



Governance Gazette

the newsletter of Brookdale Governance

May 2008

Chair's message

Hello everyone,

Your input is the energy of our Governance system. Your contributions in the classroom, in your offices, in committee discussions and the Forum are an integral part of Brookdale.

I want to thank all committee members for their input and hard work. This has been a very productive year and you deserve all the credit.

We have an ambitious agenda for our May 6th Forum, with votes on a variety of issues and discussions on the Matrix and Academic Deans. Be part of our discussions and collective thinking one more time this academic year. Be an active participant in shaping the future of our institution.




Thank you for all of your work!!!!



See you at the Forum!

Maria Fernandez
Governance Chair

May 6
FORUM MEETING
11:45 in TWIN LIGHTS I & II
also on Bluesnet and broadcast to
Western Monmouth

Agenda

1.  **VOTE!** Professional Development: Blueprint
2.  **VOTE!** Academic Standards: Grading Regulation
3. Institutional Planning and Development: The Matrix *Arnie Gelfman and Jeanne Ostrowski, Co-chairs*
4.  **VOTE!** College Life: Sustainability Initiative

5.  **VOTE!** Student Development: Monitoring System
6. Steering: The Role of Academic Deans on Standing Committees
7.  **VOTE!** Membership: Academic Deans

**VOTING
ITEMS**

Professional Development

The vote for the Professional Development Committee is to approve the Blueprint for Professional Development. The Blueprint is available in its entirety on the Professional Development Webpage:

The major points of the Blueprint are listed below:

Needs Assessment

Each year, needs will be identified using the following data:

- Summaries of Individual Professional Development Plans
- Strategic Plans (Matrix, ESMP, ITSP)
- Annual PDC Survey
- Professional Development Blueprint

Delivery Mechanisms

The methods through which development can occur



Proficiencies

Skill and knowledge areas

Universal:

- Communication
- Collaboration
- Professionalism/Ethics
- Institutional Knowledge
- Assessment
- Technology

Organizational Integrity:

- Student Success
- Strategic Planning
- Culture and Climate
- Valuing Employees
- Managing Change

Leadership Advocacy:

- Legislative
- Community
- External Boards

Resource Development:

- Enrollment Management
- Budget and Finance
- Fundraising and Foundations
- Entrepreneurship
- Marketing and Public Relations

Implementation Recommendations – Short and Long Term Strategies

In order to implement a college-wide professional development plan, the Committee recommends the following:

Standards Recommendations

- Establish annual professional development goals for all employees
- Employees establish professional development portfolios, documenting evidence of professional growth
- Implement cascading goal development as an organizational standard
- Provide ongoing professional development for all groups of employees, particularly supervisors and adjunct faculty.

Process Recommendations

- Establish Professional Development Committee as a Marketing client
- Add Professional Development Committee website as Quick Link on Homepage
- Create an icon on Bi-Monthly Calendar for professional development activities
- Professional Development Plan summaries will be sent to the PDC by Academic Affairs for faculty and by Human Resources for administrative and support staff.
- Establish budget object codes for professional development activities
- Add PDC co-chairs to the IPEC email distribution list

Structure Recommendations

- Create a Professional and Organizational Development Center in Human Resources
- Expand TLC workshops
- Reexamine the role of the Professional Development Committee, such as
 - Initiating suggestions for PD program content
 - Assessing and responding to needs
 - Assessing the effectiveness of PD programs
 - Acknowledging employee PD accomplishments

Resource Allocation

Guiding Principles for all areas

1. Resource Allocations will follow the professional development principles set forth in the Blueprint that identifies an integrated planning model, including individual development for all employees, development that strengthens organizational integrity, and leadership development.
2. Resource Allocations will reflect institutional priorities and themes. Institutional priorities and themes will be identified on an annual basis by the Professional Development Committee through needs assessments, summary data of individual professional development plans for all employees, and strategic priorities.
3. Resource Allocations of the Professional Development Committee will fund college-wide priorities and themes. Departments will fund departmental/discipline specific priorities.
4. Resource Allocations will take advantage of collaborative efforts involving multiple departmental needs.
5. Resource Allocations will use resources as efficiently as possible.
6. Resource Allocations will reflect the aggressive pursuit of professional development grant opportunities.
7. Individual professional development plans should be appropriate to progression toward career goals.
8. Budget codes should be created to more accurately track campus-wide PD expenses.
9. Information gained as a result of a professional development activity will be shared at the broadest relevant level upon completion of the activity.
10. When funding levels are limited, a process should be established to allow opportunities for appropriate rotation of funding requests.

Program Assessment

1. Professional Development Goals have been embraced by all employees and supervisors.
2. Employees will pursue a wide variety of development options consistent with career aspirations.
3. Programs/initiatives in which employees have participated are associated with the model.
4. Portfolios provide *evidence* of development.

5. Supervisors assume responsibility for the development of their staff.
6. Supervisors will acknowledge achievements of staff participating in development initiatives.
7. An annual PDC survey will be completed to assess the effectiveness of the opportunities provided and to determine continued needs.
8. Increasing number of internal candidates will be qualified for higher level positions.
9. Increasing number of employees will achieve statewide, regional, national professional association positions of leadership.
10. Resources are appropriately allocated to meet needs.

Recognition

College leadership will be the ultimate determiners of appropriate recognition for achievements attained through sustained professional development. Recognition should be celebrated in a visible and meaningful manner, consistent with the importance that the College's leaders place on development for the success of the College.

Subcommittees

Role and Composition

Re-establish the dual role of the constituent subcommittees in program development and resource allocation as described in the Professional Development Resource Guide. There is no cap on subcommittee membership; all members of the College community are encouraged to get involved. Subcommittee chairs (or co-chairs) must be chosen from among the elected Professional Development Committee representatives.

Academic Standards

The Academic Standards Committee makes the following recommendations regarding the Grading Regulation (5.0013R):

1. The inclusion of A – and B – to the Grading System Regulation.
2. That Academic Departments be given sufficient time to discuss and make changes to their syllabi based on the changes to the Grading System Regulation.
3. No change in the withdrawal deadline.

4. The exclusion of verbal descriptions for any plus or minus grade.
5. Change the verbal description for F from Unsatisfactory to Failing.

See below for the revised Grading System Regulation 5.0013R based on the recommendations. The only revisions were in part IV. Regulation Statement.

BROOKDALE COMMUNITY COLLEGE COLLEGE REGULATION

5.0013R

I. Title of Regulation

Grading System

II. Objective of Regulation

To develop a means by which a student's academic performance can be evaluated and recorded.

III. Authority

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

IV. Regulation Statement

The assignment of grades is as follows:

A Excellent

A-

B+

B Good

B-

C+

C Satisfactory

D Marginal

F Failing

P Satisfactory or better (C level or above)

NC No Credit

Grade points assigned to be determined by the registrar.

PASS/NO CREDIT OPTION FOR ABOVE ZERO-LEVEL COURSES

A student may take a course at the 100 level or higher on a Pass/No Credit basis. A grade of Pass is earned if the student completes the course at the "Satisfactory"(C) level or above. A grade of "No Credit" is recorded if the student fails the course or completes the course at the "Marginal" (D) level. A student may change from Pass/No Credit to the A-F grade option or from the A-F grade option to Pass/No Credit, up to the end of the third week of the Fall or Spring Terms or 20% of any shorter term. A maximum of two courses (maximum 8 credits) taken

on a Pass/No Credit basis may be used toward the degree.

This option may not be used for a course in the student's major.

INCOMPLETE

An Incomplete (INC) may be assigned at the discretion of the course faculty for students who have extraordinary circumstances of documented hardship or emergency. These are students who have been actively participating throughout the term and have completed a significant portion of the course in a satisfactory manner but approach the end of the term without completing all assignments. The following process should be followed:

- The student contacts the faculty member with the appropriate documentation.
- The incomplete contract is completed by the faculty member and must be signed by both the faculty member and the student.
- Students will be notified by email to check their grades and to speak to their counselor about the impact of the incomplete.
- All course work should be completed by the twenty-first day after the end of the current semester or term, exclusive of official college closings.
- When a student completes the work satisfactorily, the faculty member will submit a change of grade.
- If work is not completed satisfactorily, the INC will be changed to an F by the registrar. Students will be notified by email.
- For the purpose of calculating academic standing, the INC will be treated as an F.

WITHDRAWALS

W Students are allowed to withdraw from a course, without penalty, until four-fifths of the course or semester has been completed (i.e., the twelfth week of a fifteen week course).

AUDITS

A student who wishes to attend a class but does not want to receive credit or a grade may register for a class and request permission to audit it. All tuition and fees are charged for courses audited.

Students may not change from credit to audit or from audit to credit after the end of the Add/Drop period.

TRANSCRIPT AND GRADE REPORTS

All courses attempted must appear on grade reports and transcripts.

REPETITION

If a course is repeated, only the higher grade will be included in the GPA calculation.

V. Responsibility for Implementation

Executive Vice President for Educational/Student and Outreach Services

Approved: President 2/18/75

Effective: 2/18/75

Revised: 8/23/77

Effective: 8/23/77

Revised: 1/26/82

Effective: 2/15/82

Revised: 12/1/98

Effective: 1/19/99

Revised: 5/31/2000

Effective: 5/31/2000

Revised: 5/31/2004

Effective: 9/2004

Revised: 9/2005

Effective: 9/2005

College Life

Charge: "Environmental Principles"

In response to our "Environmental Principles" Charge, the College Life Committee recommends the following items:

I. "Sustainable Brookdale": Values

- 1. The environmental awareness campaign should be centered on sustainability.**
- 2. Add a *commitment to sustainability* to the Brookdale Community College Values as follows:**

"We Value Sustainability

Brookdale is committed to demonstrating principles of environmental sustainability in the manner in which the institution operates. Brookdale fosters an institutional culture that acknowledges our global responsibility to the preservation of the natural environment for future generations."

Rationale: 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. In looking at the ways in which higher education institutions are forging the path for genuine commitment to environmental stewardship, we have found that education institutions achieve that end through adding a commitment to sustainability into their values.

Implementation *flows from* the values of an institution; when an institution makes a formal commitment to environmental goals, the implementation of sustainable policies becomes a priority, and policies are put into effect that drive the campaign's momentum. In order to promote actionable and measurable results, it is understood that a values-driven commitment to sustainability is the most effective way to communicate the importance of sustainability to Brookdale students, faculty and wider community.

II. Centralized "Green" Communications: The Sustainable Brookdale Web Site

- 3. The College Action Team on Sustainability (CATS) will be appointed the Information Provider to provide content to College Relations. Additional content will be provided by Student Life & Activities, clubs, Environmental Sciences faculty, community organizations and others.**

Rationale: Part of our low environmental impact plan to bring about awareness of our campaign is to create the "Sustainable Brookdale Website." Maintaining a firm commitment to an ongoing environmental awareness campaign, and building an institutional culture that is modeled on the principles of environmental stewardship and responsibility is the foundation of a Sustainable Brookdale. Using the College's website to promote a Sustainable Brookdale is highly effective, efficient and paperless, which minimizes environmental impact.

The Committee dedicated a large portion of the academic year to the development of the Sustainable Brookdale Website in conjunction with College Relations. We think it will be an important tool to bring awareness of the Sustainable Brookdale Campaign to the Brookdale community, because the website is a primary communications vehicle for students, staff and the community with broad reach to all of Brookdale's constituencies. The website is also a centralized information source. The implementation of easy-to-use SiteBuilder software and decentralized content management makes this communications vehicle highly efficient.

Examples for Content in “Sustainable Brookdale Website”:

- Definition of sustainability
- Vision for Sustainable Brookdale
- Call to action - Sustainability is everyone’s responsibility; “What’s in it for me?”
- News, events and announcements
- “Going Green” tips

III. Sustainability Across the Curriculum

4. **Incorporate Sustainability into Introductory and Advanced Brookdale Courses:**

- Give students a basic introduction to the concept of sustainability in 100-level courses.
- Challenge students to critically explore issues and problems associated with environmental sustainability at a more in-depth level congruent with that of 200-level coursework.
- The learning process should culminate in the student developing an ability to critically discuss realistic solutions to environmental problems.
- Courses which address sustainability issues can be coded with an “S” designation to ensure that students are exposed to the concepts of sustainability in coursework at both the 100-and 200-level.

5. **Create an Academic Sustainability Advisory Council:**

- An *Academic Sustainability Advisory Council* will identify the specific criteria by which an “S” designation is determined.
- The Advisory Council will consist of faculty members possessing the background and expertise necessary to adequately establish the appropriate criteria.
- The Advisory Council should ideally consist of some faculty members who also serve on the College Action Team on Sustainability (CATS) committee.
- It will be the responsibility of both the Advisory Council and CATS to keep the rest of the faculty abreast of the developments in the ‘Sustainability Across the Curriculum’ initiative.

Rationale: The concept of sustainability concerning human population, biodiversity, resource use and environmental pollution, is by its very nature, interdisciplinary. By incorporating sustainability throughout the curriculum, students develop an appreciation for the interdisciplinary complexities of global environmental issues by balancing all of the societal, cultural, political, economic, and ethical challenges related to protecting the environment. The purpose of incorporating sustainability throughout the curriculum (where appropriate) is not an attempt to dictate what **MUST** be taught in particular courses. Rather, it is intended to establish ways within the existing curricula to demonstrate to students how environmental issues are relevant even in courses that are not the traditional “natural sciences”. The framework for incorporating sustainability throughout the curriculum must be built upon an understanding that environmental issues transcend the sciences into the realms of English, philosophy, ethics, health, political science, sociology, economics, business, and more.

This is not a new idea at Brookdale. For instance, Professors Sandy Varone (English Dept) and Darlene Macomber (Philosophy Dept.) have - well before the whole idea of ‘Green Brookdale’ ever evolved -found ways to incorporate sustainability and environmental issues into existing courses. Sandy Varone teaches special sections of ENGL121 and ENGL122 that look at writing and research from an environmental perspective. Darlene Macomber teaches an Introduction to Ethics section that focuses on ethical issues and problems exclusively relating to the environment. Professor Tom Cioppa from Political Science teaches two courses, Environmental Politics and Policy and Current Global Topics which both study environmental issues from both a scientific and political perspective.

IV. Sustainability and Student Life

6. **Sustainability should be integrated into all areas of student life**

Rationale: Sustainability can and should be integrated into all areas of student life; this not only meets the expectation of the charge, but is in keeping with the Student Life mission statement, “Student activities, recreation and intramurals, intercollegiate athletics, health services and clubs and organizations – in addition to the efforts of the Student Life Board - heighten and enhance the educational experience of the student population through social, cultural, intellectual and recreational activities and programs.” Student clubs and organizations

are an essential constituency to realizing the goals of a Sustainable Brookdale Campaign.

College Life was charged with involving all members of the Brookdale community in the Sustainable Brookdale Campaign. By integrating Student Life and Activities, we accomplish part of our charge when we recommend that students be involved because they are a large part of the Brookdale community.

Examples of implementation:

- Reduce waste by utilizing electronic communication wherever possible and attempting to keep paper usage low.
- Introduce the idea of sustainability and environmental awareness during New Student Orientation.
- Create a student pledge for sustainability, i.e. pledging to recycle trash, save paper, and to turn off computers and lights.
- Encourage Student Life and Activities to offer volunteer opportunities, i.e. Water Watch and the Phi Theta Kappa beach cleanups.
- Train club Presidents and Officers in sustainable practices at President and Vice President meetings and encourage them to bring this training and knowledge to their members.
- Affiliate with national campaigns.
- Organize a competition amongst students to create the "Sustainable Brookdale Logo" and thereby getting them directly involved in the Sustainable Brookdale Campaign.
- The college publications that are managed by students, such as *The Stall*, might consider sustainability and environmental issues, on campus, locally, nationally, globally, as content.
- Encourage Student Life and Activities to sponsor educational events on environmental issues, i.e. speakers, workshops, etc.

VI. Sustainability and Facilities/Dining/Purchasing

7. The College should support, implement and endorse the CATS findings and subsequent recommendations to reduce energy use, explore renewable energy options, and to recommend the use of Green Seal and ecological certified products on campus.

8. Responsible constituencies should explore products and practices that reduce waste and resources.

9. Facilities, Dining Services and Purchasing should develop quantitative goals regarding sustainable practices.

Rationale: These recommendations recognize the 2006-2007 "Green Initiative" set of recommendations to, "Address 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." Facilities, Dining Services and Purchasing are in the position to implement the changes needed in their operations to ensure that Brookdale meets its goals of sustainability. Examples of implementation are provided in the "Green Initiatives" 2006- 2007 "Reports" as well as the current 2007-2009 College Life "Environmental Principles Discussion Reports" published in the *Gazette*.

VI. Sustainability and Brookdale Employees

10. The College should integrate sustainability as part of Professional Development to be considered in various modalities such as workshops, orientations, and PPOs.

Examples for Implementation:

- The concept and practice of sustainability should be a discrete topic during New Employee Orientations.
- Brookdale Professional Development efforts include training and support for methods of paper-free documentation so that employees become not only comfortable with electronic documentation but adept in its use.
- The College should welcome and consider new/innovative methodologies for implementation, such as creating "in house" professional development opportunities.
- The designation of Campus Environment Days every academic year during which employees may choose to be released from their regular duties to participate instead in sustainability/environmental activities.

VII. Sustainability Across "One Brookdale": HECs and Campus

11. Local community needs must be considered when factored in to developing and implementing sustainable principles and practices throughout the College's Higher Education Centers (HECs).

- 12. Higher Education Center staff, administrators and students must be directly involved in determining the scope and shape of our College's "Sustainable Brookdale" Campaign and must be consistently and continually engaged and addressed in determining the actions, progress and needs of fostering and promoting sustainability across "One Brookdale".**

Rationale: Concerns, suggestions and overall feedback were provided by the Higher Education Center administrators and staff surveyed on HEC needs relating to sustainability. Specific examples and concerns voiced by HEC staff and administration are provided in the College Life Committee "Second Discussion Report". From those concerns coupled with the Committee's research, it was understood that a recommendation was needed in this area, and one that speaks directly to our charge to engage Brookdale as a whole in an environmental awareness campaign.

VIII. Sustainability and College Relations:
Developing the "Sustainable Brookdale" logo and branding the campaign

- 13. College Relations, as the primary mechanism for internal and external communications, should develop the logo and "brand" for The Sustainable Brookdale Campaign in consultation with CATS.**
- 14. The College should explore "green" methods of communicating the campaign beyond the Sustainable Brookdale Website (for example, 90.5, BTV, local community publications)**
- 15. The College should engage other constituencies such as Marketing Users Group (MUG) and Technology Users Group (TUG) along with the College Action Team on Sustainability (CATS) in collaborative efforts to promote and strengthen the Sustainable Brookdale campaign; ensuring that all relevant actions and data, including meeting minutes and efforts regarding sustainability initiatives are *communicated* across constituencies to avoid redundancy, ensure efficiency, and maintain efficacy.**

Rationale: The committee's research demonstrated that the most effective campaigns are initiatives that are distinguished by design, namely, a consistent logo or "brand" that fosters recognition and awareness (see: "College Life Committee: First Discussion Report"). Additionally, it is clear that in order to accomplish this and "green" the campaign's communications beyond the Sustainable Brookdale Web Site, internal and external communications constituencies such as College Relations and MUG should be directly involved in this process.

Student Development

Charge: Student Monitoring System

Forum Vote: May 6, 2008

Charge:

1. Determine the effectiveness of monitoring students' progress and success.
2. Determine the impact of the Monitoring System on student's academic performance.
3. Recommend ways to assess the Monitoring System Effectiveness.

Comment:

The Committee learned that:

1. Several campus offices utilize data from the Student Monitoring System (SMS) to comply with Federal and State Financial Aid/Benefit regulations;
2. Faculty members are not aware that SMS is used for purposes beyond monitoring academic performance in individual classes.

Recommendations:

1. Clarification. Clarify multiple purposes of SMS for the campus community:
 - Academic performance in individual classes
 - Compliance with Federal and State Financial Aid/Benefits policies
2. Communication. Develop a consistent and comprehensive statement that defines all uses of SMS. Information should be disseminated throughout the campus community:
 - Faculty and Adjunct Faculty Handbooks
 - Student Handbook
 - Department Syllabi
 - "Monitoring System Memorandum" distributed at the start of each semester
 - Email blast at the start of each semester
 - College Success Seminar – HUDV 107

3. Assessment. Each office utilizing SMS should develop its own assessment plan. The Registrar's Office can provide pertinent student data. Offices that may assist include:

- Planning, Assessment and Research (PAR)
- Office of Information Technology (OIT)
- Assessment Coordinator

4. Corrections.

- Correct information regarding SMS in the Faculty and Adjunct Faculty Handbook (number of monitoring letters; role of student development specialists)

5. Online Courses.

- Develop monitoring letters with language specific to online courses.

6. "Green Campus Initiative"

- Utilize WebAdvisor for the SMS as soon as campus technology permits. Ensure confidentiality by telling monitored students to "check WebAdvisor for an important message" via their BCC email accounts.

Steering Committee

Membership Changes to Standing Committees of Governance

Changes to Ex-officio members and Faculty-at-large positions on standing committees were approved by the Forum on April 15th. The discussion on Academic Deans will continue at the May 6 Forum.

It has been proposed that Academic Deans be appointed to six standing committees by the EVP for Educational Services in consultation with the Steering Committee for a period no less than one academic year. Academic Deans would be appointed to Academic Standards, College Life Committee, Diversity Council, Institutional Planning and Effectiveness, Professional Development and the Student Development Committees, one dean per committee. The Steering Committee feels that in the proposed membership model, the Deans do not fit the definition of 'Ex-officio' as voted by the Forum on November 6, which states: "*The primary role of an ex-officio member is to be a resource for the committee. Ex-officio members have all the rights of membership in the committee.*" The committee feels that they more closely resemble the role that Steering members perform when they are appointed to act as liaisons to the Standing Committees. Steering liaisons do not have a vote in the deliberations of the Standing

Committees. The Steering Committee feels this new membership model, including the issue of voting or non-voting rights be decided by the Forum.

The members of the Steering Committee are:

Maria Fernandez	Phyllis Shafer
Avis McMillon	Linda Mass
Erik Johanson	Brent Costleigh
Louise Horgan	Susan Kenney
Joseph Lormel	Earl Teasley
Jennifer Wright	

Please send all questions, comments and suggestions to:

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ISSUES

Institutional Planning and Effectiveness

The challenges of New Jersey's budget are being considered in both the 2009 and 2010 strategic goal matrices. Last year about this time, IPEC came to the Forum with a 2009 proposed Matrix. Based on Forum feedback and discussion with the Cabinet during the summer, the Matrix was finalized for presentation to the September 2007 Forum and for use by faculty and staff for the initial development of division, department, and unit plans for the 2010 academic year. At that Governance Forum, we only discussed one matrix.

Times have changed. Never has IPEC come before the Forum in May with two matrices to discuss. But this time we are. The reason is very simple: the changing financial environment in which the College finds itself. As you may know, the Governor's proposed budget includes a \$1.2 million reduction for Brookdale. That is on top of a decrease of \$300,000 in anticipated County allocations. Furthermore, there is no county support for the acquisition of land necessary to allow the Western Monmouth Higher Education Center and Rutgers Partnership to develop into a true branch campus. And the budget

projections indicate that the current budget concerns are more systemic than short-term.

As you can see from the attached 2009 and 2010 Matrices (sent separately as attachments in the e-mail version of the Gazette and attached at the end of the hard copy), the Branch Campus nomenclature is being eliminated and the new strategy is to strengthen Lincroft as the degree center. Whereas previous matrices have called for strengthening our off-campus sites and allowing us to grow there instead of Lincroft, the near- and long-term budget forecasts preclude this.

Because of needed changes to the 2009 Matrix, the 2010 Matrix becomes much more of a work-in-progress than in previous years. Nevertheless, as you look through it, you will find a number of strategic initiatives that may pique your interest. For example, the faculty who participated in a focus group at the beginning of the Spring Term told us clearly that they were concerned about the issue of student accountability for their own performance. You will see this under IB. Please also note the initiative to expand advisory committees to transfer programs. There is nothing currently included under IVA since that will depend upon the results of the evaluation of the Vision, Values, Mission, and Goals Statements that will occur in the 2009 academic year.

We look forward to your input and feedback. After the Forum, IPEC will once again meet with the Cabinet, and final versions of both matrices will be available for the Fall Faculty Days.

REPORTS

Report on the April 23 Forum

Maria Fernandez, Governance Chair, opened the Forum and introduced the first discussion by **Academic Standards**. Co-Chairs Brian McKeon and Darlene Macomber, discussed the third part of the committee's charge, to "recommend changes if needed" to the Grading System Regulation (5.0013R). The committee discussed the recommendations, which are listed in their vote report in this issue.

Maria then addressed the **item tabled** from the April 15 Forum regarding the motion made via email to have the Forum recommend that CALM be delayed

for a year. She made a motion that the tabled item be postponed indefinitely. The motion passed with no opposition from the floor.

Pat Dillon, Co-chair of **Student Development** led the committee's second discussion on the Student Monitoring System (SMS). She indicated that SMS is currently used by a number of campus offices to monitor attendance and/or academic performance. These departments are: Athletics, Financial Aid, International Education Center, Veteran's Affairs and Financial Aid. It is used by Financial Aid as the primary instrument for demonstrating Brookdale's ability to determine a student's last date of attendance.

She also discussed the Committee's *Faculty Survey* results which demonstrate that faculty are aware of the original purpose of SMS, but are not aware that SMS has evolved to serve multiple purposes on campus. The Committee has not found any evidence that the multiple uses of SMS have ever been communicated to faculty. She also reported the committee's research examining the monitoring systems of 12 NJ Community Colleges. Findings are discussed in the April Gazette, issue 3. Recommendations are included in the committee's vote report in this issue of the Gazette.

Gail Harrigan and Shay Delcurra updated the Forum on the **General Education Committee's** work. The NJ General Education Coordinating Committee (NJGECC), a statewide group comprised of faculty and academic officers from all 19 NJ community colleges, has met four times during the 07-08 academic year. They are presently reviewing the General Education lists from each community college. Reviewed courses were assigned a status of either "affirmed" or "no action." Status of the course may be appealed.

What this means for departments is that courses affirmed by the NJ GECC are eligible to apply for General Education status at Brookdale. Only courses applying for change of status will be reviewed by the Brookdale General Education Committee. Courses will have to obtain BCC approval and be affirmed by the NJGECC. Most Brookdale GE Courses have been affirmed. The status of all courses has been distributed to the Division Chairs by the Dean of Academic Affairs. If a course comparable to one being offered at Brookdale has been affirmed, consider applying for change of status. Ethical Dimension is a new knowledge area. Only three courses have sought Ethical Dimension status (PHIL 105, PHIL 115 and PHIL 227). Ethics can be infused into a non-GE

course. Consider applying if your course can help students to satisfy this knowledge area.

Next, Co-Chairs Greg Liano and Marianne Drake discussed the proposed **Professional Development** Resource Allocation plan. Two resource allocation options were presented.

Option A: The Professional Development Committee (PDC) will use its funds to support professional development activities that support college-wide priorities and themes. Discipline-specific professional development will be funded at the division/department level. Advantages of Option A are that it eliminates the need to go to multiple sources for funding, it encourages development related to strategic priorities and it reduces support needed at the department level for College-wide priorities. Disadvantages of Option A are a possible reduction in available funds. Also, depending upon the level of funding, fewer requests may be funded at higher rate. Dr. Burnham indicated that more funding could possibly be made available if this option were selected which allows PDC to fund professional development activities that support college-wide priorities and themes.

Option B: The professional development activities that support college-wide priorities and themes will qualify for \$500 of support from the committee. The professional development activities that are strictly discipline-specific will be supported at the current levels of \$200, \$200, \$350 by the committee and at the department level as determined by the department. Advantages of Option B are more available funding at the department level for discipline-specific development, a reduction in out-of-pocket expenses for development related to strategic priorities and a reduction in the support needed at the department level for College-wide priorities. The disadvantage of Option B is that it maintains the current need to request funding from multiple sources.

STANDING COMMITTEE REPORTS

Academic Council

Academic Council has been busy approving the following curriculum matters.

New course:

- Screenwriting Basics Workshop

New Program:

- Diagnostic Medical Sonography (DMSO)

Course Deletions:

- HUMN 105
- HIST 218
- BIOL 214
- BIOL 131
- BIOL 232

Program Changes:

- Automotive Technology AAS – Automotive Technology Option
- Automotive Technology AAS – Automotive Engineering Technician Option
- Interior Design Program A.A.S.

Academic Council is planning a retreat meeting on Tuesday, May 13 to finish more of the proposed curriculum changes.

Barbara Burk and Ellen Musen were re-elected as co-chairs of Academic Council for next year.

DIVERSITY COUNCIL

The Council took a moment to celebrate the successes of this year, especially achieving Standing Committee status in Governance. The members acknowledged the work of its co-chair Sondra Cannon.

With the Forum approval of the work completed on the Charges for the 2007-08 Academic Year, the final discussions focused on doing additional planning during the early summer. We reviewed a series of articles produced by DiversityInc on “Thing You Don’t Say ...” and supported their publication in *The Brookdalian* over the course of several months. These articles are a catalyst for *Brookdale Conversations* about differences in the hopes that they will lead employees to greater awareness.

2007- 08 Charges

1) Create a functional definition of diversity at Brookdale;

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.

2) Develop a diversity philosophy that reflects the College’s Vision, Values, Mission and Goals;

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 employees – administration, faculty and staff – reflect our diverse community and we encourage personal growth and advancement in hiring policies, practices and professional development.

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;

Goal

To increase sensitivity to and awareness of diversity issues so that BCC can create and maintain work environments free from prejudice, stereotypes, and bigotry.

Objectives

- To provide information on the best practices for responding to incidents of intolerance and bigotry in the classroom and workplace,
- To develop action plans that are more reflective of and responsive to the diversity that exists within the college community,
- To advocate on behalf of individuals and groups facing bias and discrimination,
- To equip employees with knowledge and skills on diversity to best serve institutional and individual needs.

Focus

Development of a diversity blueprint led the Council identified six target areas as the 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

Work during the summer and into next year will use these content areas as the building blocks for diversity programming and education.

Any members of the Brookdale community interested in joining the work of the Council this summer and/or next year are encouraged to contact Sondra Cannon x2695 scannon@brookdalecc.edu to be added to our mailing list.

Thank you to the Brookdale community for your encouragement and support of the Diversity Council during this year. Remember that this is only a beginning!

COLLEGE-WIDE COMMITTEE REPORTS

Basic Skills

Outreach 08 took place on April 11th. The committee is pleased to report that it was one of its most successful with the student panel being called as the best ever. **Focus groups** already are planned for May or early June and October for **Outreach 09**. At its last meeting on April 24th, the committee discussed the **survey results** supplied by Nancy O'Shea of the Testing Center. From the feedback received by the high school participants, plans are being considered for **discipline-specific focus groups** to convene as well. At that same meeting, the committee worked to provide feedback to **IPEC** on the **revision of the language used for Indicator #7**. The committee also has had engaging and lively discussions about **certificate programs and basic skills testing requirements**. In addition, attention has been given to **monitoring the completion of Basic Skills prerequisite courses** college-wide. Discussion will continue into next year as Basic Skills initiatives. Arminda Wey of Math and Daijuan Gao of Student Development represented the Basic Skills Committee

at a **Middle States Visitation meeting** on April 14th and responded to questions from the Middle States representative. Plans are being made for the four faculty members who will teach courses for the first ever Basic Skills **learning community for Health Science students** to meet in order to unify curriculum and to coordinate reading, writing, and other content materials. At the coordinators' last meeting on May 8th, Ernest Oversen and Sally Sorrell will be visiting to help the committee consider ways to better serve **learning disabled students in Basic Skills courses**, and we will be visited by a representative from **PLATO**, which is an educational organization that provides online support materials for developmental education purposes. **Initiatives for 07/08** will be reviewed and new initiatives for 08/09 and 09/10 will be discussed and planned during the month of May.

General Education

The committee continues to discuss the state GECC/AOA committee findings and presented updates to the college community at the April 23, 2008 Forum. Comments from that presentation will be addressed by the committee. The general education requirements for the Interior Design AAS were approved at the last meeting of the year. An election of new committee members will be held in May. Positions are up for election in English, Mathematics, Library, and Social Sciences and for the new combined Science/Health Science Division. The committee will request the addition of one faculty-at-large position to be elected as well.

Honors

A recognition luncheon was held on May 1 with honors committee members, honors instructors, and honors students graduating from the program in attendance. Our committee has been diligently working on a proposal for a cohort-based Honors program that has been distributed. The Spring 2009 Honors course list has been completed with two Honors seminars and five general education courses.

IMPORTANT DATES IN May

May 15: Year-end Retreat

May 18: Commencement

DO YOU KNOW?

What are the categories for the Indicators of Institutional Effectiveness discussed at the April 1 Forum?

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 May 6 Forum.