



# Governance Gazette

the newsletter of Brookdale Governance

late April 2011

## Chair's message

As the year in Governance draws to a close, I would like to thank the Steering Committee, ex-officio Chair Phyllis Shafer, and all the committee chairs for their dedication, advice, and, especially, deep enthusiasm for Governance. In weathering a storm, the campus has grown even stronger in commitment to Governance. I deeply appreciate Dr. Toms' quick embrace of our Governance structure, and his promise to work closely with Steering and the committees next year. Thanks to the staff of the President's Office for continually helping behind the scenes of Governance.

This year has seen technological advances in Governance, the beginning of the Governance Archival project, and, this week, the introduction of the Governance Portal Community. Thanks to ETS for their hard work and support for the Forums, to BTV for assisting in live streaming, to Jeanne Vloyanetes and the Bankier Library staff for help in the archiving, and to Patty Kahn and Camille Shelley for guidance in bringing the portal community to fruition. At the beginning of the fall semester, Gail and I were excited about increasing Governance communication and reaching students through the portal. Gail will be continuing this effort next year as she assumes the mantle of Governance Chair.

Steering invites everyone to join the May 13th end-of-year Governance retreat, celebrating twenty years of Governance at Brookdale. It will be a tribute to past Chairs, and the many committee co-chairs and members who made a lasting contribution to the success of our students and to the college community. The retreat will focus on brainstorming ideas for future charges and ways to adapt to a changing fiscal and technological environment.

See you at the Forum!

Marianne Drake, **Governance Chair**

**April 26, 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. **VOTE!** Diversity: Cultural Competency Vote  
*Rasheda Young and Dina Long, Co-chairs*
2. Student Life Board: Update  
*Armen Vahagn Sahakyan, SLB president*

3. **VOTE!** Academic Standards: Withdrawal Vote  
*Glenn Noé and Kathy Pultar, Co-chairs*
4. **VOTE!** General Education: Core Competencies Vote  
*Robin Smith and Laura Miceli, Co-chairs*
5. IPEC: Matrix & Communication Update  
*Arnie Gelfman and Mary Ehret, co-chairs*
6. **VOTE!** Steering: Constitutional Changes Vote  
*Marianne Drake and Gail Harrigan*
7. Basic Skills: Update  
*Arminda Wey, Coordinator and Chair*
8. What's On Your Mind?

**IMPORTANT DATE IN  
MAY**

**Friday, May 13 Governance Year-End Retreat:**  
11:30 to 1:30 in Twin Lights I & II

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# VOTE REPORTS

## ☛VOTE! DIVERSITY: CULTURAL COMPETENCE VOTE

### **Dina Long and Rasheda Young, Co-chairs**

The Diversity Council offers the following draft cultural competence model for consideration and vote at the Forum on April 26<sup>th</sup>:

### **Diversity Council Draft Cultural Competence Model**

Drawing upon the research presented in *Manual for Self-Assessment of Cultural Competence of an Academic Department or Unit* (2004: Emily Eckley, Andrea Graves, Eriko Grover et al, University of Tennessee, Knoxville), the following explanatory/criteria statements are suggested for Brookdale Community College's Draft Cultural Competence Model.

Each section corresponds to their hierarchy depicted in the model. It should be noted that Assessment is the anchor of the model and runs through each aspect of it.

#### **I. College Mission and Policies**

*Mission and program policies refer to all of the documents that govern the College, including mission statements, policies and procedures. It is important that all reflect the goal of cultural competence.*

- Cultural competence is included in the mission statement, policies, and procedures.
- Policies and procedures reflect that all functions, whether delivered directly or indirectly, should be culturally competent.
- Policies and procedures promote a range of culturally appropriate practices.
- Policies and procedures establish or maintain accessibility for all individuals to educational programs and services.

- The College maintains policies on multiculturalism, racism, harassment and discrimination.
- Language in the College's communications acknowledge the diversity of students, faculty, staff, and communities served. Information is made available in accessible modes of communication.
- The College will engage in regular assessment to identify and address gaps, barriers or inappropriate practices in terms of cultural needs.
- A complaint resolution or appeals policy is in place.

#### **II. Governance and Organization**

*It is also important to involve a diverse group of stakeholders as appropriate in the development of college policies and plans.*

- The policies and procedures involve diverse groups in decision-making.
- The process of developing/reviewing the policies and procedures includes input and/or participation from faculty, staff, administration and students.
- Participants for committees are recruited and supported to ensure diverse cultural representation.
- Educational programs and services are developed/reviewed through consultation with appropriate stakeholders, including communities served.

#### **A. Administration, Faculty, Staff & Students**

*Cultural competence should be reflected throughout the entire college community. Therefore all constituent groups within the college are included as "One Brookdale."*

#### **B. College Community Training & Development (on Cultural Competence)**

*It is important that training and development of cultural competence is offered through opportunities to increase awareness, knowledge, and skills. It is also important for the faculty, staff and administrators to allocate time and have the resources to increase their level of cultural competence.*

- Time and resources are set aside for initial and ongoing cultural competence training.
- Individuals who receive cultural competence training share their skills and help promote cultural awareness in the college community.
- Students are offered frequent and convenient opportunities to increase their cultural competence.
- Opportunities for cultural competence development are made available to the community at large.

### **1. Policies & Procedures, Practices, Recruitment, and Retention**

*It is important to develop and implement policies & procedures, practices, recruitment, and retention that reflect the goal of cultural competence and diversity. For students, this may include advising students in cultural competent ways and mentoring students from diverse backgrounds. It is important that the academic unit supports and respects students' cultural diversity. For administrators, faculty and staff, this includes a diverse workforce, equity, elimination of unfair and discriminatory barriers of accessibility to jobs.*

- Information is gathered about the demographics of the college community

#### Students:

- Students are actively recruited from diverse backgrounds.
- Student policies and practices are culturally competent.
- Student policies on recruitment, admission, and retention reflect the goal to achieve diversity and cultural competence.
- Translation and interpretation assistance is available and utilized when needed.
- Advising services are routinely and systematically reviewed for methods, strategies, and ways of serving students in culturally competent ways.
- Supervisors of student workers conduct performance evaluations being sensitive to cultural differences.
- Students from diverse backgrounds are mentored.
- Student organizations are culturally diverse.

#### Administration, Faculty and Staff:

- The College has an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs.
- Input is sought from faculty, staff, administration, and board members in developing employment equity and personnel policies.
- Personnel recruitment, hiring, and retention practices reflect the goal to achieve diversity and cultural competence.
- Policies and procedures are communicated to faculty and staff and are understood by them.
- Position descriptions include skills related to cultural competence, as appropriate.
- Members of the college community are respected and supported for their desire to honor and participate in cultural celebrations.

### **2. Curriculum Supportive of Cultural Competence**

*A curriculum supportive of cultural competence needs to incorporate content for the development of cultural competence. It is important that curricula, materials, and classroom activities are evaluated for evidence of cultural competence and that consultation is sought from those from diverse backgrounds to participate in the program.*

- The curricula, materials, and classroom activities are systematically evaluated to determine if they incorporate cultural competence.
- Curricula that establish the importance of the cultural and ethnic backgrounds of individuals that are served by the college.
- Educational materials and class content are culturally sensitive and accessible to diverse populations using a range of culturally appropriate teaching techniques.
- Special needs and cultural differences are considered when interpreting evaluation results and making recommendations for improvement.
- Representatives from diverse backgrounds are actively sought to participate in classroom discussions and presentations.

### **3. Opportunities to Build on Awareness and Knowledge Base**

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*Faculty and staff training and development reflect cultural competence training to increase awareness, knowledge, and skills through resources. It is important for the academic unit to allocate time and resources to support initial and ongoing cultural competence training.*

- Faculty and staff time is set aside for initial and ongoing cultural competence training.
- Resources are in place to support initial and ongoing cultural competence training.
- Departments provide training to all faculty and staff to increase their awareness of cultural competence.

#### **4. Environment & Communication**

*The college should reflect diversity through the diversity through its physical environment and communications. It is important that all aspects of the physical environment are accessible to everyone. The physical environment and communication materials and modes should portray and reflect diversity of communities.*

- All aspects of the physical environment are accessible to everyone associated with the college.
- Aspects of the physical environment portray and reflect diversity of communities through such things as pictures, posters, and signage.
- Recruitment materials are culturally and linguistically appropriate.
- Forms of communication (reports, appointment notices, telephone message greetings, etc.) are culturally and linguistically appropriate for internal and external diverse audiences.
- Print and electronic materials, educational tools, and recruitment materials portray and reflect diversity of communities.

#### **a. Outside Class Opportunities (field experiences, internships and seminars) Promoting Cultural Competence**

*Outside class opportunities promoting cultural competence need to incorporate diverse populations and activities that promote development of cultural competence skills. It is*

*important that outside class opportunities are evaluated to include components of cultural competence.*

- Outside class opportunities incorporate content for the development of cultural competence.
- Outside class opportunities are culturally sensitive and accessible to diverse populations using a range of culturally appropriate techniques.
- Field experience supervisor, preceptors and guest speakers are actively recruited from diverse backgrounds.
- Evaluations of outside class opportunities include components of cultural competence

#### **b. Technical Assistance & Consultation**

*Technical assistance and consultation refers to working with diverse groups and, where appropriate, seeking consultants with culturally competent skills. An important feature is that technical assistance can be provided by the college to the target population.*

- Technical assistance and consultation strategies recognize the linguistic and cultural diversity of communities.
- Efforts are made to involve consultants who have knowledge of and experience with the cultural group requesting the technical assistance/consultation
- Technical assistance/consultation activities are routinely and systematically reviewed for methods, strategies and ways of serving communities in culturally competent ways.

**PLEASE ALSO REVIEW THE FLOWCHART/MODEL SENT AS AN ATTACHMENT TO THIS ISSUE OF THE GAZETTE.**

**☞VOTE! Academic Standards: Withdrawal date Vote  
Kathy Pultar and Glen Noé, co-chairs**

Academic Standards current charge is to review the withdrawal policy and make recommendations for change if needed. The committee is recommending the following:

**“no change should be made to the current withdrawal policy at this time”.**

This recommendation will be voted upon at the April 26<sup>th</sup> forum.

The recommendation is based on thoughtful discussion and careful consideration of the following information:

-A review of thirty Colleges withdrawal policies: 15/30 have withdrawal dates between the 9<sup>th</sup> and 12<sup>th</sup> week; 8/15 have withdrawal dates at the 12<sup>th</sup> week or later and 7/15 have withdrawal dates earlier then the 9<sup>th</sup> week.

-Informal department surveys suggested that a majority are in favor of a late withdrawal date and are not in favor of implementing a process that would allow faculty to withdraw a student from the course. The majority also felt that the responsibility of officially withdrawing should remain with the student.

-Informal student surveys suggested that, of those students surveyed, a majority are in favor of a late withdrawal date to provide them with as much information as possible before they make a decision to withdraw from a course.

-A literature search did not demonstrate a correlation between withdrawal date and completion rate.

-A review of past completion rates for Brookdale Community College (1995 -2010) with varying withdrawal dates (halfway thru the semester, at the 2/3<sup>rd</sup> point in semester and the 4/5 point in the semester) reported completion rates between 70.8% and 75.2%.

-A meeting with a representative from financial aid revealed that if a student withdraws from **all** of their classes any time prior to the completion of 60% of the semester, their financial aid is adversely affected.

After careful consideration of the above information and feedback/comments from forum discussion and various constituents of the College, the Academic Standards Committee is recommending, for a vote at the April 26 forum, that no change be made to the current withdrawal policy, at this time.

**☛ VOTE! ACADEMIC COUNCIL/GENERAL EDUCATION COMMITTEE RECOMMENDATIONS on Core Competencies Charge**

Academic Council and the General Education committee have worked hard this semester to develop a plan that would articulate the

relationship between General Education and the BCC Core Competencies. Our charge is as follows.

Academic Council should collaborate with the General Education Committee to:

- Review the relationship between the current college Core Competencies, the NJ state General Education framework model and the Middle States Characteristics of Excellence Standard 12 for assessing General Education.
- Determine if 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.
- Develop a strategy for implementation if such a change is desirable and approved.

With the assistance of the Academic Affairs Department, a plan was developed that identified the correlation between the General Education competencies and BCC Core competencies. Under this plan, a direct correlation was seen between all BCC Core Competencies and the Gen Ed competencies except in the case of personal development. Through fact finding and discussion, the following information was identified as important in directing our recommendations to the college community.

- 72% of NJ Community Colleges have core competencies imbedded in their Gen Ed plan.
- Currently BCC is working with three separate models: NJCC Gen Ed model, Middle States Gen Ed Requirements (Standard 12) & the BCC Core Competencies.
- All BCC core competencies align well with the NJCC Gen Ed Model except personal development.
- Students receiving an A.A. degree will obtain all of the core competencies through

their 45 credits of general education, except personal development.

- Students receiving A.S. and A.A.S. degrees acquire the core competencies through their general education and their career courses at levels deemed appropriate by the faculty in the program.
- By adopting one unified General Education/Core Competency Plan, tracking student's exposure and acquisition of the combined areas will be simplified and transparent for students, faculty, and accrediting agencies.

As a result of our work, and the input received in the Forum discussions, the Academic Council and General Education Committees are both in support of the following recommendation to be voted on by the college community.

**Brookdale should adopt the General Education model as the mechanism to ensure the acquisition of all competencies appropriate to the degree and all BCC core competencies, except personal development, will be folded into this model.**

Thanks to our committee members and the college wide community for their input and guidance during this process.

**☛VOTE! GOVERNANCE CONSTITUTION CHANGES**

**PLEASE ALSO REVIEW THE pdf FILE SENT AS AN ATTACHMENT TO THIS ISSUE OF THE GAZETTE.**

## ISSUES

### THE INSTITUTIONAL PLANNING AND EFFECTIVENESS COMMITTEE

The Institutional Planning and Effectiveness Committee (IPEC) presented the 2013 Strategic Planning Matrix at the Feb. 22, 2011 forum. Work on the Matrix has continued under the leadership of Barbara Boyington and Joe King, co-chairs of the IPEC Strategic Planning Matrix Subcommittee.

IPEC has continued its mission of external environmental scanning to detect trends and/or events that can impact planning at Brookdale. The committee has continued deliberations on the current economic situation and feels the matrix reflects the strategic planning needs of the college. IPEC is scheduled to meet with Dr. Toms on Mon. April 25, 2011 to discuss current and future priorities at the college. The committee will present the revised matrix at the forum on Tues. April 26, 2011.

## REPORTS

### Report from the April 12, 2011 Forum

Chair Marianne Drake welcomed everyone to the Forum and introduced Interim President, Dr. William M. Toms. Dr Toms addressed the group about budget issues, the need to start the Program Review for Middle States, and took questions from the audience.

Student Development co-chairs Rosemary Kochman and Diana Glynn presented the updated regulation on student email for a vote. The regulation passed as follows:

For: 121

Against: 4

Abstentions: 12

Dan Leyes gave an update on the work of Academic Council for the year, outlining over 120 curriculum changes that were reviewed by the committee. The committee also served as liaison for the work of the Honors Committee on establishing criteria for Honors courses. In addition, the committee has worked with General Education on reviewing the college Core Competencies which is still pending.

College Life co-chairs, Anne Marie Sparaco and Allison Fitzpatrick presented the Speakers Clearinghouse proposal for a vote. The proposal passed as follows:

For: 95

Against: 15

Abstentions: 6

Academic Standards co-chairs Kathy Pultar and Glen Noé presented the second discussion on the withdrawal policy. They summarized the data collected by their committee about this issue and asked for feedback. A summary of the committee's findings is listed in the Vote Report in this issue of the Gazette.

Professor Jess Le Vine asked to speak during What's on Your Mind. He asked Steering and Forum to consider the issue of collegiality in the decision-making process, especially in light of the recent decision to increase the caps in online classes. He further asked Governance to consider giving Academic Standards a charge to research what size class caps make sense in an online class environment.

## REPORT FROM THE STUDENT LIFE BOARD

*Armen Vahagn Sahakyan, SLB president*

The spring 2011 semester has been very productive and exciting for the Student Life Board after elections to replace ex-president Alec Moran and ex-VP Sascha Basista who transferred to Rutgers. The new executive board started the semester very enthusiastically. We created a facebook page, started the process of recruiting new members, regularly utilized the web-portal community page, and decided on a goal of the semester—"to interact with the student body on a more personal level". The facebook page proved to be a great tool to advertise for our events and activities helping to increase attendance at our events.

This semester SLB started by participating in the First Annual MLK Day of Service. In keeping with our goal of the semester, we organized the First Annual Club Week, which aimed at clubs' interaction, cooperation, member recruitment, teambuilding, and fun! A group of seven SLB members, together with chaperons from SLA attended the National Association for Campus Activities Conference in Saint Louis, where we enhanced our leadership and event programming skills, met with agents and artists, attended various workshops, and represented our college.

The Programming Board has also helped at events organized by the Office of Student Life and Activities: Laugh at Lunches, singers, speakers, and various workshops are just a fraction of the events. The most notable ones were Gloria Steinem, Hal Sparks, Justin Kredible, Seaton Smith, and Jen Kober. Our Finance Committee has also allocated money for many clubs to plan events of their own, which have turned out to be a great success also.

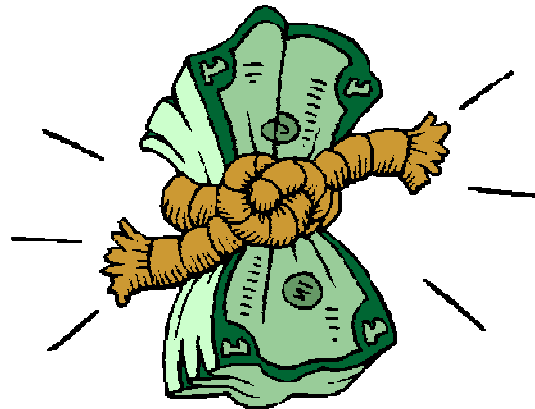
On April 18, Student Life Board organized its bi-yearly Speak Out. Our special guest was Interim

President Dr. William Toms who answered student questions and updated us on the current situation of Brookdale. Now the Board has concentrated its energy on the Spring Fling Week, where we have various fun activities planned: coffee house, talent show, give-aways for students, a walkathon to support the Earl Teasley Foundation, and spring rave dance. We are also planning the Gold Stars ceremony, where we praise distinguished individuals at Brookdale. SLB welcomes anyone to our weekly events, so feel free to stop by on Monday, May 2, from 12-1 in SLC 110, "like" us on facebook, or join our web-portal community.

## STANDING COMMITTEE NEWS

### INSTITUTIONAL PLANNING AND EFFECTIVENESS

[MAC 208]



The challenges of the current economic climate are bringing an ever greater need for finding new community college funding sources. At Brookdale we see a looming budget shortfall which must be managed with as little impact as possible on the overall quality of education. One option is to seek new revenue streams. The IPEC blogspot provides links to several articles related to financial options that colleges can consider. Learn more at <http://www.bccipec.blogspot.com/>

## 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.