



Governance Gazette

the newsletter of Brookdale Governance

May 2007

Chair's message

Our final Forum on May 1 gives us the opportunity to conclude the year's work by voting on four recommendations: Dean's List Requirements, the Green Initiative, Professional Development Expenditures, and Student Government. Please read the vote reports and the professional development application form attachment in this issue of the Gazette – in addition to helping to fully inform you for the vote, they are a testament to the phenomenal job the committees have done this year to address a broad scope of issues.

The presentation for this Forum offers a close look at a major theme of the college – assessment. How well Brookdale fulfills its mission will be the focus of the Institutional Planning and Effectiveness Committee's discussion on the Indicators of Institutional Effectiveness. IPEC's discussion report and the two attachments on the Indicators offer a wealth of information about Brookdale's efforts to ensure student success.

Finally, all members of College Wide and Standing Committees will have the opportunity to wrap up the year at the Governance Year-End Retreat on May 11, where we will brainstorm charges for the coming year and recognize the co-chairs for their leadership.

Thanks again to everyone for your hard work and your participation at the Forums. See you there!




Kathy Vasile
Governance Chair

May 1 — FORUM MEETING

11:45 in Navesink III

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

Agenda

1. Committee Reports.
2.  **VOTE!** On the Student Recognition Regulation presented by Academic Standards.
3. Discussion on Indicators of Institutional Effectiveness led by Jess Levine and Arnold Gelfman Co-chairs of Institutional Planning and Effectiveness.
4.  **VOTE!** Professional Development Committee Analysis of Expenditure.
5.  **VOTE!** Student Development recommendations on Student Government..

6.  **VOTE!** College Life recommendations on the Green Initiative.

VOTE

Academic Standards

Charge: Recognition of Student Achievement

The Academic Standards Committee has completed the third part of our second charge to "update College Regulation 5.0032R *Recognition of Student Achievement* and recommend any necessary changes to this regulation to ensure that Brookdale students are held to equitable standards for Dean's List recognition" in comparison to other New Jersey colleges. The following revised draft of College Regulation 5.0032R will be presented for vote at the Forum to be held on May 1:

5.0032R

BROOKDALE COMMUNITY COLLEGE**COLLEGE REGULATION****5.0032R****I. Title of Regulation**

Recognition of Student Achievement

II. Objective of Regulation

Publication of student achievement is designed to recognize the academic achievement of students and thus to provide increased motivation and incentive towards academic achievement.

III. Authority

Bylaws of the Board of Trustees, Section 1.3034(m)

IV. Regulation Statement

It is important to recognize achievement on the part of students. Recognition can provide

additional motivation and additional incentive to achieve and thus play a role in the human development of students. Such recognition is achieved through the following:

A. It will be the responsibility of the Dean of Academic Affairs to compile the Dean's list at the conclusion of each long term. The Dean of Academic Affairs will also provide the lists for publication internally to the Dean of Student Development and externally to the Office of College Relations and Communications.

B. Dean's List Eligibility

1. The student must be a matriculated student.
2. The student must have completed twelve college-level credits or more in any long term for recognition with 100% completion rate or If the student enrolls in less than twelve college-level credits in both long terms, the student who completes twelve credits over the course of one year (July-June) with 100% cumulative completion rate is eligible.
3. The student must be in good academic standing and have achieved a minimum grade point average of 3.5 and a C grade or higher in every class.

C. Distinguished Scholar Award Eligibility

A minimum 3.7 cumulative grade point average at graduation, along with 95% cumulative completion rate is needed to achieve this award.

V. Responsibility for Implementation

Vice President for Educational Services

The Academic Standards Committee also recommends noting Dean's List Achievement on the student's transcript.

Professional Development Committee**Charge: Analysis of Expenditures**

Co-Chairs Bernice Eng, Greg Liano

Charge

- Create a database of the college's professional development past expenditures
- Analyze data
- Communicate findings and recommend future professional development needs

- Update the Professional Development Operations and Resource Guide in relation to funding procedures.

Recommendations

- Obtain budget reports on a quarterly basis from the Accounting Dept
- Send a broadcast email on a monthly basis to all approved PDC requestors to reply if funds were not used
- Revise PDC reports to collect detailed data for future use
- Raise PDC funding levels to approximately ½ of the average cost of PD activities

A&E \$450

Staff \$250

Faculty \$450

- Increase PDC budgets in correspondence to new funding levels

A&E \$16,000

Staff \$10,000

Faculty \$35,000

Total \$61,000 (From \$42,000)

- Establish an annual staff professional development day
- Include PDC Application Form and information in the New Employee Packet
- Include PDC information in the 1st year new employee orientation program during the Governance Presentation
- Continue funding job-related activities and broad-based activities, i.e. Recognition Awards, BIG Grants
- Continue updating the Professional Development Operations and Resource Guide
- Revise PDC Financial Assistance Form

Student Development Committee**Charge: Student Government****Description of the Charge:**

1. Identify current opportunities for student input into the decision-making process at the College, including the Student Life Board.
2. Examine existing student government models at other like institutions.
3. Recommend a student government model which will provide opportunities for student leadership development and input in the decision-making process at the College.
4. Determine the relationship, if any, between the recommended Student Government model and the Governance system at Brookdale.

Key Recommendation:

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).

Recommendations to Support Existing ASBCC/SLB**Model:**

1. Constitution. The SLB should update the ASBCC Constitution before the start of the 2007-2008 academic year.
2. Publicity. The SLB should increase publicity of events and activities to increase involvement/input across all student constituencies.
3. Elections. 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*.
4. Website. 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.
5. Space. The College should ensure that there is a dedicated, appropriate, and visible space for the SLB.
6. Governance. 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. The SLB should promote student participation in Governance on its website.
7. Governance. 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.
8. Leadership. The College should support efforts to increase student leadership development opportunities identified by the SLB and Student Life and Activities.
9. Student Voice. The College should support efforts to promote the SLB as representatives of the student voice on campus.

10. Recognition. The senior administration (e.g., the Cabinet, the College President) should establish a formal connection with the elected representatives of the SLB.

College Life Committee

Charge: Green Initiative

In response to our “Green Initiative” charge, the College Life Committee recommends the following items:

1. Establish an Environmental Sustainability Action Team

The Brookdale administration should establish an Environmental Sustainability Action Team comprised of students, staff, and faculty who will recommend and implement measures that can be undertaken to promote an environmentally sustainable “green” campus. The team should include members from The President’s Cabinet, College relations, Dining Services, Facilities Management, The Office of Business and Community Development, Purchasing, Student Life, Waterwatch, students, faculty, and Brookdale’s representatives to the NJ Higher Education Partnership for Sustainability, as well as representatives from the branch campuses/ HECs. The team’s responsibilities should include:

- Increasing awareness of sustainability issues on campus.
- Proposing initiatives that will be carried out by the operational and academic units of Brookdale.
- Determining how Brookdale can employ mechanisms that yield a cost-savings to the College while promoting the principles of environmental stewardship.

2. Make a public commitment to environmental sustainability

The success of green campus initiatives is directly related to the amount of support provided by the college community including top level administrators and all other constituencies of the College. When an institution makes a formal commitment to environmental goals, the implementation of green policies becomes a priority, and policies are put into effect that drive the green momentum. Brookdale should add language to the College’s Matrix, Catalog, and Student and Faculty Handbooks that addresses our commitment to protecting the health and well-being of the environment through green decision-making at all levels of the institution. The President and the Cabinet should consider making a formal public commitment to environmental stewardship. An example of this commitment could be to become a signatory of the Talloires Declaration or the American College & University Presidents Climate Commitment.

3. Establish a baseline understanding of Brookdale's current environmental status

Brookdale must utilize data-driven decision making in our efforts to go green. In any assessment project, it is critical to have a fundamental understanding of our current status and then establish our goals. The most critical aspect to begin the process of going green is to have the Environmental Sustainability Action Team compile a report on the current state of the College to serve as a point of reference in the future as environmental initiatives are undertaken. All existing data must be formally compiled and assessed. Our current performance, as it relates to environmental issues, should be assessed annually by having environmental audits done on the following:

- Energy efficiency (lighting, heating/cooling)
- Recycling efforts
- Landscaping
- Water usage (restrooms/ irrigation/ Dining Services)
- Storm water runoff
- Purchasing policies
- Transportation

If, in the future, other areas require auditing, the action team will make the appropriate recommendations to address those areas.

4. Address the areas of greatest concern

As the College chooses to become a model of positive environmental change, then Brookdale should, in its operations, seek to reduce harmful impacts on the environment by:

- Working to prevent pollution
- Reducing energy consumption and increasing energy efficiency
- Conserving water
- Protecting our local ecosystems (including the Swimming River Reservoir)
- Reducing waste
- Maximizing recycling efforts by supporting current initiatives and investing in the necessary means to maintain the College's current and future recycling efforts
- Procuring recycled content products as an alternative to buying new
- Promoting an environmentally safe campus and an environmentally sensitive community

The following is a list of examples related to the issues listed above:

Energy: A formal energy management policy should be put in place and circulated to educate all members of the

Brookdale community about what must be done to become more energy efficient. Brookdale should commit to getting a proportion of our energy from renewable energy sources like wind power or hydroelectric power.

Landscaping: Use native plant species which naturally thrive in this climate. Utilize plant material that requires minimal water and fertilizer inputs. Investigate ways to conserve water usage by increasing efficiency in irrigation.

Cleaning: Investigate alternative cleaning products that have less of a negative impact on the environment.

Transportation: Investigate using energy efficient vehicles as part of the vehicle fleet. These would include, but not be limited to, alternative fuel vehicles and hybrid vehicles. Investigate measures to increase the efficacy and use of public transportation and car-pooling.

Food-Services: Investigate cost-effective methods to reduce waste from the cafeteria by finding alternative products that are environmentally friendly. Purchase locally grown produce, whenever possible.

Copying: Investigate ways to reduce harmful impacts on the environment from our copying production by encouraging double-sided printing, using soy based ink or other environmentally benign inks, using recycled paper with a high post-consumer waste content, increasing the use of electronic modalities of communication to reduce the amount of water waste, encouraging the use of Brookdale's Print Shop for large volume copying at a reduced cost to the College, and limiting the use of Xerox machines in work areas for large volume orders.

Recycling: Increase the involvement of all members of the Brookdale community in recycling efforts by educating the community about the recycling program at Brookdale (during orientation, on website, in handbooks, in catalog). Formalize receptacles and ensure that there are adequate numbers of trash and recycling bins in very visible areas in order to foster a consistent and visible message of Brookdale's recycling commitment; current efforts, such as the three bin (trash/bottles/paper) initiative should be maintained and made consistent throughout the campus in order to promote efficacy. Increase and the types of items that Brookdale recycles (ink cartridges, batteries, etc.) and enact formal processes and policies to produce measurable results. Ensure that the recycling policies are well-understood and promoted through visible signage.

New Building/Renovations: When designing and renovating buildings, consider all potential negative environmental consequences that could occur as a result of the changes. Energy impact assessment should be performed before changes are made in an effort to identify methods that yield 0 additional CO₂ load to the air (cleanup methods, planting trees, etc.). The project budget should include provisions for purchasing environmentally friendly products/equipment/technology that will yield a cost-savings in a reasonable timeframe. Language should be

incorporated into the bidding specifications to ensure that contractors understand Brookdale's commitment to energy efficiency and waste minimization.

5. Foster a climate of environmental stewardship and responsibility

Incorporating green initiatives must be viewed as our moral responsibility as members of the global community. The Brookdale community must make a firm commitment to maintain an on-going environmental awareness campaign to promote an institutional culture that models, by its actions, the principles of environmental stewardship and responsibility.

The following is a list of examples of possible ways to achieve this goal:

- Incorporate the principles of environmental conservation and stewardship into all new faculty/staff/student orientations.
- Incorporate environmental sustainability initiatives into the strategic planning process for each unit of the College (from the department level to the campus level).
- Incorporate the concepts of environmental stewardship into the curriculum wherever appropriate to ensure that our graduates leave with the knowledge and vision to act as leaders who will work to protect the environment. This may include and engage learning communities, interdisciplinary curricula, service learning opportunities for students as well as public scholarship initiatives for faculty.
- In the communication of the green initiatives, utilize modalities of communication that do not contribute to the problems of waste and litter on campus; furthermore, a green initiative should consider "greening" our communications by maximizing the use of electronic data storage and transfer for all aspects of College communications.
- Develop and publicly promote a comprehensive set of Best Practices that represent steps that our community members can take each day to do their part as global environmental citizens.

ISSUES

Institutional Planning and Effectiveness Committee

Major Indicators of Institutional Effectiveness

A major focus of the Institutional Planning and Effectiveness Committee this year was to review the Major Indicators of Effectiveness and, if appropriate, recommend changes that would make them even more relevant. To that end, a subcommittee chaired by Dr. Webster Trammell was established to conduct this review. Their findings will be shared with the College community at the May 1 Forum. What follows is a brief overview.

The Major Indicators were developed to measure whether Brookdale is actually doing what it says it is doing. They were divided into four themes (Access, Student Success, Community, and Quality/Excellence). These themes were chosen to represent the essence of the College's Mission and Goals statements and thus should tell us how well we are fulfilling that Mission. The data can thus be used in multiple ways including informing our stakeholders about our progress, developing institutional improvement initiatives, and identifying areas for Matrix attention, among others.

The subcommittee is recommending that the 51 Major Indicators (attached) be pared down to those that are the most essential. A name change from "Major Indicators" to "Dashboard Indicators" is also recommended. The primary basis for determining whether an indicator rises to the level of the "Dashboard" is whether a significant change in the underlying data should cause the College to pay immediate attention. Much like with the lights on the dashboard of a car, one should pay close attention if one or more comes on. If, for example, we discover that our yield of high school students has dropped from 30% to 20%, that should (and will) cause a lot of foreheads to wrinkle.

In addition to a copy of the current set of Major Indicators (populated with data through Spring 2006), attached please find a copy of the "Dashboard Indicators" (titles only) as they are divided among the four themes. The Forum presentation will show exactly which of the Major Indicators is included the rationale for their inclusion. In addition, it will present a format that IPEC believes will make the Dashboard Indicators significantly easier to understand and use.

Based on the feedback from the Forum, IPEC will finalize the Dashboard Indicators. The Planning, Assessment, and Research Office will populate the data during the summer and will recommend benchmarks for IPEC's consideration in the very early fall.

REPORTS

Report on the April 11 Special Forum

Kathy Vasile, Chair of Governance, initiated the Forum by thanking everyone present for attending the special Forum. She introduced Shay Delcuria co-chair of General education who indicated his co-char Gail Harrigan was unable to be at the Forum and introduced Nancy Kegelman as a resource person for the discussion.

Shay started the presentation indicating most of the designated general education courses meet the new general education requirements. The following courses do not meet the state criteria for general education:

HUMANITIES	SOCIAL SCIENCE
ARCH 245	CRJU 101
ARCH 246	IDST 235
ARCH 247	IDST 236
COMM 101	
COMM 102	
HUMN 105	
HUMN 215	
MUSI 101	

An additional category was added to general education **“Cultural and Global Awareness”** as stated in the state model. This category will include courses with previous GE statues as Diversity (d) are now listed under this category.

ANTH105	HIST 216
ENGL128	HIST 217
ENGL150	HIST 218
ENGL175	HIST 225
HGEO105 (SS)	HIST 226
HIST 105 (HU)	HIST 227
HIST 106 (HU)	HIST 235
HIST 107 (HU)	HUMN 219 (HU)
HIST 125	HUMN 230 (HU)
HIST 126	PHIL 225
HIST 145	PSYC 217
HIST 146	SOCI 105
HIST 155	SOCI 216
HIST 215	

Courses designated as General Education Electives will not fit the proposed State General Education Model.

Students who matriculate after July 1st 2007 will follow the New General Education requirements. The conversation about general education will continue at the April 19th Faculty Meeting.

Forum participants raised some questions about the need for minimum math pre-requisites for science programs since math requirements are higher than Math 151.

General Education Electives will appear on the 2007-08 catalog as electives. There will be a year of transition to work out all detail of the new model. Courses impacted by changes introduced by the state model may be evaluated for a change of designation. The process should start with the General Education Committee. There are 177 courses with GE elective designation.

Forum participants commented on possible issues related to students changing options or programs in the same degree and how it may impact general education requirements.

A comment was made about developing further the description for information literacy. It should be similar to the description for communication.

Questions or comments please contact Shay Delcuria X2438.

The next item on the agenda was Middle States led by Jayne Edman and Richard Pfeffer. The first draft of the Middle States Self Study Report will be available online 4/12/07 on the college website under Intranet> Middle States.

The self-Study has been framed around Middle States Standards and the College’s decision making process. Five committees were established to explore elements of the college’s mission:

- Educational Programming
- Student Centeredness
- Planning, Assessment and Budget
- Community Connectedness
- Employee Engagement

Document Road Maps

Standard 1 - Mission, Goals, Objectives

Standard 6 - Integrity

Standard 8 - Student Admission & Retention

Standard 9 - Student Support Services

Standard 10 - Faculty

Standard 11 - Educational Offerings

Standard 12 - General Education

Standard 13 - Related Educational Activities

We urge every member of the college community to read the report and forward their comments to us. The current draft of the report does not include recommendations.

We would welcome any feedback on recommendations any of you may have.

We are also interested in meeting with every department on campus to discuss the report.

Report on the April 17 Forum

Kathy Vasile, Chair of Governance, initiated the meeting by welcoming participants to the forum. Next, she introduced Dr. Peter Burnham to the forum. Dr. Burnham addressed forum participants about the Virginia Tech tragedy and requested a moment of silence as a sign of solidarity with their tragedy. He also indicated situations like this one remind us of our vulnerability.

The first item on the agenda was the presentation by Helen Musen and John Mensing co-chairs of Academic Counsel. The Committee was asked to:

1. Review the Instructions for course revisions or deletion in the curriculum handbook.
2. Develop specific criteria for discontinuance of courses.
3. Recommend changes to the Curriculum Handbook Instructions and Forms for course discontinuance.

Academic Council has been very busy this year. They have worked on:

Year	06-07	05-06
New Courses:	45	12
Course Revisions	104	89
Program Changes	14	19
New Certificates	8	3

They asked forum members what do you think should be the criteria for discontinuance of course?

A comment was made indicating the criteria should be discipline specific. Another forum member indicated if a course does not run it should be considered for deletion. Another comment from the forum suggests that a course that has not been offered in several years should be considered for deletion.

There are about 800 courses in the catalog. Some courses are never offered or are offered but never run a distinction needs to be made.

Presenters asked if course deletion should be tied to program revision.

The current instructions for course Deletion in the Curriculum Handbook are:

INSTRUCTIONS FOR COURSE REVISIONS OR DELETIONS

Proposals for course revisions require completion of the Course Revision or Deletion Form, which is ultimately reviewed by Academic Council. The Form Originator must complete the form and acquire the appropriate approval signatures prior to submission to Academic Council. Please consult with Student Development Specialist(s) regarding these revisions/deletions. Academic Council will either approve or deny the proposed revision. If approved, the Office of Academic Affairs will be responsible for the catalog changes. If denied, the Office of Academic Affairs will return the form to the originator with an explanation and suggested modifications, if any. The effective catalog date will be determined by the Registrar, which will tie the change of the course to the catalog year.

Specific guidelines for completing the Course Revision and Deletion form:

I. COURSE DELETION

The criteria for deletion of a course will be based primarily on the course's congruence with Brookdale's mission of responding to the county's changing educational needs. Other factors to be considered will be student need and current relevance of the course content, the impact on the program/option, and whether the course is a prerequisite or corequisite for another course(s). As new courses are developed resulting from technological evaluation and theoretical developments in subject areas, other courses may become obsolete. Course deletion is appropriate for obsolete courses. There are other reasons for a course deletion. Each situation will be reviewed on its own merits.

Proposals for course deletions require the completion of the Course Revision or Deletion Form which is ultimately reviewed by the Vice President for Educational Services. The Originator must complete the form and acquire the appropriate approval signatures as indicated on the form prior to submission to Academic Council.

The second discussion of the day was Student Recognition led by Donna Flinn and Brian McKeon Co-chairs of Academic Standards presented the Regulation to the forum for discussion:

I. Title of Regulation

Recognition of Student Achievement

II. Objective of Regulation

Publication of student achievement is designed to recognize the academic achievement of students and thus to provide increased motivation and incentive towards academic achievement.

III. Authority

Bylaws of the Board of Trustees, Section 1.3034(m)

IV. Regulation Statement

It is important to recognize achievement on the part of students. Recognition can provide additional motivation and additional incentive to achieve and thus play a role in the human development of students. Such recognition is achieved through the following:

A. It will be the responsibility of the Dean of Academic Affairs to compile the Dean's list at the conclusion of each long term. The Dean of Academic Affairs will also provide the lists for publication internally to the Dean of Student Development and externally to the Office of College Relations and Communications.

B. In determining completion rates the norms established in the Student Progress Regulation are used.

C. Dean's List Eligibility

1. The student must be a matriculated student.

COLLEGE-WIDE COMMITTEE NEWS

Basic Skills Committee

The last Basic Skills College Wide Committee Meeting that was to be held on Thursday, April 5th, 2007 was CANCELLED due to too many competing considerations on campus!

Of interest to the College Community however, are the newly revised SAT cut scores that will be in place for the upcoming Early Bird Program and students entering the College in the fall 2007 term.

Brookdale will use the *Critical Reading* score of 540 to waive students from the Reading and Sentence Sense portion of the Accuplacer test and a score of 530 on the *Quantitative Reasoning* portion will waive students from both the Computation and Algebra portions of Accuplacer.

The changes to our previous cut scores (520 for Sentence Sense, 540 for Reading, 540 for Computation and Algebra) is a result of a State-wide initiative that seeks to standardize Accuplacer and SAT cut scores for all community colleges. Changes to the Accuplacer scores once finalized, are not slated to take effect in fall 2008.

The Basic Skills Coordinators and College-wide Committee will host a Focus Group for High School Professionals in early June to discuss the Outreach 2007 Conference Survey results and to plan initiatives for the coming academic year. The tentative date is Thursday, June 7th from 3:00 – 5:00 pm. Refreshments will be served and the College Community is invited. Please RSVP to Donna Cuddy at x. 2574. More details to come. . .

Our next meeting is Thursday, May 3rd at 11:45 in the LIB 123

Diversity Council

On April 28, 2007 the Diversity Council hosted a Brown Bag Lunch Discussion prompted by the comments made by Don Imus regarding the Rutgers' Women's Basketball Team. As a result of actions taken prior to the event, participants began looking at broader issues of freedom of speech, expectations of communicating in a diverse environment and needs of Brookdale students and employees. Plans to continue these discussions and implement other related activities will be reviewed by Council members. We appreciated the turnout and the lively discussion by both students and employees.

The Council will begin its strategic planning activities with our consultant from the *American Conference for Diversity*, Michael Buensuceso during our final meeting. It is hoped that the work of the Council will continue through the

2. The student must have completed twelve college-level credits or more in any long term for recognition with 100% completion rate or If the student enrolls in less than twelve credits in both long terms, the student who completes twelve credits over the course of one year (July-June) with 100% cumulative completion rate is eligible.

3. The student must be in good academic standing and have achieved a minimum grade point average of 3.5 and a C grade or higher in every class.

5.0032R

D. Distinguished Scholar Award Eligibility

A minimum 3.7 cumulative grade point average at graduation, along with 95% cumulative completion rate is needed to achieve this award.

V. Responsibility for Implementation

Vice President for Educational Services

A comment was made about 100% course completion indicating a student could have registered for 5 courses and finished the semester with 12 credits. Should that student be recognized for their academic achievement?

The intent of the language on the regulation was a student who completes at least 12 credits.

A forum participant indicated we should consider the reasons why students withdraw from a course and not think that students drop courses to assure their inclusion on the Dean's list.

The forum continued with a vote to adopt the planning calendar as a planning instrument.

The Planning Calendar was approved with a vote of 64 for, 4 against and 14 abstentions.

The last item on the agenda was the discussion on the 2009 Matrix.

Draft 9 presented to the forum include some language changes about basic skills, and the inclusion of the green initiative lead by the College Life Committee. Another comment was made about the intent of the matrix as a guide for intuitional efforts in the next three years. Another comment was made about the information recorded in the Matrix. It should be (WHAT) our goal is. The way we achieve it (HOW) is part of the operational aspect of planning cycle and should not be included on the matrix.

STANDING COMMITTEE NEWS

Academic Council

Academic Council anticipates a busy year during 2007-2008 due to the state initiatives that impact curriculum at Brookdale Community College.

We welcome two new members to Academic Council: Laura Miceli and Thomas Kapsak.

summer months as we focus on developing programs and research for the next Academic Year.

Individuals interested in joining the Diversity Council during its transitional year should contact the Steering Committee or the co-chairs listed below as soon as possible. Elections for vacancies on the Council for 2007-08 will be held before the end of this year.

The Diversity Council's final regular meeting for this Academic Year will be held at **11:45AM** in **MAN 211** on **Thursday May 3, 2007**. We encourage anyone interested in joining these activities to attend. If you are unable to come to the meeting and want to share an agenda item, please contact the Co-chairs Avis McMillon x2967 amcmillon@brookdalecc.edu or Sondra Cannon x2695 scannon@brookdalecc.edu.

Honors Committee

A recognition luncheon is scheduled for May 3 with Dr. Burnham, honors committee members, honors instructors, and the 23 potential honors students graduating from the program invited to attend.

<p style="text-align: center;">IMPORTANT DATES IN May</p>
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Date: May 11th End of the Year Governance Retreat

11:45-2:45 in Atec 218

All members of College Wide and Standing Committees invited