

NASSAU COMMUNITY COLLEGE
Garden City, New York

BOARD OF TRUSTEES' MINUTES

Meeting of June 9, 2015

The five hundred eighty-fourth meeting of the Board of Trustees was held on Tuesday, June 9, 2015 on the eleventh floor of the Administrative Tower.

The meeting was called to order by Chair Gardyn at 8:10 p.m. followed by a salute to the flag.

Present: Jorge L. Gardyn, Chair
Kathy Weiss, Vice Chair
Arnold W. Drucker, Secretary;
Anthony W. Cornachio, John A. DeGrace,
Wanda Jackson, Donna Tuman, Jennifer Borzym, Student Trustee.

Mary A. Adams, Edward W. Powers.

Also in attendance: Kenneth Saunders, Maria Conzatti, Chuck Cutolo.

Chair Gardyn requested a motion that pursuant to Se

2. Trustee Weiss introduced the following resolution:

, THAT THE PENDING COLLEGE PROCUREMENT AGREEMENT FOR A NEW HEALTH SERVICES OFFICE IN THE AMOUNT OF \$598,000.00 AS REQUESTED BY THE VP FACILITIES/DESIGN & CONSTRUCTION. (

Chair Gardyn requested a motion to consider this item. Trustee Cornachio moved the motion; seconded by Trustee Jackson. Motion carried 8-0.

3. Trustee Cornachio introduced the following resolution:

THE NASSAU COMMUNITY COLLEGE BOARD OF TRUSTEES AUTHORIZES THE INCREASE IN THE HOURLY RATE OF PAY FOR COLLEGE WORK STUDY EMPLOYEES FROM \$8.00 TO \$8.75 PER HOUR EFFECTIVE SEPTEMBER 1, 2015, FOR ON-CAMPUS EMPLOYMENT; AND

THE NASSAU COMMUNITY COLLEGE BOARD OF TRUSTEES AUTHORIZES THE INCREASE IN THE HOURLY RATE OF PAY FOR STUDENT AIDES FROM \$8.00 TO \$8.75 PER HOUR EFFECTIVE SEPTEMBER 1, 2015, FOR ON-CAMPUS EMPLOYMENT.

Chair Gardyn requested a motion to consider this item. Trustee Tuman moved the motion; seconded by Trustee Jackson. Motion carried 8-0.

5. Chair Gardyn made a motion under Article IV section 3(f) of the Rules of Procedure to allow for the consideration of an item that does not appear on the Calendar. Trustee Weiss seconded the motion. Motion carried 8-0.

Trustee Jackson introduced the following resolution:

, DUE TO ECONOMIC AND SOCIAL CONDITIONS, THERE ARE APPROXIMATELY 300,000 PEOPLE ON LONG ISLAND WHO SEEK FOOD ASSISTANCE EVERY YEAR, AND

, THIS INCLUDES MEMBERS OF THE NASSAU COMMUNITY COLLEGE COMMUNITY, AND

, OVER 200 COLLEGE CAMPUSES NATIONALLY HAVE FOOD PANTRIES TO SUPPORT THEIR STUDENTS AND STAFF WHO MAY EXPERIENCE FOOD INSECURITY, AND

, THE COLLEGE HAS DESIGNATED SPACE FOR SUCH A FOOD PANTRY ON ITS CAMPUS, NASSAU EMPOWERMENT AND SUPPORT FOR TOMORROW (NEST), AND

, NEST HAS THE SUPPORT OF FACULTY, STUDENTS AND ADMINISTRATION, WHO RECOGNIZE THE NEED, AND

, NEST HAS BEEN GRANTED 501(C)(3) STATUS BY THE INTERNAL REVENUE SERVICE AND HAS CONTRACTED FOR THE APPROPRIATE LIABILITY INSURANCE,

THAT THE NASSAU COMMUNITY COLLEGE BOARD OF TRUSTEES APPROVES THE COLLEGE'S ENTERING INTO AN AGREEMENT WITH NASSAU EMPOWERMENT AND SUPPORT FOR TOMORROW, INC. (NEST) TO UTILIZE CERTAIN COLLEGE FACILITIES FOR THE OPERATION ON THE COLLEGE CAMPUS OF A FOOD PANTRY TO BE AVAILABLE TO MEMBERS OF THE CAMPUS COMMUNITY.

Motion carried 8-0.

6. Chair Gardyn made a motion under Article IV section 3(f) of the Rules of Procedure to allow for the consideration of an item that does not appear on the Calendar. Trustee Weiss seconded the motion. Motion carried 8-0.

Trustee Drucker introduced the following resolution:

NASSAU COMMUNITY COLLEGE HAS BEEN ASKED BY NICE BUS TO PERMIT THE USE OF A PORTION OF THE COLLEGE'S PARKING LOTS FOR THE PURPOSE OF BUS DRIVER TRAINING, AND

SUCH REQUEST ENVISIONS FLEXIBILITY IN TERMS OF DATES AND TIMES WHEN SUCH TRAINING WOULD OCCUR, WITH THOSE DATES AND TIMES AND THE SPECIFIC LOCATIONS OF THE TRAINING TO BE WITHIN THE REASONABLE DISCRETION OF THE COLLEGE SO THAT THE TRAINING WOULD NOT IN ANY WAY INTERFERE WITH THE USE OF ANY PORTION OF THE PARKING LOTS BY THE STUDENTS, FACULTY, STAFF AND ADMINISTRATORS OF THE COLLEGE, AND

Continued –

Continued –

11. Chair Gardyn made a motion under Article IV section 3(f) of the Rules of Procedure to allow for the consideration of an item that does not appear on the Calendar. Trustee Weiss seconded the motion. Motion carried 8-0.

Trustee Drucker introduced the following resolution:

THAT THE BOARD OF TRUSTEES AFFIRMS ITS APPROVAL ON FEBRUARY 10, 2015 OF THE NASSAU COMMUNITY COLLEGE STRATEGICAL PLAN.

Motion carried 8-0.

12. Chair Gardyn made a motion under Article IV section 3(f) of the Rules of Procedure to allow for the consideration of an item that does not appear on the Calendar. Trustee Drucker seconded the motion. Motion carried 8-0.

Chair Gardyn introduced the following resolution on Class Size:

, THE ACADEMIC SENATE HAS PRESENTED TO THE BOARD OF TRUSTEES ITS DECISION TO OVERRIDE ACTING PRESIDENT SAUNDERS' VETO OF THE ACADEMIC SENATE'S "*RESOLUTION ON CLASS SIZE*" DATED APRIL 7, 2015; AND

, BOTH THE ACADEMIC SENATE AND THE COLLEGE ADMINIST

14. Chair Gardyn made a motion under Article IV section 3(f) of the Rules of Procedure to allow for the consideration of an item that does not appear on the Calendar. Trustee Jackson seconded the motion. Motion carried 8-0.

Trustee Drucker introduced the following resolution on Multiple Measures:

of our students and this institution since this college's inception. We hope that your decisions tonight will reinvigorate the tried and true shared governance process at NCC that follows academic senate procedures and return our college to the high standing it garnered for standard four; leadership and governance during the last Middle States review. Dr. Stern will continue.

Dr. Stern: Okay. I have a copy of the presentation. Okay. Well, I think we can all agree that the overriding agreed priority is student academic success and retention and this is asserted in Nassau Community College's catalogue – "The college places high priority on small classes." This is also stated in the catalogue in the President's message – "A steady commitment to realize student centered spirit and goals." It probably was best summarized, as far as this issue of class size, by our Student President, our current SGA Student President, Juliana, who's in the audience today and she's made the statement during a senate debate on this issue - Nassau's reputation for small class sizes, which make it easier for a student to connect with their professors was the deciding factor in her choice to study at Nassau Community College. And I'm sure she's not the only student. In SUNY, on our website, under the SUNY, in the portal, under the SUNY corner, our report card is posted and I know Trustee Weiss is very interested in metrics. SUNY metrics list our college, okay, and when you take a look at the metrics, our report card as far as retention rate is 71%, the SUNY target is 62%. So we're well over the SUNY target. We're doing much better than many community colleges. Our current SUNY success, which if you read the document, it refers to transfer rates, again, the SUNY target-74.3, we're hitting 74. Again, very respective. Now, to object to some of the Acting President's administration's arguments against the senate having responsibility to determine what the class size should be and the administration taking

Dr. Deluty: In the event that we have time left in these 15 minutes, I'm not quite sure how much time we used.

Trustee Jackson: 9:44, 9:45. You've got five minutes.

Dr. Deluty: We'd like to pass that on and hold on to it for later use, if we may.

Chair Gardyn: No.

Dr. Deluty: No?

Chair Gardyn: This is one item, each item 15 minutes, there's no carryover.

Dr. Stern: You know, I want to be considerate of everyone's time too.

Chair Gardyn: I appreciate that greatly.

Dr. Deluty: We came to be precise here.

Chair Gardyn: If you could make your point in ten minutes, it tells me that you have a good, concise, working knowledge of the issue.

Trustee Cornachio: does the administration respond on this particular item?

Chair Gardyn: The administration is now going to do their presentation. We're going to ask our questions to both sides.

Dr. Deluty: Okay.

Chair Gardyn: And then we'll bring both groups up and share. Because this is an open discussion.

Dr. Saunders: Good evening board and faculty and staff. At the outset of my commentary, respecting the academic senate resolution on class size, I would just like to take a few moments to reflect on the three issues that are before us this evening from a policy perspective. And those issues are the class size, degree revisions, and the college placement testing exemption policy. First with respect to class size, we operate in a climate of limited resources. Nassau County has been unable to provide monetary support to the college with its anticipated - mainly one-third of the college revenue needs. As a result of ever mounting costs, the college has been forced to substantially reduce its reserve and raise tuition rates. The issue of class size relates directly to

that realignment, the Executive Vice President met with the academic chairs and asked if there was any circumstances or condition that would result in us not having to realign them and those concerns were taken into consideration. So while there's this illusion of t

resolution said there are certain exceptions that can be had for certain types of lecture classes. So what Dr. Ostling did in 2010, was not a violation. It was done in consultation. It was, I admit, originally intended to be short-term, but the circumstances of the institution has not changed. So the process began back in '77. And what has occurred, and what I signed off on, was the process that would be incorporated in making any additional adjustments in class size going forward.

Trustee Cornachio: But that's not what you signed off on in 2013. I don't see how you can—

Trustee Drucker: Reconcile it.

Trustee Cornachio: Yes. And that comes from the heart. And I wish you could. And I wish I could, if you couldn't, but I can't. I don't know—I'm sure there are other questions for other people on the board.

Trustee Drucker: Well, I don't know if he answered

Trustee Cornachio: Here's my question. Here's my question. If you don't laugh, my love, tell me you'll cry.

Dr. Deluty: I laugh all the time! I laugh all the time! But I still have to say what has to be said!

Trustee Cornachio: Are you agreeing with his position that this resolution talks about class sizes as they existed at this college on April 23, 2013? And the changes that are taking place are changes after that date and that the class sizes in effect on that date, April 22, 2013, were the Ostling class sizes? Is that your position?

Dr. Stern: No. No.

Trustee Cornachio: What is your position?

Dr. Stern: You know, again, the big question here—

Trustee Cornachio: I'm confused.

Dr. Stern: Yes. It can be easily confused. That's why we have the academic process, academic senate process and we have the CWCC, including administrators that discuss the details of this as opposed to a board meeting. The way it was set up, the contract originally set up the 1977 numbers, okay? Those were the numbers that were established. Then as new courses were added, part of the forms for every new course include what class size should be. So the original list, and then you have any of those courses. Now, when Jack Ostling made those changes, okay, it was in extreme, I know we were in a difficult financial situation, but it was more extreme.

Trustee Cornachio: Let me ask—

Dr. Stern: Wait, wait, wait.

Trustee Cornachio: Give me an example. Philosophy 101 has a class size, right?

Dr. Stern: Yes.

Trustee Cornachio: Okay. Did Ostling change class size that was in effect when he made this change you're talking about? The Ostling change.

Dr. Stern: I don't—class by class, I'm not—I wish I could say yes. It wasn't necessarily across the board because there was discussion that the senate was not privy to at the time, so that's why we don't know that some departments got some increases, some didn't. Now, if I could finish.

Trustee Cornachio: Go ahead.

Dr. Stern: What happened was after when the college returned to a little better fiscal situation, many chairs approached their Deans and said, "Can we go back to our original numbers?" Now that was done apparently inconsistently, okay, not every chair did that. And so those chairs that took advantage of it, they went to the approved CWCC senate approved numbers. So that's the agreed upon numbers.

Trustee Cornachio: Okay. When you said they went to the CWCC approved numbers, what numbers are you talking about?

Dr. Stern: This is the original 1977, for the classes that had been around since 1977 or longer, those are the original 1977, or '78, senate approved resolution, approved by the president. And then any new courses added on had their own numbers.

Chair Gardyn: The registrar's office.

Maria Conzatti: Correct.

Trustee Weiss: And who tells the registrar's office to change something?

Chair Gardyn: Who has the authority?

Maria Conzatti: The department chair.

Trustee Weiss: Let her finish.

Maria Conzatti: The department chairs often call the registrar's office to say I need this class lowered because..., and there are a myriad of reasons why they give to roll back certain classes.

Trustee Weiss: And then the registrar does that simply because the chairperson asks that it be done.

Marie Conzatti: The current registrar—no, I can't speak for the registrar that was in place in 2010, that might have been the case. The current registrar will turn around and ask the deans if that is, in fact, something that should be done. Check with the dean to see if there was consultation.

Chair Gardyn: Any other questions?

Dr. Deluty: May I respond? I just think we have quite a number of chairs here and we would ask them—I don't think they can simply decide that classes need to be, that the enrollment needs to be reduced.

Chair Gardyn: We're not, wait, wait. Take a seat.

Dr. Deluty: Professor Mazzola is here. I don't think the chairs can simply say to the registrar we need to lower class size. As far as my experience in college, I'm not a chair, but we have Professor Mazzola who can speak directly to the point.

Chair Gardyn: Miss Deluty, you are the representative of the academic senate.

Dr. Deluty: And I have to say that I beg to disagree. I don't think the chair can simply say— Let me finish my sentence. I just beg to disagree. I don't think the chairs can simply say this class needs to have fewer students and, therefore, tell the registrar lower the enrollment.

Trustee Drucker: Is that your opinion? Or are you stating that as a fact?

Dr. Deluty: I'm saying it as a fact.

Trustee Drucker: And you know that is a fact.

Dr. Deluty: I know that is a fact.

Chair Gardyn: Okay. So your facts are different than Maria's facts.

Dr. Deluty: Yes.

Dr. Stern: I can speak on behalf of my department, because I know who's my chair. When we went back to the original CWC approved numbers, that it was discussed with Dean Fernandez.

Trustee Cornachio: Is that in writing?

Dr. Stern: I would have to ask my chair, but I know we had that discussion and it occurred.

Chair Gardyn: Was it one of your P & B committees?

Dr. Stern: This is the chair had asked the dean, Dean Fernandez, you know, now that the crisis is over, can we go back to our numbers. Because this, you know, our labs, it's dangerous to have too many students, as you probably know. So it was granted at that time.

Trustee Cornachio: Let me ask you this-did that go through the CWCC? And was that in the form of minutes? And did the president approve it?

Dr. Stern: No. Because those were the approved, it went back to the approved numbers. It was out of compliance, if you will.

Trustee Cornachio: As I understand you, numbers were changed, okay? Then there came a time that the Ostling numbers went back to a different number, higher or lower, and you said that's when the chairs spoke with some of the deans. Did those different numbers occur, did the different numbers occur after it went before the CWCC committee, and did it then it appear in academic senate minutes? And was it then approved by the president?

Dr. Stern: I would say the number was approved many years ago, that would be the - - .

Chair Gardyn: The question is when your departmentidd

Chair Gardyn: No.

Chair Gardyn: How many meetings have you been attending recently?

Dr. Deluty: Meetings?

Chair Gardyn: Board meetings.

Dr. Deluty: I haven't counted.

Chair Gardyn: Would you say that our financial situation has been present for years? And you can't plead ignorance here on the financial situation because we have been addressing it aggressively—

Dr. Deluty: My I respond?

Trustee Drucker: So - - you that there was a financial problem.

Dr. Deluty: No. But you would think a letter that is addressed to deal with an issue would simply say in black and white what the problem is.

Trustee Drucker: So you're standing on ceremony, then. You're standing on ceremony.

Dr. Deluty: I'm not standing on ceremony, I'm standing on process. Governance process. Solve the problem, identify the problem and work together through the existing channels to solve it. That's all I'm saying. We have an easy solution because we have a governance process set up here in this college and we want to work with the administration and with you to address this in the context of the financial situation.

Trustee Cornachio: Unfortunately, that's not always true.

Dr. Deluty: Well, I can only speak for what we want now.

Trustee Cornachio: Let me know when we get snow days in the fall schedule.

Dr. Deluty: Well, we will address snow days.

Trustee Cornachio: It's been two and a half years.

Chair Gardyn: Let's stay on topic. Let's stay on topic.

Dr. Deluty: I just took over the chair of the senate on May 12th, 2015, at, what was it, 12:45 and at 1:00 I ran to give a final exam and to see that my students finished their semester well. So I just took over, we're ready to deal with these issues, but we're asking to work through the shared governance process and the academic senate bylaws established.

Chair Gardyn: Miss Deluty—

Dr. Deluty: It's Dr. Deluty.

Chair Gardyn: Dr. Deluty.

Dr. Deluty: Yes.

Chair Gardyn: I'm sorry. Dr. Deluty, I still see the fact that 73% of the departments of this college were in compliance. There's 27% of the departments that were not and it appears that that 27% did not follow the process. So that 27% appears to be guilty of the issue.

Dr. Stern: Yeah, but the other amount didn't follow the process either because Ostling did not follow the process, so none of that followed the process.

Dr. Deluty: The other question is when you say in compliance, the question is in compliance with -.

Trustee Weiss: Hold on a minute. Those two are arguing between themselves.

Dr. Deluty: No, we don't want, no, we want one conversation.

Chair Gardyn: One conversation - - .

Trustee Weiss: That's why I wanted you to stop, so you would have everybody's attention.

Dr. Deluty: Thank you. Thank you. When we say in compliance, the question is in compliance with what? If you're in compliance, you have to be in compliance with permanent policy. To suggest that Vice President Ostling's letter of May 2010 is permanent policy is simply misleading. It's not correct. He says this is—

Trustee Cornachio: What do you say permanent policy is then?

Dr. Deluty: Permanent policy?

Trustee Cornachio: With regard to class size.

Trustee Drucker: What was he mistaken about?

Dr. Deluty: Well, he says it's temporary. He says—

Trustee Weiss: what was the policy?

Dr. Deluty: He says that, he says in this letter, when you read it, he says I don't favor continuing the overload in long-term.

Trustee Cornachio: But that was - - by senate resolution.

Dr. Deluty: No, that's his letter! This is—

Trustee Cornachio: Didn't you just before say—

Dr. Deluty: This is his letter.

Trustee Cornachio: the senate passed by resolution?

Dr. Stern: No. No. Not the Ostling.

Dr. Deluty: This is the letter—

Dr. Stern: I'm sorry. They approved in 1977 they approved individual courses and then in 2012 there was a resolution in 2013.

Trustee Cornachio: And what did 2012 resolution do? Was there a list of class sizes and classes in 20--.

Dr. Stern: In 2012.

Trustee Cornachio: In 2012?

Dr. Stern: No. It was setting up the process to deal with this mess, if you will.

Trustee Cornachio: Let me ask you, Dr. Saunders, is there a last list of approved classes and class sizes - - those classes, that exists that both sides can agree on?

Dr. Deluty: Yes.

Dr. Saunders: The last official record that I'm aware of for the class sizes was the limits that were established by Jack Ostling in 2010.

FEMALE VOICE: No.

Trustee Weiss: Dr. Saunders, people keep referring to 1977, which, of course, is the year of the floo

Trustee Drucker: So prior to 2010 was a rather fluid thing. It fluctuated.

Dr. Saunders: It, it really wasn't—what was constant was that it was an increase in the numbers across the board. Unless there were a set of circumstance that precluded that increase from occurring. Say there was a lab and the lab was limited to a fixed number of students and they were already at that max, then it wouldn't increase, it would remain the same. But in every other situation where there was an opportunity to increase the numbers without jeopardizing the integrity of the academic delivery, it was done. And that became the practice for the college from then up until now when we're challenging the numbers.

Chair Gardyn: David, can I ask you a question please? I am a physician, I am not an educator, I'm going to ask a question because from the outside I have a very simple question. Is your ability to teach class so

Dr. Stern: What I'd like to respond is that we were not notified in the senate, we were not part of that. We meet with Ken and Maria every other week, we were not notified in those meetings, so I would say Ken, maybe you talk to chairs, but you didn't talk to the process, the senate.

Dr. Deluty: I would like to add—

Chair Gardyn: I'm going to—

FEMALE VOICE: I would like to add one other thing.

Chair Gardyn: Last statement from the table.

FEMALE VOICE: It is, because he's testifying—

Dr. Deluty: I'd like to add one other thing. We're talking about the May, 2010, letter from VP Ostling. If we look at this letter, this letter acknowledges, and I'm going to read one line. Dr. Ostling wrote, this is number five in the letter, there's some merit in the accusation the Office of Academic Affairs acted more unilaterally in raising class sizes as was ordinarily the case. In the context of the reason he gave, he argues he has to, however I do believe you, the faculty, the senate, are owed a full exposition of the academic affairs' perspective on budgetary issues. He was cognizant of the fact that there was a process in place and he was taking an action that was outside of the context of this process that was in place. He says this is more unilateral than is ordinarily the case. We've got a process, Middle States is telling us we're supposed to have a process to address these issues, why don't we just use the senate process we have? Now I'm not talking about numbers here, I'm asking that administrators speak at the senate again. Most administrators remain silent during senate proceedings, let's hear about these issues on the floor of the senate so that we don't come to the position or the situation where suddenly we don't know the position. We just have a vote, but nobody says anything from the point of view of the administration. Let's just use the process we have.

Trustee Cornachio: We're not on the floor of the senate now.

Dr. Deluty: No, we're not.

Trustee Cornachio: And what you're saying is the only thing that's going to satisfy you is a list of class sizes from 1970 something.

Dr. Stern: No. No.

Dr. Deluty: No.

Dr. Stern: No, that's not it.

Dr. Deluty: No. Trustee Cornachio, what would satisfy us—

Trustee Cornachio: Go ahead.

Dr. Deluty: --is that you, the members of the Board, return the decision making and the discussion, the collaborative discussion to the senate. That we hear from all members, all constituencies on the senate floor. That is not just faculty. We want to know what administrators think. We want to know what students think and we ask that they speak at the senate so that we can have a discussion. That's what the point of the senate is.

Trustee Cornachio: I understand.

Dr. Deluty: The administration argues that the deg

integrity, academic planning, assets and financial health of the institution. It should review institutional assessment and results in participating institutional planning. However, it should not manage, micromanage, or interfere in the day to day operation of the institution. What's more day to day operation of the institution than what degrees we support and what classes are in the

here that live in Suffolk and Queens and Brooklyn and the Bronx and wherever? And how many of our students go somewhere else? Now, again, I don't have that data, but I think when you look at it, you're going to see that we bring in many more students than we send out to other schools and there's a reason for that. It's because

two credits of physical education. The academic senate passes a resolution dated April 13th

and we do communicate with other colleges in the area and we do communicate with the K through 12. So there are basically four reasons behind this restructuring and that is we believe that it will help us to recruit students, it will help us to retain students, there is a financial implication here, as well it will increase our graduation rates. When you look at the numbers and you see how many students are leaving the college not completing anything and not transferring, it's kind of astounding and they're waiting till the end to take the math and the science and they're leaving before they do complete it. So I think that reevaluating this is extremely important for the success of the college... and for the students.

Trustee Weiss: Dean Fernandez, what you just handed us we have seen before, this is nothing new.

Dean Fernandez: Correct. It's in your booklet.

Trustee Weiss: Right. And the members of the academic senate have seen this also, yes?

Dr. Deluty: We don't know what it is.

Trustee Weiss: Well, I know that. I'm not asking you.

Dr. Deluty: Then I can't tell you...

(Speaking over each other)

Trustee Weiss: Okay. So it's included in the binder, the same binder that we're sitting here icb5ihWl:bP5thbWl::pb.P1b5

Trustee Cornachio: Right.

Dean Fernandez: You have to maintain 64.

Trustee Cornachio: So if we get rid of economics as a requirement.

Prof. Braunshweiger: Oh, please! No! I'm the chair of economics- please, leave me alone!

Trustee Cornachio: If we get rid of philosophy as.

MALE VOICE: Oh boy.

Dr. Deluty: Philosophy - - humanities and is not a requirement. It satisfies the humanities requirement.

Trustee Cornachio: You're talking about that students will have additional electives to choose from, but the degree requires 64 credits.

(Speaking over each other)

Dean Fernandez: And the balance of the credits would be distributed among the other areas.

Trustee Cornachio: Because part of the mass hysteria that goes on is that the, besides which we're going to line up all the teachers one by one and take away their sexual organs and then kill them is that.

Trustee Wii: we didlPKcb5oh;lcK8W85nh;';ccV:5Ih88l::PP5thW::p:5 h8jWV8V8Wccl;P::Wb5uh;st say that,l::pW5 h

(Speaking over each other)

Trustee Cornachio: Oh.

Dean Fernandez: --one math or science.

Trustee Cornachio: Okay. I understand.

(Speaking over each other)

Dr. Stern: - - one science. - - , they only count it as one science.

Trustee Weiss: I'm going to, while Dr. Gardyn is out of the room, that's not appropriate, your comment on it from the floor.

Dr. Stern: Sorry.

Trustee Weiss: Otherwise we're going to lose the whole meeting. Mr. Cornachio, did you have another question?

Trustee Cornachio: I think that, those are the only questions I had. I mean I'm sure other people have other questions.

MALE VOICE: Can I ask a question?

Trustee Weiss: No. You're not—I'm going to reaffirm something because Mr. Cornachio asked the question that I had in my head—if I'm a writing major, and we just approved a course, an AA in Creative Writing, if I did not have to take two math, two science, I'm going t

Dean Fernandez: In other words, they would choose from among different courses in a different elective category. When we say one math, one science. That math, science, no other course can take that place. If it's a humanities or a social, let's say behavioral science category, that's not an elective category, you can choose from a number of different areas.

Trustee Weiss: Okay.

Dean Fernandez: And, by the way, it's interesting that some of those areas which are seemingly not mathematical or non-scientific and very often psych courses in many institutions contains a great deal of quantitative delivery as well as scientific delivery, so it's very possible that students can get the same preparation in other courses. Not specifically math or science designated.

Trustee Weiss: Again, this is my lack of understanding of process, but let's just say that was the decision that students would have that one additional elective. Does the decision go back to the department?

Dean Fernandez: Yes.

Trustee Weiss: to some committee, the senate? I'm trying to figure out - - structure to decide where that other credit gets fit into?

Dean Fernandez: Yes.

Trustee Weiss: Okay.

Dean Fernandez: That would be a function of that degree program.

Trustee Weiss: Okay.

Dean Fernandez: That's called a discreet program. In other words, it has categories specific to - - —

Trustee Weiss: Well, and I saw that - - particular ones—go ahead.

Dr. Deluty: We have a curriculum activity of the academic senate. Everything has to go through this curriculum.

(Speaking over each other)

Dr. Deluty: But may I make a comment about what's being discussed now? Members of the Board, are you also taking into consideration what the goal of the degree is? We are a transfer institution. Seventy percent of liberal arts students who follow the AA degree transfer to four year colleges. You just gave us a mandate to

Prof. Merlo: It's worse than that.

Dr. Deluty: In 2007, the New York Times ran a cover story, an education supplement. Nassau Community College, the transfer institution. Our students come here because of the tuition that they can afford, they do the first two years of college and then they transfer to other schools in area and beyond. We need to review what this new degree implies. You just told us bring our liberal arts AA degree in line with SUNY's seamless transfer. Are we aware of all the implications that SUNY has imposed on us? How can we now change a degree again - - when we haven't even seen where this one will lead to? And who is advising our students? Our students don't know about this.

Chair Gardyn: Dr. Deluty—

Trustee Drucker: Let her respond to this.

Chair Gardyn: Is this a response?

Trustee Drucker: Yeah, let her respond.

Trustee Weiss: No, let her finish.

Chair Gardyn: Hold on one second.

Dr. Deluty: May I finish?

Chair Gardyn: In this portion—

Dr. Deluty: Well, I wanted to finish the point I was making.

Chair Gardyn: Hold on a second. This portion—what we did in the first section was the trustees are going to ask questions either of the administration side or the academic senate side and you respond to the question. I don't want another 15 minutes of going off because, guys, we don't want to be here all night. So I was absent, was there a question that was asked that you were replying to by a member of the Board of Trustees?

Dr. Deluty: The question was asked about the 64 credits and how would you decide it and I'd like to put the discussion in the broader context of what a change - - .

Chair Gardyn: We're not having a discussion.

Dr. Deluty: I thought we were having a discussion. I thought that was the point of the evening.

(Speaking over each other)

Dr. Deluty: Please. Please.

Trustee Cornachio: I just asked a question because there was a lot of comments by people that what's going to happen is going to be a design of much less than 64 credits. That's what their plotting and I wanted to establish that it's not on the Board's mind and now we find out it's not on the administration's mind. I tried to ease the unreasoned fear that a lot of faculty people are feeling.

(Speaking over each other)

Trustee Tuman: are you aware that most private four year universities are going to degree credits of 120? And so many of our programs at LIU are 129-133-136, and at this juncture we are in the process of going back to 120 credits for a full degree program. In essence that will empower schools like our school here to seamless transfer to fourb:lc88;5ehb:KP%8l:aWW5yhPK

Prof. Merlo: No, I agree.

Trustee Cornachio: And the faculty seems to think that it's, it means the faculty runs everything.

Prof. Merlo: We don't think that and that's not the case.

Dr. Deluty: Trustee Cornachio, if he—

Trustee Cornachio: And what the Board is doing is trying to bring things up to date as to what is current among the standards of the, the community of colleges and universities in our area.

Prof. Merlo: With due respect—

Trustee Cornachio: We think that's a good thing. You disagree, God bless you, I understand your posi

Trustee Cornachio: Dr. Boyden alerted me to that, I passed it on to people at the college.

Dr. Deluty: It hasn't gotten to academic advisement.

Trustee Cornachio: They'll get - - .

(Speaking over each other)

Chair Gardyn: Hold it. That is not the discussion here tonight.

Chair Gardyn: Chris, I'd like to ask you a question. We're going to go back to the science please.

Prof. Merlo: Okay.

Chair Gardyn: Dean Fernandez, when I look at the t

Chair Gardyn: Affiliated correlation?

Prof. Merlo: No.

Chair Gardyn: An association?

Prof. Merlo: Chewing gum and lung disease. That's what we're talking about.

MALE VOICE: - - smoking and heart disease.

Prof. Merlo: No! That's not this report though!

Trustee Cornachio: Our research indicates otherwise, there's no sense in talking about it.

MALE VOICE: Yes.

(Speaking over each other)

Prof. Merlo: No, it doesn't indicate otherwise, it just gives you a bunch of numbers.

Trustee Cornachio: We're absolutely—

Prof. Merlo: It doesn't relate them.

(Speaking over each other)

Dr. Deluty: Excuse me. But why, if this is the view you have, why did you ask us to bring the degree in line with SUNY seamless transfer and not tell us about these concerns of yours from the start? Why did we do all that work? I'm curious what was going on - - .

(Speaking over each other)

Chair Gardyn: It was simultaneous.

Dr. Deluty: No, it wasn't actually.

Trustee Cornachio: No, no, no, it was after that.

(Speaking over each other)

Dr. Deluty: It was not.

Trustee Cornachio: I went crazy. And I forget why I went crazy. When I first hit this Board in 2008, it annoyed me. I said why are we doing this? And then something triggered something in my mind and I went nuts. I sent out a memo to everybody and all of a sudden the old Board said mind your own business, it's up to them. This Board said - - , you're right, there's

Trustee DeGrace: One of the things I would like to indicate is, and I mentioned this once before, my personal experience with three students was exactly they were bright individuals, they could not pass the math requirements at Nassau Community College; two had to get tutored, one being my son, two others had to go to another institution. Case closed.

Prof. Merlo: Trustee DeGrace, with respect, the plural of anecdote is not data. Three students should not inform us what the policies of Nassau Community College—

Trustee DeGrace: Sir, students know when they come to this institution whether they can handle it or not.

Prof. Merlo: No. Often times they do not.

Trustee DeGrace: Yes, they do. They know. If they didn't succeed in high school, they know they're not going to succeed in college. Come on, it's common sense.

Dr. Deluty: Excuse me, but—

(Speaking over each other)

Chair Gardyn: Dr. Deluty.

Dr. Deluty: --and I feel compelled -- to respond.

Chair Gardyn: Please hold on. I'm going to -- we have another one going on, but I'm going to lay down for the faculty and the academic senate and I'm going to lay down to the administration. You have to work together. I'm telling you now, at the level of the committees, I want to see it working a little bit better than today. Because I'm telling you, I and the rest of this Boa

Dean Fernandez: However, your point is well taken in terms of the community college - - .

(Speaking over each other)

Chair Gardyn: Chris, are you going to answer the question with regard to physical education?

Prof. Merlo: I'm not. I want to respond to something you said - - important.

Chair Gardyn: No. I'm going to - - . I didn't say - - , what I said is I want faculty—

Prof. Merlo: No, before.

Chair Gardyn: About the faculty?

Prof. Merlo: Yes.

Chair Gardyn: That I asked the faculty and administration work together?

Prof. Merlo: That. Can I talk about that for a moment?

Chair Gardyn: Not really. I'm going to hold off. I'll—

Prof. Merlo: Ten seconds?

Chair Gardyn: Ten seconds?

Trustee Cornachio: I think you got the message, Chris. We've got other things we want to talk about.

Chair Gardyn: Chris, Chris,--

Chair Gardyn: --it's 20 to 12, Chris.

(Speaking over each other)

Chair Gardyn: You have to have some respect for our time.

Trustee Drucker: You have the message

Prof. Merlo: I understand. I - - .

Chair Gardyn: Okay. So let's leave - - . Is there any other question for the BGa:8—IVc;85a:8—IVc;85a:8—IVc;85a:8—

point is not to simply put bodies in credit bearing courses in the first semester but to appropriately place students so their courses will appropriately challenge and enrich them and so they will, therefore, persevere and progress towards completion of a vigorously structured and thoughtfully constructed degree in a timely manner. Essential to our discussion of achieving measures that reflect prevailing area standards, which was the BOT resolution, and that are equivalent to a majority of other SUNY community colleges, which was language that was in the veto, is that both tables of community college exemption scores that were provided by the administration leave out Westchester Community College. Which, along with Suffolk, is probably the institution most resembling ours in mission and in makeup. We should keep in mind over the course of this discussion that Westchester has no exemptions for placement testing for reading and English and math. Their math scores are very precisely aligned with very specific courses. Because one of my points is going to be about how our placement, the senate's placement procedures are much more precise than the administration's. All entering students are tested at Westchester regardl

this class is appropriate, precisely the group whose scores fall between the senate and the administration proposals and put them into larger classes where history has shown they will fail to thrive. Again, the senate proposal is precisely targeted to give our students the precise -- not to falter - - . Oh, bullet point five. Okay. There are minor differences between the administration and the senate exemption scores for reading. They're so close. In fact, the administration's proposal requires a higher AP or IB scores than the academic Senate's. One place of interest is that both the senate and the administration ask that students be exempt from the reading portion of the placement test with an SAT at the 540 level. Which is—if the 540 score is deemed necessary by

arithmetic, they test alge

Trustee Cornachio: I'm sorry.

FEMALE VOICE: You're stealing her minutes.

Trustee Cornachio: I'm sorry.

Dean Hammer: That's okay. You got administrative reports from us that I believe did reflect the progress by the committee as a whole. I want to touch on the report. I don't have a chart for you because it's in your folders and I don't know if you even want to go into them. In the notebook that everybody has, the March 31st report, the administrative report on multiple measures, recommendations for exemplary placement testing reads a little bit differently from what Paul Rosa was reading, but this the version that's in everybody's binder, so I assume it's the version that the ASEC has. And I think without spending a lot of time going through all of them, I'll say that in some areas we are very close in terms of the reading. I think we've got a very close agreement between the main point seems to be an 83 on the Regents. One of the things that we looked at, this time I mean we-the administration, what we looked at to write our final reports, one of the things we looked at were the Regents scores and the new Regents are going to be aligned with the common core state standards, which are much closer to what we're asking students to be able to do. And so we took numbers that represented the mastery level. Some of the numbers, an 85, for example, in the English Regents exceeds mastery, we took mastery. That explains our difference there. In general, the 540 on the SAT, which is what English came back with, is part of the reason that the resolution was vetoed as that scenario where it does not align to area standards. And I think the other thing that I want to say - - take a couple of points. Paul Rosa mentioned English 100 as the number of—

Dean Hammer: Mention the questions about English 100 as a possible problem in this and I just want to say we haven't even addressed that. The English 100 standards were designed in a different context and there's no reason why those would be redesigned, I don't see that this affects English 100 at all. And we're not changing the ways that people can scale up, move up, from the developmental of classes in the first place. Our question is really that we're over placing students in remedial classes or under placing depending on which interpretation, which set of language that you're using. I think basically, we're not that far apart. Where we are far apart is in some significant area especially the 540 SAT and I just want to say that the group as a whole, because there's been some murmur that one of the subcommittees didn't have administration oversight, I just want to be clear that Dean Follick and myself were completely open and forthcoming in the large dev ed committee for the past six months. We've said repeatedly that we thought 540 on the SAT would be too high. And so I don't think

Chair Gardyn: Math and reading, they're both at 540. In math, am I reading this correctly? It's 490 to 510?

Trustee Weiss: Depending on the test.

Chair Gardyn: Depending on tests only. And 500. They're spot on there. On both of—so two out of three, they're right there. The only one that's out of synch is English at 540 and 500. Guys, not for anything, why don't you just say 520 tonight and call it a night?

FEMALE VOICE: No.

Chair Gardyn: No? Absolutely not?

FEMALE VOICE: No.

Dr. Fagan: We haven't had anyone from the committee speak to you. You don't have anybody on faculty—

Chair Gardyn: No.

Dr. Fagan: there wasn't anyone from the committee speak to you.

Chair Gardyn: No!

MALE VOICE: No!

Chair Gardyn: No.

Trustee Jackson: I have a question.

Chair Gardyn: Okay.

Trustee Jackson: And maybe I should read it and didn't see it, but can someone explain why the senate's using - - and the administration using - - in the English composition area.

Dean Hammer: Yes, I'd love to - - . We're actually not in the—that should not be what that says in the report that you have.

FEMALE VOICE: Well, it's not your report, its Dr. Rosa's.

Trustee Cornachio: Dr. Rosa, this is what you gave us.

Trustee Weiss: Dr. Rosa, it's what Dr. Rosa gave us.

Dr. Rosa: Yeah.

FEMALE VOICE: This is what Dr. Rosa said.

Dr. Rosa: Because when you look at the originals, the academic senate says the writing evaluative tool for the SAT should be the writing SAT. And the administration report says it should be the reading SAT.

Dean Hammer: Check the version you have in Dr. Deluty's - - .

FEMALE VOICE: So is it - - .

Dean Hammer: The notebook you got a week ago, at least, should have everything, the most recent drafts of everything.

Dr. Deluty: That's what we're basing it on.

Chair Gardyn: Is this incorrect Melanie?

Dean Hammer: That's not from us.

Dr. Rosa: No, it says reading 500 in mine. What does yours say?

(Speaking over each other)

Chair Gardyn: Is this straight from the binder?

Dr. Deluty: It's straight from the binder that we're - - .

(Speaking over each other)

Trustee Jackson: - - 500, why would - - reading 500 as opposed to 550?

Dean Hammer: It's actually, I apologize, it's an SAT score in writing of 500 or above. So it should say writing.

Chair Gardyn: It should say writing?

Dr. Deluty: We had the same question, thank you for asking it Trustee Jackson.

(Speaking over each other)

Dr. Rosa: So that's less of an issue. That's great. That means we're even closer, as Chair Gardyn h

Trustee Weiss: An 85 on a Regents is defined as mastery. It's the cutoff that you need to get a Regents diploma with distinction.

Trustee Cornachio: That's B+, isn't it?

Trustee Weiss: And so to get a regular Regents diploma, you need a 65. I'm not excusing that, but an 85 is considered mastery and, personally, I don't think mastery is what you need not to take a test. I think you need

Trustee Cornachio: But do you understand what I'm saying?

Trustee Drucker: But - - two out of the three, so it's really—

Trustee Weiss: Right.

Chair Gardyn: I think that you guys are close. I appreciate the fact that there is data here and I see that there is consensus on the administration side and the faculty side on most, there's a lot of overlap here. There's just a little piece up here tweaking in the English composition, okay? And I think that that's something. Any other members of the Board want to ask any questions?

Trustee Cornachio: I want a date certain by which there's going to be a response. If they're going to go back and deliberate - - , whatever the hell you're going to do, where they're going to get back to us with the results. So what are we going to vote on and follow through on this thing.

Trustee Weiss: Well, that could be included in the

Dean Follick: We start accepting applications end of August for the following year. The majority of our students will start, some of our students will start submitting in September-October, with the bulk of them start coming in November. But the SATs, most of our students will take them in November, so if we can have this set so we can start the advertising, the communication as soon as possible would be most prevalent.

Dr. Rosa: They won't be taking the placement tests until much closer to the beginning of the spring semester.

Dean Follick: No. But they need to know the information.

Trustee Weiss: Right.

Chair Gardyn: So if you guys, if we charge this back to you and say we want you to do this September-October and by October we want this done, would you accept that charge?

Dr. Stern: Ask the committee chair.

(Speaking over each other)

Chair Gardyn: We'll put it in the resolution.

Dr. Rosa: Unfortunately, I'm not on the developmental education committee, it's been a busy week for me putting - - .

(Speaking over each other)

Dr. Rosa: So I can't comment on - - , I'm sorry.

Dr. Deluty: You're not really charging us, you're requesting we look into to it, right? Because the BOT doesn't give charges, that's just not - - .

Trustee Jackson: I think we want to set an expectation though.

MALE VOICE: It's not a suggestion.

MALE VOICE: Right.

MALE VOICE: Yeah, that's—

MALE VOICE: Right.

Trustee Cornachio: You know what we could do—we could pass a resolution and then say however, it will not be effective if we receive a satisfactory dah-dah-dah-dah by such and such date.

(Speaking over each other)

Trustee Weiss: since two out of the three, two out of the three things are aligned well. There's only one that's not. And I would love for the fact if the quicker we can to get students who are thinking about coming here knowing that if they work a little harder on their SAT or they work a little harder on that math Regents or whatever it is, that they might not have to take a

Trustee Drucker: Multiple measures.

Dr. Deluty: You read degree revision just now.

Trustee Drucker: Sorry, then I have to change that.

FEMALE VOICE: Okay. What was the date mentioned? I didn't hear it?

FEMALE VOICE: November - - .

MALE VOICE: November.

(Speaking over each other)

Trustee Cornachio: Dr. Deluty, you have consulted with your executive board and you're agreeable to this matter? This resolution?

Dr. Deluty: We can't discuss it.

Trustee Drucker: - - so the Board of Trustee resolution—

Trustee Cornachio: I didn't hear you.

Dr. Deluty: - - , I just want to make sure I heard it because this was not - - .

Trustee Cornachio: What we're doing basically is we're putting this down for the November meeting, we're not making a decision at this time. We're going to wait and see what happens in the November meeting. If the thing is conciliated between you and the administration and all this is a satisfactory resolve, then this matter will be dropped as moved.

Dr. Deluty: Right.

Trustee Cornachio: If not, then the Board will decide whether it's going to override or sustain the veto.

Dr. Deluty: Right. I ask only—

Chair Gardyn requested a motion to adjourn the meeting. Trustee Weiss moved the motion; seconded by Trustee DeGrace. Motion carried 8-0.

Meeting adjourned at 1:10 a.m.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Arnold Drucker', written over a horizontal line.

Arnold Drucker
Secretary