



Governance Gazette

the newsletter of Brookdale Governance

Special Year-End Issue 2007-2008

Chair's message

Hello everyone,

This is it. We are at the end of the academic year. As I look back at the year in Governance I am impressed by the amount of work completed by each committee and the impact this year's recommendations will have on the future of the college. This was the year the Diversity Council became a Standing Committee, the year of the Middle States visit and the first year a student co-chaired a committee. These are all signs of the evolution of our Governance structure in response to institutional needs.

Members of all Standing and College Committees make the Governance structure come to life each year. Their work delineates an institutional path based on the issues discussed in committees and at the Forum. This is what makes our College vibrant and strong. Thank you for all your work!!!! I look forward to seeing you all at the Year-end Retreat this Thursday, May 15 at 11:45 in Twin Lights I & II to celebrate this year's accomplishments and begin to think about charges for next year.

I want to thank the members of the Steering Committee for all their work. Their efforts and support made this year a success. I wish all the best to Avis McMillon as she assumes the leadership of Steering and Governance. Governance is in very capable hands.

Thank you,

Maria Fernandez

Governance Chair

The Year in Governance

The academic year 2007-2008 has been a very busy one for the Steering Committee, all Standing Committees of Governance, and the permanent College-Wide committees. The Steering Committee wishes to thank each and every member of these committees for their hard work during the year and for their part in completing the work of Governance. A summary report of each committee's work for the year is included in this Gazette. What follows is a review of all the activities of Governance for the year.

There were 13 Forum meetings scheduled during the year. The Steering Committee began preparation for the year during the summer and used the results of the May Retreat, as well as the guidance of Dr. Burnham and Dr. McMenamin, to prepare the charges for the year.

The Year in Governance:

June, July, August	Steering Committee prepares charges for the Standing Committees
September	Review Charges Matrix '09 Report Governance Constitutional Amendment Middle States Update
October	Middle States Update: Review of the final Documentation Roadmap Report Credit-to-Clock-Hour Ratios Student E-mail Guidelines Indicators of Institutional Effectiveness

Mid-October	Institutional Technology Strategic Plan Governance Constitutional Amendments Middle States Update		Vote on changes to the General Education Regulation Blueprint for Programming and Resource Allocation
November	Middle States Self-Study Update Vote on the Governance Constitutional Amendment Professional Development General Education Update Diversity Council Presentation	April	Middle States Update Professional Development Blueprint Vote on the Diversity Council Blueprint for Diversity Indicators of Institutional Effectiveness Discussion on the Grading Regulation
Mid-November	Middle States Update Student E-mail Guidelines Curriculum Update Credit-to-Clock-Hour Ratios	Mid-April	Environmental Principles Vote on changes to Standing Committee membership Update on General Education Middle States Visiting Team
December	Middle States Self-Study Update VOTE on Student E-mail Guidelines Environmental Principles College Web Site Update Proposed changes to Ex-Officio Membership	End of April	Grading Regulation Student Monitoring System Tabled business from April 15 Forum General Education Update Professional Development Blueprint
February	Middle States Update Matrix '08 Course Discontinuance	May	Vote on the Professional Development: Blueprint Vote on changes to the Grading Regulation 2009-10 Matrix Vote on Sustainability Initiative Vote on Student Monitoring System Role of Academic Deans on Standing Committees Vote on Academic Deans
Mid- February	Student Monitoring System Endorsement Vote: Middle States Self Study Report Credit-to-Clock-Hour Ratio General Education Update		
March	Vote on Credit-to-Clock- Hour Ratio Blueprint for Diversity Vote on Course Deletion Process Proposed Changes to Ex-Officio Membership		

YEAR-END REPORT

Steering Committee

On April 3, 2006, the Forum voted to change the status of the Diversity Council from a College-wide Committee to a Standing Committee. This change required an amendment to the Governance Constitution.

During the 2007-2008 academic year, the Steering Committee presented to the Forum a the statement of purpose for the Diversity Council, the addition of a definition of an ex-officio member of a Standing Committee and minor language changes to reflect Governance current practices. The second part of the constitutional amendment was to update Standing Committees memberships to reflect the inclusion of the Diversity Council.

The Diversity Council statement of purpose was approved by the Forum in November 07 and the revised standing committee membership was approved on April 15th.

This is the Governance constitution approved by the Forum:

GOVERNANCE CONSTITUTION

Preamble

Brookdale Community College, committed to the proposition that full and active participation by its constituent members in the decision-making process provides the best means for achieving the mission of the College, hereby adopts the following participatory form of governance.

Participatory Governance

Brookdale Community College defines participatory governance as a comprehensive system of decision making in which college-wide policies, regulations, practices, and procedures will be recommended to the President of the College. Participatory governance, as opposed to adversarial means of reaching decisions, requires that the constituencies engage in collegial discussion and base their actions on good faith, mutual respect and the willingness to participate in the process through the Governance structure.

Participation is defined to mean that (a) those parties affected by college-wide policies, regulations, practices, and procedures have the right and responsibility to participate in developing, reviewing and recommending them, and (b) those parties who develop, review and recommend college-wide policies, regulations, practices, and procedures are accountable for their recommendations.

The major principles underlying participatory governance include the following:

1. A genuine desire and commitment to share decision making among the various relevant constituencies;
2. Providing each constituency with the opportunity to pursue its legitimate interests within a cooperative framework, this will, at the same time, minimize the possibility that the special interests of a specific group will exercise a controlling influence within the process;
3. Providing each constituency, and those with special expertise, the opportunity to influence decision making at all appropriate levels (such as the Standing Committees, the Steering Committee and the College Forum) while insuring that only the relevant parties and constituencies are involved in the process by directing issues to the appropriate bodies (largely a function of the Steering Committee);
4. Developing extensive, open and honest communication between and among the members and constituencies of the College community;
5. Developing mechanisms of accommodation to maximize the frequency of agreement;
6. Maintaining a streamlined structure to prevent the overlapping of responsibilities and duplication of resources by keeping Standing Committees to a minimum; and
7. Ensuring accountability of those responsible for implementing policies and procedures (usually in the Forum and the Steering Committee.)

COLLEGE FORUM

Charter

The College Forum is a deliberative body that engages in collegial discussion of any issue of concern to the College community. The College Forum shall be the forum for discussion and debate of issues of college-wide concern and votes of the College Forum shall communicate the will of the College community to the President. All new business must be initiated within the Forum, except where urgency of action makes this impossible (see Steering Committee, Function, item 4.)

Function

1. The College Forum may consider and may act upon any issue of college-wide concern which a member, the Steering Committee, the President of the College or the Board of Trustees wishes to place on the agenda.

2. The Chair of the College Forum may instruct the Steering Committee to consider and/or act upon any issue of college-wide concern after discussion by and a consensus vote of the Forum members present.

3. The College Forum may ratify, amend, reject or return to a committee for reconsideration those proposals that are submitted to it by the Steering Committee, the Standing Committees or ad hoc committees.

4. Proposals acted on by the Forum will be forwarded to the President of the College for his/her action. These proposals will be accompanied by a form, to be returned to the Chair of the Forum, which will include (a) the President's action, (b) the Board's action, (c) the proposed date of implementation and (d) the office that will implement the action or proposal.

5. There shall be annual kick-off and wrap-up meetings of the Governance system at the beginning and end of each academic year.

BYLAWS

Membership

The College Forum shall include all of the full-time and part-time members of the College community: faculty, administration, staff, and students.

Officers

1. There shall be a Chair and a Vice-Chair (Chair Elect) - one will be faculty, administrator, or staff member, and the other will represent a different constituency.

2. The Vice-Chair one year shall become the Chair the next year and serve a one-year term in that capacity. Each year a new Vice-Chair, representing a constituency different from that of the previous Vice-Chair, shall be elected on a college-wide basis by three voting constituencies: faculty, administrators, and staff. There is no election for Chair. The Chair may not serve as Vice-Chair (Chair Elect) again for at least two years after his/her term of office has expired. The Steering Committee shall institute proceedings to replace a Vice-Chair (Chair Elect) who resigns during his/her term of office.

3. Candidates for election to Vice-Chair (Chair Elect) must have at least five years of experience at the College. The Office of the President shall provide the clerical help needed to perform the following functions:

a. Typing and circulation of the agenda and supporting material for Forum meetings.

b. Circulation of the Governance Gazette prepared by the Vice-Chair (Chair Elect);

c. Attendance, taking minutes, and providing follow-up assistance for Forum and Steering Committee meetings;

d. Making arrangements for all Forum and Steering Committee meetings;

e. Making arrangements for annual kick-off and wrap-up sessions of the Governance system;

f. Assisting in the annual elections to the Steering Committee;

g. Maintaining the official files of the Governance system.

4. The Officers of the Forum will hold regularly scheduled monthly meetings with the President of the College for the purpose of maintaining communications between the Forum and the President.

5. The roles of the Chair are to (a) preside at all Forum meetings, (b) preside at all Steering Committee meetings, (c) break a tie vote in the Forum or in the Steering Committee. The Vice-Chair (Chair Elect) shall fulfill these roles in the absence of the Chair.

6. The roles of the Vice-Chair (Chair Elect) are to (a) fulfill the roles of the Chair in his/her absence and (b) assume responsibility for the monthly Governance Gazette.

7. The officers of the Forum and the members of the Steering Committee may be removed from office for cause by a recall vote.

a. One hundred fifty full-time employees of the College must sign a petition to obtain a recall vote.

b. The petition must be presented at a regular meeting of the Forum and discussion will take place with the Vice-Chair (Chair Elect) acting as presiding officer if the Chair is the subject of the recall.

c. At the next Forum meeting, two-thirds of the membership of the Forum voting constituencies will be required to recall a Chair, Vice-Chair (Chair Elect) or other Steering Committee member.

d. In the event of a recall of the Chair, the Vice-Chair (Chair Elect) shall assume the responsibilities of the chair for the remainder of the term. An election for a new Vice-Chair (Chair Elect) shall be held as soon as possible by the Steering Committee.

e. In case of inactivity:

i. If a Chair or Vice-Chair (Chair Elect) is absent from duties for a month or more (without notification), he/she will be notified

in writing by the other officer. If unable to continue, he/she will be asked to resign and an election will be held. (If the Chair resigns, the Vice-Chair (Chair Elect) shall fulfill the Chair's term.)

ii. If a member of the Steering Committee is absent for two consecutive meetings (without notice), he/she will be notified in writing of the need for his/her attendance. He/She will be asked to resign if unable to continue and an election to replace him/her will be held as soon as possible.

Meetings:

1. The College Forum shall hold regularly scheduled meetings in September, October, November, December, February, March, April, and May.
2. The Chair, in consultation with the Steering Committee, may call extraordinary meetings with one week's notice.
3. The Chair may declare a Forum meeting closed to all except the regular membership.
4. There shall be a Parliamentarian appointed by the Chair in consultation with the Steering Committee. Robert's Rules of Order shall prevail.
5. Forum agenda items must be submitted to the Steering Committee no later than ten working days prior to a Forum meeting; the final agenda must be distributed at least three working days before a Forum meeting. The agenda will always include a report of any Steering Committee actions taken since the last Forum meeting.
6. Suggestions and issues to be considered may be made from the floor at Forum meetings, but a clear, detailed and precise written motion must be submitted to the Steering Committee within ten days.

Voting

1. The Forum shall have four voting constituencies:
 - a. full-time faculty
 - b. full- and part-time regular (base/salaried) administrators, to include police personnel with the rank lieutenant and above.
 - c. full- and part-time regular (base/salaried) staff, to include police personnel with the rank sergeant and below.
 - d. students who serve on the Standing Committees.
2. A majority vote of the full membership of the Steering Committee shall determine which voting constituencies are eligible to vote on each issue before the Forum. The Steering Committee's

determination may be challenged from the floor and overruled by a two-thirds majority of the eligible voters present.

3. Members of the College community who are not members of the four voting constituencies shall have a voice but not a vote.
4. The Chair may only vote to break a tie.
5. A quorum exists when thirty voting members are present. A minimum of seven members of a voting constituency is required for the constituency to vote on an issue that the Steering Committee has determined they may vote on. In the case of students, the minimum shall be three.
6. The Vice-Chair (Chair Elect) and the members of the Steering Committee are counted in the quorum and may vote on issues for which they are eligible.
7. An abstention shall be counted as a non-vote rather than a negative vote.

Procedure for Amendments

Proposed amendments to the Constitution must be submitted in writing to the Steering Committee for discussion and action. Such amendments must be supported by a majority vote of the Steering Committee before being brought to the Forum for action. Proposed amendments which have been rejected by the Steering Committee may be brought before the College Forum by securing a petition signed by 100 Forum members. Copies of proposed amendments shall be distributed to the College community, with the notice of the meeting, at least ten days prior thereto. A Forum meeting to discuss the amendment shall precede a Forum meeting to authorize voting on that amendment. An affirmative vote of two-thirds of those responding shall be necessary to adopt any amendment.

STEERING COMMITTEE

Charter

The Steering Committee is the organizational and management body of the Governance system and the College Forum. When an issue is forwarded to the Steering Committee from any source, the committee will route it, in a timely manner, to the appropriate party for further consideration. Should the Committee refuse a recommendation or request, it must support its decision to the source of the request with a written rationale as soon as possible.

Function

1. The Steering Committee may direct a specific issue to one of the Standing Committees, along

with written instructions detailing both the responsibilities of the Committee and the time frame within which a recommendation is to be forwarded in writing to the appropriate party. The Steering Committee may also send issues to the College Forum, to an administrator or to an ad hoc committee (if such a committee is deemed necessary.) In all cases, these issues are to be accompanied by a suggested schedule for action.

2. The Steering Committee may create an ad hoc committee to address issues which, in its judgment, do not fit into the jurisdiction of any of the Standing Committees or which overlap the jurisdiction of several Standing Committees. The creation of an ad hoc committee must be accompanied by a written charge detailing its responsibilities and the time frame within which a recommendation is to be forwarded in writing to, and reported at, the College Forum and/or to the appropriate administrative office.
3. A majority of the membership of the Steering Committee shall determine the voting constituencies at Forum meetings.
4. The Steering Committee shall consult with the chair in setting the agenda of the Forum meetings.
5. The President of the College may request a meeting of the Steering Committee when the urgency of a decision makes the normal decision-making process impossible.
6. The Steering Committee will prepare, in consultation with the chairs of the Standing Committees, an annual calendar of meetings for the Governance system (Forum, Steering Committee, and Standing Committees) for the next academic year.
7. The Steering Committee shall meet at least twice a month and be available twelve months a year or when called by the President of the College. The Steering Committee shall serve to represent the Forum during July and August, with any actions approved by the Forum at its first scheduled meeting in September.
8. The Steering Committee shall entertain and recommend changes to the governance system and shall determine the best method for dealing with any difficulties in its operation. The College Forum shall be responsible for the final decision on any changes in the governance structure. Any changes that are approved by the Forum are then

to be forwarded to the President of the College for his/her approval.

9. The Steering Committee will maintain accurate rosters of membership of all governance committees.

ELECTIONS TO THE STEERING COMMITTEE

1. In order to ensure continuity on the Steering Committee over time, the terms of office of the members will be staggered.
2. Each year offices will be open for election: Vice-Chair (Chair Elect), one faculty position, one administrator position, and one staff position.
3. The term of office of each member of the Steering Committee shall be two years except for the student position, which is one year.
4. Vice-Chair (Chair Elect) will be elected by the faculty, administrative, and staff constituencies (see above under College Forum); the other four members will be elected by their own constituencies on a college-wide basis.
5. An ex-officio member of a Standing Committee may also serve on the Steering Committee; other members of Standing Committees may not also serve on the Steering Committee.
6. The transition date to a newly elected Steering Committee shall be May 1.
7. The former Chair of the Forum will be a non-voting member of the Steering Committee in an advisory capacity for the first semester of the next academic year.
8. Elections to the Steering Committee shall be completed and the results counted no later than the end of the first full week in March each year. A student representative will be appointed by June.
9. Vacancies: Should a vacancy occur on the Steering Committee, nominations will be solicited from that constituency and an election held as quickly as possible. Persons elected in this manner can fill out the term of the previous member. They are then eligible to serve for two more terms, provided they run and are elected.

STANDING COMMITTEES

The **Academic Council** is charged with oversight of the establishment and discontinuance of all courses

and programs and other matters relating to curricula. Its purpose is to assure adherence to College policies on academic matters and to review any actions that affect curricula.

The **Academic Standards Committee** is charged with the review of academic standards pertaining to programs and services offered by the College. The Committee will review and recommend revisions of existing policies, regulations, procedures, and practices which impact upon the achievement and maintenance of College standards in the academic purview and, when appropriate, will suggest new ones.

The **College Life Committee** is charged with considering and recommending policies concerning the overall quality of life of the Brookdale community. Matters relevant to this concern include, but are not limited to, the campus environment, non-academic services, facilities use and management, and relations between the College and the community.

The **Diversity Council** is charged with reviewing and recommending College policies and practices concerning diversity. The Committee will advise the College community on strategies for maintaining an environment that is open, diverse, and inclusive, both intellectually and organizationally. In addition, the Committee will plan and implement activities and programs to assist the College in achieving its commitment to diversity in the classroom, the workplace and the entire College environment.

The **Institutional Planning and Effectiveness Committee** is charged with developing, monitoring, and evaluating the College's strategic planning and assessment processes. The Committee's purposes are: 1) to provide a set of institutional strategies and objectives that align with each other, address the appropriate external factors, and drive the College's budget, and 2) to develop, monitor, and assess the major indicators of institutional effectiveness.

The **Professional Development Committee** is charged with developing and evaluating the policies of the faculty, support staff, and administrative professional development committees for full- and part-time employees of the College. The Committee coordinates with Human Resources to provide college-wide orientation and training programs for all employees.

The **Student Development Committee** is charged with addressing the needs and concerns of students

outside the classroom by recommending policies to enhance student success, growth, and development. Such matters may include co- and extra-curricular activities, student behavior, and/or issues that affect a student's development.

OTHER COMMITTEES

Presidential Task Force or Commission: Task Forces or Commissions on Governance and other college-wide issues will be established by the President of the College in consultation with the Steering Committee. The membership will be appointed by the President in consultation with the Steering Committee. All Task Forces and Commissions will be given precise charges and time frames for completion. Recommendations made by such a committee shall be forwarded to the Forum for its consideration and vote.

Ad Hoc Committee: May be formed on an as-needed basis by the Steering Committee and will have a precise charge and time frame.

Permanent College-Wide Committees: It is recognized that there is a need for various committees at the College whose major purpose is not normally related to Governance and which carry out, but do not formulate, policy. The purpose of such committees may be to facilitate communication between groups, to coordinate activities, to develop strategies for dealing with certain specific situations or to carry out policies determined by the Governance process. Examples of these committees are the Basic Skills Committee, the General Education Committee, and the Honors Committee. It is expected that such committees will advise the Steering Committee and the appropriate Standing Committee to provide assistance in their areas of expertise. Each committee shall prepare a monthly report for inclusion in the Governance Gazette. Committee Chairs will have the opportunity to give an oral report at the monthly Forum meeting and will be available to lead further discussion or to answer questions.

Any issue involving the formulation of recommendations for college-wide policy will be taken to the Steering Committee and College Forum for deliberation.

STANDING COMMITTEE MEMBERSHIP

Academic Council

Ex officio: Dean of Academic Affairs, A member of the Basic Skills Coordinating Team, Associate

Registrar, Director of Transfer Resources,
Representative of the General Education Committee,
Representative of the Honors Committee, Executive
Director of Outreach, Business and Community
Development

A & E: One representative

Faculty:

One faculty member from (a) Arts/Communication,
(b) Business/Technology, (c) Science /Health
Sciences, (d) English/Reading, (e) Mathematics (f)
Social Sciences/ Education, (g) the Library, (h) two
from Student Development, and one Faculty-at-Large.

Staff: One member-at-large and one Learning
Assistant

Students: Two representatives

Liaison from the Steering Committee

2. Academic Standards Committee

Ex officio:

Executive VP for Educational/Student and Outreach
Services, Registrar,

A member of the Basic Skills Coordinating Team

A & E: One representative

Faculty:

One faculty member from (a) Arts/Communication,
(b) Business/Technology, (c) Science /Health
Sciences, (d) English/Reading, (e) Mathematics (f)
Social Sciences/ Education, (g) the Library, (h) two
from Student Development and One Faculty-at-Large.

Staff: Two Learning Assistants

Students: Two representatives

Liaison from the Steering Committee.

3. College Life Committee

Ex officio:

Associate Director of Student Life and Activities,
Director – Community Service, Marketing & Program
Development, Executive Director of Auxiliary
Services,

Executive Director of Facilities Planning, Executive
Dir. Marketing Services,

Assistant Director of Athletics, Higher Education
Center Administrator, Assistant to Executive VP for
Administration, Operations, and Technology Services.

A & E: Two representatives

Faculty:

One faculty member from (a) Arts/Communication,
(b) Business/Technology, (c) Science /Health
Sciences, (d) English/Reading, (e) Mathematics (f)
Social Sciences/ Education, (g) the Library, (h) two
from Student Development and one Faculty-at-Large.

Staff: Two representatives

Students: Four representatives

Liaison from the Steering Committee.

4. Diversity Council

Ex-officio:

V.P.of Development, Governmental, and Community
Relations, Director Community Outreach, Diversity
Management Admin, Dir. Disability Services, Exec.,
Dir. Holocaust Center, College Relations
Representative, Higher Education Center
Administrator, Student Life and Activities Admin.

A & E: Two representatives

Faculty:

One faculty member from (a) Arts/Communication,
(b) Business/Technology, (c) Science /Health
Sciences, (d) English/Reading, (e) Mathematics (f)
Social Sciences/ Education, (g) the Library, (h) two
from Student Development and one Faculty-at-Large.

Staff: Two representatives

Students: Two representatives

Liaison from the Steering Committee.

**5. Institutional Planning and Effectiveness
Committee**

Ex-officio: Executive Director of Planning,
Assessment and Research, Accounting Director,
Assistant to E.V.P. of Educational Services, Dean of
Enrollment Development and Student Affairs,
Executive Director, Information Technology Services,
Executive Assistant to the President, Executive V.P.
for Admin, Op & Tech Services, V.P. for Outreach,
Business, and Community Development, Dean of
Commiversity and Higher Education Centers.

A & E: Two representatives

Faculty:

One faculty member from (a) Arts/Communication,
(b) Business/Technology, (c) Science /Health
Sciences, (d) English/Reading, (e) Mathematics (f)
Social Sciences/ Education, (g) the Library, (h) two
from Student Development and one Faculty-at-Large.

Staff: Two representatives

Students: One representative

Liaison from the Steering Committee.

6. Professional Development Committee

Ex-officio: Director of Teaching and Learning Center,
Dean of Human Resources,
Director of Grants and Institutional Development.

A & E: One representative from

Administration/Operations, Educational/Student and
Outreach Services, and Planning and Development
Two at-large representatives

Faculty:

One faculty member from (a) Arts/Communication,
(b) Business/Technology, (c) Science /Health
Sciences, (d) English/Reading, (e) Mathematics (f)
Social Sciences/ Education, (g) the Library, (h) two
from Student Development and one Faculty-at-Large.

Staff: One representative each from Administration/Operations and Educational Services and two at-large representatives

Police: One representative
Liaison from the Steering Committee.

7. Student Development Committee

Ex-officio: Director of Student Affairs and Support Services, Director of Student Services at Higher Education Centers, Director of Recruitment Services, A member of the Basic Skills Coordinating Team, Director of Student Development Services, Administrative Assistant, Registration.

A & E: One representative

Faculty:

One faculty member from (a) Arts/Communication, (b) Business/Technology, (c) Science /Health Sciences, (d) English/Reading, (e) Mathematics (f) Social Sciences/ Education, (g) the Library, (h) two from Student Development and one Faculty-at-Large.

Staff: Two representatives

Students: Four representatives

Liaison from the Steering Committee.

STANDING COMMITTEE BYLAWS

1. A quorum for voting purposes will consist of two-thirds of the committee membership; students will not be counted in determining a quorum.
2. A member will be dropped from a committee if that member fails to attend more than two consecutive meetings (unless special arrangements are made.) The Chair of the committee will seek a replacement as soon as possible.
3. A member of each committee shall keep minutes and monitor attendance.
4. Membership on the Standing Committees shall be staggered on the basis of three-year terms.
5. Standing Committees may establish any subcommittees they wish. Each subcommittee will be given a specific charge and time frame for its work. Permanent subcommittees may only be formed in consultation with the Steering Committee.
6. Committees may consult with any individual or non Governance committee that they think is appropriate.

7. Each committee will elect a Chair or Co-chairs for the next academic year at the last meeting of each spring term. Eligible voters include those who are completing their election cycles, current members, and newly-elected members.
8. No person may serve on more than one Standing Committee. No person may run for office on more than one committee.
9. Robert's Rules of Order will define procedures in the Standing Committees.
10. Members of Standing Committees are expected to attend Forum meetings.
11. Standing Committee meetings are open to all members of the College community.
12. A person may not be elected to more than two consecutive three-year terms on a particular Standing Committee, but may run for office on another committee or the Steering Committee immediately.
13. When a motion is ready to be presented to the Forum for its consideration; the Steering Committee shall review the motion for clarity, but not content.
14. Each committee shall prepare a monthly report for the Governance Gazette.
15. The primary role of an ex-officio member is to be a resource for the committee. Ex-officio members have all the rights of membership in the committee.

ELECTIONS TO STANDING COMMITTEES

1. Students on Standing Committees must be currently enrolled. Student nominations will be solicited from the College community. Steering will appoint student representatives to each Standing Committee and the Steering Committee unless the number of students exceeds the allotted number of student positions on that committee. In that case an election will be held, and the Steering Committee and the Student Life Board will coordinate the process.
2. Elections of faculty members to Standing Committees will be held on a rotating basis by Divisions. One year the Business/Technology and Arts/Communications Divisions will elect representatives; the next year English/Reading

and Social Sciences/Education representatives will be elected; and lastly representatives from Math and Science/Health Sciences will be elected. This sequence will be continued into the future. Faculty-at-Large positions represent all faculty members and are elected from all academic divisions.

3. Staff and Administrative and Exempt elections will be held by ballot according to procedures determined by the Steering Committee.
4. Elections should be completed by early April each year.
5. Vacancies: Should a vacancy occur on a Standing Committee, the Steering Committee will solicit recommendations from that constituency and appoint a member as soon as possible. Persons appointed in this manner will serve until the end of that academic year. That position will be included in the first election following the appointment. The appointed member is then eligible to serve for two more terms, provided he/she runs and is elected.

Updated 4/15/08

STANDING COMMITTEES YEAR-END REPORTS

Academic Council

For the 2007-2008 year, Academic Council was very busy with curriculum changes. Council considered and passed 28 course deletions, 16 new courses, 39 course revisions, 7 programs, options, or certificates discontinued, 25 program changes, 3 new certificates or options, and 1 new program. Academic Council is holding a retreat on May 13 to consider more proposed curriculum changes. The new certificates, options, or programs were the following:

1. Diagnostic Medical Sonography AAS
2. Electric Utility Technology Program, Substation Option
3. Liberal Studies Transfer Certificate
4. Medical Coding and Billing Certificate of Achievement

The charge to Academic Council was about the issue of course deletions. Academic Council proposed, presented, and won approval from the Forum of its

recommended process to highlight courses that have not run within the past three years. This process would ask the faculty representative to Academic Council from the academic division in question to discuss why the course remains in the catalog with all faculty members of the division. Then the faculty representative will then report back to the entire Academic Council. The process will run annually at the start of the Fall Term.

Barbara Burk and Ellen Musen, co-chairs of Academic Council

Academic Standards

The Academic Standards Committee was given two charges this year. The first charge was establishing standards for credit-to-clock-hour ratios which will enable the college to comply with external mandates and provide consistency in educational offerings. The charge stated that the Committee should:

1. Identify current credit-to-clock-hour ratios for lecture, lab/studio, and field experience/work experience in all disciplines.
2. Recommend the appropriate BCC standards to be applied across the College, informed by state and federal guidelines.

The committee reviewed Title 9A from the New Jersey Administrative Code that covers higher education and the Criteria and Procedures for Submission of New and Revised Credit Courses to the Course Review Committee included in the New Jersey Council of County Colleges Instructions which speak of a minimum 2 to 1 clock to credit hour ratio for when an instructor is not instructing and a 3 to 1 ratio for practicum and work study type activity.

The committee discussed the meanings/possible definitions of studio vs. lab vs. lecture and the various discrepancies of such at the College, as well as the differences between open and closed lab settings.

We also created a spread sheet which lists our division/departments and the credit to clock hour ratios currently in place for the various courses of each. In addition the committee met with Carl Calendar from Humanities, Lisa Hailey from Engineering, Paul Tucker from Automotive, and Doug Welsh from Science and Technology in order to discuss the implications of and/or the possible changes that may be necessary in the event of a 2-to-1 or 3-to-1-credit to clock hour standardization at the college.

The Committee then drafted the following recommendations:

1. Academic Standards recommends that each course clearly specify what the clock hour to credit ratio is in the catalog.
2. Departments should ensure that the course schedule, catalog, and syllabus are consistent in the allocation of lecture, studio/lab, and clinical/field/work experience hours.

For the next two recommendations a **scheduled lab/studio** is defined as a time when a course-specific learning activity is assigned, attendance is monitored, and instruction is available.

3. Credit should be given only for a **scheduled lab/studio** hour. There should be no credit given for open (i.e., optional, drop-in, tutoring, and study sessions) lab/studio time.
4. The minimum time for 1 credit of **scheduled lab/studio** should be 30 hours per semester. The maximum time for 1 credit of **scheduled lab/studio** should be 45 hours per semester.
5. The minimum time for 1 credit of clinical/field experience should be 45 hours per semester.
6. The minimum time for 1 credit of work experience should be 75 hours per semester.
7. The maximum time for 1 credit of clinical/field/work experience should be 75 hours except where mandated by external (licensing) agencies (for example, the National League for Nursing Accreditation Commission for the Nursing program and NATEF for the Automotive Technology GM and Toyota programs) or transfer agreements.

The recommendations were passed in March.

The second charge of the year was the Grading System Regulation

The Committee was to:

1. Review the impact on the grading system with regard to the change of the withdrawal deadline adopted in 2005.
2. Evaluate the impact of the plus grades on the grading system.

3. Recommend changes if needed.

Using grade distributions supplied by Laura Longo, the committee was able to review both the impact of the change in withdrawal deadline and the impact of the plus grades.

The committee then discussed the introduction of minus grades. The discussion was aided by a spreadsheet created by Carolyn McCreesh that displayed the grading system at all the county colleges. It seemed that the use of a C minus could cause transfer and prerequisite issues. The committee discussed the idea of changing the last date of withdrawal back to the 2/3 mark of the semester. There was also a discussion of an instructor initiated withdrawal and the consequences.

The Committee then drafted the following recommendations regarding the Grading Regulation (5.0013R).

1. The committee recommends the inclusion of A – and B – to the Grading System Regulation.
2. The committee recommends that the Academic Departments be given sufficient time to discuss and make changes to their syllabi based on the changes to the Grading System Regulation.
3. The committee recommends no change in the withdrawal deadline.
4. The committee recommends the exclusion of verbal descriptions for any plus or minus grade.
5. The committee recommends changing the verbal description for F from Unsatisfactory to Failing.

The recommendations were passed at the last forum on May 6.

We would like to thank the committee for all the hard work this year and welcome new members Cari Gigliotti and Sarah Leahy.

College Life

Introduction & Special Thanks

It has been an exciting and productive year for the College Life Committee. This year, we not only worked to develop recommendations and guidelines for promoting more sustainable and environmentally responsible environments throughout Brookdale Higher Education Centers and the Lincroft campus, but we've also had the opportunity to pilot the possibility of having students work as co-chairs for a standing committee. We have created an end-of-year assessment and an initial set of recommendations based on our experiences and include it in this final report.

Before we summarize the charge, subsequent recommendations and our initial draft recommendations for student leadership on standing committees, the co-chairs of College Life would like to thank the College Life committee for their dedication and work throughout the year. We feel in many ways that it was thanks to the collective and collaborative nature of our committee that we were able to have such a successful and innovative year. Members of our committee took on sub-committee duties and lead the charge on every aspect of our work: Riina VanRixoord (sub-committee co-chair), Cari Gigliotti (sub-committee co-chair), Greg Chamra (sub-committee co-chair), Ellen Leung, Sara Morgan, Natalie Black, Carl Thomas, Marilyn Ryder, and Ellie Horgan all lead individual efforts from acting as sub-committee chairs to drafting particular aspects of our final recommended items. While committee co-chairs have the opportunity to summarize and synthesize the work of the committee in the Gazette and stand before the members at Forum to present and engage the campus community in discussion, it is the work of the committee that should be spot-lighted and commended; consequently, we could not create an end of the year report without first noting something that may be obvious but is no less poignant: no words would follow without the contributions, efforts and support of these dedicated and hard working colleagues. Thank you to all.

"Environmental Principles" Charge & Recommendations

The College Life Committee was charged to:

"develop an on-going environmental awareness campaign that engages all members of the Brookdale community."

This year's charge was the result of the work and recommendations forwarded by the committee in our "Green Initiatives" charge of 2006-2007. As part of

the charge to **"develop an ongoing environmental awareness campaign,"** last semester the committee began to research and collect data on environmental initiatives at other higher education institutions around the country by assessing various components of these representative programs and considering what our fellow institutions have been doing to become more environmentally conscious. Through our data collection and the input, feedback and participation of various members of the College community, the committee has identified that in order to establish a culture surrounding environmental awareness and sustainability throughout Brookdale, we need to implement the concept and commitment to *sustainability* in many different areas of the college. These areas are categorized below and include:

I. "Sustainable Brookdale" Campaign: Values integration

II. Sustainable Brookdale Communications: Web Site, Brookdale TV, 90.5 The Night and College Publications

III. Sustainability Across the Curriculum

IV. Sustainability and Student Life

V. Sustainability and Facilities/Dining/Purchasing

VI. Sustainability and Brookdale Employees

VI. Sustainability Across "One Brookdale:" HECs and Campus

VII. Sustainability and Public Relations

All of the educational institutions that made a commitment to sustainability and environmental awareness implemented policies across most or all of those areas. We found, through our research, that the key to promoting a culture of environmental awareness is to integrate sustainable practices into all areas of the institution as outlined above. Our next step was to create a sub-committee that would work to research and recommend practices and policies to implement in these areas. **The Sustainability Initiatives Sub-Committee**, was charged to create:

- A clear definition of sustainability
- A Vision Statement
- What a "Brookdale" branded campaign could look like

and that they should consider the following:

- Local resources & local/community networks and initiatives
- Sustainability Across the Curriculum Initiatives
- Sustainability and "One" Brookdale: the HECs and Campus

Our recommendations are a result of the work that the Sustainability Initiatives Sub-Committee accomplished last semester, in conjunction with CATS, College-wide feedback and participation across constituencies, as well as the work of College Life's "Sustainable Brookdale" Survey and Communications Sub-committees.

The context, rationale and examples for implementation are available in our "Second Discussion Report" from mid-April, 2008, which can be found at:

http://ux.brookdalecc.edu/governance/Governance%20Gazette%20Page_files/2007-2008/Gazette%20April08v2%5b1%5d.pdf

On May 6, 2008, the following recommendations passed through Governance:

I. "Sustainable Brookdale": Values

1. **The environmental awareness campaign should be centered on sustainability.**
2. **Add a *commitment to sustainability* to the Brookdale Community College Values as follows:**

"We Value Sustainability

Brookdale is committed to demonstrating principles of environmental sustainability in the manner in which the institution operates.

Brookdale fosters an institutional culture that acknowledges our global responsibility to the preservation of the natural environment for future generations."

II. Centralized "Green" Communications: The Sustainable Brookdale Web Site

3. **The College Action Team on Sustainability (CATS) will be appointed the Information**

Provider to provide content to College Relations. Additional content will be provided by Student Life & Activities, clubs, Environmental Sciences faculty, community organizations and others.

III. Sustainability Across the Curriculum

4. **Incorporate Sustainability into Introductory and Advanced Brookdale Courses.**
5. **Create an Academic Sustainability Advisory Council.**

IV. Sustainability and Student Life

6. **Sustainability should be integrated into all areas of student life.**

V. Sustainability and Facilities/Dining/Purchasing

7. **The College should support, implement and endorse the CATS findings and subsequent recommendations to reduce energy use, explore renewable energy options, and to recommend the use of Green Seal and ecological certified products on campus.**
8. **Responsible constituencies should explore products and practices that reduce waste and resources.**
9. **Facilities, Dining Services and Purchasing should develop quantitative goals regarding sustainable practices.**

VI. Sustainability and Brookdale Employees

10. **The College should integrate sustainability as part of Professional Development to be considered in various modalities such as workshops, orientations, and PPOs.**

VII. Sustainability Across "One Brookdale": HECs and Campus

11. **Local community needs must be considered when factored in to developing and implementing sustainable principles and practices throughout the College's Higher Education Centers (HECs).**
12. **Higher Education Center staff, administrators and students must be**

directly involved in determining the scope and shape of our College's "Sustainable Brookdale" Campaign and must be consistently and continually engaged and addressed in determining the actions, progress and needs of fostering and promoting sustainability across "One Brookdale".

VIII. Sustainability and Public Relations: Developing the "Sustainable Brookdale" logo and branding the campaign

- 13. Public Relations, as the primary mechanism for internal and external communications, should develop the logo and "brand" for The Sustainable Brookdale Campaign in consultation with CATS.**
- 14. The College should explore "green" methods of communicating the campaign beyond the Sustainable Brookdale Website (for example, 90.5, BTV, local community publications)**
- 15. The College should engage other constituencies such as Marketing Users Group (MUG) and Technology Users Group (TUG) along with the College Action Team on Sustainability (CATS) in collaborative efforts to promote and strengthen the Sustainable Brookdale campaign; ensuring that all relevant actions and data, including meeting minutes and efforts regarding sustainability initiatives are *communicated* across constituencies to avoid redundancy, ensure efficiency, and maintain efficacy.**

Student Leadership Charge and Initial Recommendations to Steering

As noted in our introduction, College Life has been asked by Steering to provide recommendations on student leadership for standing committees.

This was not an official "charge," but stems from the development of student leadership in the 2007 – 2008 academic year where students have served as standing committee co-chairs on College Life.

Based on the experiences of the College Life Committee, the Co-Chairs of College Life recommend

the following for the inclusion of student leadership on standing committees:

- *Students should have the constitutional right to serve as Standing Committee Co-Chairs*

It is clear from the Middle States report that this shift toward full inclusion bespeaks the "culture of engagement" Brookdale stands for and is dedicated to fostering by creating an environment which engages all constituencies in advocacy and the work of Governance.

- *In order to serve in a leadership capacity on a standing committee, students must have a faculty, staff, or admin committee member serve as Co-Chair and Mentor*

There is no question that this is necessary; Brookdale employees who function as Co-Chairs alongside students must understand their dual role as "mentors" as well as "co" Chair. Students need institutional insight and guidance, along with the many responsibilities which fall to Co-Chairs, Mentors must be willing to work with students *as* mentors, providing guidance, assistance and facilitating their experience and work regarding all aspects expected of a Standing Committee Chair.

- *Students must have successfully completed one academic year of full or part-time study at Brookdale to serve as Standing Committee Co-Chairs*

New students should be given the opportunity to become acclimated to Brookdale *prior* to serving in a leadership capacity, especially one which encompasses this much responsibility; this was clearly evidenced in our experience and we believe that the context required for such a position would work to further ensure student success.

- *Students must have been an active participating member for one full semester on the respective committee before serving as a co-chair.*

As students should be acclimated to Brookdale prior to serving as a committee co-chair, students should also be acclimated to the committee itself. Students should be accustomed to how the committee and Brookdale governance operate, what duties co-chairs perform, how presentations and gazette reports are prepared, and what a typical committee meeting looks like. This will ensure that students will know what is expected from them as a co-chair and ensure an easy transition into a leadership role.

The question remains, however, as to how *to ensure this level of engagement?* The isolated efforts of select faculty in getting their students involved isn't enough. Consequently, to the above recommendations, we add the following:

- *The College must make an effort to standardize, promote and support student engagement on Governance.*

Again, College Life thanks the entire College community for its support and assistance throughout the year.

Institutional Planning and Effectiveness

The Institutional Planning and Effectiveness Committee's (IPEC) year began on August 14 with a retreat where the primary agenda was to (1) complete work on the FY 2009 Strategic Goals Matrix which had previously been reviewed with the President's Cabinet at a joint meeting at the end of June, (2) review updates to the Major Indicators of Institutional Effectiveness, and (3) establish an agenda for the upcoming academic year. Then on the second Faculty Day at the beginning of September, the Committee met once again with many of the original group of full professors who had participated the previous year in helping IPEC establish Matrix goals. The consensus was that their input was clearly evident in the FY 2009 Matrix. The full professors expressed appreciation for being asked and indicated that they would be desirous of being involved and engaged in helping Brookdale achieve the Matrix goals.

As usual, IPEC was given the charges by Governance Steering to develop the Strategic Goals Matrix and to update the Major Indicators of Institutional Effectiveness. The Committee started its official meeting cycle by watching and then discussing a documentary entitled "Discounted Dreams: High Hopes and Harsh Realities at America's Community Colleges." The consensus was that the documentary highlighted concerns that community colleges need to face. In order to facilitate its work, the Committee then decided to split into three subcommittees, one for each of the charges and another for environmental scanning. It was also decided that some of the regularly scheduled Committee meetings would be set aside for the subcommittees.

At the first Governance Forum of the academic year, IPEC presented the final FY 2009 Matrix. Since no major changes were recommended, the Matrix was then forwarded to the President and Cabinet for final

approval and submission to the Board of Trustees. During the fall, the Matrix Subcommittee began the development of the 2010 Matrix. Under the leadership of Barbara Boyington and Dave Stout, this subcommittee met on five separate occasions during the fall to consider those goals that it predicts will emerge as the most important during that time frame. In addition, Dr. Burnham met with IPEC to share his thoughts with regard to the forces shaping Brookdale's near and long-term future. Finally, with the assistance of division and department chairs, the committee assembled a group of 26 faculty members representing all ranks and most areas to engage in a focus group facilitated by Sondra Cannon and Linda Milstein. The overriding purpose was to gain additional perspectives and input regarding desired futures for Brookdale. The fact that so many faculty would accept the invitation (just about everybody that was asked accepted) to meet in the early evening after a very busy Faculty Day spoke to their quality, commitment, and caring. The Committee returned to the Forum in February with its first iteration of the FY 2010 Matrix. Based on feedback received, the Committee continued to revise the Matrix. Dr. Burnham returned at the end of April to update the Committee on changes recommended to meet the new fiscal challenges that emerged as a result of the Governor's proposed cuts and a reduction in the County's original commitment. IPEC presented its recommendations for changes to the FY 2009 and FY 2010 Matrices to the final Governance Forum.

In October, IPEC presented its updates to the Major Indicators of Institutional Effectiveness to the Governance Forum. Reactions were quite positive given the fact that Brookdale's performance on many of the indicators was above that of its peers. The Major Indicators Subcommittee chaired by Webster Trammell then proceeded to concentrate on reducing the indicators to what it considered to be the most critical. The assumption was that the greater the number of indicators the greater the chance that each will be diluted in importance. The subcommittee met multiple times both during and in addition to regularly scheduled IPEC meetings and also consulted with others across campus (e.g. Financial Aid Director, staff of Planning, Assessment, and Research, etc.) to identify and define a reduced set of indicators. The result was a reduction in the number of indicators from 48 to 16. The Committee returned to the Forum in April to present the new indicators without data. During the summer, the indicators will be further defined and benchmark and peer data will be provided where available and appropriate.

Professional Development

Charge: College-Wide Analysis of Professional Development Expenditures and Forecasting of Future Professional Development Needs

The Committee should:

1. Identify all professional development expenditures for the entire college.
2. Analyze the finding for spending patterns, underserved areas, trends, and indicators for broader programs.
3. Develop a comprehensive blueprint with Human Resources for professional development programming and resource allocation which ensures that institutional needs are met.

The Committee completed this charge by developing the Blueprint for Professional Development. The Blueprint was voted on and accepted at the May 6 Forum.

The Blueprint is available on the Professional Development Website:

<http://ux.brookdalecc.edu/governance/Governance%20Prof%20Dev%20Page.htm>

As part of the Needs Assessment process described in the Blueprint, the Committee conducted a college-wide professional development survey. The results are currently being tabulated, and will be used to assess current and future professional development needs at the college. The survey will assist the Committee in establishing major themes and priorities for professional development resource allocation in the upcoming year.

The Resource Allocation section of the Blueprint contains Guiding Principles for Professional Development Resource Allocation. The Guiding Principles were developed to inform professional development funding decisions throughout all areas of the college.

Resource allocations of the Professional Development Committee will fund college-wide priorities and themes, while departments will fund departmental/discipline specific priorities. The Committee anticipates that this funding model will serve both institutional and individual professional development needs, while creating the potential for increased levels of professional development funding.

In addition to our charge, Committee members carried out other activities during the year:

- Organized and hosted the Adjunct Faculty Reception in September 2007.
- Organizing, hosting, and funding the Staff Luncheon on May 30, 2008.
- Organizing and hosting, the A&E Professional Day on June 3, 2008.
- Supported 2008 BIG grants with \$1300 funding and membership on the BIG Selection Committee.
- Supported the 2008 Outstanding Faculty Colleague Awards and 2008 Outstanding Adjunct Awards with \$2050 funding
- Supported the 2008 Outstanding Staff Awards with \$1000 funding and membership on Selection Committee.
- Supported Faculty Recognition Awards.
- Funded Individual Professional Development for 88 Faculty with \$22,687
- Funded Individual Professional Development for 62 A&E with \$7,006
- Funded Individual Professional Development for 26 Staff with \$3,442

Student Development

Charge: Student Email Account Guidelines

1. Identify the types of information that the college conveys to students via their Brookdale Community College email accounts.
2. Examine the mechanics and identify constraints of our current email system and make recommendations as needed.
3. Develop guidelines for the administration and student use of email accounts.

Background Information:

Currently, the 2007-2008 college catalog states: *“All students are assigned a Brookdale e-mail address upon registration. You will receive critical information such as grade and graduation notices and registration announcements. It is vital for you to regularly check your Brookdale e-mail.”* (page 21) However, the college has not determined what critical information is to be or should be sent via email, and students have raised issues regarding storage, SPAM, retrieval, etc. In a continuing effort to address the need to more effectively communicate with students, and in anticipation of implementing the 2006-2007 “Green Initiative”, which recommends using e-mail

over paper, guidelines need to be put in place to maximize the effective use of e-mail. Responsibility of the e-mail account on the part of both the student and the college must be addressed in the guidelines. Because email to students may contain sensitive information, these guidelines should be consistent with all state and federally mandated regulations concerning the security of student records.

Key Points

1. Constraints of the existing BCC email system include:

- **Storage;** limited storage leads to many problems (opening email, sending attachments)
- **SPAM;** student accounts are not protected by Barracuda
- **Passwords;** persistent problems with student passwords
- **Policy;** there is currently no college policy regulating email

2. Students currently *do not use their BCC email* accounts for these reasons:

- **Unreliable**
 - passwords do not work
 - cannot open email (storage issue)
 - cannot send attachments (storage issue)
 - SPAM (not protected)
- **Unaware**
 - students do not know that they have an account (especially PT students)
- **Not Required**
 - teachers do not require use of BCC email
- **Preference**
 - students prefer their personal email accounts

3. ITAC is currently investigating BCC email as part of college-wide technology issues. ITAC recommendations are due Spring 2008. Email is specifically mentioned under ITSP III “Strategic Goal – Communication”.

Recommendations

1. The assigned Brookdale Email Account will be the official method of communicating with students.

2. Current technological constraints confound a reliable and efficient student email system. Among the constraints that must be addressed are:

- Storage capacity
- SPAM filters
- Return receipt technology
- Attachment capacity
- Personalized email
- Single password (email, web advisor, etc.)
- Trouble-shooting support system

3. Guidelines for the Administration and Student Use of Email Accounts should be developed in the following areas:

- Introduction and Purpose. Describe the role of electronic communications, the relationships to supporting the college mission, and the advantages of such communications. Underscore the critical nature of available access to this medium.
- Use of Email. State that the email system is an official means of communication with students. Indicate the need for accessing email on a regular basis, and emphasize the critical nature of time-sensitive communications. Identify the entity responsible for overseeing/coordinating aspects of the system.
- Assignment of Student Email Addresses and Accounts. Denote who is provided email accounts, when accounts are set up and when accounts are deleted.
- General Guidelines. Present information on email format and the use of distribution lists, attachments, storage, list servs, etc. Also include information on appropriate and inappropriate content.
- Privacy/Confidentiality. Note inability to ensure privacy/confidentiality of electronic communications.
- Educational Uses of Email. Support faculty incorporation of electronic communications in course instruction and promotion of student learning. Stipulate necessity for including in syllabi how e-learning tools are to be used. State

College commitment to providing student access to such tools.

- Personal Use. Acknowledge a reasonable expectation that electronic communication may be used for personal use, and state that such use should not disrupt university/college business, be used for personal gain, or interfere with an employee's ability to perform job.
- Authorized Access and Disclosure/Service Restrictions. Describe when inspection, monitoring, and disclosure of email may take place in response to matters such as usage violations and critical operational needs.

Overview of Research Conducted and Resources Consulted:

- "Guiding Principles for Communications with Students" document, 2001-2002 Student Development Charge
- Listing of Communications sent to students via email and traditional mail (J.Palumbo)
- Informal surveys: Paper survey – 90 students; email survey – 30 students
- Meetings with ITAC representative; consultation with OIT
- Analysis of Email policies from 14 colleges
- FERPA Guidelines
- BCC Green Campus Initiative

Suggested Timeline for Implementation:

As soon as the technology exists.

Budgetary Implications:

ITAC is currently investigating email as part of college-wide technology issues. Some costs may be offset by savings on traditional mailings.

Procedure for Assessment:

If the assigned Brookdale Email Account becomes the official means of communicating with students, the program will be "self-enforcing". Students will have to consult their email to learn when registration begins, financial aid forms are due, grades are posted, etc.

Charge: Student Monitoring System

1. Determine the effectiveness of monitoring students' progress and success.
2. Determine the impact of the Monitoring System on student's academic performance.
3. Recommend ways to assess the Monitoring System effectiveness.

Background Information:

The Student Monitoring System has been in place since 1999-2000. The latest version is intended to be used as a tool to alert students of possible problems in their academic performance. Information from monitoring records is also used for compliance with financial aid regulations (State and Federal). Currently, it has not been assessed for its impact on student success. It is important to update it and recommend changes to improve its effectiveness.

Key Points

- Several campus offices utilize data from the Student Monitoring System (SMS) to comply with Federal and State Financial Aid/Benefit regulations.
- Faculty members are not aware that SMS is used for purposes beyond monitoring academic performance in individual classes.
- Some faculty that do not use SMS believe that they are more effectively promoting academic progress by speaking directly to students.
- The multiple uses of SMS data have never been described to faculty. Offices that rely on faculty participation should clarify their usage and communicate the importance of faculty participation in SMS.

Recommendations

- Clarification. Clarify multiple purposes of SMS for the campus community:
 - Academic performance in individual classes
 - Compliance with Federal and State Financial Aid/Benefits policies
- Communication. Develop a consistent and comprehensive statement that defines all uses of SMS. Information should be disseminated throughout the campus community:

- Faculty and Adjunct Faculty Handbooks
 - Student Handbook
 - Department Syllabi
 - “Monitoring System Memorandum” distributed at the start of the semester
 - Email blast at the start of each monitoring period
 - College Success Seminar – HUDV 107
- Assessment. Each office utilizing SMS should develop its own assessment plan. The Registrar’s Office can provide pertinent student data. Offices that may assist include:
 - Planning, Assessment and Research (PAR)
 - Office of Information Technology (OIT)
 - Assessment Coordinator
 - Corrections. Correct information regarding SMS in the Faculty and Adjunct Faculty Handbook (number of monitoring letters; role of student development specialists).
 - Online Courses. Develop monitoring letters with language specific to online courses.
 - Green Campus Initiative. Utilize WebAdvisor for the SMS as soon as campus technology permits. Ensure confidentiality by telling monitored students to “check WebAdvisor for an important message” via their BCC email accounts.

- Survey – Faculty Use of SMS; 104 respondents
- Survey – Student Monitoring by other NJ Community Colleges – 12 respondents

Suggested Timeline for Implementation:

Multiple uses of SMS should be clarified and communicated as soon as possible (Fall 2008). Corrections to the Faculty Handbook also should be made immediately. TLC should be consulted for inclusion of online course language in monitoring letters. Student email and WebAdvisor should be used to communicate SMS data as soon as the technology exists. Individual assessment plans should be developed as needed for campus offices utilizing SMS data (Academic Affairs, Athletic Department, Financial Aid Office, International Education Center, and Veterans’ Affairs).

Procedure for Assessment:

Since multiple offices utilize SMS data, the Committee determined that no single assessment procedure would be effective. Each office utilizing SMS should be responsible for developing its own assessment program.

Diversity Council

The Council took a moment to celebrate the successes of this year, especially achieving Standing Committee status in Governance. The members acknowledged the work of its “co-chair”, Sondra Cannon.

With the forum approval of the work completed on the Charges for the 2007-08 Academic Year, the final discussions focused on doing additional planning during the early summer. We reviewed of a series of articles produced by DiversityInc on “Thing You Don’t Say ...” and supported their publication in *The Brookdalian* over the course of several months. These articles are a catalyst for *Brookdale Conversations* about differences in the hopes that they will lead employees to greater awareness.

2007- 08 Charges

- 1) Create a functional definition of diversity at Brookdale; *Diversity encompasses a complex mosaic of many cultures, ages, beliefs and identities. Valuing Diversity seeks to identify similarities and connectedness concurrently with promulgating an understanding and respect for the different intellectual traditions and social perspectives among the many diverse groups that comprise our society and the multicultural global community.*
- 2) Develop a diversity philosophy that reflects the College’s Vision, Values, Mission and Goals;

Overview of Research Conducted and Resources Consulted:

- Academic Standards Charge, 2000
- Student Monitoring Letters
- Faculty Handbook, Adjunct Faculty Handbook, Student Handbook, Department Syllabi, Monitoring System Memorandum, College Catalog
- Registrar’s Office – Kim Toomey
- Financial Aid Office – Mike Bennett
- Enrollment Development and Student Affairs – Jim Palumbo
- Director, Student Development – Steve Curto
- Academic Affairs – Nancy Kegelman

Brookdale's commitment to diversity is based on the premise that the future development of this society is contingent upon positive interaction, change and growth involving individuals of all backgrounds. We believe our role is to serve as change agents/role models in that process.

At Brookdale Community College we affirm that:

BCC is a learning-centered community where student experiences prepare them for work and life in a diverse society.

BCC is a respectful and inclusive institution, which values differences in all people, not only in thought and point of view but also in ability status, age, culture, ethnicity, gender, race, religion, and sexual orientation.

BCC is an integral part of our communities and as such, BCC's administration, faculty, staff and students mirror the diversity of Monmouth County and Central New Jersey.

BCC reflects the richness of the diversity of Monmouth County and Central New Jersey in its internal and external communications, college life, curriculum and student services.

BCC employees – administration, faculty and staff – reflect our diverse community and we encourage personal growth and advancement in hiring policies, practices and professional development.

3) Develop a plan which flows from the diversity philosophy that serves as a comprehensive 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;

Goal

To increase sensitivity to and awareness of diversity issues so that BCC can create and maintain work environments free from prejudice, stereotypes, and bigotry.

Objectives

To provide information on the best practices for responding to incidents of intolerance and bigotry in the classroom and workplace,
To develop action plans that are more reflective of and responsive to the diversity that exists within the college community,
To advocate on behalf of individuals and groups facing bias and discrimination,

To equip employees with knowledge and skills on diversity to best serve institutional and individual needs.

Focus

Development of a diversity blueprint led the Council identified six target areas as the focus.

1. General Awareness & Education (overall campus community & stakeholders)
2. Hiring, Promotion, & Reclassification
3. Communications
4. Equality of Service/Quality of Service/Extracurricular
5. Diversity in Curriculum
6. Funding for Diversity Initiatives

Work during the summer and into next year will use these content areas as the building blocks for diversity programming and education.

Any members of the Brookdale community interested in joining the work of the Council this summer and/or next year are encouraged to contact Sondra Cannon x2695 scannon@brookdaleecc.edu to be added to our mailing list.

Thank you to Brookdale for your encouragement and support of the Diversity Council during this year. Remember that this is only a beginning!

COLLEGE-WIDE COMMITTEE YEAR-END REPORTS

Basic Skills Committee

The Basic Skills Committee is proud of its accomplishments this year. Its commitment to the mission of Basic Skills, opportunity, access, proper placement, and improving student learning is reflected in the following results for the academic year 07/08:

1. Determined the shelf-life of placement scores for each discipline (3 years)
2. Assessed the Summer III sections of basic skills courses advertised to new students who need to take one or two basic skills courses (2007-2008)

3. Continued the research and implementation of the use of learning communities for developmental students, i.e., for pre-Allied Health/Nursing and E.O.F. student cohorts.
4. Assisted in the process of having the English Dept.'s ENGL 095's change to standard letter grades accomplished by helping to communicate the word to applicable departments who use ENGL as a pre-requisite for some of their courses.
5. Established preventative measures for students from retaking the placement test when they don't have to, i.e. due to an SAT waiver or from having taken the test previously with an acceptable score. Also, made sure students retest in the Writing Center after an unacceptable score places them in ENGL 095.
6. Compared number of students who enroll in and successfully complete these self-paced sections to number of students enrolled in other sections of MATH 015.
7. Identified MATH 025 at level 5 status.
8. Identified ENGL 095, ENGL 097, and ENGL 094 as a package of courses currently at "level 5" status.
9. Researched the concept of computer literacy as a basic skill
10. Created a presence in the 2007-2008 Brookdale Catalogue that provides information about Basic Skills to students.
11. Sent a student panel video to Monmouth County high school Outreach participants.
12. Continued to invite division and department chairs from departments that do not offer developmental courses to coordinators meetings to explain what Basic Skills is and does and what its courses provide our students.
13. Held the first ever Basic Skills Faculty Day
14. Scheduled fall and spring focus group meetings to plan the agenda for the Outreach 08 conference and to maintain working relationships with and among Monmouth County high school professionals

15. Planned and completed Outreach 08 with the second "best practices" showcase as its theme.
16. Created an Angel platform for the design and maintenance of a Basic Skills website.

The committee held its last college-wide meeting on May 1. The coordinators will host a focus group meeting on June 5th and one in October to plan for Outreach 09. We look forward to enjoying the summer and to an invigorating and equally as productive 08/09.

General Education Committee

General Education Report
Year End Report 07-08

A. Membership

- Members: Karen Abramski, Cathy Blackburn, Shay Delcurla, Alice Dressner, Chris Elliott, Shawnda Floyd, Gail Harrigan, Ann Tickner-Jankowski, Shahin Pirzad, Laura Miceli, Nancy Kegelman, Nancy Liu, Marie Maber George Reklaitis, Robin Smith, Delores Steinhauer, Tom Setaro, Barbara Tozzi (Ellen Musen filled in for her during Barbara's Spring 2008 sabbatical), Linda Wang, Dave Wiseman, Jennifer Wright and Pat Wuelfing
- Shay Delcurla and Gail Harrigan continued as co-chairs, elected by the committee membership.
- Dean Nancy Kegelman and Shay Delcurla served on the Academic Officers Association and the General Education Coordinating committee, respectively, and reported at each meeting on the work of these groups to enact the statewide General Education Model.
- Meetings were held regularly on Wednesdays, between 12 noon and 1:30pm during the Fall in MAN113 and in the Spring in ATEC101.

B. Charges

The Committee received and worked on two charges this year. On September 12, 2007 the statewide transfer legislation was signed into law. Based on that law, the committee worked to:

1. **Revise General Education Regulation 5.003R to comply with the state model.**

2. Develop a process to determine General Education designation.

Revision of the General Education Regulation

Based on feedback from Nancy Kegelman and Shay Delcurla, the committee determined that only minor changes were needed in the regulation to comply with the model developed by the state committees. Flexibility was permitted in the AAS and AFA degrees in the Communications knowledge area. A student could be permitted to take one course in Composition (writing) and a second course in either Composition or speech instead of the current language which stated that:

1. Communications (C) - 6 credits to include two Composition (writing) courses, may include an additional course in Speech.

On February 19, 2008 a presentation was made at the Forum to discuss making the following change to the regulation:

A.A.S. or A.F.A. Degrees will include no fewer than 20 General Education credits distributed among:

1. Communications (C) - 6 credits to include one Composition (writing) course; the second course may be taken in either Composition or Speech.

On March 11, 2008 the change in the regulation was voted on and passed in the Forum.

Developing a process to review General Education courses and General Education program distributions.

At the beginning of the year, with the help of Pat Wuelfing, the committee reviewed, revised and approved, the General Education Change of Status form for courses. Also, the Office of Academic Affairs presented the committee with a list of current programs which contained General Education requirements which were out of alignment with the new regulation. Committee members contacted these departments and worked with them to make corrections to the catalog page listings to bring the programs into alignment.

Jennifer Wright reviewed the regulation and brought several issues to the group concerning the degree audit software used by Registration to track a students' progress toward a degree. Based on feedback by the

committee, Jennifer was able to adjust the software to ensure accurate tracking.

The committee members discussed methods to evaluate courses and programs that would be as consistent and objective as much as possible. A rubric template was created and discussed at several meetings and at a committee retreat on January 18, 2008. Bob Mellert was invited to a meeting to discuss the Philosophy department's view of the Ethical Dimension designation. His department offered consultation for any course seeking Ethical Dimension status.

Initially, the committee agreed to use the rubrics to evaluate courses that came before the committee for the year to determine if the forms could help in systematic evaluation. By the end of the year, the group voted to continue use of rubrics for all General Education course categories, including Ethical Dimension and Cultural and Global Awareness. Only the Technology area has not been decided and discussion of "t" status remains to be reviewed next year.

Cathy Blackburn and Pat Wuelfing worked on a template for AA, AS, and AAS/AFA degree programs to enable systematic review of programs putting forth their General Education requirements. These templates have enabled the committee to review a program quickly and to ensure that general education requirements are appropriately distributed in every program sequence. The committee agreed to continue to use these templates as well for all future reviews. The templates and the rubrics will be loaded on the Academic Affairs homepage.

C. General Education Classes (Regular Business)

Approved courses:

ENGL 235 for Cultural and Global Awareness

ENGL 236 for Cultural and Global Awareness

MATH 156 for Mathematics

MATH 176 for Mathematics

PSYC 208 for Social Sciences

MUSI 116 for Cultural and Global Awareness

PHIL 105 for Ethical Dimension

PHIL 115 for Ethical Dimension

PHIL 227 for Ethical Dimension

COMP 129 – Title change to Information Technology

SPCH 115 – Title change to Public Speaking

Approved programs/GE changes in programs:

Technical Studies AAS

CADD AAS

Respiratory Therapy AAS
Nursing AAS
Dental Hygiene AAS
Digital Animation AAS
Engineering AS
Architecture AS
Networking AAS
Electronics AAS
Business Administration AA
Interior Design AAS
Liberal Studies Transfer Academic Credit Certificate
Humanities A.A. Speech Communication Option

The committee would like to recognize the enormous contribution of Pat Wuelfing and the Office of Academic Affairs in facilitating the work of this committee.

REPORTS

Report on the May 6 Forum

Maria Fernandez, Governance Chair, welcomed everyone. The first two agenda items were votes on Professional Development and Academic Standards. Both votes passed with the following counts:

Professional Development: Blueprint

For 67
Against 9
Abstain 11

Academic Standards: Grading Regulation

For 50
Against 6
Abstain 2

Institutional Planning and Effectiveness Co-Chair Arnie Gelfman discussed revisions to the 2009 and presented the 2010 strategic goal matrices. Due to a reduction in funding from both the County and the State, some current and future plans have to be adjusted. Revisions include the elimination of Branch Campus status for Western Monmouth and a shift in focus from strengthening our off-campus sites to capacity-building at the Lincroft campus. Revisions to the 2009 matrix follows:

Old: IIA1. Refine enrollment projections & course scheduling

New: IIA1. Refine enrollment projections & course scheduling to utilize Lincroft campus at its capacity.

Old: IIA4. Continue “One Brookdale” response to decentralization and the comprehensive development of the Branch Campus and HECs.

New: IIA4. Develop plan for strengthening Lincroft as degree center.

New: IIA5. Assess implications of eliminating branch campus status.

Old: IIA5. Complete Lincroft projects in FMP (Arena, Auto Tech) and address infrastructure needs.

New: IIA6. Initiate projects in the FMP: (Arena, Fitness Center, Auto Tech, WMHEC), and continue to address infrastructure needs at all sites.

Changing Columns (Rows)

- Move IIB (Education as a Life Long Activity) to ID
- Move IIC (Retention, Graduation & Post-Associate Learning) to IIB.
- Move IVC (Community Relations) to IVB.

Old: IIIA1. Prioritize and implement results of examination of Student Development Model.

New: IIIA1. Continue examination and campus-wide discussion of Student Development Model.

Old: IIIA4. Expand student services and student life programs at HECs & Branch Campus.

New: IIIA4. Expand student services and student life programs at all BCC sites.

Old: IVA2. Address recommendations from Self-Study and Visiting Team

New: IVA2. Address suggestions from Self-Study and Visiting Team

New: IVA3. Reexamine expansion and capacity relating to Lincroft and all other centers in context of changing financial landscape.

New: IVA4. Institutionalize Major Indicators of Institutional Effectiveness.

Work on the 2010 matrix continues and will be presented in the Fall.

Next was the vote for The Sustainability. During the discussion, a motion to strike the College Life recommendation was made and passed. With the adjustment, vote for sustainability initiative passed with the following count:

College Life: Sustainability Initiative

For 118
Against 10
Abstain 6

The next item on the agenda was a vote for the monitoring system. Discussion was raised about the recommendation to provide notification via Web Advisor in support of the Green Initiative. Specifically: "Utilize WebAdvisor for the SMS as soon as campus technology permits. Ensure confidentiality by telling monitored students to "check WebAdvisor for an important message" via their BCC email accounts. Concerns were raised because of the current state of the email system. Torina Armstrong clarified that the recommendation is contingent upon the implementation of a new, effective email system. She also reminded everyone that the recommendation by Student Development to have email as the primary source of communications with students was passed by the forum in December 2007.

She also clarified that the recommendation to have a "No Data" Option included in the SMS that states the faculty member has "no pertinent data to enter at this time." was removed from the list of recommendations based on discussion and issues raised at the April 23 Forum. The vote on recommendations for the SMS passed with the following count:

Student Development: Monitoring system

For 107
Against 15
Abstain 16

After the vote, Maria opened discussion on the role of Academic Deans on Standing Committees. Various concerns were expressed during the discussion. Some felt that Deans were first presented as ex-officios and then later changed to liaisons. Maria explained that the Deans were never presented as ex-officio and that the language in the Gazette was "liaison" since the Deans were added to membership on March 11. The Deans were listed in a different color, bold.

Misunderstanding occurred because they were at the end of the proposed list of ex-officio members.

Kathy Blackburn made a motion reading from the proposed role of Deans as listed in the mid-April Gazette: *Academic Deans will be appointed to a Standing Committee as a liaison by the EVP for Educational Services in consultation with Steering for a period no less than one academic year. Liaisons are non-voting members.* The motion was seconded by Carol Hunter. The vote was rejected with the following count:

Academic Deans

For 46
Against 55
Abstain 22

The Forum was adjourned. A broadcast email to the campus community of all vote results from the May 6 Forum was sent on May 7.

EDITOR'S NOTE

It's been quite a year, and one that went very quickly! This Gazette is the final one I am editing and it not only details all of the outstanding work done by all Governance committees, but clearly exemplifies the cooperation and collegiality that makes Governance work so well. I am impressed by the amount of work accomplished by each committee, by the thoroughness in which Steering addressed each issue and by Dr. Burnham's high regard for the Governance system which was apparent in each of our meetings with him. I have learned so much this year and I thank you all; you are amazing in your dedication and professionalism.

Middle States chair Dr. Martha Smith characterized our Governance system as "robust." It certainly is that, and in no small measure because of the leadership and guidance of Chair Maria Fernandez. We owe her a rousing round of applause and our sincere appreciation for all of the hard work which characterized this year. As I take over from her, I am grateful that she will remain with us to continue to share her expertise.

So here we go! For those of you leaving at the end of the term -- enjoy your summer! While you're gone, the members of the Steering Committee will continue working on the College's behalf, to design the charges and questions to be addressed in the fall.

Avis McMillon