

Board of Trustees Meeting of December 9, 2013 - Public Comments

Ken Saunders: Good evening. I would like to start my comments by asking that we just take a moment of silence in remembrance of John Patrick Mulrooney who passed away this week. He was a long-standing trusted member of the NCC Foundation.

Thank you very much.

I would like to just formally announce that Inna Reznick, former comptroller for Nassau Community College was selected as a final candidate of choice for the Vice President for Finance. And her selection was the result of a national search to identify and to fill that position. So would you please join me in giving her a round of applause?

Ken Saunders: In the current contract negotiated with the college, it included two new components. One of them was requiring the English Department full-time faculty to devote 45 hours per semester to working with NCC students who are not on the faculty's member roster of current courses.

These hours may be spent in any combination of the following: tutoring students in reading and writing, academic advisement for liberal arts students, mentoring of liberal arts students or serving as conversational partners for LINCC students.

I had an opportunity to meet with Bruce Urquhart and Dr. Cathy Fagan on November 25<sup>th</sup> who presented an exceptional overview of how they intend to structure this effort and I would just like to congratulate them on a job well done. I think with the type of progress that they have presented and for us to be able to follow through on that, we'll see a significant impact in terms of how our students are being supported in the ways that we've agreed to do that within the contract.

The other issue, the current issue contract also required the establishment of a college-wide retention committee, which met on November 25<sup>th</sup> to begin its deliberations on the implementation of a campus-wide student retention program.

Just reviewing the conversations that we had in that initial meeting I'm optimistic that this will be a very good effort to look at all the issues impacting the retention of our students. And I anticipate some very good recommendations in terms of how we can collectively begin to address that issue.

I'm pleased to announce that Nassau Community College did very well in the county capital plan passed last week. This was phase two of the 2014 - 2017 county capital plan. It was done in two phases due to the NIFA considerations. And initially it looked like we were not going to get anything in phase two because of the general circumstances. But due to the collective efforts of this administration, Joe Muscarella, Chuck Cutolo, myself, we really worked with the county and what ultimately appeared that we weren't going to receive anything, resulted in us receiving over 13 million dollars in capital improvement programs. And we're really pleased with what we will be able to do with that.

I would like to congratulate my team on the work that they did in realizing that.

I would like to extend congratulations to Stefan Krompfer and Scott Stark on their election to the ASA Association. We look forward to working with you and I know that you are anxious to get started. So I'd just like to say publicly, welcome aboard and we will look forward to working with you.

Last week we had representatives from continuing education, financial aid and admissions to present a presentation to parents, students, guidance counselors and superintendents from Oceanside and Rockville Centre at the Rockville Centre Hispanic Brotherhood on the merits of attending Nassau Community College.

It was so well received, that we have received, since then, at least four invitations from other school districts in Nassau County for us to come out and replicate that presentation to give them a sense, especially for the first time generation parents and students, on what they need to do to become a member of Nassau Community College.

I would like to congratulate the Nassau Community College Lions football team who traveled to Scottsdale, Arizona this past week to participate in the Valley of the Sun Bowl and they won their game 34 to 27, ending their season with a flawless record, absolutely no losses.

Just a quick reminder, for those of you who received the notification on the 40<sup>th</sup> anniversary holiday card, the deadline was December 5<sup>th</sup>, but it has been extended to December 12<sup>th</sup>. So there's still time for you

to make a contribution for your favorite scholarship. You can either do it in person at the Foundation House or you can do it online at [www.ncc.edu/holidaycards](http://www.ncc.edu/holidaycards).

This being the last BOT meeting before the holidays, I want to wish everyone a safe and enjoyable holiday full of joy, peace and love. Thank you very much.

Dr. Gardyn: Okay I'd like to proceed to the speaker's list. First on the list is Richard Cohen.

Richard Cohen: Hi. Good evening. To the Board of Trustees, acting President Saunders, my colleagues and everyone else in attendance, my name is Richard Cohen and I am an assistant professor in addition to being an adjunct professor in the Department of Physical Sciences.

I'm here tonight to speak in support of the Adjunct Faculty Association. As many, if not all of you are aware, the AFA recently conducted an election that resulted in Stefan Kromprier and Scott Stark being voted in as the new leadership of the AFA. Unfortunately, the AFA has now been working for over five years without a contract. We now have a perfect opportunity to enter, to forge a new dialogue and re-energize negotiations.

I believe that the AFA is ready to enter a new era. Now is the time to work together and move forward for the betterment of both the college and the AFA. To show that the membership of the AFA is ready to enter this new era, I'm here to present a petition of support for the new leadership of the AFA and for new negotiations.

In only five days this petition has been signed by over 200 adjuncts representing 31 departments across Nassau Community College from all corners of the college.

The petition reads:

The Adjunct Faculty Association at Nassau Community College recently concluded an election to determine the leadership of the association. As a result of that election, Stefan Kromprier and Scott Stark were selected to lead the organization as president and vice president respectively from January 1, 2015 until December 31, 2017.

We, the undersigned, adjunct faculty, librarians, counselors, technical assistants and others who are employed under the contract negotiated by the AFA and Nassau Community College indicate our support for these individuals to represent us in those matters which related to our collective employment at NCC.

Nassau Community College is an amazing success story. Since opening 1960 it has been responsible for successfully starting untold thousands of students along the path to their future careers. Numerous members of the college itself began their journey here.

The reason for the success is the tremendous faculty here at Nassau Community College and adjunct professors are a vital component of that faculty. The college just would not be able to provide the services it does without the breath of knowledge and experience that adjuncts contribute to it.

We go on record as affirming that the AFA is a strong organization whose members and others that it represents are united in our interests in developing a successful agreement with the college, which recognizes the assets that we bring to the educational program at Nassau Community College. And the outstanding academic experience that we provide for the students who attend this institution.

We trust that the Board of Trustees of Nassau Community College will accept our offer to bargain in good faith for the betterment of Nassau Community College and that it will instruct its negotiations to diligently work to provide an agreement to which all parties can accept with pride.

Five years is much too long to work without a contract. It is time to recognize the contributions of adjuncts to the college and it is time to make the AFA contract a priority. Thank you.

Dr. Gardyn: I would like to take this opportunity to welcome the new AFA President, Stefan Kromprier to the podium.

Mr. Stefan Kromprier: All I simply want to say is that I look forward to working with you gentlemen and ladies to do what's best for the students here at Nassau Community College. I think that's what we're here about and I think that that's what we're going to do. And thank you for the opportunity speak.

Dr. Gardyn: Thank you very much. Ruth Silverman.

Ms. Ruth Silverman: Good evening. Sorry for the dark shades, but I have misplaced my glasses. So I'm going to read my speech and fortunately these are prescription. Okay.

Dr. Gardyn: Well you look very cool reading it.

Ms. Silverman: Thank you. Good evening to you all on this very, very rainy day. My name is Ruth Silverman and I have been an adjunct in the sociology department for many, many years.

I've come before you this evening to put a face and name to that category on campus known as adjunct. Let me tell you about some of my activities and accomplishments during my years here.

Let me begin with my honors. I have received two national endowments for the Humanities Summer Study Awards. These are very competitive grants and only 12 people are chosen nationwide to participate in each seminar. The first one was in the summer of 1986 and it was held at Cornell University. The topic was Humanities and Medicine. The second one was in the summer of 1993 at Columbia University and the subject was the History of Zionism.

While in the Sociology Department, I taught the course on the History of Israel for many years when asked to do so by the late Anthony Brescia, then chairman of the History Department.

Speaking of the history visual course and the seminar on Zionism, I am one of the founding faculty members of the Jewish Studies Project at Nassau Community College. I created a presence for Jewish studies in lifelong learning and taught a course on Zionism for many years.

I am also one of the founding members of the Women's Study Project here at Nassau. I teach the Introduction to Women's Studies course once a year. My academic interests are very broad and I consider myself to be an academic, not a hired hand.

I hoped that by coming here tonight I can help to broaden your understanding of the people who make up the adjunct faculty here at Nassau Community College. We are not a job title, but a dedicated and trained faculty. Thank you.

Dr. Gardyn: Darleen Braunschweiger.

Darleen Braunschweiger: Good evening, good evening Board, all of the administrators that are here, all of the faculty as well. My name is Darleen Braunschweiger. I'm the Chair of the Department of Economics and Finance. I'm also the Vice-Chair of the college-wide Curriculum Committee.

I'm here to very briefly, I know it's a long day, educate you on the process by which we had undergone in order to respond to the mandate of this semi-seamless transfer.

In response to this semi-seamless transfer we have created an ad hoc committee that worked very hard delicately balancing the needs of our students, faculty, retention, graduation rates and budgets. So the proposal that we had created successfully passed at the college-wide curriculum levels as well as at the senate at large.

I just wanted you to know that administration often commended us publicly about the work that we had done and the efforts that we had put forth and the proposal that we had created that was overwhelming supported.

So to hear that a minority of opinions expressing us to re-examine the proposal we created is a little disheartening to us who have worked very hard for a very long period of time on the proposal that we passed that was unanimously supported.

The problem that I have with this is that at the college academic senate we had some disapproving opinions. And while I welcome that, I'm an attorney, it's okay that we disagree. I'm concerned that there's going to be a chilling effect at the senate when people have different points of views whereby it ends up here at the Board. And then we're re-addressing those minority or few discontented opinions and leads to a major revision of a proposal that was supported by a large majority of people here, faculty as well as administration, as well as students.

So that's what I'm concerned about. If anybody has any questions with regard to the proposal we created, how we came up with the proposal or what we do at curriculum, please feel free to contact us. We're here to work, to really move things along here on the college campus and to better our students' experience here.

Thank you.

David Stern: First I want to thank each Board member for volunteering their time to serve on the NCC Board. On behalf of the--in fact I'm David Stern. I'm the first Vice-Chair of the Academic Senate. On behalf of the ASEC, we wish Trustee Weiss a speedy recovery. I also want to thank all the well wisher on the campus that contacted me regarding my dad's award of the Purple Heart.

At most college, at most community colleges their trustees show little interest in the inner workings of their college. And it's a credit to our college that you have shown such an interest. While I welcome the attention, I'm disappointed with your recent actions. Your interest comes with a responsibility, a responsibility to get all the facts before you take action.

The work of the senate, by which we have over 27-28 committees, produces a lot of these facts and figures. Those communities include, 10% of the communities include administrators also. My question is, why don't you want to work with us? Why are you assuming the worst?

The best example I can give is what I just heard regarding the Development Education Committee and the fact that they did not report to you this month. I'm extremely disappointed that the administration has not told you why that is the fact. The reason for that and perhaps it's because we haven't had an academic VP. An academic VP would have been an advocate for the academic end of the campus.

The reason why you haven't been able to report it is we set a schedule. We have 29 committees. We set a calendar. That calendar is very full. We all teach also in addition to it. I know you're all very busy in your own businesses too. So you can appreciate this. So the schedule is set back in, last year, last spring for this whole year, fall and spring.

So the Development Ed Committee only meets once a month. For them to have another meeting would require changing the schedule and that would prevent another meeting from occurring.

We actually did that in order to pass the Seamless Transfer at the Senate. We did it during B, we have A, B and elective committees. That was done and actually some of the B committee still held their meetings, but some of their key people weren't able to attend because they were attending the senate meeting.

Now it's unfortunate I have to basically inform you of this. This is something that really the administration should be making you well aware of. Again, I appreciate your interest in the inner workings of our department, in our school. But I ask you, why aren't we working together on this? Why is being a mandate constant mandates. You know ideally in a shared governance, we should be working, all our committees should be providing facts to you. It should be going through the administration and it should be presented to you as a collaborative effort, not a top down approach.

So I really ask the Board to please, please reconsider what you've been doing. Why can't you work? Let's work together instead of passing basically informed resolutions.

Thank you.

Ed Boyden: Good evening. My name is Ed Boyden. I'm Chair of the Academic Senate and I'm also in the History Department. I want to reiterate based upon what you've done tonight, the two resolutions you've passed. I would like to firmly and aggressively reiterate something I said last time. My concern about what you've been doing is the Middle States Commission on Higher Education has 14 standards that we are required to adhere to, right. We are now beginning, this is what I said last meeting, and we are now beginning our self-study. The Middle States Visiting Committee will be here in the spring of 2016.

I don't have the Middle States Standards with me. I can get you copies of them if you want. But two relevant standards that Middle States have that we have to adhere to is that the governing body, by which they mean the trustees or the regents or whatever, you guys, the governing body should not micromanage or get involved in the day-to-day management of the institution. I would suggest that that's what you're doing now, micromanaging and getting involved in the day-to-day management of the institution.

Another standard that Middle States has requires, I don't have them with me so I can't say that I'm quoting accurately, another Middle State standard requires that the curriculum of accredited institutions be, I think the word they used is owned, revised, updated by the faculty.

Okay so one concern I have here is, by your actions tonight you're putting us in serious danger of being out of compliance with Middle State Standards. I think that's a concern that a lot of people share.

Another thing, another concern I'd like to bring up is, the fact that you feel that it's necessary to pass these resolutions indicates to us that your administration is not working closely enough with us to get things done. That's our perception of this. I have to point out that the resolutions you've passed have been passed without consultation with the faculty.

The purpose of a system of shared governance is to insure that decisions are made in a calm and deliberative and thoughtful manner, right. The way our system is supposed to work is, recommendations originate with the faculty at the lowest level, the subcommittee, the department, they go through the committees, they go to the senate. They're revised, they're scrutinized, they're reviewed and finally you're presented with a finished product that's been gone over and over and over again, well not over and over and over, but it's gone over by multiple groups. The purpose of our system of governance is to insure the broadest possible level of consultation. Okay?

It seems to us that we're in danger that you're doing an end run around that and the consultation is not going to get to take place.

I'm deviating from my script here because I do want to make one other point. All of our senate committees, every single one of them, as well as the academic senate has administrative representatives appointed by, in some cases the President, in some cases the VP for Academic Affairs, whoever the appropriate administrator is. They should be going to all the meetings. I'd like to point out that any time any of you feels that you need an update on what any committee is doing, you have administrators on the committees.

You should be talking to them. Asking them what's this committee doing? Is it making progress on this issue? Is it not? You have--that's the way this is supposed to work. You should be consulting the administrator representatives on your committees to find out what's being done.

That's all I have to say and I hope you will do that in the future rather than issuing these mandates.

Trustee Cornachio: Hello, hello, hello. I think you're misconstruing and a lot of people are misconstruing what this Board has done. So let me go ahead and in a few words, state what it is.

It's come to the Board's attention that many of the prerequisites, requisites and standards imposed upon the student body, are far in excess of those imposed on the student bodies in our academic institutional sisters, Hofstra, Adelphi, St. John's and the other local, and New York City institutions and we wonder why. It gives us great cause to pause and say, why?

So what we've done is we've formulated some questions for you and said, you academic senate and you Developmental Education Committee take a look at this and hear and report. Do what you do, okay and get back to us. And make recommendations and justifications as to those recommendations and we will consider them. And if we're not happy we will take such further action as we deem appropriate.

We are not going ahead and destroying shared governance. Shared governance means just that, shared. The ultimate responsibility is that of the administration and the Board under statute, under the law. Matter of fact, we may be doing what this Board has never done before and that's really shared governance.

We have a concern, a very deep concern about the high drop out rate among our student body and the fact that a large number of students don't graduate and we're trying to find the reasons. That's a good purpose that's a noble purpose that's our duty under the law as I see it.

Now for many years I was the only Trustee here who supported the faculty. I supported you when you were right and I wasn't so sure you were right, but I supported you anyway out of habit. If I take the position that the other Board members have taken, it should have a salutary effect that gee whiz, maybe there is something wrong here. Let's take a look at it.

Now if you think what's being done is right, okay, and hopefully with regard to these prerequisites, requisites and requirements you already have files, stuff with data and justifications. I don't know why it would take months to produce it.

Otherwise, I'm in the position of saying well what these things they did, the product of caprice, whim, fancy, speculation. I'm at a loss to understand. So we're saying take a look at it and make a report to us and justify it.

Now if you think that what you've done and you can justify that what you've done, which is much

more than other colleges have done, all right in terms of their requirements on the student body, is appropriate, give us those justifications. We ain't dumb. We're pretty bright people up here. We'll look at them. We may agree with you, but we want it done. And, and, and you can't ignore this request because it will be taken as a sign of arrogance and all of the things that are not good.

So that's all I've got to say. There's a story abroad in the land that we're going to be walking into the classrooms and telling you what to teach. Well that's nonsense. That's not what's going on. We're fulfilling our duties under the law and we're looking out for the good of the student body. And if what we're doing is good for the students, it will be good for everybody who is a part of this college. And, and, and you people entire, mainly.

Okay that's all I had to say.

Dr. Gardyn: Does any other member of the Board wish to say anything? Any other commentary? All right we'll proceed from the speaker list.

David you have a couple of people who are left on the list. If anybody wants to - - their time you, they may.

Phyllis Kurland: My name is Phyllis Kurland, I'm from Student Personnel Services. I'm frankly astonished, I'm just astonished by what I've heard from you tonight, from people I thought of as reasonable people.

First of all, your resolutions, your three resolutions, tonight and the ones from two months ago and last month, do not take an objective position. Unlike what Trustee Cornachio is attempting to tell us, oh you guys just look and give us your justifications. We're going to look at them and decide. That's not the case. That is not what your resolutions say.

Your resolutions take a position for a point of view. For instances, the Board of Trustees supports exempting incoming students from the Nassau Community College placement exams. Tonight's new item resolution says that you support the redesign of the curriculum to change the math, science and Phys Ed requirements. You are then asking us to do those things and submit justifications to you for why we should be doing it.

Your resolutions do not say, we perceive this as a problem and we would like you, the faculty to discuss this problem and come to us with your analysis of it and your solutions. No, your resolutions do not ask for that, which is why you are implying they ask for. They tell us what your conclusion is. We as a faculty say, we need to make those conclusions at least together. Maybe some of us think we should make it by ourselves, but at least we need to make it together.

You shouldn't be telling us in advance what you've decided and telling us we must support you. And if we don't support what you have done and if we don't give you the justifications that you have asked for to support your conclusions in advance, before you read any data, then you're going to take an action to do what you wanted to do anyway. Why should anyone participate in that effort? You've already reached your conclusions.

If you want to truly work with us in a collaborative way, change your resolutions so that we see you are indeed open minded and open to looking at what we're doing now, whether that works or not, why we're doing it, what we might change in the future. Because right now, you're three resolutions are not open to that.

That's my first point. My second one and I speak as Chair of the Retention Committee from the union point of view that President Saunders spoke about.

Tonight you have taken an action about retention. In your committee meetings you discuss the impact of that action on retention. Yet, you have agreed to and we have just started a college-wide retention committee. Why? If you're already know the answer to the problem and you're already dictating the answer to the problem, change math and science, Phys Ed. We'll have more students. That's what I heard tonight. Why is our retention committee going to work very hard over the next few months to develop a plan? You can do it for us based on no data. You just started to do that tonight.

The last thing that I want to say is that this represents to me as a faculty member concerned with teaching students how they can proceed as citizens in our world, this says to me that we have a failure of

leadership here at the college. Good leadership doesn't demand. Good leadership doesn't dictate. Good leadership should be about working collaboratively, about persuading and about building consensus and what I feel as a faculty member here is that you're not interested in that, at least on these three issues tonight.

I wonder what you're going to do next month and the month after that. How petty will you get in the issues that perhaps the administration and the Board hasn't been able to get the faculty to agree to? Maybe there are some good reasons why we haven't agreed to it or why we haven't done it. Your power should be to compel and structure the discussion, not to force us to do things that we feel is in the best interest of--

AUDIO SILENCE

Mr. Cornachio: What compelled us to take the first action that you described Phyllis was that in our view the Academic Senate dragged its feet on the -- business with the 64 credits. There was no doubt, I'm telling you right now, there is no doubt in the minds of any of these Trustees, including myself that that was what was going on. And that's why that resolution appeared last month.

Normally, I would have opposed something like that. But there was no question. It was irrefutable that you were dragging your feet. And that's why and there can be no more that. We're not fools. We're here to do a job. We're here to protect you. We're here to look out for your interests, but at the same time the paramount interest are those of the students of this college. Thank you.

Dr. Gardyn: Mr. Hoyt.

James Hoyt: I had the opportunity to speak before the committee and I appreciate the opportunity to speak before you actually made your decision. So I'd like to yield my time Cathy Fagan.

MALE VOICE #2: [OFF MIC] - - that wrong?

FEMALE VOICE #1: You said it once that's it.

MALE VOICE #2: [OFF MIC] you've got - -.

Dr. Gardyn: I'm sorry please state your name.

Ms. Christine Berg: Hi I'm not thinking. My name is Christine Berg and I am Chair of the Department of Reading and Basic Education and Secretary of the Developmental Education Committee. Bruce Urquhart couldn't be here tonight because he lives on a peninsula up on the northern part of western Suffolk and he had a storm surge and he's literally isolated in his little peninsula.

So I will do my best to represent what exactly has gone on with Developmental Education. He and I and several members of Dev Ed Committee, including our administrative representative were present at last month's meeting and we, last month's Board meeting and we did hear the formative resolution that was being created that evening.

The resolution, as I understand it, was passed tonight. That said, we took very seriously the obligation to address the concerns that were expressed last month, which was not a month ago. In fact, was after our November Dev Ed meeting and December Dev Ed meeting is this Thursday, okay.

So we tried very hard to, as startled as we were that this happened, we wanted to respect the request that was made of us. Bruce Urquhart immediately, I believe within two to three days, no more than four, asked for the expeditious, timely information to be sent to us from the Office of Institutional Research, the administration, on the breakdown of the SAT scores that students had and that consequent results of their -- testing within five point range between the scores that we currently have set as the limits below which not students, by the way, are placed into any non-credit courses. But simply below which students are asked to take the placement test to see how they do.

Now he asked for that and I don't know, I've spoken with him as recently as yesterday and to the best of my knowledge he hasn't received that information. We need those data in order to proceed. So that's something that I would just like to let you guys know that this is what, we did act and we are acting and we do respect you and take you very seriously.

But realize that the resolution was passed tonight and we will be discussing this on Thursday when we meet. That said, I'd like just as a person who has worked in developmental education since 1987, please know that there is no committee on this campus that is more student centered, more student advocacy group

than our committee. We're looking for access for students. We're looking for opportunity for students and we're looking for students to be able to thrive at college. The last thing we want is for students to, quote, languish in remediation. By the way, I don't think any of my students have asbestos on them that I've never noticed. I think we have students who study in developmental education, but they're not remedial. They don't need to be remediated.

We're doing our best. We're working with students that come to us with a variety of concerns and issues and we're trying our best to come up with creative solutions to help them thrive in the courses that they take initially and thrive in their matriculation at the college.

Thank you.

Trustee Cornachio: I have a question.

Christine Berg: Sure.

Trustee Cornachio: Why do I not have power when I talk?

Male Voice #3: [OFF MIC] - -

Trustees Cornachio: You'll have to - -, you're one of them. This is something I would assume that your committee keeps updating yourself on right? Because the student body its characteristics change.

Christine Berg: Um hum, definitely. We talk about this all the time, like that's what we do.

Trustee Cornachio: Don't you have files with data when you meet and talk and you either keep requirements the same or you change requirements? Aren't you asking on the--

Christine Berg: Trustee Cornachio, we haven't met since the last time you--

Trustee Cornachio: no, no, no. I'm talking about six months ago or--

Christine Berg: --we have, yes we have monthly minutes and year end reports--

Trustee Cornachio: --process right?

Christine Berg: Yes it's a continuous process and it's a recursive process. It's never done. It's constantly going on.

Trustee Cornachio: I understand. So when you look at a set of requirements that you have.

Christine Berg: Um hum.

Trustee Cornachio: Okay. You, you look at these things constantly.

Christine Berg: Um hum.

Trustee Cornachio: Do you have any new data to keep the requirements in place?

Christine Berg: Well the last set of data that we had, with respect to the SAT cut off scores. Remember, not SAT cut off scores for student placement into non-credit course work. Student, the cut off SAT scores below which students should take the placement test that's it. Take the placement test, take brush up courses to prepare themselves. Do whatever they need to do. Take the placement test. That's it.

Yes the most recent data we have was from, I think it was, the dean would know. I think it's 2009 or 2010. Yeah and now we requested more current data.

Trustee Cornachio: But my question is, you have a cut off score for SAT.

Christine Berg: Um hum.

Trustee Cornachio: At which certain people have to take non-credit courses--

Christine Berg: -- No, no, we don't, sir. No, absolutely, positively not.

Trustee Cornachio: You're saying SAT courses don't have any--

Christine Berg: -- SAT scores are used never to place a student, simply to exempt a student from the placement test.

Trustee Cornachio: Okay, all right.

Christine Berg: Okay? So there is a big difference there.

Trustee Cornachio: I understand.

Dr. Gardyn: Christine what is that number for the SAT to place out?

Christine Berg: In algebra, the algebra class it's 550. In reading it's 550. In the arithmetic it's 510 and in English it's 540.

Trustee Cornachio: Did you ever--

Christine Berg: -- now that's not to say that if they have scores below that they have to take non-credit courses. All that says is simply the placement test.

Dr. Gardyn: What is the percentile for that?

Christine Berg: What do you mean?

Dr. Gardyn: In other words, in relation, if they scored math by 550, reading by 550.

Christine Berg: Right.

Dr. Gardyn: They are at in general public, 80 percentile, 85 percentile, 90 percentile, 95 percentile?

MALE VOICE #4: [OFF MIC] - - reference to that is basically 55 percentile. Oh no I'm sorry, I got 800, so whatever that is.

Dr. Gardyn: Well and that's what I'm saying. The top score you can get is 800?

Christine Berg: Right.

Dr. Gardyn: So--

Christine Berg: I would like to, let me not speak off the top of my head and just--

Dr. Gardyn: In other words, Christine I think one of the questions that we have is, is the bar that we set to exempt students from placement exam, set too high? That I think is the crux of the--

Christine Berg: -- okay and I respect that request.

Dr. Gardyn: So that's the question.

Christine Berg: Right.

Dr. Gardyn: You guys as the academics will provide the data, will tell me the numbers.

Christine Berg: Right.

Dr. Gardyn: So if I hear that our students have to pass the 550 bar out of 800, what percentile is that? If it's an 80 percentile, that means that that student has to do better than 80% of the students--

Christine Berg: -- yeah but it isn't.

Dr. Gardyn: I preface when I say, I don't know what the answer is.

Christine Berg: Right.

Dr. Gardyn: But I doubt if it's at 40%. I doubt if it's 50%.

Christine Berg: -- no, I think, I think--

Dr. Gardyn: --but if it's at 75 or 80 or 85%, they've got to do 85% better than the population taking that SAT.

Christine Berg: Right but it isn't that. It isn't that. Okay. So let me, let me when we have our conversation, I think that the--and the bell curve, okay, that the test is normed so that between, to the best of my knowledge, okay, between 500 and 510, 520 is the middle of the bell curve. So the exemption is slightly higher than the middle of the bell curve.

Dr. Gardyn: I see a mathematician coming to the thing to tell us what the mean is.

Trustee Cornachio: But before you go--

#### CROSSTALK

Trustee Cornachio: Before you go I have one question. Has your committee compared those SAT scores, at which exams are required, to the practices and the standards at other colleges, neighborhood colleges? What Hofstra requires, what Adelphi requires?

Christine Berg: We are aware of what cut off scores are, but what is in my view much more compelling is that our Accuplacer cut off scores, we've done extensive. I've done from my department and I know Carmine has done for his department and Bruce has done for us as well. We've done extensive investigations of the Accuplacer cut off scores and we have low ones. Okay we have very low ones.

And when I can bring you data that I have at the tip of my fingers on the implications of the competencies at specific SAT, excuse me, Accuplacer cut off scores and the competencies that you would see would startle you as to how modest they are.

Trustee Cornachio: Let me ask you this. The administration has said a number of times over the period of years that those scores that are used to determine whether someone is going to take an entrance exam or not, are higher than the scores used in neighboring colleges, that we have higher standards.

Christine Berg: Okay.

Trustee Cornachio: Is that true? I would assume--are you on this committee Carmine?

Christine Berg: Yes he is.

Carmine DeSanto: Yes.

Trustee Cornachio: Okay you can answer the question. Is it true or not true Carmine--

Carmine DeSanto: Sit down. Here's the thing. The Accuplacer is an achievement type of test.

Trustee Cornachio: -- is it true or not true that our requirements are higher than--

Carmine DeSanto: --do I have--

Trustee Cornachio: --just answer my--

Carmine DeSanto: But no, I want to explain Tony here's the thing and then you can ask me the question. The Accuplacer is an achievement exam. When you get a certain score on the Accuplacer, there are certain skills that are attached to that particular score. And that's what we're looking at. We're looking at our cut off is 65. The College Board, which develops this particular Accuplacer exam, says it should be 72. That's their suggestion. We're at 65. When you get a 65--

Dr. Gardyn: -- Carmine I'm sorry. I'm going to interrupt.

Carmine DeSanto: Okay.

Dr. Gardyn: To get--

Carmine DeSanto: I wanted to get back to your question John.

Dr. Gardyn: All right good.

Carmine DeSanto: For the SATs.

Dr. Gardyn: Right. Let's go to the SAT question because the Accuplacer is subsequent to not being able to score above that SAT standard. Correct? Yes or no?

Carmine DeSanto: Well--

Dr. Gardyn: If the student scores 600 on his SATs, he does not have to take a placement exam. Therefore, Accuplacer, I'm not really interested in. Please. I'm going to ask you a yes or no question. If you score a 600 on the SAT, you do not have to take the placement exam and can go directly into courses?

Carmine DeSanto: Yes sir.

Dr. Gardyn: Correct, yes.

Christine Berg: What do they know?

Dr. Gardyn: What we're saying is, and this is the only question I want to address. I don't want to speak about the AccuPlacer. The only question that we're asking is and this is going to go back to the Development Education Committee, no other discussion about this, is the SAT score that we're requesting, that is our question, is it too high? Is our standard too high?

Carmine DeSanto: Can I answer the question?

Dr. Gardyn: No 'cause Christine is on the podium. So--

Christine Berg: --I defer the rest of my time to Carmine.

Dr. Gardyn: There is no more time.

CROSSTALK

Dr. Gardyn: Do you understand?

Carmine DeSanto: I understand but can I--

Dr. Gardyn: -- we're not getting out of hand.

Carmine DeSanto: --I thought it can answer it--

Trustee Cornachio: --you're going to answer it?

Carmine DeSanto: --yes, here's the thing. The SAT, we didn't just pick a score out of the air. What we tried to do was to look at our cut off for Accuplacer. I'm sorry I'm going back to that, but the cut off for Accuplacer and see what score on the math SATs correlates to that score on the Accuplacer. You don't want to pick a high score and say, well if they have to get a 600 you would have to get an 80 on the Accuplacer to match that--

Dr. Gardyn: -- he doesn't want to answer the question.

Carmine DeSanto: --what we felt correlates to that.

Dr. Gardyn: Okay so I understand--

Carmine DeSanto: That's the answer.

Dr. Gardyn: Okay so you--

Carmine DeSanto: I'm not following what other answer you want.

Dr. Gardyn: I understand what you're saying. What you guys are saying is you're relating your SAT score to your Accuplacer. The question we want is relate the SAT score to the other colleges around us.

Carmine DeSanto: Well that's a different question.

Dr. Gardyn: Excuse me, that is the question.

Carmine DeSanto: That's a different question.

Dr. Gardyn: You're giving me an answer that you have logically come to through your data comparing the SAT score to the Accuplacer. No question about that. I respect that. The question that I'm asking, the question that the Board is asking, and please correct me, we feel and that is our opinion, we feel that the placement, the SAT score, that standard may be too high. It is up to the Developmental Education Committee for you to get back to us with data regarding that question, how that is perceived as opposed to the other colleges around us. That's it.

I think I'm trying to make it as simple and elemental question it can be. Show us data that's all. You don't want the position, there are other people here who will also work on concrete data and that's all.

Trustee Cornachio: And what I'd like also is the percentage of, 'cause we break down the students by White, Black, Hispanic, all right. What percentage of each grouping falls below the acceptable standard that the Developmental Education Committee has set?

Carmine DeSanto: I wouldn't have that, I think the Affirmative Action Officer would have access to that type of--

Trustee Cornachio: -- this point, the cheap seats, you want to talk, get your name on the list.

Carmine DeSanto: No I mean we don't have access to that type of information.

FEMALE VOICE #2: - - right now they're talking in general.

Trustee Cornachio: Well you know what? I think that's a good question for a different day, but Carmine, thank you very much for coming up and trying to answer. Let's go to the next person who is Tom Bruckner.

Thomas Bruckner: How are you doing? My name is Tom Bruckner. I'm from the Department of Physical Sciences. I want to thank everybody for listening to me.

I was going to come up here and I was going to say, oh thank you for mentioning me on your resolution when you were talking about people responding on the floor to the current seamless transfer. But then I realized you weren't referring to me. I was talking about, on there, my response to philosophy and a psychology professor, they were talking about getting rid of math and science. And I said, you know, there are seven liberal arts topics and three of those are math and science and we keep whittling it down and whittling it down. I wanted to talk about the importance of science. I was going to come up here and talk about the importance of science and talk about how we have Apollo 19's lander next door. And how wonderful it is and how they nicknamed the Science Island.

I'm in a doctoral program at Stony Brook for Science Educational Research. So know a lot about these stats and external converging validation that you're talking about. So I can answer a lot of questions if you ever need me, I'm a great resource for that.

But I feel like we're going after maybe the wrong things. I said there that I think it's amazing that a student to graduate with an AA degree spends 90 hours in a Phys Ed class but only 45 hours in a hands on lab. And I don't think we should get rid of Phys Ed, but I think maybe we should up our labs a bit. That's critical thinking. That's something that students need. The top 20, in the top 20 careers most of them are math and science.

There are some districts around here that are serving under represented students that don't even have physics teachers. So you're telling under represented students that they can't be engineers.

So when we require them to take a science, we're not requiring them to take Bio, Chem, physics or chemistry. We're saying you could take anything. You could try out things. You could take engineering. You could take other courses, astronomy, like what I teach.

So we're opening this wonderful world of students who miss opportunities. Do you know how many regents, science regents the student has to pass to get into college?

Dr. Gardyn: Zero?

Thomas Bruckner: One that's it, math, one that's it. And that comes from a 19, I think it was a 1903 thing called the Committee of Ten. And the Committee of Ten recommended that everybody take science. And then a linguist, you know somebody who thought into mental discipline, Greek and Latin were so important for making people smart said, let's get rid of science. But science has evolved a lot in 100 years.

I can make your head spin with all the science illiteracy that we have going on. We're going on 100 years of data for the Big Bang, yet over 50% of this country do not believe the Big Bang occurred. We have a bunch of data.

So I came up here, I think I was going to plea for that. But what I think we're doing is we're talking about all these different topics tonight and you guys need data. I'm in research. I have data. I can do data. I can give you data. I can tell you that students don't graduate from this college because their educational goals are not met. In fact, that's the question we should be asking. Are your educational goals met?

When they transfer early, you say that don't graduate, are they a failure? Did they get a job? Maybe they learned some skills here that got them a job. It doesn't look good on our graduate rates.

So what is going on? Is there something that's preventing them from graduating? Well I was on the SCMC Committee, I was the Chair of it, we do this withdrawal survey all the time. It's a valid survey. It's a good sample. And the top two reasons why students don't continue here are that they have family problems and they have their job interferes. A lot of students work. That's data that you should look at.

That is actually valid data. It says courses are too hard, really low percent and it's been a low percent every year. And we saw that the data was valid because family problems after Sandy went up. So that shows that they're being truthful on there about the personal problems question was going up.

There are some wonderful students here. Patrick is one of my honor students. I'm also the honor advisor and I hope you all talk to them.

See how they feel. I'm on the Senate also and I always say, let's see how the students feel, let's see how the students feel. Really, see how the students feel.

But the other thing I want to address is you were saying that a lot of the colleges don't require math and sciences to transfer to. A lot of them do require one math. That math is calculus. I know because I talk to the colleges all the time. So they say, we want one math but that math has to be calculus.

Well our students have to get up to calculus. They may not want, you know, one of the psychology professors said, Binghamton, one of the best schools in the city system doesn't require math and sciences. Then I went on my iPad and looked it up and they have an all college requirement of 24 credits in math and science.

So I just want you to make sure that you have the data right and I'm open if you want to talk to me. I just think about this stuff all the time because I'm embedded in it. I go to Stony Brook for this. I'm going to get my doctorate in it. And if you want to know anything and if you want to know about the validation and how they compare to SATs, I can talk to you about that too. I understand that. I can make it really easy. I can provide write map, if anybody knows what a write map is. I spoke to people. I put it out there.

But I think that you have to make informed decisions. You can't go by qualitative things where you talk to people and say, oh I don't think people are graduating because math and science are too hard. They don't have a big background in math and science because those are the skills that employers want. They want that analytical skill.

And I don't sit there and say, oh well why do we have philosophy? Nobody needs philosophy. I don't say that because that's part of a liberal arts education. So we should have philosophy. We should have all these subjects and they should be expanded. They should be potentially expanded. We should have more math and science. But I'll tell you as somebody I see, I have 400 honor students I see, about 200 each semester and we talk about transferring all the time and I call the schools. They all want calculus. They do. That's the math that they want.

So my thought to you is I was going to come up, like I said, and I was just going to promote, promote, promote. But I want you to think about that and understand that you have other resources. Not just certain committees and stuff like that. You could talk to me and I'll give you some ideas and there are other people. I am into research. I am probably in reliability and validity studies am probably one of the top people just because I just took, finished an intensive course in that. I actually have to finish the final tonight. I don't know how I'm going to do that.

But I'm in an intensive course. So I understand how to do that. And I can tell you how Accuplacer validates and has reliability with SAT scores. I could tell you how it's a normal reference, all the stuff that you need to know to make this informed decision.

Please make those informed decisions based on facts and stats. And again, we have all that here. I know you want it. I know you want it. So I know it takes a little while.

Dr. Gardyn: I want to thank you very much for having a very intelligent and lucid argument for exactly what we want. We didn't want this to be a qualitative interpretation.

Thomas Bruckner: Okay.

Dr. Gardyn: We want this to be a quantitative interpretation. I'm going to rely on people like you to provide us with the data that will convince us of what should be the right course to take.

Thomas Bruckner: I read for the Academic Vice President. I'll do it in one semester and I'll get it all done for you. I'll just do it for one semester. Would that be a good idea? All right.

Dr. Gardyn: I would be happy to put that nomination in. What we are looking for is focus. We want these to be the topics that are addressed. We want the data that backs it up. This is in the hands of the

faculty and senate and the developmental committees.

We are not here to do your jobs. We are not here as overlords. We are here because we are trying to push the college forward together with the faculty for the benefit of the students. And I welcome your statements. I look forward to seeing you being able to work with the appropriate groups that are out there to be able to give us cogent arguments that are data driven and can work with our faculty and administration to present to the Board. And that is something that I do applaud you on. Thank you.

Thomas Bruckner: Okay can I just ask one question before I go?

Trustee Cornachio: The only one applauding.

Thomas Bruckner: Nobody like me. So--

Trustee Cornachio: you emptied the--

Thomas Bruckner: --no I'm sorry. I'll step out. I just really want, I have faith, I understand where you're going with this, but we have processes, we have people that believe. We have people that have this and--

Dr. Gardyn: measures.

Thomas Bruckner: But there was a criticism about the time. We had Thanksgiving and that stopped a lot of the developmental committees. And I just kept saying, Thanksgiving, Thanksgiving.

I know you want a report and I'm sure they'll give you a report. I wish I was on the committee, I really wish I was. But I know they're working hard and I know they're buzzing around. Dave Stern is next to me in my offices. So I see them constantly buzzing around and I know a lot of these people, but you have to give them credit. But please, talk to the students. Look at them. They're here. They're staying here. They probably have finals to study for, papers to do. Talk to them afterwards, please. I know you probably want to go home but there's plenty of people that you got to get their opinions from.

So thank you for--

Trustee Cornachio: Frankly it's very disingenuous to say, the Committee wasn't scheduled to meet until a certain date that's why the report is not here.

It would seem to me that on something that's so important to this faculty and to the academic senate and the students, that there would have been a meeting beforehand. And we weren't asking for final answers. We were asking for a progress report.

Thomas Bruckner: All right I can't speak on that.

Trustee Cornachio: All they had to do was say, we met and we asked for some stuff from the administration. It didn't come yet and we really need to that to proceed. We'll beat up the people in the administration who are responsible. But we got nothing, nada, nothing.

Dr. Gardyn: All right let's--

Thomas Bruckner: I'm not on that committee. Thank you.

Dr. Gardyn: Thank you. That has nothing to do with you. Gregory Lehenbauer.

Gregory Lehenbauer: Good evening members of the Board and administrators that are here. I wanted to say a few statements about the resolution that I just got a chance to read tonight. Specifically the third paragraph in that resolution I think has an error in it.

Anyway, before I get to that though, the Liberal Arts AA degree is the most commonly chosen degree area with currently 11,124 students having chosen or been placed into it after enrollment. This does not mean that the student is majoring in the arts nor does it mean that they are interested in the arts. In fact, it doesn't mean that they're majoring in anything as it really means that the student is undecided. In fact, what this is for a pronounced majority of the students, is a chance to explore various introductory courses in a wide variety of areas across the Liberal Arts, which by definition includes math and science.

Right now depending upon who you believe in the United States. I should say, right now, depending upon who you believe the United States is currently ranked 26 or possibly even lower in the world in terms of our students' ability to do math and science. This is the result of a failed education system on the K to 12

level.

Many of these students come to Nassau Community College needing remedial math classes as they can't essentially successfully demonstrate the math ability required of an 8<sup>th</sup> grader. Just two weeks ago I had a student in my meteorology class who I asked to subtract 70 minus 65. I said can you do that for me? She looked at me quietly, started reaching for her pocket, can I use this? That's sad, 70 minus 65.

Trustee Cornachio: What's the answer.

Gregory Lehenbauer: I had heard the argument from the administration and even some colleagues at that senate meeting that they don't require their students to complete two math and two science courses at the bachelor's level. Although that was refuted by Tom Bruckner at that meeting by looking on his iPad and by showing that the Bachelor of Arts in Psychology at Binghamton requires 24 credits in math and science. That's six courses, not the four that we require.

I'd be willing to bet that the Bachelor's degree program would rather have them complete those courses on the Associate's level, not at the junior level, I should say the senior level where they would rather have them take 300 and 400 level psychology courses. Do you have a question?

Dr. Gardyn: Well we seem to have this disparity. We are a community college with two years, correct?

Gregory Lehenbauer: Yes.

Dr. Gardyn: We're trying to get people out in 64 credits hopefully. When you're in a four year college, you have four years to distribute that requirement if it is or isn't as opposed to two years here. So--

Gregory Lehenbauer: correct but typically, I'm sorry--

Trustee Cornachio: That's just a thought that occurred to me that, you know, you can't put the requirements of a four year college identical to that of a two year college because you just don't have the time.

Gregory Lehenbauer: But typically those courses are taken on the first two years.

Trustee Cornachio: Right.

Gregory Lehenbauer: And the third and fourth years is where they're focusing on their major area, which in that case would be 300 level and 400 level psychology courses. Not math and science, which should be done freshman and sophomore year, along with English and history and any other requirement that the various institutions have.

Dr. Gardyn: And I would think in the last two years you would also have other requirements other than just your pure psychology or anything else because if not you're supposed to be putting out rounded individuals. By the way, I want them to take the English. I want them to take philosophy.

Gregory Lehenbauer: Sure, so do I.

Dr. Gardyn: I want them to take art history, history, geography. I find that there's a paucity of people knowing about history, geography, science. I trained on intensity and science. So I'm an advocate. All I'm looking for here is data on what is right for a community college.

So it's not that we are anti-science and anti-math. You're looking at a physician who spent most of his life in that. Okay? But we do want data on what is right for this college for these degrees and I think Tom and the other members of the faculty understand that what we're looking for is quantitative data and we're willing to listen to quantitative data. We want to be--and by the way, we do all remember the old lines about statistics right. It's lies, damn lies and statistics. Right?

So we don't want to work on statistics, we want to really work on hard data that really supports the points. It's not that we're holding a hammer. We're saying we want you to focus on this.

I'm sorry for interrupting you.

Gregory Lehenbauer: That's okay. A lot of the students that do go away to some of these four-year schools or even some of the four-year schools around here, they were very well prepared to get there. Which meant in high school they took algebra, geometry, algebra II and trig, pre-calculus and they probably

even took AP calculus.

On the science side, they took earth science, biology, chemistry, physics and either AP Bio or AP chemistry or AP physics or maybe even two of those.

All of those math and science courses would prepare student to do very well on college entrance exams, enabling them to get into four-year schools very well prepared and maybe not need as much math and science on the college level.

Not here at NCC though what does the typical student here take in high school? The minimum requirements unfortunately. And in some of those, they got a passing grade, but unfortunately you know the regents allow you to get a 38 out of 85 or whatever the number is and that's considered 70% or something ridiculous like that.

So in their mind they've been thought to think, oh yeah, 38 out of 80, I passed. Right? But unfortunately that doesn't really cut it in the real world.

I'm in the U.S. right now. Job categories with the highest start salaries and lowest unemployment rates are in stem. By lowering the math and science requirements, this would mean less exposure to these areas for our undecided students, which could deprive thousands of students who may be undecided when they come here to never be exposed to math or science and actually discover they like it.

Lowering the requirements might allow a few more students to graduate, but if the student is unable to solve problems and think logically, they're also a lot less employable.

Thank you for your time and have a good evening.

Dr. Gardyn: Thank you very much.

Dr. Gardyn: Mr. Frisenda.

Mr. Frank Frisenda: Hi good evening, Frank Frisenda. I'm vice president of the NCCFT. I also am an associate professor in the Department of Engineering, Physics and Technology.

A couple of things I just want to point out. I'm reading through all the minutes here and you know from what I see here, the Board never really voted on the resolution for Developmental Ed. Okay? It was spoken about in committee, all right, and never really brought before the whole Board to make a resolution. We understand the spirit and intent of it, okay. But I'm just wondering, thinking out loud over here, and I don't know if our faculty work for you as individuals, okay, to tell us, you know, what our jobs are. Okay? That could be a violation of terms and conditions of our employment and our contract. Okay?

The other thing I want to say is, even with the Developmental Ed Committee resolution, I am astounded, okay, that when Mr. Cornachio asked if Dr. Saunders had any idea as to, you know, where the report is, okay, that, you know, he sat there silently like I have no idea. Okay?

Well the thing is we do not have the ability to get the data. I have nobody to call at another college and say, hey, you know, the burning questions, Hofstra, okay, you're SAT scores are what 500, 480, whatever they are? Okay and then students don't have to take the placement exam. How successful are those students? I mean that answers your question. I mean are our standards too high? Or are their standards too low? I mean I'm going to call somebody at Hofstra and say, are you failing your students? Are you just trying to get their tuition? All right and shove them into a credit bearing class and are they passing?

All right the other question that is burning on everybody's mind is, okay if our SAT scores are 550, all right, and then we have to take the placement exam, all right, well how many of them fail that placement exam? Okay?

And the thing is the committee needs the data and Bruce has been working on it and Christine's been working on it, everybody's been working on it asking the administration for the data. They don't have the data and you chastise us for not doing our job?

Dr. Gardyn: Frank, I'm sorry, Frank, just interrupt--

Mr. Frisenda: --Dr. Saunders just said they do have the data. So that means you should have the data and the answer should be had that you would have your report.

Dr. Gardyn: Frank, you guys established, somebody established that 550 as the standard.

Mr. Frisenda: Right.

Dr. Gardyn: So there is data to support that, correct?

MR. Frisenda: Data Christine said is from 2010.

Dr. Gardyn: The data--no, no, no. The standard for the 550 on the SAT and I'll just use that number, was come together, I guess in the Continuing Developmental Education Committee. Well somebody came up with that number and there's data to support that number. So they got it from somewhere, so right? Is that true?

Mr. Frisenda: This has been sitting there for a while and, and, and--

Dr. Gardyn: -- right which is why--

Mr. Frisenda: --and said it could be qualitative. Okay, at this point. But that's not--the point is, the only way we're going to get the data is if the administration gives us the data. Look, you, you asked last year, okay a report was made to you, a report was made to the chairs, a report was made to the faculty that 6,000 students, all right, disappear into air. Okay we have no idea where they are. And Dr. Weiss asked, all right, this administration, right, drill down the data because I guess that is where we're going to get the answer. Okay now I'm on this retention committee, all right, we don't have that data. All right, as a matter of fact we, on the retention committee, have a whole list of questions that we asked, okay, and the administration promised that they would get us all this data, all right on all these questions that we asked, okay. Well we have our next meeting Thursday, okay. We'll let you know if we get that data, okay, because we don't know how to get that data.

The other thing I want to point out is that, when you talk about you're doing this for the student. I hope you're not implying, all right, that the rest of us over here that have given our life's blood to this campus for our entire lives and career, are not doing everything we possibly can do for our students, all right, every single day.

Okay? Every single day, okay. And, and, and I beg to disagree with you, all right. Mr. DeGrace, all right. It is a dumbing down. And it's not a dumbing down because you're getting rid of math and science. The concept is a dumbing down. Student can't do math, eliminate it. Student can't do science, eliminate it. A student can't write, eliminate English. A student can't read, eliminate reading.

I mean just at what point do you say, okay if students can't do something, eliminate the course, all right. Next thing you know. We're going to give students the catalogue say pick 20 courses and we'll mail you the degree.

So it's that concept that becomes a dumbing down of the curriculum.

De. Gardyn: It's demeaning--

Mr. Frisenda: Well demeaning, this whole thing that you're doing to us is demeaning, let me tell you that. All right. So it works both ways, all right.

The other thing, you know you talk about this resolution with the math and sciences. Okay? Let's be specifics so that the next Board meeting, okay, when we all meet over here, you know, that we're not held accountable. It says here in the resolution, okay, for math and science, all right. Be it advised, okay, that the Board of Trustees of Nassau Community College hereby direct the Academic Senate to make recommendations for redesign of the general Liberal Arts AA, AS degrees. To include options that allow for graduation with the general Liberal Arts degree with less than two courses of math, two courses of science and two courses of physical Ed and such recommendation to be accompanied by appropriate data.

It doesn't say that if you don't have, all right, that data, or if our data disputes that, not to do it. It's telling us to find data to support your conclusion. And that's not what we're going to do. All right? We're going to tell you the truth. All right? And if you don't like the truth, then you're going to do what you're going to do and we're going to deal with it and we'll be on a different page.

Merry Christmas.

CROSSTALK

Trustee Cornachio: What you're not recognizing is the fact that there are standards in place that have been adopted by this Developmental Education Committee that have been imposed, all right. We expect that if you can't get current data from the administration, that there is existing data that should be in your files to justify what you've imposed that's now in effect. And every member of this Board feels that that's reasonable.

So if you can't come up with new data, at least produce the data that justifies what you've imposed and that's now in effect. If you're telling me you have none, you have a serious credibility issue with this Board.

Dr. Gardyn: That's correct.

Trustee Cornachio: I'll give it to you like I always give it you, which is the way I see it and I don't speak for anybody else on this Board--

MR. Frisenda: You have no problem with no data coming from this administration that we're asking, not one--

Trustee Cornachio: --I didn't say that. No, no, no. I said if you can't get it, let us know that and we can beat up people. It's easy. What I'm saying is though, you've done--

Dr. Gardyn: -- no we don't beat up people.

Trustee Cornachio: --well I do, all right. And what I'm saying is the committee has some time in the past imposed these requirements and meets on a regular basis for which it gets released time. What is the data that--

CROSSTALK

Trustee Cornachio: --well somebody in the academic standing gets release time. There was a big fight on that and I had a large part of time that was restored that was taken away by the administration.

Mr. Frisenda: [OFF MIC] We don't have the authority or ability to go get data. It's--

Trustee Cornachio: -- you're saying there's--

Mr. Frisenda: [OFF MIC]--computer banks that are password protected. We just can't go in there and get it. We have institutional research, all right, that has the authority on - - data.

Trustee Cornachio: You're saying the committee did not have data to make these regulations or it does have data?

Mr. Frisenda: [OFF MIC]I'm talking about the data that we are looking for.

Trustee Cornachio: No, no, no. I want the data that you have when these regulations were imposed.

Mr. Frisenda: [OFF MIC] You've got to talk to with - -

Trustee Cornachio: We did, we did--

CROSSTALK

Dr. Gardyn: She spoke.

Mr. Powers: You just said you were going to provide us with the truth. The way you provide us with the truth is the data, the data that set the standards that are in place now. Why are they valid now?

Dr. Gardyn: Guys this a story, we're looking at what's called evidence-based, if you want to call it evidence-based minutes or evidence-based facts. You have established standards. We believe that it was based on evidence and data that supported that position. That's how we work, right? So when you take a stance as I heard many people say down the line, including Darleen Braunschweiger, you guys have very thoughtfully gone through the different processes, and correct me if I'm wrong Darleen, that you had gone through. You review the data, you go through and you make--no, no, no in general, in general.

Ms. Braunschweiger: -- seamless transfer--

Dr. Gardyn: The seamless transfer. Okay.

Darleen Braunschweiger: [OFF MIC] - -

Dr. Gardyn: Okay. Not a problem. Not a problem. Point taken. But what I am saying is that you all, as a faculty in your organizations and your committees, under the academic senate, when you review things, you're basing it on factual evidence. It's not a qualitative feeling, Tom correct me if I'm wrong. Okay? And from what I hear you have a resource here in Tom, who is now putting in for his position for the what? Vice President for Academic Affairs, we'll be happy to take that application later.

But seriously, if you have someone who says they can help you provide data, if you ask administration if you don't get the cooperation, okay? I implore you to please contact us, because we will. We are very interested--this is not us versus you. This is us trying to make you and the administration work together. You can shake your head and look like the Grinch for as much you want, but this is Nassau Community College and we work together.

Okay these are the issues the Board are identifying and we are here as policy makers, whether you like that team or not, that is what we are empowered to do. And when we set a policy administration has to enforce it. We want this to be in a shared governance format. We want you to come up with the answers that support positions or don't support positions.

We are, as far as I am concerned, we are a blank canvas that you will write the data on and provide us with the information to help make decisions going forward. Is that crystal clear? This is not a dictatorial point. But it is a focus and I do want to mention one thing about seamless transfer. For better want or not, seamless transfer was in the hands of the academic center for 22 months. When we came up with that resolution, you came up with an answer four weeks later. I don't know if that's cause effect or the skinner point. But the fact of the matter is that after that resolution, we had the 64 credits within four weeks--

CROSSTALK

No?

MALE VOICE: [OFF MIC] it was ready for a vote.

Dr. Gardyn: It was ready for a vote? It was ready to go. Okay I apologize then. Then it just happened to be a very timely gesture that we said that and it was already there. Although I did hear tonight that many members had changed their schedules and changed committees to get this expedited to be done.

So I congratulate you on having expedited the data getting done. Thank you.

Mr. Cornachio: And that was a weird coincidence. Dr. Gardyn I got to tell you, but--

Dr. Gardyn: -- no it's a great--

CROSSTALK

MALE VOICE #5: It's not a weird coincidence.

Dr. Gardyn: Go ahead Darleen. I'm sorry.

Dr. Gardyn: Then you know what? I am gratified to hear that because that is the first time I've heard that.

CROSSTALK

Dr. Gardyn: But I'm sorry, when we passed that resolution, there was not a single person, and many of you were there, many of you were there, not a single person told me, oh jeez we had this resolution for the 64 credit ready to roll

Lynn Mazzola: [OFF MIC] I'm sorry that's not true. I was there on the sub-committee and I said, I met with the Chairr. Stu Kaplan the night before and we spent two hours going over everything that committee did and then you - - us at the sub-committee meeting with that. So that's not true. I--

Dr. Gardyn: Lynn I did not hear that. And actually then that sub-committee resolution or our Academic Affairs Resolution was meaningless. You already had the answer.

Lynn Mazzola: That's right.

Dr. Gardyn: So--

CROSSTALK

Dr. Gardyn: Okay perfect. Nobody told us. Had we had that information, we wouldn't have had to--  
FEMALE VOICE #2: Excuse me sir.

Dr. Gardyn: Yes?

Delores Edward Sullivan: [OFF MIC] I graduated from Nassau Community College in 1971. So I'm one of those kids. My brother was in Vietnam when I went to school here and remember protesting for Nam. I had family problems. I graduated.

I went on to Queens College where I had to take trigonometry, barely got out of college because of that. I just had a off Broadway play produced in Manhattan - -. I'm a writer. I'm a teacher in the English Department.

When I went to school here as a Nassau Community College student, I worked 40 hours a week, the way most of the kids do to make no money. I took anatomy, physiology, biology because I was a Phys. Ed major. I wanted to become a gym teacher. Then I took statistics, I took logic, I took two English courses, which I got A's. It just came natural to me. I struggled in history. There were protests going on. Vietnam was at - -.

I transferred out, I said you know what, I'll study English because it's easy. The finance stuff is hard. And now that I'm writer and I teach here. I've taught here for 14 years now. I'm just an adjunct. I spent 10 years teaching English at Roosevelt High School where I taught the AP class.

I can tell you why the kids coming in here and they don't know anything.

Dr. Gardyn: I'm sorry your name is?

Delores Edward Sullivan: I just have to say it because I'm one of these kids.

Dr. Gardyn: Ms. Sullivan I understand that there are a lot of issues with the students coming in. We understand the deficiencies. There are a lot of different aspects to this, which is really beyond the level of the Board at this meeting. That is without question.

Some of the, one of the things I asked President Saunders a while back was could we take our initiatives to the high schools--

Delores Edward Sullivan: -- that's my opinion. You absolutely should.

Dr. Gardyn: Guess what? That's my opinion too.

Delores Edward Sullivan: - - all the time. They went to Southside.

Dr. Gardyn: What we have to be able to do is within the confines of the economic realities of what we have available. I would love to be able to reach out to the different high schools and say, guys you're not doing a good job.

Delores Edward Sullivan: They're not.

Dr. Gardyn: I'll be in full agreement with you. I hired people--

Delores Edward Sullivan: -- had tutors. Okay? That's the difference. When I took anatomy here, I carried a cat in my car. I had to memorize every single muscle in that cat. It was crazy, it was nuts. But you know what?

Dr. Gardyn: Delores, been there, done that.

Delores Edward Sullivan: You did it.

Dr. Gardyn: But can I tell you something? We are not taking away what you have, what you had was motivation. What I had was motivation. What our science and math people have are motivation. We're not trying to take away their ability to take science and math courses. I'd love to encourage it.

What I'm trying to understand is within the confines of a community college, okay, what are the standards that are out there. And come up with a consensus and to that I am relying on you guys to come up with the data that pushes us in the right direction to formulate these ideas.

Delores Edward Sullivan: Wouldn't I be a piece of that data if I graduated from here--

Dr. Gardyn: I hate to tell you but in medicine and in mathematics and everything, you're an anecdote.

Delores Edward Sullivan: I don't think so. I don't think so.

Dr. Gardyn: You are a very good story, but you are a story. I am a very good story, but I am a story. While we're looking at larger volumes of qualitative data.

Delores Edward Sullivan: My next play is going to be about that. Okay.

Dr. Gardyn: I'd love to see it. Thank you.

All right. I am going to close the discussions at this time. We can take this off line. I do want to say, do we have Coach Joe Osovet here?

MALE VOICE #5: Joey Osovet, I don't think he's here.

Dr. Gardyn: I just wanted to congratulate the coach for having an undefeated football season. I think that's a marvelous accomplishment.

Dr. Gardyn: I just want to say that that is one of the things that we have to look forward to. We have great things that we do here. We have to be proud of them. We are going to work as a consensus to make sure that we move forward in the right directions. But I want us to work forward as a consensus between the faculty and the administration. And the Board does have to have oversight on what's going on.