

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 Borzysm, Student Trustee.

Absent: Mary A. Adams, Edward W. Powers.

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

Chair Gardyn requested a motion that pursuant to Section 105 of the Open Meetings Law of the State of New York, the Board of Trustees shall enter Executive Session to discuss matters leading to the appointment, promotion, demotion or removal of a particular person. Trustee Drucker moved the motion; seconded by Trustee Weiss. Motion carried 8-0.

Chair Gardyn resumed the open meeting at 9:05 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 Borzysm, Student Trustee.

Absent: Mary A. Adams, Edward W. Powers.

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

Approval of Minutes

Chair Gardyn requested a motion to approve the minutes of May 12, 2015. Trustee Weiss moved the motion; seconded by Trustee Cornachio. Motion carried 8-0.

1. Trustee Weiss introduced the following resolution:

RESOLVED, THAT THE PENDING COLLEGE PROCUREMENT AGREEMENT FOR THE RENOVATION OF DAVIS AVENUE IN THE AMOUNT OF \$330,000.00 AS REQUESTED BY THE VP FACILITIES/DESIGN & CONSTRUCTION. **(Funding Source: Capital Funding-70092)**

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

2. Trustee Weiss introduced the following resolution:

RESOLVED, 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. **(Funding Source: Capital Funding-70111)**

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:

BE IT RESOLVED, 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

BE IT FURTHER RESOLVED, 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.

4. Trustee Borzym introduced the following resolution:

RESOLVED, THAT NASSAU COMMUNITY COLLEGE BOARD OF TRUSTEES APPROVES THE APPROPRIATION OF \$1,693,250 IN EQUAL AMOUNTS OF REVENUE AND EXPENSES AS FOLLOWS:

<u>SOURCE</u>	<u>APPROPRIATION REQUEST</u>
Perkins Phase 2 SUNY match	\$250,000
Applied Health Sciences SUNY match	\$250,000
Equipment donation (Dr. Gardyn) SUNY match	\$38,000
Cell tower revenue (2014-15 year) + SUNY match	\$50,000
Equipment donation (United Business Mgmt) SUNY match	\$155,250
PSEG rebate (Life Sciences building) + SUNY match	\$88,000
Trigen revenue from Nassau County (FY13 and FY14) + SUNY match	\$862,000
TOTAL	\$1,693,250.00

Chair Gardyn requested a motion to consider this item. Trustee Cornachio moved the motion; seconded by Trustee Weiss. 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:

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

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

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

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

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

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

BE IT RESOLVED 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:

WHEREAS 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

WHEREAS 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 –

WHEREAS ALLOWING SUCH USE OF COLLEGE FACILITIES WOULD NOT RESULT IN THE COLLEGE HAVING TO INCUR ANY COSTS, AND

WHEREAS IN EXCHANGE FOR OFFERING THIS OPPORTUNITY TO NICE BUS FOR THE PURPOSE OF DRIVER TRAINING, THE COLLEGE SHALL RECEIVE VALUABLE CONSIDERATION FROM NICE BUS IN THE FORM OF SUBSTANTIAL INTERIOR ADVERTISING OPPORTUNITIES ON THE FLEET OF NICE BUSES AND ON THE NICE BUS WEBSITE, AND

WHEREAS SAID AGREEMENT WOULD BE FOR A DURATION OF TWO YEARS,

BE IT RESOLVED THAT THE NASSAU COMMUNITY COLLEGE ADMINISTRATION IS AUTHORIZED TO ENTER INTO AN AGREEMENT WITH NICE BUS FOR THE USE BY NICE BUS OF CERTAIN COLLEGE PARKING LOTS FOR DRIVER TRAINING.

Motion carried 8-0.

7. Trustee Tuman introduced the following resolution:

RESOLVED, THAT UPON THE RECOMMENDATION OF THE COLLEGE ADMINISTRATION, THE BOARD OF TRUSTEES HEREBY APPROVES THE TITLES OF ADMINISTRATIVE ASSISTANT IV, LECTURER II AND TECHNICAL ASSISTANT IV, AND REQUESTS THE APPROVAL OF THE CHANCELLOR AND THE BOARD OF TRUSTEES OF THE STATE UNIVERSITY OF NEW YORK.

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

8. 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 DeGrace introduced the following resolution:

WHEREAS THE BOARD OF TRUSTEES HAS ESTABLISHED A PRESIDENTIAL SEARCH COMMITTEE AND SUCH SEARCH COMMITTEE CONTINUES TO BE AUTHORIZED TO CONDUCT THE SEARCH FOR A PRESIDENT FOR NASSAU COMMUNITY COLLEGE, AND

WHEREAS PATRICK DEEGAN HAD BEEN A MEMBER OF SAID SEARCH COMMITTEE IN THE CAPACITY AS STUDENT TRUSTEE, BUT HIS TERM AS STUDENT TRUSTEE EXPIRED ON MAY 31, 2015 AND JENNIFER BORZYM'S TERM AS STUDENT TRUSTEE BEGAN ON JUNE 1, 2015, AND

WHEREAS PROFESSOR EDWARD BOYDEN HAD BEEN A MEMBER OF SAID SEARCH COMMITTEE IN HIS CAPACITY AS CHAIR OF THE ACADEMIC SENATE AND AS THE ACADEMIC SENATE'S DESIGNEE, BUT HIS TERM AS CHAIR OF THE ACADEMIC SENATE EXPIRED ON MAY 12, 2015 AND EVELYN WORTSMAN-DELUTY'S TERM AS CHAIR OF THE ACADEMIC SENATE BEGAN ON MAY 13, 2015, AND

Continued –

WHEREAS CANDACE LOPEZ HAD BEEN A MEMBER OF SAID SEARCH COMMITTEE IN HER CAPACITY AS PRESIDENT OF THE STUDENT GOVERNMENT ASSOCIATION AND THE STUDENT GOVERNMENT ASSOCIATION'S DESIGNEE, BUT HER TERM AS PRESIDENT OF THE STUDENT GOVERNMENT ASSOCIATION EXPIRED ON MAY 28, 2015 AND JULIANA DIJKSTRA'S TERM AS PRESIDENT OF THE STUDENT GOVERNMENT ASSOCIATION BEGAN ON MAY 29, 2015;

BE IT RESOLVED THAT THE NAME OF JENNIFER BORZYM SHALL BE INSERTED IN LIEU OF THE NAME OF PATRICK DEEGAN AS THE STUDENT TRUSTEE, THE NAME EVELYN WORTSMAN-DELUTY SHALL BE INSERTED IN LIEU OF EDWARD BOYDEN AS DESIGNEE OF THE ACADEMIC SENATE, AND THE NAME JULIANNA DIJKSTA SHALL BE INSERTED IN LIEU OF CANDACE LOPEZ AS DESIGNEE OF THE STUDENT GOVERNMENT ASSOCIATION ON THE PRESIDENTIAL SEARCH COMMITTEE.

Motion carried 8-0.

9. 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 Cornachio seconded the motion. Motion carried 7-0-1 (DeGrace).

Trustee Jackson introduced the following resolution:

RESOLVED, THAT PURSUANT TO THE TERMS OF THE COLLECTIVE BARGAINING AGREEMENT WITH THE NASSAU COMMUNITY COLLEGE FEDERATION OF TEACHERS, AND UPON THE RECOMMENDATION OF THE COLLEGE-WIDE PROMOTION AND TENURE COMMITTEE AND THE COLLEGE ADMINISTRATION, THE FACULTY MEMBER NAMED HEREIN IS HEREBY GRANTED PROMOTION AND/OR TENURE AT NASSAU COMMUNITY COLLEGE EFFECTIVE SEPTEMBER 1, 2015.

<u>Name</u>	<u>Department</u>
Ziaullah Khan Durrani	Engineering/Physics/Technologies

Motion 7-0-1(DeGrace).

10. Trustee Cornachio introduced the following resolution:

RESOLVED, THAT THE NASSAU COMMUNITY COLLEGE BOARD OF TRUSTEES HEREBY APPROVES THE PROPOSAL BY THE DEPARTMENT OF ENGLISH A.A. DEGREE IN CREATIVE WRITING AND RECOMMENDS THE APPROVAL OF THIS PROGRAM BY THE STATE UNIVERSITY OF NEW YORK.

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

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:

RESOLVED 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:

WHEREAS, 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

WHEREAS, BOTH THE ACADEMIC SENATE AND THE COLLEGE ADMINISTRATION HAVE BEEN AFFORDED THE OPPORTUNITY TO BE HEARD BY THE BOARD OF TRUSTEES AND DISCUSS THEIR RESPECTIVE POSITIONS WITH THE BOARD OF TRUSTEES IN PUBLIC SESSION;

BE IT RESOLVED, THAT THE BOARD OF TRUSTEES OF NASSAU COMMUNITY COLLEGE HEREBY SUSTAINS ACTING PRESIDENT SAUNDERS' VETO OF THE ACADEMIC SENATE'S "*RESOLUTION ON CLASS SIZE*" DATED APRIL 7, 2015 AND EFFECTIVE FALL 2015 WITH THE CAVEAT THAT THE ADMINISTRATION WORK COLLABORATIVELY WITH THE ACADEMIC SENATE IN A COLLEGIAL MANNER TO ARRIVE AT A CONSENSUS REGARDING CLASS SIZE IN THOSE DEPARTMENTS THAT REQUIRE PARTICULAR MODIFICATION.

Motion carried 8-0.

13. 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 DeGrace seconded the motion. Motion carried 8-0.

Trustee Drucker introduced the following resolution on Degree Revisions:

BE IT RESOLVED, THAT THE BOARD OF TRUSTEES OF NASSAU COMMUNITY COLLEGE HEREBY SUSTAINS ACTING PRESIDENT SAUNDERS' VETO OF THE ACADEMIC SENATE'S "*RESOLUTION ON BOT RESOLUTIONS ON DEGREE REVISION*" DATED APRIL 13, 2015.

Motion carried 7-1 (Borzym).

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:

BE IT RESOLVED, THAT THE BOARD OF TRUSTEES OF NASSAU COMMUNITY COLLEGE HEREBY ELECTS TO NEITHER SUSTAIN NOR OVERRIDE DR. SAUNDERS'S VETO OF THE ACADEMIC SENATE'S RESOLUTION ON BOARD OF TRUSTEES RESOLUTIONS ON MULTIPLE MEASURES DATED APRIL 13, 2015, AND INSTEAD DIRECTS THE ACADEMIC SENATE AND THE ADMINISTRATION TO RECONCILE THEIR RESPECTIVE DIFFERENCES THAT EXIST WITH RESPECT TO THE MULTIPLE MEASURES USED IN PLACEMENT TESTING, AND THAT THIS BOARD BE PROVIDED WITH A CONSENSUS BY THE NOVEMBER 2015 MEETING WHICH IS WITH THE CONSENT OF THE ACADEMIC SENATE. IF NO CONSENSUS IS REACHED THE BOARD WILL THEN BE AUTHORIZED TO RENDER A DECISION ON THE VETO.

Motion carried 8-0.

Discussion of Presidential Vetoes'

Class Size Limits

I'm Dr. Evelyn Deluty, Chair of the Academic Senate, Professor of Philosophy. Dr. David Stern, First Vice Chair, Professor of Physical Sciences; Dr. Paul Rosa, Second Vice Chair, Associate Professor of English; Professor Chris Merlo, Secretary Associate Professor of Mathematics, Computer Science, and Information Technology. We also have our former Chairs of the Senate who collaborate with us, Dr. Richman.

Dr. Deluty: Three issues for our discussion tonight – student academic success and retention, Middle States standard for leadership and governance, financial concerns of the College. We're here to advocate for our students. Their success, not just in the short run at our college, but the long haul as they transfer to four year institutions and enter the job market, is foremost in our minds. Middle States standard for leadership and governance serves as our compass in this undertaking. Middle States, which accredits our college, stipulates that "An accredited institution is expected to possess or demonstrate a well-defined system of collegial governance." Collegial discourse calls for open, honest, and respectful debate which, as we know, is not necessarily synonymous with simple agreement. Until 2010, NCC was the poster child for just that. Our Academic Senate, which adheres to written government documents, such as bylaws as required by Middle States, isn't a faculty senate. We're comprised of faculty, students, and administrators. Sadly, in the last five years administrators participate infrequently in senate debates. Senate minutes show that up to 2010, our administrators were vocal and present in senate and speaking on the floor of the senate. Tonight we'll see how our college has deviated from this paradigm of shared governance over the last five years, thereby putting itself at risk for the next Middle States review. I would be remiss if I did not acknowledge the elephant in the room-our financial situation. We're cognizant of the fact that budget constraints inform decisions. But it's time for NCC to devise innovative marketing tactics and mine untapped sources of public and private funding. We hope that one of the criteria by which presidential candidates will be evaluated in the ongoing search addresses their fundraising expertise, vision, and plans for our college. Members of the Board, as trustees, you're authorized to review all matters that facilitate the mission of the college. We understand this is not your fulltime job and we value your civic service to the community. It is our hope that we will return to collaborative collegial debate with the administration, which is the actual intent of the senate bylaws. To that end, we ask that you, the members of the Board, be mindful of the shared governance process that has sustained the long-term wellbeing

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 respectable. 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 unilateral action, in your documents that you got from the administration, it included Vice President Ostling's May 17th, 2010, memo and the administration claims that this justifies why a permanent policy has been in place since that time. Now, if you read that document, Vice President Ostling indicates the action is unusual and temporary, okay? Did not say it was permanent. And, in fact, it's quoted "I do not favor continuing overloading long-term." If you take a look at, again, further claims to that letter makes it legitimate for the administration to take unilateral action on class size. Vice President Ostling's memo indicates the action is not optimal. It occurred in extreme financial situation when SUNY cut our budget by tens of millions of dollars and the recession caused our enrollment to explode in 2008. The academic senate minutes of, throughout 2012, to the current record, showed that both former President Astrab and current acting President Saunders agree to the fact that the senate took action to address class size, they agreed to those actions. So obviously it wasn't a settled policy at that point. Now, we really need collegiality on campus. When you look at Ostling's letter, it's quite interesting the way he addresses faculty. It's dear colleagues. We haven't seen that in a while. Emphasis on the role of faculty in student success. I quote from Dr. Ostling – "The fact remains that a major loss of full-time faculty harms an institution for years to come. An issue that we'll surely be discussing together at a later date." And that was in his letter. Now, he also was concerned about keeping the faculty informed. I quote, "I do believe that you are owed a full exposition (that's his term) of the academic's affair's perspective on budgetary issues." Now, at the present moment such an explanation still eludes the senate and perhaps, even, the Board of Trustees. Conclusions: class size policy has always been formulated by the academic senate. Vice President Ostling's memo of 2010 never became permanent academic policy. Senate resolutions and those resolutions confirmed by presidents' letters in 2012 and 2013, further acknowledge that this policy is formulated through the senate process. The policy on class size, like all the other academic policies, should be formulated collaboratively by the President and the academic senate on an ongoing basis. Now Vice President Ostling respected the faculty's right to full disclosure of the administration's reasons for temporarily unilateral action as far as class size. We still have not been provided a reason for harming our students' education by raising class size. The academic senate executive committee calls upon you, the members of the Board, to sustain the senate's override of the Presidential veto of the resolution of class size, so that the administration's concern can be addressed via our current shared governance system.

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 the goal of prudent financial management of the college. No one in the administration seeks to overburden faculty student loads, however, we must be mindful of the need to be fiscally responsible. Also as you will hear during my presentation, respecting the senate's class size resolution, the action that has been taken by the administration is nothing more than an attempt to bring class sizes into conformance with guidelines that were instituted by the administration in 2010, without challenge, by the academic senate. I think it's important to recognize that the financial challenges and the burden that were in place then are currently in place now. And that the administration's effort and action was not a revision of class sizes, but a realignment of the class sizes in accordance with the 2010 resolution. There weren't any adjustments, there wasn't anything new that was brought to the table, it was a recognition that what had become the practice at the institution since the resolution from Dr. Ostling in 2010 had been enacted and that we recognize that our situation was still the same, but some departments, 27% of the programs at the institution had changed those class sizes and moved them downward. And recognizing what the impact of that would be, the Executive Vice President, in conjunction with the Academic Deans, realigned those numbers. That is the justification, that is the rationale, the process that brought us to the original numbers in 2010, was a consultative process and what we did was to realign that. In

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 there not being a collaborative or working relationship- that is not true. That's my presentation.

Chair Gardyn: Ken, what I'm going to do is I'm going to ask you to move over one chair and Evelyn and David come on up to the front. Everyone is going to sit together.

Chair Gardyn: If the Board has any questions or issues you want to ask either party. This will not be a cross debate, it'll be questions issued by the Board and a response.

Dr. Deluty: May I just ask, maybe respond to what Dr. Saunders has said before—

Chair Gardyn: No. This is not a debate.

Dr. Deluty: You had mentioned a possible rebuttal, so I was just wondering.

Chair Gardyn: After, after the board does their questions.

Trustee Cornachio: The real issue I have, Dr. Saunders, with regard to the class size and I have given you a heads up on this because it bothers me, it troubles me. Let me say I laud your efforts to maximize all the resources you have, to look at fiscal responsibility, to minimize cost, there's no question about it. But contracts are sacred things and they have to be followed. And the problem I—and, frankly, I think if I, if I had to go to a drawing board, a blackboard, a blank board, I would say the administration should determine class size. In consultation with the faculty, but the ultimate should be with the administration and, really, ultimately, the Board of Trustees. But that's not what we have here. We have, and I'm just going to center on one thing—the resolution by the senate on April 23, 2013, which says the number of students we're reviewing and making recommendations for maintaining or changing class size based on the CWCC approved master class size limits. And you concur with that. You signed off on it April 25, 2013. That, to my understanding, becomes a contract item and it's a stumbling block for me. Now I understand that there's a history before this that I find very confusing and I'd dismiss that history if you can resolve for me how you get around this 2013 approval by you of that resolution, you may have me going in your favor. And, of course, I just speak for myself. I understand that since 2013 the class sizes was set, there's really been no change, you go back to 2010, what Jack Ostling did, who was then Vice President of Academics. But the point is that he did it and it was a violation of the contract then, it becomes a violation of the contract for all time. Just because nothing was done by the academic senate or the NCCFT does not mean that they lost the right to insist on a contract item, as I understand it. But, putting that to the side, we have this thing that happened in 2013. Now, I know you told me downstairs well, it's not a change because you're going back to what it used to be. In my simple, peasant mind, because I'm just a simple country lawyer, if you're taking something now and you're making it different, it's a change. You can say I'm changing it back to what it was in 2010, but it's a change. And I think it's a violation of what you signed off on. So if you have anything further to say on that, that's my take on this particular thing. And you people I have no questions for. And it pains me that there's something here that I have to go your way unless he can resolve that because—and I'll tell you something else. If you did something crazy where you said class size shall be 4, I think we have the inherent power to correct an evil thing. A wrong thing. But that's not what this is. All right, Dr. Saunders, so... I ran out of breath, it's up to you.

Dr. Saunders: My response is not any different than what I shared with you earlier today- that the resolution that I signed off on was for prospective discussions as it relates to class size. What we need to take into consideration is that the establishment of the class size was created back in 1977. And in 1978, the number for class size was 36. We have never exceeded that, with the exception of those labs, allied health sciences and the

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 your questions.

Trustee Cornachio: Oh, he answered. He put it in a time machine. And I guess if that's all you have to work with, you work with it. And I'm sure you believe it. It's just—

Dr. Saunders: It's not just simply a matter of what I believe; it's a matter of what is written. And it's a matter of how we follow those policies. Now, I see it differently in the way that you see it. But I do see that the language that was originally established by an academic senate resolution regarding class size was established back in '77. And there hasn't been, to this day, a formal process that has been executed up until this resolution that you're making reference to that speaks to how it will be handled in a go forward fashion. Not retroactively. So what Dr. Ostling did in fall of 2010, established a precedent that was not challenged and was followed across the board. And there was not a formal process that took into consideration what that resolution is saying from that point forward that spoke to how that process, how those numbers would be changed.

Trustee Cornachio: Well, maybe I misunderstand you. Is it your position that this resolution by the senate, which you approved on April 23, 2013, was talking about class sizes as it existed on that date and you're saying that class size, as it existed on that date, was the class sizes that Jack Ostling decided back whenever he did what he did?

Dr. Saunders: Yes.

Trustee Cornachio: Was that what you're saying?

Dr. Saunders: Yes.

Trustee Cornachio: I can buy that. If that's what you're saying, I can buy it.

Dr. Saunders: That's exactly what I'm saying.

Trustee Cornachio: Let me ask you folks, the enemy, the opposition, the - - .

Evelyn Deluty: We are not the enemy.

Trustee Cornachio: I understand. I am joshing!

Evelyn Deluty: We take this seriously.

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.

Dr. Deluty: May I just add one thing? There is a process in place to review class size and that class size has been reviewed since 2010. In May 2012, Dr. Astrab, a former president, concurred with the resolution that you have in your packet.

Trustee Cornachio: Right.

Dr. Deluty: In 2012 and 2013, there was an ad hoc committee on class size, the senate charged the chairs to look into this. In 2013-2014 the class size student ratio was examined and we had an ad hoc committee that the chairs committee put together, now these are all senate committees. The chairs committee is a senate committee. The curriculum committee, CWCC in the documents you have, these are senate committees that are looking into this and this went through 2014 and 2015. Now the real question for us is, number one, if the reason now for raising class size are limited resources, number one, why is that not mentioned in the letter that Dr. Saunders sent the senate? We don't hear anything about limited resources. We hear that this is done on the authority of the administration, which isn't a reason. It doesn't tell us why they're raising class size. And why didn't the administration talk to us and simply say look, there are financial problems, so we have to talk about class sizes. Then we would have said let's get our committee together on class size, let's let the senate committee work with the administration. We never —today, when Dr. Saunders spoke, this is the first time we have heard the term limited resources. In the letter that Dr. Saunders sent us, April 17, 2015, Former Chair of the Senate Ed Boyden, there's no discussion of limited resources. There's a discussion that the administration has the authority to do this. We're not asking about that, we're asking well, why are you raising class size? Work with us.

Chair Gardyn: Miss Deluty, can I interject for a second?

Dr. Deluty: Yes.

Chair Gardyn: One of the statistics that comes out to me is that back in 2010, the Ostling decision comes out to increase class size. From that time forward, 73% of the departments were in compliance - 27% were not. It was recently identified.

Dr. Stern: what do you mean by compliance?

Chair Gardyn: In other words, that they had higher class size.

Dr. Stern: Let me ask you this. Do you know who can actually change the number?

Chair Gardyn: Who can actually change the number?

Dr. Stern: Yeah. In banner.

Chair Gardyn: Well, in, I don't know about banner. I don't know who changes—

Dr. Stern: The faculty or the chairs do not have the authority to change the number.

Chair Gardyn: Maria, I'm going to ask you to come to be our expert witness. Who can change the number in Banner?

Maria Conzatti: Who can change the number in banner? The registrar's office.

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 department chair decided to change the class size, you know how to relate, without the approval of the CWCC or the academic senate, was there any trail that said that moving back was done through a process? Because we're all talking about not following process.

Dr. Stern: I know. Let me ask you this. Okay, the class size, the approved class size is 24. It went up to 26. So he asked for it to go to 24. So what would he, would he be asking the senate— I understand the question now. Would he be asking him to go, it's approved at 24, go to 24? It was never approved for 26, so how do you ask for it to be approved for - - .

Trustee Jackson: I think what my fellow trustees are trying to say is that there's a process and what you guys are really alleging is a problem is that we haven't followed the process. So the questions they're asking you about the changes is did you follow the process to make the changes that you made? Which it doesn't seem like you did.

Dr. Stern: I guess the question is—

Trustee Drucker: Don't ask a question, answer the question.

Dr. Stern: I guess, let's say I can see your point now, you know, you're saying that the chair should have followed the senate process.

Trustee Jackson: I'm saying that you guys aren't following the process.

Trustee Weiss: You're trying to process what we're asking you.

Dr. Stern: Yeah.

Trustee Weiss: So is—maybe in one sentence I can say, in one sentence, you're asking here, as the senate, that the process be followed. That the CWCC subcommittee on class size, as I understand it's a subcommittee be, had been, should have been involved in this. And I think what some of my colleagues are saying is as an example you gave in the science department, that the 20 Ostling number, that's what I'm going to call it.

Dr. Stern: Oh, okay.

Trustee Weiss: Your department wished to go back to 24. Did the department, whoever that was, follow that same procedure that you've been asking be followed? Was the subcommittee of the CWCC involved in this new change? Because the Ostling thing is still what's on the books. That's on the books from 2010.

Audience: NO

Trustee Weiss: Excuse me! Excuse me. All I'm trying to do is help you, David, with the question that's being asked.

Dr. Stern: Yes, I appreciate it.

Trustee Weiss: Because from our, from some people's perspective, you want process to be followed for one part, process should be followed for all parts. That's, I believe, the question that my colleagues were asking. That's the only—I was just trying to—I'm not taking a position, I'm explaining something.

Dr. Stern: Can I respond this way? Can we agree that class size is a mess, all right? And that the way to get it back in order is to follow the process that had been in place for many years before Ostling took something that was outside the contract, if you will, outside the process.

Trustee Drucker: But that's what Dr. Saunders did.

Dr. Stern: he didn't ask the senate. He didn't follow the senate process.

Trustee Drucker: He said exactly that's what he intended to do.

Dr. Deluty: May I interject for a moment?

Chair Gardyn: Yes.

Dr. Deluty: I was just wondering, a moment ago a witness from the administration was called, I was wondering whether we can call a witness too? The idea was that - - —

Chair Gardyn: No, I was—

Trustee Drucker: you call one department chair as a witness, - - .

Dr. Deluty: No, not a chair. It's not the department chair.

Chair Gardyn: No.

Dr. Deluty: We have a committee chair, a chairs committee and we have here the expert who's the chair of chairs. So I request that we call the chair of chairs, as you called our vice president.

Trustee Cornachio: Let me just come up with something here. Did Dr. Ostling's changes become the subject of a resolution in the senate.

Dr. Stern: yes

Dr. Deluty: It became the subject of a series of, of a number of—

Chair Gardyn: Actually, I'm going to interrupt for one second. What I'm going to do in fairness and, by the way, guys, we're playing this, we're writing the script as we go along, so bear with me. Lynn Mazzola, I'm going to call you up to the mic, I'm going to ask you to respond to one question and the one question is the same thing that we asked Maria, can the chair request a registrar to change class size and will the registrar do it? That is all I want you to answer.

Lynn Mazzola: No.

Trustee Cornachio: We've got the registrar here.

Trustee Weiss: That's the new registrar.

Lynn Mazzola: Well, can I speak as chair of chairs? I was here through the Ostling thing. My department, ours weren't changed, so if you want to go back to the 2010 numbers, I'd be thrilled because it'd be back to where it should be. But that's not the question. The question was can chairs change unilaterally. We do not have that authority. We do not have that power. We have the form and it gets into procedure, but there's a form we fill out every semester when we do our schedules. And we do them about a year in advance and you drop classes and you add. And if you want to increase the size, you would have to drop it on the one side and put it on the other side with the increased class size. We fill out the form. It then has to go to our area dean who has to approve it. We can't unilaterally do anything that there may be discussions, I never did that, so I never had that discussion. But there would be a discussion between the dean and then the dean would have to say yes or no to the registrar's office before it was put in. There is no direct line between a chair alone and a registrar to change that number.

Chair Gardyn: Thank you.

Lynn Mazzola: Does that clear it up?

Chair Gardyn: Thank you very much.

(Speaking over each other)

Dr. Deluty: - - all the information out and she's - - .

Chair Gardyn: Absolutely. Remember, the script here is changing a little bit as we go.

Trustee Drucker: That was fair. That's fine.

Chair Gardyn: All right. Any other questions at this point from members of the Board? Trustee Jackson, do you - - .

Trustee Weiss: Part of my questions, and, again, this is not, it's sort of directed at everybody, but my concern is that we're just discovering something that since 2010 numbers seem to have changed and maybe there's a rationale and science which might make sense and so that it was given to somebody in the administration. But then in other places, in 27%, so I'll take your department out and make it 23% of the departments, people just made determinations on their own—

Trustee Weiss: Excuse me.

FEMALE VOICE: No.

FEMALE VOICE: Not true.

Chair Gardyn: Excuse me. I'm going to ask that we each show respect to the speakers as we try to show respect to your speakers. Please. Collegiality and respect here tonight.

Trustee Weiss: It concerns me that there are, I've got the Ostling memo in front of me, it talks about an increase of approximately two additional students in most sections. It concerns me that all of a sudden the administration is discovering that some of those numbers are no longer being held. I'm not placing the blame on whether it's a chair or a dean, it concerns me as a board member that this could have been going on for many years. And, yes, I do think we have to look at a fiscal issue. I think that's our responsibility as a board. We have a fiduciary responsibility in good times and in bad times. And certainly we are looking at everything. Those of you who have attended finance know that we've looked at our fund balance and we are not in good shape. So we do have that kind of fiduciary responsibility.

Dr. Stern: You're also responsible for academic integrity too.

Trustee Weiss: academic integrity, excuse me, David.

Dr. Stern: Sure.

Trustee Weiss: As a longtime teacher of lots of levels, I know there is research everywhere, but I'm convinced that the quality of the faculty, if you give me 24, in a safe environment, if you give me 24 students, or 26 students, I will be able to teach them. You give me 24 or 50, big difference. So I'm just saying I'm— I think everybody on this Board is most concerned with the academic program we're presenting to our students. And I think everybody here is. But I will share that concern. It deeply concerns me that we're first just discovering what could be a big deal and could have saved this college a great deal of money.

Dr. Deluty: May I just respond that we respect your responsibility for the financial situation of the college. But we would like this whole problem to work through the senate process that it's supposed to work through. We were never told about any financial problem in the letter that Dr. Saunders sent to the senate. And we're just asking that we go through the governance process to solve the problem collegially. If we would have been told we've got to work this out, we have a process in place, let's work through the shared governance process.

Chair Gardyn: Miss Deluty, one question. How long have you been at this college?

Dr. Deluty: Almost 20 years.

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 flood, it seems like so long ago.

Trustee Cornachio: I mean how do you go by ancient history here?

Trustee Drucker: He was reaffirming something that existed before - - , wasn't he?

Male voice: Yes.

Trustee Drucker: In 2010. So, Mr. Cornachio is asking what was he implementing or what was he ratifying in 2010, what numbers was he ratifying?

Trustee Weiss: Was he using the 1977 numbers to add the students on?

MALE VOICE: Yes.

FEMALE VOICE: Yes.

Trustee Drucker: What numbers was he ratifying in 2010, which everyone is saying is not supposed to be of a permanent nature, but what numbers was he ratifying?

Dr. Saunders: My understanding is that he was increasing the numbers by a fixed amount in 2010. So if there were classes that were, or like what David was saying, is at 24, they were being asked to increase those classes by two or three to accommodate the concerns. And that was being done across the board and fluctuated depending upon what the courses were. But it was an increase from whatever the established number was at that time. And he was functioning and moving the college forward on those new numbers depending on what those increases were. And that had been the practice for the college since that time. There had not been a formal process to move it back or to decide whether that number was an appropriate number or a different number should be used.

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 compromised by the addition of two students, and I'm not talking about a lab, I'm talking about a classroom, and I'm asking you as an educator. Because I understand process, going through committee, senate, administration. Now I'm going to ask you the absolute class size. Can you tell me that there is going to be an absolute reduction in the ability to teach a class effectively and to convey because of the addition of two or three students.

Dr. Stern: I'll answer it, and won't ask another question. Through our process, when our new course is developed, that number is determined. So, to answer your question with adding two? You know, I would think I would agree with Trustee Weiss that if you're a good professor, probably two is stressing, except for the course, it's dependent on the course itself. Let me take an example, let me—I know you don't want me to ask a question, but do you think I could answer that question no problem if they add ten students to the class?

Trustee Drucker: But that's not what the question was.

Dr. Stern: Okay. Well, that's what happened to my particular class. I teach a GIS course - - GIS mapping. It's high tech, it is a lot of careers in it, the class has been capped at 14 for many years, it's now put in banner, as per the policy, not plus four, but plus ten. Okay? So I would ask the question back, I know you don't want me to, but do you think that would be effective, almost doubling the class? And I can tell you this, it's not done anywhere in the state like that.

Trustee Cornachio: What's the course?

Dr. Stern: It's called Science 150—it's environmental mapping.

Trustee Cornachio: What do you do?

Dr. Stern: The classroom is limited to 14.

Trustee Cornachio: Class size of 14?

Dr. Stern: I'm sorry. Yes, it's very intricately, it's very individual, you know what? I don't want to spend time talking about it, because we're all, it's getting late. But afterwards I'd be more than happy to tell you—

FEMALE VOICE: There's another—

MALE VOICE: You ain't seen nothing yet.

Dr. Stern: You know what? Statewide, the class ratio actually is one to ten for a mapping course. A GIS class. That's a standard.

Chair Gardyn: Standard meaning four year college?

Dr. Stern: Yeah. It's taught at most four year colleges, in fact. Many, I should say. And that's the national, the New York State Association of GIS.

Chair Gardyn: How about an English class?

Dr. Stern: I can't speak for english class.

Chair Gardyn: How about a math class? How about a history class.

(Speaking over each other)

Dr. Stern: The problem here is we talked about the increase was by four. And the other thing is many of the classes under Ostling were—

Chair Gardyn: Ladies and gentlemen, please, we have a speaker up here. Please give him your respect.

Dr. Stern: Okay. Many of the, I understand that this is such a mess that many of the departments had increases on top of increases on increases on top of increases, so you're talking about the four, six, many more students that they're at right now. So I can, if I put back to this, if we can agree on, and I think the administration agrees too, that there's a problem with the numbers, that we haven't given enough thought to your question of what if we do add two? On that—I don't think the faculty necessarily would be, or certainly the senate would be objecting to adding two if it fits the discussion. If the experts who teach that class, because you said you're asking an expert, you know, is that an appropriate number? And what if we tweak it up a little bit? I think, you know, the faculty is willing to compromise. That's part of the shared governance process.

(Speaking over each other)

Chair Gardyn: Let me just reply. David, I think you hit the nail on the head. What we need here is a greater communication and cooperation between the academic faculty and the administration. But that means give and take, right?

Dr. Stern: Yes.

Dr. Stern: That's what happens - - .

Chair Gardyn: Yes. But I've had this discussion - - the shared governance, I've spoken with David, when you go to a committee and you have four faculty and one administration, you win every time. When you have 70 votes in the senate and ten, you win every time. So I do expect cooperation and confluence back and forth.

(Speaking over each other)

Dr. Saunders: I just want to make one comment, because the inference that I'm hearing is that there hasn't been an effort on the part of the administration to work with faculty. When we became aware of the changes in the class size numbers, the Executive Vice President asked all of the chairs through their respective deans if they had an issue with the reinstatement to the higher numbers. And if there were legitimate concerns or issues that were identified, those numbers were not restored to the higher numbers. There's been no acknowledgement of that. And you're acting as if there has been, not been a conversation or a level of engagement that represents the collegiality that we're talking about. And that wasn't, in fact, done.

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.

MALE VOICE: That's fine.

Trustee Cornachio: Meanwhile we have class sizes, present - - .

(Speaking over each other)

Trustee Cornachio: Okay. You're putting us in a position where you're making it very difficult.

Dr. Deluty: No, I'm making it easy. I'm asking us to follow Middle States.

Trustee Cornachio: I understand. Okay.

Chair Gardyn: Dr. Deluty, David, thank you very much.

Dr. Deluty: Thank you.

Chair Gardyn: Dr. Saunders, thank you. Please return to your seats.

Dr. Deluty: Thank you very much. Thank you.

Dr. Deluty: Excuse me, Dr. Gardyn! May I ask what the procedure is now?

Chair Gardyn: We're trying to figure it out.

Dr. Deluty: Okay.

Chair Gardyn: I told you, we're writing the script as we go along.

Dr. Deluty: I know. We were just wondering.

Trustee Drucker: We're trying to figure it out.

Chair Gardyn: As soon as we figure it out, I'll let you know.

Trustee Cornachio: Do I have any part in what you're doing there?

Chair Gardyn: Absolutely. You're at that table.

Trustee Weiss: Do we vote now on this one?

Chair Gardyn: Do you want to take a vote on this?

Trustee Drucker: While it's fresh in our mind.

Chair Gardyn: While it's fresh in our mind. Watch your heads.

(Speaking over each other)

Trustee Weiss: That's what I just said. I'm so confused; I don't know what I'm doing. I may have to abstain because I don't know what we're doing.

(Speaking over each other)

Dr. Deluty: Members of the Board! We have one suggestion, if we may offer it, that perhaps we can present the written summary?

(Speaking over each other)

Chair Gardyn: I'm going to make a motion under Article 4, Section 3 of the Board's Rules and Procedure to allow for the consideration of an item that does not appear on the calendar. Do I have a second?

Trustee Drucker: Yeah, I'll make the motion, I'll second the motion.

Chair Gardyn: Okay. And I'm going to introduce this. I'm going to read it in its entirety. Whereas 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 whereas both the academic senate and the college administration have been afforded the opportunity to be heard by the Board of Trustees and discuss their respective position with the Board of Trustees in public session, be it resolved that the Board of Trustees of Nassau Community College hereby sustain to Acting President Saunders' veto of the academic senate's resolution on class size dated April 7, 2015, and then effective fall 2015, with the caveat that administration work collaboratively with the academic senate in a collegial manner to arrive at consensus regarding class size in those departments that require particular modifications. Is there any discussion on the resolution? No?

Trustee Cornachio: So move.

Chair Gardyn: Okay. All in favor?

Chair Gardyn: Any against? Any abstentions? Motion carries eight-zero.

Dr. Deluty: May I just make one comment please? I just want to have it on record that the academic senate is disturbed that the college's legal counsel, Chuck Cutolo was consulting with the Board of Trustees during the period—

Trustee Drucker: That's your interpretation, he was not consulting.

Chair Gardyn: He was not consulting. We were asking about point of order.

(Speaking over each other)

Dr. Deluty: May I use the word talking. And I just want to add that on record. That legal counsel of the college was talking with the members of the Board.

Trustee Cornachio: Actually Chuck Cutolo is not legal counsel for the college.

Dr. Deluty: He is a member of the administration.

Chair Gardyn: Chuck Cutolo is not legal counsel for the college.

Dr. Deluty: He's a member of the administration and I want it on record just for our benefit- that it is disturbing to us.

Chair Gardyn: So noted.

Degree Revisions

Dr. Deluty: The administration argues that the degree requirements of the AA Liberal Arts Degree - - to student attrition and adversely impacts degree completion rates. Specifically they targets math, science, and PED as the culprits. The academic senate respectfully rejects the administration's reasoning and encourages the Board of Trustees to support the senate override of the AA degree revisions. In the conclusions to the final report by the college's academic deans May 2015, the claim is made that many students satisfy all other requirements before tackling math, science, and PED. Therefore, a "plausible case" is made by the deans for citing these requirements as the cause for not completing the degree. But can this conclusion be legitimately drawn from this enrollment pattern based on the data provided? The answer is no. Some of the most famous college dropouts on the national stage are Scott Walker, Bill Gates and Mark Zuckerberg. Governor Walker left Marquette University to, as he says, pursue employment opportunities at the local chapter of the Red Cross and he cites family obligations as the reason for not returning to college. And Bill Gates and Mark Zuckerberg certainly didn't drop out of college due to math and science requirements. So many of our students are in the same boat. Life collides with their personal plans for higher education. Our students juggle fulltime and part-time employment, they have to pay the bills. Could any of us complete an AA degree in two years while working fulltime? Our students do not have the support system that their middleclass peers enjoy to direct them in their academic path through the seamless pipeline that SUNY envisions. NCC, nevertheless, serves as a powerful magnet to draw them back into the classroom. Let us remember that higher education in the United States of the 21st Century is a human right. Professor Merlo will lead us in our arguments.

Prof. Merlo: Thank you, Dr. Deluty. Good evening, members of the Board, Acting President Saunders, administration, students, and faculty, thank you for making this meeting last as long as it has because if I were home, I would have watched the Mets game and they got no hit tonight by the Giants. So there's a lot to unpack about this resolution, but I'm going to start by talking about what I think is probably the most important topic to you, and that's you. You, the Board of Trustees and the President, are, to the public, the face of this institution. To Newsday, to SUNY, to pretty much everybody outside this building, when people think of the leadership of Nassau Community College, they think of you. Certainly with Middle States the faculty- - the leadership of Nassau Community College, they think about you that are assembled here. Much more so than they think about our faculty or the administrators. And so when they make their decision, after they visit next year, whether to continue our accreditation or put us on warning, or something worse than that, that's going to be a reflection of what they see as your leadership and the way that you've been steering this ship for the past however long it's been. You know what the Middle States Commission is. You know that they find, maintain, and promote education excellence. You know that they require an institution to comply with all 14 of the standards of the accreditation and here's my concern - as I read the resolution that we're talking about, about the AA in the math and science, and phys. ed., I can find— if I put myself in the position of pretending to be a Middle States evaluator, coming here not knowing anything about the school, I can find five standards that this single resolution violates. First of all, Standard 4 is called leadership in governance. The Commission on Higher Education expects a climate of shared collegial governance in which all constituencies involved in carrying out the institution's missions and goals, participate in the governance function in a manner appropriate to that institution. Institutions should seek to create a governance environment in which issues concerning mission, vision, program planning, resource allocation, and others as appropriate, can be discussed openly by those who are responsible for each activity. And I feel like secret documents, reports that we never get to see or that never go through the senate process, I think that violates that. Each must contribute to an appropriate degree so that decision makers and goal setters consider information from all relevant constituencies. Again, when the administration hides data from us, presents reports to you without going through the process, now you guys have to decide which one of these is correct. I don't think that's fair to you and, ultimately, I don't think it's fair to the students. Most importantly, from, from Standard Four, for you, whatever the title-board, directors, trustees, governors or regents, the governing body is ultimately accountable for the academic quality, fiscal and academic

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 them. And I really think that when Middle States looks at this resolution and looks at the language of it, they're going to think that you guys are micromanaging the day to day operations. So if I were in your shoes, I'd be worried about that. I'd also be worried about Standard 6, which deals with integrity. Academic and intellectual freedom gives one the right and obligation as a scholar to examine data and to question assumptions. Your resolution says here's the answer, find us the data to back it up. Which is a complete antithesis to what this standard says. To restrict the availability or to limit unreasonably the presentation of data or opinions is to deny academic freedom. They're not going to be happy with that. Standard 10 is about faculty and if you have, I believe you received the booklet from Middle States that talks about all these 14 standards. When you get Standard 10, right at the very top, in bold face, the very first thing it says about faculty—"The institution's instructional research and service programs are devised, developed, monitored, and supported by qualified professionals." And since they're saying this under the heading of faculty, they mean us. The faculty and other qualified professionals are responsible for devising and developing an institution's academic, professional, research, and service programs within the framework of its educational mission and goals. Now, about the mission. I know you know what the college mission says, I'm just going to read a couple of the sentences. One sentence. It says "The college is dedicated to high quality, low cost education and career preparation to meet the needs and interests of the community it serves." Now, you may remember, a few months ago I stood right there in that spot to talk about what the community needs. To talk about that blog post from LinkedIn and how 21 of the 25 most sought after jobs were tech jobs. But you don't have to take my advice. If you would follow the advice—yes, that's what I want you to do. Please do it now. Maybe you will follow the advice of President Obama, who we know is a huge supporter of community colleges and is trying to get more students into community colleges. Check this part out – the \$90 million, right here, Let Everyone Dream Campaign, to expand standard opportunities to underrepresented youth. Do you guys know who underrepresented youth are? Because they show up here every day on a bus trying to come here to get an education that they can't get anywhere else. The President of the United States is behind this, I think that everyone here should be as well. Also under Fundamental Elements of Faculty, educational curricular design maintained and updated by faculty and other professionals who are academically prepared and qualified under the same heading, adheres to principles of academic freedom within the context of institutional mission. Ask yourselves does this resolution support these standards? Or does it fly in the face of it? Put yourself in the time—when are they coming? March? April? Something like that. When they get here and they read this resolution, and they read it with the idea of these standards in mind, what are they going to say? Standard 11 I think we're also in trouble on. Standard 11-educational offerings. "Effective educational offerings thus begin with expected learning outcomes. Statements expressed in observable terms of the knowledge, skills, and competencies that students are expected to exhibit upon successful completion of a course. Nowhere in this standard does it say figure out what other colleges in the area are doing and do that. It doesn't say that. It says exactly the opposite. Educational offerings congruent with the mission, which include appropriate areas of academic study of sufficient content breadth and length and conducted at levels of rigor appropriate to the programs or degrees offered. That means teach what we need to teach. Program goals that are stated in terms of student learning outcomes and not in terms of what other schools are doing. I think we're in trouble here. Finally, I think we're in trouble on Standard 12-general education. "Institutional requirements ensuring that upon degree completion students are proficient in oral and written communication", here comes the good part," scientific and quantitative reasoning, and technological competency appropriate to the discipline." Its 2015, our students need to have math and science in their courses. Especially if they don't think they do. Because that means that they don't really have a grasp on what's going on out there in the world and it's our responsibility to make sure that they understand what skills they need. Now, oh, in 2004, as you know, Middle States came and they said really, really cool things about us. We did a magnificent job of establishing a very strong collegial decision making environment, these italics are mine, so I think they're important, during the use of the academic

senate, not by going around the academic senate. That's what matters. What happens if we lose accreditation? I'm not saying we're going to lose it this year. Or we can go on warning, there's all other bad things that can happen, I'm not the Middle States expert. But what kind of things can happen? Students will no longer be eligible for federal financial aid. Four year colleges and employees might not accept degrees from our students if we're an unaccredited institution. So let's take all the students who get financial aid. Let's take all the students who don't want four year degrees or jobs, and let's put them in category A, what do we have in category B? Nothing. Close this place down, board the windows up, we're out of business. We need this accreditation and it's going to fall on you guys if it doesn't happen. I think you need to know that about this resolution that you passed in January. Now, about that resolution, there are a couple of things in it that I haven't mentioned yet that I think are worthy of mentioning. And the first thing is that your resolution states that several, at the November 6th meeting of CWCC, several CWCC members suggested that the graduation requirements for the General Liberal Arts AA and the General AS degree should be revisited after the deadline for seamless transfer was met. Several CWCC members, do you know how many several is? Two. Two of the 35 voting members at that meeting expressed that idea. Which is five point some odd percent. The resolution goes on to say that similar comments are made by members of the academic senate. Now, I didn't have to read these minutes, I wrote them. I know how many people said that. Two. Do you guys want to hang your hats on 6% and 2%? Is that what you're going to go to Middle States with? Because I think you lose. Let's talk about this – most area colleges. What area colleges are we talking about? First of all, let's talk about the differences between two year and four year colleges because are we talking about Hofstra, are we talking about Stony Brook? Because if we are, we need to have an honest conversation about these places. First of all, four year schools have admission standards that are vastly different than ours. I looked last night, Adelphi recommends that new freshmen applicants have three units of science and three units of math before they fill out the application. Before Adelphi hears from them, three years of high school math, three years of high school science. Malloy doesn't only recommend that, they require it. Do you know what our requirement is for applying? A high school diploma. Now, with respect to my colleagues who teach history and English and French and whatever, I know those things are important, I know students think they're important, but there's no guarantee that these students got more than a year of math or science, they're not necessarily prepared to study what they need to study here. Some students are. Mr. Cornachio, you and I spoke the other night about how some high schools obviously do a very good job of preparing students, but that's not the case across the board. Let's talk about the backgrounds of the students that come here. Students who go to four year colleges are often well to do and often well prepared for college. But the students that come here, sometimes they're the first people in their family to ever step foot on a college campus. Who do they have at home telling them do our homework? Who do they have at home telling them you better read the textbook for an hour and take notes and make an outline? Who do they have at home telling them here's how you succeed in college? Often times nobody. A lot of these students have poor study skills, little exposure to the ideas for the sheer amount of work that they're going to need to do to succeed in the classes that we have here. Also, yeah, in the resolution, you talk about a general liberal arts BA or BS degree and I have to admit, and I'm not an expert on this stuff, but I have to admit, I never heard of that. I never heard of a bachelor's degree in general liberal arts. Please, somebody, let me know if that exists at some area schools, because I never heard of it. And so I think when we're talking about most area colleges, what we're talking about is Suffolk. Westchester has a similar, but much smaller population. Queens and Brooklyn, they're a different system and again smaller populations. So, by the way, Professor Bruckner told me that I think I got the name of this degree wrong; I think Suffolk calls it something else, but the points are valid. Suffolk requires two math, one science, another math or science, oh, and he told me that I got that wrong too, it's slightly wrong, but the number of credits work out, and two credits of phys. ed., this is what Suffolk is requiring. This is what Suffolk has their students do. And, you know what? That's what we have our students do. So based on that alone, forget Middle States, based on that, I don't know what this conversation is about because we're doing what comparable schools, school, in the area is doing. Besides that, and I haven't been able to get full information on this, I'm not even sure to ask, but you guys may have more access to chargeback data than I have. Where do our students come from? How many students come

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 they want to come here. It's because our viewing in the world, our tradition, is for academic excellence. More so than other schools that are relatable to us. And I think that explains why that discrepancy is there. Trustee Jackson, how am I doing on time?

Trustee Jackson: You got one minute.

Prof. Merlo: Okay. So—

Dr. Deluty: But, I just, want to just mention I heard earlier that you, members of the Board spoke with Dr. Saunders in the afternoon and we were not afforded such discussions. So I—

Trustee Cornachio: No, no, no.

Trustee Jackson: You're wasting his minute.

Prof. Merlo: All right. Dr. Saunders' letter of May 1st mostly restates the original Board resolution; it doesn't really say anything new. He also says that the senate may not usurp statutory powers and responsibilities of the President or the Board of Trustees. While I agree with that statement, that's not what we're doing. In fact, we're doing the very opposite—it is our responsibility, it is our statutory power to make decisions in academic matters. Why do students stop coming here? The clandestine report that I didn't see until last week that you guys have had for I don't know how long, from the college's academic deans, states that evidence shows that high rates of non-completion of math, science, and phys. ed. requirements, just because the data exists doesn't mean there's a cause. Doc, if you had, if you had patients, 75% of your patients that chew gum also have difficulty breathing. Does the one necessarily have anything to do with the other? Because that's what this report says. That this fact, that I cherry picked from nowhere, says that this one also occurs. Why might my students take math and science courses later? Maybe it's because they don't have the prerequisites. Maybe it's because they don't like it. But maybe it's because a lot of classes, psychology and sociology and some others, there are no remedial requirements whereas in math and science there are. So they come to the school, they want to take the courses they want to take, I know I'm out.

Trustee Jackson: Yes.

Prof. Merlo: But they can't take them because they don't have the opportunity to. What I'm saying is that data I think is flawed and you can't take a cause out of it.

Trustee Drucker: thank you very much.

Chair Gardyn: Thank you, Chris.

Chair Gardyn: Administration will step up to the table.

Dean Fernandez: I'm Tom Fernandez, Acting Dean of Mathematics and Science. This is Jerry Kornbluth, Dean of Professional Studies. Thank you for this opportunity to speak on the matter of degree requirements. Since we're all probably past our mental time, good mental time, I'm going to try to stick closely to the four actions that have brought us to this specific subject this evening. Board of Trustees resolution dated January 13, 2015, directs the academic senate to make evidence based recommendations for options in the AA degree in general liberal arts and allows for graduation with fewer than two courses in mathematics, two courses in science and

two credits of physical education. The academic senate passes a resolution dated April 13th, 2015, calling upon the Board of Trustees to rescind its resolution of January 13th in acknowledgement of faculty's role in developing curriculum through the process of shared governance. Third resolution. Presidential veto dated May 1st, 2015. Dr. Saunders vetoes the senate's April 13th resolution to rescind on the grounds that the Board's resolution does, in fact, respect the academic senate's right to recommend degree requirements for the consideration of the president and the board of trustees. Finally, resolution number four, the academic senate overrides the presidential veto on May 12th, 2015, which is the point that brings us to the Board's meeting table tonight. Since the Board's original resolution contained a May 12th deadline, the academic Deans gathered data and prepared a report to the Board addressing three essential areas-the comparability of NCC degree requirements with those of other area colleges; second, the issue of retention as a potential impact of degree requirements; third, common errors of fact contained in claims and counterclaims being advanced in public discussions of degree requirements. I should mention that no report was advanced by the academic senate in compliance with either the shared governance process or the May 12th deadline of the Board's original resolution. However, a report by one math science department was forwarded to the board in the absence of any review or discussion by the academic senate. In any case, the administration does acknowledge the energy with which this department took up its counter initiative. Rather than review all of the supporting data laid out in the administrative report, which you have in your data packets of earlier distribution and which Jerry can hand out for your review this evening, let me just focus on some of the summary conclusions that we need to address. First, regional community colleges require less than two math courses, two science courses, for degree completion of general studies in the liberal arts. The prevailing practices are, in fact, as follows: One math course, 88% of regional community colleges. One science course, 70% of regional community colleges. Three math science, a combination thereof, 27% of regional community colleges have that requirement. And finally four math science, which is essentially what we have in our new degree revision, only 6% of regional community colleges make that requirement. As far as the physical education requirement is concerned, 85% of regional community colleges do require one to two courses in physical education. Regional transfer institutions at the baccalaureate level, on the other hand, overwhelmingly, 84% require but one math, one science, and no physical education. Completion rates: Math, science, and physical education requirements have, indeed, the highest non-completion rates among the AA students, Associate in Arts students, who leave the college when compared to other areas of degree requirements. For example, of the students who complete 37 to 48 credits at this college, AA students that do not return, 64% do not complete the math requirement. Compared to 42% not completing the humanities requirement or the social science requirement. In the report that you have received, we have further comparisons that are made among the different areas of degree requirement that suggest the math, science, physical education area stands out as the highest non-completion area of degree requirement. Is that a causal relationship? Absolutely not. It's a correlation. Although not our report's primary focus, the administration's report also reviewed some of the counterclaims to these statistics made at previous Board of Trustees meetings. These are found to be misled by two essential issues. One: comparisons of NCC's AA degree requirements with those of AS and BS degree requirements at other institutions. Obviously those degree areas, those degrees are going to require greater levels of math proficiency and science proficiency than our general studies AA students. The second flaw in some of these arguments is the failure to distinguish course options within degree requirements that vary from institution to institution. For example, in many institutions, psychology can replace a math requirement. If you don't know that, right, you're saying that students are requiring less math or less in the psychology area. On the basis of these statistics, and nothing further complicated than that, we are prepared to make recommendations as to the modification of the AA degree in general studies that require one math, one science, and no physical education. Jerry, anything you want to add?

Dean Kornbluth: I think my role here today, since it's so late, is just, since I'm a little younger than Tom is to kind of supplement anything that he might have missed. But Tom, I think, presented an eloquent description of why we feel this should be- this restructuring of the general AA degree. Also, a lot of our discussions, besides looking at the other colleges in the area, were also part of- they call the LIRACHE superintendent's partnership

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 in front of us.

Dean Fernandez: Correct.

Trustee Jackson: It's referenced in his slides as the May 2015 report we had.

Prof. Merlo: And we saw it for the first time last week.

Kathy Weiss: I'm just—because I know people saw something being handed to us.

Prof. Merlo: Okay.

Trustee Weiss: I just wanted to reaffirm that we did receive it and that it was sent to you.

Trustee Cornachio: Dean Fernandez, this is—we had presented it in - - earlier reports too.

Trustee Weiss: Yes.

(Speaking over each other)

Chair Gardyn: March or April you presented this.

Dean Fernandez: There was an earlier version of this report. We brought it up to date

(Speaking over each other)

Chair Gardyn: It was actually April.

Trustee Weiss: It was at the March academic affairs meeting.

Chair Gardyn: Academic affairs meeting—

Prof. Merlo: That's not us.

Chair Gardyn: No. No. Academic affairs meeting this report had come out.

Trustee Cornachio: The academic senate.

Chair Gardyn: in either March or April.

Prof. Merlo: No, respectfully it did not.

Kathy Weiss: It was discussed at a public meeting at the Academic Affairs Committee meeting at which there are people in the audience. So some of this was presented to us prior to this.

Chair Gardyn: Okay. Chris and Dr. Deluty, I'm going to ask you to come back up here and...

Trustee Weiss: I'd like to make a point of clarification, Chris, on something you said that we just ask for a high school diploma. In fairness, this is the former high school principal/superintendent, in order to get the minimum Regents diploma; you need three years of math, three years of science, so it's not that that requirement is not there, like you reported it at the other colleges. It's the same requirement to get a diploma.

Prof. Merlo: I'll take your point.

Trustee Weiss: The only exception would be special education students who might, severely impaired students, all of the rest have the exact same-four years of English, four years of social studies, three math, three science, and I can go on. So it's no different. That is a high school diploma.

Prof. Merlo: You clearly have way more expertise in that than I do.

Trustee Weiss: And you're interesting—

Prof. Merlo: I can only go by what I thought I heard.

Trustee Weiss: And I'm just saying that is.

Prof. Merlo: I appreciate it.

Trustee Weiss: So it's no different by saying a high school diploma, we're saying the same thing here. Good point of information.

Prof. Merlo: I appreciate it.

Chair Gardyn: Okay. I'm going to open this up to the Board for questions?

Trustee Cornachio: I have a few questions. With regard to the administration's spokespeople, we have the - - of 64 credits. I personally assume that when you're all finished tinkering and follying- - and deleting and adding, we're going to wind up with 64 credits for a degree, right?

Dean Fernandez: Oh sure.

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 Weiss: He didn't just say that, did he?

(Speaking over each other)

Trustee Cornachio: No one contemplates that at all. - - okay.

FEMALE VOICE: - - say that.

Trustee Cornachio: Now, my next question is when you talk about regional colleges, what did you, what colleges are you talking about?

Dean Fernandez: Okay. On the administrative report, pages two and three—

Trustee Cornachio: Are they the ones that are in the list?

Dean Fernandez: I identify all of the colleges—

Trustee Cornachio: Okay, good.

Dean Fernandez: some of them, Biology is a lab science.

Trustee Cornachio: Now here's my question - - one further question. You have here math science courses, math courses, science courses, math science courses.

Dean Fernandez: Because some institutions allow you to choose a math or science in that as a third category. Right. So, for instance, you take Adirondack, okay? Adirondack requires one math, one science, and one math or science and that is how it goes.

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 to put the PE aside for a second, and it was like Adirondack, a math, a science, and a math or science, all right? Three credits in the sciences.

Dean Fernandez: Right.

Trustee Weiss: Then does that mean I would then be able to take another course, a psychology course, a writing course, a humanities course, anything like that, to fill the 64?

Dean Fernandez: Well, it depends on their actual degree structure.

Trustee Weiss: So, but that would then go back to some, the department—

Dean Fernandez: Some other area of the degree

Trustee Weiss: To the committee, to somebody.

Dean Fernandez: --some other area of the degree.

Trustee Weiss: No. But I'm asking who would make that decision for the student? What they would do for that extra course.

Dean Fernandez: Well, - - category, right?

Trustee Weiss: Okay.

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 bring our degree in line with SUNY seamless transfer. That's to bring it to 64 credits, but not just 64 credits, because that whole degree totally changes what an AA degree is. SUNY has changed the degree and said students must complete major requirements in the first two years. Until now, our students don't think majors, they're just taking liberal arts courses. But our students are transferring to other institutions. Now, we brought down the credits to 64, but we haven't looked into what happens when our students now transfer to other—may I just finish please? To other institutions. For instance, there are some institutions that will not give credit to students for a lab science if they only took one semester. Bio 109 and 110. Any student who wants to go on into any medically related field, they have to do bio 109 and 110, not bio 101 and 102. Now, in some institutions that our students transfer to, if they take bio 109 and don't take bio 110, they're not going to get the credit.

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 four year universities.

Dr. Deluty: Trustee Tuman—I'm sorry, I don't want to cut you off. May I ask?

Trustee Tuman: Yes, of course.

Dr. Deluty: Trustee Tuman, I'm aware of this. But I'm also aware of the fact that you just told us to bring our degree in line with SUNY seamless transfer. That 64 credits is not just a question of credits; will our students get credit for the courses in the categories that we are giving them? Or will they get the credits as electives when they transfer to a SUNY school? We haven't even looked into that. We don't know how—

Trustee Cornachio: Let's see if the administration can answer that now. I mean - - .

(Speaking over each other)

Dean Fernandez: Hold it. Hold it. It's very simple-if it's a sequence in science, let's say. - - take bio 109 and 110 in order to be able to get credit for either bio, okay? It counts as two sciences in this list. So what I'm saying is that's already accounted for in the counting that we made. When you think about transfer, 84% of the baccalaureate institutions that we surveyed, and I believe they're relatively complete in terms of the local - -, right? Eighty four percent require but one math, one science and no phys. ed.

Chair Gardyn: One math, one science and no phys. ed.

Prof. Merlo: May I also respond to the same question? I have two things to say on that point. Number one is- we don't know what effect seamless transfer is going to have because it didn't even go into effect yet. Those degrees go into effect in September. So there are presently zero students in that pipeline and until students start taking those classes in September and then start trying to transfer two years from now, we have no idea what the effect is going to be.

Trustee Cornachio: Well, things will change. If we have to change something, we'll change it. You people will be on the alert and on the lookout and so will people in the administration.

Prof. Merlo: But those changes, and back to the original point of my presentation, is those changes, in your best interest, should be made right away.

Trustee Cornachio: If the answer is we make no changes, the answer is I want to change.

Prof. Merlo: That's no, no. Trustee Cornachio, the answer is whether we should make a change or not make a change. There are two points to say-the lesser point is that we just made a change, why don't we figure out what it does. But the more important point is, with respect, it's not up to you to make the changes, it's up to the senate to make the changes.

Trustee Cornachio: Well, that's where we think you're wrong.

Prof. Merlo: Yeah.

Trustee Cornachio: Because shared governance is not a one party act around here.

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 position, but we think we're right. And we think we have an obligation under the law and a moral obligation besides. I will never forget the impact of the Nicholson Committee Report your own academic senate committee did when it talked about what's going on at Nassau Community College and the reason for failures and it talked about the two math, the two science, and the phys. ed. being a primary reason why people don't complete. And that's authored by Nicholson, who you could not get a better advocate, a more dedicated advocate for teachers. And he was the one who did that. That meant a lot to me.

Prof. Merlo: With respect, if your answer to Middle States is we think we're right, we're all in a lot of trouble.

Trustee Drucker: Don't worry about us with Middle States. Don't worry about that, we'll handle Middle States.

Prof. Merlo: But they're coming next year.

Trustee Drucker: Don't worry about it!

Dr. Deluty: Excuse me! May I just respond to Trustee Cornachio, may I just say if you now change the degree, who's advising students? Are you aware that no one has told the Academic Advisement Center what to tell students about SUNY seamless transfer? The administration has not given advice to any of them.

Trustee Cornachio: The change hasn't taken place yet!

Dr. Deluty: The change, the students are registering now—

Trustee Cornachio: The change—

Dr. Deluty: No. Excuse me. The change is taking place as of September.

Trustee Cornachio: All right.

Dr. Deluty: Students who register right now for courses for September are registering according to the changed degree. But students are not aware of the implications of their decisions. They are not being told that SUNY requires this declaration of majors, that every transfer path that has the required courses, no one is advising students.

(Speaking over each other)

Dr. Deluty: No one is advising students.

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 two arguments you brought up arguments regarding Middle States standards and such, which I think are valid arguments, but they're all, those are all subjective arguments.

Trustee Drucker: Speculation.

Chair Gardyn: No. Let—

Trustee Drucker: It's speculation.

Chair Gardyn: I'm going to call it subjective.

Trustee Drucker: Okay.

Chair Gardyn: But I am going to ask you about what do you think about these more objective numbers that - - the data. The data that we see here is, and we'll call it a correlation and a causality.

Prof. Merlo: Can I ask which numbers we're talking about?

Chair Gardyn: - - right now, a couple of different things. The one I found that the correlation of 84% of four year colleges in the area require only one math, one science and no phys. ed. to transfer, I find intriguing and compelling evidence that says we are probably out of alignment.

Prof. Merlo: Can I respond—

Chair Gardyn: Well, I'm just, I'm going to—

Prof. Merlo: I'm going to forget what I want to say.

Chair Gardyn: Okay, go ahead.

Prof. Merlo: Okay.

Chair Gardyn: You can do like I did, I took notes. Go ahead.

Prof. Merlo: On that number, and, first of all, I can't speak about the phys. ed., I'm not an expert in phys. ed., I teach math. I'm not even really an expert in science. What I can say about the math courses is this, is that unless I missed it in the report, you guys tell me if it's there and I didn't see it, what's not listed is what math course we're talking about. What math course is required at that four year institution? Whether it's, you know,

the seventh grade math that we teach during math 001, whether it's calc. 1, calc. 2, but, Dean, I don't know from reading that report. For instance, at, pick a school, LIU, I don't know if someone takes a general liberal arts degree here and goes there to become a, pick a major, a psychology major, they're probably going to have to take an advanced calc course—

Chair Gardyn: Chris? Chris?

Prof. Merlo: I'm trying to answer your question.

Chair Gardyn: Yeah. No. But I was going to say if it's one math course, I doubt if it's going to be calc.

Prof. Merlo: Don't doubt that. It depends on what the student wants to major in. When the students—

Dean Fernandez: Not for general study - - .

Prof. Merlo: Please, Dean, I didn't interrupt you.

Dean Fernandez: We're talking about general study.

Chair Gardyn: Okay. Hold on. So, Chris, go ahead.

Prof. Merlo: When a student comes here to do general liberal arts, it's usually because they don't know what they want to do or be when they grow up. And they take one of this, one of that and one of the other and they say, man, this psych class is really cool, I think I want to do that at a four year school. So now they get to the four year school and all of a sudden, hey, I have a major and I have requirements and certain majors require, not all of them, not English, but certain majors require calc.

Chair Gardyn: So, Chris, if there's anybody who advances on the point of science, it's me. Okay? I was a biology major, a chemistry minor, I understand, I love physics and everything else. I don't think that that's what we're talking about here. The person who wants to pursue, we're not telling you, you can't take more, but what we're saying is the minimum requirement for the AA degree, we have to rethink.

MALE VOICE: Exactly.

Chair Gardyn: Okay? We're not, by the way, we're not telling you we're restricting you to one math for the AA degree. We're saying that minimum requirement has been lowered to one math, one science, and no phys. ed.

Prof. Merlo: Can I respond to that?

Chair Gardyn: Hold on a second. Let me just finish one other point. So in that regard, and with some of the other data they were saying that what we've seen is a correlation that the bar that we have for the, on the AA degree is so high that we're having a high percentage of students are not finishing because of those requirements.

Prof. Merlo: No. No, no, no. Not because.

Chair Gardyn: Not because?

Prof. Merlo: Not because.

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 something wrong here. Okay, now for a couple of years Saunders has been trying to do something on that, but I slapped them down. Only to find out a couple of years later I was wrong. So...

Chair Gardyn: All right. Any other members of the Board, any questions for administration or the senate.

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)

Prof. Merlo: Listen. Wait, wait, wait. We're talking about data. You have no data to back that up.

(Speaking over each other)

Dr. Deluty: -- point out that our students who don't succeed in high school and succeed -- community college.

Chair Gardyn: Hold on. -- the audience please?

Dr. Deluty: I feel compelled to point out that students who do not succeed in high school succeed here at Nassau Community College. That is our role and our data shows us and that is what we succeed in doing—helping students to find their way. So I—

Trustee DeGrace: I'm not disputing that, but what I'm saying—certain students know they have a disability in this field. That's all I'm saying.

(Speaking over each other)

Trustee DeGrace: That's all I'm saying. So they need the help. Obviously we're trying to help them.

Prof. Merlo: Can I respond to that Dr. Gardyn?

FEMALE VOICE: Please.

(Speaking over each other)

Prof. Merlo: Some students are no good at composition, should we remove all of the English out of the AA? Some students are no good at history. Should we remove history out of the AA? There are—you can pick a course and you're going to find 3 or even 30 or 300 students that aren't any good at it. That's not a basis for making these decisions, it's just not. It's not data and it's not science, it's feelings, and that cannot work its way into the process.

Trustee Drucker: We've been presented with data tonight though. We have been presented with data.

Prof. Merlo: No, I disagree with respect you were presented with numbers.

Trustee Drucker: Well, you can disagree all you want, but we've been presented with numbers and data—

Prof. Merlo: I disagree.

Trustee Drucker: --okay? And those numbers and data do have suggestions to them. You have nothing but speculation so far.

Prof. Merlo: Neither do you.

Trustee Drucker: No, no.

Prof. Merlo: With respect.

Trustee Drucker: But I've heard data.

MALE VOICE: No, you haven't, sir.

Trustee Drucker: Oh, yes I have.

Trustee Cornachio: And this is, see, if this is what the academic senate is going to do on other issues, nothing's going to get resolved.

Prof. Merlo: Wait a second. We resolve things all the time.

Trustee Drucker: The senate—

Prof. Merlo: I don't understand the laughter, the senate gets things done all the time. Come to a senate meeting and you'll see what the senate—

Trustee Cornachio: we sent curriculum design to the senate and they said in your face! Here's what we want and you came by with the two math, two science and the two phys. ed.

Prof. Merlo: With respect, I'll read the minutes, but I - - in your face.

Dean Kornbluth: Dr. Gardyn, can I make a comment please? I just would like to respond to something that Dr. Deluty said before? I was the represent, I was the administrative rep to the CWCC. For 18 months the academic senate stalled the process on the seamless transfer and then after a resolution—

(Speaking over each other)

Dean Kornbluth: --that was put forth by you, did they begin to do that. And that's why we're in a situation like this-because we could have solved a lot of these issues early on. But because they were told to, the academic senate told the CWCC to cease, the union said the same thing, there was no discussion about these different requirements in the degrees until it was, until we had to approve it so that we could make sure that the students could be advised properly for the fall of 2015. But this went on for 18 months.

Chair Gardyn: I'm going to stop, Dr. Deluty, I'm going to stop us at this point.

Dr. Deluty: I've been accused of something—

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 Board is not going to do this every time that we go to decision making. I trust the faculty, I trust the administration, you need to talk to each other. You have to work together. No. Hold on a second. Is there any other question for the Board of Trustees at this time?

Trustee Weiss: I do have a question. And my question relates not to the math or science, but to the physical education that we have not yet discussed. I understand from what I've read that physical education credits are not transferrable when students go to another college, but I will share out loud my concern of a recommendation for no physical education because I do think that we live in a world where too many people are overweight and unhealthy. So I wonder why there was that recommendation, or what appears to be a recommendation, for no physical education.

Trustee Cornachio: Everyone who has looked at it, frankly—

Trustee Weiss: Yes.

Trustee Cornachio: --including the report 16 or 15 years ago—

Trustee Weiss: I know.

Trustee Cornachio: I think it had to do with scheduling, number one, and the fact that students did not see the value in taking two credits for something that can't transfer to another institution.

Trustee Weiss: I understand that. I asked why none. I would have understood if they recommended one. I was asking for the rationale for zero.

Trustee Cornachio: Let them go take gym. Let them go join a gym. Let them go run around the block.

(Speaking over each other)

Trustee Cornachio: When high school ends, gym should end. I mean, come on. I didn't go to gym when I was in high school. I studied biology and I studied physics and philosophy and logic.

Trustee Weiss: When I went to college, I had to take gym.

Trustee Cornachio: I'd go to a gym to play basketball or football, come on.

Trustee Weiss: Was there an educational rationale?

Dean Fernandez: Based on the fact of the baccalaureate.

Trustee Weiss: to transfer

(Speaking over each other)

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 Board of Trustees?

Trustee Cornachio: No.

Chair Gardyn: Okay. Thank you.

Dean Fernandez: Thank you.

(Speaking over each other)

Chair Gardyn: I make the motion to Article 4, Section 3 of the Board Rules and Procedure to allow consideration of an item that does not appear on the calendar. Do I have a second?

Trustee DeGrace: Second.

(Speaking over each other)

Chair Gardyn: Let's get a vote. All in favor.

Chair Gardyn: Any against? Motion carries eight-zero.

(Speaking over each other)

Chair Gardyn: So we're going to have Trustee Drucker read the resolution.

Trustee Drucker: Be it resolved that the Board of Trustees of Nassau Community College hereby sustain Acting President Saunders' veto of the academic senate's resolution on Board of Trustee resolutions on degree revision dated April 13th, 2015.

Chair Gardyn: Is there any further discussion on this resolution? All in favor say aye.

Chair Gardyn: Any against?

FEMALE VOICE: No.

Multiple Measures

Chair Gardyn: Okay. I'm going to call the academic senate up for the third.

Dr. Deluty: I'd like to introduce Professor Paul Rosa who will lead the discussion on multiple measures for exempting students from placement testing.

Dr. Rosa: For the diehards who are still here, welcome. I'm not sure, can you hear me? I'm not used to speaking up. Am I coming through? Okay. My presentation—

Dr. Rosa: Okay. My presentation is going to be very interesting because I'm hallucinating and so are you. Actually I've got a bunch of handouts. When we were discussing the format, you said to use bullet points.

Chair Gardyn: Sure.

Dr. Rosa: - - discuss them, so I've got - - .

Chair Gardyn: That would be great. Thank you.

Dr. Rosa: Just - - and I'll get another one.

Dr. Rosa: This is the academic senate presentation on the multiple measures for exempting students from the placement procedures. We feel like, I just want to be clear, this is, the numbers that we're about to discuss in the next 15 minutes, half an hour, are not numbers that automatically put students anywhere. These are the numbers that we will use to decide whether students take a placement test or not. And then that placement test will put them into the credit bearing or non-credit bearing classes as those placement tests determine. I would like to begin by noting that the reason we have placement procedures is, to quote from the administration report, "To effectively and fairly position students for college success." This is a salient point to keep in mind when examining the competing plans. Which proposal will serve to best support long-term student success? The

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 regardless of their Regents, SAT or ACT scores in reading and English. Thus, one prevailing area of standard is that all students should be assessed as precisely as possible by the institution there in to ensure the proper placement and encourage retention and long-term success. And now I'm going to discuss the specific proposals. I prepared a chart from the proposals that the administration put together with their numbers and our numbers and I want to get it out here and just look at it quickly before I start talking about it. Because I know when you get that handout, what happens is people read the handouts and don't listen to what you say, so I just want to go through this briefly before I say the rest of what I have to say. So you'll see on the top there where I have four different columns. We have the measurement tool and then the academic senate's numbers and then the administration's numbers. And on the left hand side you'll see that I break them up into English composition, math, and reading. Among the measurement tools you'll see SAT, the Regents scores, the ACT, and AP is the AP test and IB is the International Baccalaureate test. And I think—there they are, you can see them laid out and you'll see the differences as I talk about them.

Trustee Weiss: I have a difference in something that the academic senate.

Dr. Rosa: Oh, you do already?

Trustee Weiss: --came out of the academic senate. Yeah, but go ahead, - - .

Dr. Rosa: Okay. Let me finish and then we can talk about that. All right. Now to discuss the specific proposals. The most fundamental difference between the two—oh, first I'll start with English, I'm sorry, we started with English. The most fundamental difference between the two proposals is that the senate, the senate uses the writing SAT score and not the reading SAT score, as specified in the administration's proposal. While reading ability isn't necessarily a - - condition for writing ability, creating a clear, thoughtful - - requires a different and additional set of skills than those assessed by reading, than those assessed by reading tests. Writing is a skill of doing, not just knowing. And the senate proposal uses measures that test the ability to do, to write. Therefore the senate proposal utilizes a test that actually measures a skill needed in the classroom. The fact that the ACT test scores also is a reading test, students actually need to pay for an additional optional writing ACT, also argues for the use of the higher senate ACT score 23 to at least ensure the highest level of reading ability. Okay, point four on your handout. One of the deleterious effects of the administration proposal is that it will effectively destroy a very successful composition course of the English department-English 100, which is designed for borderline students, those who formerly placed in the upper quartiles of the remedial level English level one. This class affords 50 extra minutes of lab time and takes place in smaller classes in which 101 can transfer. So three credits of college level writing. So English 100 takes care of remedial work and also gives you college credits. It enables these students to succeed, it—excuse me. It enables those students to succeed whose skill level would have caused them to falter and not achieve transfer level grades, if placed immediately into an a 101, which the administration's proposal would have done. The passing rate for English 100 for fall 2015, was 91%, so it really works. The administration proposal would take the students for whom

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 the administration for exemption from reading placement testing, why then isn't the same number acceptable for writing testing placement testing? And I note again that the senate's proposal for writing exemption calls for the use of a writing -- . Page 425. The other thing to note is the multiple way, the only thing I want to note about our whole process, which I'm not sure you're educated in and I'll try to give you a quick -- here, it's complex and it works really well and I'll give you a quick run through. The other thing to note is the multiple ways students can move up in the placement process. If they place into a remedial level course. There are brush-up courses for reading and math, which are then followed by the opportunity to retake the placement test. Various retesting protocols are in place. For example, in Reading 001, students have the opportunity to move up during the first week of their class because they test them at the beginning of the semester and if they do well, then they can move into, they move out of reading 001. Furthermore, reading and English have combination courses that allow students to complete remedial and credit level requirements at the same time. For example, in reading there's a combination of 001 and 101. There's a combination of 001 and 101 in English too. And those classes enable the students to complete their remedial requirement and get credits the same semester. Okay? In English there is also, at the professor's discretion, the opportunity to move to English 101 from English 001 at the half year point. So if the professor sees that the student is doing well that semester, they encourage them to put together a portfolio, they read their work and they can move in for the second half of the semester into 101-a credit bearing course. Thus the problem of students being under placed, and that means being put into remedial courses where they might have succeeded in credit level courses and that's raised in Professor Scott Clayton's article in the administration packet. It's already dealt with by Nassau Community College procedures. Okay? Math, we're almost there. The administration—number six, we'll -- number six then. The administration's information packet contains two different tables that present information on how reading scores are used by SUNY community colleges to weigh the placement tests. One contains 17 community colleges and the other contains 24, so -- two different sets of numbers. The more complete of the two still leaves out six community colleges, and I don't have the resources to research those six community colleges. But if we take the most comprehensive list, that's the 24, and look at their numbers, perhaps, four community colleges wave math placement testing at the administration's proposed 75 score under integrated algebra Regents. I say perhaps because one of these four, the Columbia Green Community College entry simply says math regent 75. It does not specify the level of the test. In contrast, five SUNY community colleges, including our neighbor, Suffolk, actually set scores higher than ours-requiring an 85 on the algebra two trigonometry readings. Five points higher than the senate's proposal. One more community college requires an 80 on the test-that is exactly aligned with ours. Thus, six community colleges support the senate proposal for math, while, perhaps, four support the administration's. In other community colleges-like Columbia Green and Herkimer, have scores like 80 on any math regents which is higher than the administration's, but lower, or in line, with the senate's. So it's clear that the senate's proposal does reflect prevailing area standards, which is the wording of the BOT resolution, and that its cutoff scores are at levels equivalent to a majority of other SUNY community colleges. The exact wording of the senate executive charge. And, thus, according to established standards, the senate proposal shouldn't have been vetoed. How much time do I have?

Trustee Jackson: Two and a half minutes.

Dr. Rosa: Two and a half minutes. Okay. The senate's math policy, scores policy, reflects the different levels of our placement test measures, but our different placement test measure, again, the senate's precise-they test

arithmetic, they test algebra, and college level of student, they have a college level math test that they can take, too, if they want to. And, therefore, the different measurable levels of student skills, thus, the senate's policy allows for a more precise placement of our students than the administration's proposal, since that proposal had one set of standards for exemption from all levels of math placement. The senate's proposal is more equivalent to Suffolk Community College's, which was in your packet. Which allows for different levels of placement testing. And as a final note, when you look at these numbers, I want to say that paradoxically this entire issue demonstrates that our shared governance process can work. But when we look at the competing proposals, it is clear from the enclosed chart, of the chart that I've given you, that the two subcommittees that have the most ongoing, collaborative participation by administrator representatives, which are reading and math, are very close to each other. When you look at some - - on. This argues for the BOT sending these proposals back to the developmental education committee with instructions that you already gave us for full participation by all members of the developmental education committee and all subcommittees for ongoing discussion and resolution within the established shared governance process. Thank you.

Chair Gardyn: You go... Administration?

(Speaking over each other)

Dean Melanie Hammer: Good morning colleagues, fellow faculty and administration, I'm still Melanie Hammer, Dean of Arts and Humanities, and he's David Follick, Dean of Admissions.

Dean Hammer: And we're both members of the development education committee. So—and we won't need 15 minutes, I'm happy to say. And not as happy as you are to hear. I'm still feeling joy about the food pantry, so I'm going to try to focus a little bit, especially - - as well. And I just really want to remind everybody at the outset that people of goodwill can look at some of the same numbers and come to different conclusions and I think that's some of what we've done here. I think everybody here, I mean its midnight and we're sitting here, so everybody here has the best interest of the students and college as a whole. I will—I just—in honor of the last two groups of people to speak, I feel I'm must now—I would remiss if I didn't refer to Middle States. And so standard 13, which apparently we didn't get up to, asks for a regular review of the effectiveness of tests or measures used to place students in developmental courses and, what do you know, that's what you asked us to do and that's what we've been doing.

Trustee Cornachio: you did something right.

Dean Hammer: I'm so proud. So—and as I think it's been reviewed, the Board of Ed., the Board of Trustees asked us, and, sorry, we're both on the dev ed committee and we're both administrators, so it gets a little schizophrenic sometimes when I say "we". But I'm going to say you asked us, we, in the dev ed committee to review the data and look at the research and look at multiple measures and I've been writing those reports every, you asked for monthly reports, and I've been writing monthly reports from the administrative perspective, so I think you've seen that we have been—

Trustee Cornachio: The administrative, you say the administrators on that committee, but not in the name of the whole committee.

Dean Hammer: That's right. You got reports from the committee and then - - —

Trustee Cornachio: We got very truncated reports and meaningless reports for the longest period of time from the committee.

Dean Hammer: Yes. But you got administrative reports from us that—

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 that there's any sense that it's in the minutes, it's in the written reports, I don't think there's, there seems to be some sense that if there was better oversight, they would have known what we were thinking. I would say that we have said what we were thinking on at least half a dozen occasions. So I think that's it.

Chair Gardyn: Dr. Deluty and Dr. Rosa, would you come, step back up.

(Speaking over each other)

Chair Gardyn: All right. I will open this up for questions to the Board. I just want to make a comment – I see more commonality than dis-commonality. You guys are close on this. I'll tell you my personal feeling-take it back, sit down, and come back with a number.

Trustee Cornachio: How are they close, Jorge? I see 5—

Chair Gardyn: I see 540 in academic senate under the English—

Trustee Weiss: Look at math and reading. Look at math and reading Tony.

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 has pointed out.

Chair Gardyn: I just said hit at 520, split the difference, we're done.

(Speaking over each other)

Trustee Weiss: Yeah. I have a question and a statement. But the statement is, first of all, I was very impressed by the fact that given the charge and the amount of time, that we did finally come up with a list of multiple measures because one kid can do well on an SAT and another kid can do well on a regents and when we only had one criterion, it made lots of kids take placement tests and I know that I'm going to get yelled at by Chris that it's not data, but I can't tell you how many kids are upset by having to take placement tests because they're not good test takers. So having multiple criteria, to me, at least, gives kids the opportunity to present themselves in various ways. I will say that I'm also very impressed by the fact that two of the committees are very close. I'll verbalize my concern about 85 on a Regents, its definition is mastery – mastery is not what you need not to be remediated. And I've seen that in a couple places, but I'm not, you know, I'm not to usurp, that's just my knowledge of my educator that 85 is an incredibly high standard. However, there's an alternate of a 500 or a 540 or a combination thereof on an SAT, so—

Chair Gardyn: Is an 85 on a Regents very high? I don't know.

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 something in between. I'm not the one that was delivering at these meetings, but I did feel that need. My other question to everybody, and I think we have to do this, is the SATs are changing.

MALE VOICE: So are the Regents.

Trustee Weiss: And so are the Regents. And there will be different scaled scores on the Regents. We can all be assured of that. And so we're going to have to come back and revisit these numbers as the SATs change. What we need in the college community—to me, we, as all of us, that's why said "we", will have to come back and relook at this. I think—

Chair Gardyn: That's true, this we does not want us in a committee.

Trustee Weiss: I don't want to be in a committee either, thank you very much. So, for me, I think we've made great strides with this.

Chair Gardyn: I am impressed with this, by the way.

Trustee Weiss: And knowing that we have to continue to work on this as the Regents changes and the SATs change because these numbers are not going to have the same meaning.

Dr. Rosa: The academic senate would appreciate it if you sent it back for the deliberate body, for the shared governance process, to work through this again, obviously taking into consideration your wish for a 520.

(Speaking over each other)

Chair Gardyn: You know what? I look - with consensus, but, and I, I think I might speak for some of the members of the board—

Trustee Cornachio: What's the administration's view on it? Did they say yes, no?

Chair Gardyn: No, no, no, we're just making comments. If this was brought back, this is not a yearlong process, this is not a half year process, this is a one month, or two month, process, tops.

FEMALE VOICE: In the fall.

MALE VOICE: In the fall?

FEMALE VOICE: In the fall.

Chair Gardyn: No, now, in July. - - you guys are off.

FEMALE VOICE: Not off, - - .

Trustee Weiss: They're taking you- they don't know how to read your face.

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 resolution.

Chair Gardyn: We can include that in the resolution.

Trustee Cornachio: All right. I don't want a wish, a prayer, and a promise.

Chair Gardyn: No, no, no. We, like I said, I expect this to be, at tops, a two month process. I guess you guys meet once a month?

Dr. Rosa: We're not sure exactly of the schedules of the dev ed. committee meetings.

Chair Gardyn: You will know this is a priority of ours and you will—

(Speaking over each other)

Dr. Deluty: - - in a calendar, which we don't have in front of us now, so we would have to be, we would have to coordinate with the dev ed in that calendar.

Chair Gardyn: Will you sit down in the back?

Trustee Drucker: I'm not recognizing people from the audience, please.

Dean Hammer: I want to point out that under - - pressure of doing the work we needed to do this past semester, the dev ed. committee met willingly and happily more than the two other times if I'm allowed to say that in front of the senate but we met more than the required time to get the work done.

Trustee Cornachio: Well, the consideration is that this affects the lives of the students and the Board is very concerned about that and we want to see, we want to see results.

(Speaking over each other)

Trustee Cornachio: But, more importantly, we want to see the results—

Trustee Weiss: Let's hear from the Dean of Admissions.

Trustee Cornachio: --because we have the primary responsibility - - .

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 placement test, the sooner—and I'm looking at math and reading because the two align almost identically. I mean I think that's important to kids that are thinking about

coming. High school seniors going in, they would want to know that. Because they all know about the placement test here, that's a topic of conversation.

Trustee Cornachio: I'm in your corner, so what do you want to do?

Trustee Weiss: I know. You're always in my corner. I mean I wish we could triple it, but I, I'm so impressed with how far we've gotten with this, where we have multiple measures.

(Speaking over each other)

FEMALE VOICE: Right.

Trustee Drucker: - - the resolution - - , maybe you have a solution.

Trustee Weiss: Well, but I still, I still agree with Mr. Cornachio that there's got to be some way that the writing disagreement is finalized in a very quick time frame, so.

(Speaking over each other)

Chair Gardyn: Let me—any other questions from members of the Board? All right. Thank you.

Trustee Cornachio: We're going to discuss this?

Chair Gardyn: Yeah.

Trustee Cornachio: Then we'll do a quick resolution.

(Speaking over each other)

Chair Gardyn: All right, guys. I make a motion under Article 4, Section 3 of the Board's Rules and Procedures to allow for the consideration of an item that does not appear on the calendar. Do I have a second?

FEMALE VOICE: Second.

Chair Gardyn: All in favor?

Chair Gardyn: Any against? Motion carries. Trustee Drucker, would you be kind enough to read the resolution?

Trustee Drucker: Yes. Be it resolved that the Board of Trustees of Nassau Community College hereby elects to neither sustain nor override Dr. Saunders' veto of the academic senate's resolution on Board of Trustees resolutions on the degree revision dated April 13th, 2015. And, instead, directs the academic senate and the administration to reconcile their respective differences that exist with respect to the multiple measures used in placement testing and that this board be provided with a consensus by the November, 2015, meeting which is with the consent of the academic senate. If no consensus is reached, the Board will then be authorized to render a decision on the veto.

Dr. Deluty: Excuse me. Are you talking about the degree-revisions? Or the multiple tests?

(Speaking over each other)

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—

Trustee Cornachio: You under—before you ask anything. We have consulted with you and you have advised us then on behalf of the academic senate, you consent, in effect, that adjourning this portion to November. Is that correct?

Dr. Deluty: I want to clarify the date-November-has to be consistent with the dates on the calendar for the meetings that take place. That's all I'm saying.

Trustee Drucker: You have September and October and we figured that by November meeting—

Dr. Deluty: No, I know. No, no, I know. I'm just saying, I'm saying in November there's a date when the senate meets. I don't know the date by heart.

Trustee Cornachio: Do it in September or October.

Trustee Cornachio: You should do it in September or October.

Dr. Deluty: Right. But you're saying November, so I'm just saying by that date - - .

Trustee Cornachio: I don't think you should anticipate having to meet in November on this issue.

Dr. Deluty: No, no, no. I'm talking about the process that finalizes what we send back to you. What we send back to you comes from the senate. That's all I'm saying.

Trustee Cornachio: And it should be done in October.

Dr. Deluty: Yeah, but I can't, I don't have - - .

Chair Gardyn: Okay. We're going to hold the discussion. We're going to hold the discussion.

(Speaking over each other)

Trustee Weiss: Somebody needs to move that motion.

Chair Gardyn: I need a second for that motion?

MALE VOICE: I second the motion.

Trustee Cornachio: Well, we still don't have an answer. Did she accept or—

Dr. Deluty: I answered yes.

Trustee Cornachio: Oh, okay.

Chair Gardyn: Okay.

Dr. Deluty: By the date in November that we can do it.

MALE VOICE: Yeah.

Trustee Cornachio: Okay.

Dr. Deluty: Because it depends on the calendar that's established already that I don't have in front of me.

Trustee Cornachio: All right. I second, I move the motion or second the motion.

Chair Gardyn: Okay. Do I have, all in favor?

Chair Gardyn: Any against? Motion carries eight-zero.

Prof. Merlo: Can I ask you a question about that resolution? - - .

Chair Gardyn: Please. Please.

MALE VOICE: Oh, I'm sorry.

Chair Gardyn: Could I grab that resolution so I can put it with the other papers?

Trustee Cornachio: And I'm asking that the minutes - - aren't we recording this?

FEMALE VOICE: Yes.

Trustee Cornachio: All right. That the minutes record the fact that I asked some questions of Dr. Deluty and on behalf of the academic senate she consented. I just want to avoid a problem that somebody's going to squawk and say oh, you should have made the decision tonight as opposed to in November. Hopefully we're not going to have to make any decision sometime in the future on this and it's going to get resolved as it should be.

Chair Gardyn: Ladies and gentleman, I just want you to know this is put back in your court.

Trustee Weiss: The collective court.

Chair Gardyn: The collective court in the administration and faculty. The college- That's what you guys are- one unified college.

Prof. Merlo: Fine. And no more shadow administrative committees.

Chair Gardyn: Excuse me.

FEMALE VOICE: You're not allowed - - .

Chair Gardyn: We have not had any discordant notes for the entire night, let's not start now.

(Speaking over each other)

MALE VOICE: What does that mean?

Trustee Weiss: It doesn't matter, - - .

(Speaking over each other)

Chair Gardyn: I really hope to God at this time of night, at 1:00 the morning, there is a speaker's list. All right? I really hope that you guys will use judgment and try to pass along there were 22 speakers on this list. So please tell me that you are not here.

Speakers

Dr. Deluty: I just want to say, for the record, it didn't have to be this way. We didn't have to be here till one in the morning, we could have started earlier we were available. And we could start discussions earlier.

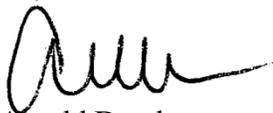
Dr. Stern: Okay. I'm going to say something similar to what everyone said is we won't really have to ask why is it one, ten after one, is the best way of getting things done here at the college? The senate agrees with what the chair has said several times that we need to work harder in collaborating. My question is can the BOT get the administration to commit to cooperate and collaborate with the senate? Specifically with our administrators going to now speak up at committee meetings, at the senate meeting, is the President going to alert us to a threat of veto before he actually initiates a veto? Maybe we could work this out beforehand and not have to be here this late.

Chair Gardyn announced the next Capital and Finance BOT Committee meeting is scheduled for Tuesday, September 8, 2015 at 5:00 p.m. followed by the Full Board meeting. The Board will open the public session between 6:15 and 6:30 p.m. and resume the public session approximately 7:30 p.m.

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 in a cursive style.

Arnold Drucker
Secretary