AACC SEED Center Webinars

Transcript of Webinar

Green Genome Awards for Community Colleges

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BRIAN KEATING: All right. Well, without any further ado then, I'm going to go ahead and turn things over to Todd Cohen. He is the director of the SEED Center Project. Todd, take it away.

TODD COHEN: Thanks, Brian. Good afternoon, everybody. Hope you are doing well.

We're excited about what we're going to discuss today. It's a great opportunity for community colleges to win some cash and get some really excellent national recognition for what you're doing and what you're building. It's called the Green Genome Awards, and it's really aimed at colleges I guess we'd call emerging leaders in the green space.

And it's all based on a new nationally developed framework or set of competencies for colleges to build quality responses, clean economy programming – clean economy being anything in solar, wind, energy efficiency, green building, water, wastewater – clearly a broad sense of clean economy and green.

So building those quality programs in those areas, integrating that with campus sustainability efforts – so I know a number of you are engaged in a number of broader campus sustainability efforts.

And then aligning all of that to efforts to build stronger regional green economies. So looking outside your campus borders and really helping to build the green jobs and to grow the green jobs themselves.

So we're excited because the framework itself has really had – it's been a national effort. It's had inputs from Department of Energy, from industry, from a whole host of community college advisors and a number of higher ed associations, sustainability associations. And the framework is really – it's comprehensive and ultimately it's really helpful in that in provides some what I would think is some much needed guidance for colleges that are still trying to find their way in this whole green world.

So we're going to talk a little bit about that framework. Then we're going to discuss what this looks like on a college campus. Ultimately that's where I think this is going to be, I think, helpful to see how a college is able to apply what we've come up with here.

And we've got Los Angeles Trade Technical College here, Marcy Drummond. And for those that don't know, LATTC has really been a pioneer in sustainability in the higher ed world for some time now. And I think Marcy will tell you they haven't necessarily mastered all of the competency that we're going to talk about today.

But they've really approached this whole green thing from a holistic standpoint, where they've designed and refined their green programming and tied it to industry credentials. They've then embedded sustainability principles across curriculums, so across academic and technical programs. And that ties to efforts to make the campus itself energy efficient. So it's really been this kind of holistic, comprehensive effort, which ultimately is what the Green Genome is all about.

Once we get through that, we're going to talk about the Genome awards themselves. So it's a set of five awards – five colleges are going to be awarded $8,000 each plus about another 8,000 (dollars) in equipment and tools – really exciting – from Snap-On and Bahco. And the application is out, it's open, and it's on the SEED Center website. It's not a burdensome thing to do at all.

When we're done with that we'll take some Q&A and we'll move on from there.

Here's our speakers. I'm just going to chime in every now and again. But this discussion's really going to be led by Mindy Feldbaum, who's really been the lead for this particular project.

Mindy, for those who don't know, was with the U.S. Department of Labor, ETA, for quite a while. She wrote that report, "Going Green: The Pivotal Role of Community Colleges in the Green Economy," for those who don't know. And that was one of the first reports that really highlighted that community college institution as being a pivotal player in the green space. That was about three or four years ago.

And then Marcy Drummond, who was the VP of workforce and economic development at L.A. Trade Tech, where she really built a national model in the green space and has since been promoted to VP of institutional effectiveness and innovation, which is appropriate, I think, for the discussion today because she's going to talk about more broadly how green has not just infiltrated on the workforce side, but has been embedded across what the institution is trying to do.

All right. So most of you I think know SEED; I'm not going to spend a lot of time. It is a national strategy to really help build capacity at community colleges to build the sustainable economy. There's our world. We've got 451 colleges, I believe, at the moment. And the idea, of course, is to facilitate best practices-sharing across the country. By and large there's been lots of phenomenal activity in the last few years, especially since the stimulus funding came down. We've seen thousands trained to now have jobs in a host of green-focused careers.

We've had phenomenal – in fact, we've had webinars highlighting phenomenal community college and employer partnerships in the green space, where employers are engaged in curriculum design and delivery. We've got 200 to 300 of these colleges now that have made formal commitments through the American College and University Presidents' alignment commitment to reduce their own campus carbon footprints.

So there's been a lot of phenomenal things, but by and large I think we've felt like there was a need for some guidance at this point, especially with funding winding down from stimulus dollars and other issues at play. And so that led us to this Green Genome initiative. And I'm going to turn it over to Mindy to talk through the context for that and lay it out.

So Mindy, you want to go ahead?

MINDY FELDBAUM: Thank you, Todd.

So why this Green Genome project? As Todd laid out, we started to see that the green landscape really – although many more programs and projects and sustainability literacy programs, we still saw that the green landscape has been confusing for some colleges and there's been very little guidance or tools to navigate these new waters.

And as Todd showed, that there's been many, many – and they've highlighted it at the SEED Center – many pockets of excellence of green job training programs across the colleges. But at the same time, we've started to see many silos within colleges. So what that really means as far as silos, it could be

anything; from a college that was a leader in having a number of LEED-certified buildings on campus and have done a lot to reduce their energy consumption, but at the same time have little connection to the training programs that were on their campuses and did little to incorporate green into curriculum.

So we've seen a little bit of mismatch, and also lots of pockets of excellence. With that, we started to take a broader view at the institutional level to see that there's been very little done or analysis around whole system thinking, around integrating green policies, practices, partnerships and programs, as well as processes, on campus; and also, looking outwardly to the community to engage to have greater impact.

So we asked a core question, really, which is in the next slide, around what would an integrated approach to sustainability and green workforce development look like at a college? And how would you know that you're making progress?

We think that the ability to begin to do this kind of difficult, integrated work, that you really would transform your college and would ensure – like the name implies – that green would be part of your institutional DNA and would eventually be sustainable and have greater impact.

So with that, we did research to look at the integrated approach and came to come upon four major levers that we saw – key levers around what would drive institutional change. And institutional change, again, is an integrated, comprehensive, systemic approach to green workforce development and sustainability.

The four key levers that we came upon through research as well as working with experts in the field were community engagement, governance, program design and delivery and strategic partnerships. And as you think about each of those areas, there's really some question – well, I'll keep going now.

What we did with those key levers – that we really thought that if every college could master each of them, together it would be green transformation. But we decided to develop competency statements for each of the areas. These competency statements are kind of the aspirational goal to achieve in each area. So if you look – and I'm not going to read all of them – community engagement is about pursuing substantive and meaningful regional, state and local community engagement strategies, partnerships, and leveraging community college assets and resources.

So as you think about community engagement, you should be asking the question at your college, does your college serve as the catalyst in moving the community towards building a sustainable region and an economically vibrant green economy?

For program design and delivery, which is really where much of the focus has been, particularly with the recovery act money that Todd referenced, you should be thinking about your college around – is your college preparing a qualified and green field workforce by facilitating the delivery of high-quality programs based on industry needs?

Thirdly, the strategic partnership piece, which is so critical – the underpinning to everything, really – has your college formed the necessary partnerships to advance campus sustainability goals and green

workforce development? This whole area of sustainability and green workforce development has created the opportunity for many new strategic partnerships, on campus and off campus.

And lastly, governance, which is really the underpinning of the institution, and we did say focus at the institutional level as opposed to the program level or the staff level, to look these competencies. You should be asking the question of, does your college have personnel, policies, plans, resources and practices in place that really reflect the commitment to sustainability and green education and training.

So these are the aspirational goals, the statements to reach to. And with that, we developed – we needed to understand how all these four different pieces worked together, and how they could be operationalized and measured. So we developed a series of indicators for each of these competency statements.

You have to go to the next slide. Great.

So this is an example. I'm not going to read it, but as you look at it, in governance and program design and delivery, depending on the DNA strand, we have a certain number of indicators. But they really are – give you a sense of how it could be operationalized, how you could measure it, and actually start to assess where you fall out in the process of the governance piece, the program design and delivery piece.

We do think, though, that again the four DNA strands are woven together to create a systemic comprehensive system, not individually alone. Each by itself could not move it forward. But what we have found through our research with colleges is that often if one area is focused on and has been successful in most of the indicators and the competencies, that it often spills over to other areas in which campus, community – and community engagement begins to happen. So usually it appears that schools aren't necessarily just in one strand, but often in many pieces of it.

We also know for the Green Genome Awards that there is no expectation that everybody has actually mastered every indicator and every competency. But that is why the award and the application is billed much more towards what progress you've been making.

For the next slide is another slide that looks – that shows other indicators for the other two DNA strands. But this is really the framework of the award and what you will kind of base your application on. Again, we see this as a work in progress with tools, and so we want to see you moving forward. And we'll talk about the application in a little while; we can go a little deeper in that.

With that, now that I've laid out –

MR. COHEN: Mindy, I just want to jump in and say a couple of quick things.

So there's actually – we'll show you at the end of this where you can get all this. They're just samples, and we show you – there's a report out and we'll show you where to get that.

But I just wanted to piggyback on one thing that Mindy said, which is we really believe that green evidenced to – (inaudible) – sustainability is something that involves faculty, the program coordinator, senior administration, the facility, CFOs, students, etc.

And so that's sort of where this framework lies, is that it's not any one individual piece that we're interested in as much as we're interested in trying to see how all these players within a college campus are working together – starting to work together, I think, to begin to put this all in place.

MS. FELDBAUM: OK. Great.

So with that, I'm going to turn it over to Marcy Drummond, who is really going to talk about – I mean, we created this framework but it really takes where the rubber meets the road to understand how these competencies and indicators really work.

So with that I'll turn it over to Marcy Drummond, who will take us through that, of what it looks like on a college campus. Marcy?

MARCY DRUMMOND: Good afternoon, everybody. And thank you to the SEED Center for pulling together this webinar.

As was stated previously, I'm the vice president for institutional effectiveness and innovation at Los Angeles Trade Technical College. And I'm going to talk about how do these competencies actually look like on the ground at a college.

And while we recognize very much so it'll take on a different framework at every college throughout the United States and beyond because every institution is different, I'm just going to give you an example of what it looks like for us.

So basically around this whole systems thinking and making sure that the whole greening of our campuses becomes systemic, throughout the whole institution, I think it's important for us to keep the long-term vision as well as the shorter-term focus on what we're doing. And really, the long-term vision is an ideal state of mastering all the competencies in the four DNA strands; across the institution, as Mindy had mentioned, to the point that it becomes part of the DNA of the college.

And that really truly is an ideal state that's more longer-term in our approach, but that we also, to get there, need a shorter-term focus. And that's really on how do we reach some tipping points in mastering one or more of the competencies in one or more of the strands. And then as we're doing that, how do we link these tipping points across the institution.

So keeping with the longer-term vision and the shorter-term focus, the longer-term vision may never be attainable. It might be a state of nirvana that we're all striving to continuously reach for. I think we can assume that we will get there eventually. But it's somewhat like student success. We never reach 100 percent student success. It's always something we're striving for. And I think that with what we're talking about here, especially since it's about institutional competencies, that this is probably an ideal state that's always within the reach but not quite attainable, and there's always room for improvement.

Also, because this ideal state, when we talk about competencies we refer to the institutional competencies. But as Todd has said, really, it involves students, faculty, administrators, managers – everybody across the institution. And so it's important that we keep that in mind, especially as

individuals come and go. That's another reason why this ideal state may never be fully realized, because we're constantly trying to build the pool of individuals who understand and have these competencies.

And then the last thing that makes it an ideal state is this whole idea of synchronicity or that it becomes systemic; the whole idea of trying to keep things in balance, that all the activities and competencies throughout the institution are sustained over time. And then we reach the level that it is embedded in the institutional and the individuals with the institution's DNA.

So knowing that we may never reach it, but that is also within reach, I think we need to shift the focus more on shorter-term tipping points. And that's really how do you reach a critical mass in very key areas so that the institution itself is mastering some of these competencies; but more importantly, key individuals are also mastering the competencies.

And when I say by key individuals and reaching that tipping point is that the more and more individuals in key areas that are involved in actually attaining some of these competencies, the more we are moving towards that ideal state or the longer-term vision; and that we also start on the synchronicity part with a lot of coordination and thinking about alignment, so that eventually we get to that state where we're in balance and the competencies become embedded in both the institution's DNA as well as a large portion of the individuals at the college.

So what we did when we began all this is we really – you just have to select a strategic approach. And there is no right or wrong way to do this. You have to make key decisions about are you going to go deep within one particular area, or do you try to go wide across the four different strands of DNA competencies? In our particular case, we decided to go deeper. And the reason why we decided to go deeper is because this next bullet, about identifying key levers or where there may be tipping points within the institution or with particular individuals, we asked ourselves, are we at or near a critical mass in any one of these areas?

And where do we think we could have the greatest impact? And then also, where is there the biggest sense of urgency that we can get people rallied around either going deeper or wider? And where does the coalition of the willing exist within our institution?

And when we asked these questions, we determined that the best strategic approach for us was to go deeper; in particular, in a particular industry sector, because we had a very large department on our campus, which is construction, design and manufacturing, where we thought we had the critical mass, where we thought we could make the greatest impact, where there was a sense of urgency around greening that particular program, and where there was a large number of individuals who were willing to actually go deeper. And so that's why we chose the deeper approach.

The other thing I want everybody to keep in mind is the role that governance does play. That is one of the strands. And you have to work on, I believe, governance, every step of the way, because that can and will inhibit implementation of what you're choosing to do, going deeper or wider. It may become a tipping point itself, but it certainly can impede your ability to reach particular tipping points or critical mass as you move forward if governance is not in line.

And these are things like including green policies and procedures as you're starting to revise procedures, maybe some new ones; having a strategic plan that includes a focus on sustainability and green workforce development. Those sorts of things will actually inhibit or will enhance or propel a college to reaching a critical mass or tipping points in several of the DNA strands. So I truly believe that, regardless of which focus you decide to do, deep or wide, that colleges also need to be mindful of the role that governance plays.

So here's our particular story. We started, really, our focus by going deep. As I mentioned, we took an industry sector approach. And we began by focusing on the utilities and energy industry, and then we quickly also added the transportation industry. And we started by engaging real broad-based consortiums of institutions throughout the Los Angeles area.

In energy and utilities, we actually convened something called the Los Angeles Infrastructure and Sustainable Jobs Collaborative, which has organizations from multiple entities throughout L.A., including labor, business and industry, community-based organizations, K-12 schools as well as other universities. And there were about 35 institutions who were actively involved in that consortium.

And then we identified what were the most promising green careers within the industries in the utility and energy, and then subsequently in the transportation industry sectors in the greater Los Angeles area. And as a result of that we started to map out what we're calling green career pathways. And we did it in solar PV, solar thermal, energy efficiency, hybrid electric vehicles and alternative fuels.

Then we engaged in developing new programs and also redesigning existing programs in a framework around stacked and lattice curriculum, which leads to multiple degrees and certificates that were also tied to industry credentials. We also built some non-credit and not-for-credit bridge programs into these green prep career pathways. And then also a part of building these pathways, we embedded sustainability principles, concepts and practices across the curriculum in our construction, design and manufacturing department, in the transportation department; but also within general education courses at the college.

So while we simultaneously were going deeper, we also started going wider. We started greening the facilities and adopting sustainability practices. At our community college district, we had a very large bond – building program, where we raised a lot of money to develop new facilities. And as a part of that, all the new facilities we adopted a standard that they should be all certified as LEED buildings. Our physical plant itself started a recycling program. It started adopting policies and procedures around using green products and practices.

And then also in governance we came up with what's called the green college initiatives. And we had a lot of policies around that, as well as we embedded it into our strategic and educational master plans.

So what we found out actually – even though we started off going deeper within a particular program and focused on program design and delivery – as you start to work on that you find that you start now going across different strands. For example, we really started building out key partnerships. We had to actively do community engagement. And as I mentioned before, we also worked on governance.

So regardless of which approach you take, going deeper or going wider, you're going to find that you immediately start to work on the other strands simultaneously. Then we also started working on alignment. As I mentioned before, we were going deeper with program design and delivery. We were also working at the same time on going wider in our facilities. And here's some examples of where some integration and alignment occurred.

We started recycling our oil in our culinary arts department. And then our transportation faculty said, we have an alternative fuel program; let's know take that recycled oil and instead of using a company to take that away, we'll know use it in our alternative fuel program to design new fuels. So that's a way where we started to get some institutional alignment.

Then another example is as our facilities department wanted to do some more sustainable landscaping and lighting, we had those training programs in place. So they started using actual projects on the campus, both sustainable landscaping and lighting projects that the campus wanted to actually engage in for facilities. And they used our students to do it as projects for their courses. And so that's another example of where we reached alignment and integration.

So then one of the other struggles for us is when you start to go deeper in one area, you can focus your attention on only so many things at once. So as you focus your attention on going deeper, sometimes you lose sight of what you need to do to go wider, and vice versa. So that's always a challenge for us, is balancing all of these strands and then balancing where and when we go deeper and how we go wider at the same time. So that's been a struggle for us and I imagine it'll continue to be a struggle as we try to reach that ideal state.

Now I'm going to turn it back to, I believe, Todd, who's going to talk a little bit more about the Green Genome Awards.

MR. COHEN: Thanks, Marcy; appreciate that.

So yeah. So this is what it all culminates into for now – is this annual awards program. And we're really excited about it. We hope most of you – and all of you – will apply. I mentioned this earlier; we're giving away $8,000 in cash to five colleges, plus – it's actually more than 25 (thousand dollars) – plus about $35,000 total worth in tools and equipment from Snap-On and Bacho for colleges that are really emerging innovators in this space.

And you'll find the application at TheSEEDCenter.org. It should be pretty clear when you get there. Look for the green genome and you'll be able to find it.

You've got to be a SEED Center member. So for those who don't know, being a SEED Center member is free. It just requires a commitment from your president. And it's pretty easy to do and all the information is there.

Deadline is June 22nd. It's been open for about a week. It's not a terribly burdensome thing to do at all. We are looking for some comprehensive information. Mindy's going to get to that in a moment. But it really should not be a difficult thing to do.

The five categories, as you might expect, align to the different strands of the DNA. So we're going to give – the idea would be to give one award each to a college that has showed some mastery of the community engagement strand.

So as Mindy mentioned, that means you've done something around advocating for regional clean energy policy, or you've got some service learning that you're offering in a particular environmental issue in your area; or offering something in governance, which again could be you've got – your institution has committed to – you've got a sustainability officer or you are a sustainability officer; you've got a committee that's focused on these issues.

Or these principles of sustainability and green enter into your strategic plan, as Marcy mentioned. Program design and delivery – and you'll see the indicators there, too – that you're using labor market information to drive new programming in the clean energy industry; or you're embedding sustainability concepts and principles into – they're really across your program.

And the partnerships piece, again there I think we're looking for – and Mindy mentioned this – unique partnerships; partnerships that maybe you didn't have prior to engaging in green but that have come across and have become more important as a result of your institution being very focused in on this particular industry sector.

And then we're going to give the one overall award. It's not more money or anything like that. But it's a comprehensive, innovative approach across all four of the DNA strands.

And just for some more detail, Mindy.

MS. FELDBAUM: Thanks, Todd.

As Todd said, this really is not a particularly hard application to fill out. There's, depending on the category, a couple specific questions, overall versus the other strands. But it's an eight-page application and there's six questions that you will need to answer. And basically it revolves around these four bullet points.

You're really going to need to describe the strategic approach and activities of the DNA strand area that you've chosen and really tell us why in detail how these efforts are promising and strategic. We also, because we are looking ultimately for the beginnings of an integrated and systemic approach, if you can kind of detail the broader vision of how they link to the college sustainability and workforce development.

And of course, we're looking for challenges as well as how you measured success. That's pretty important, I think as we move on, for others. We're also looking to see that perhaps you're serving as a model for other colleges, will be part of the piece of this. And then lastly, we're talking about what are the outcomes that have resulted from the commitment in leadership that you really see your college really taking green transformation to the next level.

I think because there is a lot of indicators in each of the DNA strands, I think there's quite a few in which you could either go deep within, as Marcy was pointing out, or wider with many to show you're a success and how you measured success.

The scoring criteria – and we're going to have an independent panel – we've had a DNA advisory council made up of representatives from community college, associations, employers that have helped drive this whole initiative and help frame it. But we are going to have a panel to score this. And the scoring criteria is as follows. Clearly the strategic approach and implementation and how well you describe that will be important to the reader as well as also the demonstration of the college leadership and commitment.

We're also looking for innovation and the challenges. We don't want you just paint the perfect picture, because we know that this is a work in progress. And so we want the innovation as well as the challenges, because some of those challenges can really help other colleges come to maybe not have to face the same challenges, or we want to understand the solutions that you had to these challenges.

And as I said before, 10 points will be to – you know, we're seeing who can serve as a model for other colleges, which is really the centerpiece of the SEED Center.

And then lastly, of course, outcomes measures and impact. We want to see the impact and the change it's had on the college and the community. So this is what the panel will be looking for.

And here's the timeline so you have a sense of things. As Todd said, on April 21st at the AACC convention, the Green Genome competition was announced. We're going to have it for basically 60 days, the application period and submission. There is an eight-page application narrative, but there's also an eight-page supporting supplemental materials that you can bring with your application.

After that closing of the application, we will convene the panel in July and August to come up with the finals, and then we will choose the winners in September. We'll probably go and do site visits to the finalists before choosing the winner. And then October-November is our timeframe to announce the competition winners.

So as Todd said, you should go to the SEED Center because this is where you'll find a more detailed description of the framework and the awards guide, which really goes with the application. We would highly encourage you to not just put in an application without reading the guide, which really goes into more detail about the competency and the indicators as well as explaining, you know, why they're there in the first place. So you can get this on the Web at the SEED Center.

I'm going to turn it over to Todd, who's going to talk about (a next ?) tool that can be used as part of the Green Genome project. Todd?

MR. COHEN: Great. Thanks, Mindy.

So I know we see some questions here coming up about the application. We'll get to those. Let me just highlight one thing that we're also excited about. So the framework is certainly helpful as a guide, but there's no question that I think some kind of tool that you can use, you can have, and in this case it's a self-assessment or diagnostic tool that we've developed. And in fact, Marcy was also our lead developer in this.

It's a self-assessment – and you just see a little snippet there – aligns to the indicators, to the competencies. And it's designed to take about anywhere from 15 to 30 minutes, maybe more depending on how long you deliberate – to answer some questions and ultimately rate yourself on how well you may be doing.

We're going to get this out soon. It's not necessarily tied to the awards at all. But I would just keep an eye out for this that it's coming. And for those of you that are interested, we're in beta test mode. We've got this thing and we like it a lot. We've got a number of colleges that are using it. But if you're interested in also taking a crack at it, we really would love your feedback and insight as we go back and refine it and get it to be a tool that's really a value to the institution.

Then there's my email address right there. Please send me a note and say you're interested and we'll send it out to you.

All right. So we've got a few questions. Let me tackle a couple of them and let Mindy and Marcy jump in, too.

Actually, Mindy, why don't you take this first one? So we've received all these applications and we've done some site visits and chosen the winners. Mindy, you want to say a little bit about how that all will culminate into a report?

MS. FELDBAUM: Yeah. So we really want to – I mean, we imagine that we're going to get some fabulous applications, and of course, we can only have five winners.

And so what we're planning on doing is there is going to be a Green Genome guide that's going to come out of this that we're going to be taking the framework as we have it and highlight not only the winners but others that also have applied. So there'll be a guide that will come out at the same time as the announcement, and we will have real-life examples in the guide not just of the winners, but also taking those that have put together good applications and highlighting them so that we can move the field forward. So I think once that comes out – that will be coming out October-November with the award.

MR. COHEN: Great. Somebody had asked about a particular program that you run: "Are you eligible to apply just to talk about that particular program? We're focusing on that program, that (reach ?)"

You know, I guess my sense of it would be yes. I mean, you saw the scoring criteria and there was a link to a broader vision of the strategic approach. So if you can take what you've done with your particular program and apply it to any larger strategic approach in an institution, I think that would help. If you can write it – if it's a model for other colleges – you saw that with – lots of little criteria – you know, you've got to write it in that way. And then of course, impact – ultimate impact you've had. And so if you can hit those, I think that could be fine, absolutely.

The other question's kind of related. Somebody asked – and it's a great question: "So you're on the sustainability committee, working on green-focused workforce training, and your question is about whether the sustainability committee would tackle – one of the categories were maybe the tech department would be interested in submitting (another ?). And how many awards applications could be completed?"

So you can – there's no limit, so I'll tell you that. But I would strongly encourage you to at least think about how those efforts are tied together or could be tied together. And if it makes sense to submit one application where you're able to show some alignment there, then my guess is that would be a strong application. But if there is no connection – (inaudible) – if you just see two really clear, excellent activities going on, then there is no number that you can't submit to. So I hope that makes sense.

I guess while others are typing in, Marcy, I was wondering maybe if you could talk a little bit – you sort of alluded to this – but I wonder if you could say a little bit more about internally within the institution how you had workforce – you were the VP of workforce – how you were working with some of the other folks on campus around these issues – sustainability, green – sort of how that interplay happened and whether you thought it was strong or still is strong – sort of an inside look. Any thoughts on that?

MS. DRUMMOND: Yes. And really, I just saw somebody writing a comment or a question about evolution. We definitely have evolved, and in some cases we started off actually taking an institution-wide approach. We started off by adopting a green college initiative six, seven years ago. So we started off with governance and wrote some things into our strategic plan. At that point, my position at the college, I was vice president of academic affairs, and so that would be a logical way to start since I was leading that effort, would be on governance.

But then over time, I also became VP of workforce and economic development, and so my focus somewhat shifted towards program and design around very specific workforce development programs and developing the partnerships around that and taking a very industry-sector approach. At the same time, another vice president on our campus – we had the bond program, as I explained, and they started working on facilities. So as a college, we were somewhat siloed. Even though we started off trying to be very institutionally aligned and to work across the whole institution, primarily through the governance strand, we became somewhat siloed.

And it really hasn't been until the last year or so where we're starting now to reach what I called previously some of those tipping points where we're now starting to align our programs and to do some of that work. So every college is going to be a little bit different. Like some people have said, they've gone very deep in a particular area. Some are evolving and they might want to focus on a different area or how that evolution has turned into where they're trying to align. So that just kind of gives you an example of some of the struggles we face as we've been trying to implement many of these competencies.

Also, the question, Marcy (sic), talks about – I mean, for one of the questions, it says: How far back do you want to go? We are looking for a short history of where you came from and where you are now. So the focus would probably be what you've achieved to date, but we are looking for the context in which you've come.

MR. COHEN: Thanks. OK. I'm going to go back – I'm going to correct myself already.

So regarding how many applications can you complete for one college – OK. So my mistake. We're looking for one – one application per college. So I obviously would encourage you all to think about –

well, either selecting the best program or activity, or again, any way that you can tie and connect these things together to show that there's some strategic approach to it, all the better.

And then somebody had a question about a college receiving an award this year, can the same college apply for an award next year. Hasn't been determined yet, that's what I would say. I will say this, though. So this also will turn into a mentoring-protégé type initiative. So what's going to happen is the winners of this year will automatically become mentor colleges and they will help support a small group of interested colleges next year in a separate offshoot program and project.

So it's kind of exciting. This isn't just an award, recognition, thank you very much. This is where we're trying to tie this together, to fall under this notion that SEED is really all about facilitating colleges sharing together and helping. So that's another exciting piece, I think, to look forward to.

If there are other questions, then – I don't know, Mindy, Marcy, any last words, comments, thoughts?

MS. FELDBAUM: Well, I really hope that when you look through the indicators and the competencies, you really will – you'll be surprised probably how many you may hit. Again, how you approach it, whether it's wide or deep, is up to you. But you take those eight pages and make a very compelling story and case with backup materials, and we're going to certainly score it. But also we're going to hope to really disseminate this information, because all this information that goes into the applications will move the field forward, we believe.

MR. COHEN: And I also want to say this – it was mentioned earlier – but when you look at those indicators, again I just want to stress we are not looking for colleges that have mastered all of them. So if you look at them and you see and you're able to speak to or write to a good handful of them and hit all of our questions, then I think you're in good shape. My sense is there's a lot of great things going on out there. I would urge you to really look and consider applying for this.

And the reason I say that is because we will be giving five awards, but others – this could be 10, 15, 20 others that reach – whoever reaches a certain score we will be recognizing through a number of AACC channels. And that might be an AACC newsletter, maybe a community college times. There's a lot of different ways that we'll bring attention and recognize colleges – more than just the five colleges. I just want to stress that, too.

So with that, I want to thank Mindy; I want to thank you, Marcy, for being a part of this; appreciate your time, very well done. For any other questions, you see that email address right there. Feel free to email me. And I look forward to receiving some great applications. Thank you.

MR. KEATING: All right. Just a note – this is Brian again – stay on the line if you can for a minute or two so we can get your feedback about today's webinar. Also the slides you can download now. Just a note that we have recorded today's webinar and we'll be making that webinar recording available in about two business days. So thanks everybody for your participation today.

MR. COHEN: Hey, Brian, if I stick around to answer any questions, do we have that capability today?

MR. KEATING: Sure. What I can do is – I see that it looks like Christy (sp) was just typing into that chat – we're actually going to switch over to our feedback session. But absolutely, Todd. If you want to stay logged in and give answers to other questions that people might have after the fact, we can leave this webinar room open for a while so that participants can go ahead and ask other questions. And if you want to respond that would be great.

As you can see, I went ahead and moved us over to that format now. Now, the first thing you'll notice – and several of you have already done this – if you could just vote in that poll and let us know the overall quality today, what you thought about today's webinar, and then any general feedback about today's webinar – whether it's technical or content-related – there on the left-hand side.

And then we also ask you for new topics. If you want to also type in any other questions that you have, it sounds like Todd's willing to stay on the line or stay logged in and address those for you. So thanks for that, Todd.

We're going to go ahead and end the audio portion of the webinar for today. But like I said, stay logged in as long as you like. We'll leave this room open so you can ask some additional questions and give us your feedback.

All right. Very good. Well, thanks everybody for participating today, and we look forward to seeing you on future webinars. Have a great day, everybody.

(END)