



Governance Gazette

the newsletter of Brookdale Governance

February 23, 2010

Chair's message

Hello Colleagues:

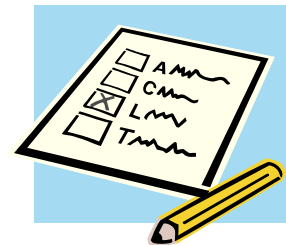
We are well into the spring semester. Please join the forum on Tuesday. The forum will have an opportunity to vote on the recommendations from the Honors Committee on the revision of the **Honors Regulation, 5.0035R** as well as the recommendations from the Professional Development Committee on the **Themes** for 2010-2011.

Academic Standards has begun work on their second charge, **Eligibility for Graduation in Multiple or Subsequent Degrees and/or Certificates**. Please review their report for a list of questions for discussion. The Professional Development Committee will discuss the **funding** of professional development activities.

The nomination period for election to the Steering Committee ends on February 19th. The election process will begin. Remember, you may still self-nominate!!

See you at the Forum.

Phyllis T. Shafer.
Governance Chair



FEBRUARY 23, 2010

FORUM MEETING

11:45 in Twin Lights I & II

***Also on Bluesnet and broadcast to the Western Monmouth Branch Campus and the Eastern Monmouth, Long Branch, and Northern Monmouth, and Wall Higher Education Centers.**

Agenda

1. What's On Your Mind

2. **VOTE!** Honors Committee
Laura Nietzel and Jonathan Moschberger-Co-Chairs
3. **VOTE!** Professional Development -Themes
Debbie Almeida and Patricia Sensi, Co-chairs
4. Academic Standards-Eligibility for Graduation
Darlene Macomber and Glenn Noe, Co-Chairs
5. Professional Development -Funding
Debbie Almeida and Patricia Sensi, Co-Chairs
6. College Life-Governance Participation
Alison Fitzpatrick and Anne Marie Sparaco, Co-Chairs
7. Announcements

**VOTE
REPORTS**

HONORS COMMITTEE

Charge to Honors Committee:

- 1) Review Regulation 5.0035R, Honors at Brookdale
- 2) Make recommendations as to how to identify students, create entrance requirements, and develop curriculum for the Honors program.

Summary:

The Honors Committee is submitting its recommendations for revision of College Regulation 5.0035R, "Honors at Brookdale for a Forum vote February 23. The full texts of the current Regulation and the Regulation with recommended revisions are attached. Recommended changes are in ***bold italics***.

Our major recommendations can be summarized as follows:

- 1) Currently, students who have completed 12-credits of coursework at Brookdale with a 3.5 GPA are automatically eligible to enroll in Honors courses. We propose the creation of an application process to determine student eligibility for Honors courses.
- 2) Currently, students must complete a 12-credit program comprised of three Honors sections of General Education courses and one interdisciplinary Honors seminar to graduate with Honors from Brookdale. We propose moving to an 18- credit (or six courses) program comprised entirely of Honors sections of General Education courses.
- 3) We also propose that students who complete 9 credits (or three courses) of Honors sections of General Education

courses earn an Honors Certificate of Recognition upon graduation.

Our recommendations reflect many of the ideas and concerns voiced at Forum last semester. The Committee is grateful to the College community for its valuable input into the reorganization of Honors at Brookdale.

**BROOKDALE COMMUNITY COLLEGE
COLLEGE REGULATION
Proposed changes / February 23, 2010**

5.0035R

I. Title of Regulation

Honors at Brookdale

II. Objective of Regulation

To provide an in-discipline and interdisciplinary academic curriculum and an honor society to a high-achieving, talented population of qualified students enrolled in Brookdale Community College.

III. Authority

Board of Trustees Policy #6.1000

IV. Regulation Statement

Brookdale Community College, as an open admissions institution, continues to serve the needs of a diverse population, including our academically talented students.

Honors at Brookdale is offered to serve the needs of our highest achievers who can benefit from the challenge and stimulation of a rigorous, in-depth curriculum.

Honors at Brookdale is composed of ***three*** options.

- A. Degree with Honors: The first option is an academic curriculum ***that consists of a minimum of six general education Honors courses or 18 credits of Honors coursework and completion of a***

capstone project which enrich the collegiate academic experience by providing in-depth investigation of subject matter in environments conducive to intellectual growth and personal enrichment.

B. Honors Certificate of Recognition: The second option is an academic curriculum that consists of a minimum of three general education Honors courses or 9 credits of Honors coursework which enrich the collegiate academic experience by providing in-depth investigation of subject matter in environments conducive to intellectual growth and personal enrichment.

C. Phi Theta Kappa: The third option is the Alpha Pi Theta chapter of Phi Theta Kappa, the international honor society for two-year college students. Membership in this society is based on academic and service-oriented criteria established by the officers and members of the chapter.

Students are encouraged to participate in both the curriculum and the honor society, but neither is mandatory for participation in the other.

The objectives of Honors at Brookdale **are:**

- A. To challenge students to higher academic achievement;
- B. To provide students opportunities for more rigorous, in-depth inquiry not covered in the usual college curriculum;
- C. To increase opportunities for interdisciplinary studies;
- D. To offer honors students the opportunity to be challenged by their peers;
- E. To give recognition to honors students for their achievement; and
- F. To increase transfer and scholarship opportunities for our students.

Students must apply to Honors at Brookdale. Admissions requirements are as follows:

1) High school transcript with high school GPA of 3.5 (on a 4.0 scale); college transcript, where applicable.

2) Combined SAT score (math and critical reading) of 1100 or the equivalent Accuplacer score.

3) Completion of an application to the Honors Program.

4) A letter of recommendation from a guidance counselor, teacher, or someone who can address applicant's preparedness for a rigorous program of study.

5) An essay of 500-800 words.

6) An interview if requested by applicant or admissions committee.

Students who:

- **Successfully complete a minimum of six honors courses or 18 credits of Honors coursework with a B or higher, complete a capstone project, and maintain a GPA of 3.5 or higher will graduate with Honors. This will be designated on their degree and transcript. They will also earn an Honors Certificate of Recognition upon graduation.**
- **Successfully complete a minimum of three honors courses or 9 credits of Honors coursework with a B or higher and maintain a GPA of 3.5 or higher will earn an Honors Certificate of Recognition upon graduation.**

In consultation with the Honors Coordinator, students may substitute one independent study course for one honors course.

V. Responsibility for Implementation

Vice President of Educational Services
Revised: 8/15/00
Approved: 5/01
Effective: 5/01

PROFESSIONAL DEVELOPMENT COMMITTEE

Charge: Identify 2010-11 college-wide themes and priorities in accordance with the Professional Development Blueprint.

1. Identify annual college-wide themes and priorities.
2. Communicate those themes and priorities campus-wide allowing for discussion and planning of professional development activities.

The committee began work on the identification of themes and priorities from strategic plans and individual professional development plans in September 2009. The annual PD survey was revised and distributed approximately 4 months earlier than ever before with results guiding the committee's recommendations in time for the second Forum discussion on Feb 2, 2010.

The Forum discussion resulted in one suggestion – add “assessment” to the list of themes. In response to this recommendation, the College's Administrator, Assessment, suggested that the committee recognize the integral connection of “assessment” with the themes and priorities rather than as a separate category. For example, the committee should support the **assessment** of the use of **technology** as it impacts student learning under the Technology theme.

The committee considered both the suggestion to add assessment and the recommendation for how that might be accomplished by supporting assessment-related requests into the proposed themes and priorities. We agree that the Assessment Administrator's recommendation addressed the matter appropriately. Assessment can be tied to one or all of the themes listed. The Committee's recommendation for FY11 Themes and Priorities are as follows:

Technology

- Innovative ways to address the needs of our changing students
- Administrative applications

Collaboration and Communication

- Classroom management
- Managing people

Management and Leadership Development

- Supervisory skills
- Leadership skills

Diversity

- Institutional culture and climate – student and workforce
- Global awareness

Curriculum Development

- Aligning credit and non-credit programs
- Community responsiveness – career programs, industry/business trends
- On-line, multi-campus, multi-modal programs

ISSUES

ACADEMIC STANDARDS COMMITTEE

The Committee is currently reviewing its second charge:

ELIGIBILITY FOR GRADUATION IN MULTIPLE OR SUBSEQUENT DEGREES AND/OR CERTIFICATES

The Committee should:

1. Review Regulation 6.1700R, *Eligibility for Graduation* and make recommendations to address the attainment of multiple or subsequent Associates degrees and/or Certificates.

Matrix Reference:

- I.B. Implement recommended changes and continue comprehensive review of credit and noncredit curriculum.
- II.B.1. Expand initiatives to increase student success.
- II.B.4. Develop a culture that promotes post-associate degree attainment through the Communiversities and “Bachelor's through Brookdale”.

Explanation:

In the 2008-09 academic year, the College, through Governance, approved a change to the Eligibility for Graduation Regulation, 6.1700R. However, the awarding of multiple or subsequent Associates degrees and/or Certificates is not addressed in the revised regulation.

In 1978-1979, a procedure was implemented by Vice President Jack Gallagher titled "Admissions and Records Operating Procedures – Second Brookdale Degree" that states:

The requirements for a second Associate Degree from Brookdale Community College are: the completion of a minimum of fifteen credit hours above the first degree, and the completion of all requirements specific to the second degree. The application form for the second degree must indicate that this is application for a second degree and must indicate the degree already earned.

This procedure was created at a time when all degrees required only 60 credits. In the 2009-2010 catalog, Associate degree programs require anywhere from 60 to 87 credits. Additionally, some degrees share many of the same courses (e.g., Humanities, Social Sciences, Automotive certificates).

In addition to completing the specific Associate degree requirements, the College currently requires 75 credits for a 2nd Associate degree, 90 credits for a 3rd Associate degree, and so on in 15 credit increments. There is no additional credit requirement for receiving multiple or subsequent certificates.

The current Regulation 6.1700R warrants a review to ensure the integrity of graduation eligibility for attainment of multiple or subsequent Associates degrees and/or Certificates.

The committee:

Reviewed policies at other community colleges and found there is quite a range from:

- No minimum number of credits for each additional degree

- 12 Additional credits required with the stipulation that they not have been used to satisfy requirements for the primary discipline
- For each subsequent degree, 15 additional credits
- 21 additional credits related to a major in the second program

Given the General Education Requirements at Brookdale and the fact that many options/programs are similar, we asked if there were no restrictions on the number of credits needed for an additional degree, is there a scenario where a student would not need any or just a few credits to obtain a second degree. We discovered that there are scenarios in which a student would be able to obtain at least two degrees by earning just 60 credits. For example, by choosing the right courses, a student could earn a Social Sciences A.A. Degree (Ethnic Studies Option) and a Humanities A.A. Degree (Speech Communication Option) without additional credits beyond the 60.

Question for Discussion:

- Should there be a minimum credit requirement for subsequent degrees?
- If so, what should that minimum number of credits be and why?
- Should there be any stipulations about the relevance of the additional credits to the additional degree or could they be just any old credits?
- Should the additional credits be in blocks of 15 (or 12, etc.), or should the current policy of requiring 75 credits for a second degree, 90 for a third, etc. remain in effect in light of the fact that some degrees require more than 60 credits?

PROFESSIONAL DEVELOPMENT COMMITTEE

Charge: Continue Implementation of the Professional Development Blueprint.

1. Develop and implement in-house programming to support the FY10 themes and priorities.
2. Assess and provide recommendations on the Professional Development Committee funding model.
3. Collaborate with the Diversity Council and the College Life Committee to develop and implement programs and activities that support recommendations of the Diversity Council Report.

Assessing the FY09 funding model:

1. While the committee felt that the concept which led to the meetings with the EVP and ADDs last year was good, the practical application of reviewing individual requests for PD funding was not an effective use of time. Those meetings have been dropped
2. For several years, the committee has attempted to encumber dollars to distribute funding throughout the year. Assessment of this practice has resulted in a determination that requests are not evenly received throughout the year and patterns do not necessarily hold from one year to the next. The subcommittees have therefore decided to eliminate this funding model.
3. Last year, the committees tried to make funding decisions based on the encumbrances identified for portions of the year and applications received by designated deadline dates. Again, the practical application of this model was a forced fit that did not serve the committees well. There were too many times when the deadline dates did not work effectively for either the committee or the applicant and became detriments to development requests. The deadline dates, too, have been eliminated.

The discussion within the committee regarding an effective funding model in the future includes:

1. Arrange regular communication between the Faculty Subcommittee with the ADDs. Although the meetings scheduled last year to review requests jointly were not an effective use of time, continued regular communications about professional development between ADDS and the PDC is supported by the Committee, who believes this could result in stronger coordination of faculty development efforts and better sharing of information.
2. Consistent with the Resource Allocation Guiding Principles of the Blueprint, acceptance of funding for conferences or other activities in which individuals pursue development should be tied to the expectation that participants will share their newly acquired knowledge. The PDC has established this expectation for our funding but venues for this sharing of knowledge need to be broadly supported.
3. A single process for requesting funds for development should be established for simplicity, clarity, and to enhance communications among the sources of potential funding.

COLLEGE LIFE COMMITTEE

For 2009-2010 the College Life Committee was given the charge to “Explore ways to increase governance participation among all constituencies.” Over the past four months, the committee has worked diligently to investigate ways to increase governance participation and work on recommendations for action.

Research:

Members of the committee reached out to the various unions and constituencies across the college to gain feedback on reasons why some employees don't participate in governance. We also gathered recommendations from various union representatives with possible solutions.

The committee met with Patty Kahn, Executive Director of Information Technology, to research

alternative delivery methods for Governance Forum and committee meetings.

Students were invited to attend College Life meetings to give input on the charge.

To gather student input, the committee is working with Marketing and Communications to set up focus groups. It is the general sentiment of the committee that students will respond better to candid conversation. In addition, student volunteers will interview fellow students throughout the campuses and higher education centers.

Results:

The College Life Survey of Brookdale employees gave us additional information that we can use to make recommendations on the charge. We found that 95% of respondents are aware of Governance at Brookdale. Of those, 89% have a basic or thorough understanding of the process. However, 40% of the population does not participate in the governance process. The most popular reasons for not participating are:

- Lack of time 47%
- Cannot attend meetings during college hour 44%
- Lack of feedback 16%
- Other (with write-in responses) 35%

Several technological means are available to provide access to forums through an alternative delivery method.

- Online conferencing through Elluminate
- ITV (already in use)
- Bluesnet (already in use)
- Video taping
- Conference calls

Next Steps:

The committee will work more closely with student groups to find out ways to increase their participation in the governance process. Focus groups and candid interviews are on the agenda.

The committee will evaluate research findings to create recommendations for ways to increase governance participation among all constituencies.

REPORTS

REPORT ON THE FEBRUARY 16 FORUM

Governance Chair Phyllis Shafer welcomed everyone. Due to the snow days of last week the deadline for nominations or self nominations to the Steering Committee is being extended until Friday, February 19, 2010.

ESMP 2020

Dr. McMenamin discussed the First Draft of the ESMP 2020, which is on the EVP's website. The ESMP Guiding Principles were enumerated. The creation of the ESMP during the past several months included input from the campus community through faculty meetings and roundtables for administrators and staff. This long term strategic vision will be utilized in institutional planning during the next decade as well as in annual operating plans over the next several years.

The committees, led by Educational Services Deans in collaboration with administrators, faculty, and staff, are working on the final version of the ESMP. It is based on four strategic themes: Teaching and Learning; Student Affairs; Partnerships; and Changing Demographics. These broad based themes are interwoven with institutional initiatives, including curriculum development, diversity, technology, and decentralization.

HONORS COMMITTEE

Proposed changes to the College Regulation 5.0034R, "Honors at Brookdale," were outlined

in preparation for the Vote at the Forum on February 23. These changes incorporate ideas from previous Forums, and include four major areas to be changed: curriculum, eligibility, exceptions, and graduating with Honors. During the discussion that ensued, it was noted that they are going to build a service learning and international component into the program, instead of listing them as exceptions. The Honors Program recommendations reflect continuing commitment to high achieving students who are choosing Brookdale as their first choice college. It was pointed out that honors programs at community colleges have been making headlines in recent years. Honors courses now have record enrollments and are having a positive impact in community colleges.

COLLEGE LIFE COMMITTEE

Today's discussion was on the new charge to College Life, of reviewing the Smoking Regulation 2.600 of 2005. The committee has been compiling information, including the fact that five NJ community colleges are smoke free. There was an informative discussion today, which will be followed up by a college-wide survey.

There is a Student Life Board Student Speak-Out on smoking scheduled for March 9 on the smoking issue. The February 18 issue of The Stall contains a survey for the campus community to complete and return to the Student Life Board. Today's informative discussion on the reasons to go smoke free and the enforcement issue will be followed up by the committee's college-wide survey.

WHAT'S ON YOUR MIND

Do you have topics, issues, concerns, or questions that you would like to bring to Forum for discussion? The Steering Committee would like to hear what's on your mind. If time permits, and with your permission, your issues, concerns or

questions can be brought before the College Forum for discussion.

Please submit any questions you may have to Marianne Drake:
mdrake@brookdalecc.edu or call extension 2472.

IMPORTANT DATES IN FEBRUARY/MARCH

February 25	Honors Committee Meets
March 2	Standing Committees Meet
March 3	Gen Ed Committee Meets
March 9	Forum
March 11	Basic Skills Committee Meets
March 23	Standing Committees Meet
March 24	Gen Ed Committee Meets
March 30	Forum