



# Governance Gazette

*the newsletter of Brookdale Governance*

**November 2006**

## *Chair's message*

As Election Day approaches, I am reminded of the broadcast voicemails sent out by former Governance Chair Jess LeVine. Greeting us as Governance citizens, he encouraged our active participation in Brookdale's recommending body.



Tuesday's Forum gives us another opportunity to exercise our rights as Governance citizens. We can:

**Vote:** on the Professional Development Committee's Guidelines for Mentoring.

**Stay Informed:** with a presentation on the Middle States Self Study and committee updates.

**Shape the Future:** by helping determine the role of the Diversity Council and how it can best serve the college community, whether as a college wide or a standing committee.

This Forum will also debut a new voting procedure in response to suggestions made to Steering this summer. Paper ballots will be distributed, allowing Forum members to cast their votes privately. The results will still be tallied and announced as usual.

Mahatma Gandhi once said, "Be the change you want to see in the world." To me, one way to accomplish this is to be part of a process that encourages respectful debate and shared decision making as active Governance citizens.

See you at the Forum!

Kathy Vasile  
Governance Chair

**November 7 — FORUM MEETING**

**11:45 in Navesink II**

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

## **Agenda**

1. Committee Reports
2. **VOTE** Professional Development - Mentoring Guidelines in a De-Centralized Environment.
3. Update on the Middle States Self-Study, led by Middle States Co-chairs Jayne Edman and Richard Pfeffer.
4. Discussion on the Status of the Diversity Council, led by Diversity Council Co-chairs Sandra Cannon

and Avis McMillon.

**VOTE**

## **PROFESSIONAL DEVELOPMENT COMMITTEE**

### **Guidelines for Mentoring in a De-centralized Environment**

Components of **Mentoring** that should be common to all programs:

#### **Goals of the Program:**

- To increase retention.
- To support the ongoing orientation process for employees.

- To help ease mentees into their new job and reduce the stress associated with this transition; **i.e. career advancement.**
- To provide access to resources.
- To serve as a source of information and encouragement.
- To ensure a good start for the employee and create a sense of belonging and assimilation into the Brookdale community.

**Commitment:**

- **To provide the development of good job-specific practices.**
- Supervisors should integrate the mentoring program into their orientation of new staff members.
- Mentors/mentees should be given the time and encouragement to participate.
- Expectation of privacy regarding mentor/mentee conversations. \*
- Resources should be sufficient to provide appropriate training and support for mentoring activities.
- Organizational systems should reinforce the value of mentors through recognition of their contributions (i.e. performance recognition factor, faculty promotion factor, component of personal development plans, component of diversity development plans, etc.)

**Formal Structure:**

Selection of Mentors:

- Eligibility requirements for mentors should include a minimum length of service to ensure that the employee is adequately familiar with the workplace environment and has a satisfactory performance record, and understands and supports College priorities as evidenced through a discussion with the program coordinator and support from the supervisor.
- Mentors should be positive role models and well regarded by colleagues.

- Mentors should provide background information to coordinator that will assist coordinator in matching employee with **mentee.**
- Mentee and Mentor should be consulted after 2-4 weeks to confirm that match is satisfactory. Make change if necessary.
- Mentees who request a mentor should be accommodated whenever possible.
- **Supervisors** will not mentor direct reports.

Unless the program includes job specific coaching, mentors and mentees may be from different employment categories, departments, or divisions.

- Mentors will be expected to commit to the time needed to provide adequate support for the mentee.

Duration of mentoring relationship:

- New employee mentoring will generally last 3-12 months, or to be determined by the specific program.

Communications:

- Mentor-mentee communication is recommended **optimally** at least twice per week with face-to-face contact at least once per week.
- Mentors and mentees should utilize a variety of ways of staying in contact with one another, including email and telephone.
- Communication may be a combination of social and business interactions.
- Communications should include introductions to one's colleagues and to individuals within the organizational hierarchy who will be important to the **mentee.**
- Content of communication should be guided by the program expectations and should include assurance that the mentee is oriented to those items essential to performance success and an understanding of the College in general, including\*\*:

- Facilities, including all off-campus locations
- Technology, including all job required software
- Governance, including attendance at Forums
- Budget, including budget development process and how to **process** purchases, reimbursement requests, etc.
- Strategic planning orientation, including relevance of Matrix, Mission, Vision, Values, and Goals to all positions
- Professional development opportunities
- Classroom and/or workplace management behaviors

**Mentoring in a De-Centralized Environment:**

- **Mentors should arrange regular visits to Lincroft for mentees who are not located on the Lincroft campus** – for visibility, orientation to the majority of offices, and so that, in general, the employee becomes comfortable navigating his/her way around the main campus.
- As noted above, mentees should be oriented to all **Brookdale** locations.
- Participation in professional development activities and committee work should be encouraged to meet people in different locations. Participation in monthly orientation sessions should be ensured to build camaraderie with a **mentee** cohort in addition to the primary purpose of gaining information regarding the college.

**Evaluation and Assessment:**

- Periodic evaluation by the program coordinator should be conducted, including early confirmation that the mentoring relationship is satisfactory; mid-program follow-up to determine if any obstacles to success can be removed; **and yearly assessment of the mentoring program.**

**Development/Training for Mentors and Mentees:**

- **Training should be available** to all mentors prior to assignment.

- First day orientation will include an explanation of the mentoring program and the expectations of both mentees and mentors.

**Ownership of Programs:**

- Human Resources is the coordinator of **employee** mentoring for staff and **administrative positions.**
- The Division Chairperson, Director, or other appropriate supervisor is the coordinator of the **faculty and learning assistant** mentoring programs. Department Chairs assign mentors.

\* Privacy expectation cannot be maintained regarding matters that involve the possibility of harm to oneself and/or others, sexual harassment, or discriminatory behavior.

\*\* Note that the mentor may not orient the new hire in all areas but will ensure that the orientation occurs. For example, technology orientation may be a combination of workshops, assistance from the TLC, and mentor demonstrations. Strategic planning orientation is a program topic for one of the monthly new employee orientation sessions.

**ISSUES**

**DIVERSITY COUNCIL  
Discussion on the Status of the  
Diversity Council**

The members of the Diversity Council have struggled with the issues and role of diversity at Brookdale Community College. The Diversity Commission formed by President Burnham in 1992 was charged with “researching and developing an integrated approach to addressing the broad concept of diversity as it applies to a comprehensive community college setting.” The work of this group led to the development of an Ad Hoc Committee and following a debate in 2000 regarding Standing Committee status in Governance, a College-wide Diversity Council was created. The Council has taken the lead on issues related to curriculum transformation, professional development, and programming.

We have asked what are the expectations of the college community for this Council and are we able to address these concerns given our current status. The more we have delved into this topic, the more we agreed that it is time to re-examine the concept of diversity and how various constituencies are served by the Council. We have discussed two key questions:

- A) How important is the implementation of a diversity strategy to Brookdale Community College's future?
- B) How does the College communicate the importance of the diversity message to both the internal and external community most effectively?

The Steering Committee members have listened to a number of the Council discussions and recognized the growing concern over the Council's role. The 2006-07 charge drafted for the Diversity Council indicated we should:

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.

The Council has been operating with both a Statement of Purpose and a Belief Statement addressing diversity. As the work on the charges moves forward, one of the questions to be addressed is in what ways might the Council's mission change if the status were to change. Are the purpose and belief statement still relevant to the needs of the Brookdale community?

**Statement of Purpose**

Diversity Council is charged with addressing issue that encourage, support, and promote diversity. These efforts include: exploring issues and/or problems on campus that generate ideas for campus programs, advance awareness and appreciation of diverse issues, and create opportunities for all in the Brookdale Community – staff, alumni, faculty and students – to come together to address issues, and share personal experiences, ideas, and scholarship.

**Belief Statement**

We believe that diversity encompasses a complex mixture of individual and cultural identities where the whole is more than the sum of the parts, but each part is valued, respected, and celebrated for its own sake. To this end, we believe in developing an understanding and respect for the different intellectual traditions and social perspectives among the many diverse groups that compromise our society and the worldwide community.

We affirm and promote these values and traditions as legitimate topics of academic inquiry and as a foundation for group dynamics within the Brookdale College community. Brookdale's commitment to diversity is based on the premise that the future of this society is contingent upon positive interaction, change, and growth involving individuals of all cultural backgrounds, and those we can serve as change agents in that process.

As a committee under the auspices of Governance and in accordance with the Governance philosophy, the Diversity Council is responsible for implementing the following:

The Diversity Council will do the following:

- Continue to act as a resource to assist in the planning and implementation of diversity activities and programs for the college community.
- Assist and support Brookdale Community College under the appropriate core competencies to infuse diversity into current curricula, new courses, and general education.
- Assist in the promotion and identification of educational and cultural events on diversity for faculty, staff, and students.
- Develop a virtual resource center for reference, research, and information on diversity and continue to investigate the need for a permanent location on campus for a resource center.
- Continue to establish yearly goals and evaluation of these specific goals through annual reports.
- Respond to diversity issues and problems that arise and act as a resource for action and solutions.

Our deliberations on the status of this Council led to the group convening during the summer of 2006 to take an in-depth look at concerns and potential options. The discussions continued to link the Council's status and a college-wide committee to factors that impede progress on diversity issues. **If diversity is an organizational imperative, then the structure should reflect that importance.**

As a Council, we have discussed the lack of focus and energy we have experienced in recent years. Recognizing the need to continue to maintain momentum on the issue of diversity, we are exploring what method(s) would fully engage the college in a positive direction. After all, there is a significant history of interest and activity around the subject and our colleagues have done some amazing work on the topic.

**Process**

- The Council will re-examine the Statement of Purpose and Belief Statement to assess the alignment with the Vision, Values, Mission and Goals of the College. The links to the Matrix will also be established as part of this action.
- Conduct a review of the benefits and liabilities of changing the status within the Governance structure.
- The Council will develop an historical perspective of the many facets of diversity at Brookdale to determine if there are patterns that should be addressed or issues that have been overlooked.
- To ensure that diversity concerns from every constituency are represented, the Council will examine current membership to determine if there are gaps and whether the appropriate positions are

assigned in ex-officio roles to support the work of the Council.

- Through the Forum, the Council will facilitate a dialogue with the campus community on the status of diversity and more particularly the vehicle that best supports initiative related to the topic.
- To provide a platform for the campus community to embrace the broader vision of diversity to build a stronger organization

### Inquiry

The final recommendation will be a collaborative effort and we eagerly invite your questions and ideas as we formulate a strategy. We look forward to your informed discussion during the next Forum as we begin the exploration of the status of the Diversity Council.

We ask that you consider these questions for the discussion:

What are the differences between Standing Committees and College-wide Committees? Do those differences impact the perceptions of the work product?

What is your current view of the mission of the Diversity Council? Are changes needed to accommodate the Brookdale of the future?

How do we value the work of diversity and the people engaged in the work?

What role should the Diversity Council have in helping your department create an inclusive environment for both students and employees?

What would be the most significant contribution the Diversity Council could make to building a better Brookdale Community College?

The Council is now asking you, the members of Brookdale Governance Forum, whether or not the needs of the students and employees regarding the concerns of diversity would be better served by Diversity Council being a Standing Committee vs. a College-Wide Committee.

The Diversity Council's next meeting will be held at 11:45AM in MAN 211 on November 30, 2006 and we welcome all members of the College community to attend. Please feel free to contact the Co-chairs with any additional information:

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Office Phone: x2967  
Email: amcmillon@brookdalecc.edu

Sondra Cannon  
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Email: scannon@brookdalecc.edu

## REPORTS

### **Response to Steering regarding Basic Skills**

To: Kathy Vasile and Maria Fernandez

From: Peter F. Burnham

RE: Response to Steering regarding Basic Skills

Date: October 25, 2006

With Steering's reaffirmation of the Forum vote of April 18, 2006, I have directed that Regulations 5.0029R and 6.1501R be deleted and Basic Skills 5.0034R be posted on-line; approved and effective October 25, 2006.

I appreciate the candor and professionalism of all involved in the discussion on this complex issue; Mary Beth Boylan and Laura Miceli did an excellent job moderating these regulations through Governance and I look forward to the Committee's continued great work.

### **Report on the October 17th Forum**

The Forum began with Governance Chair Kathy Vasile welcoming everyone.

The first discussion focused on Web Site regulation Draft led by Roseanne Alvarez and Cari Gigliotti, Co-Chairs of the College Life Committee. They requested feedback from Forum members about issues that should be included in the regulation. Should the regulation address only access issues? College Life Co-Chairs shared with the Forum what the College Life Committee was looking at in terms of accessibility, content and the role of acceptable usage of the college website. The issue of allowing (or not) links to other websites was asked by a member of the Forum.

Another comment directed attention to the characteristics of a template that will be used on the website. The office of College Relations will be responsible for the oversight of the college webpage.

The second discussion of the day focused on Non-Traditional Methods of Earning Academic Credit presented by Donna Flinn and Brian McKeon, Co-Chairs of Academic Standards. Presenters indicated they were in the process of identifying ways in which BCC grants credit in non-traditional ways such as CLEP, ACE, and credit granted for non-credit courses with department approval as well as experiential learning. Co-Chairs introduced a survey for the college community to gather information about the way their departments are currently granting credit for non traditional learning. Presenters indicated the survey would be distributed during the next Faculty meeting and encouraged Forum members to participate. The credit by Examination Regulation **5.0014R** was discussed during the presentation and the need to review it to include current practices.

The third presentation of the Forum was a carry over charge from the '05-06 academic year on Student Services led by Student Development Co-Chairs Pat Dillon and Torina Armstrong. The committee identified characteristics of the emerging cohort of students over the next five years and

made the following recommendations to promote student success:

1. Evaluation of college services should take place every five years in accordance with Regulation **2.0024R**, Evaluation of College Services to include:
  - a. the need for the service at all locations;
  - b. service accessibility at all locations;
  - c. how the service is publicized;
  - d. how the service is delivered.
2. Information regarding all student services should be readily accessible on the BCC Website.
3. Information regarding all student services should be published in the Student Handbook. A stand-alone list of services and contact information should be distributed at orientation and available at Student Centers in all locations.
4. Address the abilities and expectations of the emerging technology-savvy cohort and keep current with four-year colleges and employer expectations. Develop a formalized method to assess departmental technology needs.
5. Expand utilization of ITV Broadcasting to provide services at all locations.
6. Expand accessibility of Image Now Technology through the purchase of additional licenses.
7. Evaluate "Handicap Access" in all buildings at all locations. The BCC Website and the Course Catalog should include information on the location of Handicap Parking Spaces for all buildings.
8. Explore the possibility of increasing student employment opportunities on campus. Consider tuition reimbursement in departments that do not have a student help budget.
9. Investigate models of peer tutoring and study groups.
10. Maintain a safe and secure environment at BCC locations (e.g., well-lit parking lot). Continue to publicize and make available data regarding the safety of all Brookdale sites.
11. Continue current mechanisms designed to elicit student feedback (i.e., *Student Satisfaction Surveys, Tell it to Brookdale, Help Me, Monthly Forum, Suggestion Boxes*). Develop a mechanism to share input from the various sources with college community.
12. Investigate the feasibility of establishing a "Student Government" at Brookdale.
13. Ensure that the quality of existing services is not compromised by the introduction or expansion of new services.

Student Development recommendations will be presented for a vote on the November 21<sup>th</sup> Forum.

## 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 unanimously approved the new program Digital Animation and 3D Design with its accompanying nine new DIGM courses. The next new program that Council is considering is the Health Information Technology A.A.S.

The following changes have been approved by Academic Council.

#### **Course Description changes for**

- ENGI 105
- ELEC 112

#### **Course Deletion**

- ELEC 105
- ELEC 106
- FINC 136
- BUSI 115
- COMP 285
- COMP 286

#### **Prerequisite Change**

- BIOL 101
- BIOL 105
- BIOL 107
- BIOL 111
- BIOL 125
- PLGL 205
- PLGL 206
- PLGL 215
- PLGL 225
- PLGL 226
- PLGL 227
- PLGL 228
- PLGL 245

#### **Program Change**

- **Psychology**

Other curriculum changes have been sent back to the faculty originator to make some changes.

### **Academic Standards [MAN 203]**

The Academic Standards Committee reviewed and discussed the results of our "Survey for Academic Departments" at our two most recent meetings, and by

doing so, completed our work on the second part of our first charge: to identify the processes and procedures at the college already in place for each method of receiving credit through non-traditional means. Of note: the survey results data suggests that many members of the faculty are either confused about or are unaware of the various non-traditional means of earning academic credit in their disciplines. We also discussed some of the current grading and transfer credit problems created by challenge exams. We began the third part of our first charge: to recommend guiding principles to promote consistency in the awarding of academic credit for non-traditional learning, by brainstorming a list of issues to be discussed at future meetings. We meet in MAN 203 from 11:45-1:15.

## **College Life [MAC 204]**

No report for this issue.

## **Institutional Planning and Effectiveness [MAN 205]**

At its October 24 meeting, IPEC discussed its progress toward the development of an institutional Assessment, Planning, and Budgeting Calendar. The consensus was that the preliminary work done by Louise Horgan and her subcommittee was outstanding. The committee discussed different ways to present the same information with the recommendation that the subcommittee approach seemed to be the most appropriate. Discussion also focused on possible additional calendar items.

IPEC also discussed the upcoming meeting on October 31 with those full professors who attended focus groups during the second Faculty Day and who were available. Feedback from some of the invitees regarding the ability of the Matrix to reflect major teaching/learning concerns was shared. Different approaches for conducting the meeting were discussed.

## **Professional Development [MAN 207]**

The Professional Development Committee has been finishing up its work on the carry-over charge of Mentoring. The vote on the Guidelines For Mentoring that we have developed is November 7th. We are also making progress on our other charge, Analysis of Professional Development Expenditures. We are in the process of gathering data on expenditures in preparation for our December 5<sup>th</sup> Forum Discussion. Bernice Eng, Greg Liano Co-Chairs

## **Student Development [MAN 209]**

The Student Development Committee is working on two charges this year: Student Services and Student Government. Student Services: In summary, this charge is to determine if existing Brookdale student services will meet the needs of the millennials. We presented fourteen recommendations for discussion at Forum on October 17<sup>th</sup>. The final vote on these recommendations is scheduled for November 21<sup>st</sup>. Student Government: This charge is to

determine the feasibility of instituting a Student Government at Brookdale. The committee is currently gathering information for this charge, including (a) identifying the existing opportunities for student input into the decision-making process at Brookdale, (b) investigating Student Government models and Student Life Boards at other NJ Community Colleges, and (c) determining the role of the Student Life Board at BCC. Our first discussion for this charge is scheduled for December 5<sup>th</sup>. Our remaining committee meetings this semester are scheduled for 11/14, 11/28, and 12/12 starting at 11:45 AM in MAN 209. We welcome input from the BCC Community! Contact: Torina Armstrong, ext2559 or Pat Dillon, ext2871.

## **COLLEGE-WIDE COMMITTEE NEWS**

### **Basic Skills Committee [LIB 123]**

The last Basic Skills College Wide Committee Meeting was held on Thursday October 26, 2006.

The Department/Division Meeting sub-committee visits are being scheduled throughout the fall and spring semesters. Discussions will focus on basic skills outcomes and student preparedness for college level courses.

Outreach 2007 planning is also well underway. The theme for our annual conference is "Critical Thinking for Subject Specific Education" We are also seeking students for the "Student Panel" portion of the conference. If you know of students who have transferred to Brookdale from other colleges or universities or who have made Brookdale their first choice and plan on transferring to a senior institution, and would recommend them for the panel, please contact Oli Malpica Proctor at X2683.

Committee members were invited to review the Annual Basic Skills Profiles on the PAR website which includes a variety of data regarding new student evaluation for placement, retest rates, course completion rates, graduation rates for basic skills students, retention tracking of cohorts of basic skills needs. They were also introduced to the Basic Skills Effectiveness portion of the PAR website. This data describes how students who have completed the highest level of basic skills courses perform in their first directly related college-level course.

Our next meeting is Thursday, November 30th at 11:45 in LIB 123

Thanks!

### **General Education Committee [ATC 101]**

The committee is following the work on the potential recommendations regarding a state General Education model for community colleges and continues to discuss the criteria for General Education at Brookdale. The committee approved the General Education requirements

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for the new Digital Animation and 3D Design AAS program at its last meeting.

A subgroup of the committee met to review catalog language for all AAS programs. A summary of that group work was presented to the larger committee and language was applied to the new AAS program as a result. The General Education committee has just received its charge from Governance and will present at Forum on November 21. There are still vacancies on the committee from Arts and Communication and from Business. If anyone is interested in working on this committee please contact Shay Delcurla or Gail Harrigan.

## **Honors Committee [MAC 206]**

At our last meeting on September 28, we set the days and times for Spring 2007 courses. Four General Education and 2 Honors seminars will run, with no overlapping courses. We are going to try to get each Honors seminar to be given its own unique code so that students who take more than one seminar can transfer them. We will be setting up a meeting with Brian Garvey, the Dean of Honors from Monmouth University, who will come to Brookdale to give a presentation to potential and current Honors students regarding the transfer of our Honors courses to Monmouth. Lastly, a letter and advertising flier will go out soon (before priority registration begins on November 7) to all students who are eligible to take Honors classes to invite them to register for Honors.

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<p><b>IMPORTANT DATES IN November</b></p>
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**November 14: Standing Committees**

**November 15: General Education**

**November 21: Forum**

**November 28: Standing Committees**

**November 29: General Education**

**November 30: Basic Skills, Diversity Council**