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The Global Citizenship Project: Reflections on the Past Decade
 by Janice Thomas, Director of the International Education Center

It started with “I want to save the world.” In our first newsletter published in Spring 2011, Tom Berke wrote, “As I sit here only one-semester into the Global Citizenship Project (GCP), I am heartened by all the wonderful people we have met and blown away by all that we have done and all that is yet to be done . . . The first two people I asked to join me in a project to ‘Save the World’ neither laughed nor, to my surprise, told me to go away. Terry Konn has lots of experience, energy and drive. Howard Miller keeps us honest, organized, and on track.” We owe a tremendous debt of gratitude to our founding members, Tom, Terry, and Howard.



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While the GCP officially launched in Fall 2010, preparation began in the 2009-2010 academic year, when we started meeting to flesh out what, exactly, we wanted to do. How do we go about saving the world? Where do we start? In those early years, Terry served as the faculty liaison to the International Education Center, and she was instrumental in helping us articulate the project's goal and conceptual framework. Ultimately, we decided that we could do our small part of "saving the world" through the Global Citizenship Project, whose goal is to "educate and engage students and the college community in global issues to improve the world we live in and to foster a lifelong commitment to global citizenship." We determined that this could be accomplished—without altering learning outcomes—within the framework of infusing global perspectives into the curriculum and into the co-curriculum via programing.

To gain input and support from academic leadership, we engaged with deans, department chairs, and made direct appeals to faculty. The idea was simple enough to be replicable across numerous disciplines. We only asked faculty to add a global assignment or topic into their courses. The objective was twofold: 1) make students aware of a global issue, and 2) empower them to do something in order to address the issue.

One of the first faculty members to join the initiative was Phyllis Shafer, who introduced the concept of global citizenship into her Global Business course. Already her students were learning about global business practices, but this time, she challenged them to focus on a product that could be introduced into a country in order to improve the lives of people living in those regions. One of her students actually developed a plan to distribute protective clothing for albinos of Tanzania, most of whom die prematurely from skin cancer due to exposure to the sun.

For engagement outside of the classroom (co-curricular activities), we helped students form the Students for Global Citizenship (S4GC) club, whose initial advisors were Tom Berke and Terry Konn. The club's stated purpose is to "promote awareness and understanding of global issues by unifying and empowering students to take action to improve the lives of others and to promote peace and human rights." The club has always had a mixture of international and domestic students among its members, which enhances the learning opportunities for all members. In their first year, S4GC members participated in an MLK Day of Service by visiting the Center in Asbury Park and learning about support services for those living with HIV/AIDS in our community, and comparing and contrasting these services with those that were available abroad.



Over the years, the S4GC club has raised money for projects in Rwanda that include building a well and purchasing a cow and goat for a needy family. Currently, students are raising funds to invite a visiting professor from Rwanda to Brookdale. Through club activities and programs, S4GC has raised awareness on issues impacting the environment, water resources, global health, and immigration. While some clubs go in and out of existence, S4GC has remained an active club for over a decade.



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In our first year, we introduced the Global Citizenship Awards Ceremony, which is held near the end of each academic year. GCP Awards are presented to faculty and students who demonstrate an outstanding commitment to bring about awareness of global issues and/or create positive action through awareness campaigns, fundraisers, and other activities.

Under the years of Howard Miller's tenure as faculty liaison, the GCP activities became more widely recognized across campus. He worked one-on-one with numerous faculty members to add global assignments to their classes. He researched and prepared data sets related to global topics that could be utilized in numerous disciplines. During this period, we saw an expansion of participation in disciplines beyond the Humanities and Social Sciences. In fact, the entire Math department was honored in 2013 for adding globally focused Algebraic Modeling and Statistics problem sets.

The GCP would not have been successful had it not been for the work of many important partners. Two early partners were the Center for Holocaust Human Rights and Genocide Education (Chhange) and the Center for World War II Studies and Conflict Resolution. During the Miller years, a highlight of the GCP was co-sponsoring Nicholas Kristoph and Cheryl WuDunn, authors of *A Path Appears* with CHHANGE and other departments in Fall 2015, an event made possible by another important member of GCP: Debbie Mura.



In addition to working with Chhange, GCP sponsors an annual lecture or panel discussion every fall for International Education Week, partnering with Student Life and Activities for these and other GCP events. Other partners have included student clubs, such as Dreamers +, International Student Association, Phi Theta Kappa, Biology and Environmental Clubs. Programs such as Women in Leadership and Learning (WILL) and The Innovation Network (TIN) have also been important partners. GCP owes a great debt to Suzanne Parker, who often invites international authors to speak at the Visiting Writer's Series (VWS).

Under the leadership of our current faculty liaison, Kelsey Maki, the GCP has continued to grow and flourish. She received two Brookdale Innovation Grant (BIG) awards, which provided stipends to faculty to globally enhance their courses. And, she has secured funding to continue stipends in the 2019-2020 academic year. She has led the GCP in developing clear and specific criteria to identify globally enhanced classes (GECs) and has worked on assessing student engagement with global issues in these classes. Additionally, under her leadership, we introduced the campus-wide Global Read, held biennially to culminate the GCP focus and exploration of a global topic. Previously selected texts included Tracy Kidder's *Mountains Beyond Mountains* (to address the GCP theme of global health) and *Pointed Toward the Sun*, a homegrown collection of immigration stories and experiences that was curated by Donna Pope.



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Over the years, we have presented on the Global Citizenship Project at local and national conferences. For example, we have presented at annual the conferences of Community Colleges for International Development (CCID) and the League for Innovation in Community Colleges.

The GCP has also led to creation of additional programs at Brookdale. The Innovation Network (TIN) is a direct outgrowth of the GCP. TIN is a project-based learning initiative that engages students across different majors to collaborate on developing solutions to global issues impacting our local communities. TIN's first project was rebuilding some of the rain gardens on the Brookdale campus. In 2012-13 academic year, Terry Konn began developing the Global Citizenship Distinction (GCD) initiative, which was launched in Fall 2016. GCD is an important academic recognition program that is open to all students regardless of GPA or major. For completing a series of curricular and co-curricular tasks and compiling reflections in an e-portfolio, successful GCD students are recognized at graduation and at the annual GCP Awards Ceremony. Currently, GCP is supporting the launch of a new initiative, the World Wellness / Environmental Education Center, a direct outgrowth of the current GCP theme One World: Environmental Issues.

GCP has truly been one of the most fulfilling endeavors I have been involved with. My favorite event of the Brookdale calendar has become the GCP Awards Ceremony, where we all get to witness the results of many "a-ha!" moments when students share what they've learned (and in some cases experienced) about a global issue. I'm heartened that what began as an idea to "save the world" has become a critical high impact practice, a time-honored tradition, firmly rooted into the fabric of teaching, learning, and co-curricular activities at the College. I echo Tom Berke's feelings 10 years ago. I too am blown away by what we have accomplished, the lives we have touched, and all the wonderful possibilities that lie ahead.

Brookdale's World Wellness Center

by Elana Maloney, Instructor of English

The planned Environmental Education / World Wellness Center that will be coming to campus is an idea rooted in both the expressed needs of the college community and emerging trends in college communities worldwide. In a survey of Brookdale students last year, results showed a desire for more opportunities for personal wellness. Students want services like counseling, a hub for social service information, and a place for peaceful meditation or prayer. This reflects national and global trends among young people, who are increasingly interested in mindfulness and the well-being of both themselves and the environment, seeking both as part of the academic experience. As a result of this, colleges and universities are rethinking their responsibilities to their students. Creating a center that focuses on our environmental and personal wellness is a way for Brookdale to continue to serve the needs of our community.

The World Wellness Center aims to address two of the most pressing issues of our time: environmental degradation and mental health. The initial inspiration for the environmental education center struck Jim Cody



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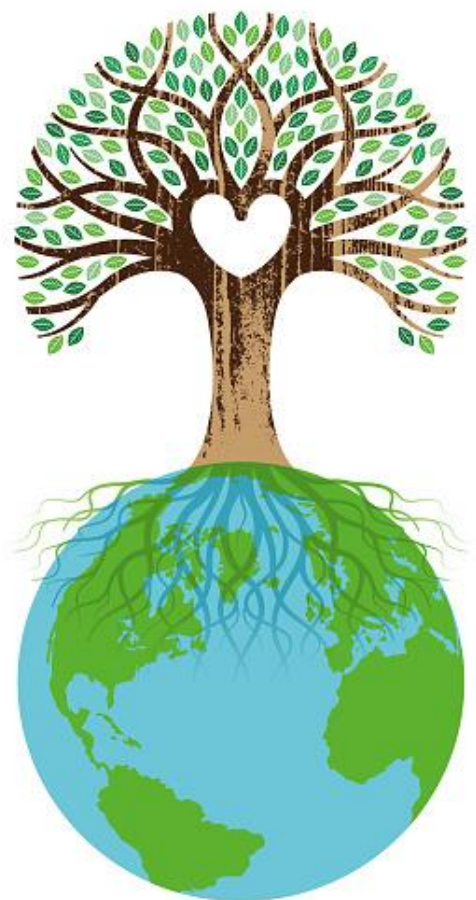
on a run. Jim shared the idea with GCP, who expanded upon the idea of environmental wellness to become more holistic and intersectional. Kelsey Maki, the current chair of GCP, drafted a mission statement for the Center: "Brookdale's World Wellness Center will serve students, employees, and the community by offering a safe and inclusive space that centralizes activities related to environmental education, preservation, social justice, and personal well-being while honoring our connections to ourselves, all living things, and the planet."

Many members of GCP have brought passion and vision to this project, which seeks to include all who wish to participate. Dr. Stout has committed his support and resources for the vision of the Center. While other environmental and wellness centers exist on campuses across the country, Brookdale's Center combines the two issues because they are integrally linked. Our Center will be unique and provide a new model for services and programming.

As an Environmental Education Center, the focus will be on innovation, sustainability, design, and technology that seeks to solve our numerous environmental challenges. Across disciplines, from Architecture and the Arts, to Business and the Sciences, students and faculty will be encouraged to collaborate. The Center can serve as a workshop, think tank, and conference space. Guest speakers can come to inspire us, and information can be centralized so that inspiration can easily turn into action.

Our care and appreciation for the environment is intrinsically linked to our personal wellness. Nationally, reported levels of stress and anxiety among students have risen. As educators, we have all seen this firsthand. Students face not only the existential stress of climate change, but financial and food insecurity issues. Many students feel disconnected and overwhelmed, and while the causes of students' increasing need for wellness services are varied, Nicholas Pinkerton, Director of University Counseling Services at Southern Connecticut State University says, "more and more students are getting the message that taking care of your mental health is important and they are reaching out for support."

We are seeing an increased need for teaching our students stress management, mindfulness, and wellness in addition to their curricular work in the academic disciplines. The World Wellness Center will be a place where students can go to learn these skills and receive the support that they need. Ultimately, it will be a place where the excitement of learning, the healing of nature, the comfort of belonging, and the peace of wellness all come together in a unique and inspiring place at the heart of Brookdale's campus.





Real-World Learning at the World Wellness Center

by Debbie Mura, Professor of Journalism

The Innovation Network is looking forward to a busy spring semester. TIN members are excited to be involved with BCC's World Wellness Center; will be reopening the BCC/Neptune Division Street Community Garden for a third year; and are exploring the possibility of creating an environmental magazine.

From TIN's perspective, the World Wellness Center offers many opportunities for growth and student-centered learning. TIN students are currently engaged in determining ways to explore the GCP environmental issues theme and an environmental/health center would be a great place to focus those energies.

Among the projects being investigated are a community garden and a pollination garden. TIN members are anxious to create activities for students to better understand environmental topics and learn how to take simple, everyday steps to make a difference. Simply put: TIN is ready to work with other groups to determine the best use of space and then put those plans into action at the new center and around campus.

In December, TIN closed the BCC/Neptune Division Street Community Garden for the season. In preparing the 12 plots (4 x 8 foot each) for the winter, TIN noticed the vast variety of foods that were grown during the garden's second season. Gardeners harvested peas, a variety of peppers, carrots, eggplant, tomatoes and so much more. Even more importantly, one third of all of this food was donated to those in need through Fulfill and local food pantries.

TIN is anxious to grow its membership and asks professors and others with direct contact with students to recommend this active-learning, community service club to your students. TIN meetings are noon Tuesdays in ATC 108. Students who spend 17 or more hours working with TIN in any semester earn service-learning recognition on their transcripts. Additionally, over the past few years, several professors across the campus have made service learning an option for their students who would prefer hands-on learning to writing a paper or completing a research project. TIN is glad to work with students and professors eager to pursue this option.



Additionally, in some cases students are released from relevant courses to earn their class credit working on a TIN project. For example, Environmental Studies students earned course credit for TIN's rain garden restoration project. Finally, TIN's project-based learning method provides students with important career skills such as problem-solving and critical thinking. Dr. Carl Wieman, a Nobel Prize winner for his work in physics, spreads the message that at this day and age teaching without project-based learning is unethical.



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Brookdale and the Environment: Where the Rubber Meets the Road

by Bob McClure, Assistant Professor of Automotive Technology

The prospect of developing an environmental center here at Brookdale should be exciting for many of our faculty, as it provides the perfect opportunity to teach across our curriculums. All of us have recycling buckets at the street, but protecting the environment means much more than separating cans and bottles.

What about taking it a step further? Have you ever considered driving a hybrid or electric car? Many people, including our students, are unable to explain the basic differences between the environmental impact of these vehicles. I often tell my students that an electric car is akin to driving a golf cart, except that it has headlights and windshield wipers. Obviously, there is more to it, but with 308 volts on tap in a new Chevrolet Bolt, there is more voltage in this car than coming into the average house. Explaining the difference between AC and DC voltage becomes paramount here as the Bolt cannot be used to keep your home running during the next hurricane. Right?

Then there's the concern of where the electricity is coming from: Coal? Solar? Wind? Hydroelectric power? Valid concerns for sure, but do our students understand these concerns? We have an opportunity to inspire young people in our classrooms by fostering their curiosity, talents, and ambitions, thereby encouraging them to solve some of the environmental issues that affect everyone who lives on this planet.

Hybrid vehicles are equipped with not only an electric motor, but also an internal combustion engine, commonly referred to as the ICE motor in manufacturer repair information. These alleviate the concerns for many drivers as the car won't leave you stranded. The regenerative braking used by these vehicles causes the electric motor to become a generator during braking, all the while charging the battery. A Toyota Prius does not apply the actual brakes until the vehicle slows to 7 mph. Typically the first brake job occurs after 100,000 miles. Drivers of fully electric vehicles need to be concerned about their range and where they can plug in next to get a charge. If you have ever used a cordless drill, you appreciate having a backup battery charged and ready to go when the first one is depleted. Folks who drive electrics quickly learn to plug their car in overnight and are aware of charging station locations. If you have an interest, download apps on your cell phone from ChargePoint® or NEXTCHARGE® to see where charging stations are located. These vehicles make great commuter cars if it is a relatively short distance to drive and/or there is a charging station at the workplace.

In 45 years of working and teaching in the automotive industry, I have tested hundreds of vehicles for hydrocarbons, carbon monoxide, carbon dioxide, oxides of nitrogen and oxygen, and can attest to the fact that the automotive industry has significantly improved the air quality. On your next drive home, look to see how many solar collectors can be found on rooftops. Maybe Henry Ford had the right idea. His cars were all black because that color dried the quickest for assembly line purposes. What if one of our students was instrumental in developing solar paint for automobiles? What if Brookdale's Wellness and Environmental Center could be a hub of green tech learning and experimentation? The possibilities are potentially inexhaustible, much like the renewable energy we should all be using.



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“But, it’s such a good deal!” (The Environmental Impact of Our Clothing Choices)

by AnnMarie Hughes, Assistant Professor of Fashion Merchandising and Marketing

We’ve all been there. In the mall, passing the store window, the lure of the red “75% off sale” . . . you go in. You’re not really looking for anything, but decide to peruse the sale racks anyways. Who knows? You could find that amazing steal you just can’t live without. There’s a \$4.99 rack. \$4.99 for a shirt? Yes, please. You don’t really NEED a new shirt, but for \$4.99, why not? You not only buy one, but three. Who really cares if it fits? If it doesn’t, you can just donate it right? But here are a few facts you might consider:

Fact: “The fashion industry is the world's second-largest polluter.” (The True Cost, 2015)

Fact: “The world now consumes a staggering 80 billion pieces of clothing each year, up 400% from two decades ago”. (The True Cost, 2015)

It’s facts like these that inspired me to make a program change about four years ago. As a new faculty member in the Fashion Merchandising program, I was able to identify the need for a course that highlighted an industry trend that should be a priority: Sustainability. I developed the FASH224 Global Sourcing and Sustainability course to bring these issues to the attention of our students. I hoped to not only educate them on the state of the fashion industry, but to inspire them to make some changes personally and professionally. The ideas have been well received. Since the introduction of this course, Fashion students have been inspired. Two years ago, our Fashion Club held the first sustainability-focused fashion show highlighting garments made from recycled materials. Such clothing could be items from thrift stores remade into new garments or fashion made from unconventional materials such as newspapers, paper bags, and zippers. One of our students, Cynthia Matthews-Duran even won Atlantic City Fashion week with a collection made out of donated zippers. Positive change was happening.

Last year, the Fashion Club’s show was focused completely on vintage and thrift items restyled into current looks. In addition, our students attended the LIM Sustainability Summit where they were able to hear presentations from major fashion brands who have made sustainability a primary focus such as Allbirds, Mara Hoffman, and Eileen Fisher. What a difference one class can make! Sustainability is now woven into all of our courses, but it has been a game changer to have a class that allows students to focus exclusively on sustainability and global sourcing.

Irrational Apathy: Countering the Typical Responses to a Planet in Crisis

by Harry Compton, Adjunct Instructor of Environmental Science

News Alert: 24,000 sq. mi. of Amazon has been deliberately deforested over the past decade to raise cattle and grow soybeans.

Fact: More than 20 percent of the world oxygen is produced in the Amazon Rainforest. More than half of the world’s estimated 10 million species of plants, animals and insects live in the tropical rainforests.



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Response: Well I know should pay attention to this stuff, but I'm kinda busy . . .

News Alert: the Earth has lost 60% of its animal species in the past 50 years.

Fact: Many species have become extinct because of hunting, overharvesting, the conversion of wetlands and forests to croplands and urban areas, pollution, the introduction of invasive species, and other forms of human-caused destruction of their natural environments. Plant and animal extinctions are occurring at a rate of at least 1,000 times faster than the time before humans, a new study says. 1,000 times faster is NOT normal.

Response: This is just the new normal, isn't it?

News Alert: Bottled water costs substantially more than what comes from the tap and is not healthy for consumers. Researchers found bottled water was subject to far less stringent safety tests than tap water and is much more likely to be contaminated or become a source of infection.

Fact: Plastic bottles take about three times as much water to produce than they can actually hold. This means that three liters of water is needed to make a water bottle that only holds one liter.

Response: It's annoying to use refillable container bottles. It's just more convenient to buy plastic water bottles. And, my parents don't trust tap water.

News Alert: "CAFOs [confined animal feedlot operations] impact both water and air quality, these are factories we're talking about that are producing as much waste — if not more — than cities."

Fact: Vegetarians require half the land area of carnivores, require one fifth amount of fresh water and generate 2 ½ times less GHG emissions.

Response: I'm not giving up my Mom's cooking; she would be insulted.

News Alert: This year's (2019) extreme weather broke more than 120,000 daily records across the US -- from temperatures to precipitation and snowfall records, according to the National Climatic Data Center.

Fact: According to new reports, the last five years—from 2014 to 2018—are the warmest years ever recorded in the 139 years that the National Oceanic and Atmospheric Administration (NOAA) has tracked global heat. July 2019 was the hottest month ever recorded on the planet.

Response: I don't watch the news (too depressing). I don't want to think about it. Can we just accept that we're all doomed and get a caramel latte at Dunkin'?

Harry Compton's vision of a sustainable future: A widespread "gestalt" that the future is not fixed, there must be a sea change and that change will be a flood of incremental grassroots and crowdsourced changes in everyday behavior. We, as educators, must counter students' irrational apathy with a call for rational thought and action. We point out that anyone can believe climate change escalation will somehow be resolved with a technological silver bullet in the future. However, one cannot deny climate change is measurable, impacting ecosystems now, or that anthropogenic industrialization is the primary cause. Educators must clarify and explain the sustainability awareness dichotomy between every developed country in the world versus the US. This cognitive recognition can inspire a willingness to play a role, no matter how small, to counter the irrational thought that climate change will not impact their future.



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The Biology Department's Engagement in Global Issues

by Carey Fox and Pat Dillon, Professors of Biology

As part of the celebration leading up to the 50th anniversary of Earth Day in April 2020, the Biology Department, and the Biology and Environmental Clubs, are sponsoring the following events this semester:

Brookdale Biodiversity Project: Join us as we explore the biodiversity of our Lincroft campus. We encourage you to take pictures of organisms that you see on campus and identify them using the iNaturalist Seek app. Once the Seek app identifies the common name and scientific name for the organisms that you've found, go to the Brookdale Biodiversity Project (<https://brookdalecc.instructure.com/enroll/K8CCJN>) to upload the pictures and enter the common name, scientific name, location, date, and your name for each organism. This project is open to all members of the Brookdale community. Please contact Carey Fox (cfox@brookdalecc.edu) for more information.

Soles4Souls: Brookdale is a collection site for Soles4Souls, which donates new, nearly new, and gently used shoes to those in need. Please participate by bringing shoes to the collection box in the Biology Department Office (MAS 049) by February 28. *Please call 732-224-2874 to have your donation picked up on campus.

Student Poster Exhibit: Please come see the BIOL 102 (Species Decline) and BIOL 213 (Emerging Diseases) student posters in the Biology Department (Lower MAS) hallway throughout the Spring 2020 semester.

50 Years of Earth Day: contact cfox@brookdalecc.edu

Tuesday, April 21 (11:45 – 1:15) in Lower MAS – Demonstrations, Information Booths, Giveaways & Raffle

Wednesday, April 22 (12 - 1) on the SLC patio – Earth Week Activities

Thursday, April 23 (11:45-1:15) in MAN 105 – Earth Week Presentations

Current Topics in Biology Seminar Series: contact masmith@brookdalecc.edu

- Thursday, February 27 in MAN 105 (11:45-1:15) Topic: Meeting Bee's Needs: Increasing the Conservation Value of Powerline Corridors for Pollinators through Vegetation Management; Speaker: Kimberly Russell, Department of Ecology and Natural Resources, Rutgers University
- Thursday, March 26 in MAN 105 (11:45-1:15) Topic: Forest Habitat Restoration for Imperiled Species in NJ; Speaker: Sharon Petzinger, Endangered and Nongame Species Program, NJ Fish and Wildlife, Lebanon Field Office

Science Mondays: contact pdillon@brookdalecc.edu

- Monday, January 27th in Twin Lights Rooms, Student Life Center (6:30 PM) Topic: Climate Effects on Life on Earth: Is it Really an Emergency? Speaker: Dr. Catherine Duckett, Associate Dean, Monmouth University
- Monday, February 24th in Twin Lights Rooms, Student Life Center (6:30 PM) Topic: Solar Power on the Rise; Speaker: Guy Downers, Consultant, Sea Bright Solar
- Monday, March 23rd (6:30 PM) in Twin Lights Rooms, Student Life Center; speaker to be announced
- Monday, April 27 (6:30 PM) in Twin Lights Rooms, Student Life Center; celebrate the 50th Anniversary of Earth Day as Brookdale students describe their earth-friendly projects



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Global Studies and the Reading Class

by Barbara Barrella, Associate Professor of Reading

Most of our Reading classes in the fall were involved in some type of global project. Many of the classes, including those taught by our adjuncts, had the students read a new novel titled *Dry* by Neal and Jarrod Shusterman.

“How far would you go for one last drop?” is a question that the story asks. The novel is about a California drought which has escalated to catastrophic proportions. The main characters are all teenagers and one of them becomes forced to make life or death decisions for her friends, her family, and herself in this traumatic story of survival, as such choices highlight the severity of global environmental issues.

Reading students read and discussed the novel and some of them even did a research project on an environmental issue, choosing globally themed topics like overfishing, dying coral reefs, melting glaciers, climate change, and waning biodiversity. The students researched, read, and used all of the reading strategies they learned during the semester, creating a PowerPoint and then presenting their findings. Because of this book's focus and the connections made by our students, we all learned much about the environmental issues affecting our world today.



A project that my colleague, Brooke Batchler, and I have become involved in is the creation of a World Wellness Center here on campus, which presents many opportunities for our students to further their learning and boost their awareness. Brooke and I have created a tentative plan for a rock garden to be developed in an outside space near the Wellness Center. A rock garden, also known as a rockery or an alpine garden, is a small field or plot of ground designed to feature and emphasize a variety of rocks, stones, plants and shrubbery. The plants found in rock gardens are usually species that flourish in well-drained, poorly irrigated soil. Our space might also include

solar lighting and solar powered fountains and/or bird baths. We also want to include a bench or sitting area made from recycled materials. The rocks, pebbles, plants, shrubs, and groundcover used would require little to no care. It will be a low-cost project because we are hoping to get donations from local landscape/nursery businesses. The space would be mostly self-sustainable but when necessary would be maintained by faculty/staff volunteers or a community gardening club. We are hoping that this will be an outdoor area where faculty, staff and students can sit and receive the benefits of nature's healing properties and contemplate the importance of caring for ourselves and our planet.



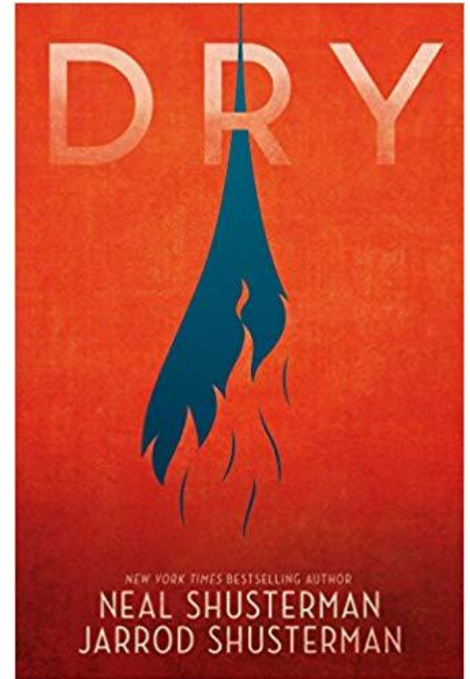
Just a Start: Environmental Engagement in Reading

Brooke Batchler, Associate Professor of Reading

“What I began by reading, I must finish by acting.”

- Henry David Thoreau

One of the goals of the Global Citizen Project is to “raise awareness and increase engagement in global issues that affect us all.” This past fall, my READ 092 students participated in a semester-long project in which they read, researched and presented what they learned about environmental issues affecting us not only in our own neighborhoods but across the globe. As a whole-class assignment, students worked in class and through Canvas discussion posts to explore water scarcity and climate change, two of the main themes in our selected novel, which was *Dry* by Neal Shusterman.



As we developed an awareness of a variety of global issues affecting our environment, students independently researched a topic of their choosing. They practiced comprehension and vocabulary strategies in their research and presented some of the most remarkable (albeit shocking) facts and stories about how the Earth is affected daily by human activity. Topics including deforestation, water pollution, genetic modification of crops, overfishing, urban sprawl, and threatened biodiversity whetted my students’ curiosity to learn more as the semester continued.

When surveyed at the close of the term, students told me how they not only learned more than they expected, but that they wanted to continue to read and investigate these issues. Even more importantly, they identified ways they could put into practice what they learned during our time together. They discussed making small changes like taking shorter showers to save water or using drinking flasks instead of plastic bottles. They also discussed making even greater changes like getting their bosses at work to encourage people to recycle more efficiently or offering more meatless meals on menus at restaurants where they are employed. What started as required college work became personal to many of my students and something in which they would continue to invest their time and effort.

What I learned through this experience and from my students is that you must start somewhere, but not stop there. I always considered myself “green” as far as my recycling efforts go and I am usually mindful of my waste. However, after spending time surrounded with hard facts and hearing student concerns, I know I have improvements to make. Like Thoreau wrote many years ago, I need to “finish by acting.” My students reminded me that reading about global issues that hurt our planet is not enough. I need to do something about them. I look forward to partnering with GCP in the coming months as we explore ways to improve Brookdale’s consideration and care of our precious planet.



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Phi Theta Kappa: Honors in Action and College Projects

by Angela Saragusa, Associate Professor of English

Each year, Phi Theta Kappa Honor Society is tasked with developing two significant undertakings. "Honors in Action" is our project that combines research and advocacy on campus and in the community, while the "College Project" is decided through a collaborative conversation with President Stout to identify a need here on campus. This year, we are committed to the environment and sustainability. Focusing both projects on this theme has been not only immensely gratifying, but an amazing success!

Honors in Action is a three-pronged program including a Lecture Series, an EcoChallenge, and volunteer work at Scudder Preserve in Atlantic Highlands with New Jersey Audubon. Our Lecture Series included special guests who discussed gardening for wildlife, sustainability in the fashion and food industries, and our clean energy future. In collaboration with Professor Harry Compton, who teaches Environmental Science, we launched the Campus EcoChallenge. The EcoChallenge is a web-based platform where participants can choose from a variety of environmentally friendly actions, earn points for completing them, and blog about the experience. Our "Green Team Brookdale" of 65 participants, including faculty, students, friends, and family ended 2019 #1 in New Jersey and #14 of 213 teams! Our participants gave up plastic straws and containers; some committed to meatless or vegan meals; increased their water and fruit intake; spent more time being mindful or doing something outside and less time in front of a screen; and some committed to low or no-waste lifestyles. Seeing this commitment and knowing the difference it has made is inspiring.

The last part of our Honors in Action Project, volunteering at Scudder Preserve, is ultimately what led to our College Project, and we could not be more excited! Our goal is to implement changes that will benefit the campus. Brookdale has been working to create a more sustainable campus by implementing refillable water bottle stations, using LED lights, and installing hand dryers in the bathrooms. With President Stout, we addressed the need for more campus-wide awareness of the college's actions to improve sustainability. Furthermore, we discussed our work with New Jersey Audubon and suggested that we should continue the positive changes to the campus by utilizing campus space. The overall objective is to have Brookdale designated as a Certified Wildlife Habitat by New Jersey Audubon. This requires a water and food source, as well as adequate areas for wildlife to raise their young, all of which Brookdale has. One area at the Monmouth Museum has already been designated as such, and we cannot wait to certify more. This year has, so far, been an incredible opportunity to do meaningful work for our campus and our community, and we are thrilled that we have had the chance to positively impact our friends, family, fellow students, and professors through the EcoChallenge (to join the EcoChallenge, go to www.tinyurl.com/eco-GTB). We are excited to get back to school for the new semester and we hope that even more will join us in the EcoChallenge and at Scudder Preserve! Contact us at ptk@my.brookdalecc.edu for more information.



PHI THETA KAPPA
HONOR SOCIETY



Spring 2020 Event: Food Sustainability and Our Environment

by Judi Ungar, Assistant Professor in the Library

When the topic of “One World: Environmental Issues” was announced, I immediately thought of inviting my niece, Laura Zselezky, to speak at Brookdale on the issue of climate change and sustainable food sources. Her current job is fascinating, but what is equally fascinating is how her career path led her to this role.



Laura grew up in the Annapolis, MD area where her dad taught naval architecture at the Naval Academy. She graduated with bachelor’s and masters degrees from Virginia Polytechnic Institute and State University. She is employed with the International Food Policy Research Institute (IFPRI). According to their website, IFPRI “provides research-based policy solutions to sustainably reduce poverty and end hunger and malnutrition in developing countries.” Their vision is a world free of hunger and malnutrition. Their mission is to “provide research-based policy solutions that sustainably reduce poverty and end hunger and malnutrition.” As part of this mission, IFPRI fosters a climate-resilient and sustainable food supply.

Laura has a multi-faceted role within this organization. She works as the Program Manager in the Director General's Office, and her division focuses primarily on how to get their research into the right hands outside of IFPRI (policymakers, NGOs, etc.) and how to get more funding for their work. She supports a lot of different projects/activities but some examples are:

- Coordinating high-level events and conferences--the most recent was last November in Bangkok: <http://www.ifpri-faobangkokconference.org/>
- Writing publications that showcase IFPRI’s work: <http://ebrary.ifpri.org/utills/getfile/collection/p15738coll2/id/133261/filename/133472.pdf>
- Coordinating the annual Global Food Policy Report: <http://gfpr.ifpri.info/>
- Publishing a bi-monthly newsletter on the latest food security and nutrition developments: <http://www.compact2025.org/news-in-brief/>
- Serving as secretary to the senior management team

Laura also did a brief stint with the Peace Corps in Africa. Her commitment to this organization and their mission to end world hunger is inspiring (but I may be biased here!). Laura will speak at Brookdale this spring about how the issue of climate change affects everything that IFPRI is involved with, and how she ended up working for this organization. Her talk will not only appeal to people interested in climate change, but also sociology majors, international students, and anyone interested in working for non-profit organizations.



The Global Citizenship Distinction (GCD) Initiative

by Raj Wesley, Associate Professor of Psychology

For someone like me, who travelled half way across the globe leaving my family and the land where I grew up, it is indeed coming full circle to work in a vibrant hub at Brookdale, where the theme of international educational experiences and major worldwide issues takes center stage. It is only natural that I have felt a strong sense of pull towards the International Education Center (ICE), where I find that comfort (as it always it does) resonates with my core longings of being rooted in who I have become!

It all fell in place when I assumed the role of the Faculty Coordinator for the Global Citizenship Distinction Program (GCD) in Fall 2019. It is my fond hope that my experience with students in and out of the classroom, as well as my own story of immigration, my resilience, and adaptation to the American way of life will strengthen me as I work hard to enrich the lives of our students. In the contemporary and ever-changing natural and social climate, creating an awareness of and sensitivity to global issues within our students is of paramount importance.



This new role has been both challenging and rewarding at the same time. I am engaged actively, working with the administration, faculty, staff, and students in the different curricular and co-curricular activities. Students are working on global issues as part of their major assignments for a few courses while participating in field activities that pertain to global and cultural issues. For example, some are participating in the several events organized at the college itself: going on field trips to international cultural festivals in the community and to places of worship, among others. These are prime opportunities for students to absorb firsthand the true underpinnings of what it means to be a "global citizen." There is a lot of work ahead, and as a faculty leader, I am working constantly with the International Center, and the college community at large, to

make a difference in the immediate and distant future towards global concerns. From my recent Summer Teaching Assignment in China, I saw how people there have similar concerns in their daily lives, and unless we are taught to care and respect everyone, life will be more challenging for our future generations.

Three years ago, in Fall 2016, under the leadership of Dr. Terry Konn, who built this initiative, GCD admitted its first cohort of students. As an academic program open to all degree-seeking students at Brookdale, it offers recognition for exemplary work by students who engage in globally focused curricular and co-curricular activities as they work towards graduation. The purpose of GCD is to provide a global framework to prepare students for both academic and professional endeavors while encouraging them to become global citizens. Students enrolled in the GCD Initiative should (1) complete a variety of globally focused courses (minimum of



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12 credits as part of their degree); (2) participate in a variety of curricular and co-curricular events and experiences that will broaden the students' exposure to diverse cultures, global issues, and intellectual debate; and (3) document their experiences through a E-portfolio that reflects their learning.

Students who have successfully completed the GCD requirements are recognized for their exceptional efforts upon graduation where they will receive a blue and gold medallion with the Global Citizenship Distinction logo. Being involved in this initiative will help students enhance their intercultural competencies as they identify the importance of diversity, civic engagement, and social responsibility within a global framework. Most significantly, students will communicate what they have learned to colleges and potential employers via the completion of an e-portfolio.



Students who are interested in the Initiative can complete the registration form, which is on the International Center's webpages: www.brookdalecc.edu/international/global-citizenship. Registered participants become members of a GCD cohort. The registration form will notify the Coordinator of a student's intent to complete the requirements and work toward achieving distinction. Once a student registers, he/she/they will receive an invitation to access the GCD Canvas course and receive a notification about an Orientation Workshop. Registered students will then meet with me to discuss program requirements and opportunities to fulfill said requirements.

I request you to please share information about the GCD Initiative with incoming and existing students and colleagues who might be interested. It is not possible for us to be successful without your support and engagement on this journey. With you alongside, we are excited about being able to offer such a rich and engaging experience to our students!

For additional information, please contact the Global Citizenship Distinction Coordinator:

Dr. N. Rajkumari Wesley

Associate Professor of Psychology

Office phone: 732-224-2170

Email: rwesley@brookdalecc.edu