



Governance Gazette

the newsletter of Brookdale Governance

October 2006

Chair's message

Our first vote of the year will be held at the October 3rd Forum. As part of the Governance process, before the Educational Services Master Plan is brought to the Board of Trustees for approval, the Forum has the opportunity to endorse it through a vote. The plan will be in its final form by the end of the week and available for review online. To access this document, click on the Intranet on the Brookdale homepage. Because the ESMP is a "living" document, Governance will continue to have a role, as charges are created to address emerging issues.

At the last Forum we rolled out the charges for the year, with the promise of more charges being introduced at later dates. In this issue you will find a new charge, this time for a College-Wide Committee – the Diversity Council. The Council is reviewing its status to determine how it can best meet its mission. Watch for a future Forum discussion on this topic in November.

Our first discussion on the agenda for Tuesday is a wrap-up of the Mentoring charge from last year. Kudos to the Professional Development Committee, who worked throughout the summer to complete this charge! You'll find by reading the discussion report in this issue that they have incorporated feedback from last year and added significant new information to their recommendations.

Who determines Web page content at the College, and how should that be monitored? What standards should apply to all pages? College Life will review these and other issues related to the newly drafted Web Site Regulation in their Forum presentation on Tuesday. Read their discussion report and the accompanying regulation draft attachment so that you can be an informed participant in this important discussion of how Web pages are regulated at the College.

See you at the Forum!

Kathy Vasile
Governance Chair

OCTOBER 3 —FORUM MEETING
11:45 in NAVESINK II
***Also on Bluesnet and broadcast**
to Western Monmouth*

Agenda

1. Committee Reports
2. **VOTE!** Endorsement Vote on the ESMP
3. Discussion on the Mentoring charge,

led by Professional Development Co-Chairs,
Greg Liano and Bernice Eng.

4. Discussion on the College-Wide Web Site Regulation Draft, led by College Life Co-Chairs, Roseanne Alvarez and Cari Gigliotti.

COMMITTEE CHARGES
ASSIGNED

In consultation with Dr. Burnham, the Steering Committee has prepared the following Charge for the academic year 2006-07.

TO: COLLEGE LIFE/DIVERSITY COUNCIL

CHARGE: STATUS OF DIVERSITY COUNCIL

The Committee 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.

Explanation:

In 1992, President Burnham directed the formation of a Diversity Commission, which 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." As it determined how best to meet its mission, over the next several years the Commission changed its status. In 1994, it became an Ad Hoc Committee, and in 2000 after debating whether to be a Governance Standing Committee or a College Wide Committee, it became the College Wide Diversity Council. From its inception, Diversity has worked with such issues as curriculum transformation, professional development, and programming. Lately, as the college re-examines its commitment to diversity, the Diversity Council has also begun to re-examine its role at Brookdale. In the August 26 issue of the Brookdalian, President Burnham expressed that "as a 'mature' collegial environment, Brookdale is capable of empowering the Diversity Council to become a Standing Committee of Governance." This charge creates the opportunity for the entire college community to discuss the role of the Council and to decide in what way it may best serve its mission – whether as a new Standing Committee or by remaining as a College Wide Committee.

ISSUES

PROFESSIONAL DEVELOPMENT COMMITTEE

Charge:

1. Identify current mentoring opportunities

A. Psychosocial Mentoring – personal support, role-modeling, encouragement, collegueship.

New Employee Mentoring

HR Coordinated. Twelve week orientation with assigned mentor.

Administrators
Staff

Faculty Division Coordinated. One semester or one year.

FT Faculty
Adjuncts

English Division Coordinated. One semester.

Reading and Writing Learning
Assistants

B. Career Mentoring – Educating, coaching consulting, sponsoring providing visibility and exposure, and protection.

Does not occur on a formal basis at Brookdale Community College although some coaching and educating occur with the first year/semester mentoring program for faculty, adjuncts, and English Div. Learning Assts.

2. Determine "best practices" for mentoring.

Research identifies the following components:

Identify the type of mentoring program desired

Identify the goals of the program

Identify the commitment the institution is willing to provide – time, incentives, rewards, etc.

Establish a formal structure

- Selection of mentors, mentees (for ex: through application process or at the request of mentor or mentee. Matched with similar employee type or not.
- Duration of mentoring relationship – most new employee mentoring lasts 3-6 months; career mentoring programs generally in place formally for 1 year
- Define frequency of communication and content
- Accommodate mentor-mentee relationships that are not in same physical location – encourage email, telephone contacts, establish in-person meeting expectations, etc.
- Establish individual follow-up evaluations and periodic program assessment

Train mentors and mentees

Establish ownership of the mentoring program – coordination and oversight

Develop guidelines for mentoring in a de-centralized environment

Components of **New Employee Mentoring** that should be common to all programs

Goals of the program:

- To increase retention
- To support the ongoing orientation process for new employees
- To help ease mentees into their new job and reduce the stress associated with this transition
- 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
- For faculty and Reading, Writing LAs – to provide the development of good job-specific practices

Commitment:

- 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 (ie. 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 new hire
- 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
- First line 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 3-6 months, to be determined by the specific program.

Communications:

Mentor-mentee communication is recommended 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 new employee

Content of communication should be guided by the program expectations and should include assurance that the new employee 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

Faculty mentoring (as defined in the negotiated Agreement) will provide administrative, instructional, counseling and library practices information, as provided by the department or division, In addition, mentors will provide:

General orientation to Educational Services, including review of pertinent College, Division and Department resources, policies, regulations, and administrative practices and procedures. The mentor will also review with the mentee his/her responsibilities, as defined by the Department or Division and will make the mentee aware of Department/College expectations of faculty. The mentor will also provide written input to the Division Chair for the end-of-year peer evaluation of the mentee.

In the case of teaching faculty, classroom visits and discussion of the observations with the mentee. Advisement regarding course content and technology, instructional practices, and student assessment. Sharing of ideas and materials. Review of course quizzes, handouts, and other evaluative means.

In the case of counseling faculty, observations of counseling appointments and discussion of the observations with the mentee. Advisement regarding general professional counseling practices, student development principles, and specific holistic counseling practices applied at Brookdale. Sharing of ideas and material.

In the case of librarians, observations of information literacy sessions; advisement regarding general professional librarian practices, and liaison with teaching departments and collection development practices at Brookdale.

Mentoring in a de-centralized environment:

Mentors of employees who are not located on the Lincroft campus should arrange regular visits to Lincroft – 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 off-campus 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 new hire 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 final written evaluation of the program from the mentor and mentee.

Cumulative assessment by the program coordinator should be conducted annually to determine if program improvement is appropriate.

Trend data should be analyzed using 3-4 years of data to determine the accomplishment of program goals.

Development/training for mentors and mentees:

Mandatory training is required of 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 new employee mentoring for staff and administrators

The Division Chairperson, Director, or other appropriate supervisor is the coordinator of the new full-time and adjunct mentoring program. 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.

College Life Committee

First Discussion Report: College-Wide Web Site Regulation Draft

I. Web Site Regulation Draft: Charge, Context, and Explanation

One of the most daunting tasks for any writer doesn't necessarily begin at the drafting stage; as we have all faced at one time or another, it is often in the editing or revision phase that the writer is confronted with the difficulty of trying to "see" differently. This is the very task the members of Governance and the College Life Committee will be collaborating on for our first charge of the academic year, namely, to review and recommend any changes on the College Wide Web Site draft, Regulation 2.9001R—*College-Wide Web Site Development Standards and Best Practices*. According to the language of the charge, the committee should:

1. **Review the draft of College Regulation 2.9001R *College-Wide Web Site development Standards and Best Practices*.**
2. **Recommend any changes.**

According to the explanation provided for the charge,

“The College Life Committee presented guidelines on internal communications, which were approved by the Forum in May 2006. The committee also requested regulatory language to establish standards and protocols and ensure efficacy in internal communication. The College Website was identified as one of the most frequently used forms of communication and one of the most compelling in need of improvement. In response to the College Life Committee’s recommendations, a draft of College Regulation 29001R—*College-Wide Web Site Development Standards and Best Practices* has been written by the College Relations Department. Participatory governance mandates that those ‘affected by college-wide policies, regulations, practices, and procedures have the right and responsibility to participate in developing, reviewing and recommending them.’ Because this regulation will affect all members of the Brookdale community, all constituencies should have an opportunity to review and respond to this important regulation early in the process.”

This context is key to understanding our role as members of an institution, which believes in collegial governance, and the role of Governance in our work at the College as well as the work of the College’s core mission. As the above explanation addresses, our charge has not only been shaped by the changes, needs, and growth of the College, but also through the data collection, discussion, college-wide feedback, and extensive research gathered from the

committee’s 2003-2004 “Quality of Life” and 2005-2006 “Internal Communications” charges. The work of these charges allowed for college wide collaboration and input on the communications needs of our students, staff and faculty. The end result, as the explanation notes, are the following 9 guidelines which are integral to any and all regulations concerning internal communications. We include the guidelines in this discussion in order to offer the reader the context they will need to review the current manifestation of the Web Site Regulation draft which is now available as a link on the Governance *Gazette* page:

1. *Internal Communication modalities must be accessible to all employees.*
2. *Communication accessibility should be timely, continuous and convenient.*
3. *Communication should be fast, permanent and have archival capacity (have the ability to save and store information without hardcopies).*
4. *Communication should be centralized and be the full responsibility of one department in order to diminish and work toward resolving redundancy and accessibility concerns.*
5. *Communication is a reciprocal process and therefore should be the responsibility of all employees. Employees therefore should be held accountable for accessing the communication that is available to them, via email, phone mail, snail mail, etc.*
6. *Communication is an open and transparent process; therefore, information which directly affects Brookdale employees and thus, the “effective functioning of the institution,” (as illustrated and identified in item 1 of the charge) must be communicated in a timely manner in order to ensure and maintain the collegial and collaborative values of the College.*
7. *Modalities of communication should be presented formally to all new employees to increase the awareness of what modalities are available and how to utilize them effectively. Additionally, they could be re-emphasized in training with those in leadership positions so that they may become better role models for communication.*
8. *Communication modalities reflect the involvement of the various groups who utilize them most; therefore, the input from those who most utilize a particular modality should be significant as regards maintaining, upgrading and/or replacing any of these modalities.*

9. *Communication concerns that are most compelling should be addressed as soon as is reasonably and fiscally feasible; additionally, resources should be allocated to improve/upgrade most frequently used forms of communication.*

In our final voting report of last year's internal communications charge, the committee also forwarded and passed the following recommendation:

"The College Website should be made current and information updated on a regular basis. Consequently, ITAC's efforts articulated in their Strategic Plan should be supported as their work and recommendations directly address communication concerns that are most compelling and can explicitly shape the efficacy of internal communications at the College."

II. Process & Procedures: Responding to the charge

In the short amount of time the members of College Life have had to address the charge, we have accomplished the following:

- o Reviewed charge and considered key items for research, data collection, and collaboration; concurrently, the committee is in the process of reviewing survey data from the recent 2006 College website survey as well as the 2005-2006 internal communications survey results regarding and concerning the website.
- o Developed a sub-committee currently working on and responsible for researching web standards, including ADA, general, and academic; web regulations and/or "acceptable usage" policies of other higher education institutions state wide, nationally and globally.
- o Discussed and debated what the committee believes to be two majors areas of concern
 1. *Accessibility Standards* (format, navigability, template)
 2. *Content Standards* ("acceptable" and "current" content, template, etc)

What follows is a summary of the above concerns addressed by the staff, students and faculty members of the Committee:

As one member of the committee noted, "The genesis of the charge to the College Life Committee was the committee's work last semester vis-à-vis the efficacy of internal communications. The Web Site was identified as a modality in need of improvement. It is our understanding that information was difficult to find, some information was sorely in need of update and the site was difficult to navigate. Therefore we should

concentrate on the structure of the site and its content from a standpoint of accuracy and timeliness."

Furthermore, on *ADA* compliance concerns, "The draft regulation does not address accessibility of the web site by members of our community with disabilities. We believe that the site should be compatible with as many devices / programs which would make it available to those with impairments; our own Disability Services Office in conjunction with the TLC and OIT should provide guidance in this area [and the regulation needs to address this]."

The committee noted concerns with various aspects of accessibility; this was echoed and taken up by our student representatives who wondered about the problematic of content standards (specific concerns will be addressed in our Forum presentation) and their information and accessibility needs. While the committee as a whole agreed that the website should possess a common, recognizable structure in order to meet the communications needs of all users, various members of the committee debated the particulars of the draft dealing with specific departmental and *content* parameters. Some representative and contested concerns are as follows and will be considered further at Forum:

- Oversight responsibility and disciplinary action
- Creative and academic expression (related to both content and form)
- The roles of "acceptable usage" policies and "disclaimers" in addressing content concerns

Some members of the committee believed that regulating content would be essential to the creation of standards for the College Website; others voiced that such a focus strayed from the most pressing concerns and intent articulated in the 05-06 internal communications charge outcomes. At this stage "consensus" is *not* what we are aiming for, however, nor is it what we are expecting during our first discussion at Forum. An engaging and significant charge necessitates the engagement of our diverse College community.

Some initial questions for the College community:

We cannot stress how vital *your* role will be in shaping the final outcome of this charge. As a College dedicated to excellence in our roles, service and interrelation as a community, as faculty, students and staff, as well as our engagement in participatory and collegial governance, it is imperative that we work to debate, discuss and consider what could be a cornerstone in how Brookdale addresses electronic communications, as well as pedagogy, scholarship, and the myriad other concerns a website

regulation may initiate. What follows are some questions we'd like you to consider as you review the current draft. These are only *some* questions; we are looking forward to your questions, concerns, and ideas.

(1) Should this regulation address only access issues (appearance, format, template, navigability) or should it also consider content, operational, and accountability issues?

(2) If content is to be addressed, what particular areas already outlined in the draft do you believe need to be addressed and/or revised directly and why?

(3) If content is to be addressed, should this regulation set expectations and accountability regarding the use of conventional written English in order both to model academic standards for students and to present Brookdale as a college that adheres to those standards? All pages? Certain pages?

(4) Should College Relations serve as a website content compliance monitor/initiator of "disciplinary review" or should there be an independent committee to serve in this capacity?

Again, these are only a few questions to consider. We want and need your questions and ideas to assist and be the determining factor in steering and shaping the course of our approach to the charge and are looking forward to your engagement and input at our first discussion and subsequent discussions. College Life meets at **11:45AM** in **MAC 206** every other Tuesday and welcomes all members of the College community to attend. Please feel free to contact the Co-Chairs,

Roseanne Alvarez

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Email: ralvarez@brookdalecc.edu

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REPORTS

Report on the September 19th Forum

Kathy Vasile, Chair of Governance welcomed everyone to the first Forum of the year. This was followed by brief overview of the 2006-2007 charges by Standing Committee chairs.

Next, Maggie McMenamin introduced to the Forum the 2006-2010 Educational Services Master Plan (ESMP). She provided a synopsis of the evolution of the document that was forwarded to the college community via email for review and discussion during the next three weeks. The ESMP will be presented at the next Forum for an endorsement vote. **ESMP – 2010 GUIDING PRINCIPLES** was distributed to members of the forum. Dr. McMenamin

acknowledged the leads of every chapter for their work and opened the floor for discussion. Forum participants raised questions related to the use of the term Decentralization in reference to the Higher Education Centers, consideration to increase the ratio of full-time to part-time faculty, assessment of online courses, proposals for new programs by faculty and transferability of online courses. The discussion concluded with recognition of the ESMP as a living document that will guide institutional efforts in the coming years.

The second discussion of the forum was led by Jess Levine and Arnie Gelfman, Co-Chairs of the Institutional Planning and Effectiveness Committee. IPEC formulated its recommendations for the 2007-2008 Matrix. These were based on input from many meetings during the academic year and two Governance Forum presentations. These recommendations were then forwarded to the President's Cabinet, which during the course of the summer developed a series of drafts. Draft #9 of the 2007-2008 matrix incorporates information from program plans, auto tech facilities, branch campus for Wall, increase of auxiliary services revenue, proprietary initiatives, general education model impact on transfer, integration of the ESMP, strengthening MCVSD partnerships, need for growth in a challenging environment, aligning high school graduation with BCC entry competencies, assessment and accountability, student involvement and technology expansion among others.

The Forum concluded with an update on Smoking and ADA issues by Lou Goetting. He indicated that as a result of the recommendations made by the College Life Committee, gazebos were located on campus to address debris and smoking concerns. He indicated the gazebos have been successful. The smoke odor has been eliminated and debris problems in building entrances are under control. He reported the college is in compliance with ADA regulations. He requested that any issues related to access to any of the colleges facilities be reported to his office to ensure proper access. A concern was raised in the Forum about access to the second floor of CAR.

Standing Committee News

Academic council [MAC 210]

Academic Council is busy this year with many course revisions, deletions, additions, and program changes. In an effort to expedite the procedure, Council is using an e-vote for some proposed changes, when in-person discussion is not needed. This leaves the meeting times for proposed curriculum changes that do require more discussion among the members of Council as well as time to work on the charge for the year. The charge for the year for Academic Council is to look at the procedures and regulations concerning course deletion.

New Action Pending:

New Course: Positive Psychology

New Program and nine courses: Digital Animation

Change to Math/Science Program, Math Option
Change to MATH 022
Change to COMM 115
Deletion of CHEM 211
Deletion of HESC 245
Deletion of six LBSC courses

Academic Standards [MAN 203]

At our initial meeting, we started to review our first of two new charges "Non-traditional Methods of Earning Academic Credit". Dr. McMenamin gave a presentation on some of the policies that are used at other institutions. Nancy O'Shea shared a brochure about the CLEP exam. At our next meeting, we will continue to gather information. Kim Toomey will provide data about students who have received credit through examination, Nancy O'Shea will present more information regarding CLEP scores and course equivalencies, and we will create a survey to be distributed to various divisions. We are in need of one faculty representative from the Business/Computer Science Division and one student representative. Our next meeting is scheduled for Tuesday, September 26 at 11:45 am in MAN 203.

Institutional Planning and Effectiveness [MAN 205]

At its first meeting of the year, the Institutional Planning and Effectiveness Committee (IPEC) reviewed the Governance charges and agreed to set up subcommittees for each charge. An additional subcommittee was established to develop strategies for keeping the college community informed about major internal and external issues that can impact our future.

The committee also discussed the results of the Appreciative Inquiry Workshop in which members participated over the summer and how the recommendations would be implemented. Feedback from the full professor focus groups was also discussed.

Most of the meeting involved a discussion of the differences between the Matrix recommendations that were forwarded to the President's Cabinet in June and Draft 7 as developed by the Cabinet. Most members attended a previously scheduled joint meeting with the Cabinet the next day to discuss what was then Draft 8 of the Matrix. Most members found that to be a very worthwhile and positive experience. As a result, the Matrix that was presented to the September 19 Governance Forum contained almost all the IPEC recommendations.

Student Development [MAN 209]

The Student Development Committee is working on two charges this year: Student Services, which is a carry over from 2005 – 2006; and Student Government, the 2006 – 2007 charge. For Student Services, the committee was charged with identifying the characteristics of the millennials and determining if Brookdale services will adequately address millennial needs. In 2005-2006, the committee (a) determined which millennial characteristics to

address and (b) developed a list of student services at Brookdale. This year, the committee is investigating how well Brookdale services match student needs. One focus of our discussions is service availability at the HECs. The charge will be presented for discussion at forum 10/17 with a vote scheduled for 11/21.

Our second charge is to investigate instituting a Student Government Body at Brookdale. Committee members are currently gathering information about Student Government from both two- and four-year schools.

Our committee meets in MAN 209. If you have comments about either charge, please attend our meeting or contact co-chairs Torina Armstrong and Pat Dillon

COLLEGE-WIDE COMMITTEE NEWS

Basic Skills Committee [LIB 123]

The College-wide Basic Skills Committee will meet for the first time for the 2006-07 academic year on Thursday, September 28th at 11:45AM in LIB 123. The College Community is encouraged to attend. Throughout the course of the year, the Committee will examine the College's basic skills profiles and the effectiveness of the testing, placement, and coursework for the basic skills student population. This year we are also planning visits with a variety of academic divisions and departments for discussions relating to basic skills and students success and will be continuing work on the annual Outreach initiatives. Our Fall Focus Group for county high school faculty and administrators is scheduled for Thursday, October 19th from 3:00 – 5:00PM in LAH 129.

General Education Committee [ATC 101]

This year the committee will review the results of last spring's faculty survey about criteria for General Education. Based on those results, members will work to clarify the criteria for granting a course General Education status considering the NJ General Education model and the desire to improve information for students who desire to transfer. The charge from Governance Steering will provide further direction. The chairs will work closely with the members of Academic Council as they work on their charge regarding the discontinuation of courses. General Education meets on alternate Wednesdays at 12 noon.

Diversity Council [LIB 123]

The first meeting is scheduled for Thursday September 28, 2006. Elections for co-chairs will be held during this session. Vacancies include faculty from the following areas:

- Business & Computer Science
- Librarians
- Student Development.

The Council will be seeking two student members to serve.

Honors

[MAC 206]

Honors will hold its first meeting of the year on Sept. 28th.

COLLEGE-WIDE COMMITTEE MEMBERSHIP

BASIC SKILLS Committee

Faculty-Mathematics	Oly Malpica Proctor
Faculty-Mathematics	Carole Carney
Faculty – Reading	Susan Nash-Ditze
Faculty-Reading	Sally Sorrell
Faculty-Student Development Co-Chair	Beth Boylan
Faculty-Student Development	Torina Armstrong
Faculty-Writing	Vacant
Faculty-Writing	Jennifer Kaminski
Faculty-At Large	Howard Miller
Faculty-At-Large	Nancy Liu
Faculty-At-large	Vacant
Faculty-At-Large	Vacant
Learning Assistant-Math	Athena JnoBaptiste
Learning Assistant-Reading	Lorraine Gittings
Learning Assistant-Writing	Kathy Hammond
Learning Assistant-At Large	Vacant
Admin/Exempt	Cheryl Lonon
Basic Skills Coordinator-Math	Arminda Wey
Basic Skills Coordinator-Reading	Rita Marshall
Basic Skills Coordinator-Writing	James Cody
Basic Skills Coordinator- Student Development Co-Chair	Laura Miceli
Dean of Academic Affairs	Nancy Kegelman

Registrar	Kim Toomey
Director, Planning, Assessment & Research	Laura Longo/ Arnold Gelfman
Assistant Director, Transfer Resources	Donna Cuddy
Dean of Enroll Dev./Stu. Affairs	James Palumbo
Manager, Testing Center	Nancy O'Shea
Director, Recruitment	Bruce Marich/ Designee
ESL Coordinator	Dede Dyer
Director, ABE/GED Programs	Carl DeJura

General Education Committee

Arts and Communication	Marie Maber Martin Mc Dermott
Business	Andrea Murowski Vacancy
English	Chris Elliott Shawnda Floyd
Health Sciences Co-Chair	Robin Smith Gail Harrigan
Math/Science	Linda Wang Barbara Tozzi
Social Sciences	Dave Wiseman George Reklaitis
Technologies	Shahin Pirzad Nancy Liu
Student Development	Alice Dressner Gail Pellicone
Library Co-Chair	Shay Delcurla
Basic Skills	Laura Miceli

Articulation Ex-Officio	Ann Tickner-Jankowski
Administrator Student Records Systems- Ex-Officio	Jennifer Wright
Academic Affairs-(Ex- Officio)	Nancy Kegelma (Pat Wuelfing or Carol Murphy)

HONORS COMMITTEE

Arts & Communications	Dan Leyes
Business & Computer Sciences	Bernice Eng
English	Bettejane Bolan-Kenney Angela Saragusa
Health Sciences	Karen Woolley
Math	Greg Liano
Librarian	Steve Chudnick Cari Gigliotti
Science & Technology Co-Chair	Eric Goll,
Social Sciences Co-Chair	Jonathan Moschberger Laura Neitzel Bob Mellert
Student Development	Yesenia Madas Brian Oland Earl Teasley
PTK Advisor	Shahin Pirzad
Administrative & Exempt	Jayne McBride

<u>Ex-Officio:</u> Articulation	Ann Tickner-Jankowski
Executive VP, Educational Services	Margaret McMenamin
Executive Director, PAR Registrar	Arnold Gelfman Kim Toomey

DIVERSITY COUNCIL

Art/Communications	Keith Heiman
Business & Computer Science	Vacant
Health Sciences	Carol Schedel

Administrator	Sondra Cannon
Librarians	Vacant
Math	Kerry Behler
Social Sciences	Diditi Mitra
Student Development	Vacant
Police Officer nominated	Chris Morgan
Member at large	Eve Holliday
Science & Technologies	Maryann Smith
Student Student	Vacant Vacant
Business/Community Development	Maureen Sherman
Health Services	Gwen Evans
Holocaust Center	Dale Daniels
International Center	Antonella Di Minni
Disability Services	Elaine Foley
Marketing/Communications	Avis McMillon
Director of Student Affairs & Support Services	Richard Pfeffer
Director of Diversity Management	Pat Golden
Director of Athletics	Frank Lawrence
Assoc. Director of Student Life	Robert Quinones
Manager of Dining Services	James Episcopia

IMPORTANT DATES IN OCTOBER

October 10: Standing Committees

October 11: General Education

October 17: Forum

October 24: Standing Committees

October 25: General Education

October 26: Basic Skills
Honors
Diversity Council