Assessment and Observation: Not the Same Thing
Continued from p. 11

People are often upset when they get “2” in some categories; after all, this ranking can be used against a non-tenured instructor when the dean fills out a reappointment form. And anyone getting a ranking of “3” in any category is, inevitably, unable to see anything else. It became clear to me as I thought about this post-observation meeting that the system itself was skewed in counter-productive directions by the harmful observation instrument used by the college.

During this rapidly concluding summer (over by the time you read this), in my capacity as Faculty Senate Chairperson, have been working with Interim Academic Vice President MacDougall to design a new form to be used for the classroom observations of tenured and tenure-track instructors. The Executive Officers of the Senate, the Deans, the Academic Department Chairs, and a small committee of faculty and administrators have been providing us with ongoing feedback.

The first thing we have done has been to eliminate the numerical ranking at the top of each observation category. What we are trying to design — and we have been discussing format and process in addition to the kinds of things an observer should be looking for in a classroom — is a form that provides formative information and creates an environment in which productive discussions about the “messy process” of teaching can occur among colleagues.

As faculty members at a community college, we all have myriad responsibilities. But community colleges are widely acknowledged to be teaching institutions, and as such, the principal responsibility of the teaching faculty is our teaching. (Notice that this discussion is about full-time teaching faculty; different instruments may need to be designed for the observation of the non-teaching faculty and, perhaps, for adjuncts.) In order to be able to improve instruction at the college, we need to re-conceive what we do when we observe classes. As we do so, we should keep in mind Louis Menand’s sound insight. Following his assertion, it becomes even clearer that effective teaching, whether in a lecture format or using the most up-to-date technologies, is something not to be assessed but to be observed. They are not the same things.

During the 2012-1013 academic year, as the work of redesigning the classroom observation process for full-time teaching faculty proceeds, the Faculty Senate will be increasingly involved. Because all academic matters belong within its purview, how to conduct such a reconsideration is properly the work of the Senate.

The author is a professor in the department of Composition and Literature and Chair of the Faculty Senate. He can be reached at akaufman@bergen.edu or 201-493-3350.

Library Welcomes New Dean
By Amy Beth

It is a privilege to be named the Dean of Libraries for Bergen Community College. It is also an honor to continue the vision of Dr. Sidney Silverman. As I join you in the launch of our Fall 2012 semester, I wish to extend my gratitude for your Bergen welcome; the warmth, enthusiasm, support and partnership are top shelf.

The colleagues and services of the Sidney Silverman Library (both in Paramus and at the Meadowlands) are touted as amongst the best of our college offerings. I enter a landscape already well in progress with impressive initiatives to promote information literacy. Media transactions and we have been discussing format and process in addition to the kinds of things an observer should be looking for in a classroom — is a form that provides formative information and creates an environment in which productive discussions about the “messy process” of teaching can occur among colleagues.

As faculty members at a community college, we all have myriad responsibilities. But community colleges are widely acknowledged to be teaching institutions, and as such, the principal responsibility of the teaching faculty is our teaching. (Notice that this discussion is about full-time teaching faculty; different instruments may need to be designed for the observation of the non-teaching faculty and, perhaps, for adjuncts.) In order to be able to improve instruction at the college, we need to re-conceive what we do when we observe classes. As we do so, we should keep in mind Louis Menand’s sound insight. Following his assertion, it becomes even clearer that effective teaching, whether in a lecture format or using the most up-to-date technologies, is something not to be assessed but to be observed. They are not the same things.

During the 2012-1013 academic year, as the work of redesigning the classroom observation process for full-time teaching faculty proceeds, the Faculty Senate will be increasingly involved. Because all academic matters belong within its purview, how to conduct such a reconsideration is properly the work of the Senate.

The author is a professor in the department of Composition and Literature and Chair of the Faculty Senate. He can be reached at akaufman@bergen.edu or 201-493-3350.

This is a time of tremendous potential for collaboration and positive change. In some instances I hope to establish creative partnerships, and in other instances I seek to extend existing partnerships.

With an eye toward the space and resources being understood not only as a library but as a dynamic environment where faculty development and complementary services supporting student success flourish.

My intention is to promote well-designed physical and virtual spaces that foster academic community and encourage intellectual inquiry and exchange. Continued p. 3

Welcome! Bergen Community College • Faculty Focus

Calendar

Faculty Conference
Tuesday, September 4
8:30am-2:30pm
TEC-128

New Faculty Orientation
Friday, September 7
12:00pm-4:30pm
A-113

School/Department Meetings
Tuesday, September 11
3:50 or announced time

CITL Workshop: Facebook in the Classroom
Wednesday, September 19
3:00pm
Register at: www.bergen.edu/citlworkshops

Faculty Development Workshop:
How You Can Improve Your Financial Retirement Plan with Dr. Barry Freeman
Monday, October 1
12:30pm
Room TBA

CITL Workshop: Faculty Webpage Creation in SharePoint
Friday, October 12
10:00am
Register at: www.bergen.edu/citlworkshops

Welcome New Faculty

1. Christine Eubank
   History

2. Eileen Fitzgerald
   English Basic Skills

3. Kyle Modes
   Chemistry

4. Linda Wiles
   Horticulture

5. Amy Baldassare
   English Basic Skills

6. Lisa Mayer
   Legal Studies

7. Dan Solerno
   Composition and
   Literature

Welcome! Bergen Community College • Faculty Focus
**Library Instruction: Any Time, Any Place!**

*By Fitzgerald Georges*

Do you teach a hybrid course, online course or simply can’t find the time to schedule a library instructional session in your busy syllabus? If you answered yes to one or more of these questions, the library has a solution.

The library’s traditional instructional program has been piloting an asynchronous model of library instruction for classes that have been underserved due to the logistical constraints of traditional computer lab based instruction. In an effort to bridge that gap, the library proudly introduces Adobe Connect Web conferencing software to deliver unique, real-time library instruction directly to your students wherever they might be and over any device that enjoys internet access.

We collaborate with you on an assignment, create the virtual meeting room and share those observations in later conversation. So why were we unable to have the discussion that would have enabled such details to have been considered?

Initially, I was disturbed by what I thought was the unfortunate and seemingly uncooperative attitude of the instructor; why, after all, did this person want to complain about the numbers on the form and not address the issues that the dean and I thought would be fruitful to discuss? Only later did I recognize the problem inherent in the observation tool itself, and how the form actually supports a process where formative discussion of teaching gets lost.

*The author is an assistant professor and reference librarian in the Sidney Silverman Library. He may be reached at fgeorges@bergen.edu or 201-493-4083.*

---

**Assessment and Observation: Not the Same Thing**

*By Alan Kaufman, Ph.D.*

I begin with Harvard Professor Louis Menand’s recent assertion that “teaching is a messy process, an arena in which success can be hard to measure or even to define” (*The Marketplace of Ideas* 14). Given the obvious correctness of Menand’s insight, the following question arises: what do we do when we observe someone’s teaching?

It is an important question. After all, all of us get observed, or have been observed, in our classrooms; many of us also observe our colleagues in their classrooms. At Bergen, our tenure-track colleagues are observed by deans and tenured faculty members; tenured faculty members, when we are observed, are seen by our deans. Unfortunately, in both instances we use an observation form that is designed to emphasize the evaluative, or summative, rather than the more appropriate formative nature of classroom observation.

Everyone is familiar with this outdated form. It has categories designed for ranking and also for comment. It is the ranking that is problematical. In its misguided emphasis on assessing one’s teaching, the form does a fine job of providing the observer the opportunity to evaluate the instructor, to say whether or not the person is an effective teacher (in the observer’s estimation) — in other words, to provide summative information. It fails miserably, however, in what should be the principal mission of classroom observation: to provide constructive, formative information that assists the instructor in doing his or her job more effectively.

A couple of years ago, I was the elected observer of non-tenured faculty in my department. In that capacity I went with our divisional (still the proper term at that time) dean to observe our non-tenured colleagues. I still remember one observation. The dean and I agreed that there were things about the class that it would be beneficial to point to with constructive criticism; it was our goal that a conversation about the class among the two of us and the instructor could be built around a fruitful discussion of teaching.

Unfortunately, in both instances we use an observation form that is designed to emphasize the evaluative, or summative, rather than the more appropriate formative nature of classroom observation. It is an important question. After all, all of us get observed, or have been observed, in our classrooms; many of us also observe our colleagues in their classrooms. At Bergen, our tenure-track colleagues are observed by deans and tenured faculty members; tenured faculty members, when we are observed, are seen by our deans. Unfortunately, in both instances we use an observation form that is designed to emphasize the evaluative, or summative, rather than the more appropriate formative nature of classroom observation.

Everyone is familiar with this outdated form. It has categories designed for ranking and also for comment. It is the ranking that is problematical. In its misguided emphasis on assessing one’s teaching, the form does a fine job of providing the observer the opportunity to evaluate the instructor, to say whether or not the person is an effective teacher (in the observer’s estimation) — in other words, to provide summative information. It fails miserably, however, in what should be the principal mission of classroom observation: to provide constructive, formative information that assists the instructor in doing his or her job more effectively.

A couple of years ago, I was the elected observer of non-tenured faculty in my department. In that capacity I went with our divisional (still the proper term at that time) dean to observe our non-tenured colleagues. I still remember one observation. The dean and I agreed that there were things about the class that it would be beneficial to point to with constructive criticism; it was our goal that a conversation about the class among the two of us and the instructor could be built around a fruitful — or formative — discussion of some things that we had discerned about the class as well as around questions and insights that the instructor would surely bring to the conversation. At our meeting, unfortunately, the conversation almost immediately became solely about the rankings that the instructor had received in the various categories on the form. What we had hoped would be a constructive and fruitful discussion descended into rancor.

I wondered subsequently why the meeting was so unproductive. The dean and I had noted some behavioral things that we thought the instructor — immersed in the details of teaching the class — might not have noticed: a couple of unprepared students in the rear of a large classroom, a few students looking to participate but not getting called upon. When you are busy teaching a class, it is easy to miss little things like this and an effective observer can notice details of this sort and share those observations in later conversation. So why were we unable to have the discussion that would have enabled such details to have been considered?

Initially, I was disturbed by what I thought was the unfortunate and seemingly uncooperative attitude of the instructor; why, after all, did this person want to complain about the numbers on the form and not address the issues that the dean and I thought would be fruitful to discuss? Only later did I recognize the problem inherent in the observation tool itself, and how the form actually supports a process where formative discussion of teaching gets lost.

*Continued on p. 12*

---

**Bergenstages Offers Two New Shows for Fall 2012**

*By Jim Bumgardner*

Get ready for another exciting year at Bergenstages!

This year’s season starts with the politically charged, satirical farce by Dario Fo, “Accidental Death of an Anarchist.” Based on actual events that took place in Milan, Italy in 1970, you too will be fooled by the “maniac” who takes over the proceedings at the local police station. The show will be directed by Mary Clifford and will audition on September 10 & 12 for an October 26 opening in the Ender Hall Lab Theatre.

Then, this Holiday Season, we will be presenting a special treat when the musical “The 1940’s Radio Hour” is performed. Set in a small New York City radio station, WOW, on December 21, 1942, the Ciconce theatre audiences will become the audience at a live broadcast being transmitted overseas to our men and women in uniform. The delightful and colorful characters will be performing such favorites like “Boogie Woogie Bugle Boy,” “Have Yourself A Merry Little Christmas,” “Strike Up the Band,” “Blue Moon,” “Our Love Is Here To Stay,” “That Old Black Magic,” and “I Got A Gal in Kalamazoo” to name but a few.

The musical will open on November 30 just in time for the holidays, with the Dec. 7 performance being a special, sign-interpreted performance. Be sure to get your tickets early because both shows are bound to sell out quickly.

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

---

**The Marketplace of Ideas**

By Alan Kaufman, Ph.D.

- Based on actual events that took place in Milan, Italy
- Offers Two New Shows for Fall 2012
- Bergenstages Offers Two New Shows for Fall 2012
**BCC Portal Goes Live**

By Stephen Valkenburg

Bergen Community College’s Portal (log in at [http://my.bergen.edu](http://my.bergen.edu)) was launched over the summer, giving students, faculty and staff one-stop access for:

- Web Advisor
- Email
- Calendar
- Moodle
- Class Schedule
- College News & Events
- Announcements

All this is now accessible from the Portal. The Portal requires a single username and password to gain access. The Portal can be accessed through the Internet from any computer, tablet or smartphone, on- or off-campus.

For assistance with logging in or other Portal issues, visit the "Portal Help" link at the bottom of the Portal login page.

The Portal was in pilot over summer 1 and summer 2, and went live following summer 2, in time for the start of the fall semester 2012. However Bergen Community College has been preparing for the Portal for over a year. The Portal was developed by Ellucian (formerly Datatel) and provides tight integration with Colleague, the college’s student information system.

The Portal leverages Microsoft’s SSO (single sign on), which enables a user to have a single username and password that will grant access to several different systems and applications. As part of the Portal project, students for the first time will be added to the college’s Active Directory (used to authenticate users on the college’s network). New Cisco hardware has been installed that will be able to expand as the Portal’s user base and functionality grows.

The Portal going live is an exciting event and a significant achievement. It marks a new era in how Bergen Community College accesses and interfaces with its systems and applications. Bergen Community College welcomes the Portal.

For faculty and staff your Portal username and password is your current network username and password (the one you use to log into your Bergen computer on campus or check your Bergen email online). Students’ usernames are the same as their current WebAdvisor usernames; they will be issued new passwords.

The Portal was in pilot over summer 1 and summer 2, and went live following summer 2, in time for the start of the fall semester 2012. However Bergen Community College has been preparing for the Portal for over a year. The Portal was developed by Ellucian (formerly Datatel) and provides tight integration with Colleague, the college’s student information system.

The Portal leverages Microsoft’s SSO (single sign on), which enables a user to have a single username and password that will grant access to several different systems and applications. As part of the Portal project, students for the first time will be added to the college’s Active Directory (used to authenticate users on the college’s network). New Cisco hardware has been installed that will be able to expand as the Portal’s user base and functionality grows.

The Portal going live is an exciting event and a significant achievement. It marks a new era in how Bergen Community College accesses and interfaces with its systems and applications. Bergen Community College welcomes the Portal.

For faculty and staff your Portal username and password is your current network username and password (the one you use to log into your Bergen computer on campus or check your Bergen email online). Students’ usernames are the same as their current WebAdvisor usernames; they will be issued new passwords.

The author is a project manager in the Information and Technology Services Department. He can be reached at svalkenburg@bergen.edu or 201-447-9276.

---

**A Very Special Workshop:**

*"How You Can Improve Your Financial Retirement Plan"

This presentation will review some basic, essential facts, and also discuss more advanced ways you can maximize the growth of your Financial Retirement Plan.

For over 20 years, Dr. Freeman has taught "Personal Finance and Money Management" at BCC, and he is an active, avid investor in stocks, bonds, mutual funds and real estate.

October 1, 2012 at 12:30pm. Room TBA

Refreshments will be served

---

**Library Welcomes New Dean**

Through departmental collaboration and innovation of essential programs and services, we stand to enhance the overall academic experience.

My leadership is driven by a commitment to engage, empower and inspire colleagues to bring forth ideas that promote discovery and to find a comfort zone in exploring change. I believe libraries are an essential force in teaching and learning, and that our collective expertise will best support the ever-changing needs of our vibrant, student-centered college community. I look forward to learning of your interests and to our future collaboration.

The author holds a B.A. from Earlham College and Master’s degrees from Indiana University and the CUNY Graduate Center, where she is completing her Ph.D. She has worked in academic libraries for both private and public institutions, and is a grass-roots archivist. She can be reached at abeth@bergen.edu or 201-447-9960.

---

**NEH Workshop Grant Focuses on War of 1812**

By Sarah Shurts, Ph.D.

I had the opportunity this summer to take advantage of the Landmarks of American History and Culture Workshops offered through a grant from the National Endowment for the Humanities.

The program I selected, The War of 1812 in the Great Lakes and Western Territories, intended to highlight for its participants what has often become a forgotten war in U.S. national memory. The workshop was timed to coincide with the centennial celebration of the war at many of the battlefields, memorials, and monuments we visited around the states of Ohio and Michigan where most of the battles in the war occurred. The workshop skillfully combined tours of these historical spaces of memory and mourning with seminar discussions and lectures from some of the most celebrated historians of the early 1800s.

Alan Taylor discussed his work, *The Civil War of 1812*, as part of the keynote introduction, which served as a reference point for discussion of several other historians’ perspectives. They included American Indian culture and war aims, naval strategy and maritime concerns, borderlands concepts, the role of women in both Anglo-American and Native-American settings, and the significance of the Great Lakes region and the Canadian invasion, in a war primarily recognized by our students and the general public for the burning of the White House, Dolly Madison’s art conservation, and the Star Spangled Banner.

This workshop was a wonderful opportunity to reconsider my approach to many aspects of American history and to revitalize my own historical research.

The author is an assistant professor of history in the School of Arts, Humanities and Wellness. She can be reached at 201-301-1261 or sshurts@bergen.edu.
The Information Literacy Project
By Judi Davis, Ed.D.

Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Although technology is used to locate and use information, technological literacy is not synonymous with information literacy. Information literacy involves deep learning issues that cross all disciplines and courses taught in the community college.

Spurred by the requirements of the New Jersey Core Curriculum Content Standards (NJCCC), Library faculty members Joan Dalrymple, Annemarie Roscello and Heather Cook have worked with me to explore how the BCC General Education Program is incorporating information literacy across the curriculum. We are required to complete a form for each course in our Gen Ed Program that states (1) student learning objectives (SLOs) that demonstrate information literacy and (2) and explanation of how we assess said SLOs.

Our project started out as a simple inventory of General Education courses and collection of the most up-to-date syllabi. We decided to find out what the state wanted to know, but expanded the project by asking some other questions. They included what level of information literacy proficiencies do we ask of our students, what kinds of information literacy assignments do faculty ask of students, and how deeply does instruction in information literacy penetrate the courses in our General Education Program?

Campus Grounds Go Organic
By Rachel Wieland

Hugh Knowlton, grounds supervisor at our 110-acre Paramus campus, is on the fast track to transforming the campus. All the grounds on campus are now pesticide free. Hugh has learned the most up-to-date information on how to run an organic landscape. He has completed the Northeast Organic Farming Association’s five-day accreditation course, the three-day Dr. Elaine Ingham’s “Living Soils” class, Jeff Frank’s two-day course on organics on Long Island, Chip Osborne’s one-day organic sports turf care class, Peter Schmidt’s one-day compost tea workshop; and the Organic Turf & Tree Show on Long Island. And I have done two Bee Workshops with Hugh so that we can support the three lovely beehives we have on campus, in front of the parking deck in our native meadow.

Hugh has been a key player in supporting the students in numerous sustainability projects: the community gardens, the beehives, the native garden, the composting, and now their newest project - a bird sanctuary (to list a few). The students interested in the environment always comment to me how special Hugh is. We are really fortunate to have him working the grounds on our campus. He brings an extraordinary amount of delight, restoration and support to the outdoors. He has a “can-do” attitude that is infectious to the rest of us.

NEH Workshop Grant Targets Georgia O’Keeffe’s New Mexico
By Despina Metaxatos

What did I do this summer? Discovered the National Endowment for the Humanities Landmarks in American History and Culture Workshop Grants for community college faculty. In my case, “Georgia O’Keeffe: Santa Fe, Abiquiu, and the New Mexico Landscape.”

It was my first time exploring the southwest, and the tail end of a June road trip to the Grand Canyon. Led by Dr. Kathy Fedorko, Professor Emeritus of Essex County Community College, the workshop week was packed with scholarly lectures placing American modernist painter Georgia O’Keeffe in a wider artistic, cultural and historical context in New Mexico.

The workshop included several eye-opening bus tours: New Mexico’s Spanish colonial legacy was on display during our excursion to Rancho de Taos, whose squat adobe San Francisco de Asis Church O’Keeffe painted many times. A Native American guide at nearby Taos Pueblo diverged from the textbook in sharing her people’s version of local Western history as our group of 25 faculty toured the pueblo.

The role of wealthy female art patrons from the East in promoting New Mexican craft and culture was highlighted during our visit to Mabel Dodge Luhan’s home in Taos, now a boutique hotel. The included photo of me is from our tour to O’Keeffe’s beloved Ghost Ranch, whose tour guide drove us to the very spots O’Keeffe painted for years to demonstrate her ‘zoom-in’ abstraction of actual landscapes. The highlight of the workshop for me was our visit to O’Keeffe’s perfectly preserved adobe home and possessions in the village of Abiquiu. It was intact, from the minimalist designer furniture and state-of-the-art sound system to the calculated views of carefully manicured ‘giant bonsai’ in her garden, to the spice jars in her health-conscious kitchen. You can learn a lot about someone from the spaces they inhabit.

Workshop Coordinator Dr. Fedorko was wise in asking participants to present a sample lesson plan the final day. The landscape-based PowerPoint presentation I created was the same one I used the first day of summer session when I returned home, demonstrating the direct benefit students receive from community college professors’ enrichment through programs such as NEH Landmarks in American History and Culture Workshop Grants.

The author is a lecturer in art in the School of Arts, Humanities and Wellness. She can be reached at dmetaxatos@bergen.edu or 201-447-8216.

NISOD Applications are due Friday, November 9th Application information will be coming in October
Congratulations to the 2012-2013 CIRD Grant Winners

This year the CIRD grant subcommittee of the Faculty Development Committee had an excellent pool of applicants for the CIRD grant awards; these internal grants are funded by Bergen Community College and not an outside source. Thank you to all who applied.

1. Department of Composition and Literature, Adjunct and Full Time Faculty Pedagogical Exchange
   This project will be completed by Professor Roya Kowsary and Professor Seanus Gibbons

2. Bergen Bytes—An Archives Digitization Project
   This project will be completed by Professor Joan Cohen and Professor Lynn Schott

3. Introducing Contemplative Methods to Philosophy and Religion Classes
   This project will be completed by Dr. Vanda Bozcevic and Dr. Peter Dlugos

4. The Human Mosaic: Diversity at Bergen Community College A Media Project
   This project will be completed by Professor Ellen Feig and Professor Lori Talarico

5. Patron Driven Access to EBooks: A Library Acquisition and Collection Development Pilot Project
   This project will be completed by Professor Edith Sirianni and Professor Joan Liu-DeVizio

CITL Offers On-Demand Professional Development

By Amarjit Kaur, Ed.D

The Teaching and Learning Exchange (TTLE) now provides information on how to subscribe to the 20-Minute Mentor program. Faculty can access these short, focused mentor sessions anywhere and at anytime. These sessions address everyday teaching challenges in the area of classroom management, student engagement, legal issues, etc.

Some of the interesting topics discussed are “How do I get students to read?”, “What do I do when a student challenges my authority?” and “Cell phones, Laptops and Facebook: What can I do about them?” The 20-Minute Mentor program site provides users with handouts, supplemental materials and a transcript of the recordings.

TTLE provides access to a variety of other resources. Faculty can find Web links to webinar recordings hosted by the Center for Innovation in Teaching and Learning and directions on how to subscribe to online journals such as “The Teaching professor” and “Online Classroom.”

Faculty can download and install Respondus software for batch uploading tests and quizzes, SoftChalk software to create interactive activities in a Web-based course and access Turnitin services to prevent plagiarism. TTLE provides links to access Turnitin Academy Live, request Respondus webinar series and access short courses and tutorials from Softchalk.

To access TTLE, please login to the Moodle site: http://moodle.bergen.edu and enter your Moodle login username and password. If you do not find TTLE listed with your other Moodle courses, please email citl@bergen.edu.

The author is the director of the Center for Innovation in Teaching and Learning. She may be contacted at akaur@bergen.edu or 201-493-5602

NISOD: A Reflection

By James Bumgardner

I walked towards the Austin Convention Center in the 97-degree Texas heat, hoping to take advantage of another terrific seminar being offered that afternoon. I entered the Center looking for a quick cup of coffee and, as I descended the staircase into the lobby, the widest grin came across my face as I spotted Phil Dolce sitting at a table rummaging through his NISOD Welcome Packet. We were both tickled to find each other and excited to be sharing this experience together – receiving an award for excellence in teaching.

Over the next several days we both took advantage of NISOD’s seminars, luncheons, and special entertainment; Austin’s charm, Texas BBQ, and bats at twilight; the JFK Library, Blanton Museum of Art, and the University of Texas Campus. But for those who have had the experience of going to NISOD, there is nothing more overwhelming than the ceremony at which the medals were presented with a sincere “thank you” to us for doing what we love to do every day we walk into our classrooms.

I think I speak for Phil when I say how humbled we were to have been nominated by our peers here at Bergen and honored to have been sent to Austin to receive the award. We can only hope to continue to make you proud of what we do for our students, our fellow faculty members, the BCC staff and the administration for many, many years to come. Thank you.

The author is a director and assistant professor of performing arts in the School of Arts, Humanities and Wellness. He can be reached at jbumgardner@bergen.edu or 201-493-3613.

Promoting Peace: New Initiatives from the Center for Peace, Justice and Reconciliation

By Thomas LaPointe

Entering its fourth year on campus, the Center for Peace, Justice and Reconciliation was established to foster awareness of the mechanisms of social conflict, political and ethnic violence, and genocide through educational initiatives, exhibitions and dialogues.

As part of this mission, the center is building on last year’s innovative initiatives. They included a gun and gang violence forum with Hip Hop pioneers and the Bergen County Gang Task Force, a Gallery Bergen exhibition devoted to the world’s foremost contemporary Armenian art, a lecture on the Armenian Genocide delivered by renowned scholar Peter Balakian and a series of campus-wide events devoted to raising awareness of genocide.

This year, the center will continue its mission with a special emphasis on reconciliation. As part of our programming, the center has awarded a number of grants to faculty to pursue projects across the disciplines, ranging from art and combat, to Holocaust education and curriculum design and development.

The center will also continue to hold its annual Peace Scholarship Challenge for students, launch a professional development initiative with Bergen county high schools, and host a film festival devoted to the theme of genocide in global contexts.

Continued on p. 7

Jim Bumgardner & Phil Dolce

Amarjit Kaur

Amarjit Kaur

Amarjit Kaur
CIE Plans Changes for This Academic Year

By Gail Fernandez and Joann Marzocco

The Center for Institutional Effectiveness, which leads the college-wide assessment effort, is planning a number of changes for the 2012-2013 academic year that will allow CIE to serve the college more effectively. They include:

- The CIE Fellows, Gail Fernandez, Jane Phelps, Ilene Kleinman and Vannette John, will work with faculty and staff to facilitate assessment activities.
- The CIE website is being revised.
- The new assessment workshop series begins with Writing Outcome Statements on October 10 from 3:00 to 4:00 and October 11 from 12:30 to 1:30. Assessment liaisons, faculty, and staff are welcome to attend.

Plans for this year build on a series of assessment accomplishments during 2011-2012, which included:

- Transfer programs, Developmental Math, English Basic Skills and the American Language Program completed their assessment cycles in the spring and will start a new cycle this fall.
- Career programs began their assessment cycles last fall and will complete their work in Spring 2013.
- The Learning Assessment Committee of the Faculty Senate revised the Student Learning Outcomes Assessment Plan and the Assessment of Student Learning Report Form that will now be used by all academic departments. Both documents were approved by the Faculty Senate and by the Board of Trustees.
- A Best Practices in Assessment workshop series was offered in the fall and spring semesters.
- CIE published the first edition of its newsletter.

Assessment processes support the work we as faculty do and help us make informed decisions about our courses and programs. The staff and fellows of CIE are available to assist with all assessment initiatives.

The authors: Joann Marzocco is a professor in the School of Mathematics, Science and Technology, who can be reached at jmar-zocco@bergen.edu or 201-447-7802. Gail Fernandez is an associate professor in the School of English, who can be reached at gfernandez@bergen.edu or 201-493-7525.

The Information Literacy Project, continued from page 4

After gathering all 180 syllabi of General Education courses, library staff examined student learning objectives and assessment sections of the syllabi and noted the level of proficiency asked of students by using Information Literacy Progression Standards developed for use in New Jersey Colleges. They found that some syllabi had both SLOs indicating Information Literacy as well as ways the SLOs would be assessed. These syllabi were given a ranking of “two stars.” They also found that some syllabi were partially conforming to state requirements, having SLOs for information literacy, but they did not articulate how the objectives would be assessed. Or, the reverse was true; some syllabi indicated in the assessment language that assignments given would no doubt require that students use information literacy, but the syllabi did not have SLOs for information literacy. These two groups were given a ranking of “one star.”

We started working with department heads and faculty this summer to suggest minor revisions to the “one star” syllabi to align them with state standards. And we plan to meet with departments and with faculty whose syllabi have no evidence of addressing information literacy to suggest ways that this might be achieved. We hope all areas will get on board, making information literacy a college-wide goal this academic year as the project moves forward.

The authors: Joann Marzocco is a professor in the School of English. She can be reached at 201-612-5335 or jmarzocco@bergen.edu.

BCC Welcomes Fulbright Scholar

By Lew Wheaton

Dr. Gang Zhou joins the Bergen Community College faculty this fall as a visiting Fulbright Scholar from China.

Dr. Zhou will be teaching English in the American Language Program and Intercultural Communication in the Communication Department of the School of Arts, Humanities and Wellness. He welcomes invitations to speak to classes, student organizations and community groups. He will be also assisting with curriculum development.

Dr. Zhou holds advanced degrees from the Centre for Language and Communication Research, Cardiff University, Wales, and Nanyang University of Technology, Singapore.

Since 1993, Dr. Zhou has been an associate professor in the School of Foreign Languages, Dalian University of Technology, in Liaoning Province, China. Until his selection as a Fulbright Scholar and his trip to Bergen County, he had been teaching British and American Short Stories, Research Methods, Statistics and Quantitative Data Analysis, and Comparison of World Views and Value Systems Between the East and the West.

His prior teaching experience included courses in Selected Readings of British Literature, Understanding the Society and Culture of Major English-Speaking Countries, English Readings and English Listening and Speaking.

He is the author of a dozen books, with titles including A Practical Guide to the Teaching of English as a Foreign Language, An Introduction to English and American Literature and Business English Writing. He is a frequent contributor to professional journals and a presenter at international academic conferences, most recently the Pan-Pacific Association of Applied Linguistics, in Japan in 2009.

“Good teachers should possess the quality of connective capacity,” Dr. Zhou wrote about his philosophy of teaching. “They should be able to connect themselves to their students, their students to each other, and everyone to the subject being studied.”

The U.S.-China Fulbright Program was the first in the world, inaugurated in 1947, according to the U.S. State Department’s website. This year the program has more than 70 U.S. researchers in China, the site said, while about 40 Chinese Fulbright researchers and 10 graduate students visit the U.S. annually.

The author is an associate professor of journalism in the School of Arts, Humanities and Wellness. He can be contacted at 212-612-5314 or lwheaton@bergen.edu.

Promoting Peace continued from p. 5

We look forward to welcoming new faculty members who are interested in working with the center, and invite you to contact myself or another member of the steering committee below.

Charles Bordogna (extension 5246 or cbordogna@bergen.edu)
David Eichenholtz (extension 7617 or deichenholtz@bergen.edu)
Ellen Feig (extension 1243 or efeig@bergen.edu)
Cristina Haedo (extension 3554 or chaedo@bergen.edu)

The author is an assistant professor of composition and literature in the School of English and a member of the steering committee of the Center for Peace, Justice and Reconciliation. He can be reached at 201-447-8977 or tilaponte@bergen.edu.

Gang Zhou