



Governance Gazette

the newsletter of Brookdale Governance

Mid-April 2008

Chair's message

Hello everyone,

Our next Forum is an exciting one for the College community. We will have presentations from the General Education and College Life committees and will vote on the proposed changes to the membership of standing committees. The second part of the meeting will be facilitated by members of the Middle States Team. This means we will have to schedule an additional Forum to accommodate discussions needed to complete this year's charges. The additional Forum will be held Wednesday, April 23 at 4pm.


This is our opportunity to show how we discuss issues and come to consensus through Governance. The value of Governance lies in our ability to have frank and honest discussion on issues impacting our College community. I urge you to come and participate.

See you at the Forum!

Maria Fernandez
Governance Chair

April 15
FORUM MEETING
11:45 in TWIN LIGHTS I & II
also on Bluesnet and broadcast to
Western Monmouth

Agenda

1. College Life
Roseanne Alvarez, Sarah Berkowitz and Dana Sweetman, Co-chairs
2.  **VOTE!** Membership
3. General Education
Gail Harrigan and Shay Delcurla, Co-chairs
4. Middle States Visiting Team

VOTING ITEMS

Steering Committee

MEMBERSHIP CHANGES TO STANDING COMMITTEES OF GOVERNANCE

Faculty-at-Large positions represent all faculty members and are elected from all academic divisions. Academic Deans will be appointed to a standing committee as a liaison by the EVP for Educational Services in consultation with Steering for a period no less than one academic year. Liaisons are non voting members.

STANDING COMMITTEE MEMBERSHIP

1. Academic Council

Ex officio:
Dean of Academic Affairs

A member of the Basic Skills Coordinating Team
Associate Registrar
Director of Transfer Resources
Representative of the General Education Committee
Representative of the Honors Committee
Executive Director of Outreach, Business and Community Development

A & E: One representative

Faculty:

One faculty member from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Sciences/ Education, (g) the Library and (h) two from Student Development.

One Faculty-at-Large

Staff:

One member-at-large and one Learning Assistant

Students: Two representatives

Liaison from the Steering Committee

2. Academic Standards Committee

Ex officio:

Executive VP for Educational/Student and Outreach Services

Registrar

A member of the Basic Skills Coordinating Team

Academic Dean - Liaison to EVP of Educational Services

A & E: One representative

Faculty:

One faculty member from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Sciences/ Education, (g) the Library and (h) two from Student Development.

Academic Dean

One Faculty-at-Large

Staff: Two Learning Assistants

Students: Two representatives

Liaison from the Steering Committee.

3. College Life Committee

Ex officio:

Associate Director of Student Life and Activities–

Director – Community Service, Marketing & Program Development

Executive Director of Auxiliary Services

Executive Director of Facilities Planning

Executive Dir. Marketing Services

Assistant Director of Athletics

HEC Administrator

Assistant to Executive VP for Administration, Operations, and Technology Services

Academic Dean

Staff: Two representatives

A & E: Two representatives

Faculty:

One faculty member from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Sciences/ Education, (g) the Library and (h) two from Student Development.

One Faculty-at-Large

Students: Four representatives

Liaison from the Steering Committee.

4. Diversity Council

Ex-officio:

V.P. of Development, Governmental, and Community Relations

Director Community Outreach

Diversity Management Admin

Dir. Disability Services, Exec.

Dir. Holocaust Center

College Relations Representative

HEC Administrator

Student Life and Activities Admin.

Academic Dean

A & E: Two representatives

Faculty:

One faculty member from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Sciences/ Education, (g) the Library and (h) two from Student Development.

One Faculty-at-Large

Staff: Two representatives

Students: Two representatives

Liaison from the Steering Committee.

5. Institutional Planning and Effectiveness Committee

Ex-officio:

Executive Director of Planning, Assessment and Research

Accounting Director

Assistant to EVP of Educational Services

Dean of Enrollment Development and Student Affairs

Executive Director, Information Technology Services

Executive Assistant to the President

Executive VP for Admin, Op & Tech Svcs.

VP for Outreach, Business, and Community Development

Dean of Commiversity and HEC's

Academic Dean

A & E: Two representatives

Faculty:

One faculty member from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Sciences/ Education, (g) the Library and (h) two from Student Development.

One Faculty-at-Large

Staff: Two representatives

Students: One representative

Liaison from the Steering Committee.

6. Professional Development Committee

Ex-officio:

Director of Teaching and Learning Center

Dean of Human Resources

Director of Grants and Institutional Development

Academic Dean

A & E:

One representative from Administration/Operations, Educational/Student and Outreach Services, and Planning and Development

Two at-large representatives

Faculty:

One faculty member from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Sciences/ Education, (g) the Library and (h) two from Student Development.

One Faculty-at-Large

Staff:

One representative each from Administration/Operations and Educational Services

Two at-large representatives

Police: One representative

Liaison from the Steering Committee.

7. Student Development Committee

Ex-officio:

Director of Student Affairs and Support Services

Director of Student Services HECs

Director of Recruitment Services

A member of the Basic Skills Coordinating Team

Dir. Student Development Services

Administrative Assistant, Registration

Academic Dean

A & E: One representative

Faculty:

One faculty member from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Sciences/ Education, (g) the Library and (h) two from Student Development.

One Faculty-at-Large

Staff: Two representatives

Students: Four representatives

Liaison from the Steering Committee.

The members of the Steering Committee are:

Maria Fernandez	Phyllis Shafer
Avis McMillon	Linda Mass
Erik Johanson	Brent Costleigh
Louise Horgan	Susan Kenney
Joseph Lormel	Earl Teasley
Jennifer Wright	

Please send all questions, comments and suggestions to:

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Ext. 2227

Thank you,
Steering Committee of Governance

ISSUES

College Life

Environmental Principals – Second Discussion

Environmental Principals: Contexts & History

Colleges all over North America have been joining a growing Sustainable Campus movement, saving millions of dollars while protecting the environment, and leading the nation in large-scale facilities transformation. As the quality of life regarding the communities we serve is central to the College, and as the results of climate change, energy sources and consumption, and over-development become more obvious by the week, Brookdale is committed to responsible leadership. As a result, the College Life Committee was charged to:

“develop an on-going environmental awareness campaign that engages all members of the Brookdale community.”

Our current charge is the result of the work and recommendations forwarded by the committee in our “Green Initiatives” of 2006-2007. At our last discussion

on Tuesday, December 4th, we outlined and contextualized the history of the charge, the creation of the College Action Team for Sustainability (CATS) and the task set before College Life for this year.

For our 2006-2007 Green Initiative charge, College Life was charged with the following:

1. Identify how Brookdale is addressing environmental issues/concerns.
2. Recommend initiatives that:
 - a) address the immediate concerns of recycling and storm drain pollution
 - b) promote an institutional culture that fosters a sustainable green campus

From the onset of our work on the Green Initiative charge, it became apparent that the key to leading a successful environmental movement would be to raise awareness regarding the impact that our behaviors have on the degradation of the environment. To do this, we believed a campaign should be enacted and dedicated to cultivating the knowledge of, and working together in, a collective effort in educating all members of the Brookdale community on how individual actions can affect the whole. One of the tasks set by the Committee was to identify strategies that could be implemented to lead the way for a cultural shift such that the Brookdale College community as a whole would begin to view the local and global environment through a “green lens.”

As reported in our 2006-2007 *Gazette* “End of the Year Report,” Brookdale has made considerable efforts toward environmental sustainability over the past 10 years as evidenced by the report from Facilities, but because their efforts have not been publicized campus-wide, a large portion of the campus community is unaware of these endeavors. This spoke to a fundamental need in working with various constituencies of the College and community in order to develop the fundamental principles which guide an engaged environmental movement; as we noted, “[. . .] any green plan must maintain its momentum by feeding off the support and ideas of all people who are impacted by the changes. Campus awareness and support of a green movement is critical to its success.”

As a result, the College Life Committee developed a 5-point set of recommendations:

1. Establish an Environmental Sustainability Action Team comprised of students, staff, and faculty who will recommend and implement measures that can be undertaken to promote an environmentally sustainable green campus.
2. Make a public commitment to environmental sustainability to ensure that the implementation of green policies becomes a priority and policies are put into effect that drive the green momentum.

3. Establish a baseline understanding of Brookdale's current environmental status by formally compiling and assessing all existing environmental data.

4. Addressing the "areas of greatest concern." As Brookdale chooses to become a model of positive environmental change, then Brookdale should in its operations seek to reduce harmful impacts on the environment.

5. Foster a climate of environmental stewardship and responsibility by maintaining an on-going environmental awareness campaign to promote an institutional culture that models the principles of environmental stewardship and responsibility by its actions.

As part of our current charge to **“develop an ongoing environmental awareness campaign,”** last semester the committee began to research and collect data on environmental initiatives at other higher education institutions around the country by assessing various components of these representative programs and considering what our fellow institutions have been doing to become more environmentally conscious. Through our data collection and the input, feedback and participation of various members of the College community, the committee has identified that in order to establish a culture surrounding environmental awareness and sustainability throughout Brookdale, we need to implement the concept and commitment to *sustainability* in many different areas of the college. These areas are categorized below and include:

I. Sustainable Brookdale Campaign: Mission integration

II. Sustainable Brookdale Communications: Web Site, Brookdale TV, 90.5 The Night and College Publications

III. Sustainability Across the Curriculum

IV. Sustainability and Student Life

V. Sustainability and Facilities/Dining/Purchasing

VI. Sustainability and Brookdale Employees

VI. Sustainability Across "One Brookdale:" HECs and Campus

VII. Sustainability and Public Relations

All of the educational institutions that made a commitment to sustainability and environmental awareness implemented policies across most or all of those areas. We found, through our research, that the key to promoting a culture of environmental awareness is to integrate sustainable practices into all areas of the institution as outlined above. Our next step was to create a sub-committee that would work to research and recommend practices and policies to implement in these areas. **The Sustainability Initiatives Sub-Committee**, was charged to create:

- ♦ A clear definition of sustainability
- ♦ A Vision Statement
- ♦ What a "Brookdale" branded campaign could look like
- ♦ and that they should consider the following:
- ♦ Local resources & local/community networks and initiatives
- ♦ Sustainability Across the Curriculum Initiatives
- ♦ Sustainability and "One" Brookdale: the HECs and Branch Campuses

Our recommendations, which follow our update on the proposed "Sustainable Brookdale" online survey, are a result of the work that the Sustainability Initiatives Sub-Committee accomplished last semester, in conjunction with CATS, College-wide feedback and participation across constituencies, as well as the work of College Life's "Sustainable Brookdale" Survey and Communications Sub-committees.

Sustainable Brookdale Survey Update

The College Life Committee started the second half of the academic year by finishing our work on the Sustainable Brookdale Online Survey discussed in our first Forum presentation on December 4th, 2007. We discussed that we created a second sub-committee, the Sustainable Brookdale Survey Sub-Committee to consider the types of information the College would need from the Brookdale community to measure attitude and behavior in relation to sustainability and environmental awareness; this information should assist in the aims of the Sustainable Brookdale Campaign as well as promote awareness and engagement with its initiatives, communications and actions.

In their efforts, the sub-committee identified the need to generate data based on attitudes and behaviors relating to sustainability, specifically, the components of sustainability:

- ♦ Recycling - paper and plastic
- ♦ Energy Conservation/Efficiency - lighting, heating and cooling
- ♦ Pollution
- ♦ Landscaping/Eco friendly Landscaping
- ♦ Water Usage - restrooms, irrigation, dining services
- ♦ Storm Water Runoff - reduce waste getting into storm drains and the reservoir
- ♦ Purchasing Policies - purchasing recycled materials, alternative cleaning products
- ♦ Transportation - increase efficacy and use of public transportation
- ♦ Food Services- Locally grown items and alternatives to plastic products

The goal of this survey is not only to gather information, but as noted above, could be understood as part of the broader efforts of the campaign itself in order to build awareness about Brookdale's commitment to sustainability and thereby directly involve the community at large in an environmentally low impact manner. Ultimately, this survey will aid our Committee in generating data and gathering vital input from all members and stakeholders in order to make our efforts speak to the needs and knowledge of the constituencies we serve.

This time, the committee worked as a whole to edit and finalize all the questions, and to create the introduction to the survey that would be vitally important to bring the message of sustainability to the Brookdale community. The Sustainable Brookdale survey will be accessible on the College Website, and the data will be collected and analyzed by CATS to use as information for any of their initiatives.

"Environmental Principles Charge": Initial/Draft Recommendations for Forum Discussion

I. "Sustainable Brookdale": Mission

We discussed the idea of integrating a commitment to sustainability into the mission of Brookdale Community College at our first forum presentation on December 4, 2007. Thanks to the feedback from our College community, our research and the overwhelming opinion of the committee, College Life believes that this would be an effective way to communicate the importance of sustainability to the Brookdale community. At our Second Discussion presentation on April 15th, we will be focusing on the following aspects of our initial draft recommendations and look to your [feedback](#) on finalizing this two-stage recommendation:

- ♦ **The environmental awareness campaign should be *centered on sustainability***

Our research indicated that the new term for environmental action is the idea of sustainability; that people should strive to sustain the earth we live on by practicing environmentally friendly living. But what exactly does "sustainability" mean to an institution? We found that there is no stable definition for sustainability, with each definition varying from institution to institution; consequently, we understood that we will need to create our own; thus, we identified the need to collaborate with members at Forum and the College community at large in order to articulate a clear vision and mission regarding Brookdale's commitment to sustainability.

While the Sub-committee considered various Mission and Vision statements from a large number of representative higher education institutions across the US, Oberlin College's framework for understanding sustainability is useful for our purposes here: "Sustainability requires that the needs of the present are met without compromising the ability of future generations to meet their own needs." Environmental sustainability encompasses economic and social responsibility as we use and conserve resources in ways that do not degrade or pollute the environment. According to a well-established statement on sustainability utilized by various institutions and organizations, it relates to the "continuity of economic, social, institutional and environmental aspects of human society, as well as the non-human environment." As Oberlin notes, "[. . .] sustainability represents more than just the mere ability to survive and get by. A more inspiring concept of sustainability is that of an assemblage of mutual interests between equity, economics, aesthetics and the environment. [. . .] The Sustainable College is one that recognizes these interconnected mutual interests and creates productive affiliations between them."

College Life recommends that the College

- ♦ **Add a commitment to sustainability to the Brookdale Community College Mission Statement as follows:**

11. Commitment to Sustainability

Brookdale Community College is committed to demonstrating principles of

- ♦ environmental sustainability in the manner in which the institution operates and
- ♦ by fostering an institutional culture that acknowledges our global responsibility to the
- ♦ preservation of the natural environment for future generations.

Rationale: One of the most important elements of our charge is to consider the various ways in which environmental awareness should be integrated into every facet of the College, including our guiding principles and documents. At this stage in our research and data collection and in looking at the ways in which higher education institutions are forging the path for genuine commitment to environmental stewardship, we have found that education institutions achieve that end through adding a commitment to sustainability into their mission statement. Implementation *flows from* the mission statement of an institution; when an institution makes a formal commitment to environmental goals, the implementation of sustainable policies becomes a priority, and policies are put into effect that drive the campaign's

momentum. In order to promote actionable and measurable results, it is understood that a mission-driven commitment to sustainability is the most effective way to communicate the importance of sustainability to Brookdale students, faculty and wider community.

II. Sustainable Brookdale Communications: Web Site, Brookdale TV, 90.5 The Night and College Publications

Part of our low environmental impact plan to bring about awareness of our campaign is to create the "Sustainable Brookdale Website." Maintaining a firm commitment to an ongoing environmental awareness campaign, and building an institutional culture that is modeled on the principles of environmental stewardship and responsibility is the foundation of Sustainable Brookdale. Using the College's website to promote a Sustainable Brookdale is highly effective, efficient and paperless, which minimizes environmental impact.

- ◆ **Information Provider - Content Management**

The Information Provider is a key function to ensure useful, actionable, accurate and up-to-date content. Our recommendation is that CATS be appointed the Information Provider to provide content to College Relations who will manage the site on a day-to-day basis. Additional content will provided by Student Life & Activities, clubs, Environmental Sciences faculty, community organizations and others.

Google Analytics provides a tool to track traffic to the website to evaluate effectiveness.

- ◆ **Content & Promotion**

Driving traffic to the website through a variety of existing communications vehicles (e.g., Inside Track, The Stall, News & Events on the Home page, announcements at Faculty Days, etc.) is vital. Having visited the site, visitors will return if there is fresh content. Maintaining the dynamic nature of the website will be a key driver of its success.

Sustainable Brookdale Home Page:

- ◆ Definition of sustainability
- ◆ Vision for Sustainable Brookdale
- ◆ Call to action - Sustainability is everyone's responsibility; "What's in it for me?"
- ◆ News, events and announcements
- ◆ "Going Green" tip

Left Nav Bar:

- ◆ CATS - Mission, committee members, achievements and accomplishments towards sustainability, environmental audits, future plans
- ◆ Events Calendar - Detailed information regarding upcoming events
- ◆ Volunteer Connection - Opportunities for students, staff and community members
- ◆ "Going Green" - On and off campus - what you can do
- ◆ Resources - Links to other sustainable institutions, groups, communities, etc.
- ◆ Curriculum and Classes - Courses that explore environmental issues and responsibility
- ◆ Sustainable Brookdale "Bulletin Board" - Posting of projects, speakers, activities, etc.
- ◆ Student Pledge - Modeled after Berkeley - <http://sustainability.berkeley.edu/pledge.html>

We have dedicated a good portion of this half of the academic year to the development of the Sustainable Brookdale Website. We think it will be an important tool to bring awareness of the Sustainable Brookdale Campaign to the Brookdale community, because the website is a primary communications vehicle for students, staff and the community with broad reach to all of Brookdale's constituencies. The website is also a centralized information source. The implementation of easy-to-use SiteBuilder software and decentralized content management makes this communications vehicle highly efficient.

III. Sustainability Across the Curriculum

Rationale: The concept of sustainability concerning human population, biodiversity, resource use and environmental pollution, is by its very nature, interdisciplinary. By incorporating sustainability throughout the curriculum, students develop an appreciation for the interdisciplinary complexities of global environmental issues by balancing all of the societal, cultural, political, economic, and ethical challenges related to protecting the environment. The purpose of incorporating sustainability throughout the curriculum (where appropriate) is not an attempt to dictate what **MUST** be taught in particular courses. Rather, it is intended to establish ways within the existing curricula to demonstrate to students how environmental issues are relevant even in courses that are not the traditional "natural sciences". The framework for incorporating sustainability throughout the curriculum must be built upon an understanding that environmental issues transcend the sciences into the realms of english, philosophy, ethics, health, political science, sociology, economics, business, and more.

This is not a new idea at Brookdale. For instance, Professors Sandy Varone (English Dept) and Darlene Macomber (Philosophy Dept.) have - well before the whole idea of 'Green Brookdale' ever evolved - found ways to incorporate sustainability and environmental issues into existing courses. Sandy Varone teaches special sections of ENGL121 and ENGL122 that look at writing and research from an environmental perspective. Darlene Macomber teaches an Introduction to Ethics section that focuses on ethical issues and problems exclusively relating to the environment. Professor Tom Cioppa from Political Science teaches two courses, Environmental Politics and Policy and Current Global Topics which both study environmental issues from both a scientific and political perspective.

Implementation: Early in a student's academic career at Brookdale, it is recommended that they are given a basic introduction to the concept of sustainability in 100 level courses. It is suggested that throughout their remaining time at Brookdale, students are challenged to critically explore issues and problems associated with environmental sustainability at a more in-depth level congruent with that of 200 level coursework. The learning process should culminate in the student developing an ability to critically discuss realistic solutions to environmental problems.

It is suggested that courses which address sustainability issues can be coded with an "S" designation so that we can ensure that students are exposed to the concepts of sustainability in coursework at both the 100 and 200 level. An *academic sustainability advisory council* will identify the specific criteria by which an "S" designation is determined. The advisory council will consist of faculty members possessing the background and expertise necessary to adequately establish the appropriate criteria. The advisory council should ideally consist of some faculty members who co-serve on the College Action Team on Sustainability (CATS) committee. It will be the responsibility of both the advisory council and CATS to keep the rest of the faculty abreast of the developments in the 'Sustainability Across the Curriculum' initiative.

IV. Sustainability and Student Life

Rationale: Sustainability can and should be integrated into all areas of student life; this not only meets the expectation of the charge, but is in keeping with the Student Life mission statement, "Student activities, recreation and intramurals, intercollegiate athletics, health services and clubs and organizations – in addition to the efforts of the Student Life Board - heighten and enhance the educational experience of the student population through social, cultural, intellectual and recreational

activities and programs." Student clubs and organizations are an essential constituency to realizing the goals of a Sustainable Brookdale Campaign. The College Life Committee suggests the following examples to be implemented into the student life engagement of the Sustainable Brookdale Campaign:

- ♦ Reduce waste by utilizing electronic communication wherever possible and attempting to keep paper usage low.
- ♦ Introduce the idea of sustainability and environmental awareness during New Student Orientation.
- ♦ Create a student pledge for sustainability, i.e. pledging to recycle trash, save paper, and to turn off computers and lights.
- ♦ Encourage Student Life and Activities to offer volunteer opportunities, i.e. Water Watch and the Pi Theta Kappa beach cleanups.
- ♦ Train the people who organize and help run Organization and Clubs on campus. Example: train club Presidents and Officers in sustainable practices at **President and Vice President meetings** and encourage them to bring this training and knowledge to their members.
- ♦ Affiliate with national campaigns such as "Recycle Mania":
- ♦ RecycleMania is a friendly competition among college and university recycling programs in the United States that provides the campus community with ways to reduce and reuse in waste. Many Community Colleges and Universities participate all over the country: in New Jersey alone Rutgers, Montclair and Monmouth Universities are participants. Brookdale involved in programs like RecycleMania will give students, faculty, and the community a better awareness of the environmental issues in our communities.
- ♦ Competition amongst students to create the "Sustainable Brookdale Logo" and thereby getting directly involved in the Sustainable Brookdale Campaign.
- ♦ the college publications that are managed by students, such as The Stall, can consider sustainability and environmental issues, on campus, locally, nationally, globally, as content.
- ♦ Encourage Student Life and Activities to sponsor educational events on environmental issues, i.e. speakers, workshops, etc.

College Life was charged with involving all members of the Brookdale community in the Sustainable Brookdale Campaign. By integrating Student Life and Activities, we accomplish part of our charge when we recommend that students be involved because they are a large part of the Brookdale community. We are looking for your feedback in this area because it is important to engage *all* members of the Brookdale Community.

V. Sustainability and Facilities/Dining/Purchasing

College Life's sub-committee on sustainability and facilities/dining/purchasing recommends that

- ◆ The College support, implement and endorse the CATS findings and subsequent recommendations to reduce energy use, explore renewable energy options, and to recommend the use of Green Seal and ecological certified products on campus.
- ◆ Responsible constituencies should explore products and practices that reduce waste and resources. In addition, Facilities should focus on the replacement of equipment on campus with high Energy Star ratings. Purchasing should make efforts to purchase products that reduce waste and resources. Dining Services should continue to pursue alternate recycled products in its operations. It will also continue its practice of waste stream recycling, and will investigate the use of green chemicals in its operations.
- ◆ What follow are examples of current/recent initiatives by Dining Services:
- ◆ The Jersey Blues Dining Room and LAH Cart have gone GREEN on the following items:
 - 8" Chinet Bowl - option to plastic salad container
 - 100% Paper Plate - option to Styrofoam
 - 100% Recycled Paper Napkins from SCA/Tork (named 2nd greenest company in the world)<http://www.torkusa.com/Pages/SimplePage.aspx?id=95963>
- ◆ College Life recommends assessment standards for transparency and accountability in all efforts regarding sustainable practices in purchasing, facilities and dining services. Benchmarks determined by facilities, purchasing and dining services should be set and assessed for optimal results and efficacy.

VI. Sustainability and Brookdale Employees

In order for Brookdale Community College to practice sustainability, each employee must be engaged in that effort. To initiate and promote such engagement, the College Life Committee suggests that

- ◆ the College integrate sustainability as part of Professional Development to be considered in various modalities such as workshops, orientations, PPOs, etc. For example, the concept and practice of sustainability should be a discrete topic during New Employee Orientations. Additionally, Brookdale Professional Development efforts include training and support for methods of paper-free documentation so that employees become not only comfortable with electronic documentation but adept in its use. Furthermore, the College should welcome and consider new/innovative methodologies for implementation, such as creating "in house" professional development opportunities; an example would be the designation of Campus Environment Days every academic year during which employees may choose to be released from their regular duties to facilitate and participate in sustainability/environmental activities.

VI. Sustainability Across "One Brookdale:" HECs and Campus

Sustainability initiatives cannot be implemented with a broad brush; local community needs must be considered when factored in to developing and implementing sustainable principles and practices throughout Brookdale Community College's Higher Education Centers (HECs). In fact, local communities should be engaged in the very initiatives implemented and our communities should be served by the Campaign across our HECs.

What follows are the concerns, suggestions and overall feedback provided by the Higher Education Center administrators and staff surveyed on HEC needs relating to sustainability:

- ◆ Ensure that the planned "pay for print" for students goes through -- one of the largest sources of waste is in student printing in the SSCs where students will print the same document over and over because there is no incentive not to do so.
- ◆ Make recycling easier and systematic at the centers. There are no recycling bins for any recyclable materials easily accessible. Ensure that the cleaning companies that serve the

HECs recycle. Encourage staff, faculty and students to recycle.

- ◆ Replace paper towels with the high power hand dryers such as those at Northern Monmouth and MAS.
- ◆ Develop mechanisms across campus to decrease paper copy waste among faculty. Like the student printing, there is no incentive for faculty members to limit their copying/printing and they therefore often produce hundreds of unnecessary paper copies for their students.
- ◆ Better evaluate the needs for marketing materials across the board. Often times, marketing items are produced in such large quantities that they exist long beyond their shelf life. One glaring example of this was the purple brochure produced for the centers which had Asbury Park and Bayshore listed and therefore was not usable. Producing in smaller numbers on products with a limited shelf life will reduce waste.
- ◆ Reduce the waste of paper by limiting the amount of handouts at meetings. Information can be presented via powerpoint, attendees can access copies through shared drives or email.
- ◆ Reduce the waste of paper by limiting the number of announcements sent to the Higher Education centers. Dozens of Happenings, The Stall, announcements, etc. are thrown away each week.
- ◆ Heating and cooling systems should be shut down in the evening. They should also be regulated to eliminate the extreme temperatures throughout the building. This should be addressed in the upcoming renovation.
- ◆ If not already in place, energy efficient light bulbs should be installed.
- ◆ Fix Facility Roofs - the number of ceiling tiles replaced each year are both costly and an environmental hazard with regard to disposal;
- ◆ Replace printed marketing materials with electronic sign boards;
- ◆ Install airflow control vents in classroom and offices

- ◆ Instead of ITV, stream Governance and other major events at Lincroft so employees can "tune in" from their desktops and the number of broadcasting locations doesn't have to be limited. Employees can then email their comments/questions afterwards, or have a text recipient on-hand in the meetings.
- ◆ Reduce the amount of travel by encouraging conference calls (email materials in advance or use shared drive to further eliminate paper).
- ◆ Install motion light switches in classrooms to reduce electricity costs.
- ◆ Hold a student competition for green ideas. Prize would be a gas card, bicycle, etc. They may develop ideas we aren't thinking of.
- ◆ Plan Earth Day activities at each location for 2009. Link up with student environmental clubs.

From the suggestions listed above, it is clear that Higher Education Center concerns speak to all areas addressed in our recommendations, from communications and training, to Student Life and facilities. Higher Education Center staff, administrators and students must be directly involved in determining the scope and shape of our College's "Sustainable Brookdale" Campaign and must be consistently and continually engaged and addressed in determining the actions, progress and needs of fostering and promoting sustainability across "One Brookdale".

VII. Sustainability and Public Relations: developing the "Sustainable Brookdale" logo and branding the campaign

Public Relations, as the primary mechanism for internal and external communications should develop the "brand" for The Sustainable Brookdale Campaign in consultation with CATS. College Life recommends the following regarding the branding and the integration of the Sustainable Brookdale Campaign:

- ◆ exploring "green" methods of communicating the campaign beyond the Sustainable Brookdale Website (for example, 90.5, BTV, local community publications)
- ◆ engaging other constituencies such as Marketing Users Group (MUG) and Technology Users Group (TUG) along with the College Action Team on Sustainability (CATS) in joint/collaborative efforts to promote and strengthen the Sustainable Brookdale campaign; ensuring that all relevant actions and data, including meeting

minutes and efforts regarding sustainability initiatives are *communicated* across constituencies to avoid redundancy, ensure efficiency, and maintain efficacy.

The members of College Life look forward to your input and engagement at our second Forum discussion on April 15th. Specifically, we would like your assistance in finalizing the above draft recommendations in order to secure a vote at the final Governance Forum for this academic year. Our presentation will specifically address the items we will be recommending for a vote, and your input at this stage is vital. Ultimately, you are the first step toward a “Sustainable Brookdale”.

Questions? Input? Contact us:

collegelife@brookdalecc.edu

College Life welcomes all members of the College community to join us in our efforts; we meet every other Tuesday in MAS 224.

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Dana Sweetman, Co-Chair
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General Education

The GE committee continues to review and assess submitted programs and courses. The following programs have been approved: Digital Animation AAS, Networking AAS, and Electronics AAS. The Liberal Studies Transfer Academic Certificate General Education requirements were also approved. Music 116, *History of Jazz*, was approved for Cultural and Global Awareness (CGA) status. The committee has learned that the Registrar's office will apply CGA status for MUSI-116, ENGL 235, and ENGL 236 retroactively, for students who took those courses in the 07-08 academic year.

Today's Forum presentation will update the community on the work of the statewide committees in considering General Education status. We will provide a list of courses that have been affirmed, discuss statewide progress toward expanding the list of GE courses offered at the community college level and suggest methods for successfully seeking GE status for courses that are likely to fit into established knowledge areas.

Middle States

The Middle States Visiting Team will be on campus from April 13 -16. The team is expected to visit the April 15 Forum to observe the Governance process first hand and answer questions from the campus community regarding the self-study. Chaired by Dr. Smith from Ann Arundel Community College in Maryland, the team will review the five standards addressed in the Selected Topics Report, Governance: A Culture of Engagement and Outcomes. The report addresses the following five standards from the Middle States Characteristics of Excellence:

- ♦ **Standard 2:** Planning, Resource Allocation, and Institutional Renewal
- ♦ **Standard 3:** Institutional Resources
- ♦ **Standard 4:** Leadership and Governance
- ♦ **Standard 7:** Institutional Assessment
- ♦ **Standard 14:** Assessment of Student Learning

The other nine standards were addressed and met through the Document Roadmap which was completed in October.

REPORTS

Report on the April 1 Forum

Middle States Self-Study Co-chair Jayne Edman announced that the Brookdale community may have the opportunity to talk with the Middle States Visiting Team during their visit April 13-16 as they tour the campus. She asked that members of the campus community tell them how we are engaged in Brookdale activities, and how assessment is a part of our culture. Let them know about assessment projects from your department, and things being done to improve student outcomes, provide access to quality education, and meet the needs of the people who live in Monmouth County.

Professional Development co-chairs Marianne Drake and Greg Liano announced that the Professional Development Blueprint is on our website: Home Page > Governance > Professional Development > Professional Development Blueprint.

They discussed the various means through which development can occur on campus and asked for feedback from the Forum for ideas as they develop criteria for resource allocation. They encouraged all to

read the Blueprint and email any ideas for resource allocation to giano@brookdalecc.edu or mdrake@brookdalecc.edu.

Dr. Webster Trammell led the discussion for **Institutional Planning & Effectiveness** on the *Indicators of Institutional Effectiveness*. He noted that the indicators were narrowed down from 89 to 16. Too many indicators can hinder assessment by leading to too much information gathering, and not focusing on improving performance. The 16 potential indications fall into four core categories:

1. Student Success and Progress
2. Quality and Excellence
3. Value Added to Community
4. Access

Academic Standards co-chair Brian McKeon discussed the committee's findings to date on the impact of plus grades on the grading system. He noted that the data shows that after plus grades were implemented, the majority of B+ grades were "old" B grades because the percentage of B grades dropped significantly, while the percentage of A grades remained consistent. He then opened the floor for discussion with the question "should we institute minus grades?" He also discussed the date that students withdraw from class. The date was initially moved to give students time to receive feedback from a class. The number of withdrawals increased with the later date. It was noted that a later date works better for students who are under a great deal of stress.

Results of the vote to approve the Blueprint for Diversity, which includes a definition and philosophy of diversity for Brookdale, developed by the Diversity Council are as follows:

YES	91
NO	2
ABSTENTIONS	11

IMPORTANT DATES IN April/May

April 22	Standing Committees Meet
April 23	FORUM (Wednesday, 4pm) Navesink III
April 23	Steering Meets
May 6	Final Forum of the year
May 15	Year-end Retreat

DO YOU KNOW?

What is the one key question being addressed throughout the Middle States Self Study?

HINT: Read the report!

Be the first caller to ext. 2967 with the correct answer and you will be presented with a \$25 gift card to the College Store at the April 15th Forum.

Karen Topham was the winner of the challenge question in the March issue of the Gazette. Congratulations Karen!