



# Governance Gazette

the newsletter of Brookdale Governance

Mid-March 2011

## Chair's message

Despite some snow and cold weather, Spring is here and soon, our campus will be in bloom. It's a very busy time in Governance, with committees finishing up their charges amidst the annual election process.

As you will see below, we have a very busy agenda. Although not presenting, the College Action Team for Sustainability (CATS) has an interesting report in this Gazette on their responsibilities, achievements, and connection to the community. Spring is a time for the outdoor initiatives of CATS, including the Rain Garden Collaboration with the construction of five rain gardens on campus.

A Special Forum has been scheduled for April 7 at 4:30 pm in Twin Lights I & II for the second discussion of the General Education/Academic Council charge on the Core Competency relationship to General Education knowledge areas. Please join the Forum for this discussion.

Congratulations to the newly elected Vice-chair of Governance, Amy Gingold, Staff; and Steering representatives: Allison Fitzpatrick, A & E; Dave Stout, Faculty; Melissa Stryker, Staff; and Michelle Kneute, Staff (1 year term). The nomination process for Standing and College-wide Committees will commence soon. Please consider involvement in Governance through serving on a committee!

See you at the Forum,

**Marianne Drake**  
Governance Chair

**March 29, 2011**

## 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, Northern Monmouth, and Wall Higher Education Centers**

### Agenda

1. Academic Standards: Withdrawal Date, Discussion 1.  
*Kathy Pultar and Glenn Noé, Co-chairs*

2. Professional Development: Programming, Discussion 2. *Norah Kerr-McCurry and Dara Evans, Co-chairs*
3. Diversity Council: Cultural Competence, Discussion 2. *Dina Long and Rasheda Young, Co-chairs*
4. College Life: Clearinghouse, Discussion 2. *Anne Marie Sparaco and Allison Fitzpatrick, Co-chairs*
5. General Education/Academic Council: Core Competency Review, Discussion 1. *Laura Miceli and Robin Smith, Co-chairs*
6. Steering: Constitutional Changes, Discussion. *Marianne Drake and Gail Harrigan, Steering*
7. What's On Your Mind?

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## ISSUES

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### ACADEMIC STANDARDS DISCUSSION

The Academic Standards Committee has been working on its second charge: Review the withdrawal policy and make recommendations for changes if needed. Discussion focused on 3 major areas of the withdrawal policy:

Faculty ability to withdraw a student from a course

The withdrawal date

Students who do not officially withdraw and end up with an F

Up until 1999, when grading at Brookdale went from a credit to letter grades, there was the withdrawal inactive (WIA) policy, allowing faculty to withdraw a student from a course based on a lack of attendance. This was then changed to become the student's responsibility. Many students do not do this and therefore receive F's on their transcript. Academic Standards was presented with this charge in both 2004 and 2006 and at that time, the committee recommended no change to the withdrawal deadline.

Committee members polled their departments to get a sense of whether faculty members would prefer to bring back the WIA. The general consensus was that, by a wide margin, faculty was not in favor of doing so. That was also the consensus of the committee. We could see no advantage to doing so other than helping some students to avoid getting an "F" in a course. The committee felt that it should remain the student's responsibility to withdraw from a course and that they should be more aware of the policy and last date to withdraw. Students are reminded of the withdrawal policy when they receive monitoring letters.

Departments were also polled by committee members on the appropriateness of the current withdrawal date, which is after 4/5 of the semester, or after the 12th week in a 15 week term. Again, the general consensus was that the current date is appropriate since it gives students the opportunity to make a decision based, for example, on a first and second test in a course

with 3 major tests. Too, they would be more likely to benefit from attending further into the semester than if the withdrawal date were to come earlier. However, some faculty and some members of the committee felt that students would be more motivated to work harder if they had to make an earlier decision. One of our student committee members echoed the sentiment of being able to have as much data as possible to make a decision and would prefer not to have an earlier withdrawal date.

Members of the committee researched withdrawal dates at 30 similar institutions and found that in a 15 week semester: 8 had withdrawal dates of the 12th week or later, 15 had withdrawal dates between weeks 9 and 12, and 7 had withdrawal dates prior to week 9. This data will be presented at the next Forum.

The committee also found that there was no significant change in completion rates at Brookdale in going from a withdraw date 2/3 into the semester to 4/5 into the semester. This data will also be presented at Forum.

We look forward to getting your feedback at the next Forum.

### PROFESSIONAL DEVELOPMENT

The Professional Development Committee forms sub-committees to address specific important issues. The Communications Sub-committee worked hard to modify the funding form and web site, and would like to remind the College community of the following:

The Professional Development Committee of Governance has funds available in support of employee professional development activities. To find out if your next conference, workshop or webinar is eligible to receive funds, and to download the 2011 application, **view the Professional Development Committee website** at [www.brookdalecc.edu/pages/1733.asp](http://www.brookdalecc.edu/pages/1733.asp). You can also go to the Brookdale home page; click on Governance; Standing Committees; Professional Development.

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Tracy Smith, Joyce Cangelosi, Laura Qaissaunee, Debbie Almeida and Dara Evans took the lead on this initiative.

Thanks are in order for Elizabeth Deignan of the Research department, for meeting with co-chairs Dara Evans and Norah Kerr-McCurry for constructing a survey; sending individualized emails to all full time employees, and collating the results for analysis by the committee.

- **764** emails to Brookdale employees
- The emails were sent twice in February 2011.
- A total of **181** were returned for a response rate of **23.7%**.

The survey results revealed what's important to Brookdale employees for professional development activities:

- Participating in Conferences
- Attending In-House Technology Workshops
- Participating in Professional Organizations
- Participating in Service to the Community
- Participating in Mentoring

## **DIVERSITY COUNCIL**

### **Charge # 2: Discussion # 2**

#### **Cultural Competence Model**

In addition to collaborating on and supporting diversity programs for the College, the Diversity Council's second charge is to "Develop a cultural competency model at Brookdale." This model will provide the framework for ongoing planning and implementation of programs/initiatives to help foster a culturally competent learning and working environment for the entire college community.

As part of this work, the Diversity Council was charged to also "Create a working definition of cultural competency at Brookdale which takes into account attitudes, structure, policies and services."

The Council's working definition of cultural competence was presented during Forum Discussion # 1 back in November. Thanks to meaningful discussion and input from the

members the Forum, the following definition of cultural competence at Brookdale was developed: *The awareness, knowledge-base and learned skills needed to create an inclusive environment where members of the community effectively and sensitively interact, educate and serve people from diverse backgrounds and social identities.*

Subsequent work on this charge has focused on examining and researching various models of cultural competence that have been used in both health care and academic institutions.

A sub-committee was formed within the Council to begin crafting a Brookdale-specific model that encompasses all constituency groups within the community and includes attitudes, structure, policies and services. This model may take a number of forms. Therefore, different visual representations will be presented for discussion at Forum.

The Diversity Council hopes to receive input from members of the Forum to further refine the cultural competence.

## **COLLEGE LIFE DISCUSSION**

The College Life Committee has been charged with the following:

"Create a clearinghouse of subject matter experts, topics, and publications from the Brookdale community for use by internal and external constituencies for such purposes as professional development, in-house training, student programming, conference follow-up, student and community programming, and public relations/marketing."

Over the past few months, the committee has researched this charge by reviewing examples from other academic institutions as well as discussion with internal resources at Brookdale.

From our research, we observed:

- At most institutions, speakers' bureaus are maintained by the college's marketing department.

- A web-based, searchable database is the most effective method for collecting and maintaining information.
- Management is key to success. The database must be regularly updated.
- A disclaimer is needed to minimize liability on the college
- George Mason University exhibited a best practices example that is a good model for what can be done at Brookdale. Their site can be viewed at <http://communityrelations.gmu.edu/speakersbureau/>

As a result of our research, the committee is making the following recommendation, which will be voted on at the April 12 Forum:

- Create a clearinghouse of subject matter experts, topics, and publications from the Brookdale community.
- Develop a web-based, searchable database with a user friendly front-end.
- Subject matter experts will self identify and renew annually.
- College Relations will maintain the clearinghouse.
- The clearinghouse will be promoted both internally and externally.

We invite your feedback and comments at Tuesday's Forum. Please contact committee co-chairs Allison Fitzpatrick [afitzpatrick@brookdalecc.edu](mailto:afitzpatrick@brookdalecc.edu) or Anne Marie Sparaco [asparaco@brookdalecc.edu](mailto:asparaco@brookdalecc.edu) if you have any comments you would like to share with the committee.

## GENERAL EDUCATION DISCUSSION

The General Education committee will be presenting the plan for coordinating the General Education & BCC Core Competencies in response to the committee's charge through Academic Council at the March 29<sup>th</sup> Governance Meeting. The charge stated that we were to review the relationship between the current college Core Competencies, the NJ State wide General Education framework model and the Middle

States Characteristics of Excellence Standard 12 for assessing General Education. We were also charged to determine if a sufficient relationship exists to fold the core competencies into the NJ state General Education framework in order to simplify assessment of General Education at Brookdale and develop a strategy for implementation if such a change is desirable and approved. The General Education Committee concluded there was significant integration between the two as demonstrated by the General Education Core Competency Coordination Plan.

Brookdale is currently operating under three separate models: NJ State/Brookdale General Education Degree Requirements, Middle States General Education Requirements (Standard 12), and Brookdale's Core Competencies. It is problematic to try to assess all three models simultaneously due to category incongruence and inability to embed all categories in all programs and degree-types (e.g., Personal Development). Currently all students' general education requirements are documented and tracked as part of a student's graduation requirements but BCC Core competencies are not tracked.

Upon review, it is clear that Brookdale's General Education Model is closely aligned to Brookdale's Core Competencies. The skills and abilities identified in both are essentially the same, yet categorized in different group headings. By using Brookdale's General Education Model as the unified set of skills and abilities deemed essential for all students to acquire, Brookdale Community College can more effectively promote student acquisition of core learning outcomes embedded within the General Education Knowledge Areas at the program level, regardless of the degree type or number of general education credits required.

For A.A. programs, assessment of Gen Ed requirements will ensure that Core Competencies are met. For A.S. and A.A.S. programs, course syllabi will be mapped to the core competencies to ensure graduates of these programs are exposed to the complete array of core competencies at a level appropriate to their

program. By using this plan, the skills and abilities to be measured have not changed, merely integrated into one, unified model for all students, regardless of degree type, known as Brookdale's General Education Knowledge Areas. The complete Gen Ed Core Competency Coordination plan can be viewed on the BCC website by accessing the Dean of Academic Affairs/Gen Ed at <http://www.brookdalecc.edu/pages/689.asp>

### **GOVERNANCE STEERING DISCUSSION ON CHANGES TO THE CONSTITUTION**

A draft with changes will be presented at the Forum and an electronic copy will be provided once feedback has been received.

## **REPORTS**

### **College Action Team for Sustainability**

The Brookdale administration established the College Action Team for Sustainability (CATS) to recommend and implement measures that can be undertaken to promote an environmentally sustainable campus. CATS members include faculty, staff, students, and administrators.

**CATS Members :** Roseanne Alvarez, Amy Clark, Tom Cioppa, Roger Conant, Cheryl Cummings, Jim Episcopia, (past chair) Rich Frank, Bill Golubinski (chair), Brandon Gramer, Carol Ann Hafner, Kathy Hammond (secretary) , Bob Macaluso (vice chair), Charles Mencil, Tom Mason, Kathy McGrath, Linda Mass, Carol Schedel

#### **The team's responsibilities include:**

- Increasing awareness of sustainability issues on campus
- Proposing initiatives that will be carried out by the operational and academic units of Brookdale
- Determining how Brookdale can employ mechanisms that yield a cost-savings to the College while promoting the principles of environmental stewardship

### **Initiatives/Achievements**

Advance sustainability across the curriculum  
Create Brookdale Garden  
Create, maintain, and certify Nature Trail  
Create and maintain Tree Nursery  
Create Recycle Centers  
Implement two-sided printing  
Install energy misers on vending machines  
Ensure all renovations and new construction use LEED specifications  
Employ green teaching methods  
Eventually replace stand alone printers with multi-function copiers  
Maintain Rain Gardens  
Post light switch signage  
Promote environmental awareness that engages all members of the Brookdale community  
Provide service learning opportunities for students  
Recycle print cartridges  
Reduce solid waste  
Support student sustainability endeavors  
Support community sustainability endeavors  
Use eco-friendly products in dining services and the print shop

Brookdale Community College has a smaller environmental footprint these days. Concerned individuals from faculty, staff, students, and administrators have been working together to revamp how the college goes about its business. Many of the sustainable accomplishments that have been achieved to date are not easily seen by the casual observer. BCC has been reducing energy usage by installing low energy bulbs and shutting off lights in empty spaces at all campuses. 100% recycled paper is being used in the BCC print shop, with over one million sheets of paper being used each year. CATS is presently working with the county to begin composting food waste from the cafeteria.

#### **CATS connection to the community**

1. On June 8, 2010, the Jersey Shore Partnership recognized Brookdale as a State leader in environmental education. The Jersey Shore Partnership's festive kick

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off to summer was held on Sandy Hook at the Fort Hancock Chapel with over 200 people in attendance.

2. On 10/10/10 clean-up of campus brought together the CATS team, Brookdale Environmental Club, Women in Science and Technology, Jersey Shore Group Sierra Club, and Monmouth County Cool Cities for a Global Work Party sponsored by 350.org
3. On October 27, 2010, the CATS team presented certificates of accomplishment to the Middletown Village School Clean-Up-Club
4. The New Jersey Land Conservation held a Rally at Brookdale on Saturday, March 19, from 8 AM- 5 PM. Highlights include some 30 workshops, 14 roundtables, 24 exhibitors, and a wine tasting networking reception.
5. Brookdale Rain Garden Collaboration, Monmouth County Environmental Council: Please join Mike Fedosh and his team outdoors to learn about the Rain Gardens. The host of the Rally sits on the shores of the Swimming River Reservoir with all of the campus runoff flowing into the reservoir. A collaboration of Monmouth County government agencies, Brookdale College, High Technology High School, campus student groups, Rutgers Extension Service, New Jersey American Water Company, master gardeners and other volunteers gathered to plan the reduction of contaminated runoff discharging into a drinking water source. Partially funded with an NJDEP grant, the stakeholders are designing and constructing five rain gardens on campus. The gardens include educational kiosks and have been incorporated into college and high school curriculum. A goal of the initial gardens is to also create a continued interest in the high school and college communities that will lead to the independent design and construction of additional gardens throughout the campus.

For more information, contact Bill Golubinski or Bob Macaluso.

### **REPORT OF THE MARCH 8, 2011 FORUM**

Chair, Marianne Drake opened the meeting with "What's On Your Mind?" The following announcements were made:

Beth Boylan thanked the college community for their participation in the Open House events. Robert Quinones invited the college community to participate in training programs sponsored by Student Life on change in the community. Nominations for the annual Gold Star event are now being accepted electronically through Student Life. April 11-15 is National Student Workers week. Nominations are being accepted for student workers awards. Contact Sarah Schmidt in Career Services for more information. The Diversity Council is sponsoring its annual Student Media contest. Deadline for submissions is April 11. Contact Rasheda Young [ryoung@brookdalecc.edu](mailto:ryoung@brookdalecc.edu) for more information.

A vote was taken on the course criteria for Honors courses. The criteria were approved by a written vote:

Yes: 94, No: 4, Abstain: 18.

Rosemary Kochman and Diana Glynn, the Student Development Committee co-chairs led the discussion about the review of Policy 2.900 Computer Resources, Network & Facilities Use and the companion Regulation 2.9000 on proper usage of the portal, ensuring access and security. They received feedback from the Forum about language and intent.

The Academic Standards vote on repeating courses was temporarily tabled by hand vote to permit further discussion. Co-chairs Kathy Pultar and Glenn Noé led a lengthy discussion about the committee recommendation:

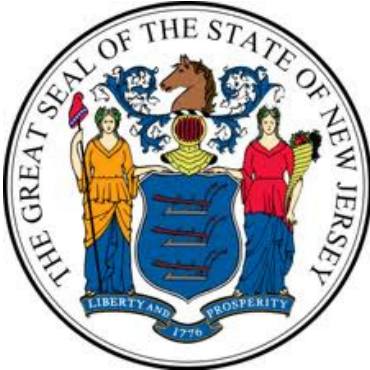
"The Academic Standards committee recognizes that there is a significant problem with course repetition and recommends a mandatory intervention with a counselor after the third

unsuccessful attempt in a course". The recommendation was voted upon by written ballot.

The recommendation was defeated: Yes: 30, No: 74, Abstain: 6.

## STANDING COMMITTEE NEWS

### INSTITUTIONAL PLANNING [MAC 208] AND EFFECTIVENESS



A new online publication by the New Jersey Department of Labor and Workforce Development will "cover a wide range of labor market issues and demographic insights. *N.J. Labor Market Views* will look at issues such as New Jersey through the lens of the 2010 Census; the latest demographic pictures; state, regional and local employment and unemployment situations and snapshots of the state's key industries, to name a few. *N.J. Labor Market Views* will help you keep New Jersey's labor market situation in focus." Take a look at it to see what's happening in the state. You'll notice that there's little mention of Monmouth County. Perhaps we'll receive more attention in a future issue. Come to the IPEC blogspot at <http://www.bccipec.blogspot.com> to view more and see our other recent postings.

## 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. Contact Gail Harrigan at [gharrigan@brookdalecc.edu](mailto:gharrigan@brookdalecc.edu) with any requests.

## IMPORTANT DATES IN MARCH/APRIL

March 29	Forum
March 31	Basic Skills Committee Honors Committee
April 5	Standing Committees
April 6	General Education Committee
April 7	Special Forum at 4:30 pm
April 12	Forum
April 19	Standing Committees
April 20	General Education Committee
April 26	Forum
April 28	Basic Skills Committee Honors Committee

### IMPORTANT INFORMATION

Nominations for positions on all Standing and College-wide committees will be sent in the next few days. Please consider self-nominating to participate in Governance. If you were appointed to a committee, please self-nominate to run for a term. Remember if you nominate someone you must have their permission. Thank you.