

**MINUTES OF THE COLLEGE ASSEMBLY MEETING  
FEBRUARY 4, 2010  
MEMBERS PRESENT**

**DEANS:** M. Brinson, M. Conners, S. Larkin, M. Laskowski-Sachnoff,

**DEPARTMENT CHAIRS/DIRECTORS/ADMINISTRATORS:**

S. Barnhart, J. Dunning, M. Foley, J. Herrling, T. Montani, R. Roy, D. Trainor

**FACULTY:** S. Biswas, N. Dhanda, T. Drew, M. Edwards, N. Granuzzo, S. Majiduddin, U. Narayanan, J. Ostacher, C. Pean, N. Picioccio, A. Rivera, M. Scanlon, T. Young, S. Zale

**STUDENTS:** N. Albulhasan, A. Alaigh, T. Frierson, J. Gabriel, P. Hornak, C. Keefe, G. Petrie, J. Pintero, J. Sapiezynski, L. Sarfati, A. Unglert, H. Wojtyla

**SUPPORT STAFF:** M. Ambroziak, G. Jurick, R. Nunez, T. Varites

**TASK FORCE CHAIRS:**

**Academic Standards:** T. Young

**Accessibility for Persons with Disabilities:** V. Kanwal

**Bylaws:** J. Spector

**Campus Diversity:** H. Hyman

**Campus Life:** D. Johnson

**Community Concerns:** D. Watson

**Curriculum:** M. Santelli

**Educational Resources:** N. Picioccio

**GUESTS:** R. Cole, K. Hays, R. Kim, M. Maciolek, A. Miller, K. Pejovski, C. Webb

**PARLIAMENTARIAN:** J. Kruszewski

**MEMBERS ABSENT**

**DEANS:**

**DEPARTMENT CHAIRS/DIRECTORS/ADMINISTRATORS:**

**FACULTY:** S. Altman\*, E. Reid\*, J.Waintraub\*

**STUDENTS:** C. Ashbourne\*, M. Karolewski\*, G. Perdomo\*, G. Petrie\*, Z. Zhao\*

**SUPPORT STAFF:** B. Rosen\*

\*Excused

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With a quorum present, Theresa Orosz called the February meeting of the College Assembly to order on Thursday, February 4, 2010 at 2:10 p.m. in the Rose M. Channing Danzis Amphitheater, L'Hommedieu Hall.

### **APPROVAL OF MINUTES**

Motion to approve minutes:

Mov: N. Picioccio Sec: C. Pean

Minutes are accepted as presented.

### **UNFINISHED BUSINESS**

None

### **REPORTS OF THE STANDING TASK FORCES**

#### **A. Academic Standards – Professor Tracy Young**

Charge:

Investigate the enrollment process at MCC for students who have been homeschooled. Take into consideration the enrollment management policies of other New Jersey community colleges. Make appropriate recommendations.

Recommendation:

The Task Force recommends that we accept home school diplomas. It is also recommended that the college catalog be amended to reflect the acceptance of home school diplomas.

Rationale:

A recent survey of NJ 2-year colleges and the State of New Jersey Department of Education found that MCC's policy on homeschooling was not consistent with state law or other 2-year colleges. Under the compulsory education law (N.J.S.A 18A:38-25), children in New Jersey are permitted to receive "equivalent instruction elsewhere than at school," including the home.

The task force felt that homeschooled students should be able to attend MCC and receive financial aid without having to take the Ability to Benefit test. These students should be admitted and receive financial aid like other students that have a high school diploma or GED. These students would now only take the Accuplacer test.

Motion to accept recommendation:

Mov: M. Laskowski-Sachnoff Sec: S. Larkin

Vote on recommendation:

App: Unanimous Opp: 0 Abs: 0

Motion passes.

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Charge:

Investigate the transferability of courses to MCC from other institutions when there is a credit difference between the MCC course and the course being transferred from the sending institution. Develop guidelines for the evaluation of these courses and how they should be accepted. Will students be expected to take a part two of a course with a one credit difference? Make appropriate recommendations.

Recommendation:

When students transfer courses to Middlesex County College from a regionally accredited institution of higher learning; and where there is a difference in credits between the course at that institution and MCC; for instance the sending college transcript has an accounting course for 3 credits and ours is 4 credits, the course will be accepted under the following conditions:

- The course must be reviewed and accepted for transfer by the appropriate Department Chair (comparison of course content with MCC's course content)
- The course will transfer at exactly the number of credits given by the sending school whether the credit awarded is greater or lower than the MCC equivalent; thereby not requiring the student to take the course over for the additional credit required at MCC.
- Students that completed science coursework at another institution without a lab component and the MCC course requires a lab component, at the discretion of the Department Chair, would be instructed to either complete the lab component at MCC or retake the course at MCC to fulfill the required course components.
- Student's overall transcript will need to be evaluated to determine if there is a need for an additional course to meet graduation requirements with the reduction in the number of credits. Students will need 60 or more credits to graduate and therefore, the loss of one credit will in most cases not bring the student's total credits earned below the number of credits required to graduate. In cases where a student will need to make-up additional coursework to graduate the student will be notified by the Registrar's Office in their credit evaluation notification which is sent after transfer credit has been posted to the student's record. This notification will further direct the student to consult with their advisor for assistance in program planning.

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Rationale:

A survey of the other 18 NJ community colleges indicated that this recommendation is the consistent practice.

The above recommendation also facilitates compliance with the Licensure Rules for Associate Degree Programs under the New Jersey Administrative Code Title 9A – Higher Education -New Jersey Commission on Higher Education which requires that an “associate degree shall consist of college courses totaling at least 60 but not more than 66 semester credit hours or the equivalent in quarter hours, courses, or other measurement used by the institution.”

Motion to accept recommendation:

Mov: M. Foley Sec: S. Barnhart

Vote on recommendation:

App: Unanimous Opp: 0 Abs: 0

Motion passes.

**B. Accessibility for Persons with Disabilities -  
Dr. Virender Kanwal, Chair**

No Report

**C. Bylaws – Professor Jeffrey Spector, Chair**

No Report

**D. Campus Diversity – Dr. Hillary Hyman, Chair**

Charge:

Evaluate and discuss student activities, clubs, educational programs, and events on campus in terms of diversity. Do they present an effective means to encourage diverse groups to socialize and work together? Research how other community colleges address these issues.

Recommendation:

Based on the models offered by other similar institutions in the area, the task force recommends a group be formed to study the feasibility of establishing an Institute for the study of multicultural issues at Middlesex County College. The institute’s charges would be to research, recommend, plan, and organize multicultural programs. Proposing policies and procedures to enhance campus diversity should also be within the purview of the institute.

Rationale:

This would place MCC on the cutting edge with a state of the art institute. The establishment of such an institute would make it possible to more efficaciously offer  
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centralized services and programs related to multicultural and diversity issues to the entire campus community. It would indeed make a statement to the members of our diverse NJ community.

Information was submitted concerning the diversity programs at Brookdale Community College, Essex County College, Ocean County College, Raritan Valley Community College, and Union County College.

A sub-committee comprised of the individuals listed in the heading of this memo researched each of the institutions.

Blanca Serrano studied Brookdale Community College and found that the College is very committed to diversity in its public and campus activities as well as its discourse. In the college's Vision, Values, Mission and Goal statements BCC relays a commitment to a socially conscious, multicultural, global society. This commitment is reflected in the Institution's faculty, student body, curriculum, and hiring policies.

BCC has a Campus Diversity Policy, a Diversity Council and their homepage features a direct link to the Diversity Council at Brookdale's website. The Diversity at Brookdale's site presents a statement affirming BCC's commitment to diversity and further links to an Events Calendar, Diversity Council Reports, Diversity Council Agenda, and Diversity Council Minutes.

The School's community is multicultural and encourages the personal growth of its students, faculty, and staff. By offering training and development activities that provide education about different cultural perspectives, BCC helps learners to embrace varied viewpoints.

Essex County College's approach to diversity was researched by Zizhou Zhao. ECC is located in the largest city in New Jersey, Newark. The city's population, the majority of the institution's student body, faculty and staff are all from multicultural backgrounds. Zhao found that ECC serves the dynamic needs of its diverse constituency by offering comprehensive educational programs and services. ECC's responsibility to meet the needs of its diverse clientele is apparent from the photos displayed on the College's website and the declarations made in its missions and values statement:

"We embrace the rich diversity of our student population and our employees. We recognize the historical, intellectual, and artistic contributions of all people, and promote an atmosphere in which distinct cultural viewpoints are accepted and encouraged."

The student clubs include multicultural organizations that highlight: Asian, Caribbean, Dominican, African, Haitian, Latino, Christian, and Muslim students' interests.

ECC also offers an environment that traverses the cultural diaspora which many of the students that attend ECC represent. On campus students find that they are in an atmosphere where they are accepted and encouraged. Both English as a second language and bilingual studies are offered at ECC. These programs are useful to the multilingual student body. Additionally, a full complement of support services including counseling, tutoring, cooperative education, and computer-assisted language learning is available to meet the needs of students.

Students and alumni from ECC refer to a "sense of belonging" and a "sense of family" when they talk about the College. Faculty and staff help instill this sense of family by participating in, developing, and supporting ethnic events. The organizations and activities at ECC help promote feelings of positive cultural awareness among its international community.

Trudi Harris Johnson researched Ocean County Community College. Members of diverse groups are portrayed on OCCC's website banner. OCCC also includes diversity in its curriculum with Women in Literature and Women in film courses being offered by the English department. The school has an office of Multicultural Services (OMS) that addresses campus diversity as its mission. One of the stated goals of the office is "to create a climate of inclusiveness and respect for all."

Although there are no overt statements about campus diversity in the mission, values, or goals statements of the college, increased international diversity is addressed in the College's vision statement.

In response to Renu Kinkhabwala's inquiry, Richard Cole provided information based on his former experience at Raritan Valley Community College. RVCC, like many colleges, has been working to increase the diversity of its faculty, staff and student body. RVCC is a commuter school and it is largely comprised of Caucasian students but the College has experienced more diversity as the demographics of Somerset and Hunterdon counties become more diverse.

RVCC has made a commitment to the recruitment of a more diverse faculty and staff in conjunction with the growth in its African-American, Hispanic and Asian student populations. The Student Enrollment Center is an example of a growing diversity in its staff makeup – as it's estimated that 25 – 30 percent of staff/administrators now represent minority groups.

Other diversity initiatives at the College include its' Paul Robeson Institute founded in 1999 to preserve Paul Roberson's legacy and the Institute for Holocaust and Genocide Studies which since 1981 has sponsored a Learning Through Experience conference that is now a 3-day annual educational event.

Other activities sponsored by RVCC to raise diversity awareness include presentations by Buddhist Monks, as well as different speakers about religion, race and culture. The College hosted trips for all faculty and staff to visit the Tolerance Center in New York City which was followed by open discussions on the experiences of those whom participated. The International Student Club also sponsored events including an international food festival and other activities to celebrate the diversity of the campus community.

When asked about recommendations for MCC, it was mentioned that as a student at Baruch College, the College used to hold leadership weekends during which leaders of all the clubs and organizations would participate in leadership activities, lectures and networking. Since many of the organizations were cultural, this was a wonderful opportunity for student leaders to get to know each other and foster communication and joint sponsorship of programs amongst different cultural organizations.

The report on diversity efforts at Union County College was submitted by Nur Abulhassan. UCC presents its commitment to diversity on its website by stating that UCC is

"committed to the offering of culturally diverse courses and courses of study in its transfer-oriented programs. The faculty of UCC believes that diversity in its offerings can only enhance the exchange of ideas, understanding of beliefs and widening of perspective implicit in the notion of a Liberal Education."

Towards meeting this commitment UCC focuses on a diverse offering of courses as one of its mechanism to promote cultural diversity throughout the campus. Courses offered that relate to diversity include: Women and American Politics; Psychology of Women; Minorities in American Life; and Afro-American History.

The College also offers a special multi-session training on diversity for all full-time student services personnel. UCC has a body similar to MCC's Diversity Task Force that is responsible for introducing new ways to promote diversity throughout the campus. The College has recognized a need to create a more diverse atmosphere on campus and is actively taking steps to bring about change.

Motion to accept recommendation:

Mov: N. Picioccio Sec: N. Dhanda

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Vote on recommendation:

App: Unanimous    Opp: 0    Abs: 0  
Motion passes.

Charge:

As diversity is a part of everything we do, evaluate the task force recommendations that have come forward from 1999 to the present and determine the need for the continuance of this task force in its current form. Consider the fact that issues of diversity should be incorporated into the purposes of all task forces. Make appropriate recommendations.

Recommendation:

In light of the contributions the Diversity Task Force has made over the past 10 years, it is our feeling that the Diversity Task Force should continue to exist. Further examination of immediate and long term goals can be attained through use of a variety of tools and techniques.

Rationale:

The task force reviewed all reports and recommendations approved by the College Assembly and Presidents of the College. I will now provide you with a review of the issues presented in those reports and recommendations.

Under the chairmanship of Joseph H. Roach (2/02) a half day annual International and Minority Student Orientation program was recommended to service students from EOF, Project Connections, Minority Student Affairs, ESL, and Americans with Disabilities. In addition, it was recommended that brochures outlining services, clubs, and organizations be distributed during this orientation. The College's minority, Project Connections, and Americans with Disabilities populations have grown to the extent that multiple orientations which make pertinent club, organization, and service materials available are, in fact, distributed. ESL and International students' orientations have been combined. Programs have also been put in place to support the *returning student* or the *student training for a second career* as well as our especially appreciated war veterans. Trained counselors and faculty participate in all orientations.

In March 2002 the task force recommended fliers be available during orientations, registration, and the Student Activity Fair. We are pleased to report that MCC's Student Activity Fair services all students. Counseling and Career Services workshop information is distributed and posted at the fair as well.

As recommended by the task force in 2003, tutoring and testing services are available to students at our urban centers, as well as to weekend and evening

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students. In the same year the feasibility and ethics of removing the category

*race* from all student documents and questionnaires was proposed. The task force proposed leaving only two designations, i.e. American or Non-American.

To further ensure diversity awareness, in 2004 the task force recommended devoting a day for faculty and staff diversity awareness training. In addition, instituting a Diversity Awareness Day for the entire MCC campus community was suggested along with a request for enhancing Office of Minority Affairs funding.

Under the chairpersonships of Louis Marius (4/05) and Theresa Orosz (10/05), it was recommended that Campus Cruiser be used as a vehicle to update MCC students about College Assembly activities. The College Assembly has a website in place and updates it regularly.

While reviewing the College Assembly site and reading the charge this report addresses, a few task force members noted that the club and organization sites on Campus Cruiser were not being updated regularly.

In 2006 the task force developed a definition of diversity for the College. It was noted by a task force member that the definition of diversity developed by the task force is not the same as the definition approved by the Board of Trustees.

A request for conducting focus groups and surveys was made and focus groups met. One of the topics discussed was the difficulty some club advisors and presidents reported when clubs began working towards promoting themselves to the entire college population.

In February '09 a recommendation was made for faculty and staff to be given the opportunity to engage in additional sensitivity training as part of one of the upcoming faculty obligation days. We are pleased to report that this recommendation has been addressed on a campus wide basis (Fall'09). We hope the training will be offered periodically to ensure that new faculty and staff will be engaged in sensitivity training and that updated formats will be offered.

Motion to accept recommendation:

Mov: N. Picioccio Sec: N. Dhanda

Vote on recommendation:

App: Majority Opp: 1 Abs: 3

Motion passes.

#### **E. Campus Life – Professor Dennis Johnson, Chair**

No Report

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#### **F. Community Concerns – Ms. Denise Watson, Chair**

No Report

**G. Curriculum - Professor Marianne Santelli, Chair**

Dietetics Transfer A.S.: New Curriculum

Motion to accept recommendation:

Mov: S. Zale            Sec: T. Drew

Vote on recommendation:

App: Unanimous    Opp: 0    Abs: 0

Motion passes.

**H. Educational Resources - Professor Nicholas Picioccio, Chair**

No Report

**NEW BUSINESS**

Ms. Orosz asked the Assembly for consent to devote 15 minutes to discussion of the Strategic Plan and its connection to the College Assembly. The Assembly agreed unanimously to the discussion. A handout related to Pathways to Engagement and Success was made available to the Assembly. Ms. Orosz discussed how the Strategic Plan is tied to funding and budgetary decisions, institutional goals, assessment activities, and the Middle States Self Study and impacts all areas of the College. In terms of the College Assembly, she emphasized the need to begin to examine the Assembly's role in fulfilling the goals of the 2009-2012 Strategic Plan. Ms. Orosz explained that for today's meeting and subsequent spring meetings she expects to introduce the goals for each of the three subcommittees and openly discuss ways in which the College Assembly can contribute to the plan. It is her hope that it will result in recommendations and reports that, by the end of the spring semester, will provide some direction and suggestions for charges for the 2010-2011 academic year. Ms. Orosz then asked the task forces to begin looking at their current charges to determine if they address any of the goals and begin to discuss potential charges as they relate to the Strategic Plan. She noted that some of the goals may be more applicable to certain task forces than others. She also reminded everyone that College Assembly members and task force chairs can bring forth recommendations for charges to the College Assembly, but they need to be linked to the Strategic Plan.

To guide the discussion, Ms. Orosz asked members to think about the following: What are our strengths and what can we build on as we move toward fulfilling these goals, what opportunities are there for our students, staff and faculty in achieving these goals, what are our aspirations and what do we hope to be and achieve, and finally our results – how do we know that we will have achieved these goals. The four goals within

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Pathways to Engagement and Success were discussed. They are: Provide a welcome and effective front door to Middlesex County College, provide a first year developmental education program, provide comprehensive resources and services enabling students

to achieve their academic and career goals, and be the college of choice for students in Middlesex county. Ms. Orosz opened the floor for comments, thoughts, and questions regarding how the Assembly, through its task forces and the body itself, contributes to these goals.

Discussion followed, with several suggestions from students. Those suggestions included ensuring that new student orientation is mandatory and includes training and use of Campus Cruiser, as well as a discussion about becoming active on campus committees. Another student suggested that the College do more to advocate for additional job training and internship opportunities. One student suggested increased promotion of the Honors program. One of the Assembly members noted that many of these issues are now being addressed during the new orientation program that was instituted last spring. In addition, it was suggested that public forums at the College be available through podcast. Ms. Orosz responded that at the December meeting it was recommended that the College adopt the use of Twitter, Facebook or other social websites as a communication tool. A student expressed concern that degree requirement changes are not emphasized. Ms. Orosz responded that students are grandfathered depending upon their catalogue year of admittance.

### **REPORT OF THE CHAIR**

1. The following curriculum items that came before the College Assembly at the December 3, 2009 meeting were approved and signed by Dr. La Perla-Morales and forwarded to the Office of the Vice President for Academic and Student Affairs for implementation:
  - MAD 107: Photography I
  - CSC 263: Computer Organization and Architecture I
  - CSC 264: Computer Organization and Architecture II
  - Computer Science Transfer A.S
  
2. Dr. La Perla-Morales signed the following recommendation on January 20, 2010 and subsequently forwarded it for implementation:
  - a. That the College adopts the use of Twitter, Facebook, or other social websites as a communication tool.
  
3. The following recommendation from the Campus Life Task Force was returned to the task force for clarification and further consideration:
  - a. It is recommended that Middlesex County College form a standing committee to work on present and future environmental initiatives and promote the many things the College is already doing to reduce its carbon footprint.

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4. The next meeting of the College Assembly will be held on Thursday, March 4, 2010 at 2:00 p.m.

### **RECOGNITION AND HEARING FROM THE PUBLIC**

None

**ADJOURNMENT**

Motion to Adjourn:

Mov: J. Herrling      Sec: J. Dunning

There being no further business, the meeting was adjourned at 3:30 p.m.

Respectfully submitted,

Theresa Orosz  
Chair, College Assembly

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