



Governance Gazette

the newsletter of Brookdale Governance

February 2009

Chair's message

Dear Colleagues,

Please take a moment to carefully read the discussion reports in this issue, along with the Commission on Student Development Update. Your informed perspective will provide the presenters with the feedback they are seeking. Thank you for your contribution to the process!

In addition to committee discussions, you will have an opportunity to "weigh in" on the themes that emerged from the Appreciative Inquiry exercises from the mid-year retreat. Please refer to the prior Gazette for the list of themes and ideas.

See you at the Forum...

Avis McMillon
Governance Chair

February 17, 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. Diversity Council - Implementation of Initiatives
Sondra Cannon & Dina Long, Co-Chairs
2. Academic Standards – Eligibility for Graduation
Beth Boylan & Darlene Macomber, Co-Chairs
3. Commission on Student Development - Update
Stephanie Fitzsimmons & Art Marshall, Co-Chairs
4. Mid Year Retreat Follow up: *Mapping the positive core.*

ISSUES

DIVERSITY COUNCIL

Charge: Implementation of the Diversity Council Report Initiatives

1. Prioritize the six target areas addressed in the Diversity Council Report to Brookdale Community College, 1/17/2008. (See explanation);
2. Structure, define and charge appropriate sub-committees to facilitate the implementation of the Diversity Council Report;
3. Begin the implementation of select preliminary initiatives/actions connected to the six target areas by Spring 2009.

Explanation:

The Council, in conjunction with the American Conference on Diversity, developed a comprehensive report, also referred to as a "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." Please visit the Brookdale Community College

website to view the complete report:
<http://www.brookdalecc.edu/pages/1223.asp> .

Background:

In response to charges I and II, the Committee prioritized the Diversity Council Report and created sub committees (consisting of Council members and interested parties from the campus at-large) to study each of the target areas. (For a description of each subcommittee and its area of focus, see the October 2008 Gazette Report:
<http://www.brookdalecc.edu/PDFFiles/Governance/Gazettes%2008-09/October%202008.pdf>).

These committees have been collecting and reviewing information to provide data and direction in formulating recommendations. Subcommittee progress reports were provided in the January 2009 Governance Gazette (see
<http://www.brookdalecc.edu/PDFFiles/Governance/Gazettes%2008-09/January%202009.pdf>).

Preliminary Recommendations:

The need for improved communication and access to diversity-related information has emerged as a key issue for each of the Diversity Council’s target areas. Lack of information is the central theme running through each of the subcommittees’ preliminary findings, and in many cases the issues stem not from the availability of information but rather from one’s ability to easily access it. Thus, the initial recommendations from each subcommittee reflect the interconnectedness of diversity to all of campus life, and relate directly to how to we communicate with the community at large.

College wide Communications: The diversity website should be revitalized to disseminate relevant, easily accessible diversity- related and college demographic information. Key questions to resolve include: 1) identifying the information that should be available (such as college philosophy and policies, student, faculty and staff demographic data currently compiled by PAR, information about upcoming events, organizations and opportunities), and 2) creating the mechanism(s) by which the information should be consistently delivered.

In addition, the committee is recommending a visual marketing campaign to communicate Brookdale’s diversity philosophy (see
<http://www.brookdalecc.edu/pages/1139.asp>) through the display of strategically placed posters, and to stimulate discussion on diversity topics within the Brookdale community through the Brookdale Blog.

Inter-college Communications: Based on interviews with the HEC leadership, the committee identified a need for improved flow of information from Lincroft to the Higher Education sites and back. A review of existing communications vehicles should be performed and an organized mechanism to collect and disseminate information between the sites should be identified and implemented.

Diversity Across the Curriculum (DAC): Information about diversity-related activities and curricula within each Division should be collected and shared with the college at large through the creation of a formalized DAC Resource Center. Faculty should be encouraged to participate and expand their use of DAC concepts in their classrooms. The Council also recommends the addition of a DAC component to the New Faculty Development Program.

General Education and Awareness: In conjunction with a General Education course(s) and DAC initiatives, students should be encouraged to attend and report on at least one diversity-related student activity or program. The committee also recommends the development of a diversity specific-question for inclusion on the Student Opinion Report (which is currently under revision.)

The Diversity Council’s presentation at the February 17 Forum will include a brief round-up of the information collected and reviewed on each of the subcommittee target areas, discussion of the issue of communication as it relates to Diversity, and solicitation of input from the Forum on the Council’s recommendations thus far. Please share your comments, suggestions and perspectives with Co-chairs Dina Long x1882 dlong@brookdalecc.edu or Sondra Cannon x2695 scannon@brookdalecc.edu .

ACADEMIC STANDARDS

Academic Standards is examining the College’s Regulation 6.1700R “Eligibility for Graduation.” Our past discussion on the Transfer Credit Regulation, 6.1003R, led us to consider the “Eligibility for Graduation Regulation” concurrently. Steering recommended that the Committee address inconsistencies in Regulation 6.1700R and the information that is disseminated to the community via the College Catalog.

The Academic Standards Committee has focused on the following questions and sought feedback from the faculty via the Deans:

1. What percentage of credit towards the degree must be taken at Brookdale?
2. What percentage of career studies credit must be taken at Brookdale?
3. What sort of parity is desirable with regard to the acceptance of transfer credit and cumulative grade point average for native and non-native students (transfer)?
4. Should students be required to complete some percentage of their final credits in residence at Brookdale (the catalog currently states that the final 15 credits must be taken in residence while the regulation states the final 12 credits must be taken in residence)

Matrix Reference: II. B. 2 Increase emphasis on Brookdale student degree attainment

Explanation:

Regulation 6.1700R states that “. . . for all degrees, thirty semester hours of credit must be earned at Brookdale Community College. “ For a certificate, one half of the total hours required must be earned at Brookdale Community College.” The current catalog states “50 % of credit toward a degree can be accepted from another college or from CLEP and other equivalency testing programs.” In addition, the catalog states that “half of the career studies credits for an associate’s degree must be earned at Brookdale and half of total credits for a certificate program must be earned at Brookdale.”

The introduction of the Lampitt Bill on the state’s higher education landscape has raised the question of seamless transfer of credit among state institutions. The Academic Standards Committee has been grappling with what this means for our current transfer and graduation regulations. Brookdale currently, does not accept less than the equivalent of a 2.0 grade (C) for transfer credit. We do however allow native students to apply courses towards graduation in which less than a 2.0 was received (D). However, a minimum 2.0 grade point average is required for degree or certificate completion.

The Committee has discussed two possible scenarios to establish parity between native and non-native (transfer) students as follows:

1. Should we allow the transfer of credits for courses in which less than a 2.0 (C- or D) was earned and then limit the number of D grades toward graduation requirement for all students (native or non-native)
2. Do not change our existing policy regarding transfer of credit (no C- or D grades), but continue to allow native students to apply credit toward graduation requirements for courses in which D grades were obtained as long as a cumulative grade point average of 2.0 is achieved. If “parity” requires we accept less than a C from non-native students, the result is an inequitable situation for native students because transfer grades are not calculated into the cumulative grade point average and for native students all grades (D) are calculated into the cumulative grade point average.

Forum Discussion:

Does parity require that we limit D grades for all or is parity already achieved because a student must have attained a minimum of a cumulative 2.0 grade point average to earn a degree or certificate?

Further, we ask participants at the Forum for their thoughts and feedback on the four questions above.

COMMISSION ON STUDENT DEVELOPMENT

The Commission is continuing its work to bring a recommendation to President Burnham on its examination of the Student Development Model. Between April and June 2008, committees reviewed past and present Student Development models, and Guiding Principles were established and shared with the College community. In September 2008, the Commission re-organized into three sub-committees - Counseling and Advising; Technology, and Related Student Development Services. The Commission also hosted a series of round table discussions and invited the College community to participate.

By January 2009, the Commission had arrived at the premise that *Advising* and *Counseling* are related but distinct actions. The Commission is continuing to refine this model further, including how it pertains to technology and the other offices comprising student development at Brookdale, but wishes to bring the Advising/Counseling component for discussion and feedback from the College community at this time.

The Commission recommends implementing a pilot program, using this differentiated model, with students attending Brookdale for the first time in Fall 2009.

Counseling and Advising working definitions have been drafted and are presented here.

Definitions:

1. *Counselors* are professionally trained faculty and would address personal issues; resolve academic anxieties; assist students in choosing career fields and majors, and problem solve other academic difficulties. With students on restricted academic or financial aid status, counselors would work to develop individual success plans, which address the specific issues inhibiting academic success.
2. *Advisors* would specialize in matters pertaining to the students' progress in the educational program: college policies; placement/assessment test interpretation; degree requirements; transferability; schedule planning and graduation checks. Every effort would be made to match degree seeking students with advisors from areas of particular interest to the individual advisee.

Differences:

Counselors
<ul style="list-style-type: none"> • Provide short-term personal counseling for issues that may interfere with studies • Facilitate decision making on educational and career goals • Facilitate college adjustment for incoming freshman (time management, depression, anxiety) • Teach coping skills and stress management • Facilitate college adjustment for returning adult students (balancing roles of student, parent, spouse, and/or employee) • Provide crisis counseling • Develop individualized retention interventions • Interpret career inventories • Teach Human Development Classes • Affective domain

Advisors
<ul style="list-style-type: none"> • Help students pick their classes • Facilitate educational transactions; e.g., schedules, drop/adds withdraws, change of major, waivers, graduation requirements, etc. • Clarify instructional policies, procedures and requirements • Provide general information on special services including academic remediation, admission, placement testing, courses of study, and registration • Explain course transfer differences between institutions • Interpret placement scores and recommend appropriate classes • Cognitive domain

All first-time, degree-seeking students would attend a group or individual advising session for Brookdale information and course selection but would be required to see a Counselor prior to registering for their next term.

Advising would be available throughout the year for continuing students on an appointment or walk-in basis, and in groups by major or area of interest. Advisors and Counselors will foster student empowerment and personal responsibility.

We need to hear from you! Input can be provided by sending an email to cosdcomments@brookdalecc.edu, or by calling any commission member or its co-chairs.

REPORTS

REPORT ON THE FEBRUARY 3 FORUM

Governance Chair Avis McMillon welcomed the College Community to the Governance forum. Special mention was made that the election process for Governance has begun. Please consider running for available positions on Governance. Self-nominations are welcome. If nominating a colleague, please be sure to first obtain approval.

STUDENT DEVELOPMENT

The Student Development Committee discussed the progress of their charges and presented recommendations for each.

Charge #1 – Examine avenues currently in place at BCC that encourage and report on student engagement success (including facilities, resources, research and programs).

The committee surveyed departments that provide services for students outside of the classroom. The findings presented showed that there were a variety of methods in place used to inform students about available services, there is no formal method of collecting data on and reporting student participation relative to these services, and there are several reasons why students do participate in the services offered. The resulting recommendation due to these findings in part is.....

“Each student service should create their own formal method of gathering, evaluating and reporting relevant information about students who use the service.....”

Charge #2 - Identify and recommend additional avenues, both traditional and emerging, to increase student engagement and success.

The committee’s findings showed that several faculty members and departments did use a variety of social networking sites to communicate and interact with students outside of the classroom. The resulting recommendation due to these findings is.....

“At this time, the Committee sees these avenues as a possible means of interaction between faculty and students, and, therefore, recommends that the use of social networking websites needs more investigation and in-depth study.”

Charge #3 - Identify and recommend ways the information generated by the Student Monitoring System can be used to effectively support student success.

The committee revisited the recommendations that resulted from the 2007-2008 Student Development charge. excerpts of the recommendations presented are....

1. *“Provide clarification of the current monitoring system....*
2. *Insert relevant communication in the faculty handbook regarding the student monitoring system....*
3. *Implementation of a college regulation which would require faculty use of the student monitoring system....*
4. *Provide an explanation in the syllabus regarding the use of the student monitoring system.....”*

BASIC SKILLS

Statistics were shared with the forum regarding the number of Brookdale graduates who were developmental students at some point in their college career. Information was shared from national data on Basic Skills.

Basic Skills is an area that is relevant to many on campus. It is a tool to help keep students in school. A list was read mentioning a small sampling of people who have reached out to the Basic Skills Committee. Current Basic Skills initiatives were also shared with the forum

Outreach '09 will take place on Friday, March 27, 2009. The theme of the conference is Motivation.

ITSP III

Dr. Sulton provided the forum with an update of ITSP III. He stated that IT is “Everybody’s Business.” Everybody uses it, everybody depends on it, and everybody knows about it. The College is working towards the day when “we all agree” as to how IT connects us. It must be connected to the Mission, Vision, Values, and Goals.

Sections of the plan were highlighted for the forum. It is important that the campus community look at the plan and voice their opinion. Additionally, there needs to be a strong Educational Services voice in the document.

Please refer to the January Governance Gazette for the updated document on the ITSP III.

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.

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

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 or call extension 2018.

IMPORTANT DATES IN FEBRUARY & MARCH

February 17	Forum
February 24	Standing Committee Meets
February 26	Basic Skills, ATEC 218
March 3	Standing Committee Meets
March 10	Forum
March 24	Standing Committee Meets
March 27	Basic Skills: Outreach 09
March 31	Forum