

**Summary of Proceedings**  
**Meeting of the Board of Trustees**  
**Tuesday, September 14, 2021**  
**5:00 p.m., via Zoom**

**Trustees Present:** Koral Booth (Student Alumni Representative); Joseph Doria; Karen Fahrenholz (Secretary/Treasurer); Pamela Gardner; Adamarys Galvin; Roberta Kenny; Bakari Lee (Vice Chair); William Netchert (Chair); Jeannette Peña; Christopher Reber; Silvia Rodriguez; Harold Stahl

**Comments from the Public:** There were no comments from the public.

1. *Student Government Association President's Report*

*President Reber offered the following remarks.*

Joining us this evening is Angel Beebe, this year's President of the Student Government Association.

Angel is majoring in chemistry and will graduate next May. She serves on the leadership team of the HCCC Chapter of Phi Theta Kappa International Honor Society and is a member of the College's chapter of the National Society of Leadership and Success, among many other involvements. Angel's professional goal is to become a forensic chemist specializing in toxicology so that she "can be the voice for those who cannot tell their story."

Congratulations, Angel, and welcome!

*Student Government Association President Angel Beebe offered the following report.*

Good evening, Board of Trustees, Dr. Reber, faculty, students and guests. My name is Angel Beebe, and I will be presenting the SGA President Reports for the Fall 2021 and Spring 2022 semesters.

To briefly introduce myself, since I am a new face to many, I am a Chemistry major anticipated to graduate in May 2022. I serve on the leadership teams of Phi Theta Kappa, as a member of

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HCCC's Chapter of the National Society of Leadership and Success, Bridge to the Baccalaureate Program, and, of course, now as the President of SGA. My passions are centered around being the student voice at HCCC. Being a student myself, I understand the struggles one may face while being in college. My future plans are to be a Forensic Chemist with a discipline in toxicology, where I can be the voice for those who cannot tell their story.

SGA is continuing our search for new E-board members and would love to have recommendations, from faculty and staff, of students they believe are great leaders who would make a lasting impact in the SGA.

Following the previous E-board's work, we remain dedicated to continuing the work that we have accomplished so far, including the Re-entry Program, STEM Mentorship Program and the Mental Health Awareness program. These efforts are still underway and we are so excited for the HCCC community to see how they evolve!

The Re-entry Program started as a way to provide previously incarcerated or currently incarcerated individuals with a second chance for education. This program is set to start this month.

The STEM Mentorship Program is being led by alumnus and Spring 2021 Valedictorian, Pedro Moranchel. The program will provide Hudson County Middle School students with opportunities to have access to free tutoring in STEM-related subjects.

The Mental Health Awareness Program was devised to assist students with mental health resources while at Hudson. While we are working on these main projects, our E-board will continue to work on multiple other initiatives that members are passionate about.

SGA is happy to offer our Student Voice form, which allows students to anonymously inform SGA about their concerns, and to share their inputs and compliments. SGA is also hoping to continue the monthly *Table Talk Series* to inform students about our projects and to have open dialogue with our HCCC community.

Thank you for your time. I look forward to working with all of you this academic year. I am happy to answer any questions and accept any ideas you may have.

*2. All College Council President's Report*

*All College Council President Dr. Peter Cronrath offered the following report.*

Good evening, Trustees,

As the semester is underway, and with the impact of Hurricane Ida to many of the students, faculty, and staff at HCCC, the All College Council's report is to identify areas of improvement and create actionable steps toward greater success in and out of the classroom. We would also like to take a moment to remember the impact of September 11, and the on-going need for community strength and rebuilding.

The following are the standing committee reports:

### **College Life Committee**

A Paint and Sip Event for the fall semester is being scheduled for faculty and staff. The event was very successful in the past, bringing people together to share some laughs.

Steps for Wellness Fall 2021, to begin later this month, has increased awareness of health and activity throughout the campus community.

The College Life Committee has already started planning for the Spring 2022 Professional Development Day, seeking speakers, setting the theme, and developing workshops (Partnering with the Office of Faculty and Staff Development).

Lastly, the Committee was challenged with developing community volunteer programs in which students and faculty can participate, such as park and elementary school clean ups.

### **Space and Facilities Committee**

A priority for the Space and Facilities Committee is to develop and submit a proposal to make it clear how important updating the classroom furniture can be to impact student success and provide a more accessible and welcoming feeling. This is one way to expand on the concept of "*Hudson is Home.*"

Revisions of wording on the campus smoking policy are being addressed to include vaping and potential other "smoke" related products.

The Committee has requested another updated review of the future Academic Tower plans. To create transparency and get HCCC community input, a campus-wide review of the plans for the Academic Tower will hopefully occur in the upcoming months. As a larger aspect of the Tower review, the Space and Facilities Committee would like Gender Neutral Bathrooms as something for the College to consider and commit to, with a potential resolution on such designs. Other policy reviews include Office Space Allocation and Parking.

Lastly, working with Director of Cultural Affairs for DEI Michelle Vitale and potential outside consultants, the committee was challenged with locating potential areas for adding "Green Spaces" to the campus, such as a community garden that could contribute fruits and vegetables to the *Hudson Helps* Food Pantry.

### **Development and Planning Committee**

Continuing their directives to expand on fundraising opportunities, the Development and Planning

Committee is hoping that some members of the Committee can contribute new ideas to fundraising opportunities. This aligns with other committee challenges such as the planning of the new Tower, *Hudson Helps* Food Pantry and supplies, and creating more green spaces.

Additional scholarship opportunities for students are also being researched.

### **Technology Committee**

The Technology Committee is continuing to implement the Pilot Program of Technology Needs for Student Success, working with the ITS department.

Student and faculty surveys on Classroom Technology, and addressing the needs of the College community, are being created to determine whether there are any deficiencies not being addressed.

Lastly, the Technology Committee is working with ITS to explore wireless printing options. The current print management program, PaperCut, has been renewed for one more year, providing ample time to test and explore other options using software across the campus.

### **Student Affairs Committee**

The Student Affairs Committee is working with the *Hudson Helps Resource Center* to create partnerships with local daycares in order to expand on a childcare voucher program.

Similarly, the Committee seeks to improve communications/marketing about *Hudson Helps*, support services, and new sites for parking to address continuing needs as the College resumes in-person classes at a greater capacity.

Lastly, the Committee is trying to identify and possibly expand the services for our Veteran student population.

### **Academic Senate**

The Faculty Senate held elections for a Chair and Secretary. Karen Hosick, Instructor of Health Sciences and Fatma Tat, Instructor of STEM, were elected as Co-Chairs of the Academic Senate with Jihan Nakhla, Instructor of Health Sciences as Recording Secretary. I am confident they will provide excellent leadership.

Additional elections will be held for representatives of the Academic Senate to sit on the following committees to enhance transparency between the All College Council and each of the academic divisions. The four committees are Curriculum and Instruction; General Education; Assessment; and Online Learning (also known as OLAC).

One primary objective of the Senate is to review HCCC's Academic Integrity policies and how procedures of reporting violations occur. Many colleges and universities have Academic Integrity Boards, which could be a consideration for implementation at HCCC. Additionally, different Academic Integrity software programs are being explored to assist faculty and students in this area.

### **New Business**

At the next All College Council General Meeting, Dr. Darryl Jones will present updates to five existing college policies in order to remind and refresh the community of the professional and procedural work that takes place at HCCC to achieve student success.

Thank you.

### **3. President's Report**

*President Reber offered the following remarks.*

Good evening, everyone.

Over the last few days, all of us have reflected deeply on the twentieth anniversary of 9-11. Please join me in a moment of silence to remember and honor those who lost their lives, their family members and loved ones, heroic first responders, and all who were – and all who remain – victims of this and subsequent related tragedies.

*Moment of Silence*

*President Reber resumed his remarks.*

Thank you.

Peter and Angel, thank you for your leadership and your reports.

Angel, congratulations again on your selection as this year's President of the Student Government Association! We look forward to your reports at our monthly meetings of the Board of Trustees, and your leadership and advocacy for students.

Today, we celebrate the completion of our 2021-24 College Strategic Plan. Entitled "*Hudson is Home!*," the plan is dedicated to our students – past, present and future. Trustees, your approval of this plan today will mark a milestone in the evolving Hudson County Community College story. The plan is the work of – and is owned by – all members of the HCCC community. It is organized and aligned around the College's updated Mission, Vision, and Values Statements; Board of Trustee Goals; Academic Master Plan; Student Success Action Plan; and Diversity, Equity and Inclusion Action Plan.

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Trustees, thank you for your involvement in and support of the planning process over the past 18 months and beyond. We also thank members of the Core Planning Team, and hundreds of other members of the HCCC family and beyond, for their engagement, insight, and countless contributions of time and talent during the planning process. I want to particularly thank our former colleague, Dr. Eric Friedman; Vice President for Academic Affairs, Dr. Darryl Jones; Executive Director of Institutional Research and Planning, John Scanlon; Director of Communications, Jennifer Christopher; and, especially, Dean of Academic Affairs and Assessment, Dr. Heather DeVries, who has led and guided the college-wide planning process over the past year.

These and so many other colleagues, students, alumni and friends have provided stellar input and support that has resulted in “*Hudson is Home!*,” our blueprint for continued success and excellence as one of the nation’s leading and most diverse urban community colleges.

Today, we are pleased to introduce two new members of the HCCC family. We welcome Matthew LaBrake, Executive Director of the Center for Online Learning; and Katherine Morales, Inaugural Director of the Hudson Helps Resource Center.

We also welcome our valued colleague, Joseph Caniglia, to his new leadership role as Executive Director of the North Hudson Campus.

I have asked Dr. Jones to introduce Matthew LaBrake and Joe Caniglia, and then Vice President Lisa Dougherty will introduce Katherine Morales.

*Darryl Jones offered the following remarks.*

Thank you, Chris.

Good afternoon, Trustees.

I am honored to introduce a new member of the HCCC family and re-introduce another.

Matthew LaBrake joined the College on August 30 as the new Executive Director of the Center for Online Learning. Matthew comes to us from Berkeley College of New York/New Jersey and Online Campuses. He holds a Master of Science in Information Science degree with a minor in education from the University at Albany. Since joining us, Matthew has been engaged in a robust onboarding schedule and he has been settling in nicely. We all look forward to his leadership and his contributions to the Center for Online Learning. Welcome Matthew!

Trustees, pending your approval tonight, Professor Joseph Caniglia will assume the role and responsibilities of Executive Director of the North Hudson Campus. Many of you know Joe. He has served the College for many years in multiple capacities (faculty, Interim Deanships, Coordinator, and club advisor for Model UN). Joe is often the first to volunteer for various academic projects, grant writing opportunities, committee assignments, and he is always available to students as an advisor, a mentor or an advocate. We are confident that Joe will continue the hard work, dedication and commitment to the growth of the College and our students. Congratulations, Joe!

I now invite Matthew and then Joe to share remarks with the College community.

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*Matthew LaBrake offered the following remarks.*

Good evening! Thank you, Dr. Jones, Dr. Reber, esteemed members of the Board, and the HCCC community. I appreciate the opportunity to address you here this evening, as well as to serve our students, faculty, and staff as the Executive Director of the Center for Online Learning. I'm thrilled to be here, working alongside such a passionate and knowledgeable group of educators to lead growth, quality, and innovation across the online learning experience at Hudson County Community College.

In the two weeks I have been here, I've been graciously welcomed, and I greatly appreciate the positivity and obvious commitment to student success apparent throughout all of my conversations. I'm excited to have joined an organization that values your mission so deeply, and look forward to collaborating across the College to develop and deliver inclusive, high-quality online programs and services that promote student success, and upward social and economic mobility.

I've been immersed in the world of online learning for the last 13 years in various roles, serving diverse and underrepresented populations of students across K-12 and Higher Education. For me, it's all about the students! Having lived and worked in northern New Jersey for the larger part of my career, including 3 years spent in Jersey City, I've been rewarded by getting to know our students on a personal level. This is what motivates me to continue working in this vibrant and diverse community, and one of the many reasons for which I was so interested in working at Hudson County Community College. I know the diverse and socio-economically disadvantaged population that makes up our student body, and I'm passionate about making a positive impact in their lives through quality online education.

As I move forward as Executive Director of the Center for Online Learning, I plan to take a user-centric approach to the development of online programs and services. While I have many ideas that I'm eager to share in the months ahead, based on many years of experimentation and research, my vision for the future will ultimately be informed by the specific needs of our faculty and students. Through a number of strategies, the Center for Online Learning will strive to understand what our stakeholders feel they need to be successful, and implement resources, technologies, training and services to best meet those needs.

Future program development will be based on faculty input, enrollment data, and market research as we work collaboratively with academic divisions to develop both short- and long-term strategies for the growth of online learning at HCCC. Additionally, we will use rubrics and guidelines from national organizations such as Quality Matters and the Online Learning Consortium to identify areas for improvement in the online learning experience, and then collaborate across the College to drive improvement.

In closing, I see endless opportunity for growth, collaboration, and innovation in online learning at Hudson County Community College, and I'm honored to be leading that charge.

Thank you again for your time.

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*Joseph Caniglia offered the following remarks.*

Good evening Trustees, Dr. Reber, Dr. Jones, and the HCCC community.

I want to thank each of you for trusting in me to be the new Executive Director of the North Hudson Campus. I am deeply honored and appreciative to take on this role, which speaks to my passions, skill sets, and guiding principle that all students should have equitable access and an opportunity to thrive.

I have approximately twenty–five years of experience in the field of education, which includes public school experience as a teacher and administrator, as well as approximately twelve years' experience in higher education serving as a Professor of English and Developmental Education, as well as an administrator. I received my Master's Degree in Education and Reading from New Paltz University. In addition, I have a Post Master's Certificate in Higher Education Administration from Grambling State University, where I am currently pursuing my doctorate in Higher Education Administration.

I personally believe that all students deserve the opportunity to receive a college education. In addition, I believe passionately in the transformation of education. As HCCC's new Executive Director, I will collaborate with staff and all members of the North Hudson and Jersey City campuses to support and encourage students to excel in their academic and personal careers. It is an honor and pleasure to be working with everyone to continue to improve relationships with the entire College community to enhance student persistence, success, and graduation rates.

Thank you.

*Lisa Dougherty offered the following remarks.*

Good evening, everyone.

Welcome, Matthew, and congratulations on your new role, Joe.

It is my honor to introduce you to a valued member of the Division of Student Affairs and Enrollment. As you know, over the last three years our *Hudson Helps Resource Center* has evolved from just a concept to a physical space that is bustling now with activity. And I am pleased to introduce its Inaugural Director, Katherine (Kat) Morales.

Kat graduated from Rutgers University New Brunswick with a Bachelor's degree in Psychology and a minor in Cognitive Neuro Science. She also holds a Masters of Social Work degree from Rutgers University. In addition, she is a licensed Bilingual and Spanish Social Worker. Since joining us in June, Kat is already making an impact. I am very confident that her experience with case management, her caring demeanor, and her commitment to our students, will bring the *Hudson Helps Resource Center* to great new levels.

Please join me in welcoming Katherine Morales. Kat, I invite you to share a few words with our Board of Trustees and HCCC community.



*Katherine Morales offered the following remarks.*

Thank you, Lisa. Good evening, Trustees, faculty and staff. I would like to thank you for allowing me this opportunity to elaborate on the *Hudson Helps Resource Center*, which I have the wonderful privilege of directing. Outside of the Resource Center, we have two food pantries, one in Journal Square, the other in North Hudson. We also have our Career Closet, through which students will be able to get beautiful clothes that were donated to us. They can keep and use the clothes for graduation, a job interview or any professional service as well.

We also have space for our community partners. We hope to host a community partner every week, which will provide service to our students for free as well. We will also partner with mental health and wellness agencies through the Resource Center. So, thank you, again. It is a privilege to be here.

*President Reber resumed his remarks.*

Thank you, Darryl and Lisa, and congratulations and welcome, Joe, Matt, and Katherine.

Trustees and colleagues, as you are aware, Hudson County Community College was recently awarded a nearly \$3 million, five-year Title V Grant from the United States Department of Education. The grant will fund a transformational project that includes the development of an English as a Second Language Pathway Academy, the comprehensive redesign of ESL student support services through the development of an ESL Resource Center, and faculty and staff professional development focused on issues of equity, inclusion, and the adult learning needs of English language learners, among other initiatives. Titled “The Golden Door/La Puerta Dorada,” the project is wonderfully aligned with the College’s goals and overarching priorities of student success, and diversity, equity and inclusion.

I have invited Dean of Academic Affairs and Assessment, Dr. Heather DeVries, and Associate Dean of English and ESL, Jenny Bobea, to discuss the project.

*Heather DeVries and Jenny Bobea offered the following remarks regarding their Powerpoint presentation: [The Golden Door/Puerta Dorada Project Funded by Title V Grant](#).*

*Jenny Bobea*

Thank you, Dr. Reber. Good evening, Trustees, colleagues, and members of the Hudson County community.

I am so thrilled to be discussing this transformational project with you, which will no doubt change the landscape of HCCC’s ESL education for years to come. As Dr. Reber mentioned, this is a project that is well aligned with the College’s goals and overarching priorities and I hope to lend a bit of context to and highlight some of its most salient features for you this evening.

I want to begin this discussion by sharing one of my most memorable moments of the past pandemic year that tells the story of an ESL student’s journey.

In May of 2020, in a huge undertaking by Veronica Gerosimo and her team, I joined many volunteers

from across the college on campus, packing graduation boxes to be sent to the graduates in celebration of their huge accomplishment. I looked at all the names as I packed, eager to recognize one of my own students and send a personal note. I recognized a few former Honors students, as I expected, but I suddenly came across a box for a student whose name was uniquely spelled and I realized I had seen the name before. Ten years prior, in a Beginner ESL course.

It's hard to describe the excitement I felt writing a note for that student who I knew had surmounted some incredible obstacles and achieved her dream of a college degree, having started it a decade ago and, at the time, without the ability to utter one word of English. I distinctly remember our conversations outside of the classroom in Spanish to ensure that she understood key information such as the add/drop deadlines or simply fielding questions about where to find career assistance.

I share this story because it was a happy moment and what we as educators consider one of the most rewarding moments to experience – to see a student achieve success. But it was also tinged with a slight sadness. Sadness that this student was one of only a tiny fraction of students that would ever see this day, and that it took an entire decade to achieve her dream.

You see, 65 to 75 percent of our enrolled ESL students begin like my former ESL student, very early beginners in ESL with immensely diverse needs: some are like Yenifer, incredibly motivated but very recently immigrated to this country and needing basic supports. Some lack literacy skills in their own native language, as they are sometimes learning an alphabet for the first time in a foreign tongue. And some even hold advanced degrees in their native countries, perhaps acquiring English as a third or fourth language.

To add to the diversity of needs, the data collected for this project proposal shows that many of these students begin with different goals in mind for what they will do once they master the English language. Even so, all of these students, with varying goals and different needs, currently begin in a one-size-fits-all, rigorous, academic ESL program. A sobering statistic for the diverse early beginner student population is that only a range of zero to 3.1 percent of those students enrolled ever make it to graduation. Yenifer was truly a rare gem, and a student who was driven to obtain a college degree, even without the support of Pell funding, which was exhausted by the time she graduated.

But what of that potential 97% of beginner ESL students and their goals? For a long time now, we have brainstormed how to better, more holistically support our beginner ESL students, who might have different goals for learning English, and who often encounter even more challenges than a typical college student. And *that* was at the heart of this project proposal.

I want to acknowledge the many representatives from across the College, from faculty and staff in the English/ESL Division to Continuing Education and Career and Transfer, who put their heads together to focus on redesigning and realigning the ESL program to better meet the diverse needs of our English language learners.

This project's aim is to disaggregate and give specialized support to ESL students, so that they can complete their English language education in an environment that is *intentionally designed* to enable their success and a heightened progression through the sequence as well as ensure that they are well-prepared to navigate academic courses.

To give an overview of how the grant will be used to significantly redesign the program, especially at the beginner levels, I want to outline the project's three main activities.

First, the creation of the ESL Pathway Academy. This pathway, which will complement our recently implemented ESL Proficiency Certificate, involves curriculum redesign at the beginner levels; a summer bridge program; revised placement and testing protocols; more in-class support; and workforce development education. It is intended to really hone in on ensuring that students are accurately placed, fully advised, and well-prepared to enter an academic program.

Second, the establishment of an ESL Resource Center, which will provide students with tutoring, academic coaching, peer mentoring, instructional technology support, and will boost bilingual staffing to further support students like Yenifer, who need to process information in their own language in the early stages of learning English.

And the third activity is the implementation of robust faculty and professional staff development to offer our full-time and adjunct faculty training activities specific to English language learner needs as well as career development programming to infuse in the College Student Success course curriculum.

Each of the activities addresses larger issues that have made it challenging in the past for HCCC to achieve its mission of being a premier community college. To that end, the project has four clear goals that align directly with these activities.

These four goals will guide the activities and the leading indicators that we will measure along the way to ensure we're on track to meet our goals.

Over the course of five years, beginning on October 1, 2021, the project timeline provides us with a map of just how we will achieve the intended goals. The objectives and outcomes are clearly defined and also aligned with our institutional goals and larger initiatives at the College.

And here I'll turn the presentation over to Dr. Heather Devries to add a few comments regarding the alignment of these objectives and the expected outcomes.

To wrap up the discussion, I'd like to say that there is enormous excitement around getting this underway. Our first couple of meetings have been full of enthusiasm and eagerness to improve upon the way in which we serve our ESL student population.

I am grateful for the opportunity to present the overview in this forum and I look forward to being part of the initiative. Thank you!

*Dr. Heather Devries offered the following remarks.*

Thank you, Jenny.

The objectives of the Title V grant closely align with much of our strategic planning to date. As you can see on this slide, the bulk of the work is occurring in Year 1 with robust assessment and tracking occurring in Years 2 through 5.

At its core, the objective of the Title V grant is to improve persistence, retention and completion rates among ESL students. This aligns directly with Priority 1 of our Student Success Action Plan, which is focused on improving and moving the needle on those key student success metrics and closing the equity gaps in persistence and completion rates among ESL students.

In the Title V grant, this is being achieved through redesigning and aligning curricula, reviewing intake and placement procedures, instituting intensive and proactive advisement practices, taking a look at College Student Success and leveraging what we know from the literature about the efficacy of College Student Success courses.

In addition, through the development of an ESL Resource Center that provides wraparound supports across a variety of dimensions, the Title V project proposal also aligns with the second priority of our Student Success Action Plan, which is focused on creating a culture of care that supports students in persisting.

The third activity of the grant, which focuses on offering professional development through a DEI lens, aligns with the overarching objective of our student success work of closing equity gaps, and aligns with the objectives of the new DEI Action Plan developed by the President's Advisory Council on Diversity, Equity and Inclusion and the newly formed Office of DEI.

Perhaps how it aligns best, though, is the holistic approach it takes. The Project and its objectives address and support students' success from every angle.

This slide highlights the ambitious, but achievable, goals of the project. These targets of 61% and 10.1% fully align and support the goals established in other plans.

There are many other connections between the Academic Master Plan, the new Mission, Vision, and Values statements, the Board of Trustee Goals – more than time will permit us to dive into – but before concluding, I want to note that the objectives of the Title V project align with all of the strategic directions and multiple initiatives within each strategic direction in the 2021-24 *Hudson is Home!* Strategic Plan that is before the Board of Trustees this evening for consideration.

*President Reber resumed his remarks.*

Thank you, Heather and Jenny.

Trustees, this concludes my report.

As always, my colleagues and I would be happy to entertain any questions or comments you might have.

### ***Regular Monthly Reports and Recommendations***

- 1. The Minutes of the Regular Meeting of August 10, 2021 were approved.***
- 2. Gifts, Grants, and Contracts Report***

*The College has received the following grant awards:*

**Title:** Title V - Developing Hispanic Serving Institutions (DHSI): "The Golden Door – La Puerta Dorada" Project

**Agency:** United States Department of Education

**Purpose of grant:** The DHSI Program provides grants to assist Hispanic-Serving Institutions (HSIs) to expand educational opportunities for, and improve the academic attainment of, Hispanic students. DHSI Program grants enable HSIs to expand and enhance the academic offerings, program quality, faculty quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students, and help large numbers of Hispanic students and other low-income individuals complete postsecondary degrees.

**College Administrator:** Heather Devries (Interim); Project Director to be Hired.

**College Contribution:** \$0

**Award Amount:** \$2,936,967

**Title:** College Readiness Now VIII

**Agency:** Office of the New Jersey Secretary of Higher Education (OSHE)

**Purpose of Grant:** To increase college readiness of high school students prior to graduation.

**College Administrator:** Jennifer Rodriguez

**College Contribution:** \$0

**Award Amount:** \$54,591.00

The following actions were taken concerning **fiscal, administrative, lease and capital recommendations** brought forward by the Administration and endorsed by the Finance Committee.

1. Resolution Authorizing ITV Upgrades by Aspire Technology Partners of Eatontown, New Jersey, to be funded by the American Rescue Plan (ARP) Grant at a cost not to exceed \$21,162.00, was approved.
2. Resolution Authorizing Purchase of Laptops and Carts from Dell of Round Rock, Texas, to be funded by the American Rescue Plan (ARP) Grant at a cost not to exceed \$31,773.00, was approved.
3. Resolution Authorizing Retention Activities Consultation by CampusWorks of Bradenton, Florida, to be partially funded by the American Rescue Plan (ARP) Grant at a cost not to exceed \$162,430.00, was approved.
4. Resolution Authorizing Purchase of Network Support Software from CDW Government of Vernon Hills, Illinois, at a cost not to exceed \$14,461.00, was approved.
5. Resolution Authorizing Renewal of Security Software from CDW Government of Vernon Hills, Illinois, at a cost not to exceed \$23,544.00, was approved.

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- Resolution Authorizing Renewal of Association of College and University Educators (ACUE) of New York, New York, at a cost not to exceed \$45,000.00, was approved.

The following actions were taken regarding **personnel recommendations** brought forward by the Administration and endorsed by the Personnel Committee.

- The retirements of a Customer Service Coordinator and an Associate Professor of English were approved.
- The resignations of two PC Technicians and a College Lecturer in Nursing were approved.
- Staff appointed to the following full-time positions were approved: Social Worker (Grant-funded); Executive Director of the North Hudson Campus; PC Technician; CTE Career Coach (Grant-funded); Program Assistant; Academic Counselor (4); Director, Transfer Pathways.
- Appointments of Temporary Full-time Faculty for Fall 2021 were approved.
- Authorizations of Part-time Staff through September 2022, as needed, were approved.
- Appointments of New Hire Adjunct Instructors were approved.
- The following Modifications to Staffing Table were approved.

<b>Current Approved Title</b>	<b>New Title/ Deleted Title (if applicable)</b>	<b>Incumbent (If applicable)</b>	<b>Salary Adjustment (If applicable)</b>	<b>Effective Date</b>
N/A	Administrative Assistant, Office of Diversity Equity and Inclusion	N/A	N/A	September 15, 2021
CTE Career Coach (Grant-funded)	Perkins Equity Coordinator (Grant-funded)	Connie Silletti-Cafaro	N/A	September 15, 2021
College Lecturer, Nursing	Instructor, Nursing (Tenure-track)	N/A	N/A	September 15, 2021
Customer Service Coordinator	Customer Service Manager	Gilda Darias-Hershberger (anticipated retirement December 2021)	N/A	September 15, 2021
Executive Administrative Assistant	Senior Executive Assistant to the President and Board of Trustees	Alexa Riano	From: \$71,114 To: \$87,000	January 1, 2022
Executive Administrative Assistant	Executive Assistant	Jennifer Oakley (anticipated retirement January 2022)	N/A	January 17, 2022
Executive Secretary	Executive Administrative Assistant	Marcella Williams (anticipated retirement January 2022)	N/A	January 1, 2022

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8. Resolution to Approve Student Affairs Policies was approved.
9. Resolution to Approve Third Amended and Restated Presidential Employment Agreement was approved.

The following actions were taken regarding **academic and student affairs** as brought forward by the Academic and Student Affairs Committee.

1. Resolution to Approve the 2021-24 Strategic Plan was approved.
2. Resolution Authorizing Renewal of Agreement Between Hudson County Community College and West New York Board of Education was approved.
3. Resolution Authorizing Affiliation Agreement Between Hudson County Community College and The New Jersey Imaging Network for Clinical Experiences in Radiography was approved.
4. Resolution Authorizing the Suspension of Enrollment in Two Academic Programs was approved.

The following action was taken concerning **new business**:

Trustee Netchert asked Jennifer Oakley to poll the Trustees on whether to conduct the October 12, 2021 Board of Trustees meeting via Zoom or on the ground.

The **meeting was adjourned** at 5:52 p.m.

The minutes of the Board of Trustees Meeting, upon approval, are available in the College Library, the President's Office, and on the College website.