



Governance Gazette

the newsletter of Brookdale Governance

December 2007

Chair's message

Hello everyone,

As we move forward with the Governance constitutional amendments, Governance Forum will assess Steering recommendations about standing committee ex-officio members. As we do this, we should keep in mind the role each committee plays in the Governance structure and which members of the College community can best assist each committee. We also need to keep in mind the revised description of the role of ex-officio members in a standing committee: The primary role of an ex-officio member is to be a resource for the committee.

As we begin the overall review, let me assure you Steering has looked at ex-officio members up, down and sideways. We are still working on a diagonal perspective just to make sure we did not miss anything.

Another factor that will influence committee membership will be the academic division realignment. It appears the addition of the Diversity Council to the list of standing committees will also provide additional opportunities for participation in Governance.

I urge each and every one of you to look at the proposed changes to committee membership, to ask questions and to continue to be active participants in our shared decision making process. Our Governance system is stronger because of your participation in our collective thinking.

See you at the Forum!

Maria Fernandez

Governance Chair

FORUM MEETING

December 4, 11:45

TWIN LIGHTS I & II

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

Agenda

1. Middle States Self-Study Update
Jayne Edman and Richard Pfeffer, Co-chairs
2. **VOTE!** Student Development
3. College Life – Environmental Principles
*Roseanne Alvarez, Sarah Berkowitz and Mark Stuart
Co-chairs*

4. Web Site Presentation

*Stephen Nacco, Executive Director, College Relations
and Holly Peterson, Web Administrator*

5. Steering – Ex-Officio Membership

Maria Fernandez, Governance Chair

VOTE

Student Development

[MAC 205]

Charge: Student Email Account Guidelines

Recommendations:

1. The assigned Brookdale Email Account will be the official method of communicating with students.

2. Current technological constraints confound a reliable and efficient student email system. Among the constraints that must be addressed are:

- Storage capacity
- SPAM filters
- Return receipt technology
- Attachment capacity
- Personalized email
- Single password access (email, webadvisor, etc)
- Trouble-shooting support system

3. Guidelines for the Administration and Student Use of Email Accounts should be developed in the following areas:

I. Introduction and Purpose

Describe the role of electronic communications, the relationship to supporting the college mission, and the advantages of such communications. Underscore the critical nature of available access to this medium.

II. Use of Email

State that the email system is an official means of communication with students. Indicate the need for accessing email on a regular basis, and emphasize the critical nature of time-sensitive communications. Identify the entity responsible for overseeing/coordinating aspects of the system.

III. Assignment of Student Email Addresses and Accounts

Denote who is provided email accounts, when accounts are set up and when accounts are deleted.

IV. General Guidelines

Present information on email format and the use of distribution lists, attachments, storage, list servs, etc. Also include information on appropriate and inappropriate content.

V. Privacy/Confidentiality

Note inability to ensure privacy/confidentiality of electronic communications.

VI. Educational Uses of Email

Support faculty incorporation of electronic communications in course instruction and promotion of student learning. Stipulate necessity for including

in syllabi how e-learning tools are to be used. Underscore college/university commitment to providing student access to such.

VII. Personal Use

Acknowledging a reasonable expectation that electronic communications may be used for personal use, and state that such use should not disrupt university/college business, be used for personal gain, or interfere with an employee's ability to perform job.

VIII. Authorized Access and Disclosure/Service Restrictions

Describe when inspection, monitoring and/or disclosure of email may take place in response to such matters as usage violations and critical operational needs.

ISSUES

Middle States Update

The revised draft of the selected topics is on-line! You can get to it from the Brookdale intranet, and we look forward to hearing your comments and suggestions. The draft's revisions reflect input from many persons across the campus and should clarify any Governance v governance confusion. Please read it soon and send your comments to Richard Pfeffer and Jayne Edman. The next steps are the creation of a document roadmap for the standards in the selected topic to help guide the reader clearly see the Characteristics of Excellence elements, and seeking final approval of the draft. It seems hard to believe, but we are almost ready for our Spring visit!

College Life

[MAS 224]

"Environmental Principals" First Discussion

I. "Environmental Principals": Contexts & History

Colleges all over North America have been joining a growing Sustainable Campus movement, saving millions of dollars while protecting the environment, and leading the nation in large-scale facilities transformation. As the catastrophic results of climate change, energy sources and consumption, and over-development become more obvious by the week, Brookdale is committed to take on responsible leadership.

This year, the College Life Committee was charged to:

"Develop an on-going environmental awareness campaign that engages all members of the Brookdale community."

Our current charge is the result of the work and recommendations forwarded by the committee in our "Green Initiatives" charge of 2006-2007. At our first discussion report on Tuesday, December 4, we will outline and contextualize the history of the charge and its current manifestation in terms of the creation of the College Action Team for Sustainability (CATS) and the task set before College Life for this year.

For our 2006-2007 "Green Initiative" charge, College Life was charged with the following:

1. Identify how Brookdale is addressing environmental issues/concerns.
2. Recommend initiatives that:
 - a) address the immediate concerns of recycling and storm drain pollution
 - b) promote an institutional culture that fosters a sustainable green campus

From the onset of our work on the "Green Initiative" charge, it became apparent that the key to leading a successful environmental movement would be to raise awareness regarding the impacts that our behaviors have on the degradation of the environment; in order to do so, we believed a campaign should be enacted and dedicated to cultivating the knowledge of and working together in a collective effort in educating all members of the Brookdale community on how one's individual actions can affect the whole. One of the tasks set by the Committee was to identify strategies that could be implemented to lead the way for a cultural shift such that the Brookdale College community as a whole would begin to view the local and global environment through a "green lens".

As previously reported in our 2006-2007 *Gazette* "End of the Year Report," "the results of College Life's work was to discover that indeed Brookdale has made considerable efforts toward environmental sustainability over the past 10 years as evidenced by the report from Facilities, but because their efforts have not been publicized campus-wide, a large portion of the campus community is unaware of these endeavors." This spoke to a fundamental need in working with various constituencies of the College and community in order to develop the fundamental

principles which guide an engaged environmental movement; as we noted, "[. . .] any green plan must maintain its momentum by feeding off the support and ideas of all people who are impacted by the changes. Campus awareness and support of a green movement is critical to its success."

As a result, the College Life Committee developed a 5-point set of recommendations:

1. 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.
2. Make a public commitment to environmental sustainability to ensure that the implementation of green policies becomes a priority and policies are put into effect that drive the green momentum.
3. Establish a baseline understanding of Brookdale's current environmental status by formally compiling and assessing all existing environmental data.
4. Addressing the "areas of greatest concern." As Brookdale chooses to become a model of positive environmental change, then Brookdale should in its operations seek to reduce harmful impacts on the environment.
5. Foster a climate of environmental stewardship and responsibility by maintaining an on-going environmental awareness campaign to promote an institutional culture that models the principles of environmental stewardship and responsibility by its actions.

II. Fostering a "Sustainable Brookdale": Process & Procedures

As part of our current charge to "develop an ongoing environmental awareness campaign," the committee decided to continue to expand and subsequently *re-focus* our research by collecting data on environmental initiatives at other higher education institutions around the country by assessing various components of these representative programs and considering what our fellow institutions have been doing to become more environmentally conscious. The cultural and institutional discourse of environmental stewardship and engagement has become for most an issue of "*sustainability*". Our data shows that most initiatives and campaigns lead by higher education reflect this focus.

The committee is currently working with Public Relations and CATS in developing recommendations for a “**Sustainable Brookdale**” campaign which will engage all facets of the College community and the community at large; at our discussion, we will display the current efforts in creating a web page for the “Sustainable Brookdale” campaign, which should work to inform, engage, and connect members of the community regarding the College’s efforts and the work of CATS in maintaining and managing the campaign in concert with other invested and responsible parties including Facilities and Public Relations. We hope that with the commitment already articulated by the College and the collaborative efforts of the community, we can foster a vision which will render a “Sustainable Brookdale”.

What exactly does “sustainability” *mean* to an institution? Our research yielded varying results and demonstrated that there is no stable definition for sustainability, each definition varying from institution to institution; consequently, we understood that we will need to create our own; thus, we identified the need to collaborate with members at Forum and the College community at large in order to articulate a clear vision and mission regarding Brookdale's commitment to sustainability.

The committee has identified that in order to establish a culture surrounding environmental awareness and sustainability throughout Brookdale, we need to implement sustainability in many different areas of the college. These areas may include:

1. An education curriculum offering courses in environmental awareness and sustainability;
2. Environmental awareness throughout all of Brookdale's courses;
3. High performance "Green" design for new buildings;
4. Student involvement by way of environmental groups, clubs, functions, etc.;
5. Outreach and publicity using environmentally friendly methods such as: a website page describing all of our efforts towards a sustainable Brookdale, what sustainability is and why it matters, possibly a FAQs page, why it is important to Brookdale and why it should be important to you (the student, faculty, etc);
6. Conservation of energy and water;

7. Increase our recycling efforts;
8. Explore renewable energy sources;
9. Explore heat recovery systems;
10. And implement the use of sustainable materials on campus such as recycled paper.

As these initiatives, understanding and overall vision can only be constructed in concert with the members of the community, the committee decided to create two sub-committees who continue their work in order to meet the needs and objectives of our charge:

1. **The Sustainability Initiatives Sub-Committee**, whose charge was to create:

- A clear definition of sustainability
- A Vision Statement
- What a "Brookdale" branded campaign could look like and that they should consider the following:
- Local resources & local/community networks and initiatives
- Sustainability Across the Curriculum Initiatives
- Sustainability and "One" Brookdale: the HECs and Branch Campuses

2. **Survey Development Sub-Committee**, whose charge was to:

- Use the recent ITAC Survey document as a model to generate a survey to be accessed via the College Web Page
- Research, develop and generate the paradigm/template and questions for the survey (including objectives and measurements)
- Consider and discuss what contexts and information the survey responders will need prior to accessing and taking the survey

III. Standards for a “Sustainable Brookdale”: Defining the Vision; articulating the Mission

A. Sustainability Sub-Committee

The sustainability initiatives sub-committee set out to work on a clear definition of sustainability and our vision/mission statement. At our Forum discussion,

we will present and discuss the efforts lead by the committee and sub-committee members in defining and clarifying our understanding of sustainability in relation to the research accomplished thus far. However, we will provide the necessary summary here as we look to your input at our discussion.

The Committee is considering the following to be included as part of the explanatory content for the “Sustainable Brookdale” web site and campaign:

What is “sustainability”? Sustainability requires that the needs of the present are met without compromising the ability of future generations to meet their own needs. Environmental sustainability encompasses economic and social responsibility as we use and conserve resources in ways that do not degrade or pollute the environment; it relates to the continuity of economic, social, institutional and environmental aspects of human society, as well as the non-human environment. Beyond some sufficient level of continuous functioning, however, sustainability represents more than just the mere ability to survive and get by. A more inspiring concept of sustainability is that of an assemblage of mutual interests between equity, economics, aesthetics and the environment. The Sustainable College is one that recognizes these interconnected mutual interests and creates productive affiliations between them.

One of the most important elements of our charge is to consider the various ways in which environmental awareness should be *integrated* into every facet of the College, including our *guiding principles* and *documents*; at this stage in our research and data collection and in looking at the ways in which higher education institutions are forging the path for genuine commitment to environmental stewardship. The Committee as a whole is considering recommending the integration of the College's commitment to sustainability within the stated Mission of the College. We will present our working draft statement for discussion and input from members at Forum.

B. Sustainable Brookdale Survey Sub-Committee

The survey development sub-committee started their work by considering the types of measurable information they would need from the Brookdale community and then started developing the template and questions for the survey which was inspired by the recent ITAC online survey.

In their efforts, the sub-committee identified the need to generate data based on attitudes and behaviors

relating to sustainability, specifically, the components of sustainability:

- Recycling - paper and plastic
- Energy Conservation/Efficiency - lighting, heating and cooling
- Pollution
- Landscaping/Eco friendly Landscaping
- Water Usage - restrooms, irrigation, dining services
- Storm Water Runoff - reduce waste getting into storm drains and the reservoir
- Purchasing Policies - purchasing recycled materials, alternative cleaning products
- Transportation - increase efficacy and use of public transportation
- Food Services- Locally grown items and alternatives to plastic products

The goal of this survey is not only to gather information, but could be understood as part of the broader efforts of the campaign to build awareness about Brookdale’s commitment to sustainability and thereby directly involve the community at large. Ultimately, this survey will aid our Committee in generating data and gathering vital input from all members and stakeholders in order to make our efforts speak to the needs and knowledge of the constituencies we serve.

The members of College Life look forward to your input at our first Forum discussion. You are the first step toward a “Sustainable Brookdale”.

Questions? Input? Contact us:
collegelife@brookdalecc.edu

College Life is looking for interested members of the College community to work with us on our charge; we meet every other Tuesday in MAS 224.

Roseanne Alvarez, Co-Chair (ext. 2684)
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Sarah Berkowitz, Co-Chair
sberkowitz2@mail.brookdalecc.edu

Mark Stuart, Co-Chair
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Web Site Presentation

- I. Background of Web site
 - A. Pre-2001 Site with Campus Cruiser (portal)
 - B. Replacement Site
- II. Research
 - A. College Life Survey
 - B. College Relations Focus Groups
 - C. Web site Survey
- III. Objectives/Recommended Improvements
 - A. Functionality
 - B. Navigability
 - C. Look
- IV. Strategies
 - A. Functionality: Introduce Sitebuilder 2.91
 - B. Navigability: Improved search engine
 - C. Look: Vet choices through College community
 1. Marketing Users Group
 2. ITAC
 3. College Life
 4. Forum
 5. Student Focus Groups
 - D. Create partnership between TLC and College Relations
- V. Implementation
 - A. Hire Sungard for redesign: Jan. '07
 - B. Install Google hardware: Apr. '07
 - C. Vetting of Templates through Governance, etc.: Apr. '07
 - D. New homepage on Test Server: May '07
 - E. Convert first 200 pages: Aug. '07
 - F. Transfer from Test Server to Live: Aug. 15, '07
 - G. Begin Training Administrators & Staff (College Relations): Aug. 20, '07
 - H. Begin Training Faculty (TLC): Sept. 7, '07
- VI. Current Status: Nov. '07
 - A. 600-900 pages to 2.91
 - B. 40 Faculty trained on Sitebuilder
 - C. 65 Staff & Admin trained on Sitebuilder
 - D. Still some tweaking (Employee Directory, Homepage architecture)
- VII. Future Plans
 - A. Increased opportunity for faculty and staff to "have their own pages"
 - B. Investigation of portal for student access
 - C. Establishing Web Assistance Center for improved client service

Steering

The next step to change the status of the Diversity Council from a college-wide committee to a standing committee is to align the committee membership with the other standing committees. This ensures that all constituencies will be represented and members will be elected. This report includes proposed deletions and additions of ex-officio members to all standing committees, as well as, changes in academic division names. Additions to the membership are identified in **bold** and deletions are identified by ~~strikethrough~~ text.

STANDING COMMITTEE MEMBERSHIP

1. Academic Council

Ex-officio:

Dean of Academic Affairs

A member of the Basic Skills Coordinating Team

Associate Registrar

Director of Transfer Resources,

Representative of the General Education Committee,

Representative of the Honors Committee

A & E: One representative

Faculty: One instructional faculty from: (a)

Arts/Communication, (b) Business/Technology

(c) Science /Health Sciences, (d) English/Reading, (e)

Mathematics, (f) Social Sciences/Education, two

Student Development Specialists and one Librarian

Staff: One member at large and one Learning

Assistant

Students: Two representatives

Liaison from the Steering Committee.

2. Academic Standards Committee

Ex officio:

Executive VP for Educational/Student and Outreach Services

~~Testing Center Manager~~

Registrar

A member of the Basic Skills Coordinating Team

Recruitment Representative

A & E: One representative

Faculty: One instructional faculty from (a)

Arts/Communication, (b) Business/Technology

(c) Science /Health Sciences, (d) English/Reading, (e) Mathematics, (f) Social Sciences/Education, two Student Development Specialists and one Librarian

Staff: Two Learning Assistants

Students: Two representatives

Liaison from the Steering Committee.

3. College Life Committee

Ex officio:

~~Associate Director of college Life and Activities~~
Student Life/Activities Administrator,
~~Executive Director of Business and Community Development Rep,~~
Executive Director – Community Service, Marketing & Program Development,
Executive Director of Auxiliary Services,
Executive Director of Facilities Planning,
~~Representative of Public Relations & Marketing,~~
Executive Dir. Marketing Services
Diversity Management Officer,
Director of Athletics
~~Representative of Diversity Council,~~
Chief of Police,
~~Director of Disability Services,~~
Branch Campus/Higher Education Center Administrator

A & E: Two representatives

Faculty: One instructional faculty from (a) Arts/Communication, (b) Business/Technology (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics, (f) Social Sciences/Education, one Student Development Specialist

Students: Four representatives

Liaison from the Steering Committee.

4. Diversity Council

Ex officio:

V.P. of Development, Governmental, and Community Relations
Executive Director of Outreach, Business and Community Development
Diversity Management Admin
Dir. Disability Services
Exec. Dir. Holocaust Center

College Relations Representative
Branch Campus/Higher Education Center Administrator
Student Life and Activities Admin.

A & E: **Two representatives**

Faculty: **One instructional faculty from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Science/Education, one Student Development Specialist and one Librarian**

Staff: **Two representatives**

Students: **Two representatives**

Liaison from the Steering Committee

5. Institutional Planning and Effectiveness Committee

Ex officio:

~~V.P. of Development and Governmental Relations~~
Executive Director of Planning, Assessment and Research
~~VP for Finance and Business Services~~
Director-Accounting
Assistant to EVP of Educational Services
Dean of Enrollment Development and Student Affairs
~~Executive Director of Marketing Services~~
Executive Director, Information Technology Services
Executive Assistant to the President
Assistant to Executive VP for Administration, Operations and Technology Services
~~Dean of Human Resources~~
VP for Outreach, Business, and Community Development
Dean of Communiversity and HEC's

A & E: Two representatives

Faculty: One instructional faculty from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics, (f) Social Sciences/Education, one Student Development Specialist and one Librarian

Staff: Two representatives

Students: One representative

Liaison from the Steering Committee.

6. Professional Development Committee

Ex officio:

~~Staff Development Specialist~~

~~Dean of Instructional Technology~~

Director of Teaching and Learning Center

Dean of Human Resources

A & E: One representative from Administration/Operations, Educational/Student and Outreach Services, and Planning and Development; two at-large representatives

Faculty: One instructional faculty from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Sciences/Education, one Student Development Specialist, one Librarian

Staff: One representative each from Administration/Operations and Educational Services; two at-large representatives

Police: One representative

Liaison from the Steering Committee.

7. Student Development Committee

Ex officio:

~~Dean of Enrollment Management and Student Affairs~~

~~Director of Student Affairs and Support Services~~

~~Director of Recruitment Services~~

~~Director of Experiential Learning~~

~~Director of EOF~~

~~Director of Financial Aid~~

A member of the Basic Skills Coordinating Team

Dir. of Student Services Branch Campus/Higher Education Center Administrator

Dir. Student Development,

Administrative Assistant, Office of the Registrar Rep.

A & E: One representative

Faculty: One instructional faculty from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Sciences/Education two Student Development Specialists

Staff: Two representatives

Students: Four representatives

Liaison from the Steering Committee.

The members of the Steering Committee are:

Maria Fernandez

Avis McMillon

Kathy Vasile

Louise Horgan

Susan Kenney

Earl Teasley

Phyllis Shafer

Linda Mass

Erik Johanson

Brent Costleigh

Joseph Lormel

Jennifer Wright

Please send all questions, comments and suggestions

to: Maria Fernandez

mfernandez@brookdalecc.edu

Ext. 2227

Thank you,

Steering Committee of Governance

REPORTS

Report on the November 20 Forum

Maria Fernandez, Governance Chair, called the Forum to order. The following discussions ensued:

Middle States Update

Co-chair Richard Pfeffer asked that everyone read the final draft of the Middle States Self Study Selected Topics Report that is now available on the web site. Next steps: the document will go to Cabinet for review, to the Forum for endorsement and to the Board of Trustees for final approval.

Student Development

In their second discussion on The Use of Student Email, Pat Dillon and Torina Armstrong identified communications sent to students via email and traditional mail. They examined the mechanics and identified constraints of the current email system and noted that ITAC is also currently examining the capabilities and limitations of BCC email as a part of the College-wide ITSP. They reviewed email policies of 14 colleges and noted commonalities. The committee is recommending that email be the official method of communication with students. However, this recommendation is contingent upon their second recommendation that constraints prohibiting the effective use of student email be addressed. All

recommendations set forth by Student Development for this charge will be voted on at the December 4 Forum (see Vote Report on page 2 of this issue).

The committee reported at Forum that students had frequent problems with their passwords, and they often changed their passwords (information obtained from surveys). There was some confusion at Forum as to whether or not students could actually change their passwords. Since the November 20 Forum, the committee has confirmed with Ben Broder that students can change their passwords using the "Options" icon in Squirrel Mail.

Academic Council

Co-chairs Ellen Musen and Barbara Burk updated the Forum on the various changes made to specified courses to date. They noted that 11 courses have been deleted so far this year. At the February 5, Forum the Council will discuss their charge to develop specific criteria for course discontinuance.

Academic Standards

Co-chairs Donna Flinn and Brian McKeon noted that the committee has reviewed Title 9A from the NJ Administrative Code covering higher education and found that a minimum of 2-to-1 clock to credit hour ratio is required for a lab when an instructor is not teaching (but is present in the classroom) and a 3- to-1 ratio for practicum and work study type activity. They also discussed the various meaning and definitions ascribed to studio vs lab vs. lecture and the differences between open and closed labs. They indicated that the committee has developed a spread sheet that lists the credit-to-clock hour ratios currently being used for courses in each applicable division/department. They also presented practices at other colleges.

STANDING COMMITTEE NEWS

Academic Council [MAC 204]

Academic Council has had one meeting since the report at forum last week. During that meeting, Council discussed many matters related to curriculum. Council approved a title change and pre-requisite change for BUSI 222.

Academic Standards [MAC 203]

In response to our charge "Determine Standards for Credit to Clock Hour Ratios", the Academic Standards Committee presented the following recommendations to the Forum on Tuesday, November 20:

1. Departments should ensure that the course schedule, catalog, and syllabus are consistent in the allocation of lecture and studio/lab hours.
2. Scheduled lab/studio hour should be a time when a course-specific learning activity is assigned, attendance is monitored and instruction is available.
3. Credit should be given only for scheduled lab/studio time. There should be no credit given for open (i.e. optional, drop-in, tutoring, and study sessions) lab/studio time.
4. The minimum time for 1 credit of scheduled lab/studio should be 30 hours per semester. The maximum time for 1 credit of scheduled lab/studio should be 45 hours per semester.

The committee requested more time to complete the same charge in order to also determine credit to clock hour ratio standards for field/work experience. We are working on answering the following questions and will present our findings and further recommendations to the Forum at an added third discussion presentation to be held on February 19, 2008:

- How many programs include clinical/field/work experience or placement?
- In what disciplines do such courses exist?
- What is the ratio of credit to clock hour in each department?
- What is the impact of external accrediting bodies on the ratio?
- What do other institutions do?

The Academic Standards Committee meets every other Tuesday at 11:45 AM in MAC 203. We welcome your comments.

Institutional Planning and Effectiveness [MAC 208]

Three subcommittees were established, two of which are working on our two charges (the Matrix and the Major Indicators) and one for developing and implementing an enhanced environmental scanning process. The Matrix subcommittee has recommended that the focus groups that were initiated with full professors continue with other faculty. Specifically, the subcommittee recommended that a faculty focus group be held on January 17 with a representative group of all faculty. To accomplish this, the subcommittee recommended that each department chair be asked to select one faculty member to

participate. As before, the primary purpose will be to obtain input on future college directions.

At the November 27 meeting of IPEC, Dr. Burnham presented his thoughts on future planning goals. Major themes that he addressed were as follows:

1. Meeting “Standards”/Accountability
2. The “New” Student
3. Academic Advisement and Counseling
4. Enrollment/Financial/Academic Development
5. Leadership Development in a Multi-campus Setting
6. Technology – Standards and Principles
7. Community Leadership
8. Facilities (FMP 2015)
9. Communications

Dr. Burnham also discussed his concerns with the upcoming state budget and indicated that any new major initiatives would have to wait until we know what we will receive. He noted that all state agencies have been asked to prepare for significant budget reductions.

Professional Development [MAC 210]

At the November 6 Forum, Marianne Drake and Greg Liano made a presentation on the charge of College-Wide Professional Development Expenditures. At subsequent meetings, the committee discussed the forum input and worked on a survey. The survey will be administered to the college community in order to determine college-wide professional development activities, needs, policies, and trends.

A & E Development: 13 applications approved for \$2149. This is 31% of the available A&E funds.

Faculty Development: 48 applications approved for \$12,773. This is 47% of the available Faculty funds.

Staff Development: 2 applications approved for \$400. This is 5% of the available Staff funds.

Diversity Council [MAC 212]

It is a pleasure to welcome two student representatives to the Diversity Council Karen Edmond and Christie Geiger. We are still looking forward to adding representatives from Student Development and Arts & Sciences as we enter the New Year as a Standing Committee.

The approval of the changes to the Constitution by the Forum has made the Council an official Standing Committee of Governance. The progress on our 2007-08 charges has been significant: 1) Create a functional definition of diversity at Brookdale; 2) Develop a diversity philosophy that reflects the College’s Vision, Values, Mission and Goals; 3) Develop a plan which flows from the diversity philosophy that serves as a comprehensive blueprint to address issues of diversity and equity in programs, services and community, as well as facilitating a climate of civility, tolerance and mutual respect.

During the discussion we presented a sample of the functional definition for diversity at the College.

“Diversity encompasses a complex mosaic of many cultures, ages, beliefs and identities. Valuing Diversity seeks to identify similarities and connectedness concurrently with promulgating an understanding and respect for the different intellectual traditions and social perspectives among the many diverse groups that comprise our society and the multicultural global community. Input from Forum members will be included in the final product.

The diversity philosophy that has been developed includes the following:

Brookdale’s commitment to diversity is based on the premise that the future development of this society is contingent upon positive interaction, change and growth involving individuals of all backgrounds. We believe our role is to serve as change agents/role models in that process.

At Brookdale Community College we affirm that:

BCC is a learning-centered community where student experiences prepare them for work and life in a diverse society.

BCC is a respectful and inclusive institution, which values differences in all people, not only in thought and point of view but also in ability status, age, culture, ethnicity, gender, race, religion, and sexual orientation.

BCC is an integral part of our communities and as such, BCC’s administration, faculty, staff and students mirror the diversity of Monmouth County and Central New Jersey.

BCC reflects the richness of the diversity of Monmouth County and Central New Jersey in its internal and external communications, college life, curriculum and student services.

BCC reflects encourages personal growth and advancement in hiring policies, practices and professional development for employees.

Finally, in developing a diversity plan the Council identified six target areas as our focus.

1. General Awareness & Education (overall campus community & stakeholders)
2. Hiring, Promotion, & Reclassification
3. Communications
4. Equality of Service/Quality of Service/Extracurricular
5. Diversity in Curriculum
6. Funding for Diversity Initiatives.

During the next forum discussion we will provide details of the elements of the plan for your review.

A reminder that the Council would like to invite the Brookdale Community College to participate in a "Holiday Reading" of the book *Covering: The Hidden Assault on Our Civil Rights* by Kenji Yoshino. We will be sponsoring a Brown Bag Lunch Discussion on **Wednesday January 30, 2008** in Twin Lights I, SLC 106. Join in a discussion of how workplace conformity encourages each of us to "cover" or not be our authentic selves. Copies of the book are available in the Pen & Scroll Bookstore and the Bankier Library.

The Diversity Council's next regular meeting for the 2007-08 Academic Year will be held at **11:45AM on Tuesday February 12, 2008** and the location will be announced at a later date. 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-chair Sondra Cannon x2695 scannon@brookdalecc.edu.

COLLEGE-WIDE COMMITTEE NEWS

Basic Skills Committee

The Basic Skills Committee held a special college-wide meeting on November 13th to address **state mandated placement cut-off scores** and to plan for a **faculty day presentation scheduled for February 14, 2008**. The coordinators, along with Donna Cuddy and Helen Elliott, worked productively to create a concrete agenda for **Outreach 08**. The agenda will include of "**best practices**" sessions ranging from post-secondary school transitions programs, Service

Learning and Senior Option Initiatives, Grants for Collaboration Projects to hands-on Accuplacer test-taking experiences and tours of our Math and Reading Labs and the Writing Center. A final draft of text was sent to Pat Wuelfing for **inclusion of Basic Skills information and descriptions in the college's upcoming catalogue**. The next scheduled college-wide Basic Skills Meeting is **Thursday, December 6th, in ATEC 218**. The Basic Skills coordinators will continue their **meetings with division and department chairs** in their upcoming coordinators' meeting.

General Education Committee

At the November Forum, the committee presented the rubric being used to evaluate General Education courses and discussed proposed changes to the college regulation to clarify how to utilize the state model for General Education at Brookdale. A copy of the slide presentation was sent to Governance members. The committee continues to work on reviewing programs and courses and has approved the Technical Studies AAS program. The committee is also developing a method to facilitate making changes in the 08-09 catalog to reflect the new GE course distribution for programs. Toward that end the committee agreed to the following guidelines:

- If program is re-arranging approved GE course suggestions into their catalog page, a Change page form needs to be submitted directly to Pat Wuelfing.
- If a program wants to simply refer the student to the page on which the GE requirements for the degree offered are outlined, only a Change page form is needed and can be sent to Pat Wuelfing.
- If a program is moving a previously GE or GE elective course to the career studies portion of the program, a Change of Status form is needed and the program must go through Academic Council.

Honors Committee

We held a joint meeting with Phi Theta Kappa on November 6. Every Spring Honors instructor attended to advertise their classes and the meeting was well attended. We held another meeting just for Honors students on November 20, which was not very well attended by students. Each Honors class for Spring 2008 has students enrolled. The next Honors meeting is **Thursday, December 6, at 11:45 in MAC 206**.

Which two campus committees are discussing the use of Brookdale email?

IMPORTANT DATES IN December/January

December 11: Standing Committees meet

December 12: Steering Committee meets

December 12: Festivus 3pm
Jersey Blues Dining Room

January 24: GOVERNANCE MID-YEAR
RETREAT
11:45 am
Twin Lights I & II

January 29: Standing Committees meet

January 30: Steering Committee meets

DID YOU KNOW...?

... that the current email system is such an important topic it is under discussion by two committees on campus?

Your input is needed on this important topic. Please look for (and respond to) upcoming surveys about the use of Brookdale email.

Find the **hidden question** related to this topic in this issue of the Gazette and **be the first caller** to ext. 2967 **with the correct answer** and you will be presented with a \$25 gift card to the College Store at the December 4 Forum.

Jayne McBride was the winner of the challenge in the mid-November Gazette. Congratulations Jayne!

HAPPY HOLIDAYS!