



January 10, 2005

Dear Faculty and Staff,

Welcome back from your Winter Break and Happy New Year! I hope that you had the time to relax and enjoy your family. As we begin this new semester, I want to provide you with an update on the status of the College Education Master Plan and the development of the corresponding campus philosophy and goals.

As you know, the College launched the development of an Education Master Plan last Fall. The draft Master Plan Report is now ready, in which eight Strategic Goals have been recommended. President Larry Calderon has directed each campus to review the recommendations and develop Strategies and Success Factors that support the goals. **It is important for us to realize that this Education Master Plan is closely linked to budgeting. In other words, the final plan will dictate how institutional resources are allocated at both the college and campus levels.**

I wish to invite you to three informational sessions where I hope to review with you the recommended long-term goals and enlist your best thinking on strategies that support our college-wide goals. Here are the specifics for the informational sessions:

Session 1: 12:30 p.m., Tuesday, January 18th, in Room 69-133.

Session 2: 5:30 p.m., Thursday, January 20 in Room 120 at Pines Center.

Session 3: 12:30 p.m., Friday, January 21st, in Southern Breeze.

In addition, I would like your input on a Campus Education Philosophy statement. The statement is intended to help clarify our institutional values and focus our energy on important agenda items. I would greatly appreciate it if you can forward to my office any reactions to the statement by Friday, January 20th.

This is vitally important planning work that we must do well to ensure the viable evolution of our Campus and our College. Please join me in this exciting process. Thank you!

Sincerely,

Shouan Pan, Ph.D.
Campus Provost

South Campus Education Philosophy

As part of the Broward Community College system, South Campus exists to carry out the institutional mission of serving diverse learners, regardless of their race, ethnicity, language background, or level of academic preparedness. Towards that end, the campus faculty and staff dedicate themselves to:

- Making good on the open-door promise for our students and our community.
- Providing effective developmental education while continuing to provide high-quality college-level education.
- Giving top priority to supporting teaching excellence since student learning depends on good teaching.
- Applying, when appropriate, the latest national research findings and best practices to re-design and re-invent how we provide instruction and student support/development services.
- Engaging in an integrated approach to managing student enrollment and student retention.

At South Campus, we hold true these values and beliefs:

- Every student is a unique and valuable learner.
- Students have a responsibility for their own learning.
- Developmental education is an integral part of our campus mission. Increasing success rates for college preparatory students ensures prepared students for college-level learning.
- Academic rigor and academic excellence must not be compromised in college preparatory or college-level education.
- Teaching and learning is at the center of campus operations; greater student success occurs when faculty and student affairs staff work together in support of student learning.

R.S.V.P. With Dr. Hank Martel

T = is for the time wasted getting my class back on task following the disruptions caused by tardy entrants (doesn't everybody stop and look when someone is tardy?)

A = is for the arrogance displayed by those who come late as they stroll in front of my desk, looking for a seat (you'd think they would at least try to be inconspicuous!)

R = is for the ridiculous excuses I must endure (I've got a million of 'em!)

D = is for the duty I have to maintain classroom decorum and discipline (I count to ten a lot!)

Y = is for the years I have agonized over how to control this persistent problem (Let's just say it's been quite some time!)

Sure, sure, I know! My students should want to come to class! I should be so interesting or entertaining, or make my subject thus and the problem will go away. Maybe technology can help (taser, anyone?). Some faculty have "locked the door" when their class begins while others have refused to give tardy students the daily quiz (the hammer!). Some give extra credit opportunities at the beginning of class, tell funny stories, or just fritter away enough time until (most) everyone gets there (what tardy problem?).

So, tell us your secret!

Several students in each of my classes did not show up for the first day of classes despite being enrolled in the class. Many universities drop students from the class if they do not show up for the first day.

How would you feel about doing this at BCC?

Patrick Ellingham

Reorganization

Facilities has just completed a reorganization of space in 69 to better accommodate faculty and staff in the administrative area. Thanks to Chris Josey and Manuel Moralis for their efforts in completing the work and thanks to the administrative assistant team in 69 for putting up with a couple days of confusion.

She's Back!

Vicki Hendricks has returned from the summer and fall sabbatical, having finished her fifth novel for the fifth time, as well as writing short stories, an article, and two screenplays--one co-authored with Donald Weinbrenner, her old catsitter. One of the short stories, "Purrz, Baby," will be published in the *Mississippi Review Noir Issue*, at mississippireview.com, this month. The article, "Out in the Blue: The Adventures of Skydiving and Writing," is published in the, 2004, Oct-Nov edition of *Crimespreemag*, also available forever on the internet at crimespreemag.com.

In addition to work, Vicki enjoyed several educational travel experiences, including a trip to Southern France to participate in the Frontignan Noir Book Festival, in June, where she understood very little on her panel, but was treated to lush accommodations and gourmet wining and dining by the French. She also spent two weeks in Costa Rica, most of it in a jungle lodge without electricity, amidst poisonous reptiles, where fording the river on foot kept her on her toes.

She will continue her adventures by participating in the 2005 AWP Conference in Vancouver, in March, on a panel entitled "Genre Writers in Writing Programs: Walking the Line Between Literary and Pulp Fiction."

Got Gas?



The Landscape staff is checking out the new 500 gallon gasoline pump system. This system will eliminate the safety concerns of driving off campus to purchase gas for our small equipment needs.

L to R: Albert Canosa, Noel Myrie, Steve Johnson, Oswaldo Gomez, Sandra Parrish and Laura Ozment; missing from photo: Lori LaBontee



How Do Our Gardens Grow?

Another lovely garden graces the campus. This one is on the side of the theater of Building 68. Another job well-done by Steve and his crew.