New Dean Outlines Goals

By Carmen Martínez-López, Ph.D.

As your new Dean of the Division of Business, Social Science and Public Service, I would like to share with you the key areas on which I will be focusing and ask for your support in transforming these aspirations into a reality.

First, I am committed to promoting an atmosphere of inclusion. I will seek to be an active partner with all of my colleagues across all the divisions and to be a highly visible advocate for students, faculty, and staff.

Second, I will be working to strengthen the Division, especially in regard to recruiting, retaining, and facilitating the work of departmental chairs and staff. I will also be utilizing the strategic management process to set performance standards, to identify and to correct deviations, and to guide us on our path to success.

Third, I am dedicated to creating an environment of scholarly collegiality that contributes to innovation and continuous improvement through collaboration with my colleagues and departmental chairs across BCC.

Fourth, I will be striving to integrate technology into all aspects of the curriculum to promote national competitiveness, meet the needs of businesses, and respond to students’ expectations. To achieve this objective, I will be exploring external funding opportunities.

Fifth, and most importantly, I am committed to students’ success at BCC. For students to succeed in community colleges, they need to complete all the required remediation classes before they begin college credit courses. I will be seeking to partner with the leadership at local high schools and BCC to facilitate this goal. I will also be contributing to develop a comprehensive system of orientation, advisement, counseling, and academic and service supports for our students. Along with these efforts, there must be staff development to empower the faculty, administrators, and staff with ownership of the success agenda, making every stakeholder of BCC accountable for students’ success.

In closing, please know I am here to serve and to assist you as your colleague. If you have any ideas or projects in which we can work together, please reach out to me – my door is always open.

The author is the dean of the Division of Business, Social Science and Public Service. She can be reached at cmartinez-lopez@bergen.edu or 201-447-7184.
This Fall, both productions presented by Bergenstages will feature New York City as its backdrop...just 33 years in difference and worlds apart. On October 24, “Brighton Beach Memoirs” will open in the Ender Hall Lab Theatre where audiences will be transported to 1937 Brooklyn, NY. A semi-autobiographical play by Neil Simon set in the Brighton Beach section of Brooklyn, it is a portrait of a 15-year-old writer living with his family in a crowded, lower middle-class Brooklyn house.

Eugene Jerome is the narrator and central character. Dreaming of baseball and girls, Eugene must cope with the mundane existence of his family life. This bittersweet memoir captures the life of a struggling Jewish household where, as his father states, “if you didn’t have a problem, you would—

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Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

In 1940, representatives of the American Association of University Professors and of the Association of American Colleges issued a statement on the principles of academic freedom and tenure, which included the above quote. The goal of these representatives was to promote public understanding of tenure, as well as academic freedom, and to establish agreement upon the procedures related to them in order to solidify their place in the academy.

This statement remained the definitive opinion on these issues until 1969, when a joint committee of the American Association of University Professors and the Association of American Colleges convened to re-examine it. Based on experiences in the nearly 30 years since the statement was first issued, the committee issued interpretations of the statement in order to adapt it to current needs. Within these interpretations, important nuances emerged, specifically one that was not emphasized in the original statement: academic responsibility.

As members of their community, professors have the rights and obligations of other citizens. Professors are unique in that they measure the urgency of these obligations in the light of their responsibilities to their students, to their subject, to their profession, and to their institution. It is this additional layer, I think, that makes being a teacher an especially noble and interesting profession.

For the past year, Annemarie Roscello and I have been working with a small group of faculty (Carol Miele, Gary Porter, Alan Kaufman, Amparo Codding, Peter Helff, Lisa Mayer and Lois Carmichael) to develop a more meaningful and active tenure process. It was a determined group that met weekly and became a terrific example of creative collaboration. One of the ways that the new process differs from the previous process is the inclusion of an action-based research project connected to some aspects of your teaching, librarianship or counseling. Another significant difference is the inclusion of mentors for all tenure-track faculty members, a change that we feel will help the entire process run more smoothly and be less nerve-wracking. Please review the Tenure Handbook when it is published and let me know your thoughts.

Consider joining the Bergen Community College Tenure Mentoring Program if you are interested in supporting and encouraging junior faculty through the tenure process. This new program is an integral part of the new tenure process.

To become a mentor, a faculty member must be tenured and Associate or Full Professor.

Mandatory Mentor Training
Wednesday, September 3 at 12:30 in L147
OR
Thursday, September 4 at 12:30 in L147

Please RSVP to Annemarie Roscello, aroscello@bergen.edu if you would like to attend the training.
New Beginnings and Smart Start for HPOG Students

By Nick Stanek

New Beginnings career workshop may become a requirement for students funded by the Health Professions Opportunity Grant (HPOG) at Bergen Community College in September, said Ellen Aramini, the school’s director of job placement. She said although many students graduate with the skills needed for the job market, they lack the ones that help them break through into the workforce.

“New Beginnings was designed because although students had the skills, they didn’t know about job sites, how to apply for jobs, what jobs to pursue, and how to make a resume,” she said. In addition to New Beginnings, HPOG students have the option of enrolling in the Smart Start program. The program is designed to refresh student’s skills in basic math and English.

“It is mostly geared toward students with learning deficiencies,” said Justin Doheny, Director of the Northern New Jersey Health Professions Consortium. He said it helps students prepare for a career in health professions who may have been out of school for a while.

Students enrolled in Smart Start also receive their CPR certification upon completion of the program, said HPOG Grant Manager Kelly Verkem. “It was one of the innovative ways we have used the grant to enhance the college experience.” She said it gives students an opportunity to see what it really means to work in the health professions before they decide right away on a career path.

Students can then enroll in New Beginnings upon completion of the Smart Start Program.

New Beginnings is a six-hour course that will be divided into three modules: The first module is a two-hour resume-building workshop where students will “basically go through the whole outline of the resume,” Aramini said. The second module explores the top recruiting websites including indeed.com and LinkedIn. “It can take only five minutes to apply for a job online, and many students don’t know that,” she said, adding that one of the college’s partners only accepts job applications online. The third module focuses on the interview process. “We focus on the basics of the interview such as how to dress, ‘tell me about yourself’ and the other tough interview questions,” she said.

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n’t be living here.” The show will be directed by Prof. Ken Bonnaffons and will run until November 1.

On December 5, the Ciccone Theatre will become Manhattan 1970 when Bergenstages opens the Stephen Sondheim/George Furth musical “Company.” Following the lives of five couples and their friend Robert, the perpetual bachelor, “Company” explores the true meaning of being in a relationship through a series of vignettes. Robert has the opportunity to observe the lives of all of his married friends, and what he sees does not exactly fill him with encouragement.

They fight, plan affairs, talk of divorce, and take refuge in pot and alcohol. It’s enough to make Robert question whether he ever wants to join the ranks of the married. But, as Robert’s friend Harry says, “It’s all much better living it than looking at it, Robert.”

“Company” will run thru December 13 and will directed by Prof. Jim Bumgardner and music directed by Jess Abrams.

The author is the director 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 author is a public relations and writing consultant with NNJHP-HPOG at Bergen Community College. He can be reached at stanekni@gmail.com or (201) 612-5395
Self-Study Reaccreditation at Bergen Moves into Research Phase

By Sony Tiwari

Bergen’s decennial self-study has been rapidly gaining steam. In March 2014, the Middle States Commission on Higher Education’s staff liaison, Dr. Ellie Fogarty, visited Bergen to answer questions about the process. In early summer, the Middle States Commission approved the College’s Self-Study Design, a template that lays out the scope, emphasis and process for research over the coming months.

In addition, the eight Working Groups, comprised of over 80 faculty, staff, and administrators across the College, began preparing for the upcoming academic year. Working Group chairs led the way, encouraging members to review self-study guidelines and become familiar with their research questions. Meanwhile, the Center for Institutional Effectiveness compiled relevant documents to help the Working Groups complete their charge.

This upcoming fall semester represents a shift in emphasis in the self-study process from planning and preparation to research and analysis. The Working Groups will conduct interviews with relevant leaders across campus, analyze supporting documentation to demonstrate compliance with Middle States’ 14 Characteristics of Excellence and make suggestions for improvement across the College. These reports, due in May 2015, will serve as the primary source of the final Self-Study document.

In an effort to increase involvement and make the self-study process comprehensive in its scope, students will have an opportunity to become members of a Student Working Group. Members of this group will address specific questions pertaining to student support, educational offerings and related educational activities. Their unique perspective and enthusiasm will be a valuable asset throughout the research phase of the self-study.

The Self-Study team is ready to work and eager to get the word out. After hosting all Working Group members at a special September 12 kick-off, the Steering Committee will provide further updates on the process at the college-wide Day of Service October 28. Stay tuned!

The author is an instructor of music in the Performing Arts Department. He can be reached at stiwari@bergen.edu or 201-447-7143.

Faculty Conference, 9/16/2014

Tuesday, September 16 at 3:15 in TEC128

- Welcome & Updates
- Tenure & Promotion Recognition
- Award Winner Recognition
- Introduction of New Faculty
When BCC faculty ask: “How was your Princeton Fellowship experience?” I quickly answer with just four words: Exciting, Enriching, Satisfying, and just plain Fun! Of course, I had to do some serious work. I took two demanding courses each semester, and I also produced a significant research paper. Here are a few specifics about how I spent my 2013-14 academic year participating in the Princeton Mid-Career Fellowship Program.

For BCC faculty not familiar with the program, let me explain the basics. Most New Jersey Community Colleges nominate a few faculty members to participate in the full-year program. Princeton then selects about 12 faculty members from these nominees. Fellows can take whatever courses they wish, and they also attend Fellows Seminars every two weeks. I should note that BCC has supported this opportunity for its faculty, providing them with six credit hours of release time each semester, so they can fully participate in the program.

Keeping up with Princeton’s dedicated undergraduates kept me on my toes, but it made me feel like I was once again an excited new undergraduate. Doing the course readings and writing a few papers for each course turned out to be a great change of pace. Also, participating as a student in the classroom gave me many new insights, which I have already been using to further improve my own classroom teaching techniques.

Selecting the course(s) you want to take from the enormous Princeton Course Catalogue is an adventure in itself. I chose to explore Anthropology, a totally new area for me. In the fall semester I took “Personal Anthropology” – which involved ethnographic self-discovery. In the spring, I took “Economic Experience in Cultural Context.” It gave me meaningful insights into the cultural aspects of courses I teach in Business and Personal Finance. I took “Theories of Psychotherapy,” taught by a brilliant and charming psychotherapist, who is also an active practitioner. To round things out, I took “Instrumental Music: The Concerto.” Here I learned fascinating intimate details about the lives of Bach, Beethoven, Handel and the other greats, while listening to and analyzing their music.

Princeton Fellows can lunch in the Faculty Dining Rooms of Prospect House. It was great to dine with many PU faculty members. I also enjoyed meeting the dozen other NJ Community College Fellows during our special seminars. This gave me an opportunity to hear how these interesting Community College faculty view their careers and colleges.

Doing a significant 20 to 25 page research project initially seemed challenging. However, I quickly selected a topic that led me to create a study of 1,200 BCC students. I obtained and analyzed student preferences, likes and dislikes for taking courses in our three different course modes: face-to-face, pure online and hybrid. I am now planning to transform my classical research paper into an article to be published in an educational publication.

I keep telling my fellow BCC faculty members to seriously consider applying for admission into this extraordinary program! I consider it a rare opportunity for achieving personal growth in a most extraordinary setting. Feel free to contact me with any questions!

The author is a professor of marketing and business administration in the Business Department. He can be reached at bfreeman@bergen.edu or 201-447-7189
The History of Popular Music Education – Rocks!

By Andrew Krikun, PhD.

During my research sabbatical in the fall of 2012, I moved back to my former hometown of Los Angeles and rented a room in a 1928 Spanish mission revival style home facing Hollywood Boulevard. After my morning constitutional evading baby rattlesnakes on the circuitous parched trails of Runyon Canyon, I would get into my car and navigate the crowded freeways across the vastness of Los Angeles County. Another day… another archive.

How did I end up in the unlikely position of a scholar researching the history of popular music education in Los Angeles? After developing two new popular music courses at BCC—Pop/Rock Ensemble and Songwriting Workshop—I enrolled in the doctoral program in music education at NYU, researching the role of popular music in American higher education.

Largely ignored by historians of American music education, community colleges in Los Angeles were, I discovered, the first post-secondary institutions to include popular music in the curriculum.

A cellist and band director at Long Beach Junior College, Dwight Defty, implemented the first popular music degree program in 1936. He called the two-year degree “Modern Music,” and designed a music curriculum preparing musicians for careers in the Hollywood radio, film and recording industries. Los Angeles City College created a “Commercial Music” program in 1946 and taught some of the most celebrated musicians of the era.

Returning to the East Coast in January 2013, I spent the next year and a half writing and revising my dissertation: “Teaching the “People’s Music” at the “People’s College”: A Historical Study of American Popular Music in the American Junior/Community College Curriculum, 1924-1955.”

This spring, I successfully defended my dissertation and in May, attended my first graduation since high school — beginning with a bagpipe procession through Washington Square Park and concluding with the hooding ceremony. The Academy rocks!

The author is an associate professor of music in the Performing Arts Department. He can be reached at akrikun@bergen.edu or 201-493-3531.

Faculty Research/Scholarship Release Time program Fall 2014 Recipients:

- Vanda Bozicevic - The Disempowerment of Art in the Mainstream Culture
- Denise Budd - Stefano Bardini, Quincy Adams Shaw, and the Late Nineteenth-Century Art Market
- Brian Cordell - In Hopes of Better Understanding How the Universe Will End (poetry manuscript)
  - Kaye DeMetz - Suburbia Onstage II
- Paul Mindell - Outwin Boochever Portrait Competition 2015-2016
- Dan Salerno - Shakespearean Renunciations: Asceticism and the Early Modern Stage
- John Smalley - A Molecular Assessment of Local Biodiversity Employing Collection and Analysis of Environmental DNA (eDNA) (U.S. Department of Education STEM GPS - "Graduation Pathway to Success")
If you have never seen the farms/gardens around campus, there are two of them located down at Ender Hall. Those gardens belong to MEVO, the Mahwah Environmental Volunteers Organization. One of the main goals of MEVO is to convert useless lawn to a garden. And with the garden, MEVO grows hundreds of pounds of food to then donate to a food pantry.

Bergen Community College was the first school to open its arms to the MEVO initiative a few years ago. And it has been a win-win for MEVO and our students ever since. Many of our students through service learning, the Environmental Club, PTK, or outreach programs have worked with MEVO. They have learned how to farm, educated on environmental problems facing NJ, felt the pride in supporting a food pantry while helping the environment, and have learned leadership skills.

So what does Mary Pat Christie have to do with it, you ask? Well, she was here to award the executive director of MEVO, Eric Fuchs-Stengel, the NJ Heroes award on 7/29/2014 at the BCC gardens. Eric is the 29th winner to receive this award and along with it came a gift package including a check for $7,500 for his innovative work creating farms and doing local clean-ups.

Many of our students that have collaborated with Eric are now working or training in environmentally related fields.

Got Honey? We do!

Hugh Knowlton, our BCC grounds supervisor, for the second year in a row helped faculty, staff and students collect and make BCC honey over the summer. Who made it to the honey event? Well to name two: Prof. Robert Dill and Kate Blackmore McGovern.
BCC Sustainability Panel to Honor Earth Day—April 22nd—Drew a Full House!!

Talk about a diverse and articulate group of speakers, the sustainability panel on Earth Day spoke to a full house of faculty, staff, students and administrators! Each panelist was given ten minutes to speak on a particular aspect of sustainability and contribute their viewpoint. This panel definitely had the “wow factor.”

Win Win Kyi spoke about sustainability as it relates to different cultures. Lawrence Joel spoke about the laws behind sustainability. Stacey Balkan discussed various environmental voices throughout literature. Suzaan Boettger showed how various artists use their medium to convey environmental hardships occurring now and projections into the future. Robert Dill gave examples of how he applied sustainability concepts in the classroom. Roseanne Crisafi talked about the changing face of employment due to new jobs created by sustainability initiatives. Christine Eubank discussed her experiences having lived on both coasts of the US.

The event was sponsored by PTK and the BCC Sustainable Learning Community.

Soo Hyun Receives Wieland and Dill Sustainability Award
Paramedic Program Creates Next-Generation Health Professionals

By Jennifer McCarthy

It all started with a vision board I made five years ago and a chance meeting with Susan Barnard, the Dean of Health Professions that sparked the beginning of our new Paramedic Science Program. The vision board had pictures of simulation manikins, the words multiple rooms, ample parking, and near major highways. At the time of our meeting, Barnard was co-authoring the HPOG grant, which included establishing a Paramedic Science program. Simultaneously, the Board of Trustees of Bergen Community College was looking for a new degree program to be added to the Meadowlands Campus so the location can obtain full branch status with Middle States. It's all serendipitous, and something I'm so grateful to be part of.

The 4,500-square-foot space at the Meadowlands included a state of the art classroom/skills room, offices, storage, the back of an ambulance for lifting and moving instruction, a studio apartment with kitchenette and bathroom and two-bed emergency department. The program has also designed an ambulance allowing students to practice the full transition of patient care from a residence to the ambulance, then to transfer of care in the emergency department. Plans exist to have students from other health programs interact to offer inter-professional education opportunities. "This is such a wonderful opportunity to educate next-generation health professionals that will be ready for the changing landscape of healthcare," says Barnard.

Paramedics bring the emergency department to the scene of a sick or injured patient and provide the first 20 minutes of care that would occur in the emergency department if a patient went directly to hospital without calling 9-1-1. Their scope of practice is extensive and includes diagnostic assessment skills, over 55 pharmaceutical medicines, and 15 clinical skills. In addition, they must demonstrate a proper attitude to work within an uncontrolled environment while also caring for a patient and his or her family. Being a paramedic myself, actively working in central New Jersey, has been one of the most rewarding experiences of my career. Helping people in a time of need is so rewarding.

The paramedic science program was developed to be a workforce development model allowing prospective students to use general education credits earned towards acceptance to the program. Students are required to complete all of the general education courses prior to being accepted to the program. The majority of prospective student applicants have tried other academic programs before realizing that they want to become paramedics. My goal is to maximize the student's ability to use these credits and to reduce the time for the student to start learning paramedic skills and gain employment.

Students complete an intensive 11-month curriculum that integrates didactic, skills/simulation and clinical/field rotations. Students complete clinical and field rotations at one of the seven clinical affiliates of the program. Upon completion, students take a national licensing exam and will be eligible for employment within 13 months of starting the program. All graduates receive an AAS degree. The program is accredited by both a national and state agency.

The author is an associate professor and program director of the Paramedic Science Program on the Lyndhurst campus. She can be reached at jmccarthy@bergen.edu or 201-301-1592
CPJR Commemorates the Armenian Genocide

By Thomas La Pointe

One hundred years ago, under the cover of World War I, nearly two million Armenians were systematically uprooted from their homes in eastern Turkey, banished to the deserts of Syria, and brutally exterminated in what would become the first genocide of the modern era.

The campaign to eliminate the Armenians proved so effective that it became a template for other genocides in the 20th century, an inspiration to perpetrators: “Who, after all, speaks today of the annihilation of the Armenians?” Hitler observed. Today, the relevance of this genocide to modern experience is again confirmed, as the boundaries of Iraq and Syria implode, and the specter of genocide again looms large on the global stage.

In the spirit of remembrance – and to address the urgency of the present moment – the Center for Peace, Justice and Reconciliation will launch a series of events to commemorate the centenary of the Armenian genocide. Events include our ongoing Armenian Genocide Education Initiative, which helps Bergen county educators meet the New Jersey state standard that mandates the teaching of genocide in secondary schools, a series of lectures and workshops, curriculum design and development, exhibitions and films.

PJR is also pleased to announce that we have received a license to expand our TEDx programming to include a series of six educational video salons; PJR will also host TED Global 2014, a speaker program of video talks – broadcast live from Rio de Janeiro – that focuses this year on the rise to power and influence of the Global South.

Other initiatives include programming to commemorate the Holocaust, the development of a play about domestic violence, a dialogue for students on global conflict, and the launch of our new web site.

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 of Literature and Composition and the head of the Center for Peace, Justice and Reconciliation. He can be reached at tlapointe@bergen.edu or 201-674-2675.

Important Calendar Dates

September 2 — Fall 1 Classes Begin (Including Flex1)
September 16 — Faculty Conference
September 24 — Fall 2 Classes Begin
October 20 — Flex 1 Ends
October 28 — Professional Development Day (No Classes)
October 29 — Fall 3 Classes Begin (Flex 2)
November 26 — 30 — College Closed (Thanksgiving)
December 20 — Fall 1, 2 & 3 Classes End
December 22 & 23 — Make-up Days
December 24 — College Closed
The Faculty Senate and Student Success

By Alan Kaufman, Ph.D.

The first meeting of the Faculty Senate for the 2014-2015 academic year will be on September 23. One of the items on our agenda will be the Success-101 course (IST-123). I am going to write briefly here about the course and its appearance on the agenda of the upcoming Senate meeting because this is an item of importance to all members of the faculty. Because of its importance, everyone should be aware of the discussion that is scheduled to take place. As always, of course, as is customary for the Faculty Senate, all members of the college community are invited to this meeting. (Senate meetings begin at 3:50 in S-138.)

IST-123 Success-101 is a course that replaced the old IST-101 course. It is a 100-level, credit-bearing elective course that was designed by Professor Lori Talarico and Dr. Leigh Jonaitis of the Developmental English faculty; they had input in the development of this course from Dr. George Cronk, at that time Faculty Senate Secretary, from me, and from other colleagues. Approved by the Faculty Senate at our March 13, 2012 meeting, the laudable purpose of the course is “to help students achieve success in college.” The course does not carry General Education credit.

After the course was approved by the Senate and then by President José Adames, a pilot program began. Under the agreement governing the pilot, the course became a requirement for all students who placed into either EBS-011 or -021, which are Developmental English courses. A student placed in either of these courses would be required simultaneously to take Success-101.

(Continued on page 16)
Gallery Bergen Presents ✶ September 16 to October 31 ✶ West Hall, 3rd floor

Pets, BEASTS & Dinner:

Relations Between Human and Animal Creatures

Barbara Fiore, Polite Society, 2013

Reception September 16, 6 p.m. with OPEN MIC for sharing two to three-minute stories, poems and jokes on this topic. Headliners so far: Denise Budd, Brian Cordell, Adam Goodell, Shawn Kane, Jane Phelps and Annemarie Roscello. Several of the 14 participating artists working in diverse media will be present. Refreshments to include animal crackers!

✶ DON'T MISS your colleagues' affecting and hilarious performances among amazing works of art.

Alex Arzt, Melanie and Dillie, Canal Fulton, OH, 2010. ‘detail’
Brandon Ballengée, Persephone, 2012
Michelle Waters, Smarter Than Your Dog, 2013

Artist/biologist Brandon Ballengée will speak on his work: Thurs. Sept 25, 12:30-1:40pm, W221 Curator’s tours of the exhibition: 1:00-1:30pm. Tues. Sept. 30 and Wed. Oct. 8
Professor Suzaan Boettger, curator; Timothy Blunk, Gallery Manager; www.bergen.edu/gallery
Keynote Speaker: Skip Downing

9am—12:00pm, TEC128

Dr. Skip Downing is an international consultant in the field of faculty development and student success strategies. His popular text, *On Course: Strategies for Creating Success in College and in Life* is the textbook that is used in the IST course here at BCC and in many student success courses around the country. Dr. Downing has earned degrees from Princeton University, Johns Hopkins University, the University of Santa Monica, and Carnegie Mellon University. He holds advanced degrees in both English and counseling psychology. He was Professor of English at Baltimore City Community College (BCCC) for 32 years. In addition to his role as an academic instructor, Dr. Downing created and coordinated BCCC's Student Success and Learning Community Programs. These programs teach students how to apply proven strategies of success to achieve their full potential in college and in life. The College Success Program resulted in a significant increase in both student academic success and retention.

Keynote Speaker: Leah Hollis

1:30pm—2:30pm, TEC128

Dr. Leah P. Hollis is a noted scholar and researcher with a doctorate from Boston University as a Martin Luther King, Jr. Fellow. She has continued her studies in the Higher Education Management Development program at Harvard University and through the Project Management program at Stanford University. She holds earned certifications in EEO Law/ Affirmative Action and Conflict Resolution & Investigation from the American Association of Affirmative Action. Dr. Hollis is a trainer and speaker who presents workshops and keynote lectures on social justice, gender, access, workplace bullying and other healthy workplace issues. Currently, her book, *Bully in the Ivory Tower* (2012) is being used by a number of colleges and universities to guide policy about workplace bullying on campus.

Breakout Sessions on Civility Topics

1:45-2:45

Topics & Room Assignments to be Announced

Ice Cream Social

3:00pm
John & Suanne Roueche
Excellence Award of the League of Innovation in the Community College

Deadline
November 4, 2014

Celebrates “outstanding contributions and leadership by community college faculty and staff”
Details to follow

League for Innovation
Innovation of the Year Award

Deadline
November 4, 2014

This award is designed to recognize innovative programs, practices, partnerships, policies, and activities that improve the ability of institutions to serve students and the community, and to honor the faculty, staff, and administrators who have created and implemented them. Granting this award provides a venue for showcasing these innovations and the dedicated community college educators who strive for excellence on a daily basis.

Thursday, September 25
12:30-2:00pm in C325
Presented by Carmela O’Flaherty

X-Word Grammar — Introduction

ESL and native English students are puzzled by the conventions of formal written English that are expected in college writing. These students learn many grammatical rules and many exceptions, which they find challenging to implement.

X-Word grammar stems from the sector analysis work of the linguist Robert Allen and revolves around the use of little but powerful auxiliary verbs -- the X-words. This approach demystifies grammar rules, enabling students to analyze and understand the way grammar works in an easy, intuitive, and consistent manner. The rules are simple to understand and implement, and there are no exceptions! Participants learn how X-Word grammar can help their students find the subject in a sentence, generate questions, form negatives, change tense, alter meaning, have subject-verb agreement, work with referents, avoid fragments and write compound and complex sentences.

Sabbatical Workshop

Monday, September 29 12:30-1:30 — Presented by VPAA Bill Mullaney

For those considering applying for sabbatical this workshop will help you navigate the process and get all of your questions answered.
Ordinarily, pilots are approved for a single semester. With this program, however, an exception was allowed. Through an understanding between the administration and the Executive Officers of the Faculty Senate, the pilot continued through the Summer 2014 sessions. This was because it was considered necessary to have appropriate time to be able to collect and analyze data to determine whether or not the course was meeting its intent: to help those students placed in it to succeed in their academic work—a goal that everyone robustly supports.

During the Summer 2014 sessions, a disagreement arose. While the course is approved to be taken concurrently with either EBS-011 or -021, a question was raised about what would happen if a student was able to take only one summer course. The answer given by the officers of the Faculty Senate Executive Committee was that college policy would have to be followed; the EBS course would need to be taken first. College policy is that all matriculated students must begin their programs by taking any required EBS courses. It was the preference of the administration that a student in this situation be allowed to take Success-101 first.

Because such allowance is a violation of academic policy (and such policies are approved by the Faculty Senate, the College President, and the Board of Trustees), the Senate Officers stressed that college policy had to be followed. Unfortunately, the administration decided instead to allow students to take Success-101 without also meeting the EBS requirement.

Whether or not violating college policy is in the best interests of our students is, now, a moot point. What is important at present is that the Success-101 pilot program has been in place for a number of semesters. Therefore, at the September meeting of the Faculty Senate, there will be a full discussion of the course; data will be presented to all Senators so that discussion will take place within its appropriate context.

The reason why this item is important to the entire college community is obvious. Success-101 is an elective course. It does not carry General Education credit. If the Senate approves making the pilot permanent, that will mean that every matriculated student at the college who tests into either EBS-011 or -021 will have an additional required course to take. Such a decision will carry implications for every academic program at the college; this is because our academic curricula are stringent, all credits are carefully accounted for, and locations will therefore have to be found in our curricula for this course. In curricula that offer free electives, that may become an obvious location for the course; for curricula that have no such category, difficult academic decisions may need to be made.

The Faculty Senate holds the responsibility to approve all courses and curricula at the college. Once the Senate votes approval, it pursues its charge as a recommending body and forwards the course/curriculum to the President for her or his approval. It is almost too obvious to note that we approve courses and programs that are carefully designed to help students succeed at Bergen. The decision about IST-123 will take place within that, and no other, context.

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 201-493-3550.