The Ultimate Green Career

By Linda Wiles and Steve Fischer

Interested in nature, science, art, design, construction, business? In different combinations these create a career in Horticulture.

The Bergen Horticulture program offers the opportunity to select which of these reflect a student’s interests. There are many career opportunities available in the Bergen area for students completing a degree or certificate in Horticulture. The great concentration of prosperity and growth in the area create an ongoing demand for qualified people.

Many of our students become, or are, entrepreneurs with their own green industry businesses, including florist, landscaper, lawn care, designer/builder, consultant and others. Others choose to work for another business or government agency. Still others transfer to colleges for four-year Horticulture or five-year Landscape Architecture programs.

The knowledge and skills learned in the program provide a strong foundation for future employment. Training includes the scientific basis of growing plants and practical hands-on activities using them. Students have the opportunity for activities in the greenhouse, laboratory and campus grounds, along with field trips to local green businesses. Students also learn about core business practices and management that will assist them in any employment environment. There are a number of options for a degree or certificate that verifies the professionalism and qualifications of our students.

Core teaching staff includes Dr. Steven Fischer and Professor Linda Wiles, both of whom have many years of experience in Horticulture, with Garrett Planten as Technical Assistant. This is expanded by a select group of highly skilled professionals that teach their specialties.

Our Horticulture Advisory Committee has outstanding professionals from the community that meet throughout the year with staff to review program goals and objectives. These include individuals who are nationally recognized for their expertise.

Anyone who wants to be really “green,” learn Horticulture!

The authors are, respectively, an assistant professor and a professor and program director in the Horticulture Department. They can be reached at lwiles@bergen.edu or 201-447-9225, and sfischer@bergen.edu or 201-447-
Bergenstages to open “Other People’s Money” Friday, February 21

By Jim Bumgardner

“Other People’s Money: the Ultimate Seduction” is Jerry Sterner’s dark comedy that concerns the intended hostile takeover of a Rhode Island family business, New England Wire & Cable Company. The company has provided jobs for an entire small town’s population for 73 years with Andrew Jorgensen at the helm. Corporate raider Lawrence Garfinkle sets his sights on the company and begins buying up shares. His goal: Demolish the company and sell off its assets for a profit. He proudly proclaims that they are worth more dead than alive.

The play will open in the Ender Hall Lab theatre on the College’s main campus at 400 Paramus Road, in Paramus. Performances are scheduled for February 21, 22, 27, 28 and March 1, 2014 at 7:30 PM with matinee performances on February 22 & March 1 at 2:00 PM

The show is directed by Prof. Mary Clifford and features Prof. Jared Saltman, Amanda Cangialosi, Kim Bozi, Matthew Herrmann, & Jason Ver Hage, with set designed by John Ehrenberg, lighting design by Graham Frye, sound design by Thomas O’Neill and costume design by Marie Natali.

Tickets are $15.00 for general admission, $10.00 for senior citizens (65 and over) and all of Bergen Community College, and $5.00 for all students. Individuals can purchase tickets by calling (201) 447-7428 or online at http://tickets.bergen.edu.

The author is the producer of Bergenstages, and a director and assistant professor of performing arts in the School of Arts, Humanities and Wellness. He can be reached at jbumgardner@bergen.edu or 201-493-3615.

Speech Competition Gearing Up: Seeks Judges

By Jane Phelps

Bergen students are impressive. Ask any of my colleagues who have judged previous Speech Competitions. It’s pretty brave for college freshmen and sophomores to willingly come forward to be evaluated at a public presentation. But we the judges are the beneficiaries. It is rewarding to hear the results of students’ efforts in preparing and delivering speeches on issues they care about.

Topics range across the curriculum. Last year’s winner, Edwina Koch, spoke about the high cost of a private college education. She had just transferred to Bergen after one semester at a private college. She discussed her initial excitement at being accepted at her dream school and then her later disappointment when she realized the economic burden of the loans to pay the high tuition. Other students have spoken about world conflicts, poverty, social programs and brain research. The speeches reveal how serious Bergen students are about the world they live in, and how engaged they are in analyzing problems that affect the commonweal.

One of the competition’s goals is to demonstrate classroom learning in a real-life setting. The competition offers our students a way to gain experience in public speaking and presentations, a skill that is highly valued by employers and consistent with the objectives of the General Education curriculum. The skills that are demonstrated in the competition are critical thinking, researching, writing and organizing information and oral presentation

(Continued on page 5)
Student Success Course Succeeds, Expands

By William Mullaney, Ph.D.

It was almost exactly a year ago that I was invited to BCC for my second interview. The focus of the day was two open forums, one with the staff and one with the faculty. It might sound strange, but I was particularly excited about the open forums because the informal format would allow for more authentic exchanges than formal interviews. I was a bit disappointed that I didn’t receive any overly strange questions that day.

However, I was fortunate enough to receive a home-run question (i.e., one that you know you can knock out of the ballpark). One faculty member asked me about my experience with student success classes. Afterwards, the bespectacled questioner came up to me and said, “I can’t wait for you to get here.” We had a wonderful conversation about the value of student success classes, and our exchange got me even more excited about the prospect of working at BCC.

The bespectacled questioner turned out to be EBS Faculty member Lori Talarico, and I soon discovered she was leading the charge for these classes at BCC. As an academic dean in Arizona, I had led a similar charge a few years earlier, so we had much in common, and it soon became apparent we also had a good deal of work to do. Like Lori, I had been trained to teach student success using the On Course methodology developed by Skip Downing and found it to be a very effective approach with students. When we launched the initiative at my college in Arizona, I was pleased with how many faculty members were interested in teaching the course. As at BCC, the training was fairly extensive, but participants always felt that it was valuable, not only in preparing them to teach the course but also for learning teaching strategies that they could use in their other classes as well.

The course has been through a few iterations here at BCC, but I quickly became acquainted with IST-123, the class that is rooted in the Connect 1-2-3 program. College data indicated that students who took the course did significantly better in their developmental classes than those students who did not take the course. This finding is in keeping with national data that suggest the positive impact the course is having around the country. A 2013 study from the Community College Research Center found that first-semester students who enrolled in a student success course were more likely to earn any college-level credits within the first year and were more likely to persist to the second year. The study also found that students in developmental classes were more likely to earn any college-level credits within the first year if they enrolled in a student success course in their first term.

Based on all of this evidence, I am happy to report that the college is mandating the IST course for all students who test into EBS-011 and EBS-201 on a pilot basis. It is our expectation that the success seen with the smaller cohort of students will be replicated with this larger group. It is clearly a step in the right direction for BCC.

The author is the Vice President of Academic Affairs. He can be reached at wmullaney@bergen.edu or 201-447-7190.

Faculty Focus newsletter is published twice each semester by the Faculty Development Committee. Chair: Annemarie Roscello. Editor: Lew Wheaton. Submissions for the April edition should be emailed to aroscello@bergen.edu or lwheaton@bergen.edu by March 10, 2014.
College Launches Redesigned Website

_By Larry Hlavenka Jr._

A day – truly – years in the making, Monday, Jan. 13 marked the debut of a redesigned version of the school’s official website, Bergen.edu.

Among the chief improvements, the redesigned Bergen.edu features:

- A contemporary homepage design featuring dropdown menus, impactful graphics, an interactive calendar, newsfeed and video-feed (pulled directly from the College’s official YouTube page);
- A streamlined navigational scheme to organize content into relevant “containers” and to funnel all site visits into categories based on audience type: current students, new students, faculty and staff and community members;
- The consolidation and elimination of many pages from the former Bergen.edu; more than 6,000 pages existed in 2012 – approximately 1,500 reside on the new site;
- An optimized, responsive design that automatically adjusts to the visitor’s desktop computer, tablet or mobile device;
- A new content management system for page creation and editing: Dot-Net-Nuke;
- The establishment of analytics, which will enable Bergen officials to monitor site traffic and track page popularity.

Bergen.edu will remain in constant motion – content administrators have been tasked with editing and updating the site’s information as necessary. Additionally, as the needs of the Bergen community evolve, the site will add new functionalities and upgrades. Possible integration with the conceptual “Bergen App” for mobile devices remains one of many future developments.

_The author is the Managing Director of the Office of Public Relations. He can be reached at hlavenka@bergen.edu or 201-689-7057._

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Gallery Bergen Presents:

“Taking Pleasure”
Curated by Katherine Mojzsis

Artists: Carson Fox, Ronna Lebo, Kara Rooney, Kris Scheifele

Opening Reception;
Tuesday, February 4th from 5-7pm

Exhibition dates:
February 4th-March 26th 2014

“Midnight Rainbow” by Scheifele
skills. These Gen Ed goals are emphasized across the curriculum. The Competition has been recognized as one way to assess student learning outcomes.

I invite faculty members from all departments to encourage your students to participate. And I invite you to participate as a judge in the first round, on Thursday, April 10 from 12:15 to 1:30 p.m. in the main building. Please email me at jphelps@bergen.edu for more information or to volunteer as a judge.

The author is an associate professor in the Communication Department. She can be reached at jphelps@bergen.edu or 201-689-7043.

Recent Faculty Publications

Professor James Zorn published a short story entitled "Tat Tvam Asi" in the 2014 Westchester Review, a journal of literary arts devoted to the work of writers living in or associated with Westchester County, New York. The title is a Sanskrit phrase meaning "thou art that." Zorn's work also appeared in the 2013 edition. Zorn's work has appeared recently in The Seven Hills Review and Third Flatiron. In January 2013, one of his stories was named in the Top 25 in Glimmer Train Magazine's Very Short Fiction Competition. Zorn teaches Composition/Literature and Creative Writing at BCC.

“The Last Irishman” a new short story by Seamus A. Gibbons recently appeared in the 2014 edition of The Westchester Review. The story captures the erosion of a culture, communication, and identity and the ambiguity felt from that erosion through one unnamed protagonist. Mr. Gibbons is currently working on a collection of other stories and is a faculty member in the department of Composition and Literature.
Bergen Community College Roueche Excellence Award Winner Announced

The “Green Team,” led by Professor Rachel Wieland (John and Suanne Roueche Excellence Award)

The Green Team – composed of full-time students – has led campus-wide sustainability efforts for the last four years. Projects have included improving the recycling of bottles/cans/paper, composting cafeteria waste and building and maintaining food gardens. Under the group’s leadership, more than 10,000 lbs. of paper is recycled each month.

Bergen Community College Innovation of the Year Award Winner Announced

Video Learning – Achieving Success Together, led by Professor Margaret Hayes (Innovation of the Year Award)

Members of the nursing department have required students to produce movies demonstrating their ability to perform safe nursing practices. Students work in groups, taping their performances. Once satisfied with their work, the videos are submitted to nursing faculty for evaluation and grading.

Faculty Research/Scholarship Reassigned Time Program Winners

Congratulations to the winners!

- Gregg Biermann - Untitled Video Art Piece (continuation)
- Dr. Denise Budd - Stefano Bardini, Quincy Adams Show, and the Late Nineteenth-Century Art Market
- Brian Cordell - In Hopes of Better Understanding How the World Will End (continuation)
- Dr. Jessica Datema - An American Influenced Hard-Boiled Poetics (continuation)
- Dr. Ilan Ehrlich - Eduardo Chibas: The Incorrigible Man of Cuban Politics (continuation)
- Paul Mindell - Outwin Boochever Portrait Competition – 2016 preparation
- Bill Morales - A Small Bag of Folly: George Washington and his Vision of the Nation’s Capital, 1783-1913 (continuation)
- John Smalley - A Molecular Assessment of Local Biodiversity Employing Collection and Analysis of Environmental DNA (eDNA) (continuation; this research grant is funded by the U.S. Department of Education STEM GPS grant)

Save the Date
Tuesday, April 8, 2014
Day of Service
Bergen Community College will be welcoming

**Trudy Banta**
There will be no classes this day

Tuesday, February 18, 9:30-10:45am
Ciccone Theatre

Dr. Marcia Cantarella
Author of *I Can Finish College*
Daughter of Civil Rights Activist Whitney Young, Jr. will lecture on the theme,

“50 Years Later, Dr. King’s Dream Endures”.

Sponsored by Faculty Development
For Our Health - Rockin’ the Reusable Water Bottle

Student, faculty, staff and administration are enjoying our newly installed refillable water bottle stations located in the student center, cafeteria, and near the gym. Bring in your reusable water bottle and try clean, fresh water, without any waste (or cost).

Green Team Wins Roueche Excellence Award

Big congratulations to the BCC Green Team for winning the prestigious Roueche Award for their environmental efforts. The Green Team can be seen around campus composting in the cafeteria, recycling cans/bottles/ paper, leading campus sustainability tours, giving pedi-cab rides, and assisting with the community garden. Also big thanks to facilities for their enormous support of the Green Team’s daily functions.
Get your vintage look on! Thanks to the joint efforts of Turning Points, SGA, the Environmental Club and Phi Theta Kappa, the vintage shop before the winter holiday was a huge success. Special thanks to Robin Wanner from the Turning Points Program for all her logistic efforts in making this event a super success. And if you missed it, or have items to donate, no worry, the next vintage shop will be happening in April from the 21st to the 24th.

Sustainability
Caught in the Act of Goodness!!!
New Spring Initiatives for Peace, Justice and Reconciliation

By Thomas La Pointe

Welcome back colleagues!

This semester the Center for Peace, Justice and Reconciliation (PJR) takes on the challenge of educating for peace with several new and ongoing initiatives.

Building on the great success we had last year, PJR will co-sponsor a second TED Talks event scheduled for March. This semester’s talks will revolve around the theme of education, with a particular focus on educating for conflict resolution and peace.

As part of this focus, PJR is sponsoring several educational events, including our ongoing Armenian Genocide Education Initiative, designed to help Bergen County educators meet the New Jersey state standard that mandates the teaching of genocide in secondary schools. Accompanying this initiative, PJR will also sponsor a lecture, an exhibition of photos, and a film in commemoration of the Armenian genocide, and will co-sponsor a student conference on genocide.

Art initiatives include the installation of a pocket art gallery in the hall opposite our office in room S-152, with inaugural exhibitions planned for this semester. We welcome proposals from faculty interested in displaying work related to the mission of the Center.

Working with the Office of Student Life, PJR will continue to co-host the “United Nations Ambassador Series: Dialogue, Discussion, and Debate,” which brings UN ambassadors to Bergen to offer insight into the challenges facing citizens of the global community.

Other initiatives include a workshop on lessons from the Holocaust for local law enforcement officers and students in the field of criminal justice; a dessert reading of Forbidden to Protect, a play about the dangers of domestic violence; and our annual Peace Scholarship Challenge and Faculty Grant Program.

If you are interested in learning more about PJR, feel free to contact us at cpjr@bergen.edu, or stop by our office in room S-152.

The author is an Assistant Professor of Literature and Composition and the head of the Center for Peace, Justice and Reconciliation. He can be reached at tlapointe@bergen.edu or 201-674-2675.

Online Course Evaluation

By Dr. Alan Kaufman

Lately I have been thinking about student evaluations of our courses. As you all of course know, this past semester we went to a new online system. This was a move that then Interim-President Adames had been working on, with a committee that Tom Jewell chaired. One of the reasons that the college was interested in moving to an online system, as I understood it, was cost. Some faculty are also pleased that an online system restores valuable class time, as forms no longer have to be filled out during class sessions. I appreciate regaining some class time, but I am especially glad that I no longer have to hand out, and retrieve, pencils.

Some of our colleagues have expressed concerns to me about this new online system of course evaluation. When evaluations were done during class time, they were generally completed at about the 2/3 point of the semester; this past semester students were able to fill in their evaluations as late as December 29. A valid concern has been that a student could be filling in her evaluation after the course had been completed and a grade received. This in turn suggests that it would be possible for a student unhappy with a grade to use the evaluation tool as a complaint mechanism. Such a potentially troubling situation obviously needs to be rectified as we move forward.

(Continued on page 12)
In Food, as in Life, the Competition Can Be Fierce

By Robert Walljasper

For several years as a teacher, I have been reviewing and critiquing students’ work in the kitchen. To continue to enhance my critiques and grow professionally, I began the process of becoming an Approved Certification Evaluator (ACE). Part of this process involved four apprenticeships of working with a lead ACE to judge executive chefs, sous chefs, and cooks as they take their practical exam.

Viewing a lot of great work at these practical exams inspired me to start seeking a forum to present my own creation for my peers to review. In November every year for the past 145 years, chefs and other enthusiasts have come together for the Salon of Culinary Arts, held last year at the Jacob Javits Convention Center in New York. The Salon provides a chance to present their culinary and pastry creations while showcasing their expertise, technique and cuisine. The timing was good last November, as I was completing my apprenticeships and was able to concentrate for the show. What a great way to start my competition journey, as I have been attending this show annually since 1990.

To begin preparations for exhibiting, I had to determine which of the many categories to enter and what to present. I began by working with my longtime friend and colleague Jean Claude to research and develop my platter. The meat presentation was the best fit, and had the requirements of one head piece, eight portions and corresponding garniture, and one show plate. To start, I began to research what other platters had been presented at the Kochkunst in Bildern (the International Culinary Olympics in Germany) and the Salon over the years.

With my media being food, the other component of preparation was multiple practices. My schedule was already packed with a full load of classes and working on my master’s degree. I was able to squeeze in practice time before or after classes and on weekends in the weeks leading up to November 10. This involved research on different culinary techniques and practicing for the final. The platters are judged on variety and execution of technique, artistic and original presentation, and technical achievement. Among the techniques I was working to include were galantine, pate, forcemeats, headcheese, ragout, dough, barquette molds, tourne and aspic work. These practices and research were to refine and streamline the final push to present at the Salon.

Food is a delicate ingredient to work with, and this required my final platter to be completed in a marathon session. Early on Saturday morning, I began my final pieces, adhering to a exacting time line continuing to Sunday morning. All of my hard work was completed at 9 a.m. as my meat platter was put out for display for the next three days. Was it worth the effort?

A resounding YES. This gave me a chance to put my work out for review, in contrast to me reviewing other people’s work. In addition, the Salon helped me to recognize the talent and experience on display, and to explore my vision. This also set an example for my students, as I regularly tell them competing is good for their professional development. At the end of the day, it was also great to go home having earned a Silver Medal of the Salon. This experience has inspired me to strive for even more, as next year I am going for gold.

The author is an associate instructor in the Hotel/Restaurant/Hospitality department. He can be reached at rwalljasper@bergen.edu or 201-879-7854.
Urban Textures Put an Artist in Context

By Ethan Greenbaum

I’ve always been sensitive to the way landscape shapes my experiences. My sculptural photographs of architectural materials grew out of a fascination with the built environment of the urban Northeast. In my most recent solo shows at KANSAS gallery in New York, I printed life sized photos of sidewalks onto large sheets of acrylic. These photos were molded around ceiling tiles to create transparent low relief images. I also installed freestanding images of carpet padding, marble and Formica. The pieces were vibrant, tactile and slightly absurd. I wanted them to convey the strange and intense sensations I feel among the surfaces and spaces that make up a city.

I had, and have, hippie artist parents. With them, my brother and I spent our youth in a semi itinerant, rural lifestyle. We lived and travelled up and down the east coast in New Jersey, Virginia and Florida. My parents made their art, gardened and taught us that the world could be interesting. At our most uncivilized, we lived on the side of a Virginia mountain in a house my father built. Our water was pumped from a well and we lit the home with oil lamps and a wood stove. Eventually, we moved into progressively more modern and populated suburban areas. A running (but true!) joke of mine is that I understand firsthand the industrial revolution.

For graduate school, I moved to New Haven to get my MFA. My classmates and I took frequent trips to New York City to see exhibitions and try to understand what it meant to be artists. I was very intimidated. In addition to its professional pressures, the sheer scale and density of the city was overwhelming. I felt that I couldn’t navigate it physically or internalize it psychologically. Compelled to try, I kept visiting and finally moved to Brooklyn after graduation. I found living in New York to be both challenging and thrilling. The visual intensity was something I struggled to acclimatize myself to. I wanted to make artwork that felt connected to my experiences there.

Over time, I began to realize that the ambiguities I was feeling about the environment were an important creative resource. I decided to be direct. I stopped making abstract imagery and began working explicitly with the architectural world that I found so absorbing. The work that resulted from that decision was more personally satisfying and well-received than anything I’d done previously. My first sculptures were made from the same concrete blocks as my garage studio. Soon, I was photographing the materials I walked across, leaned against and slept on each day. The sculptural manipulations of these photos were a way for me to push back against the architectural restrictions of my life. Working this way has taught me that art offers the possibility of reconciling personal conflicts and creating a space for meaning. It can be a way of making a home for oneself in the world.

The author is an assistant professor in the Visual Arts Department. He can be reached at egreenbaum@bergen.edu or 201-879-9216.
It seems clear to me that no reasonable person would disagree that students need to access and fill out their course evaluations before their courses have been completed.

There are two principal questions regarding the student evaluations of our courses that I would like to address in the remainder this brief article. The first has to do with who has access to the materials. In the past, in an agreement between the college administration and the faculty association, when the evaluation materials were returned to the college from the vendor they would go directly to the individual faculty member—theoretically in a sealed envelope. This policy should continue because it supports the idea the student evaluations are primarily a formative instrument. The administration would have access to the student evaluations of tenure-track faculty members (and also of lecturers and adjuncts) but the materials for tenured faculty members correctly belong to the individual professor. Such a system understands that while student evaluations need to be used for making summative judgments about non-tenured faculty, for a tenured professor the purposes are different.

This raises the second, and in my mind the most significant, question surrounding evaluations: how should they be utilized? As I am a tenured, full professor still striving to do my job as well as I can, the way in which student evaluations is most beneficial is by providing me with information that will help me to improve my courses and my teaching. That, in fact, is the way that I use them. One thing that I always do when I get my course evaluations back after a semester has concluded, for instance, is to look for patterns in the comments that students make about, let us say, the writing assignments from an English Composition course. I have used such information to rethink and, often, revise those assignments. A system operating in this formative manner helps me to do my job most effectively and thereby helps me as I strive for student success.

Formative evaluation decreases in significance, however, if, as is planned, student evaluations become part of the faculty promotion process. If classroom evaluations are used as criteria in a faculty member’s promotion application, then they become primarily summative—perhaps even punitive. While perhaps understandable from an administrative perspective, this use of course evaluations is not helpful, at least from my perspective. I worry: if I am a faculty member applying for promotion, and I know that my students will have input into the decision to be made about my career, post-tenure, how does this affect my relations with my students? What will I strive to do now, besides please them?

Indeed, the summative use of student course evaluations for faculty members strikes me as being antithetical to our mission to help our students to be successful. As we all know, there is a simple way to improve our chances of getting strong evaluations from our students, which we now perhaps will need in order to get promoted: we can assign them high grades. Students who receive high grades are commonly satisfied with their courses and therefore are most likely to provide positive evaluations. So it is clear that grade inflation is an almost inevitable byproduct of summative course evaluation. And this causes a basic shift in the goals of classroom instruction. If my goal is to please my students, then my goal to educate them becomes secondary. Such a shift in emphasis will impede student success, if you define student success as learning and becoming educated citizens and not simply progressing toward a degree. Completion and education are, after all, not necessarily the same thing.

In my experience, students want to learn, and we do them a disservice when we discount this goal. Utilizing an evaluation system—in whatever form it takes—to emphasize improvement of teaching rather than evaluation of it emphasizes and values our students’ desire to learn—and therefore leads ineluctably to the laudable goal of student success.

The author is a professor in the department of Composition and Literature and Chair of the Faculty Senate. He can be reached at akaufman@bergen.edu or 201-493-3550.