BROOKDALE

BOARD OF TRUSTEES

Board of Trustees
Workshop, & Public Business Meeting

Monday, September 22, 2014

Brookdale Community College
Lincroft Campus
Student Life Center
765 Newman Springs Road
Lincroft, NJ 07738
Workshop- Navesink I & II
Public Business Meeting- Navesink I & II

Mission

Brookdale Community College provides a comprehensive array of quality, affordable educational choices leading to transfer and career opportunities, lifelong learning and community development. Brookdale is an open-access, future-oriented institution committed to student success and development in a socially diverse environment.

Mission Based Institutional Effectiveness Indicators

- Student Success and Progress
- Quality and Excellence
- Value Added to the Community
- Access

Jubilee Plan 2013-2017

- Goal 1: Inspire Student Success
- Goal 2: Maximize Resources
- Goal 3: Strengthen and expand Brookdale's alliances and partnerships
- Goal 4: Leverage Brookdale's Excellence

NOTICE: Members of the public may request the opportunity to address the Board regarding any item on the agenda at the beginning of the Public Business Meeting, and on any item of interest to the Board at the end of the Meeting. To do so, when practical, please sign in using the form, "Request to Address the Board", which is located at the entrance to the meeting. Individual speakers are limited to five minutes; the Chair of the Board may alter the time limitations by a majority vote of the Board.

BROOKDALE BOARD OF TRUSTEES

Annual Priorities 2014-2015

1. Inspire Student Success
    - Completion Outcome*: Each institute has mapped a two-year template for one or more degree programs; or, a one-year template for one or more certificate programs. (Early & persistent connection to degree pathway**)
    - Learning Outcome*: Benchmarked, strong levels of student learning expected in courses, programs, and college-wide. (As an accountability tool and for professors to become better teachers**)
        - Review Mission-based Indicators. What 2-3 indicators do we want to track over the next 3 years that can show measurable improvements in learning for all students?
    - Equity Outcome*: Benchmarked levels of access and success expected for low-income and minority students.
        - Review Mission-based Indicators. What 2-3 indicators do we want to track over the next three years that can show measurable improvements in learning for under-represented minorities?

2. Maximize Resources
    - Human Resources Priorities
        - All employees directly affected by organizational changes will be presented with clear options and transitional support.
        - Determine next steps for the 21st Century Workforce Team (professional development for all)
        - Determine next steps for Communications Team
    - Fiscal Priorities
        - Revise the General Ledger to reflect the college's focus on its mission

3. Strengthen & Expand Alliances & Partnerships

    Create College Readiness initiative with at least one additional school district.

4. Leverage Brookdale's Excellence

    Align new collegial Governance structure with Institutes by September 2015.

* Aspen Goal

** Wyner, What Excellent Colleges Do

BROOKDALE COMMUNITY COLLEGE

Board of Trustees
2014 Committee Appointments

Board Bylaw 1.4020, appointments to Standing Committee

Membership on standing committees of the Board of Trustees, except as otherwise herein expressly provided shall consist of five Trustees, including the Chair of the Committee. The Board Chair is an ex officio member and the Vice Chair serves as an alternate to the Board Chair as an ex-officio for purposes of a quorum.

Executive Committee

Mr. Brian T. Butch, Chair
Mr. David G. Flaherty, Vice Chair
Ms. Tracey Abby-White
Mr. Joseph DiBella
Mr. Joseph Passiment, Jr.

Audit Committee

Dr. Carl J. Guzzo, Jr., Chair
Mr. William G. Dalton
Mr. Joseph Passiment, Jr.
Mr. Brian T. Butch, ex officio

Finance and Facilities

Mr. Joseph DiBella, Chair
Mrs. Lucille Jones
Mr. Charles Karcher
Mr. James McConnell
Mr. Gary Tolchin
Mr. Brian T. Butch, ex officio

Policy and Education

Ms. Tracey Abby-White, Co-Chair
Mrs. Lucille Jones, Co-Chair
Ms. Lora Campbell
Dr. Carl J. Guzzo, Jr.
Mr. Joseph Passiment, Jr.
Mr. Brian T. Butch, ex officio

The **Human Resources Committee**
Operates as a committee of the whole

Ad Hoc Governance Committee

Mr. Charles Karcher, Chair
Ms. Tracey Abby-White
Mr. Joseph Passiment

Board of School Estimate

Mr. Brian T. Butch Chair
(Vice Chair in Absence of Chair)
Chair, Finance and Facilities

Liaison to New Jersey Council of County Colleges

Dr. David G. Flaherty

New Jersey Council of County Colleges Trustee Ambassador

Mrs. Lucille Jones
Mr. David G. Flaherty

Liaison to Brookdale Community College Foundation
Mr. Gary Tolchin

Nominating Committee
Ms. Lora Campbell, Chair
Mr. Charles Karcher
Mr. Gary Tolchin

REVISED SCHEDULE OF BOARD OF TRUSTEES MEETINGS FOR 2014

5 PM Workshop & 7 PM Public Business Meetings	Executive	Audit	Finance & Facilities CONFERENCE CALL*	Policy & Education	Nominating	Governance
Monday, September 22 Lincroft, NAV I,II	Wednesday, September 10 5 PM		Wed. September 17, 5 PM	Tues. September 16 5 p.m.	Appointment of Committee	
Thursday, October 30 Lincroft, Twin Lights 1 & 2	Thursday, October 16 5 PM		Thursday, October 23 5 PM		Committee Discussion	
Thursday, November 20 Lincroft, NAV I,II	Thursday, November 6 5 PM		Thurs., November 13 5 PM		Vote of full BOT At Annual Meeting	
Thursday, December 18 Lincroft, NAV I,II	Thursday, December 4 5 PM		Thurs., December 11 5 PM	Mon., December 8 5 PM		

Revised September 03, 2014

CONFERENCE CALL NUMBER IS: 1 888 291-0312; The Passcode is 9112 895#

Dr. Murphy: 732 224-2204; mmurphy@brookdalecc.edu
Ms. Horgan: 732 224-2207; lhorgan@brookdalecc.edu
Ms. Gruskos: 732 224-2204; cgruskos@brookdalecc.edu

BROOKDALE COMMUNITY COLLEGE
UPCOMING EVENTS
August - December 2014

BOLD indicates off campus

2014

September 10th	Executive Committee conference call re Agenda – 5 PM
September 15th	**NJCCC Trustee Seminar – 5 PM – 6 PM – Mercer County College**
September 16th	Policy & Education meeting – 5 Pm President's Conference Room
September 17th	Finance & Facilities Committee meeting – 5 PM l
September 22th	Board meeting in Lincroft - 5 PM Navesink Rooms
September 25th	A Day in the Life: Major Exploration Fair – 11:45 AM – 1 PM, Nav. II & III
September 26th	Veterans Center Grand Opening – 12 PM Lincroft Veterans Center – MAC 112
September 28	**Women's Soccer National Championship Ring Ceremony & Brunch – 10 AM**
October 16th	Executive Committee conference call re Agenda – 5 PM
October 23	Finance & Facilities Committee meeting – 5 PM President's Conference Room
October 22-25	**ACCT Conference in Chicago**
October 27	Audit Committee meeting – 5 PM President's Conference Room
October 30th	Board meeting in Lincroft – 5 PM
November 6th	Executive Committee conference call re Agenda – 5 PM
November 13th	Finance & Facilities Committee meeting – 5 PM President's Conference Room
November 17th	**NJCCC Trustee Seminar – 5 PM East Windsor Holiday Inn**
November 20th	Board meeting in Lincroft – Annual reorganization meeting
November 25th	Big Read Event –Author Julia Alvarez – 7 PM – Collins Arena
December 4th	Executive Committee conference call re Agenda – 5 PM
December 8th	Policy & Education Committee meeting – 5 PM President's Conference Room
December 11th	Finance & Facilities Committee meeting – 5 PM President's Conference Room
December 18th	Board meeting in Lincroft – 5 PM
January 5,	Nurses Pinning Ceremony – 6 PM Arena
February 6	**Brookdale Hall of Fame Induction/Dinner**
February 9 -12	**ACCT Legislative Summit in Washington DC**
February 23	**NJCCC Trustee Seminar 5 PM – 6 PM – Holiday Inn, East Windsor**
February 27	**Wilber Ray Dinner – 5 PM – Branches , W. Long Branch**
May 1st	**Barringer Award Dinner – 6 PM TBD**
May 4th	Allied Health Pinning
May 15th	Commencement 10 AM & 3 PM
May 18th	Nurses Pinning Ceremony – 6 PM Arena
May 29th	**Scholarship Ball**

Updated September 11, 2014

Prepared by: Cynthia Gruskos

BROOKDALE

BOARD OF TRUSTEES
General Functions
Administration
Human Resources
Finance & Facilities
Policy & Education

AGENDA for September 22, 2014
Lincroft Campus – Student Life Center – Navesink I, II
765 Newman Springs Road
Lincroft, NJ 07738

5:00 P.M. BOARD OF TRUSTEE WORKSHOP

A. Call to Order
B. Reading of Statement and Roll Call
C. Resolution to hold a Closed Meeting (if necessary)
D. Motion to Re-open the Meeting to the Public

E. Adoption of Agenda for Workshop and Public Meeting **Agenda Tab**

F. Information & Discussion Items

1. Report of Executive Committee
    a. Resolution to appoint Nominating Committee
2. Report of Policy & Education Committee **Policy and Education Tab**
    a. Proposed policy on Collegial Governance
    b. Progress Report to MSCHE
    c. ReDesign Proposals
    d. 2013-2014 Update on Goals
    e. 2014-2015 Annual Priorities
3. Report of Finance & Facilities Committee **Finance & Facilities Tab**

G. Review of Consent Agenda and Business Meeting Agenda **Consent Agenda Tab**

Any item may be removed from the consent agenda for discussion by any voting member of the Board of Trustees.

H. New Business

BROOKDALE

BOARD OF TRUSTEES
General Functions
Administration
Human Resources
Finance & Facilities
Policy & Education

AGENDA for September 22, 2014
Lincroft Campus – Student Life Center – Navesink I, II
765 Newman Springs Road
Lincroft, NJ 07738

(1.2) Approval of Nominating Committee of the Board of Trustees for 2014

RESOLUTION

WHEREAS, Brookdale Community College Board of Trustee Bylaw 1.4025 Nominating Committee states that the Board shall appoint a Nominating Committee each September; and

WHEREAS, the Chair of the Board has consulted with the members of the Board of Trustees and wishes to appoint the following to the Nominating Committee;

Trustee Lora Campbell, Chair

Trustee Charles Karcher, and

Trustee Gary Tolchin

THEREFORE BE IT RESOLVED that the Nominating Committee named above will bring the names of a potential Chair and a Vice Chair to the Board for discussion at the October 2014 Board meeting and to offer in nomination the Chair and Vice Chair at the annual meeting of the Board in November 2014.

September 22, 2014

1.1 Administration

Board Brief

Proposed new Policy: Brookdale Community College Collegial Governance

The Board of Trustees and the College Administration continues to review and revise, where appropriate, Board Policies and College Regulations. The goal of the review is to ensure policies that meet legal or regulatory requirements; complement Board Bylaws; support compliance; reduce risk, conserve resources and promote consistency in processes and outcomes.

Brookdale's Collegial Governance System

Brookdale Community College has long prided itself on its collegial Governance system. In May, 1972, the first collegial Governance committee – the Brookdale Community College Judiciary – was appointed. In March, 1981, "the members of the Brookdale Community set forth…a formal system of college governance to provide a mechanism for consultation, communication, revision, and decision making." The collegial Governance system underwent several iterations, most shaped by the President at the time. In 1989, three faculty members led a volunteer Steering committee to explore a Faculty Senate but came to the conclusion that a new collegial governance structure would better serve the College. In June, 1989, a formal Governance Commission was charged with developing a new model to meet the needs of the College and the mandate of Middle States, which in their 1988 visit and report following the institutions self-study, recommended the development of a new system. In May, 1991, the College Forum approved a collegial Governance constitution and an election was held for the Chair, Vice-Chair, and Steering committee, consisting of representatives from the staff, administrators, and faculty.

When the President's Jubilee Commission (PJC) was announced to the College by President Murphy in January 2013, the Steering committee of Governance also announced a comprehensive review of the collegial Governance system. Each standing committee and college-wide committee was charged to self-assess, using an instrument modeled after the PJC assessment. Dr. Murphy also convened a Council of Former Chairs (COFC) – faculty, staff and administrators who had chaired Governance since 1991) to work with Steering in the assessment and development of a revised model. Work carried on over the academic year, and continues as of this writing. A draft model will be presented on September 17, 2014 for discussion at the College Forum.

BROOKDALE

BOARD OF TRUSTEES
General Functions
ADMINISTRATION
Human Resources
Finance & Facilities
Policy & Education

Proposed Board Policy on Collegial Governance

One of the recommendations of the COFC and Steering was the formal adoption of a Board Policy to solidify the collegial and interdependent relationship between the Board of Trustees and the Collegial Governance system. This proposed Policy has been discussed and reviewed at the Governance Forum and is presented to the Policy and Education committee of the Board with anticipation of their recommendation to lodge the Policy in September 2014 for approval at a subsequent Board meeting.

The President recommends discussion and lodging of Board Policy 1.1001 - Brookdale Community College Collegial Governance.

BROOKDALE COMMUNITY COLLEGE
DRAFT BOARD POLICY 1.1001

I. Title of Policy

1.1001 Brookdale Community College Collegial Governance

II. Objective of Policy

To define the collegial Governance system of Brookdale Community College and by doing so delineate the role of the Board of Trustees, President, Faculty, Staff, Students, and the community; to describe their relationships; establish and revise Board Policies and College Regulations; administer the college, and to emphasize students and learning as the focus of the institution.

III. Authority

The BOT derives its authority from New Jersey Statute 18A:64A-1 et seq. The Board and Administration and Faculty are subject to provisions of the Constitution of the State of New Jersey, the Regulations and Standards for New Jersey Community Colleges, the Board of Trustee Bylaws, and its own policies and regulations, including 2.0003R Policy Items Requiring Action by the President and 2.0004R Action by the Board of Trustees.

IV. Policy Statement

The goal of Brookdale Collegial Governance is to authentically enfranchise the whole college community in the deliberative and recommending purposes of the College and in planning for the future.

The Brookdale Collegial Governance system encompasses new and existing Brookdale structures and processes for cooperative and collegial deliberation and communications. Brookdale Collegial Governance shall engage the Board, the faculty, staff, administrators and students, in proactive support of the effective and efficient functioning of the college. Brookdale Collegial Governance will operate under the principle that well informed decisions are better when made by those who are accountable for the results, and with the active participation of those who can best contribute to their implementation. The ultimate objective of Brookdale Collegial Governance is to ensure student success.

The Board of Trustees delegates to the President, working collaboratively with Faculty, Staff and Students, the identification of regulations and procedures to guide Brookdale Collegial Governance, ensure consistency and transparencies in decision making, promote academic excellence and administer the College.

V. Responsibility for Implementation

President

Proposed: September 2014

(1.1) Lodging of Board Policy 1.1001 Brookdale Collegial Governance

RESOLUTION

WHEREAS, Brookdale Community College has long prided itself on its collegial Governance system; and

WHEREAS, the Steering Committee of Governance and the Council of Former Chairs led a comprehensive, College-wide review of the collegial Governance system, and is developing a revised model; and

WHEREAS, one of the recommendations of the Steering Committee and the Council of Former Chairs was the adoption of a Board Policy to solidify the collegial and interdependent relationship between the Board of Trustees and the collegial Governance system; and

WHEREAS, the proposed Board Policy 1.1001 – Brookdale Community College Collegial Governance, has been discussed and reviewed by the College Forum and was presented to the Policy and Education Committee of the Board for its recommendation for lodging to the full Board of Trustees at the September 22, 2014 meeting; and

WHEREAS, Board of Trustees Bylaws 1.6020, Lodging of Policy, states "No matter of policy shall be submitted to the Board for Approval or placed on a regular or special meeting agenda for action by the Board unless it has been presented in writing at a previous regular meeting of the Board. This rule may be waived only by the unanimous consent of those Board members present and voting at the meeting when any such proposed action is contemplated,"

NOW THEREFORE BE IT RESOLVED by the Board of Trustees of Brookdale Community College that Board Policy 1.1001 Brookdale Community College Collegial Governance is approved for lodging at this time.

September 22, 2014

Responding to Nov 21, 2013 MSCHE Commission Action

Progress Report due Oct. 1, 2014

DRAFT - 22 September 2014

Introduction

Brookdale Community College has spent FY 2014, the year following submission of its Periodic Review Report, engaged in extensive introspection concerning its future. This open, inclusive process has involved hundreds of people; detailed analysis of operations; institutional assessments, and deep scrutiny of revenue streams and operating costs. The analysis conducted (and continuing at this writing) will inform planning and resource allocation at the College, for the short and long term, as described in the *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation* (Middle States Commission on Higher Education, 2006) **Standard 2, Planning, Resource Allocation and Institutional Renewal**.

The College's strategic Annual Priorities have enabled linkages between Mission-critical initiatives and resource allocations, focussed on the 'human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible," per **Standard 3, Institutional Resources**. Over the past five years, the College has adjusted its planning processes, primarily due to the changes in administration (three presidents since 2011). Under the current administration of President Murphy, the Annual Priorities flow from the Jubilee Plan, which is rooted in the College's Mission. The Priorities are tracked regularly and reported to the College and the Board of Trustees (BOT).

College-wide Strategic Planning

The College's strategic actions are guided by the Jubilee Plan, developed in 2012, in a collaborative process led by Interim President William Toms. The four goals and related objectives focus the College's resources allocation and decision making through the institution's Jubilee Year in FY2017.

The Plan's four broad goals are,

- Inspire Student Success;
- Maximize resources;
- Strengthen and expand Brookdale's alliances and partnerships, and
- Leverage Brookdale's excellence.

Building on this foundation, the Board of Trustees prioritized Annual Priorities derived from the Jubilee Plan, to direct dedicated resources appropriately. One of the most significant initiatives in FY13 was the development of the Strategic Enrollment Management (SEM) Plan. The SEM Committee engaged in a College–wide review with divisions, departments, and at Governance Forums. These Priorities direct the institution's marketing and recruitment departments in their own priority setting, and set the stage for targeted marketing initiatives, as well as scheduling, registration and recruitment activities.

President Murphy assigned members of the President's Cabinet to oversee and report on the Priorities. The FY2014 Board of Trustees Annual Priorities report is attached as Appendix A. The Finance and Facilities committees of the BOT monitor all capital and operational expenditures monthly and the Policy and Education committee meet regularly. President Murphy has had frank discussions with the full BOT about how restructuring will require strategic shifts in resource allocation.

The full BOT has reviewed and approved submission of this Progress Report to MSCHE.

BOT Priority #2; to "assess all College programs, including governance structures" has dominated the institution's activities since January 2013.

While involved in an unprecedented President's Jubilee Commission self-study (see below), the College simultaneously engaged in external and internal scrutiny of the College's Enterprise Resource Planning (ERP) system; the development of an Information Technology Vision; examination of the continued use of an external College Portal, and study of the collegial governance system.

The interrelatedness of these activities demonstrates Brookdale's deep understanding of MSCHE Characteristics of Excellence, Standards 2 and 3. Over the past 18 months, there has been examination of every College activity - routine and not-so-routine - to test for effective and efficient uses of College resources and model organizational scenarios. In addition, analyzing the effectiveness of the College's interrelationships vertically and horizontally has resulted in a web of information that will be applied in the anticipated structural reorganization.

The State of the College: August 2014

In February 2013, just prior to the submission of the College's Periodic Review Report in May, President Murphy charged a 12-member, President's Jubilee Commission (PJC) to design and implement a comprehensive review and analysis of the entire institution. The Director and Executive Director of the Planning, Assessment and Research department were appointed as 'advisors' to the PJC to assist with the process.

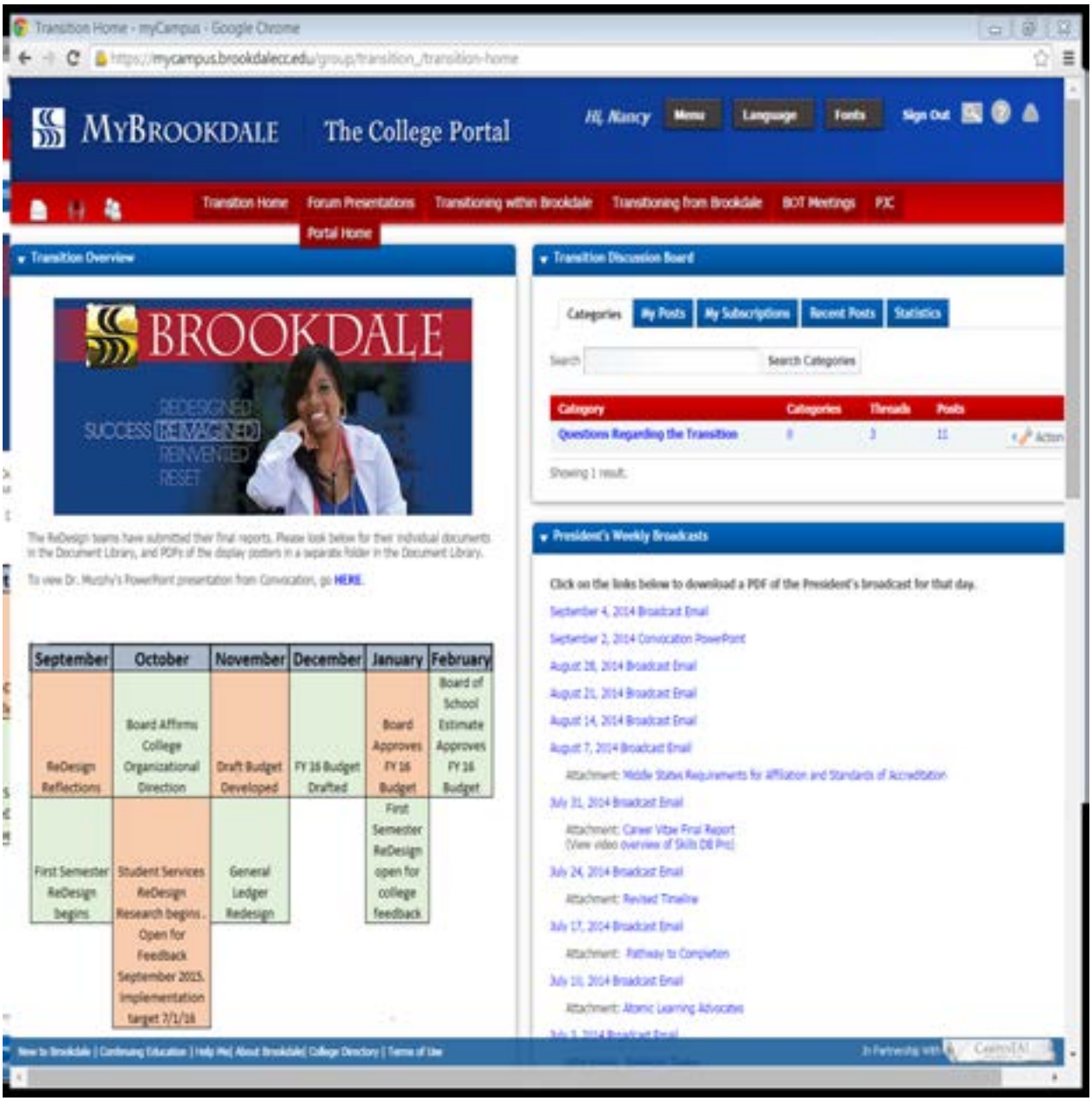
President Murphy asked the members "to act as trustees for the College to develop the work plan for an internal assessment of all College programs, to facilitate its implementation and make recommendations for further action." This ground-breaking assessment followed the Dickeson model as described in *Prioritizing Academic Programs and Services*, 2010. Nearly every member of the College community participated in this comprehensive self-study. The PJC's purpose follows:

> Current financial and external forces jeopardize our ability to carry out the College's mission. The Commission's purpose is to identify ways to more efficiently and effectively fulfill Brookdale's mission, honor our values and history, and stay true to our educational foundation while positioning the College as a nationally recognized, cutting-edge institution.

The PJC assessment included the financial and mission-relatedness review of 111 departments at the College (all departments with an identified budget line) and an examination of external forces impacting operations & enrollment.

The PJC developed a self-assessment instrument over summer 2013, modeled on the Dickeson book, and beta tested the instrument prior to campus-wide distribution. The instrument was designed to determine – through self-analysis and metrics - the relative "importance" of each program to the institution and to each other. The PJC hosted information sessions for the College community prior to distribution of the assessment instrument in September, and nine workshops after its distribution, to discuss the instrument and answer questions about the process. The President sent out a series of College-wide emails announcing dates, deadlines and assessment sites. All 111 College departments completed their self-assessments in November 2013, and the PJC submitted its final report to the President in February 2014 and to the Board of Trustees in May 2014.

President Murphy developed the "Transition" process to envision the necessary changes anticipated to act on the findings of the PJC report, and address a mandate from the Board to balance the budget without use of College reserves. The steps of the Transition process were established in the spring of 2014 via a timeline approved by the BOT and shared with the College community.



Screenshot of Transition Portal, September 9, 2014

The PJC wrote that the data they collected offered Brookdale's leadership the opportunity to "generate a truly prescient vision, one that will take the College into the future. Simply by recognizing the need to understand Brookdale as a whole is the beginning of this re-visioning process because the self-assessment allowed areas across the College campus to identify not only what they do, but more important, what they need in order to share ownership in any vision for Brookdale."

The PJC report focused on the following themes common to the 111 self-studies, which emphasized the need for structural and organizational changes:

1. Failure to articulate a set of clearly defined institutional priorities;
2. The institutional structures have evolved without clear articulation of the appropriate relationship between the parts and the whole;
3. Shifting expectations for transfer and degree programs;
4. Silo-style engagement of the outside community;
5. Bifurcated marketing initiatives, and
6. Need for greater integration and access to technology.

On April 15, 2014, in a College-wide open forum, President Murphy presented draft academic restructuring models, using graphic illustrations of proposed 'straw man models.' Developed after review of the PJC data and the Spring Financial Forecast, and shared with the BOT, the models generated many questions from the College community. To ensure that all members were provided an opportunity to give input, she asked for nominations from the College community, the four labor associations and the Steering committee of Governance, and charged six ReDesign Teams to take the straw man models and build an academic structure to best serve students. These ReDesign Teams worked quickly and collegially; bringing in colleagues as 'consultants' and ex officio members to engage in their deliberations.

The six, cross-sectional ReDesign Teams were charged with developing two or three possible organizational models for the following units:

1. Business, Civic and Social Science
2. Career Pathways
3. Evening and Weekend Operations
4. Health Science
5. STEM
6. Liberal Arts

Each ReDesign Team was fully aware of their purpose; "We are transforming our College to serve our students now and into the future. That is the reason. The occasion is our budget deficit. We have the best people with the talent to do the work, and we are at a defining moment in Brookdale's history." Each team member was provided with the PJC report, *At the Crossroads: Brookdale's Story*, April 2014; *Reclaiming the American Dream*: the report from the 21st Century Commission on the Future of Community Colleges, April 2012, and *Empowering Community Colleges to Build the Nation's Future, an Implementation Guide*, the companion to *Reclaiming the American Dream,* April 2014. Each Team had full access to all information concerning the financial metrics available on the departments under examination, and data on enrollment, completion, grading, as well as all research and reports on the College's Planning Assessment and Research portal site.

The final reports from the ReDesign Teams were submitted to President Murphy on August 22, 2014. To facilitate inclusive input and discussion, huge, poster-sized models of the reports' recommendations have been posted in a central location on the Lincroft campus, and in spaces set aside at the Freehold campus, and the Higher Education Centers in Hazlet, Long Branch, Neptune and Wall. All of the Team's work is on the Transition Portal, and every individual, department and division, has been encouraged to review the work and prepare input and/or comments during the month of September. At the Lincroft site, there are computers to access information and the Portal, and a room set-aside to promote

collaborative review by small groups. Feedback will be solicited in person at a Governance Forum on September 16th; online through the Transition portal and discussion board, and in writing. After College review, the President will share with the Board of Trustees, at the October 30th BOT meeting, a proposed, new academic organizational structure.

The PJC process exemplified the institution's commitment to using the results of planning and assessment to continually improve operations and services. The data is rich and the report of the Commission powerful.

The PJC Report and post-PJC assessment and analytic initiatives have influenced every significant discussion and decision at Brookdale Community College since, from staffing and new hires to budget development and reallocation of resources, to reorganization and recalibration. This work continues at this writing, amid both anxiety and anticipation, by all involved – the Board of Trustees (BOT), and the entire College community - for the inevitable transformation necessary to ReDesign Brookdale.

President Murphy appointed three additional Teams to strategically plan for the implications of a comprehensive structural redesign and personnel reorganization, and lay the groundwork for a smoother Transition. They were;

- Communications Team,
- 21st Century Workplace Team, and
- Career Vitae Team.

The Teams worked quickly; their final reports offered many creative ideas. The recommendations of the Communications Team were implemented immediately and included President Murphy hosting open "conversations" at each College location. The Transition Portal was designed to provide one communication channel for employees, to offer input, engage in discussion, and access up-to-date information and archives on all things Transition. The Portal site is updated as new information becomes available; see the Portal Transition webpage screenshot above.

Beginning May 15, 2014, the President started a weekly (every Thursday morning) broadcast email focused on the Transition. Everyone with a Brookdale email address receives these emails; including the Board of Trustees. The messages reiterate President Murphy's intent to keep the College informed on Transition activities, and encourages employees to send her email, or post their questions and comments on the Transition Portal discussion board. The emails chronicle the work of the College coming to grips with the need for substantial restructuring; the progress of the current Teams, and the work of the Cabinet and Academic Division Deans (ADDs). The consistent messaging has been designed to focus the College on its core mission; and on the need to reduce costs, and to 'right-size' staffing. President Murphy wrote: "I know that honesty and transparency can lead to anxiety, but out of deeply held respect for all of you and the value of the work you do, I think it's important. You know what I know as soon as I am reasonably able to understand and articulate it."

The College simultaneously engaged in an assessment of its collegial governance structure, in place since 1991. The Steering committee of Governance developed an assessment instrument modeled after the PJC tool, and each of the standing and College-wide

committees met over the fall 2013 term to complete it. President Murphy asked the former Chairs of Governance to meet as a group, to work with Steering in the assessment and development of a revised model. All 22 chairs agreed, and the Council of Former Chairs (COFC) worked over the spring and summer with Steering to discuss best practices, models from other institutions, and options for a redesigned Governance system. A proposed model will be shared with the existing Governance committees at a "Pretreat" on September 11, 2014, and with the entire College community at the first Forum of the academic year on September 16, 2014.

The end result of this assessment initiative and ReDesign work, including the financial implications, is expected to frame the College's self-study to MSCHE, due 2017-18, and set the stage for a significant structural redesign of the College.

Fiscal Acuity

The President and the President's Cabinet, with support from the Academic Division Deans, have been engaged since December 2012 in an extensive examination of human resources at the College, including departmental and service configurations; alignments of titles and job descriptions, and an ROI assessment of all auxiliary enterprises. These reviews will set the stage for the development of a balanced FY 2016 budget, and provide a perfect opportunity to completely overhaul the financial general ledger. This overhaul, an outcome of the anticipated reorganization, will clarify how the College uses its resources to fulfil its Mission. Budget development and the redesign of the General Ledger will take place in November and December 2014. This follows the Board of Trustees mandate to the President to balance the FY2016 Budget in the midst of declining enrollments and increasing costs, with no further use of reserved funds.

The Board made it clear they expected significant changes in the structure of the College; citing the need to balance the budget in FY16 without weighty tuition increases, and anticipating further county and state funding cuts. President Murphy and her leadership team are determined to shape the College to meet the needs of the student of the 21st Century. The two complementary goals formed the backdrop for the self-reflection and analysis that drives and reinforces the College's commitment to institutional renewal and sustainability.

At a three-hour Executive Session of the Board of Trustees in August 2014, President Murphy gave the Board their fifth update on the work of the College community in institutional self-examination, and discussed with them her thoughts on next steps, telling them, "Brookdale's financial challenge has provided the opportunity to restructure more quickly to better serve today's students and our Monmouth County residents." The Board discussed a three-year revenue strategy (conservative tuition increases for three years and expectation of no increase in county allocations and a potential decrease in state funding) and the human resource implications of the pending reorganization.

The College's FY13 audited financial statements expressed a clean, or unmodified opinion, and included no significant deficiencies or material weaknesses in internal control. The current FY14 financial statement audit is nearing completion at this writing; senior management, in consultation with the College's external audit firm, anticipates the same clean audit opinion. In an effort to assist the Board of Trustees in fulfilling its legal and fiduciary

oversight obligations, a BOT Audit Committee was formed and an Internal Auditor, whose major job responsibility include assessing the adequacy of the College's systems of internal accounting and operational controls, was hired in 2012.

Summary

The College remains focused on its core Mission of providing access to quality education. There is a solid recognition by all members of the College community of the need to be nimble for the future whilst respectful of the past. Right sizing in a time of declining enrollment and funding is a new reality for the institution and will challenge the established culture. Leadership has taken great pains to be pragmatic and realistic; recognizing how stressful the process is for employees.

In September 2014, President Murphy put out a call for nominations for two more ReDesign Teams: a First Semester Experience ReDesign and a One Stop Research Team. As a result of the work to date, she will share with the College in September reorganized structures and reporting lines for Finance and Operations; Technology; Outreach Business & Community Development, and the Human Resources and Safety (Police) divisions.

Numerous, committed faculty and staff have come together to apply their knowledge and expertise to the strategic process of self-examination and have assumed responsibility for Brookdale's renewal. The College is optimistic that the good will and trust gained during Interest Based Bargaining negotiations with two of the four bargaining associations, completed in July 2014, will prove a model for continued discussions on the ReDesign and reorganization efforts. Brookdale is committed to honoring its Values, (Appendix B) particularly its commitment to its current and future students and our valued workforce.

Brookdale anticipates a 2017-18 Self-Study that will candidly assess the outcomes of the ReDesign and reorganization processes. Rebuilding the budget, restructuring the workforce, and redesigning critical academic pathways are expected to create systemic improvements in student learning.

Priority #1: Maximize all administrative, educational, and infrastructure IT processes

Jubilee Goal & Objective	Initiative	Lead Cabinet Member	Status and Deadline(s)
Goal 2: Maximize resources.	Disseminate IT Vision statement	MM	September convocation
2.1 Expand the professional and personal potential of all staff to ensure a culture of high performance, collaboration and innovation.	Complete Year One of ERP Business Process Review	DP	The Colleague ERP review began in March 2014. The purpose of which is to focus operations to baseline Colleague. The 2014 projects address: Student Services; Faculty and Adjunct Hiring; and financial aid. The 2015 phases are: Recruitment/Admissions; Curriculum Management; Finance, Student Financial Services; HR/Payroll.
2.2 Implement strategic media and technology solutions with a measurable impact on student learning and faculty/staff productivity	GO Bond Implementation	ML & AV	Design of the building has been finalized with input from all the major stakeholders. Construction drawings are soon be being developed with an anticipated completion date for the project of spring 2016. Demolition of the site has been completed and site preparation work has started. Academic program plan has been finalized including the selection of Georgian Court University as the baccalaureate degree granting partner for the Health Sciences degree. Academic program plan has been finalized including the selection of Georgian Court University as the baccalaureate degree granting partner for the Health Sciences degree. Academic program plan has been finalized including the selection of Georgian Court University as the baccalaureate degree granting partner for the Health Sciences degree. Projected cost estimates are being developed for review.

2.4 Enhance internal communication to provide open, two-way information flows, and enhance and facilitate teamwork, cooperation and collaboration.	Develop Marketing Priorities, Processes, and Cost Structure	LH & AM	Communication Team Report received May 14, 2014; all recommendations implemented; Portal committee recommends adoption of SharePoint for January 2015; Advancement Divisions refocuses efforts of Marketing, Public Relations, Foundation, Grants, and Alumni; Website Transition Completed; IBB process with Professional Staff Association and Administrative Association result in timely contract resolution.

Priority #2: Assess all College programs, including governance structures

Jubilee Goal & Objective	Initiative	Lead Cabinet Member	Status and Deadline(s)
Goal 1: Inspire student success. Goal 2: Maximize resources. 1.5 Increase the use of new and existing analytical data to increase support for student and lifelong learners.	Use methodology established by President's Jubilee Commission for Fall self-assessment of all College programs	WT	Completed
	Use same/similar methodology to assess governance	DS & LH	Governance Assessment complete Dec 2013; COFC and Steering review completed May 2104; Steering develops draft Model in Summer 2014; Forum presentation scheduled for 17 September 2014
	Conduct best practice review of community College governance structures	DS & MM	MM gave summaries of models to COFC in February 2014; COFC conducted research and shared White Paper Jan - May 2014

Priority #3: Based on research and data, define multi-campus College and operations

Jubilee Goal & Objective	Initiative	Lead Cabinet Member	Status and Deadline(s)
Goal 1: Inspire student success.	Align reporting structures for efficiency and clarity	MM	Plan shared in August BOT meeting; phase 1 structures in place 7/1/15; phase 2 7/1/16
1.1 Maximize learning-centered environments and successful student outcomes by ensuring alignment of curriculum, programs, services and co-curricular activities. 1.6 Implement short and long term enrollment development plans focusing on defined markets and emerging populations.	Determine appropriate focus for campuses and higher education centers. Target audiences: Latino population, dual enrollment, veterans, adult populations, geographic regions	DP, RP, AV, DS	**Latino Population:** Meeting with Latino Alliance of Monmouth and Ocean Counties. Also working with GCU in this initiative. **Dual Enrollment:** Poseidon and St. John Vianney Early College High School programs; Dual enrollment programs at 28 high schools in the County. **Veterans:** The Veteran/National Guard population is close to 500; Veterans Center grand opening in September; **Adult Populations:** Plus 50 Encore Completion Program Grant. **Geographic Regions:** Freehold Campus dean hired; enhanced staffing at Freehold and Higher Ed Centers
	Revise chart of accounts to reflect changed structures	ML & PS	To be completed in 2014-2015

Priority #4: Support employee development in College policies and regulations and compliance matters.

Jubilee Goal & Objective	Initiative	Lead Cabinet Member	Status and Deadline(s)
Goal 2: Maximize resources. Expand the professional and personal potential of all staff to ensure a culture of high performance, collaboration and innovation.	Mandatory online training for employees in ethics, harassment a, FERPA, and diversity	PS	Required on-line training (Workplace Answers) Harassment Avoidance, Code of Ethics, FERPA, Valuing Diversity
2.2 Implement strategic media and technology solutions with a measureable impact on student learning and faculty/staff productivity.			☐
2.3 Increase facility maintenance and planning to ensure a safe physical setting and a quality student learning environment.			☐
2.4 Enhance internal communication to			

provide open, two-way information flows, and enhance and facilitate teamwork, cooperation and collaboration			☐
	Required technology training for support staff in Microsoft Office	PS	Atomic Learning Launched: (1) 877 accounts have been created in Atomic Learning, which includes all FT and PT regular employees, all summer adjuncts, and any hourly or fall adjuncts who requested access. (2) 421 employees have accessed Atomic Learning this summer – more than the 378 FT administrative and support staff employees who were given assignments over the summer. (3) 143 employees have participated in in-person workshops related to Customer Service, Professional and Personal Change, and Time Management.
	Required training for all faculty, including adjuncts, in Canvas	DP and SR	134 FT and 218 PT have attended one or more sessions. Strategies underway to target those who have yet to attend a session. Team has created a grid that identifies opportunities to design/redesign courses, to receive content updates, to confer with “experts” on a particular question, or to discuss strategies for optimizing Canvas

Policy review with "owners"	LH	Board Bylaws approved Nov 2013; Policies disseminated to cabinet for review; P&E cmt of 1. Policies April; BOT forwards revised policies to full BOT April & May - all approved; P&E moves several policies to Ad Hoc Gov Cmt of BOT for review – still underway; NEW policy on Governance to P&E September 2014; Policy review ongoing
Create professional development coordinating functions	PS	To be completed in 2014-2105

APPENDIX B

Brookdale Values

These Values guide the Brookdale community in the fulfillment of our Mission; each being of equal weight and importance.

- **Students and Student Success**
  Brookdale Community College values our students and their academic and personal success; their learning and achievement are the hallmarks of our mission.
- **One Brookdale**
  Brookdale Community College values the philosophy of One Brookdale. One Brookdale represents a collective commitment by all employees to demonstrate a consistent, appropriate and comparable level of teaching and service excellence throughout the entire College, across all locations, creating and communicating a dynamic synergy of intent and action focused on student success.
- **Excellence in Teaching and Support Services**
  Brookdale Community College values teaching and service excellence and prepares learners with a broad range of knowledge, skills, and experiences through open access to a wide variety of diverse programs, services and experiences.
- **Diversity and Global Perspectives**
  Brookdale Community College values the diversity among the members of our community and chooses to build an inclusive, innovative and creative environment representative of a successful multicultural and globally interdependent society.
- **Integrity and Accountability**
  Brookdale Community College values fairness, openness, and honesty, engaging in continuous self-assessment to sustain excellence and demonstrate accountability.
- **Academic Freedom**
  Brookdale Community College values the principles of academic freedom and freedom of speech for all members of the College community.
- **Our Employees**
  Brookdale Community College values our employees and their commitment to providing excellent service; they are enthusiastic, innovative and responsive to students and the institutional needs and interests of our community.
- **Commitment to Collegial Governance**
  Brookdale Community College values the transparent decision-making, collaboration and collegiality fostered by College Governance which demonstrates an environment of mutual respect.
- **Our Legacy**
  Brookdale Community College values our legacy and history, alumni and the greater community; learning from our past as we expand and respond to challenges inherent in our future.
- **Our Role in Our Community**
  Brookdale Community College values our unique role in our community and commits to working with students, employees, clients, and our community to achieve common goals in education, diversity, cultural enrichment, economic development, strategic planning, stewardship, and sustainability.

PROPOSED

Liberal Arts/ Humanities Institute

August 2014

TEAM

Bettejane Bolan-Kenney, Professor, English

Pat Gallo, Dean, Business and Technology

Marie Maber, Associate Professor, Art

Geoff Shields, Learning Assistant, Speech

Carl Thomas, Associate Professor, Philosophy

Sherri Vanderspiegel, Supervisor, Performing Arts Center

BROOKDALE COMMUNITY COLLEGE

Marie Maber and Carl Thomas
Co-Redesign Chairs

Final Version
August 11, 2014

Rationale for name change from Liberal Arts to Humanities. Submitted August 20, 2014.

We opted out of retaining the title "Liberal Arts" in favor of "Humanities" on our re-designed Org Chart because our collection of classes and programs: English, Communications, Speech, Languages, Visual & Performing Arts (see Strawman Charts below) were focused on spoken, literary and visual communication. The concept of the Humanities is less broad than what the term "Liberal Arts" might suggest. In Antiquity, the Liberal Arts included Philosophy, Arithmetic, Geometry, Astronomy, Music, Grammar, Rhetoric, and Dialectic."[1]

Concepts of the Humanities grew from the work of the ancient Humanists. Humanism emerged in the Late Gothic period. Their scholarship gave rise to the Renaissance. In the late 13th Century, Italian Humanists began to collect ancient Greek and Roman texts and built libraries to house them. When ancient texts were translated from Greek and Latin to the vernacular, literacy expanded from the monastic and feudal elite to reach the masses. Ancient thought in the sciences and mythologies were also translated into painting and sculptures, the flowering of which is identified today as The Renaissance.

Colleges Today

In a review of curricula at New Jersey and other public universities and colleges, one might deduce these two headings, "Humanities" and "Liberal Arts," were practically interchangeable. "For an Engineering student at Rutgers, there are several types of electives: Humanities/Social Sciences, Technical, Departmental, and General. Each elective type has its own focus.

"Humanities/Social Science (H/SS) courses are generally non-technical in nature. Properly chosen, H/SS electives can complement your technical courses by helping you to develop an understanding of the problems facing our society, a historical consciousness, a sense of values, knowledge of other cultures, an appreciation of the fine arts, and an ability to think logically and communicate effectively. (http://soe.rutgers.edu/oaa/electives)"

At Montclair, the terms seem inter-related. Courses labeled as Liberal Arts, provide a foundation for a major in General Humanities. From a catalog page, Montclair State University: "The major in General Humanities critically examines the culture, ideas, and values of earlier cultures, Western and non-Western, both in their original time periods and as they have been appropriated and transformed by later ages… The major is especially recommended for students who have a broad interest in the liberal arts either for their own sake or as preparation for business and the professions. (http://www.montclair.edu/chss/)"

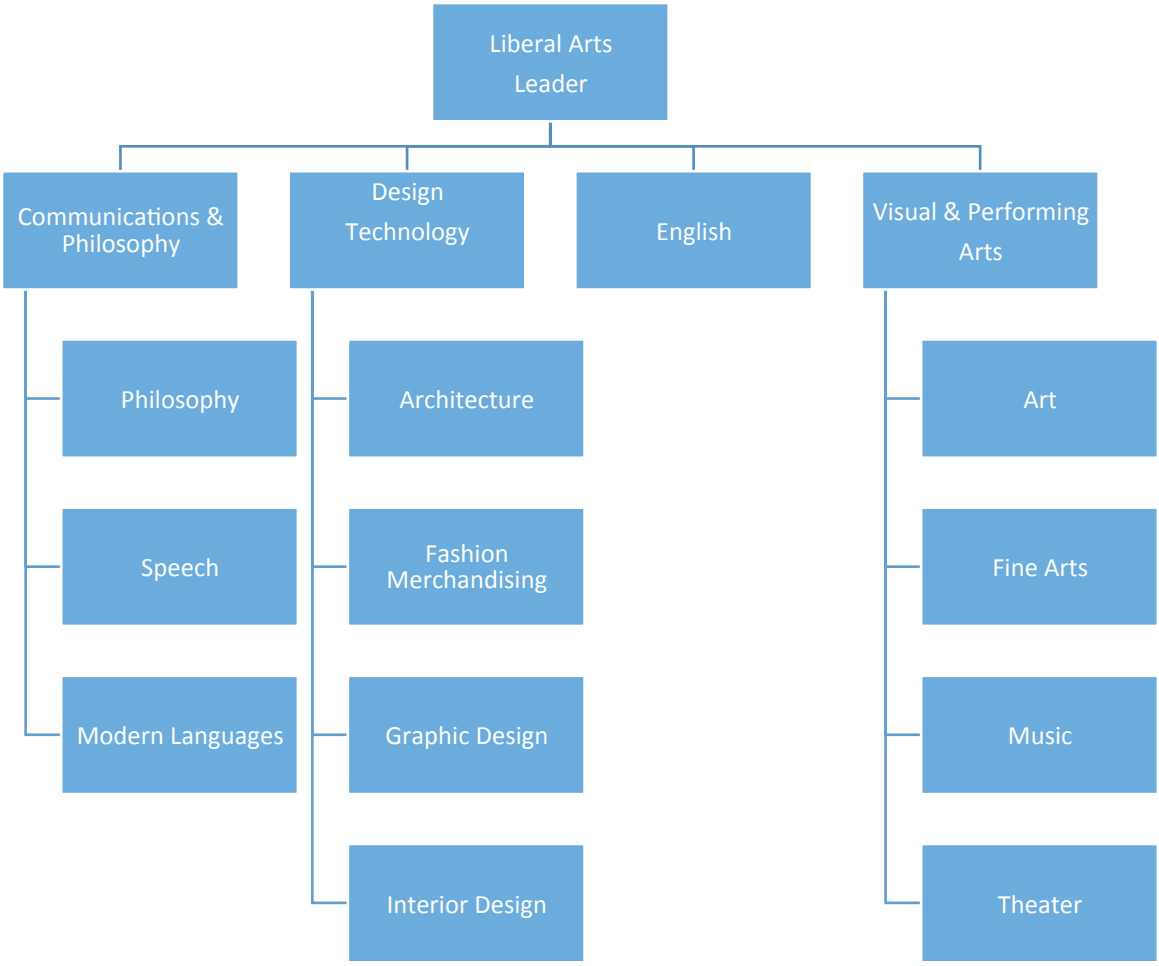
In the case of Stanford University and other institutes of higher learning, the Humanities are more closely identified with human expression than are courses associated with The Liberal Arts, and for this reason, we defend placing our courses (English, Communications, Speech, Languages, Visual & Performing Arts) under the banner of The Humanities..

[1] Thierry of Chartres compiled a Heptateuchon, or encyclopaedia of the seven liberal arts in the first quarter of the 12th Century (Miller, Malcolm, 10).

From a catalog page, Stanford University: **"**The humanities can be described as the study of how people process and document the human experience. Since humans have been able, we have used philosophy, literature, religion, art, music, history and language to understand and record our world. These modes of expression have become some of the subjects that traditionally fall under the humanities umbrella. Knowledge of these records of human experience gives us the opportunity to feel a sense of connection to those who have come before us, as well as to our contemporaries. (http://shc.stanford.edu/what-are-the-humanities)"

Our Strawman Chart was initially identified as "Liberal Arts," and appears below (Thanks to Louise Horgan, 7/3/14):

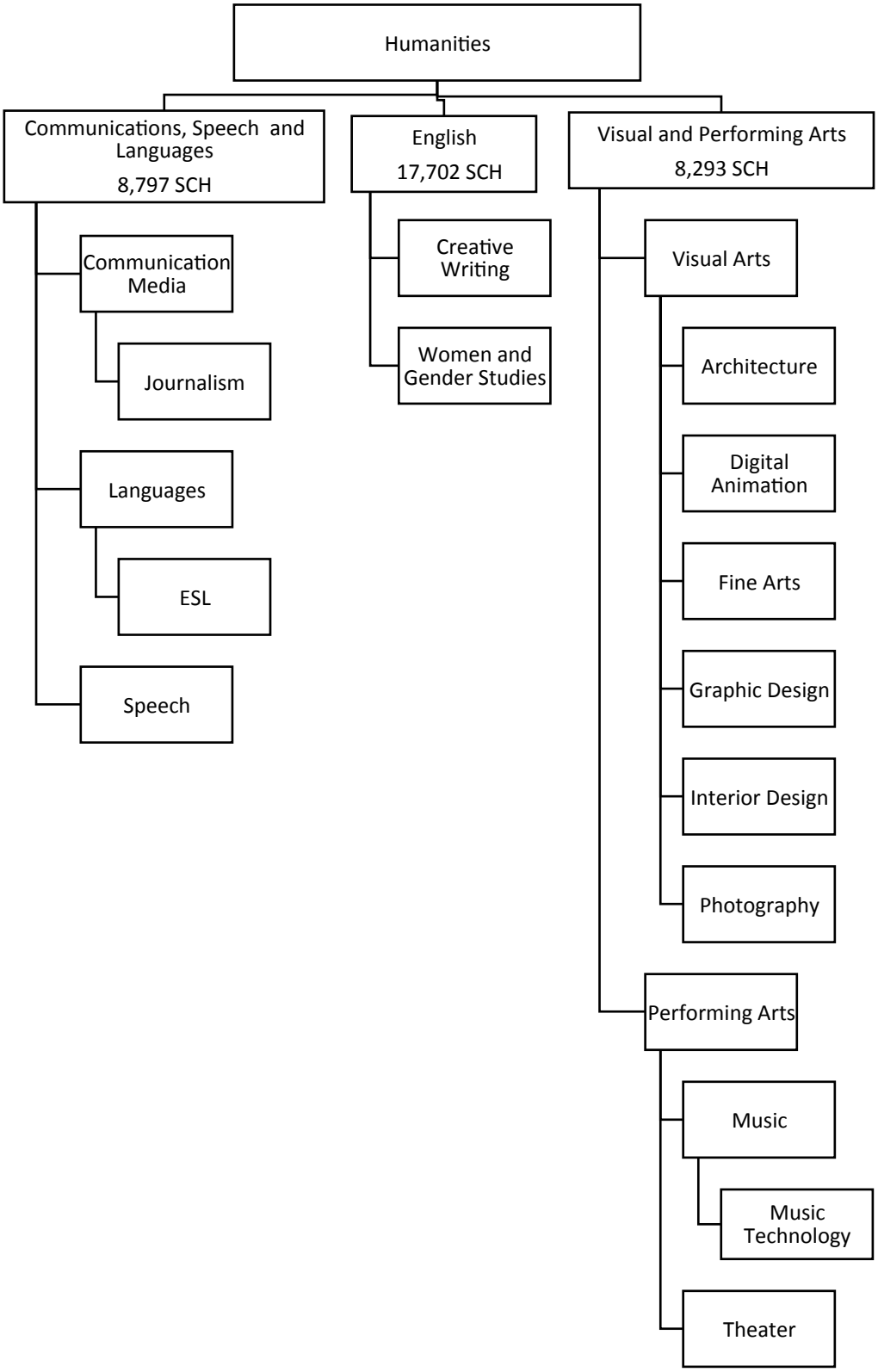
Marie Maber and Carl Thomas
Co-Redesign Chairs



We have changed the name of our group to Humanities. Our new chart appears on the next page (thanks to Pat Gallo, 8/11/14):

Marie Maber and Carl Thomas
Co-Redesign Chairs

Final Version
August 11, 2014



Philosophy had originally appeared on our Strawman Chart that had been labeled "Liberal Arts" and has been moved to Business, History and Social Science Institute under the subheading, "History and Philosophy." This movement was initiated by my co-chair, Carl Thomas, and was welcomed by Jeanne Vloyanettes.

Why Philosophy and History Should Remain in Social Science by Carl Thomas

(i) Overall – The Connection

-When exploring the foundations of each disciplines' corpus of material, it is clear that both subjects 'mesh' rather smoothly.
-For instance, it is common within a variety of History curricula for students to be introduced to philosophic thinkers whose work and thoughts have made a significant impact on the unfolding of history, e.g. Socrates, Aristotle, Descartes, Locke, Marx, Smith, Jefferson, and so on.
-What is more, Philosophy curricula reciprocate and complement this endeavor by specifically unearthing the nuances and lines of philosophic thought that underpin and influence those historical events explored in History curricula.
-Therefore, it is recommended that Philosophy & History jointly occupy the same academic landscape, whether it is Social Science or Humanities (Liberal Arts).

(ii) Philosophy & History – Why Both Disciplines Should Remain in Social Science

-In addition to the above, whilst both disciplines are generally categorized as 'humanities' subjects, there is good reason for both disciplines to remain in Social Sciences. This is particularly due to the nature of the curricula explored in the Philosophy Department.
-The following is a brief illustration of how the synoptic nature of Philosophy cogently connects to the various disciplines found in **Social Sciences (including History)**:

A. <u>Introduction to Philosophy</u> – (PHIL-115)

-Philosophy of Psychology and Mind – (Psychology)
-Self/Personhood and Human-hood – (Psychology, Anthropology, Sociology)
-Social Theory and Philosophical Anthropology – (Sociology, Anthropology)
-Political & Legal Theory – (Political Science, Criminal Justice)
-Philosophy of History – (History)
-Economic Theory – (Economics)
-Epistemology – (Psychology, Education)
-Thanatology and The Nature of Immortality – (Anthropology, Psychology)

B. <u>Introduction to Ethics</u> – (PHIL-227)

-Economic Justice – (Political Science, Economics)
-Global Issues/Globalization – (Political Science, Economics, Sociology)
-Legal Punishment – (Criminal Justice, Political Science)
-Sexual Morality and Pornography – (Sociology, Anthropology, Psychology)
-War and Violence – (Political Science, Criminal Justice, History, Psychology)
-Environmental Ethics/Animal Rights – (Political Science, Psychology,sociology)

C. Comparative Religion – (PHIL-225)
-World Religions – (Anthropology, Sociology, History)

D. Critical Thinking – (PHIL-105)
-Fallacious Reasoning – (Psychology)
-Ethical/Legal Reasoning – (see above)

Suggested Changes to the Visual & Performing Arts Department on our Org Chart as discerned through several conversations with faculty and staff this summer. By Marie Maber

1. Move the Architecture Program From Design Technology– to – Humanities/Visual & Performing Arts
   Rationale: Architecture is a Fine Art. It is the highest form of Visual Art and belongs in The Humanities Institute under the Visual & Performing Arts, seated with the Fine Arts. The Articulation Agreements that are in place enabling our architecture students to seamlessly transfer to four-year schools with the terminal architecture degree require that the architecture program at Brookdale is nested in the Fine Arts Program.

2. **Rationale for placement of Interior Design with Visual and Performing Arts rather than keep it in Design Technology:**

   Architects design buildings from the studs – out, while Interior Designers work from the studs – in. Our two programs work well in tandem; they mirror the professional world of Architects and Interior Designers.

From Celeste Chirichello:

"The discipline of Interior Design is seated in the Visual Arts because it is an extension of an education in the fine arts. In most colleges it is integrated with architecture or the fine arts. There are colleges that list this professional degree as 'Interior Architecture' rather than 'Interior Design.'

"Brookdale's Interior Design leads are currently completing an Articulation agreement with The New York School of Interior Design (which is their primary transfer target school); we have an Articulation Agreement with Berkeley College (however none of Brookdale's students have actually transferred to Berkeley College). Kean accepts 36 transfer credits without an Articulation Agreement. Half of Brookdale's interior Design Students enter the college with a goal of transferring to a four-year school."

From Ed O'Neill regarding Architecture and Interior Design:

"Since the Architecture program works quite a bit with the Interior Design Program it seems questionable to not have them in the same area. Interior Design has a substantial transfer cohort of students. We share equipment and I always accommodate the learning assistant's schedule to cover some of their labs. Also, we have made significant operating budget cuts based upon sharing resources."

3. **Move Digital Animation from BHSS/Business Administration & Management to Humanities/ Fine Art Applications.**

   The Digital Animation and 3D Design program is seated in the Art Department because it is an Applied Art, meaning it stems from the visual arts and is a practical application of visual art. Digital Animation students must take several drawing courses in order to understand expressive line, design, approaches to drawing human anatomy in order to build the skills that enable them to organize and control line, shape and form resulting in successful animations.

   Digital Animation students are encouraged to study Art History so that as they grow in their field they have an understanding of how signs, symbols, images from the past conjure specific meanings in the minds and eyes of educated people.

   Digital Animation students who complete Brookdale's program transfer to 4- year colleges, universities, or art schools.

From Claire Smuga, Art Department Chair and head of Digital Animation Program:

"My students have successfully transferred to SVA (School of Visual Arts), SCAD (Savannah College of Art and Design), Pratt, as well as local schools like TCNJ, Monmouth, Montclair, NJIT and Georgian Court.

"We currently have articulation with Georgian Court, and a large number of our credits have been accepted at TCNJ and Montclair. I am working on an AA degree in Digital Animation to help ease the transfer process. Our students leave Brookdale to go to some of the most prestigious animation schools in the country. The AA degree should give them the basic animation courses they need to create a strong transfer portfolio while allowing them to take a larger number of general education courses, like art history, which are required by most four year schools."

4. Move Graphic Design to Visual Arts. Rationale for placement of Graphic Design with Visual and Performing Arts:

The discipline of Graphic Design is seated in the Visual Arts because it is an extension of an education in the fine arts. In most colleges Graphic Design is integrated in Fine Arts Programs (Basem Hasan). There are colleges that offer a Fine Arts Degree, BFA, in Graphic Design. To meet the need of students wishing to transfer to art school, the Graphic Design Program Coordinator is currently working on an AFA Degree in Graphic Design for Brookdale students.

From Basem Hasan, faculty, head of BCC Graphic Design Program:

Brookdale's Graphic Design students consider themselves to be competitive, unique, creative artists. To help them achieve their goals in the Graphic Design Industry, their program is in the process of expanding into a more well - rounded program. Because it is so easy for Graphic Design students to obtain Freelance jobs, there is a need to actively encourage them to aim higher to seek an AFA Degree at Brookdale that will seamlessly transfer into a BFA Graphic Design program at a four-year college or art school. The BFA Degree is the credential which will prepare professionally.

Brookdale's Graphic Design Students have successfully transferred to Rhode Island School of Design (RISD); Mason Gross College of Art (Rutgers University); The School of the Visual Arts (SVA) in New York; and SCAD, (Savannah College of Art and Design).

F**rom PJC Report (page 18 of 91)** ..."More emphasis is placed on preparing GD [graphic design] students for transfer to four year programs." Accounting wrote, "The market demand now is more for students with a four year degree... more and more students in our programs indicate they plan to transfer to four-year schools in addition to attaining their A.A.S. Degree" (emphasis added).

Contrary to the national discourse which often narrowly defines the role of the community college as a place for technical or career training, our mission of providing the first two years of a four year degree is more important than ever."

Music Technology:

Music Technology is an Applied Art. There are jobs available for individuals who have a thorough understanding of music and are current in the electronic and/or digital systems and platforms on which music is currently generated, organized, packaged, and/or streamed for general use.

Music Technology is inextricably interwoven with Brookdale's Music Program.

From Michael Conklin, Learning Assistant in Music Department:

"For example, all [Music Technology] students are required to have a clear understanding of basic music theory (MUSI-101) and some keyboard proficiency (MUPF-101). Within the context of the A.A.S. Music Technology degree, we suggest all students take MUSI-102 and

MUSI-201 (our advanced music theory classes) as well as a GEN ED/Humanities course in music (MUSI-116 History of Jazz)

“Most students have plans on transferring to a four year school. We have had students who successfully matriculated into Ramapo, NYU, and Berklee College of Music.

“Since the inception of the A.A.S. Music Tech degree, we've found that most students are applying their skills to build a portfolio with which they can use as admission material. We are presently creating an internship course where the students can procure outside experience in recording studios, music production facilities.

“The end goal of most of our Music Technology students is to employ their creative talents and technical skills in a music production or post-production facility. Others have the ambition to open a space of their own as well.”

Respectfully submitted
August 20, 2014
Marie Maber

PROPOSED

Career Pathways Institute

August 2014

TEAM

Michelle Zuppe, Associate Professor, Culinary Arts (Chair)

Bill Burns, Dean Arts & Communications Division

Marianne Drake, Senior Media Assistant, Education Technology Services

Ave Latte, Associate Professor, Education

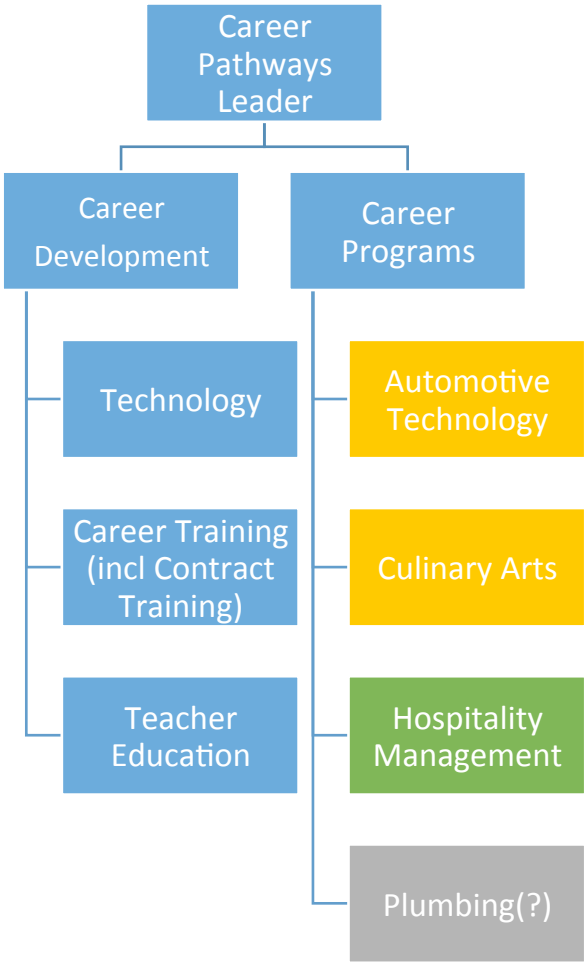
Dominic Latorraca, Director, Business and Community Development

Sarah McElroy, Director Career Services

Paul Tucker, Professor, Automotive (Consultant)

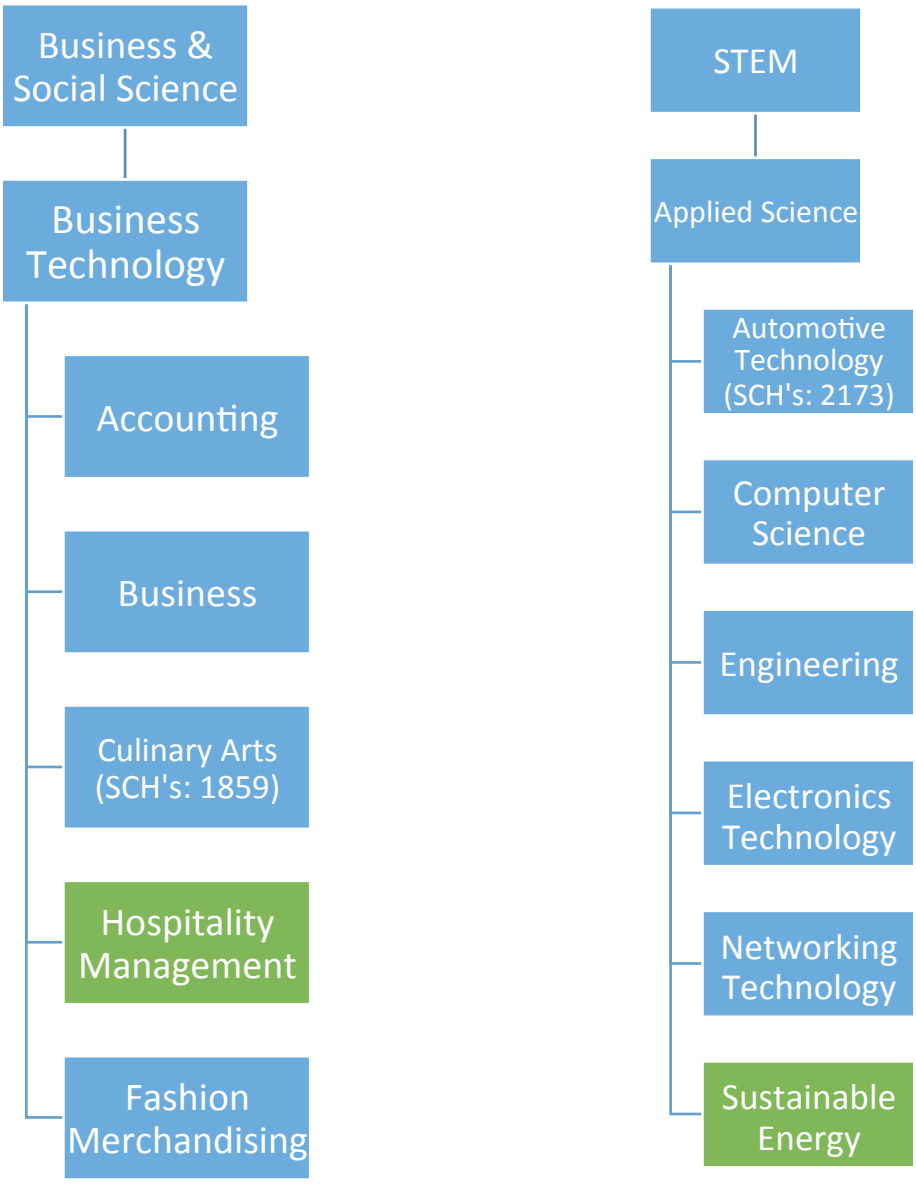
BROOKDALE COMMUNITY COLLEGE

Original Proposed Model: Career Pathways



Green indicates a newly proposed program.

Recommended Model 1:

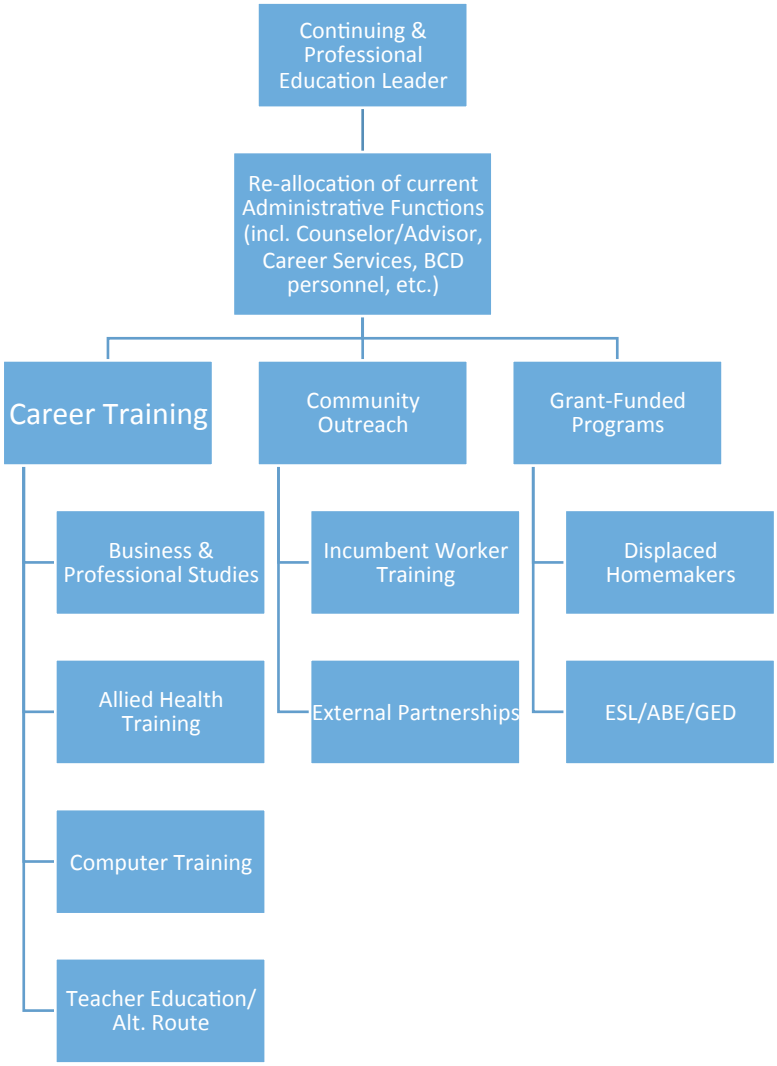


Culinary Arts Rationale: Culinary Arts will partner well with Hospitality Management and stay in Business. The career that a Culinary graduates moves into is directly related to Business, Marketing, Sales, and Customer Services & Satisfaction. The program has done well connected to this area. The job placement rate is excellent upon receipt of an AAS in Culinary Arts, however, when Culinary graduates choose to transfer, the programs chosen are Business, Hospitality Management and/or Restaurant Management baccalaureate degree programs. Brookdale has articulation agreements with 4-year institutions for these programs. The ability to manage Human and Financial Resources is critical to the success of a Chef.

Automotive Technology Rationale: Automotive Technology has synergy with STEM programs, and in fact often collaborate, especially between Engineering and Auto Tech. Technologies such as Integrated Navigation Electronics, Bluetooth Technology, Drive-By Wire, Anti-Theft security devices and Communication/Data Buses are shared Technologies. The Entertainment and Communication systems of modern vehicles are moving towards a seamless integration of technologies between Home, Business and Vehicle. Additionally, the connections between Auto Tech, Sustainable Energies and Environmental Issues are clear. Vehicles are increasingly fuel efficient and are currently designed to run on a mixture of gasoline and ethanol, a renewable, more carbon-neutral fuel. Diesel vehicles may also operate using a mixture of petroleum and vegetable based fuel to burn more cleanly and reduce the dependence upon fossil based fuels, and move towards more carbon neutrality. As the complexity of the modern automobile increases, so does the need to more closely integrate within it the engineering, science and mathematical elements found in STEM.

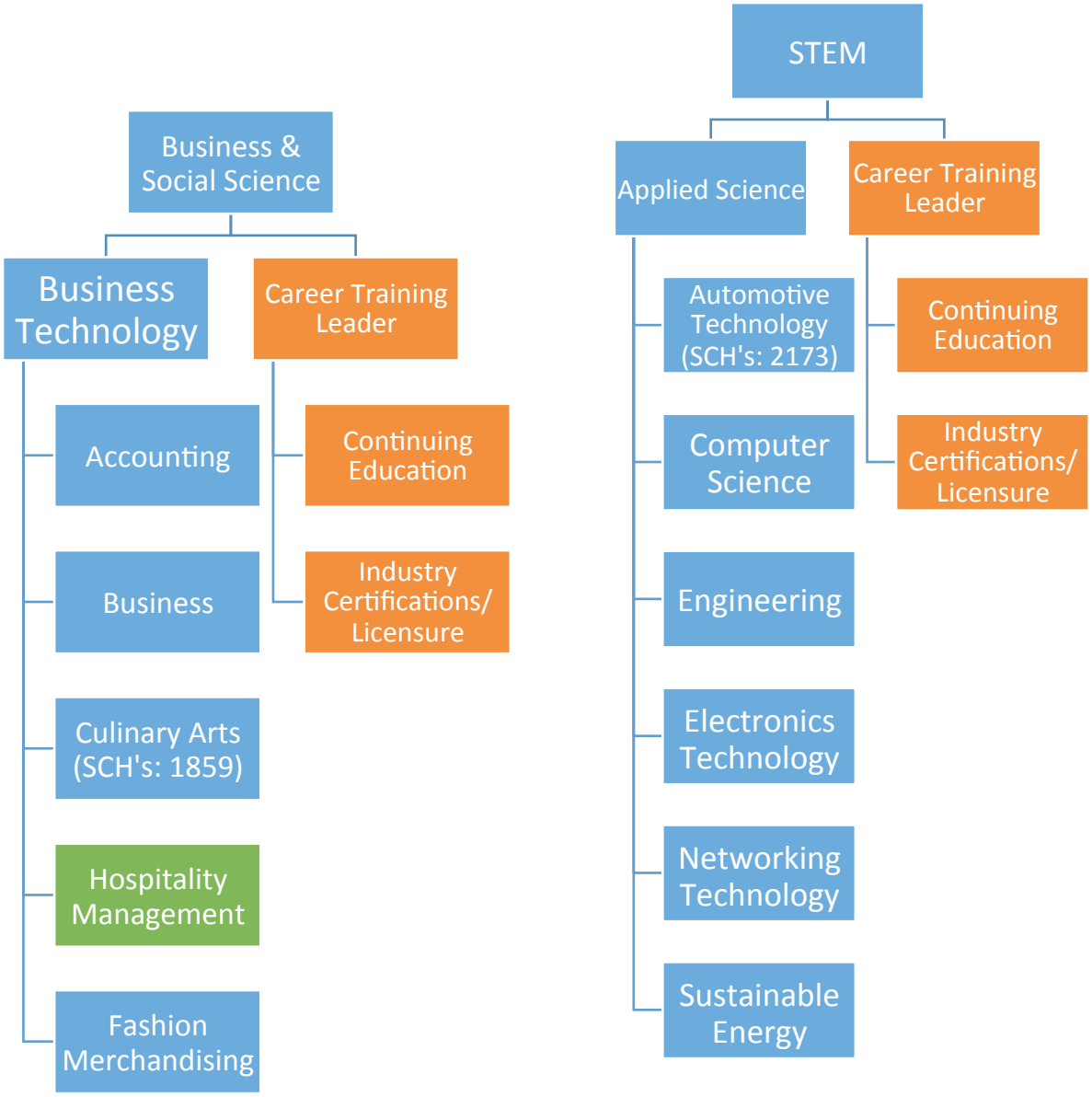
Automotive if not put into STEM can also be placed in Business where it currently resides.

Recommended Model 1: Institute for Continuing & Professional Education



* The purpose of the Institute for Continuing & Professional Education (Non-credit) model is to create energy for developing short-term interest, and respond to industry demands. This model provides the college flexibility to be responsive to a dynamic work environment.

Recommended Model 2: Embedded services



***These are for illustrative purposes only. The new orange boxes will be embedded in all proposed Institutes.**

Career Trainings/Non-Credit Rationale: By placing non-credit career training in academic programs together in the same division, it will increase communication and development of stronger working relationships between credit and non-credit. This will create clearer opportunities for students by providing them with pathways to move from non-credit to credit and developing stackable credentials. This also promotes improved collaborations in similar disciplines between credit and non-credit offerings.

Recommendations to improve retention:

- Need for advisement, counseling and career/hands-on learning assistance dedicated to specific programs.
- Streamline remedial courses to help improve student access to career programs.

Are these logical groupings that create departments that are balanced in terms of size and scope? (This was a recurring theme in the PJC report and requires attention.)

- Embedding programs addresses the size and scope of each institute.
- Plumbing was excluded as a potential program offering, because of existing labor unions and vocational school programs.

Do our degrees offer students clear pathways toward graduation?

- All programs at Brookdale should lead to a career pathway or a transfer pathway. It should define the work we do with students.
- Second proposed model creates collaboration for clear career pathways and stackable credentials.

Are there programs that might require additional faculty review? Suggestions from the committee include the following:

- Infant/Toddler daycare certificate
- Automotive audio systems certificate
- Alternative fuels
- Solar Technology Design
- Green house, farm to table, use greenhouse for herb/vegetables partner with culinary
- Career Training for Adults with Special Needs

Career Pathways Institute Re-Design Sources

Brookdale Center for Career Development brochure, Spring 2014; Fall 2014

Ocean County College Continuing & Professional Education brochure, Spring 2014

At the Crossroads: Brookdale's Story: a report by the President's Jubilee Commission, April 8, 2014.

Reclaiming the American Dream: A report from the 21st Century Commission on the Future of Community Colleges, April 2012.

The 3 R's:

- Redesign students' educational experiences
- Reinvent institutional roles
- Reset the system to create incentives for student and institutional success

Empowering Community Colleges to Build the Nation's Future, an Implementation Guide: companion to Reclaiming the American Dream, April 2014.

Increase completion rates by 50 % by 2020:

- Goals:
    - Create Pathways
        - Certificate and degree completion
        - Students enter pathway soon after beginning College
    - Close the American skills gap
        - labor market trends; employees' needs
    - Refocusing Mission
        - Redefining roles
    - Alignment of Learning
    - Collaborative support structures
    - Policies and practices
        - Promote rigor and accountability

Prioritizing Academic Programs and Services. Robert C. Dickeson, 2010.

- Implementing Program Decisions: Consolidation or Restructuring of Programs (p. 125)

What Excellent Community Colleges Do-Preparing All Students for Success. Josh Wyner, Aspen Institute.

- Introduction: Community Colleges – A Call to Progress

Colleges researched:

- Ocean County College
- Bergen Community College
- Raritan Valley Community College
- Burlington Community College
- Atlantic Cape Community College
- Prince George's Community College (Maryland)
- Middlesex County College

PROPOSED

Health Science Institute

August 2014

TEAM

Pamela Anania, Learning Assistant, Nursing

Carl Calendar, Dean of English and Reading

Mary Ehret (Co-chair), Director of Nursing

Joan Santa Croce, Assistant Professor, Nursing

Robin Smith (Co-chair), Associate Professor, Nursing

Janet Spetko , Manager, Healthcare Training

Consultants:
Bonnie Ross, Assistant Professor, Nursing
Carol Schedel, Professsor, Respiratory Care

BROOKDALE COMMUNITY COLLEGE

Current Health Science Programs

- Nursing
- Radiologic technology
- Respiratory care
- HITC
- MDLT
    - Note: Meridian pays all lab costs and faculty salary. Program has one adjunct faculty member only
- Fitness: non-degree program. Courses and certifications offered
- HESC: non-degree courses that are required for professional programs, such as, medical terminology, nutrition, pathophysiology

Program requirements

- Each program meets accreditation standards that require a program coordinator that is licensed in their field
    - Oversight of curriculum, hiring, budget
    - Need to be here beyond 10 month faculty position
    - Need lab coordinator
    - Can't be lumped under 1 lab coordinator for all health science labs must be licensed in their field of expertise

Locations

- Credit lecture classes for credit programs are predominantly held on the Lincroft campus
- Non-credit courses are offered at multiple locations
    - Lincroft
    - Freehold
    - Hazlet
    - Long Branch
- Skills laboratories are available at multiple locations
    - Lincroft (all health science programs)
    - Freehold (DMSO, RN Refresher, PCT)
    - Hazlet (CNA, CHHA, First Aid)
    - Riverview Medical Center (Nursing skills lab – credit classes offered here)
    - Wall (nursing skills lab proposed in development of Wall facility in conjunction with Georgian Court)
    - Long Branch (proposed development of a skills lab for non-credit health science courses)

Strengths

- Meet or exceed accreditation standards
- Positive feedback from employer surveys
- Reputation of our graduates
- Quality of the faculty and learning assistants
- Diversity of our students

Challenges

- Expanding programs with limited resources
- Retention/completion rates
- Meeting the requirements from multiple agencies for maintaining accreditation or approval
- Cost of equipment and programs overall
- Keeping up with technology
- Clinical placement and oversight of clinical requirements for over 2,000 students in credit and non-credit programs

Services that could potentially be shared between credit and non-credit programs

- Agency contracts
    - Maintain records without duplication for credit/non-credit programs
- Checking pre-requisites
    - Check requirements before starting programs or progression through programs
- Obtaining background checks and follow-up reports
    - Appeals to agencies for approval of students with "hits"
- Document tracking
    - Physicals
    - Immunizations
    - CPR
    - Malpractice insurance
- Retention specialist
- Safety "officer"
    - Lab safety
    - DEP requirements
    - Sharps disposal
    - Maintaining MSDS
    - Maintenance of equipment
        - Coordinating with vendors to service and repair equipment
- Technology
    - High fidelity simulation mannequins need programing and updating
    - Students take licensing exams on computers.

        - BCC must keep up with technology so students can be prepared for high stakes testing
        - Failures on licensing exams effect accreditation status

Degree stacking

- AA in Health Science can add non-credit courses for job training
    - Pharmacy technician
    - Phlebotomy tech
    - Personal trainer certification
    - Hemodialysis tech
    - PT Aide
    - OT Aide
    - Sterile processing certification
    - EKG monitor tech
- Currently, the Respiratory Care program has an articulation agreement with Stockton College for their students to earn an AAS at BCC and obtain a BS in Health Science
    - Consider expanding the agreement to include the Health Science degree concentration for the pre-PT track or the pre-OT track with the AA degree from BCC with the PT or OT Aide certification
    - Stockton also has a Health Science major with a concentration in communication disorders. Can the Alzheimer's and Dementia certification be paired with the AA in Health Science to make our students attractive for this option?
- Nursing graduates may distinguish themselves for employment with certification post-licensure
    - IV therapy
    - EKG interpretation
    - Venipuncture for nurses
- LPN to RN: The Advanced Placement Challenge program is offered every summer 1 session to provide an opportunity for LPNs to attain an AAS degree. Students may challenge up to 18 credits of nursing classes. Approximately 30 – 35 students complete this program annually
- BSN completion options for nursing graduates
    - Dual enrollment in NJCU at the Wall campus
    - Articulation agreement with Rutgers online completion program

Additional Resources Needed to Provide Support to the Students and Faculty:

1. Additional person in PAR designated to work with the data requirements for accreditation of all health science programs
2. Admissions/Registration needs efficiency
    a. Students apply to a health science program and 6 – 8 weeks are needed to process the admission application
    b. Verifying pre-requisites before starting health science program and advancing throughout the program
    c. Needs to be computerized to verify pre-requisites
3. Academic advising
    a. Dedicated to health science students (or familiar with career options)
        i. Health science programs have specific requirements for admission and transfer. Dedicated counselors/advisors would be familiar with these program details
4. Academic retention as part of a college-wide task force
    a. Include college readiness
5. Safety procedures – Science and Health Science deal with multiple chemicals, combustibles, and hazardous waste. Possibly this role could be shared between divisions.

Retention Recommendations and Information

Recommendation 1

Increase completion rates of students earning community college credentials (certificates and associate degrees) by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender.

Implementation Strategies:

- Construct coherent, structured pathways to certificate and degree completion. This strategy should aim to incorporate high impact, evidence-based educational practices; integrate student support with instruction; promote implementation at scale; rigorously evaluate the effectiveness of programs and services for students; and courageously end ineffective practices
- Promote transfer from community colleges to baccalaureate institutions through state policy stipulating that students who complete an agreed-upon core of transfer courses and earn an associate degree may transfer to junior standing at a public university without loss of credits.
- Devise strategies to identify students who have earned 30 credit hours at community colleges and to assist them in earning credentials.

Fall '14 Health Sciences Projected Student Enrollment and Faculty: Student Ratios

	Students	Faculty	Ratio
Nursing	470	12	39:1
Respiratory	55	2	28:1
Rad Tech	70	2	35:1
MDLT	20		
HITC	30	1	30:1

Health Science (HS) Recommendations:

Due to the low faculty: student ratios throughout the Health Science programs, it is suggested that:

- A designated Admissions Advisor (with responsibilities TBD) work in conjunction with a retention specialist "The retention process begins with the admissions process" (Seidman, 1995)
- Admissions Advisor & Retention Specialist- work alongside BCD to ensure seamless career pathways
- Retention specialist
    - Would ideally be part of a college-wide task force
    - Would assist in the scheduling, planning and communication of HS retention efforts (scheduling and planning is time-consuming, I would guess that faculty would be more likely to participate if scheduling and communication was done for them?)
    - Continue and expand orientations for all classes and programs
    - Develop early identification and interventions for at-risk students
    - Develop peer mentoring programs for incoming students
    - Develop ongoing "Gatherings" to improve faculty-student and student-student interaction
    - Expand faculty mentoring programs and improve faculty awareness of institution-wide retention initiatives (everyone is speaking the same language)
    - Ongoing evaluation and fine-tuning of retention efforts

Rationale:

I. Theories of student retention:

- Tinto (1986) Student success is tied to academic and social connection to the institution
- Pascarella & Terenzini (1979) Significant interactions with other college members outside of the classroom is vital to success

- Okun & Benin (1996) The greater number of classes taken, the higher the GPA at admission, the greater the intention to persist at admission, and the greater the amount of encouragement from family and peers were found to result in higher persistence

II. Strategies to improve retention – Pascarella
- Retention efforts must be systematic throughout the organization (college-wide task force)
- Ongoing research pertaining to student behaviors (what are the students actually doing)
- Determine which factors in the institution correlate to student persistence and/or withdrawal (each institution has unique characteristics)
- Develop retention initiatives and ensure they are being implemented
- Evaluation of initiatives * Consider that not all attrition in negative (transfers)

III. Factors found to influence retention and are strongly associated with student persistence
- Initial student commitments
- Peer support
- Involvement in the institution's academic life
- Frequency and quality of faculty-student interaction.
- High level of congruence between the student's values, goals and attitudes and those of the college

All Health Science Programs (both credit and non-credit programs) must meet or exceed the standards outlined by one or more of the following organizations or accrediting bodies:

- Accreditation Commission for Education in Nursing (ACEN)
- American Healthcare Radiology Administrators (AHRA)
- American Heart Association (AHA)
- American Society for Clinical Pathology (ASCP)
- Board of Nephrology Examiners Nursing and Technology (BONENT)
- Certified Coding Associate (CCA)
- Certified Professional Coder (CPC)
- Commission on Accreditation for Health Informatics and Information Management (CAHIIM)
- Commission on Accreditation in Respiratory Care (CoARC)
- Dental Radiology Board
- International Association of Healthcare Central Service Material Management (IAHCSMM)
- Joint Commission of Accrediting Healthcare Organizations (JCAHO)
- NCDP
- National Association of Veterinary Technicians in America (NAVTA)
- National Center for Competency Testing (NCCT)
- NJ Board of Nursing
- NJ Department of Consumer Affairs
- NJ Department of Environmental Protection
- NJ Department of Health
- NJ State Nurses Association (NJSNA)
- Occupational Safety and Health Administration (OSHA)
- Pharmacy Technician
- Radiologic Technology Board of Examiners
- World Instructor Training Schools (WITS)
- Yoga Alliance

Accreditation and Regulatory Agencies

All Health Science Programs (both credit and non-credit programs) must meet or exceed the standards outlined by one or more of the following organizations or accrediting bodies:

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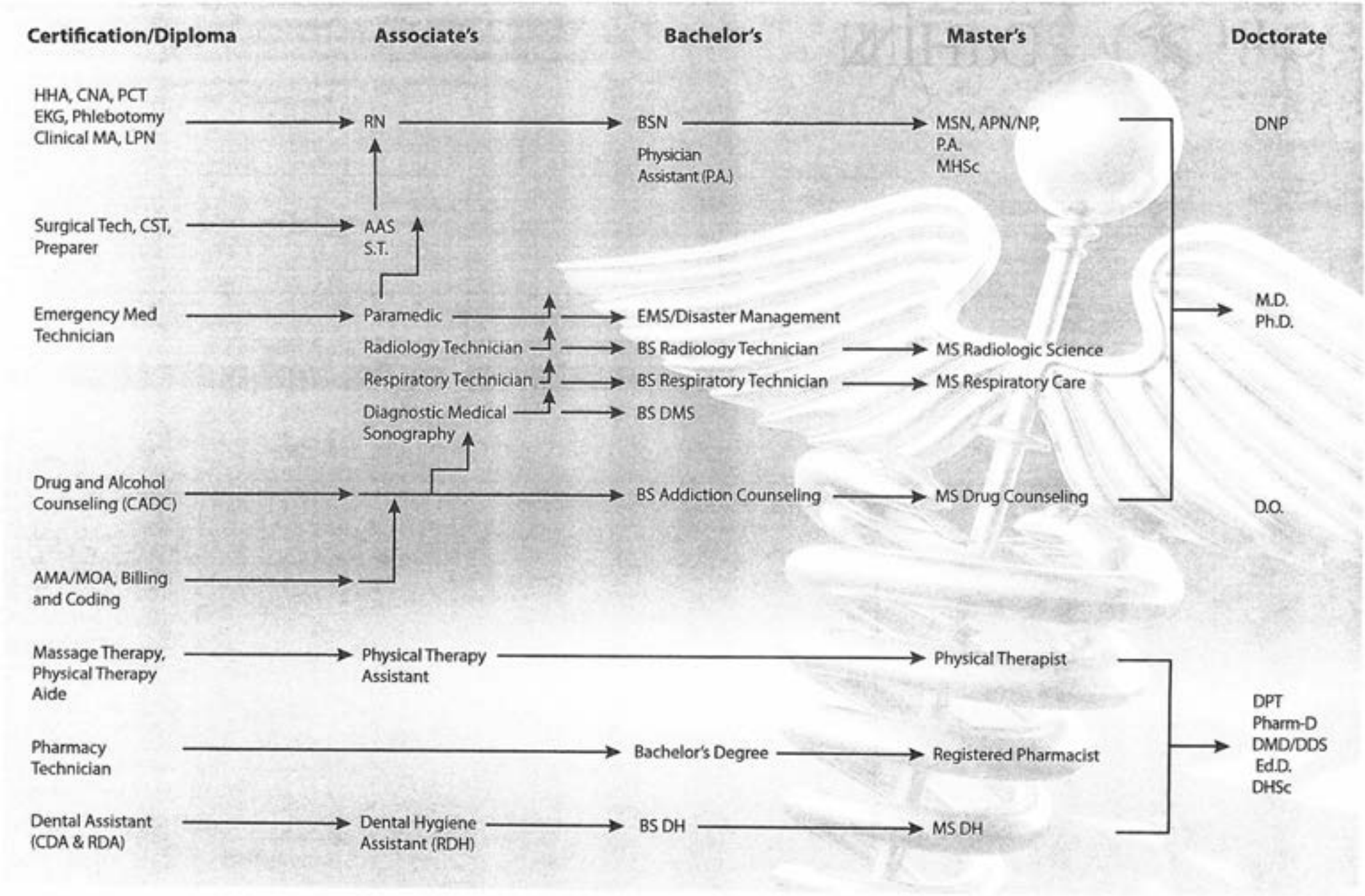
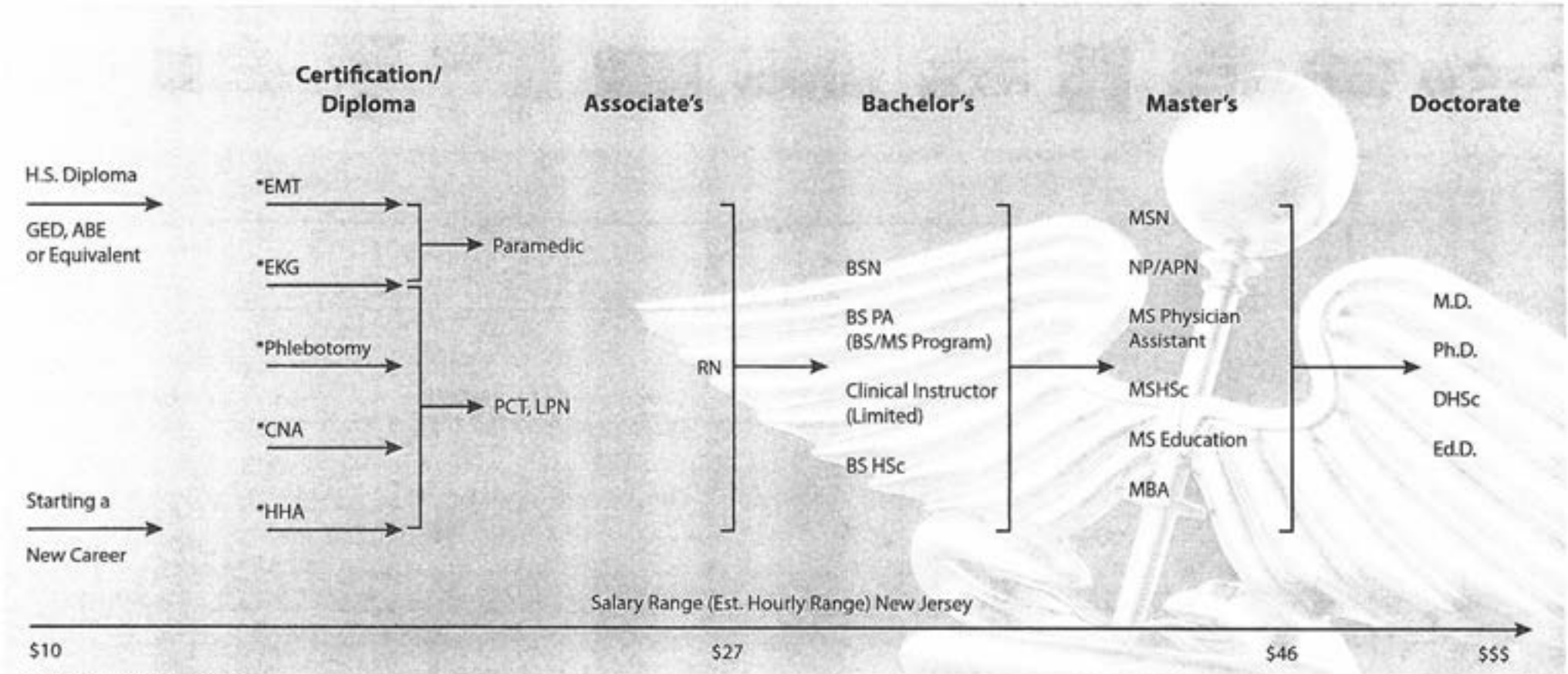
- Dental Radiology Board
- International Association of Healthcare Central Service Material Management (IAHCSMM)
- Joint Commission of Accrediting Healthcare Organizations (JCAHO)
- NCDP
- National Association of Veterinary Technicians in America (NAVTA)
- National Center for Competency Testing (NCCT)
- NJ Board of Nursing
- NJ Department of Consumer Affairs
- NJ Department of Environmental Protection
- NJ Department of Health
- NJ State Nurses Association (NJSNA)
- Occupational Safety and Health Administration (OSHA)
- Pharmacy Technician
- Radiologic Technology Board of Examiners
- World Instructor Training Schools (WITS)
- Yoga Alliance



Bergen · Brookdale Community College · Essex County College · Hudson County Community College · Meridian · Middlesex County College · CCM · Passaic County Community College · Sussex County Community College · Union County College · Warren County Community College



*Entry requirements may vary

SOC	Title	Median Hourly Wage
43-6013	Billing & Coding Specialist (alt)	$24.02
29-2031	Cardiovascular Tech EKG	$31.40
31-9091	Dental Assistant	$17.98
29-2032	Diag Med Sonographer	$31.91
29-2041	Emergency Med Tech	$15.00
31-1011	Home Health Aide	$10.62
29-2060	Licensed Practical Nurse	$24.26
31-9010	Massage Therapist	$15.31
29-2012	Medical /Clinical lab tech	$21.43

SOC	Title	Median Hourly Wage
31-9092	Medical Assistant (broad avg)	$15.02
31-9093	Medical Equip Preparer (CST)	$16.13
29-2042	Paramedic	$30.75
29-2052	Pharmacy Tech	$14.18
31-9097	Phlebotomy	$15.72
31-2022	Physical Therapy Aide	$12.06
31-2021	Physical Therapy Assistant	$27.54
29-1071	Physician Assistant	$46.90
29-2034	Radiologic Tech	$30.50

SOC	Title	Median Hourly Wage
29-2021	RDH - Dental Hygienist	$39.94
29-1140	Registered Nurse	$36.31
29-1126	Respiratory Therapist	$21.00
29-2055	Surgical Technician	$21.43
31-1016	Patient Care Technician	$16.80
31-9092	Clinical Medical Assistant	$14.90
31-1014	Certified Nursing Assistant	$13.00

ttp://www.bls.gov/oes/current/oes_nat.htm#31-0000
S Department of Labor; Bureau of Labor Statistics based on 2011 NJ wage estimates

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the authors and do not necessarily represent the official views of HHS.

NNJHPC Northern New Jersey Health Professions Consortium

HPOG

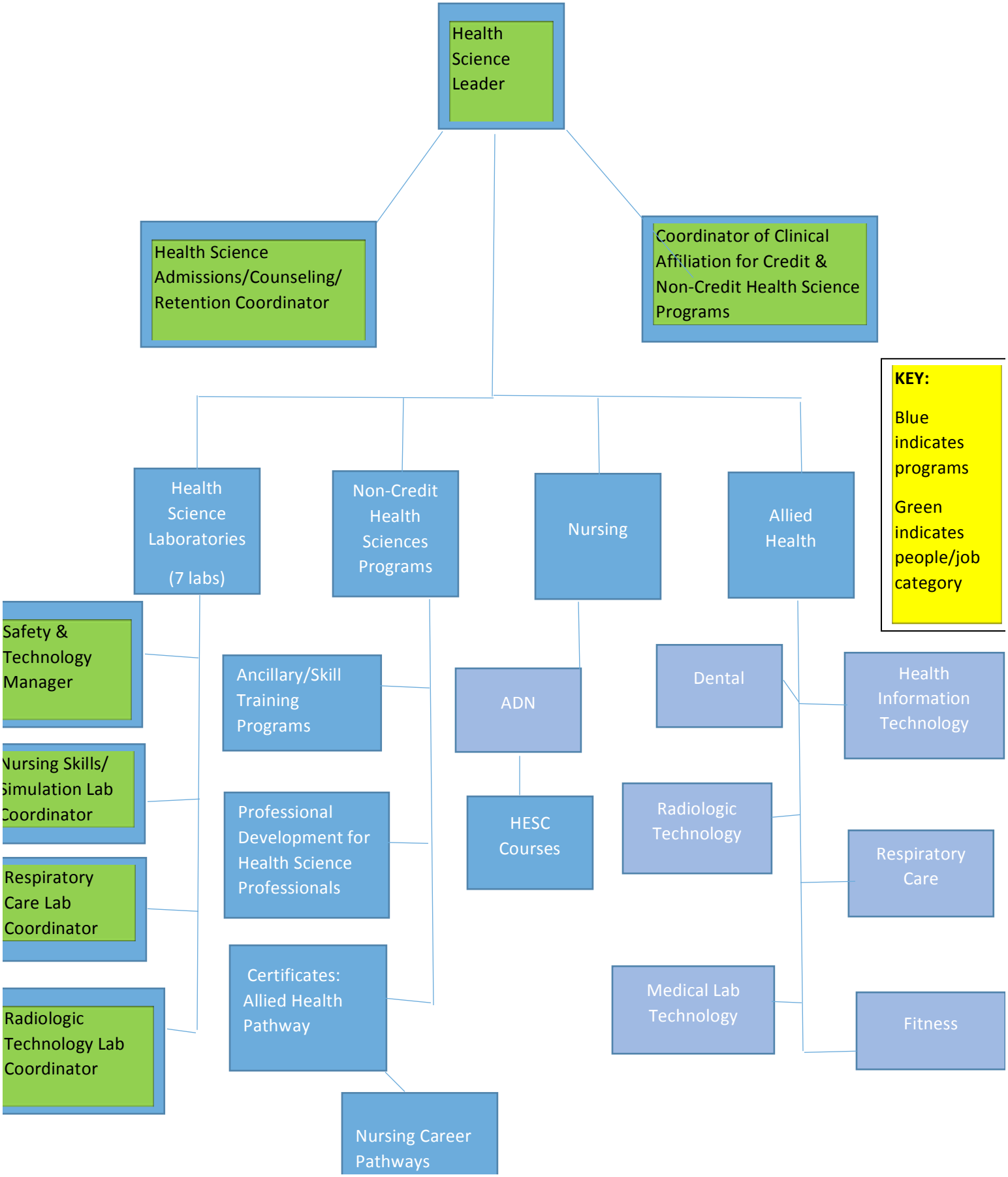
HEALTH CARE
REGISTRATION NUMBERS
(July 2012 - June 2014)

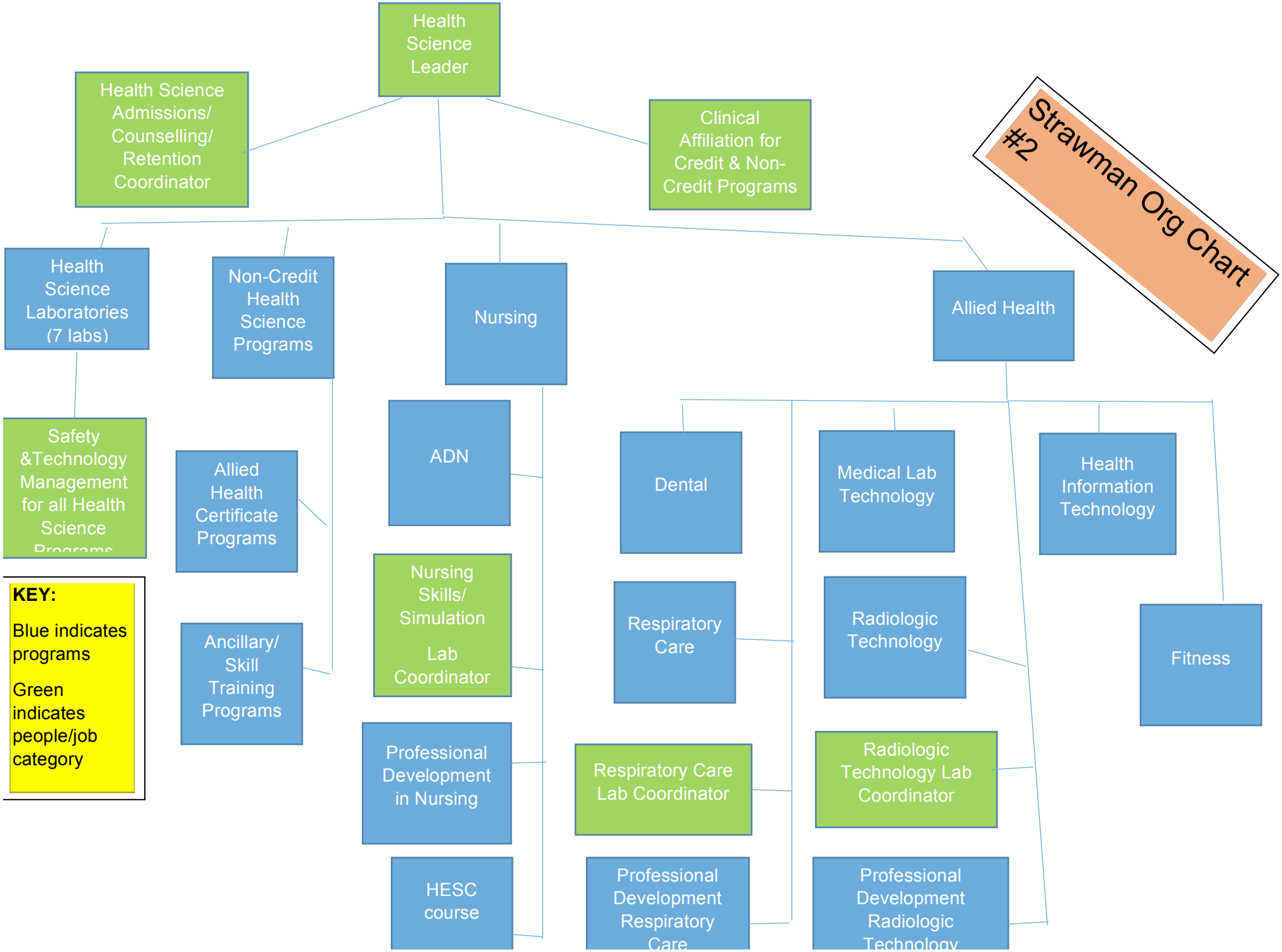
# OF SECTIONS	CODE	TITLE	TOTAL SEATS	CREDENTIALING/CERTIFYING BODY	COMPLETION
1	XMEDC-001-JLP01	Elec Health Records Specialist	0		
3	XMEDC-005-APP01	EHR for Medical Staff	12		
3	XMEDC-006-AUC01	Ehr Information Workshop	18		
4	XMEDD-001-FEP01	Dental Assistant	49		
4	XMEDD-002-AUPO1	Dental Radiology	62	State/Den Rad Board	
20	XMEDG-013-APP01	Certified Nurse Aide in Long	194	State/DOH	
5	XMEDG-014-AUP01	Certified Home Health Aide	129		
6	XMEDG-017-APP01	Pharmacy Technician	99	Nat'l Cert/State NJ Lic	
4	XMEDG-024-APP01	Phlebotomy Technician	23	Nat'l/ASCP	
5	XMEDG-057-FEP01	Personal Trainer Certification	158	Nat'l WITS Cert	
6	XMEDG-058-JAP01	Heart Saver	34	American Heart	
2	XMEDG-063-APP01	Senior Fitness Certification	5	Nat'l WITS Cert	
4	XMEDG-064-APP01	Nutrition Personal Trainers	49		
4	XMEDG-068-DEP01	Balls Tubing and Plyometrics	46		
5	XMEDG-075-APP01	Pct	68	Nat'l Cert/NCCT	
4	XMEDG-079-DEP01	Excercise Program	24		
4	XMEDG-080-DEP01	Functional Flexibility	29		
4	XMEDG-081-FEP01	Veterinary Assistant	54	Nat'l Cert/NAVTA	
3	XMEDG-082-JAP01	Medical Assistant	37		
7	XMEDG-112-AUC01	Icd-10 Information Workshop	70		
2	XMEDG-177-APP01	Hemodialysis Technician	20	Nat'l/BONENT Cert	
2	XMEDG-180-JAP01	Physical Therapy Aide Program	25		
3	XMEDG-182-FEP01	Sterile Processing	35	State/IAHCSMM/DOH	
5	XMEDG-183-AUP01	Math In Healthcare	65		
1	XMEDG-215-OCP01	Group Fitness Instructor	5		
4	XMEDG-219-DEP01	Alzheimer's And Dementia Care	48	Nat'l Cert/NCDP	
2	XMEDG-221-SEP01	Medical Coding Specialist	43	Nat'l Cert/CPC & CCA	
3	XMEDG-222-FEP01	ICD-10-CM Training	4		
3	XMEDG-223-MRP01	ICD-10-PCS	0		
3	XMEDG-224-APP01	Medical Billing: Insurance	11		
1	XMEDG-227-SEP01	Foundations for Pilates	0		
2	XMEDG-228-MRP01	Pivotal Pilates Mat Level 1	0		
1	XMEDG-229-FEP01	Massage Therapy Program	7		
2	XMEDG-230-MRP01	Occupational Therapy Aide	13		
1	XMEDG-231-APP01	Healthcare Industry Day	0		
2	XMEDG-232-AUP01	Boot Camp for Nursing	20		
1	XMEDG-233-MAP01	GED Program	5		
4	XMEDN-007-APP01	Refresher Course for Rn's	38	NJSNA Contact Hours	
10	XMEDN-057-APP01	Bls Healthcare Provider Cpr	111	American Heart	
5	XMEDN-151-JAP01	EKG/Monitor Technician	43	Nat'l Cert/NCCT	
5	XMEDN-155-APP01	Reiki	8		
5	XMEDN-166-APP01	IV Therapy	61		
4	XMEDN-200-DEP01	Ekg Interpretation	18		
2	XMEDN-216-SEP01	Yoga Teacher Certification	4	Nat'l Cert/Yoga Alliance	
2	XMEDN-228-JAP01	Yoga Part II	3		
4	XMEDN-238-FEP01	Picc Line Certificate Program	19		
2	XMEDN-242-MRP01	Emotional Eating Workshop	8	NJSNA Contact Hours	
5	XMEDN-244-APP01	Organ/Tissue Donation/Recover	110		
3	XMEDN-245-DEP01	Care and Maintenance of G-Tube	14	NJSNA Contact Hours	
3	XMEDN-246-AUP01	Advanced Yoga Teacher Training	0		
2	XMEDN-247-JAP01	MRSA: What You Need To Know	0		
3	XMEDN-248-DEP01	NJ Anti-Bullying	3		
1	XMEDN-249-OCP01	Wound Care Part I & Part II	0	NJSNA Contact Hours	
1	XMEDN-250-MRP01	Nutritional Markers	0		
1	XMEDN-251-APP01	Patient Counseling	0		
2	XMEDN-252-APP01	Hemodialysis Nurse	12		

HEALTH CARE
REGISTRATION NUMBERS
(July 2012 - June 2014)

# OF SECTIONS	CODE	TITLE	TOTAL SEATS	CREDENTIALING/CERTIFYING BODY	COMPLETION
1	XMEDN-254-MAP01	Venipuncture for Nurses	6	NJSNA Contact Hours	
2	XMEDR-001-JAP01	Computed Tomography--Ct	24		
3	XMEDR-005-FEP01	Mammography Technologist Cert	17		
2	XMEDR-007-SEP01	MRI	12		
1	XMEDR-008-JLP01	Radiology Tech Aide (RTA)	10		
2	XMEDT-001-MAP01	Mechanical Ventilators	22		
			1,991		

Nursing and Allied Health Credit Programs
Shared Services:
1. Agency contracts
2. Checking pre-reguisites
3. Background checks
4. Document tracking
5. Retention specialist
6. Safety "officer"
7. Technology Specialist
8. Counseling
Pre-licensure Non-Credit Certificate Programs
Post-graduate Professional Development Programs/ Certificate Programs
Degree Stacking
e.g. Certificate in PT or OT Aid with AA in Health Science


Health Science Leader
Health Science Admissions/Counseling/ Retention Coordinator
Coordinator of Clinical Affiliation for Credit & Non-Credit Health Science Programs
KEY:
Blue indicates programs
Green indicates people/job category
Health Science Laboratories (7 labs)
Non-Credit Health Sciences Programs
Nursing
Allied Health
Safety & Technology Manager
Nursing Skills/ Simulation Lab Coordinator
Respiratory Care Lab Coordinator
Radiologic Technology Lab Coordinator
Ancillary/Skill Training Programs
Professional Development for Health Science Professionals
Certificates: Allied Health Pathway
Nursing Career Pathways
ADN
HESC Courses
Dental
Radiologic Technology
Medical Lab Technology
Health Information Technology
Respiratory Care
Fitness


Health Science Leader
Health Science Admissions/ Counselling/ Retention Coordinator
Clinical Affiliation for Credit & Non-Credit Programs
Strawman Org Chart #2
Health Science Laboratories (7 labs)
Non-Credit Health Science Programs
Nursing
Allied Health
Safety &Technology Management for all Health Science
Allied Health Certificate Programs
ADN
Dental
Medical Lab Technology
Health Information Technology
KEY:
Blue indicates programs
Green indicates people/job category
Ancillary/ Skill Training Programs
Nursing Skills/ Simulation Lab Coordinator
Respiratory Care
Radiologic Technology
Fitness
Professional Development in Nursing
Respiratory Care Lab Coordinator
Radiologic Technology Lab Coordinator
HESC course
Professional Development Respiratory Care
Professional Development Radiologic Technology

PROPOSED

Business and Social Science Institute

August 2014

TEAM

Michael Conklin, Learning Assistant, Music

Brent Costleigh, Assistant Professor, Psychology

Teresa Healy, Dean, Mathematics Division

Sarah Leahy, Assistant Professor, Economics

Joan Rudinski, Administrator, Social Sciences and Education Division

Jeanne Vloyanetes, Professor, Bankier Library (Chair)

Richard Morales Wright, Director, EOF

BROOKDALE COMMUNITY COLLEGE

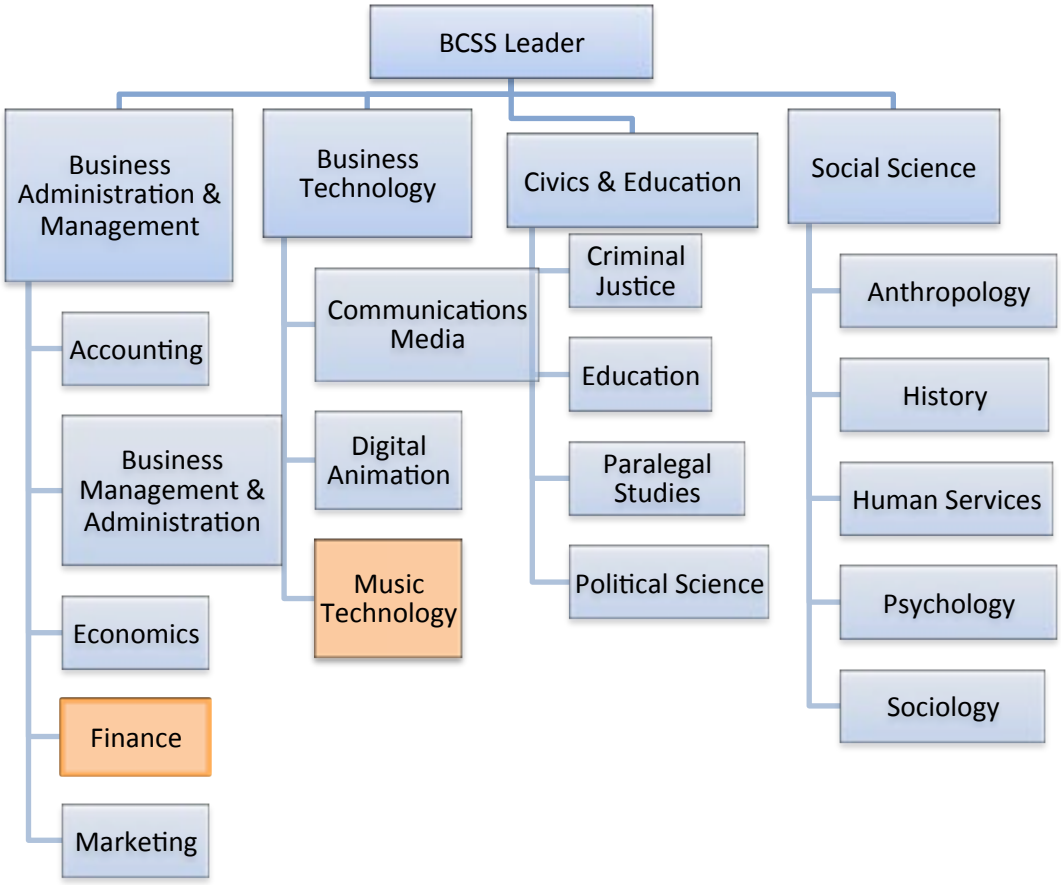
Charge

Look inside the bubble and review the "strawman" org chart. Next, review the academic programs associated with these disciplines as well as the data in the PAR website regarding enrollment and graduation.

Bubble list / Academic disciplines

Accounting	Business Management	Business Administration	Economics
Finance	Marketing	Communications Media	Digital Animation
Music Technology	Criminal Justice	Paralegal Studies	Education
Political Science	Anthropology	History	Human Services
Psychology	Sociology	Noncredit Programs	Non-credit to credit articulation

Strawman org chart



Orange indicates requires program evaluation

Possible future program: Turf Management

Questions for consideration

Are these logical groupings that create departments that are balanced in terms of size and scope? (This was a recurring them in the PJC report and requires attention.)
Do our degrees offer students clear pathways toward graduation?
Are there programs that might require additional faculty review?

Outcomes

Recommend one or two or possible organizational structures for this institute that are aligned from the perspective of the student who wants to pursue study in any of these academic areas. Recommend areas where there may be a need for curricular alignment.

Assumption

There will be academic support. Your focus is on structure and function, not learning assistants and/or tutoring labs.

Timeline

Work is to be completed and presented to the president by August 20. It will be shared with the entire college community in September.

Methodology

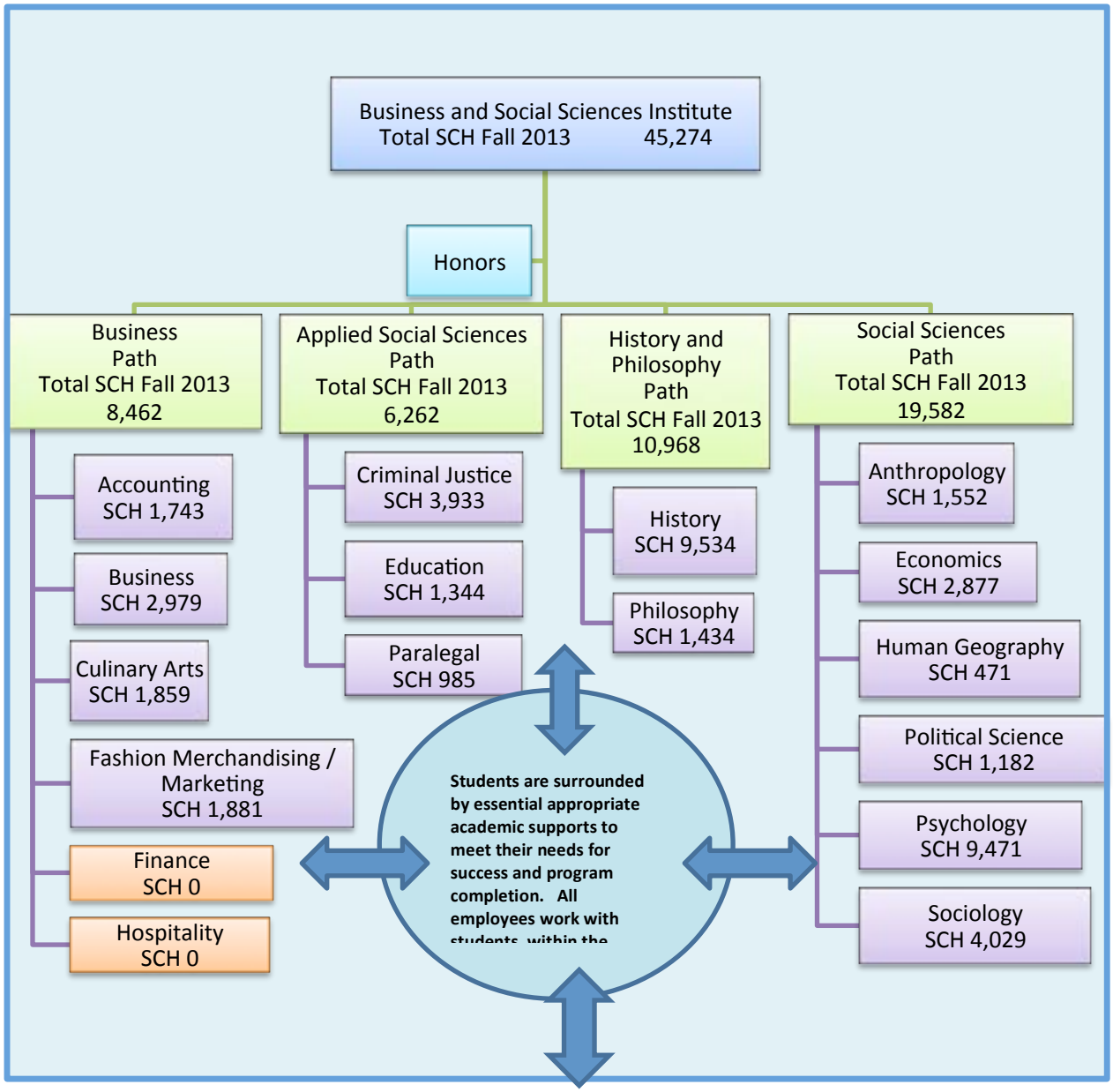
As the Committee began its work, it re-emphasized that the charge would be addressed using a student centered perspective as the primary focus. Our intent was to assure the creation of an organizational structure in which students could see logical pathways for their education. Attention was given to the curricular and faculty relationships among the disciplines, their recent enrollment statistics, and overall numbers of faculty and other employees within the various areas for considerations of size and scope.

Internal resources included both institutional reports and discussions with Brookdale employees. The Committee benefitted from invited member Joan Rudinski's knowledge and access to division and department data. Additional useful conversations took place with the co-chairs of the Liberal Arts Committee, Laura Neitzel in her role as Honors Coordinator, and a variety of employees in the Business and Social Sciences areas. Further clarification and information sharing came as a result of the summit held on August 7, 2014 by representatives of all the re-design committees.

External best practices were also consulted during the re-design. These included the suggested background documents as well as additional articles and college websites. Valencia College, Lane Community College, Salt Lake Community College, Mount San Antonio College, Prince George's Community College, Stella and Charles Guttman Community College, and Miami Dade College provided examples of degree pathway programs, streamlined departments/divisions, and collaborative efforts between student affairs and academic programs. (See Bibliography)

Result

The Committee created one re-design chart in response to Dr. Murphy's charge. Sections of this chart can be modified after input from the campus community. Student credit hours, SCH, for Fall 2013 are provided (as available) giving one measure of unit size. Employee numbers, including full-time faculty, part-time faculty, and learning assistants provide another measure of size, as does the number of degrees conferred. (Appendix: Current Department Data, Class of 2013, Degrees Conferred)



Further meaningful collaboration at employee and administrative levels across the College—such as the other Institutes, Freehold Branch Campus & HECs, OBCD, Student Development, EOF, and the

Bankier Library.

Notes: College total SCH Fall 2013 – 144,571.5
Orange indicates requires program evaluation/further faculty review
Discussion

The following emerged as key decision points during the development of the Business and Social Sciences Institute re-design:

- Keeping Business and Social Sciences together as partner units in the re-design, as originally presented in the strawman chart. It is assumed that the College joined business with social sciences primarily to consolidate institutional administrative areas.
- Renaming the institute Business and Social Sciences. Rationale based on the most generally recognizable academic discipline names and acknowledgement of the social sciences as multi-disciplinary areas of study.
- Creation of a four path department system in the institute to guide and direct students within areas of their interest(s).
- Creation of a business department and studies path for students interested in general business courses or specialized business career programs. Business path students may be pursuing transfer to a four-year institution, an associate degree, or a program certificate.
    - The finance area requires additional faculty review. It was kept with business from the original strawman model. It is assumed that the College has determined this to be an area for program development.
    - The culinary arts area was brought over from the Career Pathways Committee. The current culinary arts program is aligned with business. Culinary arts students are required to complete a minimum of 20 credits in general education. Culinary students graduating with AAS degrees frequently move into careers associated with business, marketing, sales, and customer service. Culinary students transferring to four-year institutions often chose business, hospitality management, and/or restaurant management as they pursue baccalaureate degrees. The culinary arts area would also partner well with hospitality if that initiative becomes a new program of study.
    - The hospitality area was added and requires additional faculty review. The academic dean, Business and Technology Division, indicated that hospitality has been assigned to her office for program development.
    - Move the strawman business technology groups for communications media, digital animation, and music technology to the Liberal Arts/ Humanities Institute. Rationale for this based on curriculum analysis and articulation/transfer to similar programs at other regional colleges. Most institutions align these programs more closely with the arts than with business technology.
- Creation of an applied social sciences department and path for students interested in the disciplines of criminal justice, education, or paralegal studies.
    - Consideration that the applied social sciences path will serve students with individual career interests and have more prescribed programs of study. Students enrolled in this path may be pursuing transfer to a four-year institution, an associate degree, or a

program certificate. Applied social sciences programs each have particular internal requirements because of their accreditations with national and state associations. Although these programs of study may have lower SCH counts, they have added complexity because of their administrative needs.

- Creation of a history and philosophy department and general education path.
    - History and philosophy curricula jointly occupy the same academic landscape at the 100 and 200 levels and the disciplines should be aligned. For example, course content in World Civilizations I and II, and American Civilization I and II contains numerous portions devoted to philosophers and philosophies. Comparative Religions, a philosophy course, contains significant content related to historical figures and world civilizations. Because of the strong discipline ties, a connection is mutually desired by history and philosophy faculty. Relocate the philosophy area from the Liberal Arts/Humanities Institute and partner it with history.
- Although history and philosophy have both been traditionally recognized as humanities disciplines, current curricula, research methods, and teaching approaches align them both more closely today with the social sciences. Placement within the Business and Social Sciences Institute is the location preferred by the current department chairpersons for history and philosophy. The current philosophy and political science department co-chairperson, who is also serving as co-chair of the Liberal Arts/Humanities Institute Committee, shared the his rationale with the Committee. (Appendix: Rationale for Placement of Philosophy and History Disciplines)
- Create a general education based social sciences department and path for students interested in broad-based GE SS categories such as anthropology, economics, human geography, political science, psychology, and sociology.
    - Relocate economics from the business department because of the discipline's alignment as one of the social sciences. The business faculty does not unanimously agree with this proposed move. Further faculty review is recommended.
    - Although human services could be placed within the applied social sciences track, it was decided to retain it, along with pre-social work, within psychology because its course offerings and faculty are all contained within psychology. This is analogous to the various business options contained with "Business" in our model.
- Consideration that the general education studies paths of history and philosophy, and social sciences will serve students with general liberal arts interests or who are indentified as undecided/exploratory studies. These disciplines appear within the NJCCC General Education course category. Students enrolled in general education studies paths may be pursuing transfer to a four-year institution, or an associate degree. Committee discussion emphasized that student development and support is particularly critical to guide students in a general education path through their completion agenda in a timely manner.
- Include Honors as an entity within the Business and Social Sciences Institute. Rationale for inclusion includes the following:

  - Between 1/3 and 1/2 of all students in the last three Honors cohorts have been business majors. This indicates sizeable representation from business within Honors.
  - Honors classes have been taught in seven of the proposed general education studies path areas: history, philosophy, economics, political science, sociology, anthropology, and psychology.
  - Honors, either as a Governance Committee or as an academic program, requires administrative support for activities such as: student contact and admission, master scheduling, and course registration.
- Exclude turf management, which is listed as possible future program in the strawman model. Insufficient information regarding the nature of this program did not allow for its logical placement within the institute.
- Possible variations to the Business and Social Sciences Institute model include:
  - Return economics to the business department.
  - Relocate history and philosophy to the Liberal Arts/Humanities Institute.
  - Relocate women and gender studies from the Liberal Arts/Humanities Institute into the Business and Social Sciences Institute. Women and gender studies could be placed either in the social sciences department or the history and philosophy department.
  - Include turf management into the business department after additional faculty review.
  - Return culinary arts to Career Pathways .
  - Remove finance and replace it with a program for entrepreneurs. Recent business division investigation of an entrepreneurial program has found it to be in more demand with more transferability to four-year institutions than finance.

Recommendations

In the course of its work the Committee recognized the following to be important considerations as re-design plans move forward:

- The Committee believes that its re-design plan can meet the forthcoming Middle States standard criteria for, "learning experiences that are characterized by rigor and coherence." The implementation and follow-up when re-design plans are made operational will largely determine their success. Issues of concern regarding this included:
  - Loss of administrative support services if institutes are formed through consolidation of current divisions and administrative offices are not proportional to the needs of their new, larger organizations.
  - There needs to be planned communication efforts within the institutes, departments, and areas.
  - All faculty—full-time and part-time, as well as learning assistants, and office staff need to be integrated into institute and department activities.
  - All faculty associated with the Business and Social Sciences Institute—those teaching courses, providing student development, and/or providing library services need to work together in the institute's department paths and refine their efforts in guiding and mentoring students to successfully complete their programs of study.

- The President's "Pathway to Completion" chart indicates a "supportive learning experience" bubble pointing towards the re-designed institutes. It is the Committee's belief that student completion is best achieved when the academic program re-design is accompanied in tandem with a solid advising and counseling program as one form of student support. The arrows on this chart should point in both directions indicating an ongoing partnership between the institutes and student development.
- A related factor in the success of the overall re-design is the opening of the silos referred to in the President's Jubilee Commission Report. Meaningful collaboration is the operative concept here. Full-time faculty need to be more involved with part-time faculty in their department; departments and divisions/institutes need to be more connected. The connections among all faculty--including student development specialists, and library faculty, along with learning assistants need to be further developed so that all groups can work together in creating supportive learning experiences. Similarly, OBCD can collaborate with the new institutes and mutually determine which programs of study are best suited for non-credit programs or for non-credit to credit articulation. One opportunity for collaboration among these different groups will emerge as re-design plans are implemented. Seeking feedback about the strengths and weaknesses of the new organizational structure provides further opportunities for shared communication and improved functions.

- As noted by Terry O'Banion in his presentation, *Guidelines for Pathways to Completion*, we need to be mindful of the need for, "A core leadership team representing all stakeholders in a minimum five-year effort to create and sustain pathways to completion for all students."

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APPENDIX

Rationale for Placement of Philosophy and History Disciplines

Robert Thomas, Assistant Professor, Philosophy
Co-chair, Philosophy and Political Science Department

Philosophy & History

(i) Overall – The Connection

-When exploring the foundations of each disciplines' corpus of material, it is clear that both subjects 'mesh' rather smoothly.
-For instance, it is common within a variety of History curricula for students to be introduced to philosophic thinkers whose work and thoughts have made a significant impact on the unfolding of history, e.g. Socrates, Aristotle, Descartes, Locke, Marx, Smith, Jefferson, and so on.
-What is more, Philosophy curricula reciprocate and complement this endeavor by specifically unearthing the nuances and lines of philosophic thought that underpin and influence those historical events explored in History curricula.
-Therefore, it is recommended that Philosophy & History jointly occupy the same academic landscape, whether it is Social Science or Humanities (Liberal Arts).

(ii) Philosophy & History – Why Both Disciplines Should Remain in Social Science

-In addition to the above, whilst both disciplines are generally categorized as 'humanities' subjects, there is good reason for both disciplines to remain in Social Sciences. This is particularly due to the nature of the curricula explored in the Philosophy Department.
-The following is a brief illustration of how the synoptic nature of Philosophy cogently connects to the various disciplines found in **Social Sciences (including History)**:

A. <u>Introduction to Philosophy</u> – (PHIL-115)
-Philosophy of Psychology and Mind – (Psychology)
-Self/Personhood and Human-hood – (Psychology, Anthropology, Sociology)
-Social Theory and Philosophical Anthropology – (Sociology, Anthropology)
-Political & Legal Theory – (Political Science, Criminal Justice)
-Philosophy of History – (History)
-Economic Theory – (Economics)

-Epistemology – (Psychology, Education)
-Thanatology and The Nature of Immortality – (Anthropology, Psychology)

B. Introduction to Ethics – (PHIL-227)
-Economic Justice – (Political Science, Economics)
-Global Issues/Globalization – (Political Science, Economics, Sociology)
-Legal Punishment – (Criminal Justice, Political Science)
-Sexual Morality and Pornography – (Sociology, Anthropology, Psychology)
-War and Violence – (Political Science, Criminal Justice, History, Psychology)
-Environmental Ethics/Animal Rights – (Political Science, Psychology, Sociology)

C. Comparative Religion – (PHIL-225)
-World Religions – (Anthropology, Sociology, History)

D. Critical Thinking – (PHIL-105)
-Fallacious Reasoning – (Psychology)
-Ethical/Legal Reasoning – (see above)

Current Department Data

›up	DEPARTMENT	Fall 14 Sections to date	Spring 14 Sections	Fall 2013 SCH	% College Total SCH	Spring 2014 SCH	% College Total SCH	FT Faculty	PT Faculty 14FA to date	PT faculty 14sp	LA's	Comment
	Honors?		9			NA						
›lied SOSC	Criminal Justice	45	39	3,933		3,705		4.4	23	16	0.33	
›lied SOSC	Education	17	14	1,344		1,023		2.4	3	3	0.33	
›lied SOSC	Paralegal	14	11	985		785		3	1	0	0.66	
al		**76**	**64**	**6,262**	**4.33**	**5,513**	**4.37**	**9.8**	**27**	**19**	**1.32**	
SI	Accounting	21	22	1,743		1,707		3	4	4	1.5	
SI	Business	38	38	2,979		2,787		4	14	10	1	
SI	Culinary Arts	64	60	1,859		1,804		5	2	2	1	4 FT and 2 PT Faculty are paid b MCVSD
SI	Finance	0	0	0		0		0	0	0	0.0	Doesn't e yet
SI	Hospitality	0	0	0		0		0	0	0	0.0	Doesn't e yet
SI	Marketing	14	15	1,149		1,242		1	10	10	0.0	FASH/MR lost 2 FT f to retiremer

SI	Fashion Merch	12	11	732		813		*	*	*	* combined with Marketing
al		**149**	**146**	**8,462**	**5.85**	**8,353**	**6.62**	**13**	**30**	**26**	**3.5**
T/PHIL	History	100	95	9,534		8,839		11	23	26	0.33
T/PHIL	Philosophy	21	18	1,434		1,284		2	5	5	0.33
al		**121**	**113**	**10,968**	**7.59**	**10,123**	**8.03**	**13**	**28**	**31**	**0.66**
SC GENED	Anthropology	15	17	1,552		1,305		2.6	2	4	shares with SOCI
SC GENED	Economics	37	43	2,877		2,961		2	13	15	1.5
SC GENED	Human Geography	6	6	471		558		0.6	2	1	shares with SOCI
SC GENED	Political Science	15	16	1,182		1,242		2	5	6	0.33
SC GENED	Psychology	116	107	9,471		8,170		10	42	44	1
SC GENED	Sociology	46	38	4,029		3,459		3.6	15	11	0.33
al		**235**	**227**	**19,582**	**13.54**	**17,695**	**14.0**	**20.8**	**79**	**81**	**3.16**
lege Total				**144,571.5**		**126,081.5**					

CLASS OF 2013 DEGREES CONFERRED

MAJOR	**DEGREE**	**No.**	**%**
TRANSFER PROGRAMS (AA, AS)			
BUSI	AA	353	17.4
CRJU	AS	183	9
EDUC	AA	183	9
HUMAN SERVICES (PRE SOC WK)	AS	13	0.6
ANTH	AA	3	0.1
HIST	AA	28	1.4
INTERNATIONAL STUDIES	AA	3	0.1
PHIL	AA	6	0.3
POLI	AA	17	0.8
PSYC	AA	93	4.6
SOCI	AA	3	0.1
SOSC	AA	160	7.9
Total		**1045**	**51.6**
CAREER PROGRAMS (AAS)			
BUSI MGMT	AAS	15	0.7
CULA	AAS	35	1.7
EARLY CHILDHOOD	AAS	2	0.1
FASH	AAS	43	2.1
HUMAN SERVICES	AAS	18	0.8

MARK	AAS	4	0.2
PLGL	AAS	34	1.7
TECH STUDIES	AAS	1	0
Total		**152**	**7.5**
CERTIFICATES			
CULA	CERT	20	0.9
PLGL STUDIES	CERT	6	0.3
Total		**26**	**1.2**

PROPOSED

STEM:
Science, Technology, Engineering and Math Institute

August 2014

TEAM

Franklyn Rother, Dean, Social Science & Education (Co-chair)

James Lawaich, Professor, Computer Science

Michael Elmes, Assistant Professor, Mathematics (Co-chair)

Nancy Liu, Professor, Physics

Elizabeth Deignan, Director, Institutional Research & Evaluation

Robert Gant, Learning Assistant, Biology

STEM Division Design

ORIGINAL

- **Physics** placed in inappropriate branch.
- **Technical Studies** curriculum aligned with Business curriculum and should be moved to another division.
- **Digital Animation** curriculum includes **Gaming** track which is aligned with Computer Science. **Gaming Program** should be developed and added.
- **Sustainable Energy** should be moved to be in same branch as **Environmental Science Engineering, Cypersecurity** and **Networking** creates imbalance. Too small.
- **Chemistry, Biology, Environmental Science** branch needs departmental feedback.

STEM STRAWMAN Version.1

Corrects the challenges presented in the original version.

Create a STEM Division that will present students with a broad experience all of the particular STEM programs, providing an opportunity, with maintenance of credits, before they a decision on a program major.

Branches (departments) include:

- **Applied Science and Technology**, which provide the courses that represent technology. Suggested rename to **Engineering, Applied Science, and Technology.**
  - **Computer Science**, with the evolution of **Gaming** from an option to full program
    - affords the **Gaming** portion (Digital Animation) sequence the opportunity to provide a better interaction with MATH. **Gaming** track of **Digital Animation** added for development in a program.
  - **Engineering, Networking, Electronics** and the continued development for **Cybersecurity**. Inclusion of **Automotive** will ensure that all technologies are housed together.
  - **Natural Science** includes **Chemistry, Biology, Environmental Science**, and **Physics**. Feedback from the departments reported in the other alternative Version.
- **Natural Science** includes **Biology, Chemistry, Physics, and Environmental Science** into one branch (department).
- **Math** maintains its own branch.

- Department balances are distributed with a critical mass of faculty and staff, # of sections and SCH's representing cohesive branches. See STEM data.

- More appropriate groupings of academic disciplines with branches for **Applied, Natural, Physical Sciences and Math**.
- Connects STEM disciplines for scheduling and courses.

- **Include STEM DATA Version.1 (**Excel)

STEM STRAWMAN VERSION.3 (change to Version. 2 for the presentation since Version.2 was deleted.

Version 1 was presented to the current department faculty and staff resulting in the following changes:

- The original **Natural Science** branch was divided into two branches to include: **Natural Science** branch in Version 1 includes **Biology and Environmental Science,** and
- another branch was created **Physical Science** and includes **Chemistry and Physics**.
- all Versions have **Math** as its own branch.
- **Applied Science and Technology** remains the same as Version 1. **Gaming** track of **Digital Animation** added for development in a program. . Inclusion of **Automotive** will ensure that all technologies are housed together.
- Departmental balances are not as even as Version.1, but there is a critical mass of faculty and staff, # of sections and SCH's and departmental cohesiveness. See STEM data.
- More appropriate groupings of academic disciplines with branches for **Applied, Natural, Physical Sciences and Math**.
- Connects STEM disciplines for scheduling and courses.

Include STEM DATA Version. 3 (Excel) (change to Version.2)

Figure 1: Original Science, Technology, Engineering, and Math (STEM) chart

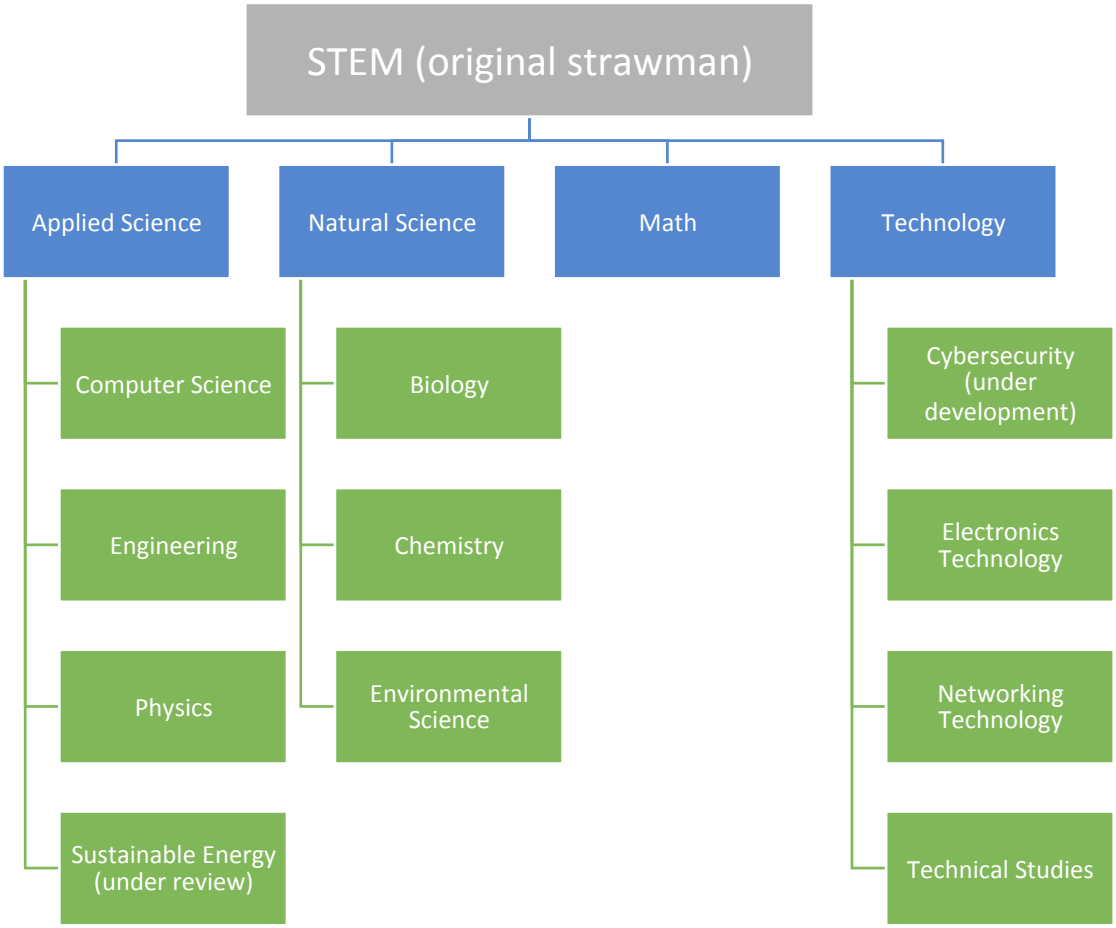
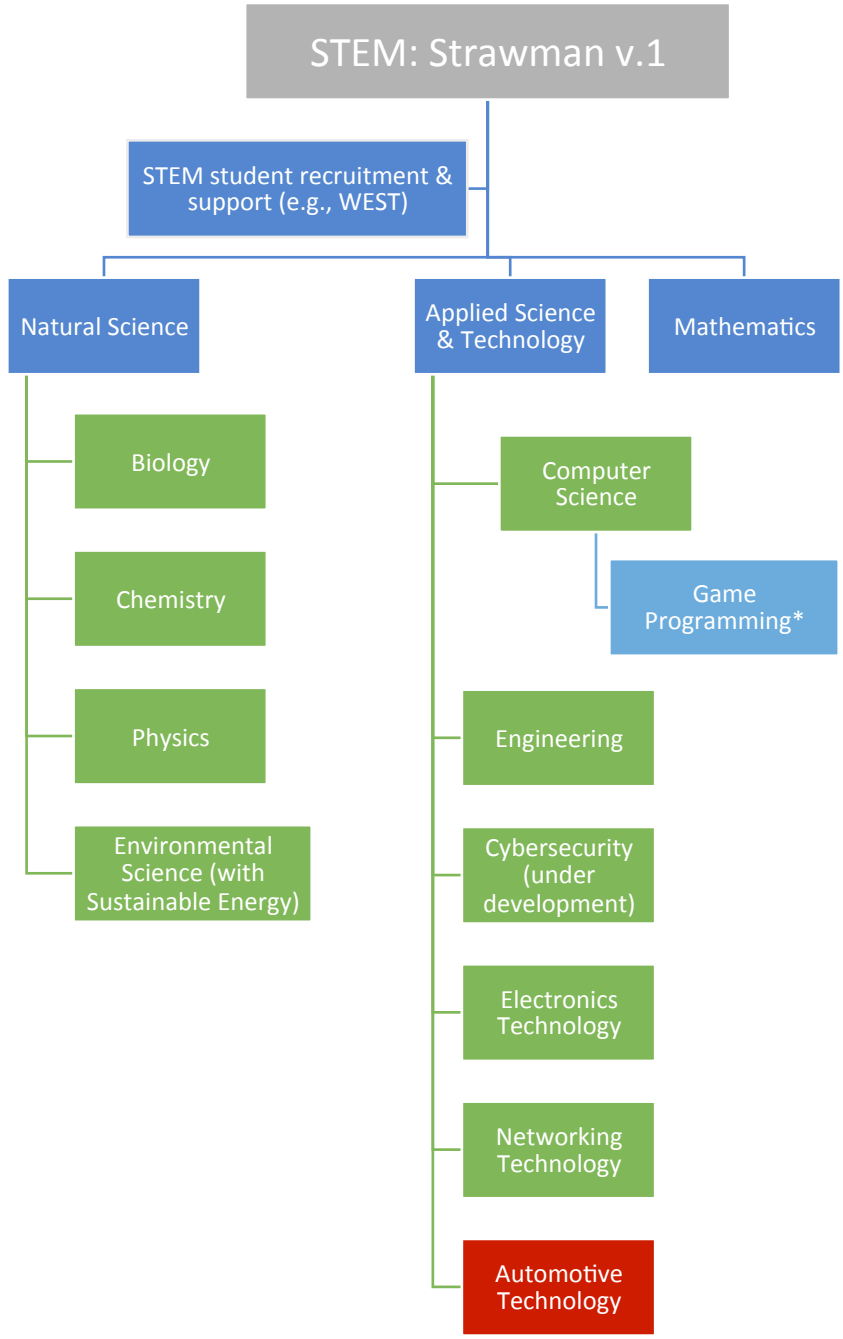
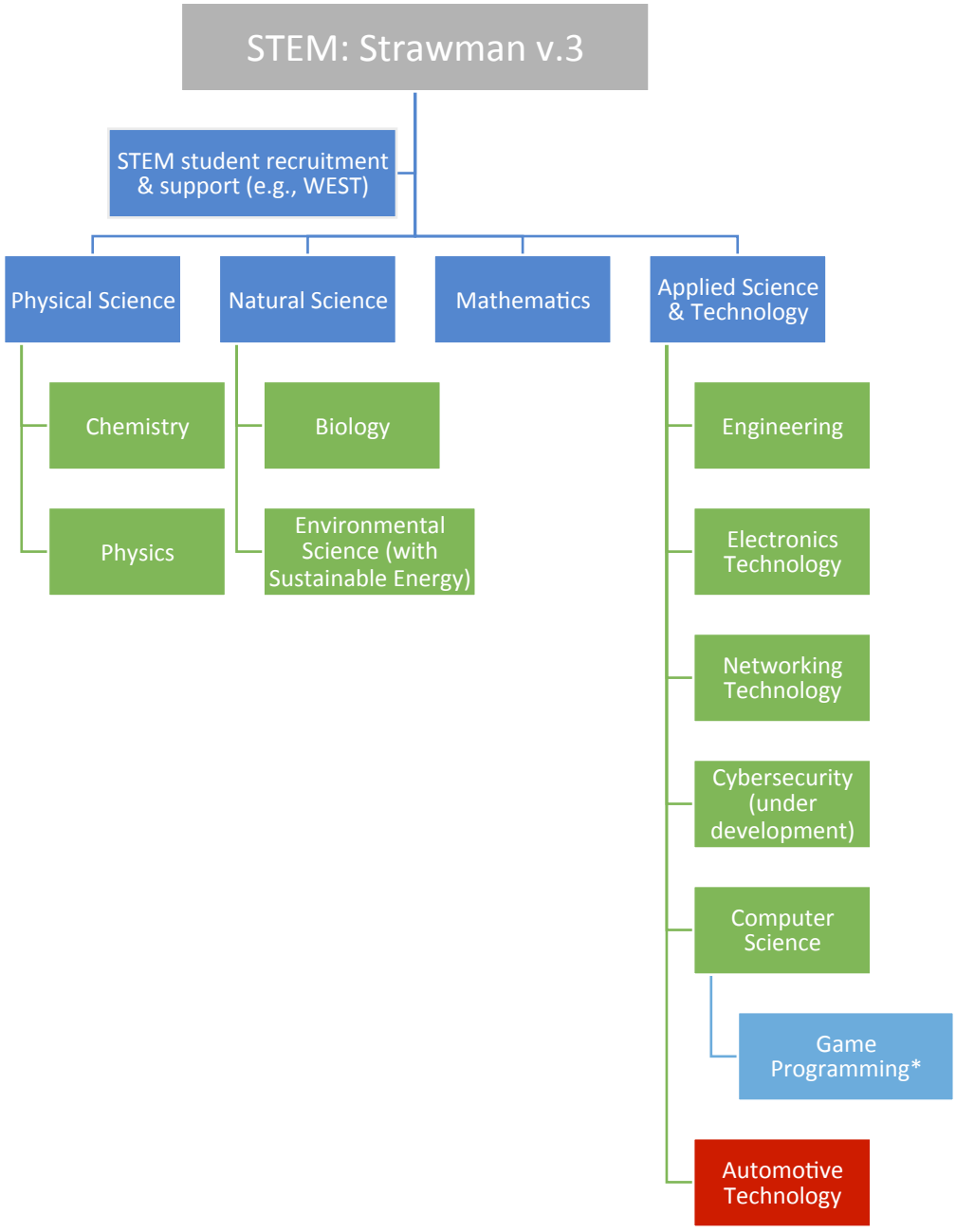


Figure 2: Redesign Option 1 for Science, Technology, Engineering, and Math (STEM) chart



*Program currently *Digital Animation and 3D Design Program, Game Programming Option, A.A.S.*

Figure 3: Redesign Option 2 for Science, Technology, Engineering, and Math (STEM) chart



*Program currently *Digital Animation and 3D Design Program, Game Programming Option, A.A.S.*

ENROLLLMENT by program of study: Science, Techonology, Engineering, Mathematics (STEM)												5-year change		10-year change	
STEM Leader	STEM category	Department	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13	No.	%	No.	%
Applied Science	Computer Science	Computer Science AAS	157	93	87	62	71	75	59	63	83	81	6	8.0	-76	-48.4
		Computer Science AS	200	136	159	157	174	188	200	206	201	228	40	21.3	28	14.0
		Computer Science ACC	1	1	2	3	4	3	6	5	12	8	5	166.7	7	700.0
	Engineering	Engineering AS	151	155	155	164	191	240	287	287	305	297	57	23.8	146	96.7
	Physics	Math/Science AS: Physics	14	11	15	13	16	15	20	21	22	19	4	26.7	5	35.7
	Sustainable Energy	Sustainable Energy AAS	0	-	-	-	-	0	1	3	2	4	4	--	4	--
Natural Science	Biology	Math/Science AS: Biology	181	169	185	238	223	265	249	218	233	244	-21	-7.9	63	34.8
	Chemistry	Math/Science AS: Chemistry	40	43	40	48	49	52	59	54	51	52	0	0.0	12	30.0
	Environmental Science	Math/Science AS: Environmental & Earth Science	0	-	-	11	40	85	82	97	82	68	-17	-20.0	68	--
Math	Math	Math/Science AS: Mathematics	36	36	22	30	34	59	63	55	61	70	11	18.6	34	94.4
Technology	Cybersecurity	Cybersecurity											0	--	0	--
	Electronics Technology	Electronics Tech Certs ACA	12	13	22	24	17	10	13	4	8	10	0	0.0	-2	-16.7
		Electronics Tech AAS	64	48	57	72	60	65	79	67	67	66	1	1.5	2	3.1
	Networking Technology	Network Info Tech AAS	0	12	20	27	33	55	66	72	75	84	29	52.7	84	--
	Technical Studies	Technical Studies AAS	0	-	-	7	7	5	3	5	2	3	-2	-40.0	3	--
Transfer			7,118	7,283	7,351	8,007	8,616	9,110	9,320	8,614	8,468	8,236	-874	-9.6	1,118	15.7
Career			2,442	2,465	2,480	2,484	2,376	2,641	2,789	2,704	2,577	2,310	-331	-12.5	-132	-5.4
Certificate			209	232	244	187	165	196	249	240	147	136	-60	-30.6	-73	-34.9
Pre-majors			1,444	1,453	1,679	1,544	1,604	1,839	1,885	1,636	1,643	1,810	-29	-1.6	366	25.3
Undecided			14	5	0	3	1						0	--	-14	-100.0
Total		Degree seeking students	11,227	11,438	11,754	12,225	12,762	13,786	14,243	13,194	12,835	12,492	-1,294	-9.4	1,265	11.3
			:)	:)	:)	:)	:)	:)	:)	:)	:)	:)				

GRADUATES: Science, Techonology, Engineering, Mathematics (STEM)												5-year change		10-year change	
STEM Leader	STEM category	Department	ClOf04	ClOf05	ClOf06	ClOf07	ClOf08	ClOf09	ClOf10	ClOf11	ClOf12	ClOf13	No.	%	No.	%
Applied Science	Computer Science	Computer Science AAS	21	21	9	9	3	4	6	4	8	8	4	100.0	-13	-61.9
		Computer Science AS	9	10	11	6	6	5	6	15	7	13	8	160.0	4	44.4
		Computer Science ACC	3	3	3	3	1	1	0	0	1	2	1	100.0	-1	-33.3
	Engineering	Engineering AS	14	6	6	10	8	6	17	15	27	21	15	250.0	7	50.0
	Physics	Math/Science AS: Physics	2	5	4	2	4	5	6	6	12	5	0	0.0	3	150.0
	Sustainable Energy	Sustainable Energy AAS											0	--	0	--
Natural Science	Biology	Math/Science AS: Biology	13	11	7	12	16	10	15	10	16	9	-1	-10.0	-4	-30.8
	Chemistry	Math/Science AS: Chemistry	7	9	8	4	9	7	5	15	10	5	-2	-28.6	-2	-28.6
	Environmental Science	Math/Science AS: Environmental & Earth Science					4	2	7	15	14	12	10	500.0	12	--
Math	Math	Math/Science AS: Mathematics	1	5	10	3	6	3	5	16	18	13	10	333.3	12	1200.0
Technology	Cybersecurity	Cybersecurity											0	--	0	--
	Electronics Technology	Electronics Tech Certs ACA	1	0	1	0	0	0	2	0	1	3	3	--	2	200.0
		Electronics Tech AAS	5	8	4	3	4	2	5	1	5	3	1	50.0	-2	-40.0
	Networking Technology	Network Info Tech AAS	0	1	3	4	4	5	3	13	11	15	10	200.0	15	--
	Technical Studies	Technical Studies AAS									2	1	1	--	1	--
Transfer			1,097	1,125	1,135	1,170	1,312	1,201	1,308	1,486	1,557	1,504	303	25.2	407	37.1
Career			339	365	401	462	456	387	410	460	475	475	88	22.7	136	40.1
Certificate			39	44	36	42	39	37	55	66	83	46	9	24.3	7	17.9
Total		Degree seeking students	1,475	1,534	1,572	1,674	1,807	1,625	1,773	2,012	2,115	2,025	400	24.6	550	37.3
			:)	:)	:)	:)	:)	:)	:)	:)	:)	:)				

Row Labels	Sum of FA13
Computer Science AAS	81
Computer Science ACC	8
Computer Science AS	228
Cybersecurity	
Electronics Tech AAS	66
Electronics Tech Certs ACA	10
Engineering AS	297
Math/Science AS: Biology	244
Math/Science AS: Chemistry	52
Math/Science AS: Environmental & Earth Science	68
Math/Science AS: Mathematics	70
Math/Science AS: Physics	19
Network Info Tech AAS	84
Sustainable Energy AAS	4
Technical Studies AAS	3
Grand Total	**1234**

Row Labels	Count of ClOf13
Computer Science AAS	1
Computer Science ACC	1
Computer Science AS	1
Cybersecurity	
Electronics Tech AAS	1
Electronics Tech Certs ACA	1
Engineering AS	1
Math/Science AS: Biology	1
Math/Science AS: Chemistry	1
Math/Science AS: Environmental & Earth Science	1
Math/Science AS: Mathematics	1
Math/Science AS: Physics	1
Network Info Tech AAS	1
Sustainable Energy AAS	
Technical Studies AAS	1
Grand Total	**13**

GRADUATES: Science, Techonology, Engineering, Mathematics (STEM)		
STEM Leader	STEM category	Department
Applied Science	Computer Science	Computer Science AAS
		Computer Science AS
		Computer Science ACC
	Engineering	Engineering AS
	Physics	Math/Science AS: Physics
	Sustainable Energy	Sustainable Energy AAS
Natural Science	Biology	Math/Science AS: Biology
	Chemistry	Math/Science AS: Chemistry
	Environmental Science	Math/Science AS: Environmental & Earth Scien
Math	Math	Math/Science AS: Mathematics
Technology	Cybersecurity	
	Electronics Technology	Electronics Tech Certs ACA
		Electronics Tech AAS (2 options)
	Networking Technology	Network Info Tech AAS
	Technical Studies	Technical Studies AAS
		Digital Animation

	Number (duplicated headcount)			
	nFA09	nFA10	nFA11	nFA12
DGMD	30	37	35	36
DIGM	205	187	165	149
COMP	2,314	2,492	2,330	2,309
ELEC	161	135	87	59
ENGI	123	150	178	194
NETW	127	144	177	187
MATH	7,065	7,378	6,866	6,760
BIOL	1,886	2,185	2,142	2,156
CHEM	1,499	1,585	1,494	1,528
ENVR	418	509	562	449
PHYS	390	457	443	432
ENEG	0	0	27	0

Check: Degree programs	**Course Prefix**	
Computer Science AAS	COMP	
Computer Science ACC		
Computer Science AS		
Cybersecurity	n/a	
Electronics Tech AAS	ELEC	
Electronics Tech Certs ACA		
Engineering AS	ENGI	
Math/Science AS: Biology	BIOL	
Math/Science AS: Chemistry	CHEM	
Math/Science AS: Environmental & Earth Science	ENVR	
Math/Science AS: Mathematics	MATH	
Math/Science AS: Physics	PHYS	
Network Info Tech AAS	NETW	
Sustainable Energy AAS	ENEG	
Technical Studies AAS		
Digital Media	DGMD	DIGM

PROPOSED

Evening and Weekend College Institute

August 2014

TEAM

James Cody, Professor, English

Jayne Edman, Dean, Science and Health Science

Eleanor Glazewski, Associate Registrar, Admissions, Records and Registration (Co-chair)

AnnMarie Johnson, Senior Assistant-Enrollment, Admissions, Records and Registration

Gerry Monroy, Professor, Languages

Joan Scocco, Operations Manager, Office of Business and Community Development (Co-chair)

BROOKDALE COMMUNITY COLLEGE

Charge

This is an assignment for creative thinkers. Look inside the bubble and review the "strawman" org chart. Next, review the SEM data, as well as research on adult learners, prior learning assessment, and degree completion programs.

Bubble Items for Consideration and Discussion

Academic Programs:

TBD

Administrative Functions:

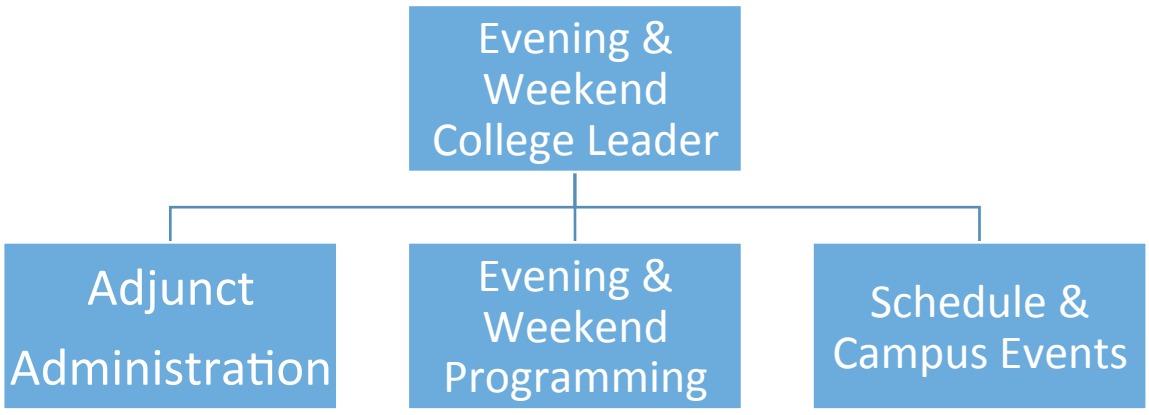
Credit for Prior Learning Assessment

Adjunct recruiting, hiring, training

Events

Schedule

"Strawman" Organizational Chart



Questions for Consideration

Who is the audience for evening and weekend programs?

What do we currently offer in the evenings and weekends? What degrees or certificates are possible for students who can only attend on evenings or weekends?

What are the programs most of interest to adult learners, especially those with some college who are currently in the paid workforce?

Outcomes

Define what an evening and weekend college at Brookdale Community College will look like. What programs and services are most needed? What are any potential barriers to development?

Assumption

This is a new venture, and will require much more research and development. The Evening and Weekend College will likely not be fully developed by FY 16.

Methodology

The committee was comprised of members of the Administration, Faculty and Staff at the College. As a result, we were able to tap into the unique perspectives of each individual group and the ways that each function would collaborate to create and ensure ongoing success of an Evening and Weekend College.

Internal Information Resources

As a group we had the opportunity to meet with Laura Longo who was able to share SEM data accumulated over the past few years regarding student enrollment, demographics, current academic program interest and a broader perspective of employee needs within Monmouth County. It was clear that an Evening and Weekend College model could not be a "one size fits all" approach. As a result, the larger group divided into two separate teams. One team focused on a "Cohort Model", the other an "Open Model" and collectively an "Ad Hoc Model" was discussed.

In addition to our meeting with Laura, members of the group were able to meet with other members of the College community who could provide some historical reference for prior offerings of an "Evening and Weekend" program. We appreciate the time that Paul Zigo and many others throughout the College were able to provide to us in answering questions related to our history and methodologies.

External Information Resources

The committee also looked beyond Brookdale for examples of Evening and Weekend College programs. Within New Jersey we discovered that Bergen County College and Ocean County College offer such programs. Additionally, we reviewed Bronx Community College, a member of the CUNY system of

schools, MassBay Community College located outside of Boston, and several other schools for programming and organizational structure information.

Recommended Models for Consideration

The Committee is submitting three models related to academics and two models related to organizational structures that would work well to support the academic, student support and student activities needs of each model.

It should be noted, that all models do contain some similarities. As a committee, we needed to differentiate an "Evening and Weekend College" from what the College already has in place with evening course offerings. The more robust nature of these models, should work to assist students in completing full degree or credit/non-credit certificate program offerings within a reasonable timeframe using credentials these students may already have based on their time in the workforce or other similar professional experiences and credentialing/licensure. Students within these programs should also have services and activities available to them in line with their needs, in addition to responsive course schedules and offerings. We found the following similarities are infused within each model and must be supported for program success:

- Friday and Saturday class offerings
- Credit for prior learning/professional experience/testing
    - Academic Departments, Advisors, Counselors and Students must be made aware of the various methods in which students can obtain credits for prior learning, professional experience and testing.
- Online and hybrid courses
    - Much of the success of this program hinges on acceleration. Degree/certificate completion through various modalities ensures this completion and access to offerings.
- Clear pathways to completion
    - From the start of their courses through the middle and completion students should have a clear picture of required courses, scheduling and degree requirements and receive support during their journey to ensure completion.
- Accelerated semesters
    - Exploration of seven or eight week terms that overlap currently existing semesters is recommended.
- Stackable credentials
    - Working in conjunction with non-credit department offerings when applicable for required and/or complimentary course offerings is recommended.
- Alternative pricing structure
    - Allowing for new pricing strategies to encourage students to consider programs is recommended. Some discussed pricing strategies included:
        - Tuition and fees "freeze" based on date of program entry for continuous students

        - Granting of in-county tuition to out-of-county residents specifically attending these programs
        - Granting of in-county tuition to out-of-county residents working within Monmouth County attending these programs
        - Discounted pre-payment of course enrollment (ex. pay up front for one year of program)
- Opportunities for professional networking
    - Within the classroom students may come with similar life experiences; working adults returning to school, parents returning to school, similar age group returning to school. Beyond the classroom provide networking opportunities through special programming around academic offerings (ie. special lecture from someone within workforce of study area)

Academic Models (a summary)

Cohort Model

Within the Cohort Model specific programs *exclusive* to the Evening and Weekend College would be identified. The Cohort Model allows for students to move together through their degree or certificate completion as a group. Within the model, students will be required to complete a certain number of credits and/or specific coursework credits through testing. A clear pathway to completion will be communicated and supported throughout the student's studies. In order for students to continue within the cohort, students would need to maintain a defined minimum GPA.

Based on SEM data reviewed, possible programs to explore for further consideration include: Interior Design, Paralegal, Veterinary Technician Assistant (non-credit).

Open Model

Within the Open Model, high enrollment/need programs would be offered within a Friday, Saturday and online/hybrid model. A variety of General Education courses, necessary for all identified academic programs, would be offered, in addition to specific Career courses offered for the identified programs. As was previously noted for all programs, accelerated terms and credit for prior learning and testing/credit by examination would need to be an essential piece to differentiate this program from a student taking courses offered within the regular evening and online schedule of classes.

Based on SEM data reviewed, possible programs to explore for further consideration include: Criminal Justice, Accounting and Business related programs, Health Science programs.

Ad Hoc Model

Within the Ad Hoc Model programs would be created in response to identified community and business needs. These programs would connect with partners within our community for

resources such as clinical and lab space, for example, or to address specific requested areas for training, certificates and degree programs.

Based on SEM data reviewed, possible programs to explore for further consideration include: Physical Therapy Assistant, Computer Science related programs and Accounting and Business related programs.

Organizational Models (a summary)

Evening and Weekend College Leader Model

Within the "Evening and Weekend College Leader" Model, we have addressed three major areas that would report back through administrators/coordinators to a position titled "Evening and Weekend College Leader". In the separation of focus areas, we determined there should be an individual/area responsible for "Adjunct Administration", "Evening and Weekend Programs" and "Scheduling and Campus Events".

As can be seen on the proposed chart, the "Adjunct Administration" area would be responsible for areas related to recruitment, general orientation, training coordination, hours, employee setup within the Colleague/HR system and ensure coordination of evaluations and end of term SOR's took place.

The "Evening and Weekend Program Coordinator" would be responsible for areas related to the coordination of academic offerings with specific academic departments, student service coordination and marketing coordination.

Finally, the "Scheduling and Campus Events" would be responsible for full schedule oversight. Scheduling would reside in one central area, accounting for the scheduling of all internal and external (as appropriate) spaces on campus for courses, labs, events and external use.

Flexible Learning Options and Academic Technology Model

This model is an expansion of the "Evening and Weekend College Leader Model", bringing the inclusion of "Academic Learning Technology" as an additional level of oversight and coordination. Within this model, the incorporation of distance education, online learning support for students and faculty, and classroom media support reside. The Academic Learning Technology area would be tasked to look beyond what is currently done, and continue to stay abreast of emerging technologies for course delivery and expansion/support outside of the classroom.

All other aspects of the model go unchanged.

Essential Services and Support

As was previously mentioned, during our discussion thoughts of differentiating our proposed model from current evening offerings took place. Within this discussion, it became clear that the College would need to support students through offering services and academic support that would be available during these timeframes. To truly become an "Evening and Weekend College", access becomes essential. Recommended support and services to consider:

- Academic support services: Appropriate access to Learning Assistant, Math, Reading and Writing Lab support services. The group discussed that online offerings for support may supplement (or depending on need, replace) in-person access.
- Appropriate Student Life activities: The group discussed and supports considering activities related to course offerings allowing for expanded professional networking and learning. Sample activities may include guest speakers who are currently employed within fields tied to academic programs.
- Appropriate dining services access: The group discussed and supports considering expanded services for evening and Saturday students. The idea of a single café cart, similar to that offered in Larrison Hall was determined to be an adequate and student-friendly solution.
- Enrollment related support services: Appropriate access to services related to academic advising, registration/add/drop and financial aid. The group discussed and supports considering the Student Services Generalist position currently filled at the Western Monmouth Branch Campus as a model for this role.

Discussion and Challenges

This group was tasked with creating both an academic and organizational model for a program. The basic definition of what an evening and weekend program was something that much time and discussion was spent defining, particularly in how to differentiate this program from a schedule of evening courses.

As the group talked through what this program should look like, at times we faced the challenge of moving past what currently is done (process, contract language, etc.) and creating a picture of what this can look like. Even with this sense of an optimistic approach, we have defined some barriers to success that often came through as part of the conversation.

Barriers

Budget: Given the current state of the budget it may be difficult to support new positions.

Clearly defined outcomes and assessment: There do not currently seem to be very clear outcomes for assessment as they relate to all courses at Brookdale. In order to provide credit by assessment clear outcomes would need to exist.

Contract language: Current contract languages for faculty does not include Friday evening or Saturday hours to fulfill teaching and/or office hours.

Credit by assessment review/grading: There will need to be a process in place should Adjunct faculty be responsible for credit by assessment. Currently this is done by full-time faculty and is included as part of the time they spend each week. Adjuncts, however, are paid hourly.

Early cancellations: Time would need to be given for this program to "get off the ground" and build momentum. Early cancellations, especially if the Cohort Model is adopted would lead to an inability to sustain the program and support student needs.

Lack of full training support for Adjunct instructors: There will be a need to define what kinds of skills all adjuncts should possess and how we continue to foster those skills and encourage continued learning and training.

Marketing: In order for a program to be successful timely, focused marketing would need to take place.

Acknowledgements

The team would like to thank the entire Brookdale Community College community for the feedback, history, suggestions and concerns many members of the Administration, Faculty and Staff shared. In particular, we would like to thank Laura Longo, David Stout, and Paul Zigo for their time and participation in our information gathering process. Additionally, we are appreciative of the time Louise Horgan provided to us in answering the questions that we posed during this process.

Evening & Weekend College Redesign Team

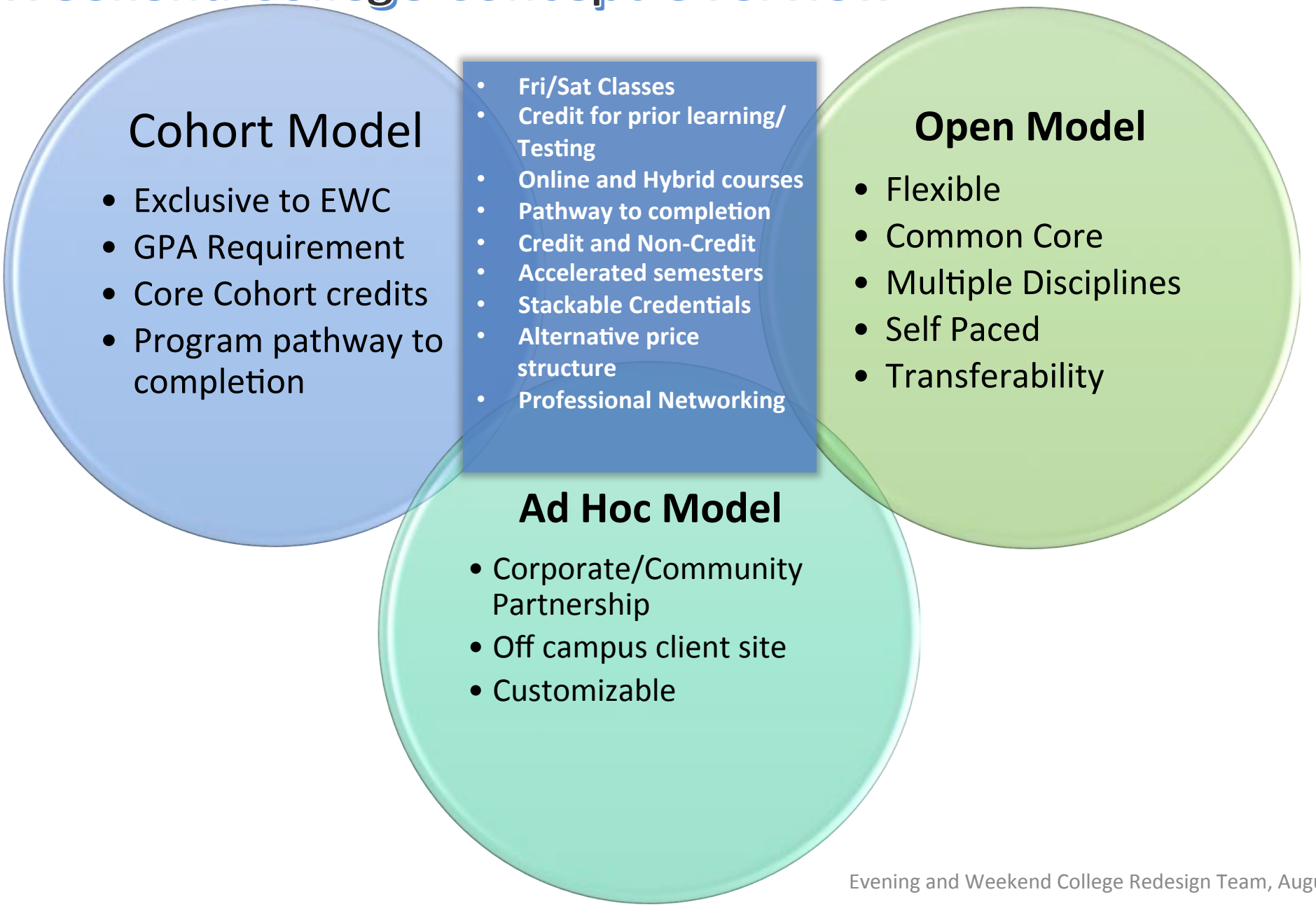
August 20, 2014

Jim Cody
Jayne Edman
Eleanor Glazewski, Co-Chair
AnnMarie Johnson
Gerry Monroy
Joan Scocco, Co-Chair

Stars Come Out at Night

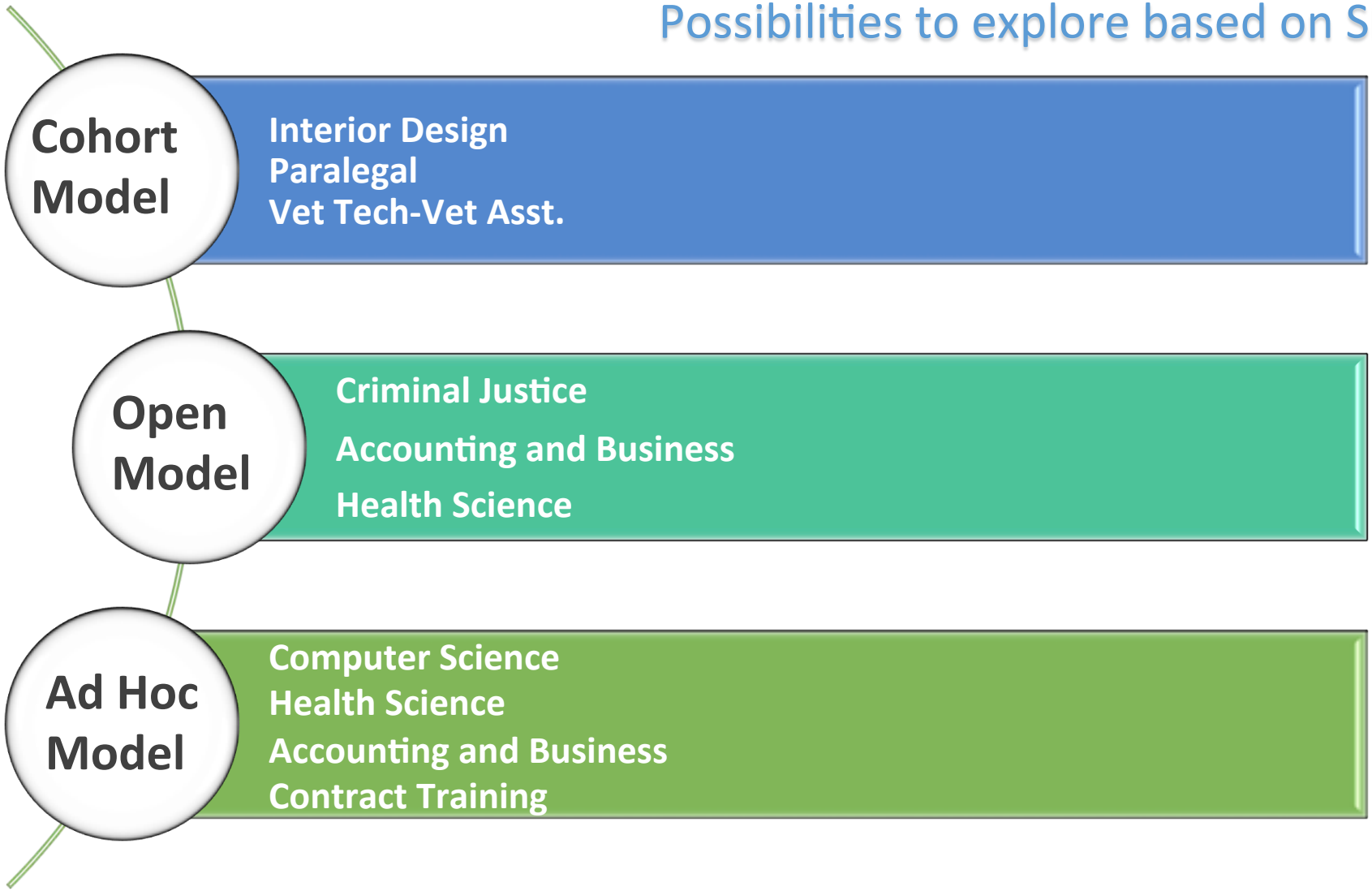
Evening & Weekend College

Evening and Weekend College Concept Overview



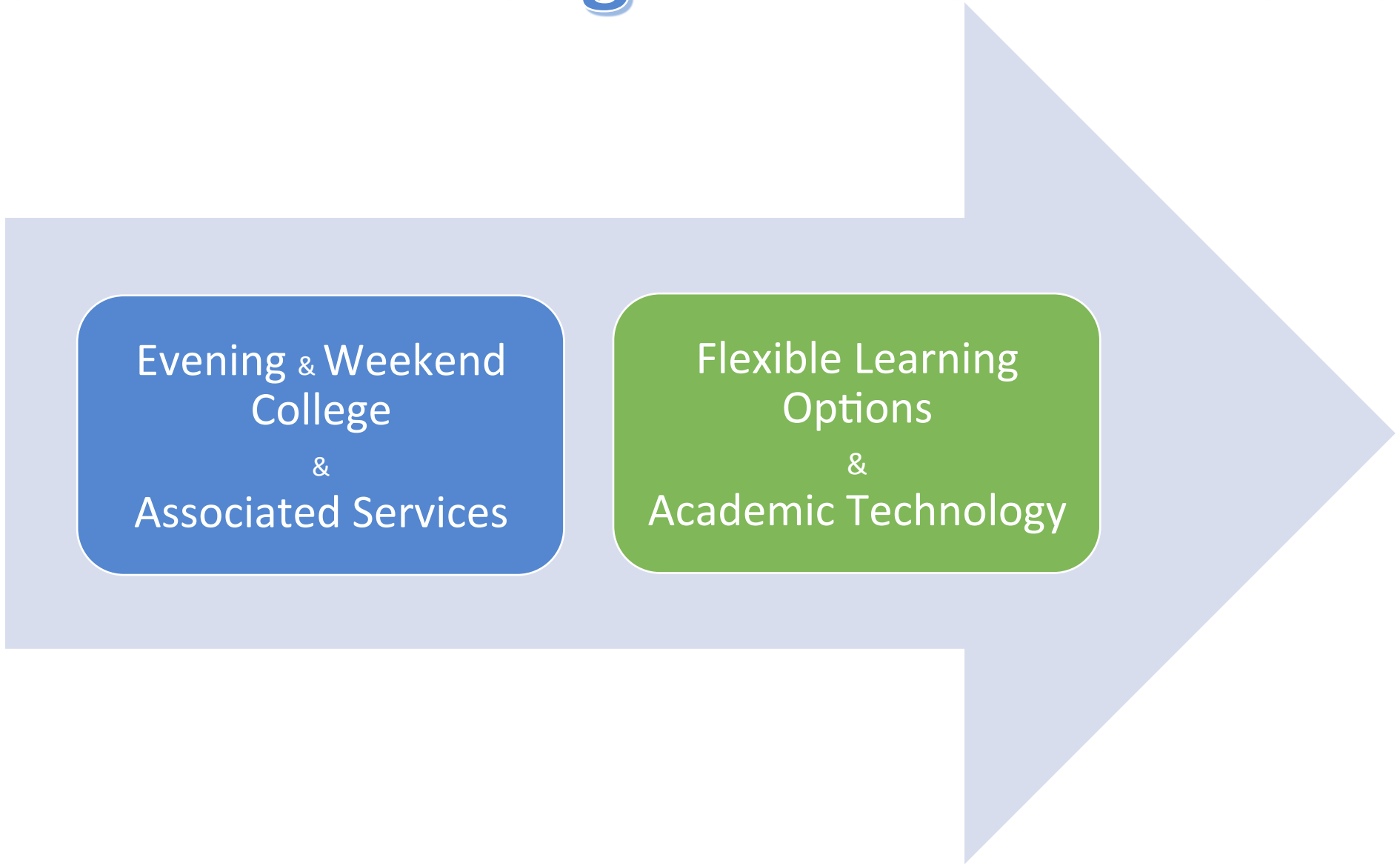
Evening and Weekend Program Offerings for Consideration

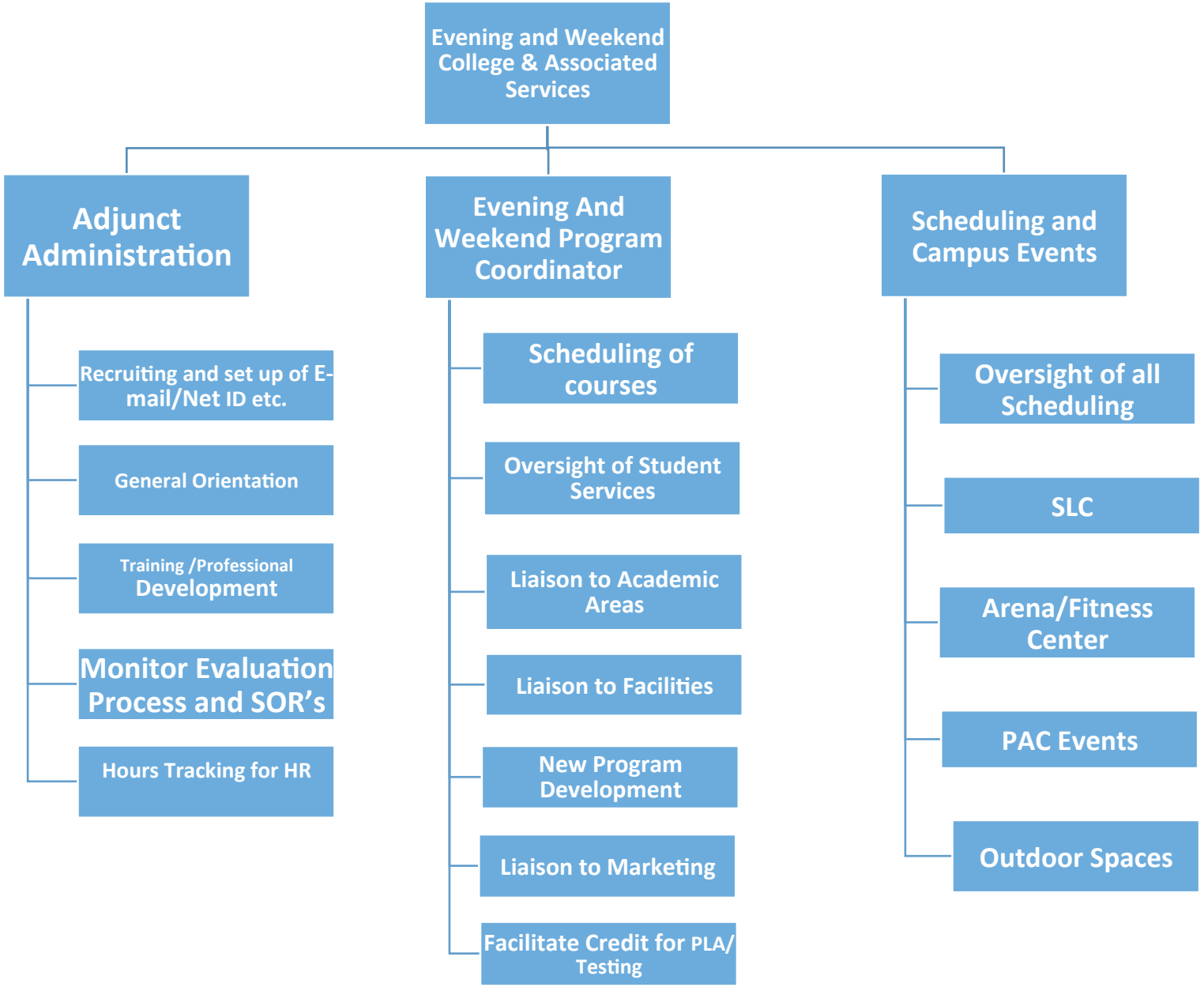
Possibilities to explore based on SEM data

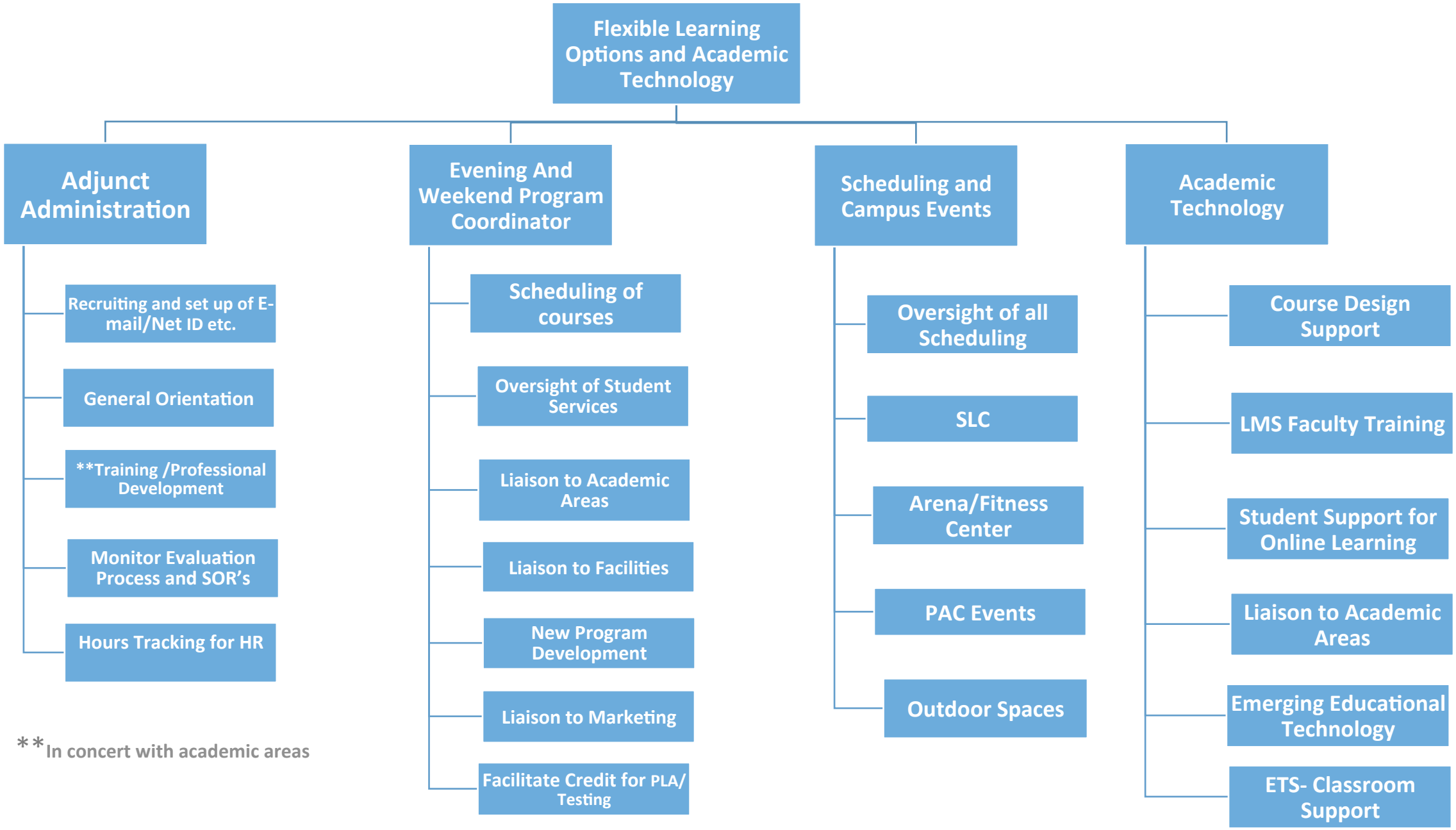


Recommendation: Program decisions are made in concert with academic areas

Strawman Organizational Models




Evening and Weekend College & Associated Services
Adjunct Administration
Recruiting and set up of E-mail/Net ID etc.
General Orientation
Training /Professional Development
Monitor Evaluation Process and SOR's
Hours Tracking for HR
Evening And Weekend Program Coordinator
Scheduling of courses
Oversight of Student Services
Liaison to Academic Areas
Liaison to Facilities
New Program Development
Liaison to Marketing
Facilitate Credit for PLA/ Testing
Scheduling and Campus Events
Oversight of all Scheduling
SLC
Arena/Fitness Center
PAC Events
Outdoor Spaces



**In concert with academic areas

Services Needed

- Student Services Generalist
  - Answer questions or refer as appropriate
  - Registration
  - Financial Aid Support
  - Study Skill support and referral
  - Veteran Services
- Security
- Food Services
- ETS
- Bookstore
- Testing Services

Barriers to Success

- **Early cancellations**
- **Contract language may not provide for Saturday teaching for programs requiring full time faculty.**
- **Facilities costs during off hours**
- **Credit by assessment:**
  - **Will there be adjunct pay for assessment?**
- **Are course outcomes written and clear enough to determine how credit by assessment is given?**

Priority #1: Maximize all administrative, educational, and infrastructure IT processes

Jubilee Goal & Objective	Initiative	Lead Cabinet Member	Status and Deadline(s)
Goal 2: Maximize resources.	Disseminate IT Vision statement	MM	September convocation
2.1 Expand the professional and personal potential of all staff to ensure a culture of high performance, collaboration and innovation.	Complete Year One of ERP Business Process Review	DP	The Colleague ERP review began in March 2014. The purpose of which is to focus operations to baseline Colleague. The 2014 projects address: Student Services; Faculty and Adjunct Hiring; and financial aid. The 2015 phases are: Recruitment/Admissions; Curriculum Management; Finance, Student Financial Services; HR/Payroll.
	GO Bond Implementation	ML & AV	Design of the building has been finalized with input from all the major stakeholders. Construction drawings are soon be being developed with an anticipated completion date for the project in spring 2016. Demolition of the site has been completed and site preparation work has started. Academic program plan has been finalized including the selection of Georgian Court University as the baccalaureate degree granting partner for the Health Sciences degree. Projected cost estimates are being developed for review.
2.2 Implement strategic media and technology solutions with a measurable impact on student learning and faculty/staff productivity			

Jubilee Goal & Objective	Initiative	Lead Cabinet Member	Status and Deadline(s)
2.4 Enhance internal communication to provide open, two-way information flows, and enhance and facilitate teamwork, cooperation and collaboration.	Develop Marketing Priorities, Processes, and Cost Structure	LH & AM	Communication Team Report received May 14, 2014; all recommendations implemented; Portal committee recommends adoption of SharePoint for January 2015; Advancement Divisions refocuses efforts of Marketing, Public Relations, Foundation, Grants, and Alumni; Website Transition Completed; IBB process with Professional Staff Association and Administrative Association result in timely contract resolution.

Priority #2: Assess all College programs, including governance structures

Jubilee Goal & Objective	Initiative	Lead Cabinet Member	Status and Deadline(s)
Goal 1: Inspire student success.	Use methodology established by President's Jubilee Commission for Fall self-assessment of all College programs	WT	Completed
Goal 2: Maximize resources.	Use same/similar methodology to assess governance	DS & LH	Governance Assessment complete Dec 2013; COFC and Steering review completed May 2104; Steering develops draft Model in Summer 2014; Forum presentation scheduled for 17 September 2014
1.5 Increase the use of new and existing analytical data to increase support for student and lifelong learners.	Conduct best practice review of community College governance structures	DS & MM	MM gave summaries of models to COFC in February 2014; COFC conducted research and shared White Paper Jan - May 2014

Priority #3: Based on research and data, define multi-campus College and operations

Jubilee Goal & Objective	Initiative	Lead Cabinet Member	Status and Deadline(s)
Goal 1: Inspire student success.	Align reporting structures for efficiency and clarity	MM	Plan shared in August BOT meeting; phase 1 structures in place 7/1/15; phase 2 7/1/16
1.1 Maximize learning-centered environments and successful student outcomes by ensuring alignment of curriculum, programs, services and co-curricular activities. 1.6 Implement short and long term enrollment development plans focusing on defined markets and emerging populations.	Determine appropriate focus for campuses and higher education centers. Target audiences: Latino population, dual enrollment, veterans, adult populations, geographic regions	DP, RP, AV, DS	**Latino Population:** Meeting with Latino Alliance of Monmouth and Ocean Counties. Also working with GCU in this initiative. **Dual Enrollment:** Poseidon and St. John Vianney Early College High School programs; Dual enrollment programs at 28 high schools in the County. **Veterans:** The Veteran/National Guard population is close to 500; Veterans Center grand opening in September; **Adult Populations:** Plus 50 Encore Completion Program Grant. **Geographic Regions:** Freehold Campus dean hired; enhanced staffing at Freehold and Higher Ed Centers
	Revise chart of accounts to reflect changed structures	ML & PS	To be completed in 2014-2015

Priority #4: Support employee development in College policies and regulations and compliance matters.

Jubilee Goal & Objective	Initiative	Lead Cabinet Member	Status and Deadline(s)
Goal 2: Maximize resources. 2.1 Expand the professional and personal potential of all staff to ensure a culture of high performance, collaboration and innovation.	Mandatory online training for employees in ethics, harassment a, FERPA, and diversity	PS	Required on-line training (Workplace Answers) Harassment Avoidance, Code of Ethics, FERPA, Valuing Diversity
2.2 Implement strategic media and technology solutions with a measureable impact on student learning and faculty/staff productivity.			☐
2.3 Increase facility maintenance and planning to ensure a safe physical setting and a quality student learning environment.			☐
2.4 Enhance internal communication to provide open, two-way information flows, and enhance and facilitate teamwork, cooperation and collaboration.			

Jubilee Goal & Objective	Initiative	Lead Cabinet Member	Status and Deadline(s)
	Required training for all faculty, including adjuncts, in Canvas	DP and SR	134 FT and 218 PT have attended one or more sessions. Strategies underway to target those who have yet to attend a session. Team has created a grid that identifies opportunities to design/redesign courses, to receive content updates, to confer with “experts” on a particular question, or to discuss strategies for optimizing Canvas
	Policy review with "owners"	LH	Board Bylaws approved Nov 2013; Policies disseminated to cabinet for review; P&E cmt of 1. Policies April; BOT forwards revised policies to full BOT April & May - all approved; P&E moves several policies to Ad Hoc Gov Cmt of BOT for review – still underway; NEW policy on Governance to P&E September 2014; Policy review ongoing
	Create professional development coordinating functions	PS	To be completed in 2014-2105

BROOKDALE BOARD OF TRUSTEES

Annual Priorities 2014-2015

1. Inspire Student Success
    - Completion Outcome*: Each institute has mapped a two-year template for one or more degree programs; or, a one-year template for one or more certificate programs. (Early & persistent connection to degree pathway**)
    - Learning Outcome*: Benchmarked, strong levels of student learning expected in courses, programs, and college-wide. (As an accountability tool and for professors to become better teachers**)
        - Review Mission-based Indicators. What 2-3 indicators do we want to track over the next 3 years that can show measurable improvements in learning for all students?
    - Equity Outcome*: Benchmarked levels of access and success expected for low-income and minority students.
        - Review Mission-based Indicators. What 2-3 indicators do we want to track over the next three years that can show measurable improvements in learning for under-represented minorities?

2. Maximize Resources
    - Human Resources Priorities
        - All employees directly affected by organizational changes will be presented with clear options and transitional support.
        - Determine next steps for the 21st Century Workforce Team (professional development for all)
        - Determine next steps for Communications Team
    - Fiscal Priorities
        - Revise the General Ledger to reflect the college's focus on its mission

3. Strengthen & Expand Alliances & Partnerships

    Create College Readiness initiative with at least one additional school district.

4. Leverage Brookdale's Excellence

    Align new collegial Governance structure with Institutes by September 2015.

* Aspen Goal

** Wyner, What Excellent Colleges Do

4.1 *Monthly Financial Report*

Operating and payroll disbursements for the month ending July 31, 2014, were $9,736,920.13.

The Monthly Financial Report contains summary information regarding all financial transactions of the College for the month of July. This report is submitted to the Board for information in accordance with Board policy and consists of the following schedules (enclosed):

1. Monthly Analysis of Change
2. Current Operating Budget Summary
3. Current Operating Income Summary
4. Cash & Investment Summary
5. Capital Commitment Summary
6. Capital Income Summary
7. Grant Summary

This report was reviewed by the President and the Finance & Facilities Committee of the Board of Trustees at a meeting held September 17, 2014.

ENCL. NO. 2

Brookdale Community College
Operating Fund
Budget Summary Report
FY15

AS OF JULY 31, 2014

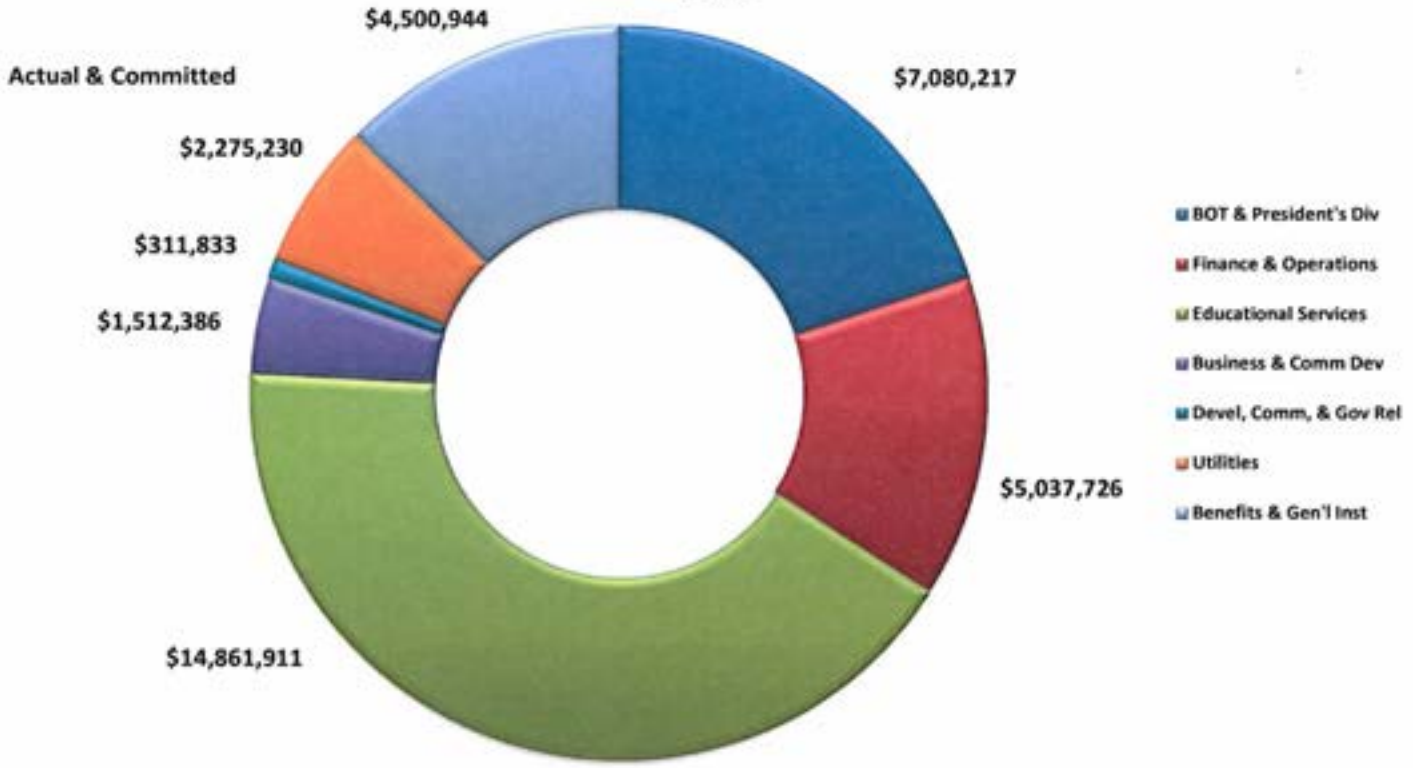
	BUDGET	ADJUST*	TOTAL AVAILABLE	YTD ACTUAL	COMMIT **	BALANCE
BOT & President's Div	$ 7,852,035	$ -	$ 7,852,035	$ 454,152	$ 6,626,065	$ 771,818
Finance & Operations	6,680,062	-	6,680,062	460,764	4,576,961	1,642,336
Educational Services	43,383,882	-	43,383,882	1,558,658	13,303,253	28,521,971
Business & Comm Dev	2,825,071	-	2,825,071	208,539	1,303,847	1,312,685
Devel, Comm, & Gov Rel	507,767	-	507,767	32,845	278,988	195,934
Utilities	2,908,700	-	2,908,700	188,926	2,086,304	633,470
Bnfts & Gen'l Inst	23,559,886	-	23,559,886	2,577,152	1,923,792	19,058,942
Total	$ 87,717,403	$ -	$ 87,717,403	$5,481,037	$ 30,099,210	$52,137,156

Notes:

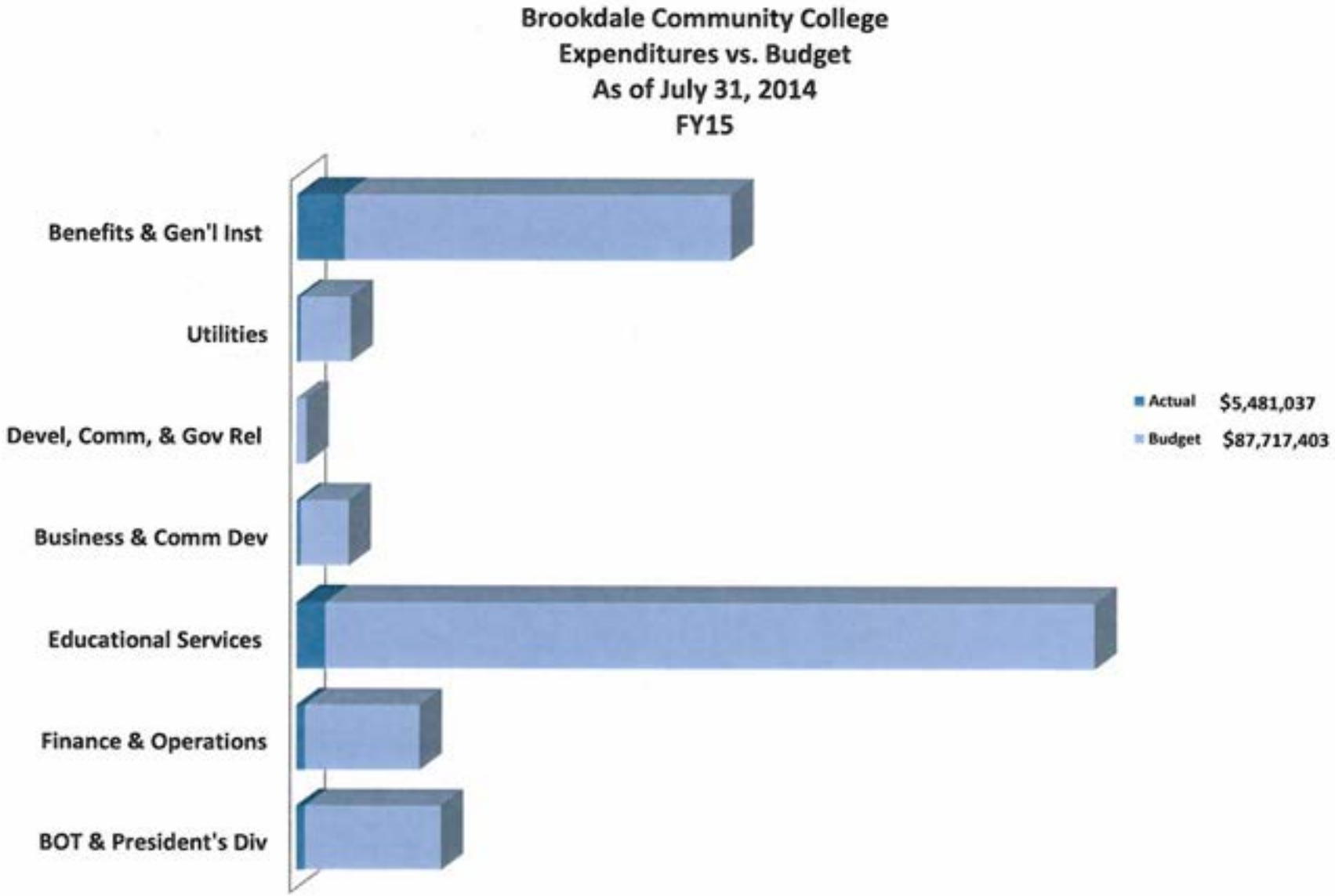
* **Adjustments represent budget transfers between divisions for salary increases and departmental transfers.**

** **Committed represents total funds encumbered for a good or service.**

Brookdale Community College
Operating Fund
As of July 31, 2014
FY15



The overall FY15 projected operating budget is $87,717,403; as of July 31, 2014, 40.6% or $35,580,247 was spent and/or obligated.


Brookdale Community College
Expenditures vs. Budget
As of July 31, 2014
FY15
Benefits & Gen'l Inst
Utilities
Devel, Comm, & Gov Rel
Business & Comm Dev
Educational Services
Finance & Operations
BOT & President's Div
Actual $5,481,037
Budget $87,717,403

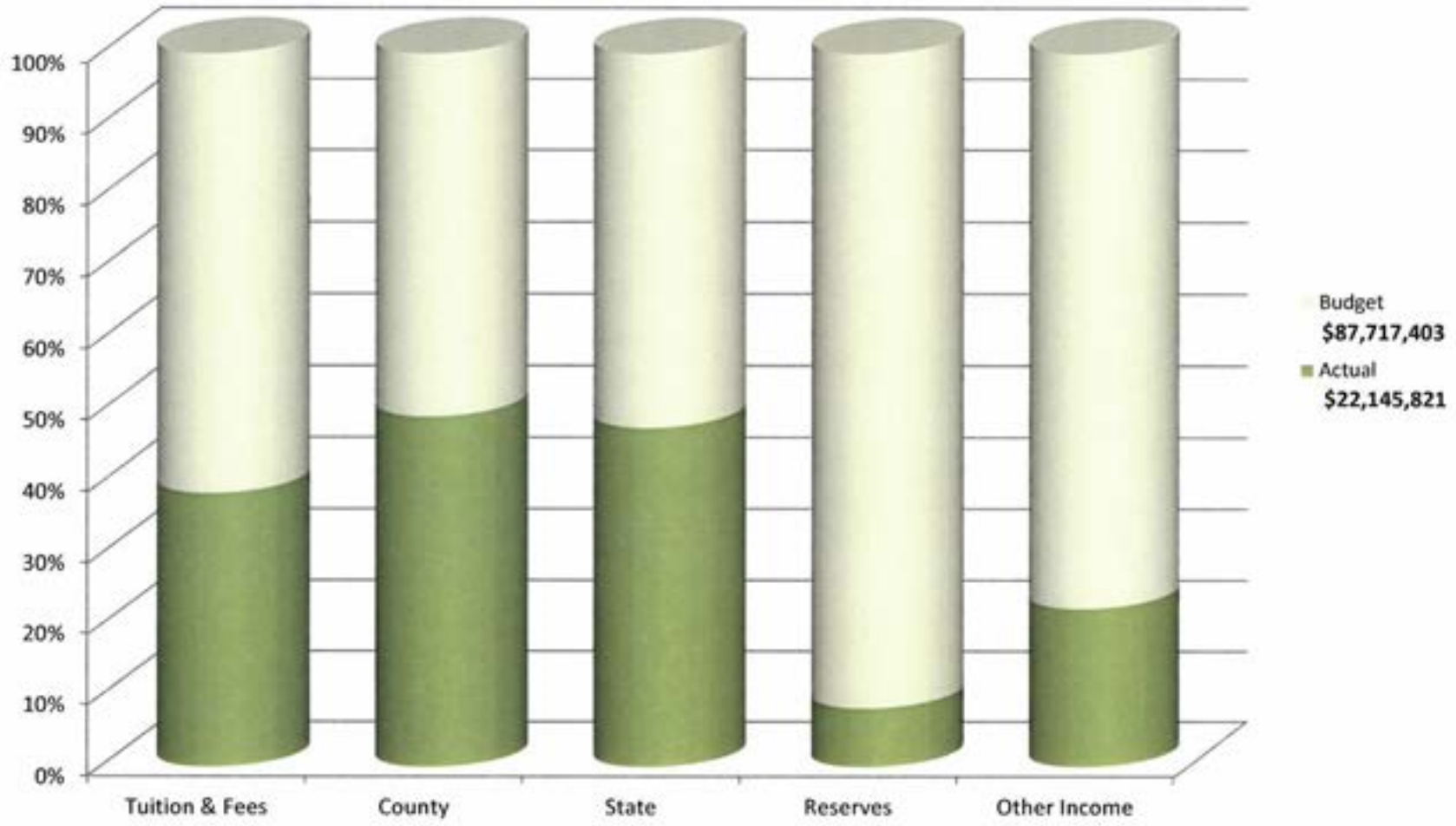
ENCL. NO. 3

Brookdale Community College
Operating Fund
Income Summary Report
FY15

AS OF JULY 31, 2014

	BUDGET	ADJUST	TOTAL AVAILABLE	YTD ACTUAL	BALANCE
State of New Jersey	$10,293,332	$ -	$ 10,293,332	$ 857,689	$ 9,435,643
County of Monmouth	20,027,019	-	20,027,019	1,668,918	18,358,101
Student Tuition	40,948,750	-	40,948,750	15,840,207	25,108,543
General Service Fee	4,706,875	-	4,706,875	1,769,641	2,937,234
Other Student Fees	1,450,000	-	1,450,000	596,160	853,840
Business & Comm Dev	2,960,000	-	2,960,000	804,669	2,155,331
Approp from Reserve	6,356,427	-	6,356,427	529,702	5,826,725
Miscellaneous	975,000	-	975,000	78,835	896,165
Total	$87,717,403	$ -	$ 87,717,403	$ 22,145,821	$ 65,571,582

Brookdale Community College
Operating Income
As of July 31, 2014
FY15



ENCL. NO. 4

Brookdale Community College
Summary of Cash & Investments
FY15

AS OF JULY 31, 2014

Cash:			
Operating	$ 3,328,272.73		
Payroll	2,289.12		
		$ 3,330,561.85	
Certificates of Deposit:		10,000,000.00	
			$ 13,330,561.85

Investment Details:

The College currently has five $2M CDs for 12 month terms purchased between August 2013 and July 2014.

Three CDs are with First Choice Bank; one is with NJ Community Bank; one is with Central Jersey Bank.

Rates vary from a low of .55 to a high of .80 percent.

Interest at maturity totals $71,000.

Total amount redeemed through July 31, 2014, is $2,000,000 with earned interest of $11,030.08.

ENCL. NO. 5

Brookdale Community College
Capital Fund
Budget Summary Report
FY15

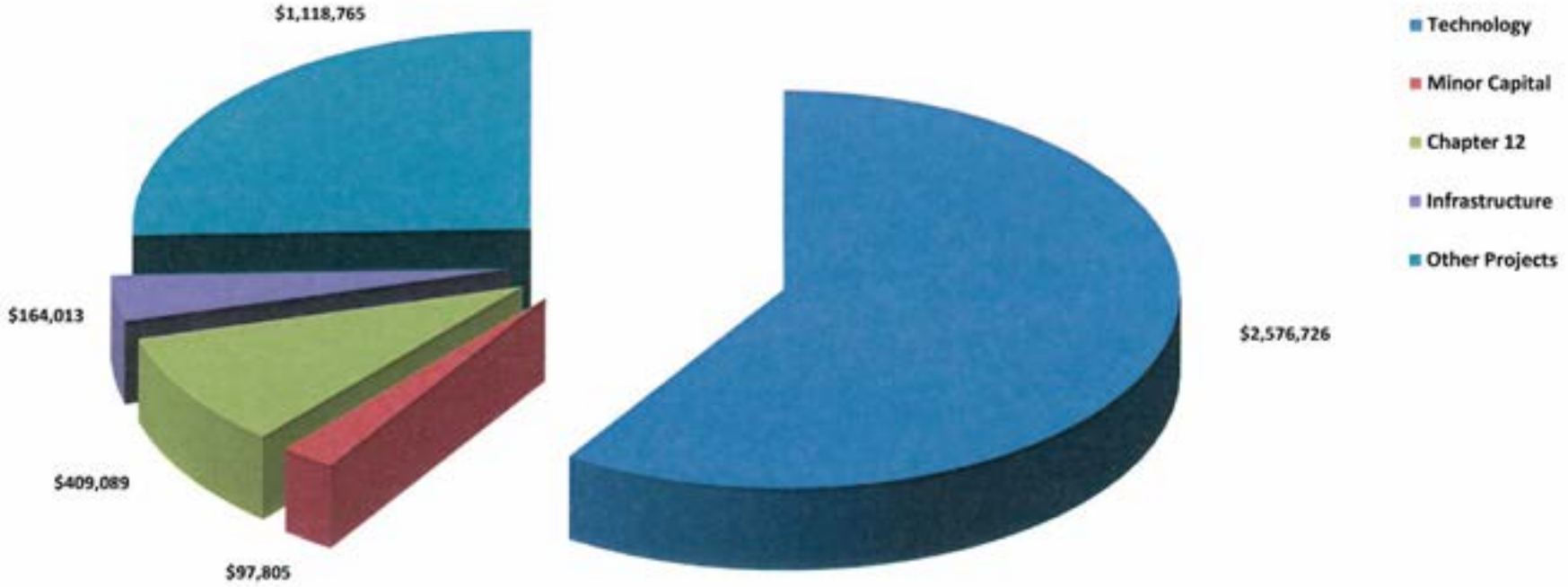
AS OF JULY 31, 2014

	BUDGET	ALLOCATED	ACTUAL & COMMIT	BALANCE
FY12 Chapter 12 Projects	$ 5,233,820		$ -	$ 4,824,731
8120520 - Gorman Hall	-	410,951	158,958	251,993
8120530 - Energy Efficiency	-	237,507	35,606	201,901
8120535 - Window Replacement WM	-	214,525	214,525	-
FY13 Chapter 12 Projects	1,500,000	-	-	1,500,000
FY14 Chapter 12 Projects	4,250,000	-	-	4,250,000
* FY15 Chapter 12 Projects	3,200,000	-	-	3,200,000
FY15 Capital Projects	-	-	-	-
8102410 - ADA Compliance	323,372	-	7,605	315,767
8131005 - Higher Ed Bond Administration	12,000,000	-	-	12,000,000
8132450 - College GO Bond Match	3,374,648	-	841,415	2,533,233
8131010 - Equipment Leasing Fund (ELF)	2,727,303	-	-	2,727,303
8131015 - Hi Ed Technology Infrastructure (HETI)	1,160,562	-	-	1,160,562
8132455 - College HETI Match	1,160,562	-	-	1,160,562
8142425 - Fascia Project	113,018	-	113,018	-
8152405 - Poseidon	547,151	-	19,643	527,508
FY15 Infrastructure Projects	1,000,000	-	-	-
8152415 - General	-	969,677	133,690	835,987
8132416 - Central Utility Plant Roof	-	30,323	30,323	-
Renewals & Replacements	36,590,436	1,862,983	1,554,783	35,489,547
SLC/B4 Debt Service	1,135,547	-	117,011	1,018,536
Brookdale @ Freehold Debt Service	886,247	-	20,073	866,174
Minor Capital	400,000	-	97,805	302,195
TIP	750,000	-	367,083	382,917
Student & BCD Tech Fee	2,271,094	-	2,209,644	61,450
Minor Capital	5,442,888	-	2,811,615	2,631,273
Total	$ 42,033,324	$ 1,862,983	$ 4,366,398	$ 38,120,820

* Pending State Approval

Brookdale Community College
Capital Fund
As of July 31, 2014
FY15

Actual and Committed



The overall FY14 capital budget is $41,942,173; as of July 31, 2014, 10.4% or $4,366,398 was spent and/or obligated.

ENCL. NO. 6

Brookdale Community College
Capital Fund
Income Summary Report
FY15

AS OF JULY 31, 2014

	BUDGET	ADJUST	PROJECTED REVENUE	YTD ACTUAL	BALANCE
State of New Jersey	$ 1,600,000	$ 20,945,284	$ 22,545,284	$ 2,465	$ 22,542,819
County of Monmouth	1,600,000	6,333,187	7,933,187	2,465	7,930,722
Other	6,442,888	5,111,965	11,554,853	1,204,205	10,350,649
Total	$ 9,642,888	$ 32,390,436	$ 42,033,324	$ 1,209,135	$ 40,824,190

ENCL. NO 7

Brookdale Community College
Grants
Budget Summary Report
FY15

AS OF JULY 31, 2014

	BUDGET	ADJUST	FUNDS AVAILABLE	ACTUAL & COMMIT	BALANCE
Federal Grants					
Brookdale	$ 2,432,820	$ -	$ 2,432,820	$ 196,912	$ 2,235,908
Subgrants	192,000	-	192,000		192,000
SUBTOTAL	2,624,820	-	2,624,820	196,912	2,427,908
State Grants	479,807	-	479,807	71,431	408,376
Other Grants	205,316	-	205,316	67,391	137,925
TOTAL	$ 3,309,943	$ -	$ 3,309,943	$ 335,734	$ 2,974,209

4.2 *Purchases in Excess of $34,100 and New Jersey "Pay-to –Play" bids, and Pursuant to the New Jersey "Pay to Play" Process, in Excess of $17,500*

Enclosed is a resolution with an attached list indicating proposed Public Contracts for Brookdale Community College in excess of $34,100. These proposed contracts have been bid in accordance with "County College Contracts Law," N.J.S. Chapter 64A-Title 18A, and Board of Trustees' Policy No. 4.2000, are under State contract or are legal exceptions to the Public Contracts Law.

Also listed are bids and proposals over $17,500 that met the New Jersey State "Pay-to-Play" Law, N.J.S.A. 19:44a-20.1 et seq., Chapters 51 and 271.

This report was reviewed by the President and the Finance & Facilities Committee of the Board of Trustees at a meeting held September 17, 2014

R E S O L U T I O N

WHEREAS, County College Contracts Law, Chapter 64A, title 18A, requires Board approval for any purchase in excess of $34,100, or purchases with a combined total in excess of $34,100; and

WHEREAS, the New Jersey State "Pay-to-Play" Law, N.J.S.A. 19.44a-20.1 et seq, Chapters 51 and 271, requires Board of Trustee approval for any purchase over $17,500, that is not awarded pursuant to a "fair and open" process; and

WHEREAS, the Director of Materiel and Printing Services has determined and certified in writing that the value of the acquisition will exceed $17,500; and

WHEREAS, the vendor has completed and submitted a Political Contribution Disclosure, and a Business Entity Disclosure Certification; and

BE IT FURTHER RESOLVED that the Business Disclosure Entity Certification and the Determination of Value be placed on file in the Purchasing Office with this resolution; and

WHEREAS, the Board of Trustees has reviewed the purchases on the list attached hereto and made a part hereof; and

NOW THEREFORE BE IT RESOLVED by the Board of Trustees of Brookdale Community College that Purchases as indicated on the attached list have been reviewed and the same are hereby approved.

Agenda for Purchases in Excess of $34,100
September 22, 2014

* Estimated expense based on historical data

Board Item No.	Vendor/Contractor	Category / Description	Basis of Award	Amount of Purchase
Operating				
1	County of Monmouth	**Treated Salt for Snow Removal** / Exempt 18A:64A-25.5.b. (contract entered into with the United States of America, State of NJ, a county or municipality or any board, body, or officer, agency or authority or any other state or subdivision thereof). This contract is for the supply and delivery of treated salt for snow removal.	Exempt	$ 20,000.00 *
2	Montana State University	**Student Tuition and Fees** / Exempt 18A:64A-25.5.b (contract entered into with the United States of America, State of NJ, a county or municipality or any board, body, or officer, agency or authority or any other state or subdivision thereof). This contract is for tuition and fees for 3 students studying abroad. The cost of the tuition and fees is assessed to the students.	Exempt	$ 25,300.00
3	Suburban Trails, Inc.	**Charter/Coach Bus Services for Intercollegiate Athletics, Bid No. 15-06** / Notice was sent to 8 vendors, received 2 replies. This contract is for charter/coach bus services for intercollegiate athletic teams.	Bid	$ 65,526.00
4		**Co-Location Services, Bid No. 15-03 /** Notice was sent to 9 vendors, received 3 replies. Bid was rejected due to non-compliance with bid requirements.		

****Unless otherwise exempt, bids were publicly advertised according to law.**

4.2b *Payments to Vendors, Students, and Employees*

Payments to vendors, students, and employees are contained in this report as summary information for all payment transactions of the College including payments made on previously approved purchase orders. This report serves as background information for the transactions.

Additional documentation for payments is available in the Accounts Payable Department.

This report was reviewed by the President and the Finance & Facilities Committee of the Board of Trustees at a meeting held September 17, 2014.

Brookdale Community College
Paid Invoice Register
September 22, 2014

	Student	Vendor	Employee	Totals
ASBCC	$ -	$ 3,336.25	$ -	$ 3,336.25
Athletics	-	113,596.22	615.00	114,211.22
Bookstore	-	719,172.82	-	719,172.82
College	232.00	1,700,187.30	10,325.85	1,710,745.15
OBCD	-	76,799.63	143.14	76,942.77
	$ 232.00	$ 2,613,092.22	$ 11,083.99	$ 2,624,408.21

BROOKDALE

BOARD OF TRUSTEES
General Functions
Administration
Human Resources
Finance & Facilities
Policy & Education

AGENDA for September 22, 2014
Lincroft Campus – Student Life Center – Navesink I, II
765 Newman Springs Road
Lincroft, NJ 07738

7:00 P.M. BOARD OF TRUSTEE PUBLIC BUSINESS MEETING **Agenda Tab**

A. Call to Order

B. Pledge of Allegiance

C. Reading of Statement and Roll Call

D. Public Comment on Agenda Items

E. Approval of Minutes of the August 21, 2014 Public Meeting **Minutes Tab**

F. APPROVAL ITEMS

(1.1) **Proposed BOT Policy 1.1001** **BCC Collegial Governance**	Quality and Excellence Value Added to Community	Goal 3: Strengthen and expand Brookdale's alliances and partnerships Goal 4: Leverage Brookdale's Excellence
(1.2) **Approval of Nominating Committee**	Quality and Excellence Value Added to Community	Goal 2: Maximize Resources Goal 4: Leverage Brookdale's Excellence

G. Consent Agenda **Consent Agenda Tab**

(2.1) **Acceptance of Grants**	Quality and Excellence Value Added to Community	Goal 2: Maximize Resources Goal 4: Leverage Brookdale's Excellence
(3.1) **Approval of Human Resources**	Quality and Excellence Value Added to Community	Goal 2: Maximize Resources Goal 4: Leverage Brookdale's Excellence

AGENDA for September 22, 2014
Lincroft Campus – Student Life Center – Navesink I, II
765 Newman Springs Road
Lincroft, NJ 07738

(4.1) Monthly Financial Report	Quality and Excellence	Goal 2: Maximize Resources
(4.2) Purchases in Excess of $34,100 and NJ "Pay-to-Play" bids, and Pursuant to the NJ "Pay-to-Play" Process, in Excess of $17,500	Quality and Excellence	Goal 2: Maximize Resources
(4.2b) Open Invoice Payment Requests for Vendor, Student, and Employee Payments	Quality and Excellence	Goal 2: Maximize Resources

H. Additional Approval Items

If any items have been removed from the consent agenda they will be considered at this time.

I. Public Comment

J. Old/New Business

K. Resolution to hold a Closed Meeting

L. Motion to Re-open the Meeting to the Public

M. Adjournment of Public Business Meeting

BROOKDALE COMMUNITY COLLEGE
Board of Trustees
Workshop Meeting

Thursday, August 21, 2014

Brookdale Community College
Lincroft Campus
Warner Student Life Center
765 Newman Springs Road
Lincroft, NJ 07738
Workshop and Public Business Meeting – Twin Lights Room

A. Chair Butch called the meeting to order at 4:30 P.M.

B. Ms. Gruskos read the following statement: "In compliance with the Open Public Meetings Act, N.J.S. 10:4-6 et seq., advance written notice of this meeting of the Board of Trustees was provided in the following manner:

1. On August 19, 2014, advance written notice of this meeting was posted at Brookdale Community College on the first floor of the Brookdale Administrative Center.
2. On August 19, 2014, advance written notice of this meeting was faxed to *The Asbury Park Press and the Star Ledger.*
3. On August 19, 2014, advance written notice of this meeting was filed with the Clerk of the County of Monmouth."

Roll Call:

Present:	Chair Brian Butch	Mr. Joseph DiBella
	Dr. Carl Guzzo	Mr. Joseph Passiment
	Mr. James McConnell	Mr. Gary Tolchin
	Ms. Tracey Abby-White	Ms. Lora Campbell (4:35)
	Mr. David Flaherty (5:00)	Mr. Charles Karcher (4:50)
Absent:	Mr. William Dalton	Mrs. Lucille Jones

C. It was moved by Trustee Guzzo and seconded by Trustee DiBella that the following resolution be approved.

WHEREAS, the Board of Trustees of Brookdale Community College proposes to discuss labor negotiations;

WHEREAS, the Board of Trustees has determined that within the provisions of Subsection 7(B) of the Open Public Meetings Law, the public should be excluded from the discussion of said subjects;

NOT THEREFORE BE IT RESOLVED by the Board of Trustees of Brookdale Community College that a meeting of said Board shall be held, at which the public shall be excluded, on

Thursday, August 21, 2014 at approximately 4:30 P.M. for the purpose of discussing said subjects.

BE IT FURTHER RESOLVED that the discussions on labor negotiations can be disclosed to the public when the matters have been concluded. August 21, 2014

Motion carried by the following vote:
AYES: Trustee Abby-White, DiBella, Guzzo, Passiment, McConnell, Tolchin, & Chair Butch
NAYS: None
ABSTENTIONS: None

D. It was MOVED by Trustee Guzzo and seconded by Trustee Abby-White that the executive meeting be reopened to the public. Approval was unanimous.

Roll Call

Present:	Ms. Tracey Abby-White	Ms. Lora Campbell
	Mr. Joseph DiBella	Mr. David Flaherty
	Dr. Carl Guzzo	Mr. Charles Karcher
	Mr. Joseph Passiment	Mr. James McConnell
	Mr. Gary Tolchin	Chair Brian Butch
Absent:	Mr. William Dalton	Mrs. Lucille Jones

E. It was moved by Trustee Passiment and seconded by Trustee Campbell to adjourn the executive session. Approval was unanimous.

F. Chair Butch called the public business meeting to order at 7:05 PM and the group joined together in the Pledge of Allegiance.

G. Ms. Gruskos read the following statement: "In compliance with the Open Public Meetings Act, N.J.S. 10:4-6 et seq., advance written notice of this meeting of the Board of Trustees was provided in the following manner:

1. On August 19, 2014, advance written notice of this meeting was posted at Brookdale Community College on the first floor of the Brookdale Administrative Center.
2. On August 19, 2014, advance written notice of this meeting was faxed to *The Asbury Park Press and the Star Ledger.*
3. On August 19, 2014, advance written notice of this meeting was filed with the Clerk of the County of Monmouth."

Roll Call

Present:	Ms. Tracey Abby-White	Ms. Lora Campbell
	Mr. Joseph DiBella	Mr. David Flaherty
	Dr. Carl Guzzo	Mr. Charles Karcher
	Mr. Joseph Passiment	Mr. James McConnell
	Mr. Gary Tolchin	Chair Brian Butch
Absent:	Mr. William Dalton	Mrs. Lucille Jones

H. A motion was made to accept the agenda by Trustee Passiment and seconded by Trustee Abby-White.

Roll Call

Present:	Ms. Tracey Abby-White	Ms. Lora Campbell
	Mr. Joseph DiBella	Mr. David Flaherty
	Dr. Carl Guzzo	Mr. Charles Karcher
	Mr. Joseph Passiment	Mr. James McConnell
	Mr. Gary Tolchin	Chair Brian Butch
Absent:	Mr. William Dalton	Mrs. Lucille Jones

I. Information & Discussion Items

Topic & Discussion	**Action and Follow-up Actions**
Audit Committee – Trustee Guzzo reported that the Audit Committee met on August 11, 2014 with Mr. Steven Glueck, Senior Partner of Eisner Amper. All is on track for the audit and it will be completed this fall. Mr. Francis reported on our fraud and theft hotline, and our audits in progress and no problems were reported. The position of Mr. Francis, Internal Auditor, was reviewed and it was determined that this position was still warranted.	Job description and chain of command for Internal Auditor position to be determined by end of October. Trustee Campbell to supply Trustee Guzzo with a job description document created by past Trustee Kapsales.
Ad Hoc Governance Committee - Trustee Karcher reported that they are delighted with Dr. Murphy's performance as President. The committee tabulated the Trustee's comments which were used in her performance assessment.	Dr. Murphy to reach out to the Trustees to address their comments on her evaluation Tabulated comments on the Portal for review by the Trustees.

J. Public Comment on Agenda Items: - Chair Butch announced that there were 3 addendums to the Consent Agenda, including 2, 4.2 addendums (Purchases in Excess of $34,100) and 1 HR Addendum (Change of Status and Separations).

K. A motion was made to approve the June 19, 2914 minutes by Trustee Abby-White and seconded by Trustee Passiment.

Roll Call:

Present:	Ms. Tracey Abby-White	Ms. Lora Campbell
	Mr. Joseph DiBella	
	Dr. Carl Guzzo	Mr. Charles Karcher
	Mr. Joseph Passiment	Mr. James McConnell
	Mr. Gary Tolchin	Chair Brian Butch
Abstain:	Mr. David Flaherty	
Absent:	Mr. William Dalton	Mrs. Lucille Jones

L. A motion was made to approve the July 22, 2014 minutes by Trustee Passiment and seconded By Trustee Passiment.

Roll Call:

Present:	Ms. Tracey Abby-White	Ms. Lora Campbell
	Mr. Joseph DiBella	Dr. Carl Guzzo
	Mr. Joseph Passiment	Mr. James McConnell
	Mr. Gary Tolchin	Chair Brian Butch
Abstain:	Mr. Joseph DiBella	Mr. David Flaherty
	Mr. Charles Karcher	
Absent:	Mr. William Dalton	Mrs. Lucille Jones

M. A motion to accept the consent agenda was made by Trustee Passiment and seconded by Trustee Campbell.

Roll Call:

Present:	Ms. Tracey Abby-White	Ms. Lora Campbell
	Mr. Joseph DiBella	Mr. David Flaherty
	Dr. Carl Guzzo	Mr. Charles Karcher
	Mr. Joseph Passiment	Mr. James McConnell
	Mr. Gary Tolchin	Chair Brian Butch
Absent:	Mr. William Dalton	Mrs. Lucille Jones

Dr. Murphy made note that the approval of the consent agenda, including the resolution to approve the non-credit programs in Diagnostic Medical Sonography; Medical Assistant Certification; Magnetic Resonance Imaging (MRI) Advanced Level Certificate Program; Hemodialysis Technician and Medical Coding Specialist. Students will be able to receive federal financial aid for these programs. She thanked the Board for granting students the opportunity for short term educational opportunities which will lead directly to jobs. Trustee Abby-White noted that there is anticipated 13% to 27% growth for these jobs in Monmouth County.

N Public Comment

Topic & Discussion	Action and Follow-up Actions
Public Comment Helen Vota, President of PSA, who represents 240 PSA employees, introduced colleague Laura Kirkwood, full time Learning Assistant. Laura provided a presentation on the Reading Centers' goals, role and their impact at Brookdale. Student, Judith Jones spoke of her positive experience at the Reading Center. Trustee DiBella commented that this was the most well done, concise, informative presentation he has seen at a Board of Trustees Meeting Keven Przystawski, Incoming President of Student Life Board, expressed his concern about our declining enrollment and wanted to know if the Board has a plan to increase enrollment. Dr. Murphy addressed his concern and suggested that we all do exactly what he has been doing, by spreading the good word about Brookdale. The sharing of positive first-hand experience is our best marketing tool. Professor Jim Lawaich, Chair of the Computer Science Department, expressed his concern for the assessment of the early-college high school students at St. John Vianney and Neptune High School for this fall. Dr. Murphy assured him that assessment and rigor will be the same for all students, regardless of age.	Hard copy of the slide presentation to be made available via our website. Jim Lawaich to follow up with Executive Vice President, Dianna Phillips with his concerns about assessment and scheduling issues.
Old/New Business: Trustee Guzzo noted the recent passage of federal legislation granting all Veterans in-state tuition and commended the foresight of Jeremy Baratta for bringing this to the Board's attention some time ago. Trustee DiBella gave an abbreviated report on the Finance & Facilities Committee Meeting: • Lincroft – replacing water pipes • Lincroft – repainting of parking lot lines • Neptune – new classroom furniture • Freehold – replacing windows Trustee DiBella commended Dr. Murphy for her foresight to build a new customer base with the High School students and welcomes her innovative ideas. Chair Butch announced that due to scheduling issues, the	

September Board of Trustees meeting has been changed from September 17 to September 22. The October Board of Trustees meeting has been changed from October 16 to October 30.	

It was MOVED by Trustee Flaherty and seconded by Trustee Abby-White that the Workshop & Public Meeting be adjourned at 7:55 P.M. Approval was unanimous.

Respectfully submitted

Maureen Murphy, Ph.D., Secretary

(1.1) Lodging of Board Policy 1.1001 Brookdale Collegial Governance

RESOLUTION

WHEREAS, Brookdale Community College has long prided itself on its collegial Governance system; and

WHEREAS, the Steering Committee of Governance and the Council of Former Chairs led a comprehensive, College-wide review of the collegial Governance system, and is developing a revised model; and

WHEREAS, one of the recommendations of the Steering Committee and the Council of Former Chairs was the adoption of a Board Policy to solidify the collegial and interdependent relationship between the Board of Trustees and the collegial Governance system; and

WHEREAS, the proposed Board Policy 1.1001 – Brookdale Community College Collegial Governance, has been discussed and reviewed by the College Forum and was presented to the Policy and Education Committee of the Board for its recommendation for lodging to the full Board of Trustees at the September 22, 2014 meeting; and

WHEREAS, Board of Trustees Bylaws 1.6020, Lodging of Policy, states "No matter of policy shall be submitted to the Board for Approval or placed on a regular or special meeting agenda for action by the Board unless it has been presented in writing at a previous regular meeting of the Board. This rule may be waived only by the unanimous consent of those Board members present and voting at the meeting when any such proposed action is contemplated,"

NOW THEREFORE BE IT RESOLVED by the Board of Trustees of Brookdale Community College that Board Policy 1.1001 Brookdale Community College Collegial Governance is approved for lodging at this time.

September 22, 2014

BROOKDALE COMMUNITY COLLEGE
DRAFT BOARD POLICY 1.1001

I. Title of Policy

1.1001 Brookdale Community College Collegial Governance

II. Objective of Policy

To define the collegial Governance system of Brookdale Community College and by doing so delineate the role of the Board of Trustees, President, Faculty, Staff, Students, and the community; to describe their relationships; establish and revise Board Policies and College Regulations; administer the college, and to emphasize students and learning as the focus of the institution.

III. Authority

The BOT derives its authority from New Jersey Statute 18A:64A-1 et seq. The Board and Administration and Faculty are subject to provisions of the Constitution of the State of New Jersey, the Regulations and Standards for New Jersey Community Colleges, the Board of Trustee Bylaws, and its own policies and regulations, including 2.0003R Policy Items Requiring Action by the President and 2.0004R Action by the Board of Trustees.

IV. Policy Statement

The goal of Brookdale Collegial Governance is to authentically enfranchise the whole college community in the deliberative and recommending purposes of the College and in planning for the future.

The Brookdale Collegial Governance system encompasses new and existing Brookdale structures and processes for cooperative and collegial deliberation and communications. Brookdale Collegial Governance shall engage the Board, the faculty, staff, administrators and students, in proactive support of the effective and efficient functioning of the college. Brookdale Collegial Governance will operate under the principle that well informed decisions are better when made by those who are accountable for the results, and with the active participation of those who can best contribute to their implementation. The ultimate objective of Brookdale Collegial Governance is to ensure student success.

The Board of Trustees delegates to the President, working collaboratively with Faculty, Staff and Students, the identification of regulations and procedures to guide Brookdale Collegial Governance, ensure consistency and transparencies in decision making, promote academic excellence and administer the College.

V. Responsibility for Implementation

President

Proposed: September 2014

(1.2) Approval of Nominating Committee of the Board of Trustees for 2014

RESOLUTION

WHEREAS, Brookdale Community College Board of Trustee Bylaw 1.4025 Nominating Committee states that the Board shall appoint a Nominating Committee each September; and

WHEREAS, the Chair of the Board has consulted with the members of the Board of Trustees and wishes to appoint the following to the Nominating Committee;

Trustee Lora Campbell, Chair

Trustee Charles Karcher, and

Trustee Gary Tolchin

THEREFORE BE IT RESOLVED that the Nominating Committee named above will bring the names of a potential Chair and a Vice Chair to the Board for discussion at the October 2014 Board meeting and to offer in nomination the Chair and Vice Chair at the annual meeting of the Board in November 2014.

September 22, 2014

BROOKDALE

BOARD OF TRUSTEES
General Functions
Administration
Human Resources
Finance & Facilities
Policy & Education

AGENDA for September 22, 2014
Lincroft Campus – Student Life Center – Navesink I, II
765 Newman Springs Road
Lincroft, NJ 07738

G. Review of Consent Agenda and Business Meeting Agenda **Consent Agenda Tab**

Any item may be removed from the consent agenda for discussion by any voting member of the Board of Trustees.

1. Acceptance of Grants **Grants Tab**
2. Human Resources **Human Resources Tab**
3. Finance & Facilities **Finance Tab**
    a. Purchases in Excess of $34,100 and NJ Pay to Play (4.2)
    b. Open Invoice Payment Request (4.2b)

RESOLUTION

WHEREAS, the Board of Trustees of Brookdale Community College has applied for the grant funds listed below:

	Amount
Perkins Career and Technical Education	$640,379
Educational Opportunity Fund	$534,419
Club Brookdale	$45,463

WHEREAS, the College has been notified that the funds have been approved; and

WHEREAS, Board Policy 2.0000 requires Board acceptance of all grants received by Brookdale Community College; and

WHEREAS, the President recommends acceptance of said grant funds;

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees of Brookdale Community College authorizes the President to accept the grant funds listed above and to sign the funding notification forms and any appropriate amendments thereto.

September 17, 2014: Director of Grants and Institutional Development, Laura Qaissaunee

R E S O L U T I O N

WHEREAS, County College Contracts Law, Chapter 64A, title 18A, requires Board approval for any purchase in excess of $34,100, or purchases with a combined total in excess of $34,100; and

WHEREAS, the New Jersey State "Pay-to-Play" Law, N.J.S.A. 19.44a-20.1 et seq, Chapters 51 and 271, requires Board of Trustee approval for any purchase over $17,500, that is not awarded pursuant to a "fair and open" process; and

WHEREAS, the Director of Materiel and Printing Services has determined and certified in writing that the value of the acquisition will exceed $17,500; and

WHEREAS, the vendor has completed and submitted a Political Contribution Disclosure, and a Business Entity Disclosure Certification; and

BE IT FURTHER RESOLVED that the Business Disclosure Entity Certification and the Determination of Value be placed on file in the Purchasing Office with this resolution; and

WHEREAS, the Board of Trustees has reviewed the purchases on the list attached hereto and made a part hereof; and

NOW THEREFORE BE IT RESOLVED by the Board of Trustees of Brookdale Community College that Purchases as indicated on the attached list have been reviewed and the same are hereby approved.

Agenda for Purchases in Excess of $34,100
September 22, 2014

* Estimated expense based on historical data

Board Item No.	Vendor/Contractor	Category / Description	Basis of Award	Amount of Purchase
Operating				
1	County of Monmouth	**Treated Salt for Snow Removal** / Exempt 18A:64A-25.5.b. (contract entered into with the United States of America, State of NJ, a county or municipality or any board, body, or officer, agency or authority or any other state or subdivision thereof). This contract is for the supply and delivery of treated salt for snow removal.	Exempt	$ 20,000.00 *
2	Montana State University	**Student Tuition and Fees** / Exempt 18A:64A-25.5.b (contract entered into with the United States of America, State of NJ, a county or municipality or any board, body, or officer, agency or authority or any other state or subdivision thereof). This contract is for tuition and fees for 3 students studying abroad. The cost of the tuition and fees is assessed to the students.	Exempt	$ 25,300.00
3	Suburban Trails, Inc.	**Charter/Coach Bus Services for Intercollegiate Athletics, Bid No. 15-06** / Notice was sent to 8 vendors, received 2 replies. This contract is for charter/coach bus services for intercollegiate athletic teams.	Bid	$ 65,526.00
4		**Co-Location Services, Bid No. 15-03 /** Notice was sent to 9 vendors, received 3 replies. Bid was rejected due to non-compliance with bid requirements.		

****Unless otherwise exempt, bids were publicly advertised according to law.**

3.1 Human Resources Recommendations

Hires, Change of Status & Separations - This month there are a total of 25 recommended items. A summary of the action items is listed below with supporting documentation attached.

A. Hires	**Recommendations**
Support Staff	1
Coaches	6

B. Change of Status	**Recommendations**
Faculty	1
Administrative	8
Support Staff	3
Coaches	1

C. Separations	**Recommendations**
Administrative	2
Support Staff	3

A. HIRES

SUPPORT STAFF

1. Name: David Sita
   Department: Physics
   Position: Learning Assistant, temporary
   Salary: $10,493 prorated from an annual base of $41,229
   Effective: 9/23/14 – until incumbent returns, but not later than 12/23/14

COACHES

1. Name: Nicole Collins
   Department: Athletics
   Position: Assistant Coach, Women's Basketball
   Compensation: $1,000
   Dates: 10/1/14 – 3/30/15

2. Name: Jeffrey Hoffman
   Department: Athletics
   Position: Assistant Coach, Men's Soccer
   Compensation: $3,150
   Dates: 7/1/14 – 11/30/14

3. Name: Evan Norwood
Department: Athletics
Position: Assistant Coach, Cross Country
Compensation: $1,000
Dates: 7/1/14 – 11/30/14

4. Name: Kimberly Ridolfi
Department: Athletics
Position: Assistant Coach, Woman's Basketball
Compensation: $1,000
Dates: 7/1/14 – 3/30/15

5. Name: Shannon Slattery
Department: Athletics
Position: Assistant Coach, Women's Volleyball
Compensation: $3,150
Dates: 7/1/14 – 11/30/14

6. Name: Katrina Thornton
Department: Athletics
Position: Head Coach, Cheerleading
Compensation: $3,500
Dates: 10/1/14 – 3/30/15

B. CHANGE OF STATUS

FACULTY

1. Name: Eugenia Parron
Department: Psychology
Position: Professor
Action: Paid medical leave
Effective: 9/1/14 – 12/20/14

ADMINISTRATIVE

1. Name: Emily Alaia
Department: Payroll
Position: Payroll Administrator
Action: Change is status from N3 to A3 through bona fide search
New Salary: $38,205 prorated from an annual base of $50,940
Effective: 10/1/14

2.	Name:	Kelly Canonico
	Department:	Outreach, Business & Community Development
	Position:	Director, Education Grant, part-time, 30 hrs/wk, grant-funded position
	Action:	Extension of temporary grant-funded position, pending grant extension
	New Salary:	No change
	Effective:	10/1/14 – 6/30/15 or separation at end of assignment
3.	Name:	Linda DeButts
	Department:	Human Resources
	Position:	Training Specialist, part-time, 25 hrs/wk
	Action:	Extension of temporary assignment
	Effective:	10/1/14 – 12/23/14
4.	Name:	David DeFrancesco
	Department:	Commons Services
	Position:	Mail Services Coordinator
	Action:	Extension of monthly stipend
	Effective:	10/1/14 – until further notice, but not later than 12/31/14
5.	Name:	Susan Gura
	Department:	Human Resources
	Position:	Benefits Specialist
	Action:	Change in retirement date
	Effective:	12/31/14
6.	Name:	Michael Halpin
	Department:	Police Department
	Position:	Lieutenant
	Action:	Change in status from Senior Sergeant to Non-Represented Lieutenant through bona fide search
	New Salary:	$63,497 prorated from an annual base of $84,663
	Effective:	10/1/14
7.	Name:	Anne LaPorta
	Department:	Outreach, Business & Community Development
	Position:	Job Developer, part-time, 35 hrs/wk, grant-funded position
	New Salary:	No change
	Action:	Temporary grant-funded position, pending grant extension
	Effective:	10/1/14 – 6/30/15 or separation at end of assignment

8. Name: Susan Scarangella
Department: Outreach, Business & Community Development
Position: Program Coordinator, NNJHPC, temporary, grant-funded position
Action: Extension of temporary grant-funded position, pending grant extension
New Salary: No change
Effective: 10/1/14 – 6/30/15

SUPPORT STAFF

1. Name: Christine Forman
Department: The Veteran's Center
Position: Associate
Action: Change in department, from Enrollment Development to The Veteran's Center
New Salary: No Change
Effective: 8/25/14

2. Name: Danielle Propert
Department: Outreach, Business & Community Development
Position: Senior Assistant, Registration
Action: Extension of temporary assignment
New Salary: No Change
Effective: 10/1/14 – 12/23/14

3. Name: Amy Yates
Department: Outreach, Business & Community Development
Position: Senior Assistant, Registration
Action: Temporary grant-funded position, pending grant extension
New Salary: No Change
Effective: 10/1/14 – 6/30/15 or separation at end of assignment

COACHES

1. Name: Will Alston
Department: Athletics
Position: Head Coach, Cross Country
Action: Change in status from Assistant Coach to Head Coach
Compensation: $4,250
Dates: 7/1/14 – 6/30/15

C. SEPARATIONS

ADMINISTRATIVE

1. Name: David DeFrancesco
   Department: Common Services
   Position: Mail Services Coordinator
   Action: Retirement
   Effective: 1/1/15

2. Name: Nancy Rivera
   Department: Conference Facilities Services
   Position: Manager
   Action: Resignation
   Effective: 10/17/14

SUPPORT STAFF

1. Name: Susan Carle
   Department: Performing Arts
   Position: Associate
   Action: Deceased
   Date of Death: 8/31/14

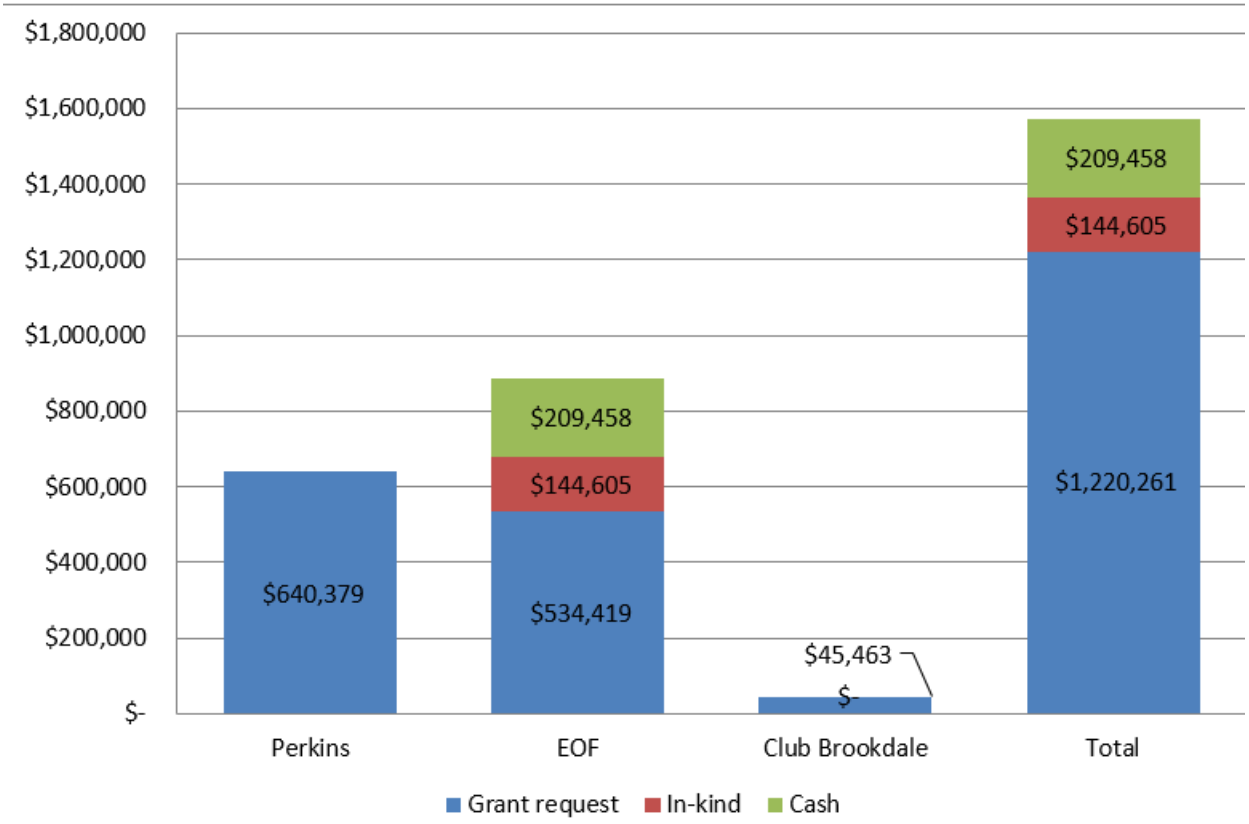
2. Name: Ondrea Murphy
   Department: Library
   Position: Associate
   Action: Resignation
   Effective: 9/26/14

3. Name: Wallace Wilson
   Department: Communiversity/Higher Education Centers
   Position: Learning Assistant, HEC
   Action: Resignation
   Effective: 9/30/14

2.1 Application for Grants
Executive Summary

Grant Request and College Contribution Analysis

	Grant request	In-kind	Cash	Total
Perkins	$ 640,379	$ -	$ -	$ 640,379
EOF	$ 534,419	$ 144,605	$ 209,458	$ 888,482
Club Brookdale	$ 45,463	$ -	$ -	$ 45,463
Total	**$ 1,220,261**	**$ 144,605**	**$ 209,458**	**$ 1,574,324**



Perkins Career and Technical Education
Brookdale has been awarded a grant from the New Jersey State Department of Education, Office of Career and Technical Education, for funding under its Carl D. Perkins Career and Technical Education Improvement Act of 2006. Funding for FY'15 will enable the College to update equipment and technology in several career and technical education programs; increase or maintain performance levels in skill proficiency, program completion and retention, career placement and participation in non-traditional programs; and integrate academic and career and technical instruction. Nancy Kegelman, Dean of Academic Affairs, will administer the program.

The total grant award is **$640,379** and does not require a match from the college.

Educational Opportunity Fund
Brookdale has been awarded a grant from the New Jersey Commission on Higher Education under its Educational Opportunity Fund (EOF) program. The program helps low-income New Jersey residents access higher education by offering supplemental financial aid and a wide array of campus-based outreach and support services for program students. The program is under the direction of Richard Morales-Wright, Director of the college's EOF program.

The total grant award is **$534,419*,** with a cash match of **$209,458** and an in kind match of $**144,605**, for a total of **$888,482**. *Includes student financial aid and program support.

Club Brookdale Family Friendly Center
Brookdale has been awarded a grant from New Jersey Department of Children and Families, under its Family Friendly Grant Program. Funding will enable the College to continue to provide a safe and productive after school program at Neptune Middle School for approximately thirty (30) 6th-8th grade students of working parents. The program offers a balance of education, enrichment, recreation, and social services. Joan Scocco, Business and Community Development, will administer the program.

The total grant award is **$45,463**, and does not require a College match.

Recommendation:
The President recommends that the Board of Trustees adopt a resolution accepting the funds listed and authorizing the President to sign funding notification forms and any appropriate amendments.

RESOLUTION

WHEREAS, the Board of Trustees of Brookdale Community College has applied for the grant funds listed below:

	Amount
Perkins Career and Technical Education	$640,379
Educational Opportunity Fund	$534,419
Club Brookdale	$45,463

WHEREAS, the College has been notified that the funds have been approved; and

WHEREAS, Board Policy 2.0000 requires Board acceptance of all grants received by Brookdale Community College; and

WHEREAS, the President recommends acceptance of said grant funds;

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees of Brookdale Community College authorizes the President to accept the grant funds listed above and to sign the funding notification forms and any appropriate amendments thereto.