By Alan Kaufman, Ph.D.

As I sat at my computer, at home, on a typically hot August morning, and prepared to write this, I looked over some of the other pieces that I have written for the “Faculty Focus” newsletter. I noticed that I seem regularly to write about the Senate and curricular matters. In the May 2011 issue, for instance, I talked briefly about the Faculty Senate’s adoption of a Consent Agenda process for considering curricular items. By using a Consent Agenda—which adds that curricular items be voted on as a single package, with any item able to be pulled from the agenda and considered separately, if necessary—the Senate has been able to clear meeting time to consider and address other academic matters.

We have addressed important matters such as Curricular Restructuring, Dual Enrollment, a college Book Policy, and Faculty Development, required matters such as Assessment, and even frivolous matters like one silly Scheduling Grid that came before us a couple of years ago. We have had periodic question and answer sessions with former President Jerry Ryan and even had the time for the occasional and delightful little diatribes offered by some of our colleagues (no names need be mentioned here).

A problem has arisen with the Consent Agenda model, unfortunately. It has become clear that the Senate has approved some restructured curricular packets that contain errors. George Cronk, Faculty Senate Vice Chairperson and curriculum expert extraordinary, has been working with department chairs on fixing up some programs so that they are in exactly correct shape.

Beginning in the Fall 2011 semester, we are going to work with Department Chairs, Deans, and our new Academic Vice President so that everyone learns how to design these packages correctly. We are also going to appoint someone (and who might that be, George?) to look at packages, as they come out of departments and before they go to the Curriculum Committee, to ascertain that they are in appropriate shape. (This will be a position comparable to that of Senate Course Description Editor.) By improving peoples’ expertise in this area, and then by having the material checked by someone who is expert about curricular design and format, we hope to tighten up the curricular approval process—thereby helping departments, the Curriculum Committee, and, finally, the Faculty Senate, to produce and approve more efficiently the very important work of curricular development.

Toward the end of the Spring 2011 semester, someone mentioned to me that it had been a long time since the chairs of the Standing Committees of the Senate reported to the Senate on the work being done by their committees. Reinstituting such a process is an excellent idea, and beginning in the upcoming Fall semester we will hear one committee report each month by the chair of one of the Senate’s Standing Committees: Curricular, Academic Standing, Admissions, Library, and our new Standing Committee on Assessment.

I am confident that the chairs of these committees will be happy to hear this news.

The author is a professor in the Department of Composition and Literature and Chair of the Faculty Senate. He can be reached at ukaufman@bergen.edu or 201-493-3530.

Follow Your Ideas:
A note from our new interim academic vice president

By Bonnie MacDougall, PhD

Let me offer a few thoughts on my vision of this next year at Bergen as I assume the role of interim academic vice president. I sense that we’re heading toward our own big bang. There seem to be ideas oozing from behind walls and doors, and people are beginning to step out with their ideas and chat about them with neighbor colleagues.

As I see it, my contribution may be to locate segues from one idea to another, suggest teammates, and figure out how the College can support true collaborative learning and teaching. I am very interested in virtual team teaching among other collaborative ventures. Some years ago I used Bernard Malamud’s The Natural in a course on myth and mythic journeys. It’s a baseball story, and though I could find in Roy Hobbs a twisted sort of heroic journey, I didn’t know squat about baseball. When Bill Morales graciously agreed to come to my class to talk about baseball, I knew within minutes that I should have been recording his magnificent story of how baseball echoes much of American history, with its move from rural to urban settings, and from the shady East to the pure and open West. If I had recorded it, it would be in the library now for other classes to borrow.

I am very interested in finding connections among our Schools, Departments, and Programs. P.J. Ricatto recently gave me a tour of the Manufacturing Lab in the Tech Building. As we were walking down its short corridor, I felt I was in an art gallery, in fact, the gallery in West Hall where I last went to see my colleague, Harold Kahn’s, a massive and haunting metal works. As we entered the lab, there was a sleek aero-dynamic motor bike and a metal sculpture behind it. I was reminded of exhibits of metal artifacts at the Met, and I wondered if I was thinking this way because I’m just hopelessly artsy. I looked over at P.J. as he was saying that sculptors working in metals need to learn how to weld, and I knew I wasn’t the only one wondering about the connection between The Manufacturing Lab in the Tech Building and Visual Arts over in West Hall.

By using a Consent Agenda...
Spotlight on Bergenstages
By Jim Bumgardner
The Performing Arts Department at BCC is planning an exciting 2011-2012 season. Bergenstages Theatre Season. This year’s productions will take audiences from the 1940s English countryside to 1850s Washington Square Park—the court of Henry VIII to the auditorium at an elementary school. Truly, something for everyone.

Plans are already underway for the fall production with Agatha Christie’s most famous murder mystery, “The Mousetrap,” opening on October 28th in the Ender Hall Lab Theatre. All students, faculty, and staff are welcome to audition for this production to be held in the Ender Hall Lab Theatre. Auditionees will be asked to do sight reading from the script; perusal copies are available at the circulation counter in the BCC library. Auditions will be held on Thursday and Friday, September 15th and 16th from 3:00 – 5:00 pm and 7:00 – 9:00 pm.

On December 2nd, the Anna Maria Ciccone Theatre will be transformed into the court of Henry VIII and the trial of Sir Thomas Moore.

Then, spring is just around the corner and will get off to a wonderful start with our first production, “The Heiress.” The melodrama, set in 1859 New York City, will be performed in the Ender Hall Lab Theatre, opening on February 24th.

“The 25th Annual Putnam County Spelling Bee” is our season finale and is sure to please both musical theatre fans and spelling bee fans alike. The Ciccone Theatre will become the site of an elementary-school spelling bee with all its nerv- ous competitors singing their way into our hearts. It opens April 13th.

Tickets to all of our productions are available online at http://tickets.bergen.edu or in person at the box office in A-130. For more information about the productions or Bergenstages please call Producer Jim Bumgardner, at 201-493-3615.

The author is a professor in the School of Arts, Humanities and Wellness and producer of Bergenstages. He can be reached at jbumgardner@bergen.edu or 201-493-3615.

New Electronic Resources and Database Updates @ Sidney Silverman Library
By Joan Liu-Devizio
Over the years, librarians at BCC have worked closely with faculty to provide tailored library services to individual classes and help students develop information literacy skills. This summer, partnering with faculty in new educational methodologies, the library has purchased new electronic collections and enhanced current frequently used databases to better serve the college community.

Education in Video and Filmakers Library Online are our two newest purchases in our online streaming video collections. Education in Video was designed specifically for training and developing teachers. You can access all 116 videos from the library catalog simply by typing “education in video” under keyword and title. Filmakers Library Online provides documentaries and points of view of current issues.

We also added business titles under our popular e-book collection, Safari Books Online. You can access the most essential and current technology and business titles that constitute a great resource for professionals.

Proquest, our frequently used database, has a new interface. Now you have an option to narrow your search to peer-reviewed articles only. You can also create alerts to notify you of new information for your topic, a recent search, or a publication and receive an email notification of new search results or new issues published. There are several of the library databases that are already underway for the fall production with Proquest, EBSCO and ScienceDirect.

The Sidney Silverman Library provides library liaison services to BCC faculty. As the new semester begins, please keep the library and library liaisons in mind when you have library related questions, need extra help with research, or need instruction on how to use our resources.

The author is a Technical Services Librarian at the Sidney Silverman Library. She can be reached at jliu-devizio@bergen.edu or 201-689-7653.

CSIU: Broadening Understanding on Multiple Fronts
By Charles Bordogna
The Center for the Study of Intercultural Understanding seeks to promote teaching and learning that addresses the challenges of our increasingly diverse region. To foster harmony on campus and in the community, CSIU works collaboratively with faculty to facilitate initiatives that develop students’ empathy and understanding of diverse perspectives and that engage students in the critical issues of our day.

Over the past year CSIU has co-sponsored a wide range of programs such as the College-wide Speech Competition, coordinated by Professor Jane Phelps, and the faculty seminar Cosmopolitanism and the Community College Classroom, coordinated by Dr. Jessica Datema and Professor Roya Kowsary. In addition, CSIU has sponsored dialogues on religion and diversity.

Working with the Literary Arts Series, CSIU has lent its support to bring authors such as Joseph O’Neill and Junot Diaz to campus. CSIU has also assisted Café Bergen, Black History Month, Native American Week, and American Heritage Week in their programming. Finally, CSIU has been committed to initiatives that raise student awareness and involvement in global issues, such as Malaria and HIV/AIDS, extreme hunger and poverty, and environmental stability.

As CSIU director, I always looking to discuss proposals from faculty that can enhance cross-cultural understanding.

The author is a professor in the School of English and Director of the Center for Study of Intercultural Understanding and can be reached at cbordogna@bergen.edu or 201-612-5246.

Academic Capitalism: What is it, and Why Should Faculty Care?
By Ilene Kleinman, MBA, Ed.D.
Most of us agree that maintaining affordability for students is a priority. The inability of state appropriations to meet institutional demands is an ongoing concern. These concerns have created an urgent need to expand revenue generating strategies. In higher education, revenue -seeking activities can take many forms.

In a landmark 1997 book, Sheila Slaughter and Larry L. Leslie coined the term “academic capitalism” to describe market behaviors that institutions and the profession engage in to garner external money. Academic capitalism looks at entrepreneurial activities that are profit motivated.

For a college, these activities may include: high demand specialized training; niche-oriented degree and non-degree programs; educational alliances designed to meet business and industry workforce demands; private sector collaborations and partnerships with community agencies and other colleges and universities to engage in collaborative initiatives; human resource compensation initiatives for entrepreneurship; leasing and/or rental of college facilities and event sponsorship; and the redirection of resources from stagnant activities to ones that are more productive and efficient.

Community colleges are seeking ways to increase revenue and become less dependent on traditional revenue sources. Whether or not a community college aggressively pursues profit-generating initiatives may be a function of the culture, the political environment, the extent to which leadership supports entrepreneurship, state and local support, the extent to which the college values its transfer function, how closely the college is linked to the four-year sector, and opportunities present in the local economy.

The weight of importance that these determinants carry varies by geographic region and may also be linked to the key performance indicators that regional accrediting bodies assess. Additionally, influencing faculty who are not receptive to what they perceive as business practices in the academy may be the biggest barrier to embracing an entrepreneurial culture.

The author is a Director in the School of Continuing Education, Corporate and Public Sector Training. She can be reached at ikleinman@bergen.edu or 201-447-7160.
Virtual Studies Gets a New Dean

By Jon parole, I.D.

It took about 20 “I’ve never seen you in a tie before” comments for it to sink in: I’m now one of “them.” I’ve been one before; a director of debate, an internshp director and even a dean. But in each of those experiences, and in my current role as Interim Dean of the School of Virtual Studies (Are the studies virtual or am I? And if I remember correctly, the word “virtual” means… nothing.), my focus has always been and will continue to be on teaching and what is best for students.

Yes, these are platitudes, easy to say and more difficult to live up to, especially when there is pressure from “above” to emphasize efficiencies and to adopt a business model. I don’t believe we have that kind of leadership in place at Bergen at this time. From our acting president to the interim academic vice president, and certainly across the spectrum of my dean-level colleagues, it is all about the interests and needs of the students who are our only reason for existing as a college.

What all of this means to me, and to my current colleagues in the academic administration, is that collaboration and consensus-building, always with laser-like focus on our primary constituents, must be the business model for our institution. I used to half-jokingly point out that moving from faculty to administration was a career change and not a promotion. I’d like to amend that.

There are academics who become administrators and there are academics who serve in administrative capacities. I prefer to consider myself the latter, so please don’t be offended if I’m a bit uncomfortable when you congratulate me on my promotion.

The author is the Interim Dean of the School of Virtual Studies. He can be reached at jparole@bergen.edu or 201-612-5552.

Look for the Faculty Scholars e-book coming in October.
If you have had publications or presentations within the previous two years please send them to Annemarie Roscello at aroscello@bergen.edu by September 10th. You must send the article and a picture of yourself.

Suburban Studies Group
Tuesday, SEPT. 27—WILDLIFE IN SUBURBIA
2:00-3:30 pm, Room C325
Tuesday, OCT. 11—GENERAL MEETING
12:00-1:00 pm, room S110
Friday, NOV. 4—SENIOR CITIZENS IN SUBURBIA
1:00-4:00 pm, TEC 128
Tuesday NOV, 29—THE DARK SIDE OF SUBURBIA:
A POP CULTURE VIEW
Time and room to be announced

Information Literacy from Page 3

In the coming academic year, the School of English will continue to assess the development of information literacy among our students. Naturally, this is a challenging undertaking; however, information literacy is now a staple among General Education standards, and while the School of English and the library has gladly lit the torch, our students’ needs dictate that this becomes a college-wide initiative.

With that in mind, the Information Literacy Committee will be seeking feedback from other academic areas within General Education in 2011/2012. Together our students will not only become information literate, thus satisfying state requirements, but they also will learn valuable skills in an entirely new age of digital resources.

The authors are professors in the School of English. Seamus Gibbons may be reached at sgibbons@bergen.edu or 201-493-3667. Adam Goodell may be reached at agoodell@bergen.edu or 201-44-• 3673

Addressing Information Literacy among Bergen Students

By Seamus Gibbons and Adam Goodell

It is by no means a shocking revelation that today’s college students are exposed to information in methods and forms that were unimaginable in previous generations; however, what is not as transparent is how well students decipher quality from biased information. Furthermore, even more troubling is how well these information-overloaded students extract and incorporate that information in their own academic pursuits. Therefore, it is the responsibility of all academic institutions to gauge their students’ level of Information literacy; gauge, that is, how their students gather, evaluate, understand and finally synthesize information.

With that responsibility in mind, during the past academic year a committee of English and Library faculty discussed ways to access the level of Information literacy among our students. First, a research model was created for all faculty to introduce to students, whatever their level, and incorporate its language into their academic lexicon. Next, the committee developed survey questions designed to engage students about their research habits, their information gathering techniques, and their attitude towards academic ownership.

The Department of Composition and Literature, for example, administered a multiple choice survey to a select few sections of Composition during the incipient weeks of the fall, 2010 semester; this initial survey aimed at accessing the level of Information Literacy among our students entering Bergen. These same students were then engaged in instruction on Information literacy over some weeks. In addition, the students were shown how to apply the research model, and practiced approaches to finding quality research not only through classroom activities, but also through library instruction by one of the librarians on the committee.

This pilot assessment concluded with the re-administering of the multiple choice survey during the final week of the semester. As hoped, the scores were higher; however, what this pilot also made abundantly clear is that students need further immersion in information gathering, in analyzing information for bias and authority, and in synthesizing that information with their own critical thought processes.

BCC Green: Waste Becomes Soil

By Rachel Vlieand

Bergen is getting its green on! Two of our newest sustainability initiatives are the Rocket Composter, located on the lawn behind the cafeteria, and the electric car charging stations in the lower level of the student parking deck.

“At BCC, students collect food scraps from the cafeteria and put them in the Rocket Composter and after a few days, the refuse is converted into soil,” which then goes to the community garden, said BCC Student Pete Hauenstein.

“The thing I most like about the composter project is that we can explain the what, why and how to the college community in five minutes and they get it. Also, the potential for educational and service learning opportunities are amazing,” said Dr. PJ Ricatto, Dean of Mathematics, Science and Technology and Co-Sustainability Director.

The author is an assistant professor in the Mathematics Department and advisor to the Environmental Club. She can be reached at rvlieand@bergen.edu or 201-612-5340.
Facility Development Opportunities

Student Success Workshop
Wednesday, September 21
12:30-1:30pm, C313
Presenters: Leigh Jonaitis and Lori Talarico

New Faculty Orientation
Friday, September 23
12:30-2:30, C

Applying for Promotion
Tuesday, September 27
3:50-5:50pm, C313
Presenters: President Adames, AVP MacDougall, Faculty Senate Chair Alan Kautman

Eligibility

Congratulations to the 2011-2012 CIRD Grant Winners

- Fitzgerald Georges
  Information Literacy Instruction
- Lynn Schott & Joan Cohen
  BCC Archival Artifacts Preservation
- Alexandra Perry & Anthony Yankowski
  Ethics & Mental Health Speaker Series
- Sarah Shurts & Maureen Ellis-Davis
  Best Practices Conference: Innovation and Creativity in the Community College Classroom

Lunchtime Chat
C-211 12:30
Join us for informal discussions on teaching topics. Topics and moderators will be announced the day before the discussions.

Monday, September 12
Thursday, September 22
Wednesday, September 28

Honors Committee

By Dorothy Altman, Ph.D.

The Honors Program became the Judith K. Winn School of Honors on April 4, 2011 when it was named in honor of former BCC President Winn at a dedication held at the annual Honors Program Recognition Ceremony. Dr. Alan Kautman, Dr. Kathleen Williams and I will co-direct the School of Honors in fall 2011. Dr. Williams is chairing The Judith K. Winn School of Honors Task Force, which will assess BCC Honors and its needs in order to determine the direction the school will take.

College students with a GPA of 3.4 qualify to take honors courses. Incoming high school seniors qualify to take honors courses by achieving a 1700 new SAT or 1100 old SAT score, high college entrance test scores, or a strong high school GPA and a recommendation from a high school counselor. BCC faculty are encouraged to recommend Honors to their high-achieving students. Twenty-two honors courses are offered in fall 2011 as well as Honors-by-Contract. To see the benefits of earning an honors diploma, see www.bergen.edu/honors.

All faculty who assign research papers and projects fall semester should urge their students to participate in the Judith K. Winn School of Honors Student Conference. Held in April as part of Honors Week, the conference provides a forum for all BCC students to share academic achievement and practice presentation skills. The Honors Association, the club that supports the School of Honors, has planned a number of events for fall semester. To learn more about the Judith K. Winn School of Honors, faculty and students are invited to the Tuesday, September 27th information session (12:30-1:25 PM in TEC-107) which will feature a panel of Honors Professors.

The author is an assistant professor in the School of Arts, Humanities and Wellness and one of three co-directors of the Judith K. Winn School of Honors. She can be reached at altman@daltman@bergen.edu or 201-447-3544

Coming Soon:
On Course Faculty Development Workshops

By Lori Talarico

This past summer, Cristina Haedo, Leigh Jonaitis, Monica Martinez and I had the opportunity to attend Skip Downing’s On Course Workshop. This four-day workshop provides educators with learner-centered structures and strategies for helping students become active, responsible, and successful learners who thrive in a learner-centered environment. As On Course Ambassadors, they join the approximately 1,200 On Course Ambassadors in the nation whose ultimate goal is to bring about a significant increase in student learning, academic success, and retention.

In order to share the many ideas and strategies learned at the workshop, Leigh and I plan to offer faculty development sessions during the 2011-2012 academic year. These sessions will complement the work done in IST 123 (Success 101), a course for first-year students.

Success 101 is a content-based course easing students’ transition to college while challenging students with developmental tasks leading to a personal success plan. The course is based on the idea that successful students accept personal responsibility, discover self-motivation, master self-management, employ interdependence, gain self-awareness, adopt lifelong learning, develop emotional intelligence, and believe in themselves.

As co-coordinators of the course, our vision is to reach across the curriculum with these learner-centered strategies. Look for the On Course series of Faculty Development sessions, and contact me (ltalarico@bergen.edu) or Leigh (ljonahtis@bergen.edu) with any questions or to find out more about the curriculum.

The author is an assistant professor in the School of English and may be reached at ltalarico@daltman@bergen.edu or 201-447-3544.