ASA MISSION STATEMENT

The Mission of ASA College is to educate a diverse and qualified student population to become responsible professionals committed to lifelong learning by equipping them with a firm academic foundation and career-specific competencies. ASA offers high-quality degree and certificate programs that respond to the needs of students and employers in a global economy. ASA faculty and staff are dedicated to maintaining professionalism and institutional integrity in a student-centered environment.

ASA VISION STATEMENT

The vision of ASA College is to be a premier provider of quality career-oriented professional education to a diverse population of learners.
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**ASA COLLEGE**
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**ABOUT THE BOARD OF TRUSTEES**
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This handbook and accompanying materials are intended to provide new Board of Trustees members with information about ASA College, their roles and responsibilities, the by-laws of the Board of Trustees, and other matters relevant to their position.

ASA College is proudly accredited by the Middles States Commission on Higher Education (MSCHE), therefore much of the information presented here has been borrowed from their materials. The ASA College catalog is also an important source of some of the materials presented here, particularly information about the College, including its mission. Finally, a list of the articles of the Board of Trustees bylaws is presented here to familiarize Board members with this very important document which govern them.

This handbook is intended to be regularly reviewed and updated to keep it relevant. Board members are free to suggest additions which they feel may be important to their work as Trustees. They are also free to assess the relevance of the materials presented here and may propose changes to the content at any time.

The primary goal of this handbook is to equip Board members with the information they need to function productively as Trustees and be prepared to face the challenges that come with their venerable position. The complete Board of Trustees orientation packet includes:

1. ASA Board of Trustees Orientation Handbook
2. Most Current ASA Budget
3. Most Current ASA College Fact Book
4. Organizational Chart
5. Current Strategic Plan
6. MSCHE Standards for Accreditation and Requirements of Affiliation
7. Most Recently Ratified ASA Board of Trustees ByLaws
8. Schedule of Meetings
9. Board of Trustees Self Evaluation Survey
ASA COLLEGE: INSTITUTIONAL BACKGROUND

ASA College, founded in 1985, is a two year degree granting institution in New York and a four year degree granting college in Florida which provides career-focused education for students interested in a variety of disciplines and academic opportunities. The school, originally known as “Advanced Software Analysis,” focused its training on mainframe programming in response to the shortage of qualified programmers at that time.

Over the years, ASA has expanded its curricular offerings with programs based on industry needs. ASA’s brand of training has enabled its graduates to jumpstart careers and improve their lives and those of their families and communities. In 1987, ASA received its first accredited status from the Accrediting Council for Independent Colleges and Schools (ACICS). In 1999, it received authorization from the New York State Board of Regents to award Associate of Occupational Studies (AOS) degrees in Business Administration–Accounting, Computer Programming and Information Technology, and Medical Assisting. In 2005, ASA was authorized to offer Associate in Applied Science (AAS) degrees in Criminal Justice and Health Information Technology and in 2010 it received approval to offer the Associate in Applied Science (AAS) in Nursing. That same year, the institution’s AOS in Medical Assisting program was awarded programmatic accreditation by the Commission for Accreditation of Allied Health Education Programs (CAAHEP) for a period of 10 years. In 2007, ASA successfully passed re-accreditation by the Accrediting Council for Independent Colleges and Schools (ACICS) and was designated an Honor Roll Institution and given the accredited status for a maximum period of eight years.

In June 2010, ASA College was formally granted the five-year accreditation status by the Middle States Commission on Higher Education (MSCHE) a regional accrediting body. ASA was then granted reaccreditation by the MSCHE in 2015 for a period of 10 years.

ASA TODAY

The story of ASA is a chronicle of continued curricular development and improvement. Under the leadership of President Jose Valencia, and supported by a dedicated and committed team of senior administrators, faculty and staff, ASA operates in Brooklyn, Manhattan and Florida with Brooklyn as its “mother house.” The institution expanded its operations to midtown Manhattan with the establishment of its Extension Center in 2005. The most recent additions are ASA’s branch campuses in Hialeah and Dania Beach Florida.

Today, ASA offers twenty degree programs (15 Associate and 6 Baccalaureate) and four certificate programs, serving its present population of over five thousand students representing more than a hundred different countries. Cognizant of this ethnic and cultural diversity, ASA began to offer English as a Second Language (ESL) instruction in 1985 to provide quality training to boost its immigrant students’ chances for success. Since then the ESL classes have been a vibrant component of the institution and we take pride in the students who continue to progress and benefit from these sessions. ASA College is equally proud of its four hundred and fifty-three equally diverse credentialed faculty, all of them teaching in their areas of specialization and expertise. The Institution’s four hundred and forty five staff members are as diverse and experienced in their respective areas of specialization as the faculty.

The Institution’s youngest addition to the academic family, the AAS in Nursing, produced its first graduates in Summer 2013. The Associate of Occupational Studies (AOS) in Massage Therapy was launched that same semester. ASA remains committed to student success by equipping them with a firm academic foundation and career-specific competencies that would respond to the needs of students and employers in a global economy.
ADMINISTRATIVE BIOS: PRESIDENT AND PROVOST

**PRESIDENT OF ASA COLLEGE: MR. JOSÉ VALENCIA**

Prior to joining ASA College Jose Valencia served as Vice President of Finance and Administration/Chief Financial Officer for VIP Community Services Bronx New York. During his time at VIP Jose was instrumental in turning a $1 million per year deficit into a $100,000 surplus that allowed the organization to more effectively provide drug treatment, shelter services, medically supervised intervention programs housing and employment services to more than 24,000 clients and patients per year.

Before working at VIP Mr. Valencia was Chief Executive Officer of the New York Association of New Americans, Inc. (NYANA) which resettled refugees in the New York Metropolitan area providing them with mental health assistance, ESL instruction, help for individuals aging out of the foster care system among other social services. At NYANA Mr. Valencia was responsible for an $8 million per year operating budget.

In 2009 Mr. Valencia was recruited to serve as Chief Financial Officer of ASA College. He was charged with establishing financial protocols, training finance staff and developing budget reports and information to meet the requirements for Middle States Accreditation. ASA was granted 3 year MSCHE certification and Mr. Valencia was assigned additional responsibilities including strategic planning. In October 2010 in response to an immediate need to change the administrative management of the College, Mr. Valencia was asked to serve as Co-President. He was named President of the College in March of 2019 by the ASA Board of Trustees in order to continue his work to further stabilize the institution operationally and fiscally, overhaul the corporate culture, increase student enrollment and improve student outcomes.

Mr. Valencia holds a baccalaureate degree in Business Administration from the Baruch College Zicklin School of Business and is a New York State Certified Public Accountant.

**PROVOST OF ASA COLLEGE: DR. SHANTHI KONKOTH**

Dr. Shanthi Konkoth is the Provost of ASA College. A member of the ASA team since October 1989, she has steered the institution’s development from a clock hour vocational school with 200 students to a regionally accredited degree-granting institution of higher learning. Dr. Konkoth began her career in higher education as an Administrative Assistant to the Director of the MBA program at New York Institute of Technology in 1987. She later became a Senior Instructor and Curriculum Specialist and then the Business Division Director at ASA. In 1997, she was promoted to the position of Vice President of Education and in 2013 was named Provost. “My accomplishments at ASA have brought me tremendous satisfaction,” she says, “especially my work with our students who go on to have successful careers in the healthcare, business, computers, and criminal justice fields.”

Dr. Konkoth is also an evaluator for the Middle States Commission on Higher Education. As an evaluator she gains much insight into and understanding of, not only the best practices in education but also of the myriad of challenges facing higher education.

Dr. Konkoth has a Doctor of Education from St. John’s University.
OVERVIEW OF COLLEGE PROGRAMS

ASA specializes in offering programs that balance traditional academic preparation with professional training and hands-on experience. With a “career-first” focus that allows students to immediately begin study in the chosen major, our programs are designed to deliver the type of knowledge and skills employers are looking for, and include workplace experience in the area of the student’s interest. Applicants may choose associate degree programs in business, computer technology, and legal studies, health disciplines or nursing. Students can also pursue baccalaureate studies in health, business and legal studies. Certificate programs are also available. The degree and certificate programs offer some degree of scheduling flexibility, with focused skills development components, providing a foundation for students to move to a higher level in a current job, launch a successful new career or pursue continuing education.

The scope and sequence of each curriculum are highly focused to direct students through a series of increasingly complex and challenging courses. To enhance teaching, faculty use a variety of instructional methods to include lectures, audiovisual aids, demonstrations, group critiquing sessions, web-based tutorials and laboratory activities. As a result of the exhaustive efforts of the institution’s curriculum and advisory committees, ASA is assured that its programs meet the evolving needs of employers, thereby maximizing the employability of our graduates.

ASA is cognizant of the specific needs of students and allows students to make reasonable course substitutions with permission from the academic chairs and contingent upon satisfaction of prerequisite requirements. ASA is also currently expanding and enhancing its distance learning offerings to further accommodate students’ needs.

DEGREE PROGRAMS

ASA offers Associate of Occupational Studies (AOS) and Associate in Applied Sciences (AAS) an Associate in Arts (AA) and Associate in Science programs. These programs require the successful completion of between 60-70+ credits. ASA also offers Baccalaureate degrees programs at the Florida campus which require 120 – 138 credits. The primary objective of all ASA’s programs is preparation for job entry immediately upon completion of the program.

ASA recognizes that students have many responsibilities and/or work hours. ASA understands these circumstances and encourages students to seek advisement to ensure that each student may progress through his or her curriculum in a time frame that responds best to his/her individual work or personal situation.

CERTIFICATE PROGRAMS

The credit-bearing certificate programs provide students with the opportunity to get a head start with successful full time study leading to a gratifying career. Students will master employment skills quickly and be prepared for positions that offer good compensation and opportunities for advancement.

Students enrolled in the certificate programs receive all the benefits of an ASA education, including placement privileges and refresher courses.

Additionally, credits earned in certificate programs are transferable to ASA’s degree programs. Graduates may continue their education and career development without any loss of time. An Associate degree can be earned within one additional year by attending ASA’s evening/weekend sessions.

SUPPORTIVE RESOURCES

In order to ensure that each curriculum is most relevant to on-the-job requirements, all ASA College programs include unlimited hands-on, laboratory training using the latest software, hardware, and technology essential in today’s marketplace. Students participate in schedule
and unscheduled, instructor led and tutor led lab work. Beginning Summer 2019, students will be provided with laptops to assist them in their studies on and off campus. To facilitate round the clock access to school work and instructor information the College has been using BlackBoard as their learning management system since 1989. All programs include externships but some programs allow students to choose between an externship and a Capstone course. Capstone courses are usually the preferred choice for students seeking transfer to a baccalaureate degree program. Student received free test preparation for state exams. In addition to these academic support services ASA also provides lifetime job placement services including career change assistance.

ASA STUDENT ENGAGEMENT

The esteemed and experienced people who comprise the faculty of any college are its principal resource. The quality and even the character of a student’s experience with an institution are largely determined by the caliber of the faculty. But for students to experience the benefits derived from association with the faculty, they must have the opportunity to meet and to know them. That opportunity exists at ASA.

Unlike many other institutions with large classes, ASA’s classes generally do not exceed thirty-five students and a typical class has fewer than thirty. Therefore, there is ample opportunity for faculty and students to know one another and establish partnerships in learning. Students also participate in evaluating faculty.

From time to time, the Board invites faculty and students to its meetings to ask them about their experience at ASA. At the same time, Trustees visit the College’s campuses to talk to students and faculty with the goal of learning more about their conditions. Prior to graduation students participate in an orientation and exit interview so that staff can better assist them in their transition to the labor force.

COLLEGE STRATEGIC PLAN PROCESS

ASA’s strategic goals focus on the core mission of offering education to help lead students toward careers and/or further education. These goals require continual updating of facilities, equipment, and personnel, resulting in an ongoing allocation of resources. In general, ASA relies on a dynamic process of planning, assessment, and renewal. While Executive Officers hold ultimate responsibility, strategic plans are based on input from the entire college community. ASA recognizes that a formal, systematic planning process helps consolidate institutional goals and improves communication within the College community. ASA developed its first formal Strategic Plan in 2004. The plan was reviewed and updated annually until 2008. At that time, a new five-year Strategic Plan was developed. This plan continued to be updated annually and was revised as necessary. In 2011, the ASA strategic planning document was again significantly revised and a new five-year plan (2011-2015) was developed. The 2011-2015 Strategic Plan was submitted to Middle States as part of our first year Monitoring review report. Since then, the document continues to be reviewed and updated annually.

ASA’s current strategic planning process encourages participation from various constituent groups in the College community. It begins with the state of the college address delivered annually by the President of ASA College. The purpose of the annual State of the College address is to bring faculty, students, alumni, Board and staff up to date on progress made in the college in the preceding year. It not only provides an overview of highlights and accomplishments from the past year, but it also defines challenges facing the college as well as exciting opportunities of the future.
The Board was created in 2001 to move the institution to a more collegiate culture and to meet New York State Education Department expectations. That same year, the Board passed a unanimous motion for ASA to pursue further accreditation by meeting all eligibility requirements and standards of the Middle States Commission on Higher Education. ASA’s Board of Trustees has a hands-on approach to providing leadership and oversight to the College. The Board acts to provide institutional advisement and planning for the College, including all related activities incidental to the operation thereof. Its guidance relates to the general educational and financial policies of the institution. The By-laws of the Board of Trustees outline its specific powers: to determine and periodically review the Mission, goals and objectives of the College; to organize and review the institutional governance structure of the College; to authorize degree programs and the granting of all earned degrees; and to initiate any and all other activities which the Board may determine appropriate for the fulfillment of any of the foregoing.

The Board of Trustees is currently composed of ten elected members plus two ex-officio members (ASA’s President and ASA’s Provost). The ex-officio member is a non-voting member of the Board. The bylaws of the Board of Trustees address the new member election process, the length of Trustees’ terms, the frequency of meeting dates, the presence of a quorum, the process to remove members, and the procedure for members to use in order to resign. When vacancies exist on the Board, either due to a resignation or a removal of a member, the Board of Trustees Nominating Committee considers nominations for new members. Nominations may arise from members of the Board or from the College President. As widely recognized by the College and reflected in the Board’s minutes, the composition of the Board is critical to its governing role. Based on employment and life experiences, members of the current Board offer many talents: backgrounds in educational administration; prior fiduciary or financial oversight of companies or colleges; knowledge of accreditation processes; experience in human resources and personnel-related issues; and employment experience in industries related to ASA’s programs of study.

Although members of ASA’s Board of Trustees are not called upon to generate new financial resources and increase endowment funds, members are often used as a resource for ideas that could potentially generate revenue for the College. For instance, Board members are often solicited for their opinions on new program offerings expected to increase the College’s enrollment and thus generate revenue. The Board of Trustees has played an increasingly active role in setting policies concerning ASA’s Mission, programs, and general operations of the institution.
CURRENT MEMBERS OF THE BOARD OF TRUSTEES

DAN HOLT (CHAIR)
PRESIDENT, STATEWIDE MANAGEMENT

Mr. Dan Holt is the President of Statewide Management, a company specializing in strategic planning, acquisitions, media placements and organizational development. He was the CFO of New York Grant Company from 2013-2015 as well. Mr. Holt was the Publisher and COO of Courier-Life Publications from 1979-2008 until it was acquired by NewsCorp. He worked for NewsCorp after the transition and helped oversee additional expansion until his retirement in 2008. Dan has served in the past as Chairman of the Brooklyn Chamber of Commerce, Chair of New York Blood Services for Brooklyn-Staten Island, President of the Brooklyn Council of Boy Scouts of America, and board member of the Brooklyn Arts Council. He has received numerous awards and recognition for his community service.

Mr. Holt was appointed as the Press Liaison for the NYC Office of Emergency Management by Michael Bloomberg in 2002 and served until 2008 and served on numerous committees and boards in the Newspaper and Health Care industry. Dan Holt has served as ASA Board Chair from 2003 until his resignation from the Board in 2008 upon his relocation to North Carolina. He has since accepted the opportunity to serve on the ASA Board once again and has actively led the Board since 2015.

ZACHARY YAMBA, E.D. (VICE CHAIR)
PRESIDENT EMERITUS, ESSEX COUNTY COLLEGE, NEW JERSEY

Dr. Zachary Yamba is the Vice-Chair of ASA College Board of Trustees and the President Emeritus of Essex County College. He has the distinction of being the longest-tenured college president in the history of New Jersey.

Dr. Yamba is a Regent Emeritus of Seton Hall University, serves as a Board Member at New Community Corporation in Newark, New Jersey, and is also a Board Member at Victoria Foundation in New Jersey.

JULIANNE REID (SECRETARY)
ADMINISTRATOR, MEDGAR EVERS COLLEGE (RETIRED)

Julanne Reid is a former administrator from Medgar Evers College of the City University of New York (CUNY). As an employee of CUNY for more than 25 years, Ms. Reid enjoyed developing and directing various college access and supportive services programs for underserved populations such as child care workers, paraprofessionals and first generation college attendees. Over the course of her career she was responsible for securing and managing several, multi-year grants from federal and local entities.

Before joining the staff of CUNY, Ms. Reid worked as an Employment Counselor with the Greater New York Council Boy Scouts of America and a Work Internship Coordinator at Boys and Girls High School.

Ms. Reid holds a Master of Science Degree in Higher Education Administration from Baruch College.
NATASHA BURKE
ADMINISTRATOR TO THE CEO, SUNY - STONY BROOK UNIVERSITY HOSPITAL

Natasha Burke is a healthcare manager with over twelve (12) years of progressive experience in the planning and administration of marketing, public relations, public affairs, development and community affairs programs. In her current position as Administrator to the CEO, SUNY - Stony Brook University Hospital, Ms. Burke works directly for the Chief Executive Officer of the hospital, serving as the principal staff person and managing information and communications between the Executive Office and internal & external audiences. Prior to that, Ms. Burke was Chief of Staff at NYC Health + Hospitals/Kings County, where she served as the Intergovernmental liaison to all elected officials and government agencies on the city, state and federal levels. Prior to that, she has held management roles at Long Island College Hospital, St. Mary’s Hospital and Kingsbrook Jewish Medical Center in Brooklyn. Ms. Burke holds an M.P.A. in Healthcare Administration from Long Island University and a bachelor’s degree in political science from Brooklyn College.

BILL BOZZA
FISCAL MANAGER, BOZZA FINANCIAL SERVICES LLC

Bill Bozza has over four decades of experience in the financial industry. He managed branches for JP Morgan Chase for thirty plus years. He currently is the owner and manager of Bozza Financial Services LLC. Bill is also a licensed agent with Chelsea Financial Services LLC and National Life.

Bill has enjoyed a very successful career and likes to give back to the communities he has worked in. Bill served on the Board of Directors of the American Cancer Society, YMCA, A Very Special Place and Kiwanis International.

BAILA LIZA KRAMER
CANNABIS BUSINESS, NON-PROFIT AND TRADE/LABOR CONSULTANT

Baila Liza Kramer is a business solutions and compliance consultant for cannabis businesses, not-for-profits, and trade/labor groups. She helps her clients navigate the unique challenges they face through the deregulation and “daylighting” of the cannabis (marijuana/hemp) industry.

Before entering the cannabis space in 2017, Ms. Kramer was a Special Projects Manager at the Mayor’s Fund to Advance NYC (the official not-for-profit of the City of NY) and a Deputy Portfolio and Intern Program Manager in NYC Mayor’s Office of Appointments under Mayor Bill de Blasio. Miss Kramer was Deputy Chief of Staff to NYS Assembly Member Cohen (D-46) and Deputy Director of Community Affairs to former NYC Public Advocate Betsy Gotbaum. As Assistant Director of the American Jewish Committee’s New York Office she directed the groups lobbying efforts in Albany and Washington D.C.

She is a life member of Hadassah and member of the Board of Directors of the UJA-funded JCC of Canarsie. Baila Liza Kramer is also a licensed professional SCUBA Divemaster, Group Fitness Instructor, global backpacker, Hip Hop and tap dance enthusiast.
WILLIAM (REGGIE) RUGGIERO
DEVELOPMENT ADVISOR

William has built and developed successful projects across the New York metropolitan area for over three decades. He has a unique understanding of the real estate and construction industry, and the related land-use issues across New York City, with unparalleled experience in development ranging from small boutique housing conversions to large-scale transformative developments such as Jay Condo in the DUMBO area of Brooklyn. Mr. Ruggiero got his start at the People’s Firehouse, a non-profit in the Williamsburg area of Brooklyn in the early 90’s. His leadership at the People’s Firehouse led to a dramatic preservation and expansion of low-income and supportive housing in one of the fastest growing areas of the country. He currently advises a range of organizations on development projects, management strategy and hospitality.

EDWIN L. KNOX, PH.D.
ACADEMIC DIRECTOR OF ONLINE BUSINESS PROGRAMS,
CUNY SCHOOL OF PROFESSIONAL STUDIES

Dr. Edwin L. Knox has thirty-five plus years as an Educator, Business Practitioner, and Entrepreneur. As an educator, he taught business courses on both the undergraduate and graduate levels. Currently, he is the Academic Director of Online Business Programs for the School of Professional Studies, CUNY. For many years he taught courses in marketing, entrepreneurship, management, and leadership at the Medgar Evers College, CUNY. In addition, taught similar courses at SUNY New Paltz; as well as the New York Institute of Technology and Long Island University. In addition, he has held sundry administrative positions at Educational Institutions—Senior Vice President for Academic and Student Affairs; Dean of Engineering, Technology, and Workforce; Dean, School of Business; Chair, Business Department; Executive Director, Enrollment Management; Director of Contracts and Marketing; and Coordinator of Admission and Recruitment. As a Business Practitioner, Edwin served as an Area Service Manager of the Medical Systems Division for General Electric. Furthermore, he served for ten years as a Logistic Officer, and obtained the rank of Captain in the US Marine Corps. As an entrepreneur, I founded ELK Productions, a Special Events Management and Marketing Company; and The Harlem Renaissance Preservation Corporation, a non-profit organization. Currently, he’s the founder and principal consultant of ELK Consulting, a management and marketing consultancy company that focuses on entrepreneurial start-ups and small business development.

Edwin has published research in the areas of nascent entrepreneurship, opportunity recognition, social network, market, and entrepreneurship orientation; and has several publications in progress. He has presented papers to professional organizations and conferences, holds membership in several professional and academic organizations; and is deeply involved in community activities. As a consequence, he has received numerous academic and professional honors. He holds a BS Degree in Business Management from Florida A&M University; an MTA Degree in Tourism Administration/Sport and Event Management; an MBA Degree in Business Administration /Marketing from The George Washington University, and a PhD. Degree in Business Management—Entrepreneurship from Morgan State University.
TERRANCE O. LYGHT
ENTREPRENEUR AND PRESIDENT OF ARCHIBALD AVENUE U CORP

Terry is a longtime resident of Brooklyn, New York. For over 40 years, he has been an active and progressive member of the Brooklyn community. In 2016, Terry received a recognition award from the Brooklyn Rotary Club for outstanding commitment to improving the community and the world around him. He is currently President of Archibald Ave U Corp which is in the real estate facilities management arena. In the past he was the facilities manager at LCG, a non-profit organization which provides services to the elderly or at-risk individuals and families in order to assist them with services to become productive members of their communities.

VICTOR M. RIVERA
PRESIDENT/CEO OF THE BRONX PARENT HOUSING NETWORK INC. (BPHN)

As the President/CEO of The Bronx Parent Housing Network Inc. (BPHN), a non-profit organization with a budget of $50 million, Mr. Victor M. Rivera has helped create housing units for hundreds of single parents and persons living with disabilities, specializing in housing for people living with HIV/AIDS, Mental Illness & Homelessness. Making it his personal and professional mission to help provide good affordable housing and strong supportive services to help clients maintain their place in society, Mr. Rivera has collaborated with several large housing real-estate developers in Central Harlem & the Bronx to facilitate his goal of providing the best housing to the underserved. His most recent accomplishments include securing several hundred units of emergency housing for DHS/HIV-positive individuals and their families in Manhattan & Bronx, which has diverted more than several thousand families from homelessness in the last several years, along with thousands of single men and women coming home from prison.

Previously, Mr. Rivera held many leadership positions in the non-profit sector such as the Program Director for the Housing Options & Geriatric Association Resources (H.O.G.A.R.) HIV/AIDS Transitional Program in the Bronx, and the Director of a pilot demonstration project on independent living skills in the City of New York for Housing Opportunity People with AIDS (HOPWA) and Banana Kelly Community Improvement Association (B.K.C.I.A.). He also oversaw the National Recovery Institute’s residential medically-supervised substance abuse rehabilitation program in Manhattan. He previously managed 350 units of low income housing for B.K.C.I.A., and served as Program Manager of Youth Bill USA, with daily responsibility for furthering the education of 20 – 30 high school drop-outs ranging in age from 17 to 23, including assisting them with obtaining their GED.

Mr. Rivera has a Master of Public Administration from Metropolitan College of New York in 2014, a Certificate of Completion from Columbia University’s Charles H. Revson Fellows Program on the Future of the City of New York, CASAC-T consisting of 800 educational hours and more than 8,000 work hours in the field of substance abuse, and other certifications HIV/AIDS counseling, substance abuse, property management, domestic violence, and crisis intervention. Mr. Rivera is the recipient of distinguished honors including the Manny Maldonado Award for Excellence and dedication in the field of HIV/AIDS from Arrive Exponent Inc.
ROLES AND RESPONSIBILITIES OF BOARD MEMBERS

The Middle States Commission on Higher Education expects Board of Trustees members to fulfill the following roles and responsibilities:

• Assuming responsibility for the quality and integrity of the institution;
• Assuming responsibility for ensuring that the institution’s mission is being carried out;
• Fulfilling the board’s fiduciary responsibilities;
• Certifying to the Commission that the institution is in compliance with the Requirements of Affiliation, accreditation standards, and policies of the Commission;
• Describing itself in identical terms to all its accrediting and regulatory agencies;
• Communicating any changes in its accredited status;
• Agreeing to disclose any information required by the Commission to carry out its accrediting responsibilities;
• Assisting in generating resources needed to sustain and improve the institution;
• Periodically, objectively assessing the governing body in meeting its stated objectives;
• Appointing a chief executive officer (hereafter referred to as the president) with primary responsibility to the institution and delegating appropriate responsibilities to that individual; and
• Periodically assessing the effectiveness of institutional leadership and governance.

Other fundamental responsibilities of a governing board normally include the following:

• Making and delegating decisions that are in the best interests of the institution and its constituents;
• Ensuring institutional and governing board adherence to the highest standards of integrity;
• Protecting constituent and public interests in the institution;
• Advocating for and, when necessary, defending the institution;
• Ensuring that the institution’s core purposes and values are fulfilled through development and oversight of institutional policies and operations;
• Appointing and supporting the president or chief executive officer and monitoring his or her performance;
• Enhancing the institution’s ability to fulfill its core values and purposes; and
• Participating actively and appropriately in accreditation and reaccreditation processes, as described in the Commission’s accreditation handbooks.

BYLAWS OF THE BOARD OF TRUSTEES

The bylaws of the Board of Trustees are divided into 9 articles: Article 1, the Powers of Trustees; Article 2, Membership; Article 3, Officers of the Board; Article 4, Meetings; Article 5, Committees; Article 6, Indemnification; Article 7, Conflict of Interest; Article 8, Discrimination Prohibited; and Article 9, Amendments. The Bylaws were first adopted on October 10, 2007 and were reaffirmed on February 9, 2010.

In addition to being included in the orientation package the bylaws are accessible on the ASA website under the section ‘Board of Trustees.’ The bylaws are a primary resource for understanding and navigating through the workings of the Board of Trustees. Each Trustee is expected to read and know the bylaws.

POWERS OF THE BOARD OF TRUSTEES ACCORDING TO THE BYLAWS:

The Board of Trustees shall have and shall exercise the corporate powers prescribed by law. Its primary function shall be policy making and providing responsibility for sound management of the corporation (referred to as “the College”). The Board of Trustees shall further determine the general, educational, and financial policies of the College, and shall have the power to carry out any other functions, which are permitted by these bylaws or by the articles of incorporation, except as limited by law.

These powers shall include but shall not be limited to the following:
1. Determine and periodically review the purpose and the mission of the College.
2. Appoint the President, who shall be the Chief Executive Officer of the College.
3. The degree granting powers rest with the Board, not with the President.
4. The Board may remove the President for just cause.
5. Organize and review the institutional governance structure of the College.
6. Authorize the initiation/submission/major changes to degree programs.
7. Review of audited financial statements annually.
8. Develop and promote positive relationships with the public.
9. Assure continuous assessment and long-range planning.
10. Promote continuous assessment and long-range planning.

LENGTH OF TERM

According to Article 2, Section 3 of the Bylaws, “trustees shall serve for five-year terms and may succeed themselves in office. An incumbent shall continue to serve until a replacement is elected to fill the position.” There are currently no term limits on the amount of time that a Trustee may serve. Historically, Trustees have left on their own accord and there has been no record of the Board removing a Trustee for just cause. Article 2, Section 4 of the Bylaws states that: “A Trustee may resign at any time by giving written notice to the Chair. Any member of the Board of Trustees may be removed from office, for cause, at any meeting of the Board by an affirmative vote of two-thirds of the Trustees then in office.” Article 2, Section 2 of the bylaws states that: “New members of the Board of Trustees shall be elected by a majority of the Trustees then in office at any meeting of the Board.”
MEETINGS

Board meetings share a routine agenda that includes the President’s report, a report on academic affairs, a financial update, and a forum for new business. Management policies, educational programs, and financial matters are brought to the Board of Trustees’ attention mainly through the President’s report. Institutional policies developed by the Executive Committee and other pertinent matters are reported by the President or Provost. Such matters typically include updates on enrollment, marketing initiatives, human resource changes, placement statistics, and legislative issues. Updates on educational programs, new academic initiatives, faculty development, and accreditation issues are presented by the Provost.

The Board of Trustees meets regularly and for a set number of times during the year (minimum of six). Board members are expected to attend not less than 50% of the meetings throughout the year. The schedule of meetings is agreed upon by the Trustees at the beginning of the year and is recorded in the minutes. Meetings typically are scheduled on Tuesdays or Thursdays, start at 6:30 p.m. and last for two and a half to three hours. An agenda is prepared by the Chairman, in consultation with other Trustees and the President, and is circulated among the Trustees before every meeting. A quorum, that is a majority of the Trustees, is required to have a meeting.

Meetings are generally in person but teleconference call meetings are also possible. With the current technology, meetings can also be done through Skype or other online connectivity tools. Meeting minutes are recorded and such minutes are reviewed and approved by the Trustees at the next meeting.

CAMPUS TOURS

BOT meetings are held at each campus location at least once per year and includes a tour of each facility. Trustees are also encouraged to visit all of ASA College’s campuses for the purpose of meeting key people and touring the facilities. During such tours, arrangements can be made for the Trustee to visit the classrooms and meet with selected students and faculty. It is also important that such a visit gives the Trustee an opportunity to meet with the Executive Committee members and other college officers.
ASA College’s Manhattan Campus is conveniently located in the heart of midtown, at the intersection of 34th Street and Broadway, across from Macy’s and one block from the Empire State Building. It is easily accessible by public transportation with quick connections to Penn Station and Grand Central Terminal.

**TRAINS:**

- 34th Street & 8th Avenue: A, C, E, LIRR
- 34th Street & 7th Avenue: 1, 2, 3, LIRR
- 34th Street & 6th Avenue: B, D, F, M, Q, N, R, W
- Lexington Avenue: 6
- Amtrak, New Jersey Transit

ASA’s Brooklyn Campus is conveniently located in the MetroTech downtown business area, not far from Borough Hall and adjacent to Fulton Mall. It is well served by subway and bus and only a few minutes from Manhattan.

**TRAINS:**

- Lawrence St./Metrotech Station: R, M
- Borough Hall: 4, 5, 2, 3
- Jay Street/Metrotech Station: A, C, F
- Hoyt Street: 2, 3
- Dekalb Avenue: B, M, Q, R

**BUSES:**

- Fulton Mall & Bridge Street: B25, B26, B38, B52, B61, B67, B75
DOWNTOWN BROOKLYN
151 Lawrence Street
Brooklyn, NY 11201
Tel: 718-522-9073

MIDTOWN MANHATTAN
1293 Broadway / One Herald Center
New York, NY 10001
Tel: 212-672-6450

HIALEAH
530 West 49th Street
Hialeah, FL 33012
Tel: 786-279-2643