the 1940s American woman, she did it in style. ■

BHCC International Center student photo contest winner



Administrator's Garden, Suzhou, China, by Israel Cobos Robles

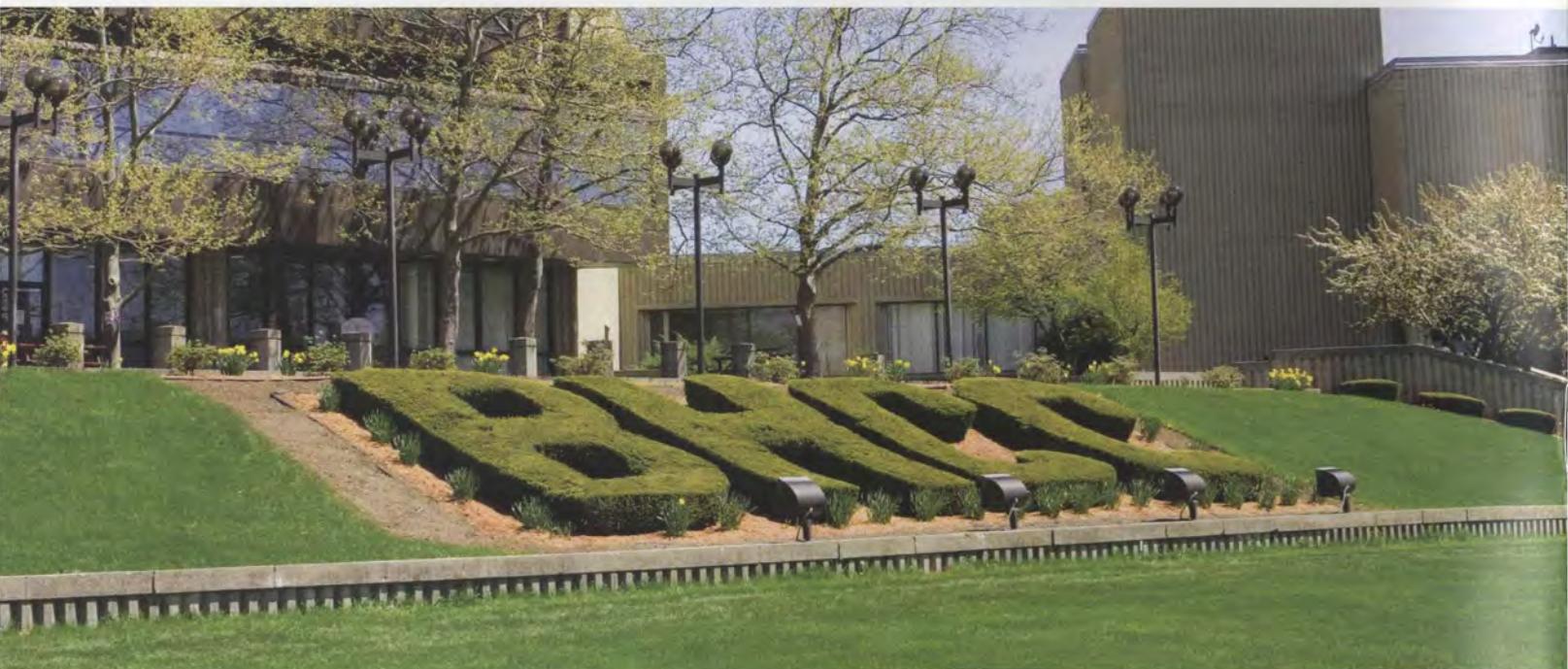


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Bunker Hill Community College
250 New Rutherford Avenue
Boston, Massachusetts 02129-2925
www.bhcc.mass.edu



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