



Governance Gazette

the newsletter of Brookdale Governance

Mid-September 2008

Chair's message

Dear Colleagues,

The 2008-09 Governance year is off to a great start!

This coming week, at the September 30th Forum, we will continue our discussion on Professional Development, for those who didn't have the opportunity to have their questions answered. We will also begin discussion on two important topics that impact our students.

Academic Standards will have their first discussion on the Transfer Regulation. A good number of Brookdale's incoming students have credits from other institutions. Therefore, it is important that the process of transferring credits into the college is clear and consistent.

Student Development will begin discussing Student Engagement and Success. It has been proved repeatedly through research that a student who is engaged in out-of-classroom college life is more likely to succeed than a student who is not so engaged.

Also, I will facilitate a discussion on how the newly minted Academic Division Deans can best serve Governance.

I look forward to hearing your views on these issues.

See you at the Forum...

Avis McMillon
Governance Chair

September 30, 2008

FORUM MEETING

11:45 in Twin Lights I & II

***Also on Bluesnet and broadcast to
Western Monmouth**

Agenda

1. Academic Standards – Transfer Credit
Darlene Macomber and Beth Boylan, *Co-Chairs*
2. Student Development – Student Engagement and Success
Paul Keating and Rosemary Kochman, *Co-Chairs*

3. Professional Development – Continuation of Discussion of the Professional Development Blueprint
Pat Sensi and Marianne Drake, Co-Chairs
4. Academic Division Deans & Governance
Avis McMillon, Governance Chair

ISSUES

ACADEMIC STANDARDS

TRANSFER CREDIT – Discussion 1

Academic Standards is currently working on our first charge to examine the College's Transfer Credit Regulation 6.1003R. From Steering we were given the following:

The Committee should:

1. Identify all avenues the college offers students to receive transfer credits.
2. Identify processes and procedures already in place for each method.
3. Review and recommend updates to College Regulation 6.1003R, Transfer Credit.

Matrix Reference:

- ID. Education as a Life Long Activity: Refine and focus learning programs; integrate credit & non-credit initiatives.
- IVC. The Lampitt Bill (NJ Transfer)

Explanation:

In the 2006 – 2007 academic year, the College, through Governance, charged Academic Standards with examining non-traditional methods of earning academic credit. Implementation of the results of this charge was put on hold, pending further investigation and review by administrative units. Earning academic credit through non-traditional methods is just one component of the overall regulation guiding the transfer of academic credit (6.1003R). The current Regulation 6.1003R has not been modified since 1977, and a review is warranted to ensure that all avenues for receiving credit have clearly been defined and that clear, consistent, and fair practices and procedures are applied.

Academic Standards made recommendations to Steering in March 2007 concerning the Awarding of Academic Credit for non-traditional learning and stipulated that “award of assessed credit becomes official when the student enrolls in and successfully completes 12 credits of college-level BCC courses with a grade of C or higher. President Burnham responded that Academic Standard’s recommended guidelines become “effective September 2007; the Transfer Regulation is on hold pending further discussions between Academic Affairs, Enrollment Management and Recruitment Services, Academic Standards, and Steering.

The Committee met with Kristin Worthley from Recruitment Services and reviewed a draft of the “Transfer of Credits Policy Manual.” Transfer of credit at Brookdale is awarded from a variety of sources including:

- Regionally Accredited Colleges and Universities in the United States
- International Academic Credentials which have been translated and evaluated by an acceptable international academic credential evaluation company
- Non-traditional Education sources such as: Monmouth County Policy Academy, Military experience, New Jersey Department of Corrections, and some workplace coursework evaluated by ACE (American Council on Education).
- AP, CLEP, and DANTES Exams

Current Processes and Procedures:

- Students must submit official transcripts must be submitted to the Office of Recruitment Services
- Credit is only transferred from an official transcript from the institution where the coursework was completed
- Student must have earned a grade of “C” to transfer the credit
- Brookdale will not transfer credits with a grade of Pass
- Remedial coursework will not transfer
- Credits from out of country school may transfer provided student has had the transcript evaluated by an international academic credentials evaluation company
- Non-Traditional Educational Sources—credit will be accepted provided the coursework has been approved and evaluated by ACE including, following ACE recommendations and proper documentation Training Programs and Military Experience
- Brookdale has an articulation agreement in place with the Monmouth County Police Academy to grant up to 11 non-duplicative credits to graduates of the program
- Brookdale has an articulation agreement with the New Jersey Department of Corrections to award up to 15 non-duplicative credits
- CLEP, AP and DANTES Exams—credits will be awarded based on ACE’s Guide to Educational Credit by Examination

Initiating the Transfer of Credits

- Student applies to Brookdale Community College
- Student submits official transcripts
- Student meets with a Student Development Specialist to review the transcripts and determine where credits will fit in the student’s academic program
- A Transcript Evaluation Request form is completed by the SDS and forwarded to Recruitment Services
- Recruitment Services Representatives determine which classes and how many credits will be granted. The student receives a report detailing the transfer of credit

Discussion Issue:

In the discussion with Recruitment Services it became very clear how valuable it is for students to have a preliminary evaluation of the credits that will be accepted for transfer as early as possible, particularly for nontraditional students. Currently recruitment performs a preliminary evaluation when they receive a “Transfer Credit Evaluation Request” from Counseling and sends a copy to the student. Credits are not posted on a Brookdale transcript until the student has successfully completed one semester. Preliminary credits can be seen institutionally on limited access Datatel screens, but are not visible to students on WebAdvisor. Recruitment currently performs a manual follow-up to convert

preliminary evaluation of credit to transfer credit at the close of the student's first semester.

As the manual-process concern was raised, the Registrar indicated that the process is one that should be able to be automated, making it more of an OIT issue than an Academic Standards issue.

We have further sought input from our sister institutions to see if they will share with us their regulations and / or procedures concerning the transfer of credit and residency requirements (e.g., how many credits must be completed in residence before transfer credits will be posted to an official transcript or how much time must elapse, and what percentage of credits must be taken in residence to satisfy degree requirements). The response has not been overwhelming as we requested the information at a very busy time of year.

Questions for the Forum:

- **Do you think the general guidelines Recruitment Services has spelled out (under processes and procedures above) should be included in the Transfer Regulation?**
- **How can we best inform students of the process of transferring credits to Brookdale and their responsibilities in that process?**
 - **Currently, the catalog (pg. 15) informs students of the procedure and their responsibility for having credit evaluated and states that credit will not be evaluated until the student has successfully completed one semester.**
 - **On the BCC homepage under "Prospective Students" students must select "Recruitment Services" from the sidebar menu and then are led to comprehensive information regarding transfer credit evaluation**
 - **The BCC Admissions Application asks students to list previous colleges attended, but does not inform them of the procedures for evaluating credit**
 - **Students are informed of the process when they meet with a Student Development Specialist and share information about previous academic experience**
- **If there is a way to post preliminary credits to a WebAdvisor evaluation screen, should the College investigate doing so?**
- **Should we consider imposing a time limit on transferring in certain courses like technology or science?**

STUDENT DEVELOPMENT

STUDENT ENGAGEMENT AND SUCCESS – Discussion 1

Charge: Student Engagement and Success

1. Examine avenues currently in place at BCC that encourage and report on student engagement and success (including facilities, resources, research and programs).
2. Identify and recommend additional avenues, both traditional and emerging, to increase student engagement and success.
3. Identify and recommend ways the Student Monitoring System can be used to effectively support student engagement and success.

Explanation: Student engagement is directly related to student persistence and success. The recent Community College Survey of Student Engagement (CCSSE) examined the amount of engagement students experience at Brookdale. The College is seeking ways to enhance connectedness among and between students and faculty.

At our meeting on September 9, 2008, the committee reviewed the charges and President Burnham's response to Governance and recommendations to the Student Development Committee. At our discussion, we isolated and discussed the following terms: engagement-retention-success, learning communities, social networking. We discussed the definition of success as applies to the student (individual success), and as it applies to the College (collective success). Committee members were delegated assignments to interview various College staff regarding the above mentioned terms.

We also discussed the Student Monitoring System and its potential use by faculty as a positive engagement tool.

At our meeting on September 23, 2008, the committee resumed discussion on defining engagement and success. Committee members reported back on their assignments. With regards to the Community College Survey of Student Engagement (CCSSE), emphasis is primarily on student engagement **inside** the classroom. A summary of the findings from learning communities and hybrid classes seemed to have the same "**inside the classroom**" emphasis. We grappled with the scope of engagement – in-class, related-to class, outside class. Specifically, we are looking to narrow down our focus while staying true to our mission of addressing the needs and concerns of students outside the classroom. The key questions are:

1. What is Brookdale's definition of engagement?
2. What is its' definition of success?
3. How do we blend the curricular and co-curricular to foster engagement, retention, and success?

We are going to share some of the committee's ideas with you at forum. We ask that you be prepared to share your ideas with the committee.

The Student Development Committee meets every other Tuesday at 11:45am in MAC 205. Please send any

comments to co-chairs Paul Keating (x. 2317) and Rosemary Kochman (x.2350)

STEERING

ACADEMIC DIVISION DEANS IN GOVERNANCE – Discussion 1

After several discussions regarding the new Academic Division Deans and the scope of their roles within the Governance structure last year, Steering recommended that “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.” This recommendation was not accepted with the outcome of the vote being 44 for, 55 against, and 22 abstentions.

We will continue this discussion on September 30 to determine how Academic Division Deans can best serve within the Governance structure.

Participatory Governance

According to the Governance constitution, participatory governance is “a comprehensive system of decision making in which college-wide policies, regulations, practices, and procedures will be recommended to the President of the College.... Participation means 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, which 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.)

Types of membership in Governance:

Ex-officio Members

Ex-officio members are appointed by virtue of their office or position at Brookdale. Their special knowledge areas and expertise make them a resource for the committees as they work on charges. 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. This includes voting rights.

Elected Members

Each spring Governance elections are held to fill upcoming vacancies on Standing Committees. Normal terms are for three years and members may serve two consecutive full terms.

General Membership

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

Note: According to Standing Committee By-laws:

- *Committees may consult with any individual or non Governance committee that they think is appropriate.*
- *Standing Committee meetings are open to all members of the College community.*

Liaison

Liaison members of the Governance Steering Committee assist each Standing Committee in carrying out their charges by bringing Standing Committee concerns and opinions to Steering Committee meetings. They are voting members of the Governance Steering Committee but non-voting of their assigned Standing Committees.

Last Governance year, the proposal that Academic Division Deans be appointed as Liaison members of Standing Committees (each Dean to one Committee) to represent the Educational Services arm of the College, was defeated. Therefore, at this time, the Academic Division Deans have no official positions on the Standing Committees.

Academic Division Deans at the College

The role Academic Division Deans at Brookdale, as described in the Human Resources job description, will be reviewed. According to the job description, the primary function of Academic Division Deans is to “provide leadership for division faculty and staff in achieving

academic excellence in the area of teaching, technology, curriculum development and assessment.” The presentation will examine details of the position description, as they relate to Governance.

To be determined: In what capacity will Academic Division Deans best serve Governance?

A poll on this topic has been created in Angel in order to provide the entire campus community, including those who cannot attend or may feel uncomfortable speaking at the Forum, with the opportunity to offer their opinions on the role of Academic Division Deans in the Governance structure. Forum discussions and the information collected from the poll, will help form Steering’s recommendations. The poll is anonymous and can be accessed beginning Tuesday, September 30. To take the poll go to www.brookdalecc.edu and click on College Governance (in the Community Interest section). The poll will close on Wednesday, October 8 at 5pm.



Dr. Margaret McMenamin was asked by Steering to share her thoughts on how the Academic Division Deans would work within the Governance structure. Here is her response:

Dear Colleagues,

Thank you for the opportunity to share my thoughts about the Academic Division Deans’ role in Governance.

I believe strongly in our shared governance system. It is one of the major reasons why I chose Brookdale Community College. In July 2005 when I arrived at Brookdale, I attended one of the first meetings of the Middle States Core Committee. At that meeting, I was the person who suggested and advocated for “Governance” to be the selected topic of our Middle States self study report. Since then, I have preached the message of Brookdale’s unique and effective shared governance system at regional and national conferences in Philadelphia, Denver, Charlotte, Atlanta, and New Orleans.

One of the strengths and unique aspects of our shared governance system is the fact that we have structured the system to ensure representation from all constituents—administration, faculty, staff, and students, with each of these constituents having a vote. Now we have a new level of academic administrators—Academic Division Deans. These individuals are academic leaders whose primary responsibility is support and advocacy for their divisions specifically and the academic mission of the college generally.

Regarding the Academic Division Deans’ role on Governance Standing Committees, I believe that the Academic Division Deans should be treated in the same manner as the current ex-officio members of Governance Committees. Basically, the Academic Division Deans

should be represented on Standing Committees and have voting privileges.

In particular, I believe these academic leaders should serve as ex-officio members of Governance Standing Committees. Academic Division Deans fit the definition of ex-officio member because they would serve by “virtue of their office.” *Roberts Rules of Order, Article IX Committees and Boards, Section 51 Ex-Officio Members of Boards and Committees*, states:

“Frequently boards and committees contain some members who are members by virtue of their office, and, therefore, are termed ex-officio members. When such a member ceases to hold the office his membership of the board terminates automatically. If the ex-officio member is under the control of the society, there is no distinction between him and the other members except where the president is ex-officio member of all committees, in which case it is evidently the intention to permit, not to require, him to act as a member of the various committees, and therefore in counting a quorum he should not be counted as a member.”

I have heard several arguments opposing Academic Division Deans serving as ex-officio members of Governance Standing Committees. For example:

- “All ex-officio members have a specific role/function/perspective that they bring to the Governance Standing Committees. The Academic Division Deans do not.”

I disagree. First, the Academic Division Deans would serve by virtue of their office. They will bring a specific unique role/function/perspective. They will bring the perspective of college-wide academic leadership. Moreover, the Academic Division Deans bring at least as much of a specific role/function/perspective as the ex-officio “HEC Administrator” or the “Administrative Assistant Registration Office.” We should not devalue the contributions, expertise, and perspective of these academic leaders.

- “We don’t want supervisors on Governance Standing Committees. They will inhibit the participation of the people who report to them.”

The supervisor of the counselors, the supervisor of the librarians, and the supervisors of countless staff and administrators from across the college serve as ex-officio members on Governance Standing Committees. Why are these “supervisors” allowed to serve as ex-officio members but not the Academic Division Deans?

- “Voting does not matter. Let them participate as liaisons but not vote.”

I disagree. As it is, they can attend any committee meeting they want—anyone can. Being official—or ex-officio—voting members symbolizes several critical concepts:

1. We (the Brookdale Community) believe in inclusion.
2. Our shared governance system values the contributions of all constituents.
3. We have faith in our shared governance system and believe that the members of our College community will adhere to basic principles of collegiality and civility.

While in *practice* having a vote may not matter because rarely are there close votes in committees, I believe that in *principle*, things like this *do* matter. Disenfranchising your academic leaders sends a message that devalues the academic mission of Brookdale Community College and, in my humble opinion, it devalues the college's system of governance and is directly contrary to the principles of inclusion and collegiality on which the system was founded.

Allow me to put this in perspective. I do not want you to think that I believe this is the most pressing issue for me, for the Academic Division Deans, or for the College. While this is an important decision, it is not a crisis. It is, however, a seminal moment in the life of our governance system as it is so contrary to the framework that guided the development of the Brookdale Governance system, a framework that valued, embraced and foreshadowed "One Brookdale."

The world as we know it at Brookdale Community College will not change if the Academic Division Deans are granted a vote or are not granted a vote on the Standing Committees. However, this year, our College and our Nation are looking forward to change. I appeal to you to move forward in the spirit in which Governance at Brookdale Community College was founded—

The spirit of inclusion,
 The spirit of collegiality,
 The spirit of respect for the contributions of all constituents,
 And finally, the spirit of working collaboratively for the common good to support the academic mission of Brookdale Community College.

- Dr. Margaret M. McMenamin

STEERING COMMITTEE MEMBERSHIP

The Steering Committee membership for 2008-2009 is as follows:

Chair:	Avis McMillon
Vice-chair:	Phyllis Shafer
Past Chair:	Maria Fernandez
Ex-officio:	Louise Horgan
Confidential Admin. Assist.:	Susan Kenney
Faculty-at-Large:	Earl Teasley Martin McDermott

Administrative/Exempt:	Jennifer Wright Jeana Malmros
Staff:	Kevin Burkitt Amy Gingold
Student:	Garry Shtofmakher

REPORTS

REPORT ON THE SEPTEMBER 16 FORUM

Governance Chair Avis McMillon welcomed the college community to the first Governance forum of the academic year. Avis introduced the members of the Steering Committee. Committee Chairs were then introduced and each gave a brief discussion of their charges for the year.

IPEC co-chairs Arnie Gelfman and David Stout addressed the forum with a discussion on the 2010 Strategic Goals Matrix. The 2010 Matrix, initially presented to the College in February and May of 2007, has gone through several iterations since that time. The results of the discussions and feedback were presented in draft 7. This draft was included as an addendum to the September 16th Gazette and can also be accessed from the Gazette Archives the Governance website.

As the Matrix was reviewed, David Stout explained that the activities from Matrix to Matrix should flow from "development to implementation to assessment." The College gave additional input to the Committee which will be considered throughout this academic year and be put in place by July 1, 2009.

Dr. James Sulton provided a facility update on the Big Four projects. He showed plans detailing the new look of Brookdale after completion of the projects. The Western Monmouth HEC, the Collins Arena, the Fitness Center, and the Automotive Center will all undergo major renovations. Dr. Sulton presented the forum with slides outlining the plans as well as visuals. Dr. Sulton mentioned that while the construction phases may cause some temporary inconvenience, these renovations will "take Brookdale to new heights".

The Professional Development Committee began their first discussion of the PD Blueprint. A drawing was held for a \$25 gift certificate to be given to a survey respondent. The winner of the gift certificate was Ellen Leung, a learning assistant in the Business & Technology Division. The results of the survey are on the Professional Development page of the Governance website.

Co-chairs Maryanne Drake and Patricia Sensi focused their discussion on the college-wide priorities eligible for funding. The priorities include: Teaching and Serving the Digital Student; Supervision/Ethics/Leadership; Student Centeredness; Diversity; Sustainability; and Assessment. Additionally, the new procedures for funding requests were

reviewed. It was noted that the deadline for Fall 2008 funding requests is September 30, 2008. An application may be downloaded from the Professional Development page of the Governance Website.

Time was limited causing the discussion to end prematurely. To allow the college to ask questions and provide input, the PD committee will continue their discussion at the September 30th forum. Please refer to their discussion in the September 16th Gazette to review the issues.

STANDING COMMITTEE MEMBERSHIP

Below is a list of the membership and chair(s) of each committee as of September 23, 2008. Several vacancies have been filled since our first forum. The Steering Committee extends its thanks all of you for your willingness to participate in the Governance process. There are still a few vacancies. If you are interested in any committee vacancies contact Avis McMillon at ext. 2967 or amcmillon@brookdalecc.edu.

ACADEMIC COUNCIL [MAC 204]

Ex-officio: Nancy Kegelman (Dean-Academic Affairs)
Mindy Wey, Basic Skills Coordinating Team)
Eleanor Glazewski (Associate Registrar)
Ann Tickner-Jankowski (Director of Transfer Resources)
Marie Lucier-Woodruff (Executive Director of Outreach, Business and Community Development)
Gail Harrigan (General Education Committee)
Shay Delcurla (General Education Committee)
Cathy Holl-Cross (Honors Committee)

Admin/Exempt: Pat Wuelfing

Faculty: Dan Leyes (Arts & Communications)
John Mensing (Business & Technology)
Ron Topham (English & Reading)

Co-Chair: Ellen Musen (Math)

Co-Chair: Barbara Burk (Science & Health Sciences)
Caroline Calogero (Social Sciences & Education)
Karen Topham (Librarian)
Laura Miceli (Student Dev Specialist)
Steve Propert (Student Dev Specialist)
Bill Templeton (Faculty-at-Large)

Staff: *Vacant (member at large)*

Peter Geiselman (Learning Assistant)

Students: Elissa Cohen

Kevin Soldo

Steering Committee Liaison: Amy Gingold

ACADEMIC STANDARDS [MAC 202]

Ex-officio: Margaret McMenamin (EVP for Educational Outreach Services)

Kim Toomey (Registrar)

Jim Cody (Basic Skills Coordinating Team)

Admin/Exempt: Laura Longo

Faculty: Sid Godwin (Arts & Communications)

Sarah Leahy (Business & Technology)

Jennifer Kaminski (English & Reading)

Glenn Noe (Math)

Cari Giglioti (Science & Health Sciences)

Co-Chair: Darlene Macomber (Social Sciences & Education)

Steve Chudnick (Librarian)

Co-Chair: Beth Boylan (Student Dev Specialist)

Karen Abramski (Student Dev Specialist)

Jim Crowder (Faculty-at-Large)

Staff: Joan Scocco (Learning Assistant)

Vacant (Learning Assistant)

Students: Cathleen D'Apra

Lizette Stevenson

Steering Committee Liaison: Kevin Burkitt

COLLEGE LIFE [MAC 206]

Ex-officio: Robert Quinones (Assoc. Director, Student Life & Activities)

Riina VanRixoord (Director Community Service, Marketing & Program Development)

Gregg Chamra (Executive Director, Auxiliary Services)

Bill Golubinski (Executive Director of Facilities Planning)

Steve Nacco (Executive Director Marketing Services)

Sarah Brennan (Associate Director of Athletics)

Ed Johnson (Higher Education Center Administrator)

Anne Marie Sparaco (Assist. To the EVP of Administration, Operations, and Technology Services)

Admin/Exempt: David Murray

Co-Chair: Nancy O'Shea
Faculty: John Bukovec (Arts & Communications)
Marilyn Ryder (Business & Technology)
Roseanne Alvarez (English & Reading)
Oly Malpica Proctor (Math)
Bill Boyke (Science & Health Sciences)
R. Carl Thomas (Social Sciences & Education)

Vacant (Librarian)
Marlena Frank (Student Dev Specialist)
Vacant (Student Dev Specialist)

Co-Chair: Natalie Black (Faculty-at-Large)

Staff: Ellen Leung
Dolores Palozzo
Students: Kiersten Gregson
Dana Sweetman
Sarah Berkowitz
Brittany Shann

Steering Committee Liaison: Jeana Malmros

DIVERSITY COUNCIL [MAC 212]

Ex-officio: Webster Trammell (VP of Development, Governmental, and Community Relations)
Helen Elliott (Director Community Outreach)
Sylvia Golden (Diversity Management Administrator)
Ernest Oversen (Director Disability Services)
Dale Daniels (Director Holocaust Center)
Brenda Spielzinger (College Relations Representative)
Charanne Smith (Higher Education Center Administrator)
Mary Jo Burkhard (Student Life & Activities Administrator)

Admin/Exempt:

Co-Chair: Sondra Cannon
Vacant (1)

Faculty: Alex Idavoy (Arts & Communications)
Michael Sullivan (Business & Technology)

Co-Chair: Dina Long (English & Reading)
Kerry Behler (Math)
Maryann Smith (Science & Health Sciences)
Ave Latte (Social Sciences & Education)
Amy Clark (Librarian)
Maria Fernandez (Student Dev Specialist)

Cathy Goode (Student Dev Specialist)
Carol Schedel (Faculty-at-Large)

Staff: Cheryl Fencik
Vacant (Representative)

Students: Sneh Xaiver
Karen Edmond

Steering Committee Liaison: Phyllis Shafer

INSTITUTIONAL PLANNING AND EFFECTIVENESS [MAC 208]

Ex-officio:

Co-Chair: Arnie Gelfman (Executive Director, Planning, Assessment & Research)
Elise Barocas (Accounting Director)
Sue Desiderato (Assistant to EVP of Educational Services)
Jim Palumbo (Dean of Enrollment Development & Student Affairs)
Vacant (Executive Director of Information Technology Services)
Jim Sulton (EVP of Administration, Operations, & Information Technology Services)
Louise Horgan (Executive Assistant to the President)

Anita Voogt (Dean of Communiversiy & Higher Education Centers)
Linda Milstein (VP, Outreach/Business and Community Development)

Admin/Exempt: Richard Morales-Wright (Representative)
Marian Smith (Representative)

Faculty: Barbara Baron (Arts & Communications)
Barbara Boyington (Business & Technology)
Joe King (English & Reading)
Brian McKeon (Math)
Mary Ehret (Science & Health Sciences)

Co-Chair: David Stout (Social Sciences & Education)
Jeanne Ostrowski (Librarian)
Howard Finkelstein (Student Dev Specialist)
Vacant (Student Dev Specialist)
Karen Woolley (Faculty-at-Large)

Staff: Scott Gibson
Bernadette Sabatini

Students: Jason Weinstein

Steering Committee Liaison: Earl Teasley

PROFESSIONAL DEVELOPMENT [MAC 210]

Ex-officio: Norah McCurry (Director of Teaching and Learning Center)

Co-Chair: Pat Sensi (Dean of Human Resources)
Laura Qaissaunee (Director of Grants & Institutional Development)

Admin/Exempt: Debbie Almeda (Administration & Operations)

Kelli Sanders (Ed/Student/Outreach Services)

Michelle Stathum (Member-at-large)

Allison Fitzpatrick (Member-at-large)

Faculty: Ed O'Neill (Arts & Communications)

Bernice Eng (Business & Technology)

Bob McGovern (English & Reading)

Greg Liano (Math)

Xiaoxiang Liu (Science & Health Sciences)

Elaine Olaoye (Social Sciences & Education)

Susan Rosenberg (Librarian)

Fidel Wilson (Student Dev Specialist)

Vacant (Student Dev Specialist)

Terry Konn (Faculty-at-Large)

Staff: Joyce Cangelosi (Administration & Operations)

Laura Kirkwood (Educational Services)

Lynn Johnson (Member-at-Large)

Co-Chair: Marianne Drake (Member-at-Large)

College Police: *Vacant (1)*

Steering Committee Liaison: Martin McDermott

STUDENT DEVELOPMENT [MAC 205]

Ex-officio: Richard Pfeffer (Director, Student Affairs & Support Services)

Bruce Marich (Director, Recruitment Services)

Karen Archambault (Director of Student Services HEC's)

Steve Curto (Director of Student Development Services)

Donna Bastedo (Supervisor, Registration)

Ilene Rutan
(Basic Skills Coordinating Team)

Admin/Exempt: Elizabeth Deignan

Faculty:

Co-Chair: Paul Keating (Arts & Communications)

Joanne Eskola (Business & Technology)

Sue Nash-Ditzel (English & Reading)

Daniel Lopez (Math)

Joan Santa Croce (Science & Health Sciences)

Isaac Kanu (Social Sciences & Education)

Vacant (Librarian)

Torina Armstrong (Student Dev Specialist)

Vacant (Student Dev Specialist)

Daijuan Gao (Faculty-at-Large)

Staff: Ray O'Meara

Co-Chair: Rosemary Kochman

Students: Jennifer Hammond

Stephanie Cruz

Danielle DeFalco

Brittany Forziati

Steering Committee Liaison: Jennifer Wright

**COLLEGE-WIDE
COMMITTEE MEMBERSHIP**

BASIC SKILLS COMMITTEE [ATEC 218]

Basic Skills Coordinators:

(Chair) Jim Cody (English & Reading)

Laura Miceli (Student Development Specialist)

Arminda Wey (Math)

Ilene Rutan (English & Reading)

Ex-officio: Nancy Kegelman (Dean-Academic Affairs)

Kim Toomey (Registrar)

Arnie Gelfman (Executive Director, Planning, Assessment & Research)

Laura Longo (Director-Institutional Research & Evaluation)

Donna Cuddy (Associate Director, Transfer Resources)

Jim Palumbo (Dean, Enrollment Development & Student Affairs)

Nancy O'Shea (Manager -Testing Center)

Lisa Zermane (ESL Coordinator)

Carl DeJura (Director - ABE/GED)

Bruce Marich/Designee (Director - Recruitment Services)

Faculty: Oly Malpica Proctor (Math)

Mary Young (Math)

Susan Nash-Ditzel (English & Reading)

Suzanne Parker (English & Reading)

Jennifer Kaminski (English & Reading)
 Judy Lipke (English & Reading)
 Daijuan Gao (Student Development Specialist)
 Torina Armstrong (Student Development Specialist)
 Howard Miller (Faculty-at-Large)
 Carolyn Wong (Faculty-at-Large)
 Rajkumari Wesley (Faculty-at-Large)
 Barbara Barrella (Faculty-at-Large)
Staff: Elaine Jadacki (Learning Assistant -Math)
 Lorraine Gittings (Learning Assiatant – English & Reading)
 Dolores Palazzo (English & Reading)
 Melissa Stryker (Learning Assistant -at-Large)

Admin/Exempt: *Vacant (2 positions)*

Meetings are in ATEC 218 at 11:45 a.m. The committee will meet on the following dates:

- 1) September 25th
- 2) October 30th
- 3) November 6th
- 4) December 4th
- 5) December 18th
- 6) January 29t h
- 7) February 26th
- 8) April 23rd
- 9) April 30th
- 10) May 7th

Outreach 08 is scheduled for March 27, 2009.

GENERAL EDUCATION COMMITTEE

Ex-officio: Nancy Kegelman (Dean-Academic Affairs)
 Pat Wuelfing (Confidential Assistant to the Dean)
 Ann Tickner-Jankowski (Director, Transfer Resources / Articulation)
 Laura Miceli (Basic Skills)
 Daijuan Gao (Basic Skills)
 Jennifer Wright (Manager-Student Records Systems)

Faculty: Marie Maber (Arts & Communications)
 Cathy Blackburn (Arts & Communications)
 Tom Setaro (Business & Technology)
Vacant (Business & Technology)
 Chris Elliott (English & Reading)
 Shawnda Floyd (English & Reading)

Barbara Tozzi (Math)
 Linda Wang (Math)
Co-Chair: Gail Harrigan (Science & Health Sciences)
 Nancy Liu (Science & Health Sciences)
 George Riklaitis (Social Sciences & Education)
 Dave Wiseman (Social Sciences & Education)

Co-Chair: Shay Delcurla (Librarian)
 Alice Dressner (Student Development Specialist)
 Karen Abramski (Student Development Specialist)
 Robin Smith (Faculty-at-Large)

HONORS COMMITTEE

Ex-officio: Margaret McMenamin (EVP for Educational Outreach Services)
 Ann Tickner-Jankowski (Director, Transfer Resources / Articulation)
 Arnold Gelfman (Executive Director, Planning, Assessment & Research)
 Kim Toomey (Registrar)

Admin/Exempt: Jayne McBride

Faculty: Dan Leyes (Arts & Communications)
Vacant (Business & Technology)
 Bettejane Bolan-Kenney (English & Reading)
 Angela Saragusa (English & Reading)
 Cathy Holl (Math)
 Cari Giglioti (Science & Health Sciences)

Chair: Eric Goll (Science & Health Sciences)
 Karen Woolley (Science & Health Sciences)
 Jonathan Moschberger (Social Sciences & Education)
 Laura Neitzel (Social Sciences & Education)
 Steve Chudnick (Librarian)
 Yesenia Madas (Student Dev Specialist)
 Brian Oland (Student Dev Specialist)
 Earl Teasley (Student Dev Specialist)
 Shahin Pirzad (PTK Advisor)

Students: *Vacant* (3 positions)

IMPORTANT DATES IN OCTOBER

October 7	Standing Committee Meets
October 7	Steering Meets
October 14	Forum
October 21	Standing Committee Meets
October 21	Steering Meets
October 28	Standing Committee Meets
October 28	Steering Meets
October 30	Basic Skills Committee Meets