Equity and Achieving the Dream

By William Mullaney, Ph.D.

At a recent meeting of the Academic Affairs Leadership team, which includes the academic deans, associate deans, managing directors, the assistant to the VPAA for professional development and the PTK administrative advisor, I asked all of them to remove their shoes. I have made unusual requests of them in the past but, by the looks on their faces, this was probably the strangest. Once they had all complied, I handed out a random pair of flip-flops to each person. Some fit perfectly, but others were way too big or way too small. “Our discussion topic for the day,” I announced, “is the issue of equity and how it differs from the issue of equality.”

The activity was a light-hearted means to illustrate that difference. Equality means everyone gets exactly the same outcome (e.g. a pair of flip-flops) but disregards individual difference (e.g. specific shoe size). Equity means everyone gets the same quality of outcome (e.g. flip-flops that fit their individual feet). At the 2015 Achieving the Dream (ATD) Kick-Off that I attended in July with a team from Bergen, there was great attention given to the issue of equity that I had not heard about much before with regards to ATD. I quickly realized that this emphasis on equity is what sets ATD apart from other student success initiatives.

By recognizing and analyzing the historic and persistent factors that have created an unequal system in post-secondary education, ATD seeks to eliminate existing achievement gaps and help its member colleges find ways to empower all students to succeed. If we know, for example, that college drop-out rates are highest among our African-American and Latino students, why wouldn’t we try to figure out the reasons for that disparity and work together as the best community college in New Jersey to raise those rates?

In joining the ATD Network, which includes over 200 community colleges, Bergen has indicated its desire to participate in a national movement to reverse the recent global trend that finds students in this country falling increasingly behind in obtaining post-secondary degrees. I am happy to report that Maureen Ellis-Davis and Lynda Box have agreed to serve as the faculty leaders on the BCC’s ATD Core Team. They will be working closely with Jaymee Griffin, who has been hired as the Director of ATD.

You will be hearing from Professors Davis and Box, as well as others, about opportunities to participate in the crucial work of ATD. The Fall Day of Development on October 27 will be the official launch of our participation in the network, and this semester I will be running a reading group with Dr. Yun Kim on the novel Them by Nathan McCall, which highlights issues of class and race in today’s society. I hope you heed the call as we explore issues of equity in our programs and services to BCC students.

The author is the Vice President of Academic Affairs. He can be reached at wmullaney@bergen.edu or 201-879-8989.
Welcome back! We are happy to share a few activities that we had over the summer. On June 12 and 13, Bergenstages joined forces with Phil Dolce’s Suburban Studies Group and presented “Suburbia Onstage II,” a collection of theatre pieces set in the suburbs. The show was conceived by Dr. Kaye DeMetz and directed by John Ehrenberg.

On July 29 and 30, students from our music, theatre and dance disciplines teamed up to present “Cabaret for a Cause” to raise funds and awareness of the Center for Food Action here on our campus. The entertaining show raised over $700.00 for the center!

We hope that you like our 2015–2016 season poster design as much as we do. Eun Bi Kang was the winner of our poster competition this spring. There were over 40 entries from the graphic design students in Laina Leckie’s and Guy Serge’s classes. A special thanks to Laina and Guy for incorporating the poster design competition into their curriculum every semester and congratulations to Eun.

Ira Levin’s thriller, Veronica’s Room, arrives just in time for Halloween. From the author that brought us “Rosemary’s Baby,” this play is sure to get a few hearts thumping.

In time for the holidays, we will be presenting the beautiful and witty 18th Century Richard Brinsley Sheridan’s comedy, “The Rivals.” You will laugh along with the characters as we enjoy Mrs. Malaprop; the delightful woman who loves the big words – if only she could use them correctly.

In February we get the chance to poke fun at Sophocles and the great philosophers of ancient Greece in Aristophanes’ comedy “The Clouds.”

And the season wraps up with Rodgers and Hammerstein’s timeless classic “South Pacific.” Join us as we salute all of our veterans when we proudly present this musical based on John Michener’s novel “Tales of the South Pacific.”

The author is the director of Bergenstages, and a director and assistant professor in the Department of Visual/Performing Arts. He can be reached at jbumgardner@bergen.edu or 201-493-3615.
Wellness Center Sponsors County-Wide Conference

By Kathy Pignatelli

The Wellness Center, a part of the Center for Health, Wellness and Personal Counseling, is co-sponsoring an all-day program, “Working Together to Connect All Aspects of Health in Bergen County,” on September 28, 2015 in the Ciccone Theatre.

Other supporters of the conference are Bergen County Community Health Improvement Plan, West Bergen Mental Healthcare, Bergen County Prevention Coalition, CarePlus New Jersey and Bergen Regional Medical Center.

For the past 28 years the Wellness Center has provided programs and workshops that incorporate the eight dimensions of wellness. Each dimension of wellness can affect overall quality of life, because wellness directly relates to how long we live and how well we live.

We find wellness in the valued roles that we choose, such as friend, worker, volunteer, student, colleague, parent, spouse and community member. These roles provide an identity, drive our daily activities and ignite our goals.

The eight-dimension model illustrates the idea that all eight dimensions are inter-connected. We all know how much they connect in our lives. When we feel financially stressed (e.g., increasing debt), we experience emotional stress (anxiety), sometimes leading to physical problems (illness), less effectiveness at work (occupational), and maybe even questioning our own meaning and purpose in life (spiritual). When we are not working (occupational), we lose some of our opportunities to interact with others (social), cannot get the quality foods and medical care we need to stay well (physical), and may need to move to a place that feels safe and secure (environmental).

Join us on September 28 to encourage each other and our students to balance work with play and rest to live our lives fully and productively.

The author is a professor in the Department of Wellness and Exercise Science. She can be reached at kpignatelli@bergen.edu or 201-493-3536.

Photo above: Kathy Pignatelli, kneeling at center in green shirt, with participants in last April’s collaborative “Wellness Moves Minds” program in the Ciccone Theatre, with the theme “We Can All Do Something.”
The Self-Study and Shared Governance

*By Sony Tiwari*

In a recent article on shared governance in The Chronicle of Higher Education, Gary A. Olson, President of Daemen College wrote: “Shared doesn't mean that every constituency gets to participate at every stage. Nor does it mean that any constituency exercises complete control over the process.”

Sounds a lot like the Self-Study process of the Middle States Commission on Higher Education.

Nearly two years into the process, we have approached a pivotal moment. Twenty months of planning, research and analysis have culminated in a draft of the report, which will be made available to the college community in September. Before this time, the task of measuring Bergen against Middle State’s 14 Characteristics of Excellence had been carried out by a group of nearly 100 faculty, staff, students and administrators.

In May, eight working groups submitted over 150 pages of data, narrative, evidence and recommendations. The Steering Committee split into teams and approached the draft in three separate phases. A truly shared effort.

This summer has been a fascinating and at times overwhelming experience. With dozens of individual writers responsible for the report’s contents, developing a coherent and objective tone provided a challenge. The editing team had to mine through strands of data and articulate common themes among each report. What narratives continued to reemerge? How can the final report thread these seemingly disparate parts together? Most importantly, in the midst of continuing negotiations and a tense environment at the college, how can we protect the process from becoming a political football?

The truth is that we all have a stake in the Self-Study, whether you’ve worked on the report for months or you’re reading it for the first time. It’s a reflection of how shared governance can work for an institution; simultaneously inviting multiple voices into different parts of the process while ensuring a discrete group be held responsible for its success. Ultimately, the contents of the Self-Study report are only powerful if there is discourse and awareness around them. That’s why the most important work still lies ahead of us.

We are now entering the feedback phase of the Self-Study. Over the following weeks we will host open forums, giving faculty, staff, students and administrators an opportunity to ask questions and provide feedback for the work that has been done. The response from these meetings will inform the final draft of the report, which will later be sent to the evaluation team.

This is shared governance in action. We don’t ask for your blind support, only your interest and involvement. With your help, critical eyes and objective minds will ensure that the Self-Study reflects Bergen with fidelity and integrity.

The author is an instructor of music in the Department of Visual/Performing Arts and co-chair of the Middle States Self-Study Steering Committee. He can be reached at stiwari@bergen.edu or 201-447-7143.

Bergen Launches B2B Program, Opens STEM Lab

*By Dorothy Wright*

The Bridges to Baccalaureate program helps underrepresented minority students to make a smooth transition at a critical stage in their academic careers. The purpose of the program is to increase the pool of community college students who successfully transfer to four-year colleges to complete baccalaureate STEM degrees.

The B2B program, funded under a grant from the National Science Foundation, promotes partnerships between educational institutions granting the associate degree and colleges and universities that offer the baccalaureate degree. B2B provides support for student, faculty and institutional development activities.

We are excited to introduce the B2B program to Bergen Community College. Room C-111 has been dedicated to house this new program. Dr. Luis Jimenez, an assistant professor in the Biology department, will be the B2B Coordinator and I will be the B2B Project Manager. The B2B lab will have an open door policy for faculty and students beginning September 1, 2015.

The author is the project manager of the Bridges to Baccalaureate program. She can be reached at dwright@bergen.edu or 201-879-1277.
CITL Summer Institute – Teaching for Student Success

By Carol Miele, Ed.D.

The Center for Innovation in Teaching and Learning (CITL) Summer Institute, two days of professional development on campus, took place in May, 2015. Faculty from a variety of disciplines interacted with each other and presenters as they considered ways to engage students for deep learning and critical thinking. Each day featured several tracks: Learning Communities, Experiential Learning, Student Motivation and Technology-Enabled Active Learning—all topics with major implications for teaching and learning.

The Learning Community track was very informative, as no doubt were the other tracks. It featured Janine Graziano and Gabrielle Kahn from Kingsborough Community College (NY), both leaders of the highly successful learning community program at their college. From their documented, positive outcomes, these presenters invited participants to reflect on the reasons for implementing learning communities and the benefits to students, faculty, and institutions.

For students, learning communities foster integrative thinking skills as real world problems are explored in the context of linked courses. The professors of the course synchronize topics to maximize connections between the courses. The integrative assignment is the culmination of the on-going collaboration and supporting activities that have taken place in each of the classes.

Professors Graziano and Kahn provided examples of shared assignments and guides for developing them, as well as tips on scaffolding integrative assignments to enable sustained integration and application of concepts in the final project or paper. Finally, grading and assessing integrative assignment were discussed and practiced in the final two sessions of the day.

The presenters made the case that learning must be meaningful, deeply engaging and relevant. The collaborative and active approach they described enables students to acquire the skills and knowledge to live in our “complex, messy, and diverse world.” More information about this and other professional development activities in teaching and learning can be found at www.bergen.edu/citl/si. Watch especially for information about the next summer institute!

The author is a professor in the Department of ESL and World Languages and currently serves as Assistant to VPAA for Faculty Development. She can be reached at cmiele@bergen.edu or 201-493-3617.
As you return to campus for the fall semester, you notice that the new building construction is moving forward. What is this new building going to be? The answer is the state-of-the-art Health Professions Integrated Teaching Center.

Health care delivery continues to change. Interprofessional education in healthcare is essential for the development of collaborative patient care. It is important that students have opportunities to provide collaborative care throughout their education so that the concept is integral to their approach to patient care. It is also important to create pathways for students between non-credit and credit credentials. This has been a focus of the Health Professions Opportunity Grant over the past five years.

The Health Professions Integrated Teaching Center will have labs and classrooms for nine health professions degree/certificate programs and seven non-credit credential health professions programs.

The building will house the dental hygiene clinic that serves as both a teaching lab and provides preventive oral health care to the community. Medical imaging sciences including diagnostic medical sonography and radiography will be on the first floor.

A simulated operating room and respiratory care lab, as well as two nursing labs, a medical office assistant lab, phlebotomy and EKG labs, and a certified nursing assistant, patient care technician and home health aide lab will be on the second floor.

The building will have a simulation center on the third floor that will foster interdisciplinary teaching strategies to provide opportunities for decision making, crisis management, crisis resource management, and interdisciplinary teamwork. The center will have a labor and delivery room, ambulatory care setting, acute care setting, and an ICU/long term care setting. Radiation therapy and pharmacy tech will also be on the third floor.

The building is expected to open for transition in the spring of 2016 to prepare for summer and fall classes and will provide students and faculties with an integrated teaching and learning environment to prepare next-generation health professionals.

The author is the dean of Health Professions. She can be reached at sbarnard@bergen.edu or 201-689-7024.
BCC Music Program to present ARS Nova 2015:

By Jim Bumgardner

In collaboration with the music, theatre and dance programs here at Bergen Community College, director Sony Tiwari will be bringing the music of Broadway to the Bergen stage.

As part of our ongoing ARS Nova concert series, this semester will focus on the diverse music that has appeared on Broadway so far this century. Since 2000, many musicals have opened which have introduced audiences to new genres of music - some never before heard in a Broadway musical; from funk to operetta, from rap to folk music.

“The Broadway musical underwent substantial development since the year 2000,” Tiwari said. “From the rock-influenced productions of the 70s, elaborate pop opera productions of the 80s and corporate influence of the 90s came new modes of thinking about the musical in the 21st century.

“Broadway Today demonstrates how diverse the contemporary musical is; from its musical forms, instruments, performers, sources of inspiration, and audiences.”

The evening will feature songs and dances from many shows, including “Wicked,” “Fela,” “American Idiot,” “Next to Normal,” “Passing Strange,” and “In the Heights,” to name but a few.

Performers will include faculty, staff, students, alumni and invited guests and will be performed on Thursday, Oct. 15 at 7:30 p.m. in the Ciccone Theatre. All proceeds will go to benefit the Paul Walter Scholarship Fund. Tickets are $15 general admission, $10 seniors (65+) and all BCC, and $5 students and can be ordered online at tickets.bergen.edu or at the box office in room A-130.

The author is the director of Bergenstages, and a director and assistant professor in the Department of Visual/Performing Arts. He can be reached at jbumgardner@bergen.edu or 201-493-3615.
The Center for Peace, Justice and Reconciliation extends a warm thank you to our Bergen administration, staff, fellow faculty, and students for your continued support and meaningful collaboration. We are pleased to announce that several exciting new initiatives are in the works for this academic year. Here are a few:

To address the alarming rise in heroin addiction in Bergen County, Melissa Salort and Tiziana Quatrone have developed a day-long program designed to raise awareness and provide information about support systems.

Janette Dishuk and Mecheline Farhat will pilot a Dance-Centered and Creative Arts Outreach Program for Juveniles in the Justice System. This program will complement a major state funded prison education initiative, directed by Ellen Feig, for female inmates in Bergen County prisons and their children.

Thomas O’Neil will launch a pilot project that encourages students to reflect and write about their experiences with displacement and identity, and will develop one of these into dramatic form for a BCC based performance.

As part of our ongoing programming, PJR will continue to use our expanded TEDx license to host another series of video salons, provide more talks by noted scholars as part of our lecture series in genocide studies, directed by Sarah Shurts, and host a day-long program devoted to Armenian culture and identity, organized by Cristina Haedo.

PJR will also offer another round of grants to faculty interested in designing projects related to the mission of the center, sponsor the annual Peace Scholarship Challenge for students, and launch its internship program.

If you are interested in learning more about PJR, feel free to contact us at cpjr@bergen.edu, or stop by our office in room S152.

The author is an assistant professor in the Department of English Composition, Literature and Basic Skills. He can be reached at tlapointe@bergen.edu or 201-674-2675.
CIE Fellows Lead the Way in Assessment

By Gail Fernandez

The CIE Assessment Fellows play an integral and visible role in promoting a culture of assessment at Bergen. Currently, seven fellows – three professional staff working with AES (Administrative and Educational Support) units and four faculty pairing with academic assessment liaisons – help conceptualize and execute assessment plans to improve unit processes and procedures, and focus on student learning outcomes and program improvement.

Each semester, CIE Assessment Fellows have presented assessment and assessment-related proposals at various regional and national conferences. Last year, we presented at the American Association of Colleges and Universities, the Middle States Commission on Higher Education (MSCHE) Annual Conference and the Two-Year College Association Northeast.

This year, the fellows are scheduled to deliver presentations at the Drexel University Annual Conference on Teaching and Learning Assessment, and again at MSCHE.

In addition to working at the program level, the fellows have taken the lead as assessment educators. CIE fellows design and present in-house workshops on topics including Means of Assessment, Using Rubrics, and Maximizing Data Use to facilitate assessment. While these offerings are targeted to assessment liaisons, department chairs, deans, and all faculty and staff are encouraged to attend.

At the end of each academic year, the fellows and the vice president of CIE conduct a meta-analysis of assessment reports. The findings are shared with the college community; departments with exemplary reports are invited to present at workshops and at the Learning Assessment Committee. The fellows also inform the College community about assessment and accreditation in the CIE Newsletter and on the CIE website (http://www.bergen.edu/about-us/institutional-effectiveness/assessment).

Bergen’s assessment fellows model provides a systematic approach for faculty and staff to assume leadership in college-wide assessment while ensuring quality of assessment plans.

For further information, please contact the fellows: Joanna Campbell, jcampbell@bergen.edu; Maureen Ellis-Davis, mellisdavis@bergen.edu; Gail Fernandez, gfernandez@bergen.edu; Amarjit Kaur, akaur@bergen.edu; Ilene Kleinman, ikleinman@bergen.edu; Jill Rivera, jrivera@bergen.edu; Shyamal Tiwari, stiwari@bergen.edu.

The author is an associate professor in the Department of ESL and World Languages. She can be reached at gfernandez@bergen.edu or 201-493-7525.

Congratulations to 2015-2016 CIRD Grant Awardees

1) **Professor Lynn Schott, Professor Joan Cohen and Kim Reamer**
   *Breathing New Life into a Forgotten Format*

2) **Dr. Amy Ceconi**
   *Respiratory High Flow Vapotherm*

3) **Dr. Jon Yasin**
   *Violence Against Women in Hip Hop Music*

4) **Dr. Benecia D’sa**
   *Differentiated Instructional Strategies: Meeting the Diverse Needs for Learners*

5) **Professor Melissa Krieger**
   *Teaching Teachers: Incorporating Kinesthetic Instructional Methods*
Princeton Fellowship: Very Different the Second Time Around

By Janet Henderson, Ed.D.

Last year’s mid-career Princeton fellowship was my second, and I found the program much changed since my first experience in 1991. The second one, fresh in my mind and experience, proved to be a deeply satisfying part of my long educational journey.

I was encouraged to select courses from a variety of fields for personal and professional enrichment that allowed me to experience the joy of learning for learning’s sake, not for a grade. I took two courses each semester that provided an array of professor expertise, classroom delivery methods and stimulating interaction with incredibly intelligent students. The courses were, Prejudice: Its Causes, Consequences and Cures; Clues, Evidence, Detection-Law Stories; Inequality, Mobility and the American Dream; and Technology and Society.

Twenty-four years ago, it was a different experience. Even those with doctorates, like me, were required to take courses for credit. Since the focus was on the grade, there was more tension and research was narrowly focused on course papers, not just the final fellowship project.

But the hugely informal atmosphere of a barely developed program had its moments. Being minimally funded, our fellows group met in whatever empty classroom we could find, and we socialized as a unit at a local pub, now gone.

The program is now part of the well-funded McGraw Center for Teaching and Learning. We met last year in a "smart" conference room, and at most meetings had guest speakers who contributed ideas we could use in our classrooms, regardless of our teaching areas.

Looking back, I realized while grading BCC student papers in the Princeton Student Center that I was truly contented and incredibly happy. I thank both BCC and Princeton for giving me this amazing opportunity.

The author is a professor in the Department of English Composition, Literature and Basic Skills. She can be reached at jhenderson@bergen.edu or 201-493-9281.

College Launches Reading Group

Faculty members are invited to participate this semester in a Reading Group facilitated by Dr. Bill Mullaney and Dr. Yun Kim. In conjunction with the College’s participation in Achieving the Dream and its focus on equity, we will be reading Them by Nathan McCall.

According to Amazon.com, “The author of the bestselling memoir Makes Me Wanna Holler presents a profound debut novel – in the tradition of Tom Wolfe’s Bonfire of the Vanities and Zadie Smith’s White Teeth – that captures the dynamics of class and race in today’s urban integrated communities.”

Those interested are invited to attend an information session on September 10 at 12:30. If you are unable to attend but still interested in participating, please send an email to Dr. Mullaney (wmullaney@bergen.edu) or Dr. Kim (yunkim@bergen.edu).

Princeton Fellowship Offers Chance to Turn Dissertation into Book

By Pamela Haji, Ph.D.

I am honored to have this opportunity to return to scholarly work. My plan is to revisit the dissertation I wrote years ago on “Resistance Memoirs.” I hope that this year-long, ultra-privileged experience will galvanize my efforts to produce a book, for which I have a publishing contract. I’m very excited about taking some wonderful graduate courses. I’ll also be meeting colleagues from all over New Jersey whom I’m sure I will find inspiring.

The author is an assistant professor in the Department of English Composition, Literature and Basic Skills and the faculty liaison to the Writing Center. She can be reached at phaji@bergen.edu or (201) 689-7004.
Princeton Fellowship Allows Focus on Specific, Personal Interests

By Ilan Erlich, Ph.D.

As with most things, the Princeton Mid-Career Fellowship is what one makes of it. For me, this meant thinking more seriously about student advisement – an issue that I have taken a great deal of interest in over the past few years.

During that time, I came to realize that most of my students had been poorly guided in one way or another during their college careers. Some had enrolled in unnecessary classes. Others knew very little about the transfer process. Many students did not consider the price of their education and how loans might hinder them after graduation.

Quite a few simply felt lost in a new environment and were casting about for someone who could answer any number of questions. Should they take four classes or five? Would working an extra 10 hours per week really take that much time away from their studies? Were there any clubs on campus that would help make their college experience more enjoyable? In this vein, one student of mine, who was from Argentina, was unaware there was a Latino organization on campus.

Before beginning the Mid-Career Fellowship, I had already began devoting extra time to advisement because I believed the hours I spent preparing my classes could easily go to naught without it. As part of the Fellowship, I wrote a brief research essay on the topic which supported my findings with hard data. I am thus thankful for the opportunity. The paper is available at: http://www.princeton.edu/mcgraw/faculty/mcfp/papers/2015/Ehrlich.pdf.

The author is an assistant professor in the Department of History. He can be reached at ierlich@bergen.edu or (201) 689-7641.

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Learn how to incorporate the Library’s research tutorial into your course to enhance information literacy instruction to students in all disciplines.
The Constitution of the General Faculty of Bergen Community College dates back to the beginnings of the college. As I sit at my home computer composing this brief article, I have in front of me a note from Professor Matthew Panczyk (Social Sciences) to Neil Ender, erstwhile Senate Chairperson. In Matt’s note he indicates that “In early 1974 Professor Neil Ender [had asked Matt] if he would be interested in chairing a committee to revise the current BCC General Faculty Constitution.” Neil had determined that the college had changed so much since the initial Constitution had been written in 1969, and then revised in 1972, that a reorganization and revision was necessary.

Matt agreed to chair this important committee, which met from April 1974-May 1979, during which time they held 108 meetings. The revised Constitution was presented before the faculty for approval, and was approved, at a Faculty Conference on September 30, 1980. This version of the Faculty Constitution is, fundamentally, the one to which we still adhere.

In fact, the Faculty Constitution has not been revised very often after this herculean effort. It was amended a few times in the last decade, most recently in 2011 by a committee chaired by Dr. George Cronk. At that time we amended the Constitution to include a newly created Senate Standing Committee on Learning Assessment. A full revision of the Constitution has been unnecessary; the work of our past colleagues has served us, and continues to serve us, well. When we have amended in recent years it has been to tweak and not to reorganize or revise this historical document.

During this coming academic year we will need once again to amend the Constitution. The principal reason for this process is the need to reorganize the Faculty Senate. As the college reorganization proceeded over the past couple of years, I was unwilling to tamper with the make-up of the Senate. Reorganization of the Senate is not something to be taken lightly, and I determined, along with the other Senate Officers, that no reorganization should take place until the college effort was completed. I indicated this to the full Senate at its February 10, 2015 meeting. No one disagreed with this decision; it seemed to be a common-sensical decision to wait for a final reorganization, and for the Senate to provide the college with the stability that it always provides while the college reorganization process stumbled along to its conclusion.

Now that we have a revised academic structure at the college—and I can assure you all that this will not be the last time that BCC will reorganize its academic structure—the Faculty Senate must reorganize itself to meet its responsibility to be the representative of academic affairs across the college.

As we engage in this reorganization, we will also be amending the Constitution in a second way. After discussion with and the approval of President Walter, two committees that have previously not been Senate Committees—General Education and the Developmental Education Council—will become Standing Committees of the Senate. The President should be applauded for recognizing that two such important academic committees most appropriately should reside under the purview of the Faculty Senate.

When the reorganization of the Senate is complete, and has been brought before the Senate, it will, as always, be brought before the General Faculty for approval. Any change to our Constitution must be approved by the full faculty, although the addition of new committees need only be approved by “majority vote of a quorum of the Senate” (Faculty Constitution, Article Two. 5.11). This process of revision, or amendment, was designed by our colleagues who composed the initial Constitution of the General Faculty. We honor the college’s founders, both faculty and administration, and the college’s traditions, by continuing to adhere to the Constitution that they designed.

The author is a professor in the Department of English Composition, Literature and Basic Skills and Chair of the Faculty Senate. He can be reached at a kaufman@bergen.edu or 201-493-3550.