



Governance Gazette

the newsletter of Brookdale Governance

April 2007

Chair's message

With the arrival of spring it seems we become more aware of our environment. We venture outside to enjoy the sun's warmth and observe the changes in the world around us. It's fitting then that the discussions and vote at our next Forum focus on the environment as well – our institutional environment – and give us direction for the future.

With a recent *Chronicle of Higher Education* issue devoted to green campuses, Brookdale's focus on sustainability shows that the college is in step with many institutions. College Life's discussion will focus on Brookdale's vision for responsible stewardship of our resources and the earth.

The Professional Development committee takes a close look at another aspect of our environment – how the institution helps “grow” its employees through funding of professional development activities. They will share their latest findings and recommendations.

The Diversity Council looks at our institutional environment through yet another lens – that of inclusion. Their recommendation for status change to a Standing Committee will affect the role of the Council in shaping Brookdale's environment in the future.

Finally, the Facilities Master Plan looks at the entire campus system – the physical environment of buildings, classrooms, and infrastructure that support our educational environment. In this update, we will learn of current and future improvements for the college.

As always, your thoughts, feedback, and suggestions are welcome.

See you at the Forum!

Kathy Vasile
Governance Chair

April 3 — FORUM MEETING

11:45 in Navesink III

***Also on Bluesnet and broadcast
to Western Monmouth***

Agenda

1. Committee reports.
2. **VOTE!** Change of status of the Diversity Council.
3. Discussion on the Green Initiative Charge led by Roseanne Alvarez and Cari Gigliotti co-chairs of the College Life Committee.

4. Professional Development Committee Analysis of Expenditure led by co-chairs Bernice Eng and Greg Liano.
5. Update on the Facilities Master Plan by Louis Goetting

VOTE

DIVERSITY COUNCIL

STATUS RECOMMENDATION

During the current academic year the Diversity Council received the following charges from the Steering Committee:

- 1) Review the Diversity Council’s mission as it relates to the College’s Vision, Values, Mission, and Goals.
- 2) Assess the campus community’s needs regarding the Council’s status.
- 3) Recommend the status which is most appropriate for the Council within the College community and the Governance structure.

In fulfilling our charge as a council, it became apparent that there is a need for a status change and our recommendation is that the **Diversity Council becomes a Standing Committee of Governance**.

While assessing the campus community’s need for the status change, several diversity issues were consistently mentioned during the departmental interviews:

- Collaboration between departments on campus to ensure diversity concerns are addressed, i.e. Human Resources, hiring managers, student groups, International Center, etc.
- Review college policies to ensure fairness and recommend changes to policies and practices accordingly.
- Recommend and review policies and practices that create an environment of inclusion.
- Encourage involvement of the entire campus community (including Higher Education Centers and Branch campus) in developing an inclusive environment that ensures all constituencies have access to programs and resources that reflect equity.
- Ensure that there are safe channels to discuss and resolve diversity issues.

The needs included in this article are not comprehensive, but represent themes consistently raised during discussions with constituents. Recording the various needs of the campus community regarding diversity verified for the members of the Diversity Council that we have outgrown our role as a college-wide committee.

Following is the explanation of *Permanent College-Wide Committees* listed in the Governance Constitution:

“It is recognized that there is a need for various committees at the College whose major purpose is not normally related to governance and which carry out but do not formulate policy. The purpose of such committees may be to facilitate communications between groups, to coordinate activities, to develop strategies for dealing with certain specific situations or to carry out policies determined by the governance process.”

The campus needs include those responsibilities reserved for *permanent college-wide committees*, i.e. the need to help facilitate communications between groups, coordinate activities and develop strategies, but to limit the council to these tasks limits the college’s ability to fulfill its mission. To consider the diversity needs of the campus as “not

normally related to governance” undervalues the necessity of the work of diversity and lessens its importance to the campus community. The expectations voiced by the community clearly indicate that the purpose of the council is central and integral to every operation of the college both internally and externally and therefore every operation of its governance.

Many of the diversity needs conveyed by the campus community had resonance when measured against the purposes of standing committees as identified by the constitution:

- To assure adherence to College policies on [diversity] matters.
- To review and recommend revisions of existing policies, regulations, procedures, and practices which impact upon the achievement and maintenance of College standards, i.e. employee recruitment and retention.
- To consider and recommend policies concerning the overall quality of life for the Brookdale community.
- To coordinate with Human Resources staff to provide college-wide orientation and training programs for all employees with diversity-related components.

SUPPLEMENTAL RECOMMENDATIONS

The Council recognizes that its recommendation creates the need to consider additional factors as a change of this nature is implemented. Some of these items may require the consideration of and action by other governance or college entities to ensure smooth implementation.

Update Language

The Diversity Council has reviewed the Statement of Purpose and Mission Statement previously developed and recommends that a revision include a definition for diversity. The should also be consideration by the Steering Committee to include a reference to diversity initiative(s) for Brookdale Community College related to the priorities indicated by the Matrix. Further, it is suggested that a discussion of name of the group be conducted to determine the most appropriate designation for Governance and the campus community.

Student Impact

Efforts should be made to reinvigorate *Diversity Across the Curriculum* to ensure the student body is sensitized to issues of diversity in line with both the College initiative(s) and the General Education requirement being developed by the State.

Constitution

To enact any change from *college-wide* to *standing committee*, a review of the Brookdale Community College Governance Constitution needs to be conducted and amendments proposed to the following sections: *Standing Committees, Other Committees, Standing Committee Membership, Standing Committee By-Laws, and Elections*

to *Standing Committees*. The results of this review would provide the language necessary to expand the number of *Standing Committees* to include a body primarily responsible for diversity, cultural and global awareness.

Governance Review

As an item for the Steering Committee to consider, the Forum discussions of the Diversity Council charges surfaced concerns about the numbers of standing committees. Questions about the need for the currently existing committees were also raised. It was suggested by forum participants that a staggered three-year review process occur for all Standing and College-wide Committees to determine whether the stated purpose is consistent with the current College goals and objectives. A process of this nature would provide regular opportunities for campus constituencies to examine the viability of individual parts of governance.

Logistics of Change

We suggest the "Council", in conjunction with the Steering Committee, be charged with examining the appropriate membership under the committee structure to ensure a broad representation from voting constituencies identified by the constitution.

Recommendation

It is, therefore, our recommendation that diversity join the ranks of Standing Committees to ensure a college-wide, collegial and effective mechanism for participation in the development, implementation and assessment of issues, policies and procedures on diversity and inclusion. We further recommend that this committee become the campus champion for building an organization that supports diversity and inclusion.



ISSUES

College Life Committee

Second Discussion Report: Green Initiative

The College Life Committee continues our efforts to launch Brookdale on the path to becoming an environmentally sustainable green campus. As the campus community learns more about what College Life has undertaken with this charge from Steering, we are receiving significant amounts of positive feedback and support from all areas of Brookdale. What we are experiencing exemplifies the desire of our community to become better global citizens by doing our part to protect the environment and to simultaneously achieve environmental and economic sustainability.

The College Life committee thought to begin addressing our charge by attempting to evaluate the status of current environmental issues at Brookdale. Lou Goetting responded to a request for data by assigning Rich Frank to make an assessment of all measures that have been taken and are currently underway to address environmental concerns at the College. In our first discussion report in January, it was too soon after our request to address the first aspect of the Green charge from Steering to:

1. **identify how Brookdale is addressing environmental issues/concerns,**

as Facilities was still in the process of gathering all available data. In our March 6th meeting, the College Life Committee discussed the results of the data compilation as provided by Rich Frank from Facilities. The Report is available and will be disseminated and discussed at our Forum discussion; for the benefit of review, however, we include here a brief outline of some of the past and current initiatives undertaken by the College. According to the Report, as of March 2, 2007, the College has

1. utilized and integrated alternative/restricted use of herbicides/pesticides
2. participated in energy rebates, initiatives and conversions including but not limited to lighting and heating
3. integrated aspects of environmental considerations (such as natural lighting) in campus master plan initiated in the 1990s to upgrade College facilities and infrastructure
4. Joined New Jersey Higher Education Partnership for Sustainability in 2001 with the joint aim to reduce greenhouse gas emissions (this standard was met and exceeded as reported in the document)
5. considered grounds and parking lots in light of environmental concerns and needs by creating major detention/retention basins

6. began participation in the State's storm water discharge program in 2004; since this mandate, the College has partnered with the campus student organization Waterwatch to engage in initiatives which address storm water drain labeling and erosion stabilization issues, among other collaborative initiatives
7. investigated alternative means of energy such as solar and wind
8. fostered a collaborative and on-going relationship with campus organizations such as Waterwatch in order to "make Brookdale Community College a better community in a ecological sense"

As stated prior to this summation, the specific results will be made available for discussion and review at Forum.

2. Recommend initiatives that:

- a) **address the immediate concerns of recycling and storm drain pollution**
- b) **promote an institutional culture that fosters a sustainable green campus**

In addition to the second aspect of our charge detailed above, Steering compiled a series of questions that were attached to the charge as shown below:

1. What green campus initiatives exist at other colleges and universities?
2. Would any of these approaches serve as a model for Brookdale (including the HECs)?
3. What are some ways to educate the college community about these issues?
4. How might faculty, staff, and administrators play a role in creating an environmentally sensitive college? How might students be involved in this process?
5. How might we involve all college constituencies (including visitors) in maintaining these initiatives once they are implemented?
6. How will the initiative be publicized?
7. How should priorities be set for initiatives and who will set them?
8. What factors will determine if the college will implement an initiative?

To begin to address these issues, two sub-committees were formed. One committee was charged with researching green initiatives at other colleges and universities and looking at their "green" model to find out the methodology by which environmentally sustainable decisions are evaluated and implemented and who comprises the environmental leadership structure. The second sub-committee's task was to identify strategies that could be implemented to lead the way for a cultural shift such that the Brookdale College community as a whole begins to view the local and global environment through a "green lens".

Green Initiative Research Sub-committee summary:

The sub-committee researched green models at approximately 23 higher education institutions at both the 2-year and 4-year levels. The most commonly encountered model centered on an environmental committee overseeing the green initiatives undertaken at the school. It became apparent that the schools with the most comprehensive green models were led by a designated individual (supported by a committee) who served in the capacity of an "Environmental Sustainability Director", a full-time staff position. Many of the schools detailed the history of their environmental programs and most schools began their 'greening' process by setting up a committee comprised of faculty, staff, and students to brainstorm and then later implement the ideas. Over time, a number of the schools noted that the environmental initiatives set forth yielded monetary savings for the schools which then prompted them to hire a full-time staff member to undertake more projects that have the dual benefit of being environmentally friendly and yield cost savings.

The sub-committee also spent considerable time researching examples of environmentally sustainable practices and initiatives that could potentially be enacted at Brookdale. The list of green initiatives focused on:

- working to prevent pollution
- reducing energy consumption and increasing energy efficiency
- conserving water
- reducing waste
- maximizing recycling efforts
- procuring recycled content products as an alternative to buying new
- putting into place eco-friendly landscaping
- educating the Brookdale community about environmental stewardship and our responsibilities as members of the global community

The College Life committee realized early in the process that one of the most critical aspects of "greening" Brookdale centered around the idea that people would have to change their behaviors (shutting off computers at the end of the day, disposing of recyclable materials in the proper receptacles, turning off light switches in rooms that are not being used, etc). This idea of changing the way we behave so as to make positive environmental decisions will have to be done initially by raising awareness about the environmental impacts of wasteful consumption of energy and other resources. A campaign must be dedicated to educating all members of the Brookdale community on how one's individual actions can affect the whole.

"Green Lens" strategies sub-committee summary:

In addressing the final and seemingly more abstract element of our charge, namely, to

2. b. promote an institutional culture that fosters a sustainable green campus

our “Green Lens” sub-committee gathered to brainstorm ideas which would render concrete examples and suggestions to be considered with relevant and interested parties, including College Relations and the College Community via Forum discussion. Discussion, in fact, is a good example of the simple and yet strategic vision the group considered. As the sub-committee assessed, behavior modification and a shift in sensibility which fosters environmental awareness, perspective and consideration cannot be implemented unless creative and consistent “green” communication be *centered* as a primary means, mode and method of enabling actual and realized change in action and thought.

For example, while several initiatives such as the collaborative project between Facilities and Water Watch exemplify the strategic aim of collaboration across constituencies—ie. students, staff, and faculty working together on the College’s environmental concerns—the “message” was not out and thus, the mission and the effort remained isolated. How, we asked, do we take these *seemingly* isolated acts and already-green centered perspectives and possibilities within and throughout our community and enable/encourage these “individual” initiatives and individuals to become circulated within and among our community to promote this shift and “institutional” culture? What follows is a summary of what we’ve considered and worked on since our initial February 8th meeting, and will be detailed further at Forum:

Greening the Lens: Major topics of discussion

The members discussed the following major themes and topics to be considered for further research and discussion:

- Student Club & Organization involvement
- The “Trifecta” of Bins (Waste/Plastic/Paper)
- Public Relations (communicating the message)
- Utilizing Vehicles of Communication
- Faculty & Staff roles and accountability
- HECs and the “culture” beyond

The Green Message: Integrative Marketing

The Marketing aspect of behavior and motivation in regards to creating a sustainable “green” culture and a shift was a primary topic of discussion and lead to further research by the members of the group. Motivation, individual and community benefits and cost savings were all issues considered. Ultimately, the concept of integrative marketing became key in a way to articulate a potential strategy for merging message with method. As the group reported, the idea is to establish the strategic positioning of the message and vision, namely, a Green Brookdale, *first* in order to create and enable realized change across the College. How, we asked, should the message be “positioned” and what is the vision (ie. mission statement/purpose) that centers the message?

To clarify what we mean by integrative marketing in relation to a green culture/paradigm shift, the group then

moved on to discuss actual actions and initiatives already undertaken at the College in relation to our discussion on marketing strategies and methodologies. For example, Larrison Hall has been used as a model space for the “trifecta” of recycling and waste collection where three different bins, one for waste, one for paper, and the last for recycling would be located and placed together in order to offer visible and actual space for environmentally conscious behavior. We have already reported the recycling concerns at the College in terms of mixed litter and recyclables. The trifecta initiative at Larrison exemplifies how the message is breaking down as the attempt to communicate in concrete ways is not *consistent*; for example, paper recycling lids are being removed and placed on bins marked “Trash,” the bins, which are intended to be placed together, and being displaced and scattered; finally, there is no consistent or visible communication about the effort these bins are attempting to collect, and in essence, disseminate. Consequently, we strongly believe that in order for the College to move with the message of the community and our culture at large which is in favor of environmental sustainability and stewardship, the vision, message and initiative need to be

1. *Centered*: “thinking” green and “going” green must go hand in hand, and this perspective should be centered and prioritized across the institution. Planning, assessment, curriculum (including service learning and public scholarship initiatives) and resource allocation need to be tied to the vision and message

2. *Communicated*: in fully utilizing an integrative approach, it is clear that a. the message needs to be defined up front (Web Site/posters, etc), b. the College needs to define the benefits and tie these benefits to actual audits and assessment which center environmental sustainability and finally, c. the message needs to be positioned and delivered in a way that is maintained and *consistent*

3. *Consistent*: actual initiatives such as the “trifecta” of bins, for example, need to be supported, concretized, consistently demonstrated and maintained/sustained in order to avoid “mixed” and unclear messages (and thus, literally, mixed and contaminated and thus, *non-recyclable* recyclables)

Beyond Brookdale: Thinking about Culture & Community (Before, Beyond, and After)

Our “Green Lens” Sub Committee also discussed the idea of thinking about the “concentric circles” of culture and behavior; while we understand that the College will need to work directly with groups like Public Relations in order to establish a consistent message at the college, we also asked, what are the messages our students, staff, faculty and community coming in with? Thinking green and re-thinking our institution along these lines means addressing

the contexts and constituencies our institution serves and is tied to in service. A brief example of the questions we considered for creative ways of linking Brookdale's Green Initiatives to the community we serve include the following: how can we connect with Recruitment Services to create relationships and communicate with surrounding High Schools; what are *their* messages and initiatives? How can we try to create "green learning communities" between these schools and BCC? The group considered the opportunity afforded at Open House among other venues and avenues for this *community* based engagement.

In fact, while it is obvious, it should be noted that we are already "positioned" as a *county* college to reflect the tie between service, community and environmental stewardship. Not only do we serve and represent constituencies, but we are a community and a county with a unique identity which reflects the institution's desire to "go" green. In researching actions already undertaken by the college, and concurrently considering our location and unique identities in relation to message development and positioning (ie-- beaches, appreciation of natural resources), the sub-committee reported that the College can then tie this message and vision in innovative ways which utilize this identity (for example, with Clubs and Orgs on campus, curriculum and actual classes: ENVR as well as Sandy Hook center), etc. Ultimately, our discussions and work included a meeting with College Relations to discuss strategies for enacting these ideas.

The College Life Committee invited Steve Nacco to our March 27th meeting to discuss how Marketing and public relations at Brookdale could help in the "greening" process summarized above. One of the statements made was that, as the College attempts to raise awareness about environmental issues, it can not be done in such as way that contributes to the problems at hand: wasteful use of resources and litter. The concern arose that many times when we want to make persons at the College more aware of a particular issue we put together a hand-out or a brochure to explain the idea(s). We find these brochures and hand-outs wind up as part of the waste stream shortly after distribution. Brookdale has so many modes of internal communications that are essentially paperless that should be utilized: Inside Track, Radio, TV station, Plasma screens, on-hold messages on telephones, etc. College Life, in assessing the need to enhance and improve communication across the College, has collected viable data on the most utilized methods of communication and the ways in which these vehicles of communication can be best used to merge message with method.

Steve suggested that the Marketing Users Group (MUG) be an integral part of any environmental awareness campaign that will be undertaken in the future. A very visible kick-off event is an excellent method to launch Brookdale's green campaign. Specific examples methods, models and suggestions will be presented at Forum for discussion and review.

The continuing efforts made by this committee to "Go Green" will require the participation of all members of the

Brookdale community. The committee wholeheartedly thanks all of you have already made your voices and ideas heard via collegelife@brookdalecc.edu (Sue Kenney, Kathleen Offenholly among others). The College Life Committee needs everyone's continued input to keep us on the path towards "going green".

Below you will find some questions that we ask that you consider:

- 1.) What type of green model would you like to see at Brookdale?
 - a. A committee (if so, who should serve on such a committee)
 - b. An individual in a particular area of the College
 - c. An person who's position is dedicated to initiating environmentally sustainable measures at the College
 - d. Another model?
- 2.) Who should be the responsible parties for implementation?
- 3.) What do you think Brookdale's goals should in regards to "going green"?
 - a. Using alternative energy sources?
 - b. Becoming climate neutral?
 - c. Addressing litter and recycling?
 - d. Planning and purchasing?

The College Life Committee meets at 11:45am in MAC-204 every other Tuesday and welcomes all members of the College community to attend. Please feel free to contact the co-chairs by phone or via email at collegelife@brookdalecc.edu.

Cari Gigliotti (ext. 2805) & Roseanne Alvarez (ext. 2684)

Professional Development

Analysis of Expenditure

PDC has been working on the charges of modifying its funding Application and the funding section of the Resource Guide. At our March 27 meeting, PDC worked on the April 3 Forum Presentation. The presentation is based on documents and data the committee has gathered including: Forum Survey, Survey of Supervisor Professional Development Budgets, Spreadsheet Analysis of the Average Total Cost of Professional Development

Update on the Facilities Master Plan

The Forum will provide an opportunity to review with the campus community the progress made over the past twelve months in improving our College facilities, planning for the development of new facilities and completion of a long range master plan for the College. This review will include a brief summary of both the temporary and permanent improvements that were undertaken during calendar 2006, which concluded with the opening of the renovated 80,000 square foot Main Academic South (MAS).

Calendar 2007 is proving to be a challenging year with a new Higher Education Center under construction in Hazlet, significant reconstruction in Long Branch and relocation of the Asbury Park Center all in process. This year will also see efforts to redevelop space in Lincroft to accommodate Computer Science, Communications Media and the Brookdale Network. Plans are also underway to secure the infrastructure of each campus including expanded and improved parking, our storm water management system and the electric distribution system.

A brief presentation of projects in development for the future will be provided. These will include the Collins Arena and Auto Tech buildings in Lincroft, the Branch Campus in Freehold and the Center in Wall Township. The College's Board of Trustees will begin their review of these future projects over the next several months with an expectation of the FMP process drawing to conclusion at that time.

REPORT

Report on the March 20 Forum

Kathy Vasile, Governance Chair, initiated the forum by recognizing Avis McMillan, elected Vice-Chair, as well as the newly elected members of Steering. She also reminded Forum participants of the deadline for Standing Committee Nominations. The Forum continued with monthly committee reports from Academic Council, Academic Standards, Professional Development, Honors, Diversity Council, Basic Skills and Middle States.

The Forum continued with a vote on the recommended guidelines for Nontraditional Methods of Earning Credit. A comment was made about the proposed timeline to evaluate credits followed by a suggestion to change the number of credits completed to 1 instead of 12. A motion was made to reduce the number of credits to 1 in order to receive an official evaluation of transfer credits. The motion did not pass. The Forum continued with a vote on the Guidelines for Earning Credit by Non-Traditional Methods as proposed by the Academic Standards Committee. The guidelines were approved with a vote of 45 for, 15 abstentions and 8 against.

The next item on the agenda was a vote on the proposed changes to the General Education Regulation. The committee proposed an amendment to the language of the regulation where it refers to the (d) Diversity designation. This designation needed to be changed to (CG) Cultural and Global awareness. The amendment to the proposed language was approved by Forum members. Next, Forum participants voted on the proposed General Education Regulation. The regulation was approved with a vote of 38 for, 3 against and 1 abstention. The vote on the General Education regulation was a faculty only vote.

The Forum continued with a presentation by the Student Development Committee on the Student Government Charge. The committee made the following reconitions: ***The College should support the existing model of student representation and leadership at Brookdale Community College – The Associated Students of Brookdale Community College/Student Life Board (ASBCC/SLB).***
Reasoning:

1. Student Government models at peer institutions do not appear to have a clear advantage over the existing Brookdale model.
2. Call for the creation of a "Student Government" is not coming from the student body. Current SLB members are working to improve the existing model (e.g., updating the ASBCC Constitution).
3. Re-engineering of the Student Life and Activities office:
 - a. Administration
 - i. Organization (e.g., new associate director)
 - ii. Establishing connections with other community colleges
 - iii. Focusing on leadership development (e.g., Student Ambassador Leadership Institute)
 - iv. Promoting student input/student voice
 - b. Students in SLB
 - i. Reworking ASBCC Constitution
 - ii. Attending leadership workshops and training
 - iii. Addressing inclusiveness with all constituencies (e.g., traditional, non-traditional, Lincroft, BCs, HECs, part-time, weekend and evening)
4. Personnel at HECs currently working on student activities/student input.

Recommendations to Support Existing ASBCC/SLB Model:

1. The SLB should update the ASBCC Constitution before the start of the 2007-2008 academic year.
2. The SLB should increase publicity of events, activities and elections to increase

involvement/input across all student constituencies.

3. The Brookdale Website should be the main source of information about the ASBCC/SLB. The College should ensure that there is a visible link to the ASBCC from the BCC Homepage. The link currently under "In The Spotlight" should be changed from *Student Activities* to *Student Life and Activities*; web pages to support each area of ASBCC (e.g., Leadership Opportunities, Student Ambassadors, Clubs, Activities Calendar) should be created.
4. The College should ensure that there is a dedicated, appropriate, and visible space for the SLB.
5. The College should renew efforts designed to increase student engagement in Governance as recommended by the Student Development Committee in 1999-2000 and 2000-2001 (see attached document). The SLB should promote student participation in Governance on its website.
6. A formal link between Governance and the SLB should be established. *Propose:*
The SLB or a representative delivers a brief presentation to Forum twice a term: at the beginning of the term to present goals/plans and at the end of the term to recap activities.
7. The College should support efforts to increase student leadership development opportunities identified by the SLB and Student Life and Activities.
8. The College should support efforts to promote the SLB as representatives of the student voice on campus.
9. The senior administration (e.g., the cabinet, the college president) should establish a formal connection with the elected representatives of the SLB.

The Forum continued with Institutional Planning and Effectiveness presentation on the Planning Calendar. The primary purpose of this calendar is to tie the varied assessment, planning, and budgeting activities together in a manner that would easily allow members of the College community to see what was happening and when it was happening. Only major activities would be included. For example, if one wanted to discover when the College Catalog was published, (s) he could find the answer via the APB Calendar. Each of the steps leading up to the development of the Catalog would not be included; however, plans, procedures, and timelines can now be formulated by the appropriate units to meet the listed APB Calendar date(s). A comment was made about including the dateline for changes in the catalog. Another Forum participant inquired about the relevance of the administration of the student satisfaction inventory. Presenters indicated the calendar is an instrument to facilitate planning.

STANDING COMMITTEE NEWS

Academic Council

[MAC 210]

Academic Council continues to expedite approval of some course revisions via an e-vote, leaving our meeting times to discuss more substantive curriculum changes.

Council approved the following program/option/certificate change:

- NEW: Social Science A.A., Ethnic Studies Option
- NEW: Human Services A.A.S., Corrections Option
- Changes to the Humanities A.A., Languages Option to add JPNS 203 and JPNS 204 to the list of Career Studies courses

The following course changes have been approved by Academic Council.

- THTR 111 Acting I (description change)
- THTR 112 Acting II (description and prerequisite change)
- THTR 121 Basic Directing (description and prerequisite change)
- THTR 135 Musical Theater (description change)
- THTR 145 Technical Theater I (description change)
- THTR 146 Technical Theater II (description and prerequisite change)
- THTR 213 Acting III (description and prerequisite change)
- THTR 222 Acting IV (description and prerequisite change)
- MUPF 101 Group Piano I (description change)
- MUPF 102 Group Piano II (description change)
- MUPF 103 Group Piano III (description change)
- MUPF 201 Group Piano IV (description change)
- MUPF 202 Group Piano V (description change)

MUPF 203 Group Piano VI (description change)

Academic Standards

[MAN 203]

We spent the first half of our last meeting discussing the Matrix for Institutional Planning and Effectiveness. After a spirited discussion we moved on to our 2nd charge of the year, Student Recognition. We discussed more data from other schools that compares a B+ G.P.A. with the grade

point average for the Dean's List. We also discussed if the criteria for Dean's list should include no incompletes. Moving on to the Distinguished Scholars part of the regulation, the committee discovered that there were 284 Distinguished Scholars out of 1536 graduates in Spring 2006. At our next meeting we will edit the Regulation 5.0032R *Recognition of Student Achievement* to reflect our discussions and have it ready for the discussion at the Forum on April 17. Our next meeting is scheduled for Tuesday April 10 at 11:45 in MAN 203.

Institutional Planning and Effectiveness [MAN 205]

At its March 27 meeting, the Institutional Planning and Effectiveness Committee (IPEC) reviewed the feedback from the Governance Forum on the Assessment, Planning, and Budgeting (APB) Calendar, examined College input on the 2009 Matrix, discussed follow-up alternatives with the "full professors" group, and also began the discussion about examining its own effectiveness.

With regard to the APB Calendar, discussion centered on the dates of activities that might be associated with the production of the College Catalog. It was recommended that the committee reach out to Educational Services and the Academic Council to establish what, if anything should be included. Another addition to the APB Calendar was the August date for the dissemination of the Community College Survey of Student Engagement (CCSSE) results.

Subsequent to the previous meeting of IPEC (March 6), the Committee solicited direct input by asking the two executive vice presidents, the Steering Committee chair, and the "full professors" group to solicit and share comments and recommendations from their respective constituencies. The feedback that was received was discussed with many of the recommendations being included in a new Matrix draft.

IPEC also discussed hosting another session with the "full professor group" that was convened at the beginning of the academic year and that met once more in the late fall. The purpose of the meeting would be to evaluate whether the participants thought the activity to be worthwhile, especially with regard to seeing their input appear in Matrix language. Would this be something worth doing again?

Finally, IPEC discussed doing its own assessment. This will be discussed in more detail in the next meeting.

Professional Development [MAN 207]

PDC has been working on the charges of modifying its funding Application and the funding section of the Resource Guide. At our March 27 meeting, PDC worked on the April 3 Forum Presentation. The presentation is based on documents and data the committee has gathered including: Forum Survey, Survey of Supervisor Professional Development Budgets, Spreadsheet Analysis of the Average Total Cost of Professional Development

Activities, 2003-2004 Professional Development Resource Guide.

Student Development [MAN 209]

The Student Development Committee presented its recommendations for discussion at Forum on 3/20/07. Our principle recommendation is *to support the existing model of student representation and leadership at Brookdale Community College – The Associated Students of Brookdale Community College/Student Life Board (ASBCC/SLB)*. In support of the ASBCC/SLB, we presented a list of nine recommendations. Based on comments received at Forum, we are adding a tenth recommendation that reads *The SLB should increase publicity of its elections to increase input/involvement across all student constituencies. Possible publicity mechanisms include Happenings, Code Red, Plasma Screens, the Brookdale Website and the Stall.*

Our recommendations are scheduled for a vote at Forum on May 1, 2007. If you have any comments regarding these recommendations, please attend our next committee meeting (April 10th, 11:45 AM in MAN209), or contact co-chairs Torina Armstrong (2559) or Pat Dillon (2871).

COLLEGE-WIDE COMMITTEE NEWS

General Education Committee

A revised version of the college regulation on General Education was presented and voted on at the Governance Forum on March 20. The committee is now working on the implementation of the regulation. The first part of that implementation is to review and revised the catalog pages and the course selection grid as it will appear in the 2007-08 catalog. The catalog will reflect the new state General Education criteria for each degree. Work will also continue to develop criteria for General Education courses. The committee has approved the AS Environmental Science option and the originators agreed to alter the General Education criteria to meet the new state model. The AAS Electric Utilities program also passed the committee review. All new programs coming before General Education will be reviewed for compliance with the new state model. The committee is set to present more information on the impact of the new regulation at a special Forum on April 11.

Honors Committee [MAC 206]

Two new Honors seminars were approved for Spring 2008: Personhood and Personality and Introduction to Ethics. Honors had a well-attended joint meeting with PTK on March 20. Fall 2007 Honors instructors advertised their courses to those students. An Honors luncheon for graduates is scheduled for May 3.

<p>IMPORTANT DATES IN April</p>
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April 5: Basic Skills
Honors Committee
Diversity Council

April 10: Standing Committee Meeting

April 11: SPECIAL FORUM
General Education
Middle States
2:00 – 3:30 pm Navesink 3

April 17: Forum