



# Governance Gazette

*the newsletter of Brookdale Governance*

**April 2009**

## *Chair's message*

Dear Colleagues,

As we approach the end of the academic year, our Governance year is also drawing to a close. As the time winds down, I urge you to keep your Governance energy up and see the year through! We still have final presentations and recommendations for voting from our Committees. The results will impact the entire College community, so please read the reports in this Gazette carefully, and come out on Tuesday, when Academic Standards, College Life and Professional Development will recap their recommendations, which will then come to a vote. In addition, Diversity Council will present its final Forum discussion and will require your input as the members work toward formalizing their final recommendations.

In just a few short weeks, all of this year's hard work will come to fruition. I thank you for all you've done, and look forward to sharing the rest of the Governance year with you.

See you at the Forum...

Avis McMillon  
Governance Chair

**April 14, 2009**

## **FORUM MEETING**

**11:45 in Twin Lights I & II**

**\*Also on Bluesnet and broadcast to all  
the Higher Education Centers and  
Branch Campus**

### **AGENDA**

1. **VOTE!** Academic Standards – Transfer Credit and Graduation Requirement Regulations  
*Beth Boylan & Darlene Macomber, Co-Chairs*
2. **VOTE!** College Life – Use of Information Commons and related regulations.  
*Natalie Black & Nancy O'Shea, Co-Chairs*

3. Diversity Council – Implementation of Diversity Council Blueprint  
*Sondra Cannon and Dina Long, Co-Chairs*

4. **VOTE!** Professional Development – Implementation of Blueprint and update of resource guide.  
*Marianne Drake & Patricia Sensi, Chairs*

### **ISSUES**

The Diversity Council members agreed it was necessary to identify a theme for moving diversity forward at BCC.

### **COMMUNICATIONS**

Establishing and/or effectively utilizing mechanisms for informing the college community about diversity is an imperative for effecting change.

The Diversity Council began the year with an enormous task, to bring the January 2008 *Diversity Council Report* to life. Steering recognized the scope of our task as outlined in the report and proposed the following:

**Charges 2008 - 09**

- I. Prioritize the six target areas addressed in the Diversity Council Report.
- II. Structure, define and charge appropriate sub-committees to facilitate the implementation of the Diversity Council Report.
- III. Begin the implementation of select preliminary initiatives / actions connected to the six target areas by January 2009.

During our previous discussion before the Forum, the Council presented a structure we employed to address the target areas. The membership divided into sub-committees and invited the participation of others in the campus community interested in the topics under study. The committees were facilitated by members of the Council as follows:

- a. General Awareness & Education  
Maryann Smith – Science & Health Sciences
- b. Hiring, Promotion & Reclassification  
Helen Elliott – Community Outreach
- c. Communications  
Brenda Spielzinger – Public Relations & Marketing
- d. Equality of Service / Quality of Service / Extracurricular  
Kerry Behler – Mathematics
- e. Diversity Across the Curriculum  
Ave Latte – Social Science & Education
- f. Tolerance Taskforce  
Rosemary Kochman – Safety & Security  
Cathy Goode – Student Development

Diversity is a subject matter that crosses all aspects of the College and is a critical element in student success at Brookdale. As our student body becomes more diverse those who serve them should be reflected in our faculty, staff, and administration. The culture of the College at-large should be able to demonstrate competencies around diversity issues. We, therefore, recommend that the College require annual diversity education / training for all employees provided by an outside facilitator. Initially this training should include the core values espoused by Brookdale and address the development of a “diversity consciousness” among all constituencies. Rather than simply a one-time session

the Council is proposing developing a master schedule of sessions where the employees can have the “Conversations” on topics and issues of diversity. We also recommend that steps be taken to ensure that our student body is included in this process in a formal way, either through HUDV courses or specific element(s) in the general education program. Contributing graduates who understand the impact and value of diversity in their community and workplaces should be highlighted as a goal of this institution. These on-going opportunities to further this initiative must be developed collaboratively within the College; be responsive to institutional strategies; and be incorporated into all of the professional development activities presented to our employees (ie. STARS, Leadership Brookdale).

Another area previously mentioned is communications. What are we communicating? What is our message? The College community needs to know how diversity is defined and operationalized. The Council will initiate a poster series on diversity to be displayed campus-wide and the first in the series will feature the definition. We ask that copies of these posters be prominently displayed within your departments when they are released. This campaign will reinforce the diversity message throughout the College. Using the available resources on the College to convey the message includes the use of the *Brookdale BLOG* have already been used to asked Brookdaliens “How’s your diversity experience?” When you have a moment visit the site and read the comments. Add yours to the site. We will recommend additional diversity-related questions to the BLOG. Another primary outreach resource is the *Diversity Commitment* webpage on the BCC website. Sub-committee members have begun expansion of the site and plan for it to become not only a campus resource for diversity but a portal for potential employees to learn more about Brookdale.

Hiring a more diverse staff that reflects the student population is a goal of the institution. To insure that occurs the Council recommends that Division Offices designate a specific location to post Vacancy Announcements distributed by the Human Resources Office. Division employee should be informed of this location and encouraged to visit the site to review the listing(s). Developing additional networks to expand the audience receiving these employment notices is encouraged. Efforts are underway to provide data to divisions which complements the student demographic data to further reach our institutional goal.

Students are the center of everything at Brookdale Community College. The Diversity Council recommends that special attention be focused on the “success gap” for diverse students. How do we close it? What do we need to

know to insure more diverse students are retain and graduate? Data is the beginning and research into the reasons diverse students stop or drop-out is a primary interest. As the institution enters a phase where student retention is critical to our survival, every student matters.

The Diversity Council recognizes that there are invisible barriers caused by misunderstanding of differences that need to be eliminated. By taking a position that builds our diversity bench-strength through knowledge and a broad-based recruitment, hiring and retention strategy, we believe that Brookdale Community College can become an even stronger institution. Diversity does not operate in a vacuum and must be a key component in developing and enhancing every aspect of the institution.

It is everyone's responsibility to become conversant in this area and every department must provide the opportunity to do so.

This report is submitted on behalf of the Diversity Council by the Co-chairs, Dina Long x1882 [dlong@brookdalecc.edu](mailto:dlong@brookdalecc.edu) and Sondra Cannon x2695 or [scannon@brookdalecc.edu](mailto:scannon@brookdalecc.edu).

## VOTE REPORTS

### ACADEMIC STANDARDS VOTE REPORT

**Academic Standards brings two charges to the Forum to be voted upon; changes to the Transfer Credit Regulation, 6.1003R and the Eligibility for Graduation Regulation, 6.1700R. Highlighted text reflects the most recent edits as a result of the discussion held at the March 31<sup>st</sup> Forum.**

#### CHARGES TO ACADEMIC STANDARDS 2008-2009

##### TRANSFER CREDIT

The Committee should:  
Identify all avenues the college offers students to receive transfer credits.

1. Identify processes and procedures already in place for each method.
2. Review and recommend updates to College Regulation 6.1003R, Transfer Credit.

## BROOKDALE COMMUNITY COLLEGE COLLEGE REGULATION

### 6.1003R

#### I. Title of Regulation

Transfer Credit

#### II. Objective of Regulation

To establish the process and criteria for the acceptance of transfer credit.

#### III. Authority

Board of Trustees Policy No. 6.1000

#### IV. Regulation Statement

A. Brookdale Community College acknowledges and values educational experiences and will evaluate transfer credits from a variety of sources:

1. Course work taken at regionally accredited institutions.
2. Courses completed at schools which are not regionally accredited will transfer only with prior approval from the Dean of Academic Affairs in consultation with the appropriate Academic Division Dean.
3. Students with transcripts from outside of the United States are required to have their transcripts evaluated by a Brookdale-approved international academic credential evaluation company/agency.
4. Work completed outside of the traditional college setting including training programs, course work, and military experience will be evaluated for college credit if it meets stated guidelines from the American Council on Education (ACE) or The National Program on Non-Collegiate Sponsored Instruction (PONSI).
5. Credit is awarded based on articulation agreements between the college and other entities e.g., the Monmouth County Police Academy, New Jersey Department of Corrections.
6. Credit is awarded for College Level Examination Program (CLEP) scores which meet the minimum ACE recommendations.
7. Credit is awarded for Advanced Placement exams taken by high school students prior to graduation, if the scores meet ACE recommendations.
8. Credit is awarded for Defense Activity for Nontraditional Education Support (DANTES) as per ACE recommendations.

B. Guidelines Regarding Transfer and Transcription of Credit to Brookdale are as follows:

1. Transfer credits will be posted to a student's official Brookdale transcript after the completion of one semester in good academic standing.

2. Credit may be awarded as direct equivalents of Brookdale courses, broad general education credit, or elective credit.
3. Transfer credit may be granted for classes from the 100 and 200 level coursework. Upper level coursework is evaluated, as needed, by the Department Chair and requires the Division Dean approval.
4. Credit is granted based on semester credit - equivalencies for other units of academic credit will be evaluated on a semester basis.
5. Students must have earned at least a grade of C in a class in order to transfer credits. Basic Skills courses do not transfer, nor do credits for courses in which a grade of "Pass" was received. Students will not receive transfer credit for equivalent courses taken at Brookdale.

6. Transcription of credits for degree/certificate seeking transfer students is subject to the requirements set forth in Brookdale Community College Regulation 6.1700R, Eligibility for Graduation.

#### V. Responsibility for Implementation

Executive Vice President, Educational Services

Approved: President

3/7/77

Effective: 3/7/77

#### Recommendations from the Academic Standards Committee regarding Regulation 6.1003R

We recommend the following procedural steps regarding transfer be clearly communicated to the student and all interested parties via Brookdale's web site and the college catalog. If the procedural steps change for any reason, the web site and catalog information should be the designated repositories of the most current information for students. We further recommend the development of a procedure manual that can be shared among the appropriate offices of Enrollment Development and Student Affairs.

1. Upon applying to Brookdale Community College, students must submit official transcripts to the Office of Admissions. Transcripts must be received from each previous institution or experience for which a student hopes to receive credit. Students must follow the process for transferring credit into the institution as articulated and communicated on the College's website and in the current catalog.

2. To aid the student in academic planning, a preliminary transfer credit evaluation should be done before the student has completed their first semester at Brookdale. The process for obtaining this should be communicated as above.
3. Once the student has met the conditions of the Regulation, preliminary credits will be converted to transcribed credits and the student will receive a written report detailing the transfer of credit.
4. If credit is not granted, a student may request, with the help of the Student Development Specialist or transcript evaluator, Division review to determine course equivalency.

#### ELIGIBILITY FOR GRADUATION

The Committee should:

1. Review College Regulation 6.1700R, *Eligibility for Graduation*, and recommend any necessary changes.

#### BROOKDALE COMMUNITY COLLEGE REGULATION

##### 6.1700R

##### I. Title of Regulation

Eligibility for Graduation

##### II. Objective of Regulation

To carry out the authority given to Brookdale Community College to award associate degrees in Arts, Sciences, Applied Sciences, and Fine Arts and to award credit certificates in the appropriate areas.

##### III. Authority

N.S.J. 18A. Chapter 3B, Higher Education Restructuring Act of 1994, Bylaws of the Brookdale Board of Trustees

##### IV. Regulation Statement

1. Brookdale Community College is authorized by the Board of Trustees to award associate degrees in Arts, Sciences, Applied Sciences and Fine Arts to students who complete a prescribed program of at least 60 semester credit hours.
2. A candidate for a degree or certificate must attain a cumulative grade point average of 2.00 or higher and satisfy all basic skills requirements as specified in Brookdale Community College

**Regulation 5.0034R, Pre-registration Testing / Basic Skills.**

3. To be eligible for a degree or certificate, from Brookdale Community College, a student is also expected to satisfy the following:
  1. A candidate for an associate degree or certificate must meet all graduation requirements listed in the catalog in the academic year for the program in which he/she matriculated. After matriculation, if a student is not enrolled for one calendar year or changes programs, he/she must meet all requirements listed in the current catalog for the semester or term in which he/she resumes study or starts the new program (Brookdale Community College Regulation 6.1502R, Matriculation). Exceptions may apply to students in limited-enrollment programs (such as Nursing, Automotive, Culinary, etc.) who are waitlisted and not enrolled for a period of two years or less, and have completed all general education and / or program prerequisites. Approval from the appropriate Academic Division Dean is required.
  2. For all degrees and certificates at least fifty percent of students' credits must be earned at Brookdale Community College. In addition, the last fifteen credits earned toward a degree or certificate must be earned at Brookdale. Students may appeal this requirement by completing a contract in consultation with their Student Development Specialist prior to leaving Brookdale. The contract must stipulate the courses to be taken, at which institution(s) they are to be taken, and in what time period they shall be completed. The contract is signed by the student and the Student Development Specialist, submitted to the Academic Dean of the student's program of study for approval, and then forwarded on to the Registrar. The contract is then filed in the Office of Admissions, Records, and Registration. Upon completion of these final credits, the student files a candidacy form for the Brookdale degree. The student must follow the College Regulation 6.1003R, governing "Transfer Credit" to complete the process.
  3. For all degree programs a minimum of fifty percent of career studies credits required for degree

completion must be earned at Brookdale Community College.

4. The procedure for completing the candidacy for graduation application is to be kept current and clearly communicated via the College catalog, the website, and direct notification to students nearing program completion.
5. The candidate must fulfill all financial and other obligations to the College.
6. Requirements may be completed during any term, and a degree or certificate will be conferred on the last day of the term.
7. Requests for exceptions to the requirements of the Regulation are made in writing and sent through the Academic Division Dean to the Office of the Registrar.
8. With the approval of the Executive Vice President of Educational Services, joint degree programs may be exempt from some of the provisions of this regulation.

**V. Responsibility for Implementation**  
Executive Vice President, Educational Services

Approved: President  
2/18/75

Revised : 12/8/75

12/97

Revised: 5/04  
Effective: 5/04

**Recommendations**

1. If the requirements for a program change while a student is in attendance at the College, that student may follow the new requirements for the program upon the recommendation of the Student Development Specialist and with approval of the Academic Division Dean in which their program resides. -- → Removed from IV.C.2. 4/6/09 as it pertains to the Matriculation Regulation which we are recommending Steering to review.

2. The Academic Standards Committee recommends that departments establish their own minimum grade point average for career studies credits toward graduation and publish that information in the Catalog.

3. The Catalog should reflect any changes approved as a result of the adoption of the revised regulation.

4. The Academic Standards Committee recommends that Steering review the Matriculation Regulation 6.1502R.

## PROFESSIONAL DEVELOPMENT VOTE REPORT

### Charges:

1. Identify annual college-wide priorities and themes in accordance with the Professional Development Blueprint.

In accordance with the Blueprint, a review was conducted of individual professional development plans, strategic plans (Matrix, ESMP, ITSP), the annual PD survey conducted in April 2008, and the Blueprint proficiencies. As a result of this review, six priorities were identified for FY09. These were widely disseminated in September via email, Inside Track, the Governance website, September Forum, and a college wide meeting scheduled specifically for this purpose.

The priorities/themes guide the allocation of professional development committee resources.

2. Recommend methods to forecast and communicate these priorities and themes to college employees.

The Professional Development Committee will:

- Conduct annual professional development needs assessment survey in early Spring
- Solicit/Review priorities identified in strategic plans (Matrix, ESMP, ITSP)
- Review the proficiencies identified in the Professional Development Blueprint and Operations Guide.
- Identify common priorities/themes that may be strengthened by professional development

- Disseminate themes for the next fiscal year prior to the end of the preceding academic year

3. Continue to develop, enhance and recommend programs and processes that support the goals of the Professional Development Blueprint.

With the Forum approval of the Blueprint for Professional Development and the President's acceptance of the document, the Committee spent a great deal of time this year developing processes to implement the Plan. Each of the subcommittees determined a process for budgeting their funds, including differentiated levels of support for programs that are purely related to priorities/themes and those that are considered "hybrid" requests. The hybrid requests show a relationship to the priorities as well as to department goals.

The subcommittees also established processes to disseminate new information attained through PD funding. Consistent with the Resource Allocation Guiding Principles, recipients of funds are expected to share the information on the broadest relevant level upon completion of the activity. The Faculty Subcommittee makes a presentation a required condition of fund acceptance. The Administrative Subcommittee requires the sharing of information but offers a variety of options for accomplishing this and has a web page under construction to support this process.

To assist the subcommittees in allocating funds, a process was created with three dates after which all funding requests received for a portion of the year are considered together. This process allows qualitative decisions to be made with limited resources. The committees allocate a percentage of their total funding for each time period. Additionally, the Faculty subcommittee works in consultation with the Academic Division Deans who also have funding for faculty professional development. This process was reviewed during the year and revised to ensure timely responses to funding requests. While the subcommittees each have different funding request demands, this process gives the subcommittees a tool for managing their allocation consistent with Dr. Burnham's October 2006 Professional Development Whitepaper.

The concentrated effort to establish procedures this year limited the time available to devote to program development. It is expected that this will take a high priority in the coming year.

4. Update the Professional Development Resource Guide based on relevant documents including the Professional Development Blueprint.

The Resource and Operations Guide has been combined with the Blueprint. The Resource and Operations Guide contains a mission statement and Guiding Principles for Professional Development used in the creation of the Blueprint. It seems natural that these should become part of the same document. Many of the remaining sections of the Resource and Operating Guide provide guidance to the Professional Development Committee. Since the PDC plays an integral role in Brookdale's professional development plan, incorporating its function into the Blueprint was recommended to the College community in the Committee's presentation to the Forum on March 8, 2009. This recommendation was supported without objection. As a result, the Committee recommends a revised document entitled, Professional Development Blueprint and Operations Guide. The document is available for review on the PDC website. The Table of Content for the Blueprint and Operations Guide follows:

Table of Contents

Part I Blueprint for Professional Development

1. Mission
2. Guiding Principles
3. Needs Assessment
4. Delivery Mechanisms
5. Proficiencies
6. Outcome Behaviors
7. Focused Content Areas
8. Implementation Recommendations
9. Resource Allocation
10. Program Assessment
11. Recognition

Part II Operations Guide for Professional Development Committee

1. Resources
2. Functions
3. Membership
4. Subcommittees
5. Budget
6. Communications
7. Outcomes Measurements

Part III Guide for Employees - Funding Requests and Recognition Awards

1. Resources
2. College-Wide Themes & Priorities
3. Due Dates for Funding Requests
4. Where to Submit Funding Requests
5. Funding Request Form
6. Peer Recognition Awards

Part IV Historical

1. History, Professional Development Committee
2. Background, Blueprint
3. Sources and Acknowledgements For Blueprint
4. Professional Development in a Community College Setting: The Multiple Levels of Opportunity and Responsibility

**COLLEGE LIFE  
VOTE REPORT**

Charge: **Community Usage of Information Commons and Student Success Centers.**

Recommendations

**1. Revise regulation statement 7.0010R**

7.0010R

I. Title of Regulation

County Use of ~~Learning Resources~~ Information Commons and Student Success Centers

II. Objective of Regulation

The College recognizes its obligation to the community to provide access to educational, cultural, technological, and recreational resources to Monmouth County residents.

III. Authority

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

IV. Regulation Statement

County residents ~~will be~~ are permitted the use of the ~~Learning Resources~~, resources and equipment in the public areas in the Bankier Library and the Branch Campus and Higher Education Centers at all times and Such permission excludes classrooms and closed labs. All users of the Information Commons and Student Success Centers are expected to abide by all of the regulation and polices of the College. County residents may apply for an borrower's identification card if they wish to borrow materials from the Bankier Library for off-campus use limited times. Restrictions on certain materials may apply. At all times priority will be given to registered ~~full and part-time~~ students and employees of the College for the

V. Responsibility for implementation  
Executive Vice President for Educational Services

1. Approved: President

9/17/71

Effective: 9/17/71

Revised 9/1/75

2. **To ensure consistent access and cost associated with printing at all Information Commons and Student Success Centers, we recommend development and implementation a process requiring all users to pay for printing access**
3. **To ensure consistency and access at the Information Commons and Student Success Centers, the Committee recommends adopting the language used at the Information Commons as the computer wallpaper/screen savers to create signage to advertise the use of computers are primarily for the use of students in the pursuit of academic endeavors.**

## REPORTS

### REPORT ON THE MARCH 31 FORUM

Governance Chair Avis McMillon welcomed the College Community to the Governance forum. Participants at the Western Monmouth Higher Education Center were also acknowledged. The Chair reminded the forum members that there was still time to complete the professional development survey. The survey is designed to identify professional development needs which will be used to determine the funding themes for 2009-2010. The survey closes on April 7<sup>th</sup> and the results will be shared at the April 14<sup>th</sup> forum.

The deadline for nominations to the standing committees of Governance has been extended to April 10<sup>th</sup> 2009. Please consider self-nominating, running again, or nominating a colleague (with approval!)

## HONORS

The Honors Committee Co-Chairs Eric Goll and Laura Neitzel presented an overview of the honors program. The requirements to enter the honors program and to subsequently graduate from the program were outlined.

Co-chairs Eric Goll and Laura Neitzel challenged the forum to a brief game of JEOPARDY. The forum was asked how many in the audience thought the Honors Program and PTK were the same think. OK, it was a modified version of jeopardy! After mixed answers or no answers the answer is “no”. PTK and the Honors Program are not the same.

The program has had success over the years. However the program is not without its challenges. Among those challenges are recruitment of faculty and students, transfer issues, and declining enrollment. The committee is addressing these issues. To facilitate this process a task force is being organized to reorganize and administer the program. The target date for implementation of the new program is Fall 2010.

The presentation was ended with the committee sharing some of the accolades from their students.

## ACADEMIC STANDARDS

Academic Standards presented suggested changes to the Transfer Credit Regulation 6.1003R and the Eligibility for Graduation Regulation 6.1700R. Their recommendations are outlined in the Mid-March Gazette. These recommendations will be brought forward for a vote at the April 14<sup>th</sup> forum. Please refer to that issue to review.

In discussion, the committee also suggested that the Steering Committee considered developing a charge to review the Matriculation Regulation.

## BUDGET 2010 AND BEYOND

Dr. Burnham addressed the Forum with an update of the budget. He referenced the article in the March 2009 Brookdalian, Balancing a Lean Budget. The article addresses both the challenges that Brookdale will face during this economic crisis as well as what is being done to help meet and curtail those challenges.

Dr. Burnham emphasized that while times are difficult, Brookdale is a source to whom the community can turn to help them during this period. He concluded by stating that

“Now is the time to operate as One Brookdale. What makes us so good and great are the people. We need to protect the people process.”

## STANDING COMMITTEE NEWS

### COLLEGE LIFE

The College Life Committee has completed their work on their first charge, and will transition to a new charge related to increasing participation of Governance which will carry forward to the 2009-2010 Academic Year.

The Steering Committee, in consultation with President Burnham, has prepared the charges for Governance Standing Committees for the academic year 2008–2009.

#### Committee Charge:

#### Explore Ways to Increase Governance Participation among all Constituents

The Committee should: Explore ways to increase engagement of all constituents in the Governance process.

#### Matrix Reference:

III A 4 and 6

III B 1

Date: February 10, 2009

#### Explanation:

Through Governance each member of the campus community has the opportunity to be involved in the decision making process at Brookdale. Currently, close to 30% of Brookdale full-time employees participate in Governance. To increase participation would have multiple benefits on the overall campus environment. The diversity of viewpoints, experiences and backgrounds of all employees would make for even better decisions, contribute to ideas for charges from all levels of the institution, enhance the overall feeling of engagement which contributes to job satisfaction, and create greater collegiality among employees.

There are many factors which limit participation including overloaded schedules, competing activities, the inability to “get away” from job function during

college hour, and a lack of understanding of Governance in general. At the 2008 midyear Governance retreat, we explored Governance participation using the Appreciative Inquiry process. A number of compelling reasons for participating in Governance surfaced from the discussion. The benefits of participation expressed by those present revealed that increasing engagement in Governance could bring the same benefits to others on campus. They included leadership development, professional development, getting to know other members of the campus community and helping students. Governance decisions impact every facet of life on campus, including but not limited to the campus environment, non-academic services, facilities use and management, and relations between the College and the community. Therefore, stimulating participation in Governance will affect the entire campus community. A comprehensive examination of how to increase participation in Governance activities should be undertaken. This examination should emphasize the importance of input from all constituencies to collegial decisions and the overall need for student engagement.

#### Recommended Resources:

**People:** Sondra Cannon, Human Resource Specialist  
Linda Milstein, Vice President, OBCD  
Mark Schmidt, Interim Director, ETS

**Documents:** - Governance Midyear Retreat Appreciative Inquiry Results  
- Middle States Commission on Higher Education Self-Study Report  
- Middle States Visiting Team Report

#### Timeline:

#### Additional Notes

In formulating the charges to College Life the Steering Committee raised the following questions/comments:

1. How will the College define engagement?
2. What recruitment strategies are successful in bringing employees to standing and college-wide committees?
3. Are there ways in which technology can be used to engage the campus community in the Governance process, e.g. the forum, the standing committees, etc?
4. What specific technologies or applications can be used in this process?
5. What tools would be used to measure their effectiveness?

6. What factors encourage and discourage participation in Governance?
7. How can engagement of both employees and students be increased at the Higher Education Centers?
8. How does Governance enhance professional development for participants?

The discussions so far have been interesting and passionate. Please feel free to join the next College Life Meeting in MAC 206 on April 21 in MAC 206.

## **INSTITUTIONAL PLANNING AND EFFECTIVENESS**

The Institutional Planning and Effectiveness Committee (IPEC) has continued its discussion of the 2011 Strategic Goals Matrix. It reviewed the input from the two College-wide focus groups, with special attention to the eight major themes that surfaced in that process. It also examined additional excellent and substantive input from the Administration, Operations and Information Technology Services Division and the Human Resources Department. As a result, IPEC commissioned a smaller group to fashion a “final” draft version of the Matrix.

Dr. Burnham will be speaking with IPEC at its April 21 meeting to provide his feedback on the 2011 Matrix and to share his perceptions on the major planning issues facing the College.

The Society for College and University Planning (SCUP) held its Mid-Atlantic Regional Conference at the Ocean Place Resort and Spa in Long Branch from March 29 – 31. The region consists of five states (New Jersey, Pennsylvania, Delaware, Virginia, and West Virginia) and the District of Columbia. Arnie Gelfman served as conference chair, and attending from IPEC were Dave Stout, Barbara Boyington, Mary Ehret, and Louise Horgan.

## **STUDENT DEVELOPMENT**

Charge #2: In researching the emerging social networking websites as a means of communication and interaction between BCC and students, the Committee has found that several faculty and extracurricular activities at Brookdale are currently using these tools. At this time our initial efforts lead the Committee to recommend that these sites be investigated and studied in-depth.

Going forward on our recommendation to the Forum on Charge #2, the Committee is continuing its research into social networking websites and its uses by faculty, students and extracurricular activities here at Brookdale. We have identified and looked at some currently popular social networking websites. We are in the process of conducting an informal survey of students on the best way for the college to communicate with them. And we will be participating in an audio conference entitled “Facebook, MySpace & On-Line Communities: What Your College Must Know” on Thursday, April 9.

If you have any comments, suggestions or insight, please contact:

Paul Keating – x. 2317 – [pkeating@brookdalecc.edu](mailto:pkeating@brookdalecc.edu)  
 Rosemary Kochman – x. 2350 – [rkochman@brookdalecc.edu](mailto:rkochman@brookdalecc.edu)

## **COLLEGE-WIDE COMMITTEE NEWS**

### **BASIC SKILLS**

Outreach 09 took place on March 27th. The committee is pleased to report that the early feedback from a variety of reliable sources indicates that it was a rousing success. The committee will dissect the results of the conference survey and take steps to incorporate suggestions into next year’s conference. Focus groups already are planned for May or early June and October for Outreach 10.

After a meeting with Tom Setaro of Computer Science and Pat Gallo-Villee, Dean of Business and Technologies, the Basic Skills coordinators and volunteer committee members will be designing a survey on computer literacy for the college-wide population to provide feedback on the range of computer skills and needs they see among their students.

The coordinators and committee members also will be giving close attention to a document called “Rethinking Developmental Education in Community College” recently published by the Community College Research Center. Arnie Gelfman, Nancy Kegelman, and Maggie McMenamin have all expressed its importance to the Basic Skills chair.

## GENERAL EDUCATION

The General Education committee has completed review of all courses and programs that have been forwarded from Academic Council. The co-chairs are participating in the revision of the Curriculum Handbook currently before Academic Council. A call for nominations to the committee will be sent to all faculty members this month. Positions are available in Counseling, Arts and Communication, Social Science, and Business and Technologies.

Please consider self-nominating for these positions. Input from across the campus community strengthens the decisions made in this committee. The last meeting of the GE committee will be held on April 22, 2009 ATC104.

## HONORS

A recognition luncheon will be held on May 7<sup>th</sup> with honors committee members, honors instructors, and honors students graduating from the program in attendance. 2700 letters will be sent out shortly to students who qualify to take Honors. A joint meeting with PTK will be held on April 21 at 11:30 in Twin Lights I.

## WHAT'S ON YOUR MIND

Do you have topics, issues, concerns, or questions that you would like to bring to Steering? The Steering Committee would like to hear what's on your mind. If time permits, and with your permission, your issues can be discussed during a college forum.

Please submit any questions you may have to [pshafer@brookdalecc.edu](mailto:pshafer@brookdalecc.edu) or call extension 2018.

## COMMITTEE MEETING LOCATIONS

### Not a member of a Standing or College-Wide Committee?

Did you know that you can still attend any standing or college-wide committee meeting as a visitor? Drop in to listen and participate. Governance welcomes your thoughts and input.

### *Standing Committees:*

<b>ACADEMIC COUNCIL</b>	<b>[MAC 204]</b>
<b>ACADEMIC STANDARDS</b>	<b>[MAC 202]</b>
<b>COLLEGE LIFE</b>	<b>[MAC 206]</b>
<b>DIVERSITY COUNCIL</b>	<b>[MAC 212]</b>
<b>INSTITUTIONAL PLANNING AND EFFECTIVENESS</b>	<b>MAC 208]</b>
<b>PROFESSIONAL DEVELOPMENT</b>	<b>[MAC 210]</b>
<b>STUDENT DEVELOPMENT</b>	<b>[MAC 205]</b>

### *College Wide Committees:*

***Please contact co-chairs for dates and/or locations***

<b>BASIC SKILLS</b> James Cody, Chair	<b>[ATC 218]</b>
<b>GENERAL EDUCATION</b> Gail Harrigan and Shay Delcurla, Co-Chairs	<b>[ATC 104]</b>
<b>HONORS</b> Eric Goll and Robert Mellert, Co-Chairs	<b>[TBD]</b>

## IMPORTANT DATES IN APRIL

***Mark your calendars!***

April 14	Forum
April 21	Standing Committee Meets
April 22	General Education
April 23	Basic Skills
April 28	Forum
May 15	Year-End Retreat