

January 13, 2015 – Public Comment - Speakers

Trustee Cornachio asked Dr. Saunders, “has a report been given to the administration by the Developmental Education Committee and by the Academic Senate whoever would be resolved with the credits- remedial program and the credits towards a degree, they are supposed to be working on it and making monthly reports to the administration and to the Board, I don’t think the Board ever got a report, did you?”

Dr. Saunders replied that he received a report from the Developmental Ed Committee that I included to the Board of Trustees members in that first attachment, it was a single page document from the Academic Senate, Pamela Flores, who sent the cover memo with the attached report.

Trustee Cornachio: didn’t say anything, did it?

Dr. Saunders: no it didn’t say much.

Trustee Cornachio: It didn’t give data or progress being made except there was a promise that work will be done.

Dr. Saunders: yes.

Trustee Cornachio: This is the first time we received any report, the last two monthly meetings we didn’t get any report, is that correct.

Dr. Saunders replied: that is correct.

Trustee Cornachio: I want to make sure that the minutes of this Board meeting reflect my comments and my questions to Dr. Saunders and his answers there too. As I understand it, the drop dead date on the remedial course programs requirements, etc. by the Development Education Committee is March 12, 2015. The business of credits- the drop dead date is May 12, 2015.

Let the minutes also reflect my statements and my comments and your responses there too, the minutes say what the minutes say and we have a record of what we’re doing. In March I’ll be ready with a motion if we don’t have anything satisfactory.

Speakers

Christopher Merlo, Professor of Mathematics, Computer Science, and Information Technology and Academic Senate Secretary, read the following statement:

“I am the Secretary of the Academic Senate, but tonight I’m speaking in my capacity as an Associate Professor of Mathematics, Computer Science, and Information Technology – in fact, I’m one of very few people here at Nassau who teaches in all three disciplines. I am fortunate to hold a Bachelor’s degree and a Master’s degree in Computer Science, and I say that because when I was 17 I didn’t even know Computer Science existed. I was lucky enough to discover it in my second semester of college.

LinkedIn, in case you’re unaware, is a business networking web site with more than 300 million members. In a blog post on December 17, 2014 (<http://blog.linkedin.com/2014/12/17/the-25-hottest-skills-that-got-people-hired-in-2014/>), one of their research consultants reported the 25 hottest skills that got people hired in 2014. When you take this Top 25 skills list and remove all of the skills that depend on STEM education, there are only three left:

- #12: Marketing Campaign Management
- #15: Recruiting
- #20: Channel Marketing

Even if you add back the STEM skills that aren't directly related to Computer Science or Information Technology, you only get back #18 Economics. That leaves 21 of the Top 25 hottest skills that recruiters are looking for, that rely on what we teach in CS and IT.

As you know, the General Liberal Arts AA currently requires two Mathematics courses, one of which can be a Computer Science course instead. As you also know, there are a lot of students that don't like to take math classes. We offer a course called CSC 104 Programming Logic and Problem Solving, which students can take in place of the second math course, not in place of the first math course, because SUNY Seamless Transfer requires students to take a math course during their first two years of study. Now, I want to tell you how many sections of this course have run the last few years:

Academic Year	Number of Sections of CSC 104
2008-2009	9
2009-2010	12
2010-2011	15
2011-2012	16
2012-2013	17
2013-2014	21
2014-2015	21

Notice that the number of sections has more than doubled since we started offering this class.

I personally usually observe 50% or more of students in my class are GLA major. By offering this course to Liberal Arts majors in lieu of a second math course, many students have discovered a previously unknown interest in and aptitude for STEM courses – students that we've been able to retain in the CS and IT majors. Students like I was when I was a freshman.

Your resolution regarding the General Liberal Arts AA degree, which removes that second math course from the degree, also takes away the primary impetus for students to take CSC 104, and make a potentially profoundly important discovery in their lives. Unless you rescind this resolution, future students may never be incentivized to make such discoveries.

So I would like you, Board members, to think about what you want your legacy to be. What is the message that you want to send to the residents of Nassau County, Suffolk County, Queens, and the Bronx, and everywhere else our students come from? If you want that message to be “We do not think students should be encouraged to explore the most in-demand job skills in this country”, then do nothing. But if you want your legacy to be that you've prepared us to prepare our students for our information-based economy, then you need to rescind your resolution.”

Thomas Bruckner, Professor Physical Sciences: I came up with a prepared speech again and then things have changed so I was going to read off about the history of the Liberal Arts degree and how math and science has been eroded. Chris summed it up really well that it's important to encourage people to take all the aspects of the Liberal Arts degree so I'm not going to focused on that but I was thinking about something, what's the bases for this resolution, you probably want to increase our graduation rates and at some point somebody told you a bit of what I'm going to call, misinformation, that students are leaving Nassau before they take Math or Science. I was thinking, why, Math or science phobic, a little bit, maybe, does that mean we should get rid it so they can graduate earlier or on time or stay here, I don't think so. But I'm an advisor for the Honors students and I advise over 200 students per year and I meet with them and I can tell you what the

in demand classes are: BIO 109, CHE 151, anatomy and physiology and if they don't get those classes within the first week they're on the wait list and by the second week the wait list is maxed out. So that tells us that in this area there's a demand for the health sciences and students can't get into these classes they need to take the first semester they're here. They might take it the second semester, third semester, and that may be a source of major frustration for the student and that could be why they're leaving. So I had in my files a Person's study that said, "What happens when students leave community college early, why?" Last time I was here I told you that we've done our own study and that it really doesn't have to do with the courses or difficulty or anything like that, it has to do with jobs or personal reasons but something like this Pearson study 90% of students leave without speaking to an advisor and they found out that advisement is the key to student success but our advisement staff is stressed. They have a hard time meeting the needs of students and students have now relied on technology for their advisement and that's not working, it's really hard for them. If you've ever seen how to go through this school and how to schedule, it's tough; the schedule grid is tough, the hours, the course availability, we try to max out the students so we don't run classes with 5 students we run them at 24, so that moves students around, it's frustrating. I forget who it was, I think it was one of the deans on one of the committees was saying, the students feel like they're bounced around this college, it's frustrating, it's big, they get lost. If advising is the secret then that will help them out. I have a lot of information as you can tell and I've spent the last few weeks collecting the local college information. Dr. Saunders I'll be sending that to you. I wanted to follow the procedures but quite frankly I'm not an executive at executive committee meetings and I'll just act rogue and do it anyway.

Stu Kaplan, Chair of CWCC: I put my inspiration. Anne Brand--sends me an email. She goes, "What are you going to talk about?" And I said, "I'd like to talk about the August Disney World trip with the family." I think she'd rather type those in the minutes, but I told her I'll stay to, uh, CWCC, uh, items. Uh, thank you very much for, uh, having me up here. Uh, my name is Stuart Kaplan. I'm here as the chair of the College Wide Curriculum Committee. You know, I'm not here to debate anything, or any resolution, per se, the last resolution, but some items that I had mentioned at the last meeting, uh, afterwards to some people. Um, there's been times, uh, the college may have been spoken improperly of or incorrect information. And I know Dr. Saunders has written editorials to the Newsday and so forth, on behalf of either himself or the institution. And that's a responsibility of being in charge. And I felt, after the last meeting, that there were certain comments made by the board, and I'm not here to debate anybody or change anybody's opinion, that the College Wide Curriculum Committee--. No, not really. You're going to think whatever you want to think anyway. Um, but there's been some comments that the College Wide Curriculum Committee came up with a resolution on November 6th, based upon a resolution by the Board of Trustees on October 14th. But on October 9th, the week before your meeting, before your resolution that I had no prior knowledge of, um, and I'll read from the October 9th CWCC minutes. Uh, "S. Kaplan will meet with the CWCC Procedure Manual Subcommittee, and the CWCC Executive Committee, look at the previous proposal, and will present something at the next meeting." And that's exactly what I did, as the chair of the committee. And I presented something on, uh, November 6th. Whether your resolution was there or not, it was my intention the entire time, from that point, a week beforehand, to present something to the CWCC to vote on. How they would have voted, I can't attest to somebody else's, uh, voting. I can only tell you what the intention was. I work with extremely hardworking people on the CWCC. I don't care if they sit on this side of the room; they sit on this side of the room. If you're a member of the committee, all those people worked very hard on it. They were part of the process, and I think they deserve the credit for the work they did. I bugged the hell out of these people nights, and weekends, and text messages, and holidays. And as I said, you can think whatever you want, but I wanted to put it into the minutes that we were moving ahead with it, as we had stated in the minutes the week before. And I want to give credit to those people. They worked unbelievably hard, and I don't want to--as the chair, I feel it's my obligation not to diminish the work that they worked on. I do

have something else, though, that I did want to bring up.

Trustee Weiss: You have very little time left.

Stu Kaplan: Well, well--

Trustee Weiss: Sorry.

Stu Kaplan: It's my mother and me.

Trustee Weiss: Well, I got the job.

Stu Kaplan: Um.

Trustee Weiss: Mr. Powers' job was assigned to me.

Stu Kaplan: Uh, the, the last resolution, without getting into it, and I have tons of minutes that I don't intend on hitting you with. The last resolution--excuse me, the October 14th resolution has items, emails, information that I cannot vouch for. Uh, it says I received emails. I can't find some of these emails. I'm not saying they didn't exist. I didn't say they go to a junk folder or get lost. I can't vouch for them, and, and I, I wanted to enter into the minutes some items are missing part of the story. And I realize my time is up, and I can continue next meeting, of course. But there's just more to the, to the story. There's more to some of the implications that are, are there. Again, a lot of people worked very hard, um, and, and, and I have minutes here. And I'm not looking to inundate this board with tons of minutes. But again, there are emails that it said I received, I can't seem to find. I'm not saying they didn't exist. I just can't seem to find. And you have my name in it. You have Chair Boyden's name in it, committees, and I can't speak for anybody else. I can only speak for things that have my name or the CWCC associated with. And even certain paragraphs that say, uh, uh, that lead to certain assumptions, I'm not saying there are any lies there. I'm just saying that, like, uh, when there was a conference call with SUNY on May 14th, uh, that the CWCC executive committee did not come. Well, that's true. Initially, we weren't invited. I didn't go to Chelsea Clinton's wedding, either, probably for the same reason because we weren't invited. Uh, when I found out about it on April 21st, I sent an email to the Senate Executive Committee, asking for the CWCC Executive Committee to be included. Uh, we were told that--um, I was indeed invited. I was allowed, as I understand, but the rest of the committee was not. Okay. It was scheduled for May 14th. Um--

Chair Gardyn: Stu, you - - We, we understand what you're saying. There are breaks in the story that you were concerned about.

Mr. Kaplan: Thank you all. That's all.

Chair Gardyn: Noted.

Mr. Kaplan: Great. Thank you, and thanks to everybody that I work with. They really do work hard. Thank you.

Chair Gardyn: Not a problem. Pamela Flores.

Ed Boyden: Uh, Pamela had to leave.

Chair Gardyn: Okay. Mr. Boyden. By the way, we just to -- anyone who had their prepared statements, please, you know that you can submit it to Anne, so that they can be, you know, entered into the record with full accuracy. All right? I just wanted to state that again. So please, if you had a written statement that you wanted entered into the minutes in its entirety, please submit it to Anne Brandi. Sorry, Ed.

Ed Boyden: It's okay. Uh, first I just want to join Dr. Saunders in wishing you all a Happy New Year and also welcoming our new trustee, uh, Ms. Tuman, to the board. Uh, we uh, uh, we argue a lot at this place but we really are all extremely grateful that you have volunteered to, uh,

to serve the college, and our students, and our community. So, uh, thank you very much and, uh, welcome. Um, I'm sure you'll find it a very interesting and rewarding experience. I--well I just wanted to, uh, that wasn't sarcasm, by the way. If it sounded like sarcasm, it wasn't. That wasn't intended that way. Um, uh, that's one of the things my students complain about. They think that I'm being sarcastic when I'm just being empty headed. Um, so um, the--I wanted to remind you of a couple of aspects of our process, particularly regarding the developmental education thing. Okay? Um, academic senate committees are charged to look into particular issues, and there are three ways that charges are developed. The senate executive committee develops charges, which we give to the senate committees. The senate committees themselves can recommend charges which are voted on by the full committee. And the college administration can suggest charges that we would then give to those committees. Okay? Um, and for developmental ed and this year, we gave them--this was a, uh, we worked on the charges over the summer and we gave them in, in September. We gave them, at the request of the college administration, two charges that directly address the issues raised in your, um, uh, uh, in your developmental ed resolution. One of them was, at the request of the college administration; consider lowering the ACT and SAT cutoff scores to the levels equivalent to a majority of other SUNY Community College cutoff scores, for use in exempting incoming students from the college's placement tests. That's charge number 10. Charge number 11 was at the request of the college administration; consider developing multiple measures for exempting incoming students from the college's placement tests. Those charges were given to the developmental education committee in September. And at their September meeting, meeting, the Developmental Education Committee decided that those charges would be their top priority through this academic year. Okay. They are working on it. There has been some difficulty getting data to respond to the charges, but the committee is working on it, and is working on it at the instructions of the Academic Senate Executive Committee. Those are the charges, and when they do the work, then they'll report to us and we will, um, go from there. But I do have to say, as chair of the academic senate, my responsibility is to ensure that the senate's procedures and policies are followed. Okay. So that's what I'm going to do. The charges were given. They're doing the work. Uh, their next meeting, the next committee, the next developmental education committee meeting, is currently scheduled for January 27th. Okay? And I understand that they will be discussing, um, uh, I don't want to commit them to it because I haven't talked to the chair of that committee. I understand that they will be discussing this issue then, and once that's been done, um, we'll go from there. But like I said, I'm the chair of the senate. I have to ensure that the senate's existing policies and procedures are followed. So that's all I wanted to say. Thank you.

Trustee Cornachio: All right. No one doubts your sincerity or the sincerity of the other people who spoke here, but the point is, Ed, we asked--we, we gave a direction. We write a status report.

Ed Boyden: Right.

Trustee Cornachio: And we were supposed to get it at this board meeting, the last board meeting--

Ed Boyden: Right.

Trustee Cornachio: --and the meeting be--and the board meeting before that, and we didn't.

Ed Boyden: Right. The--

Trustee Cornachio: That, to me, that to me is in your face.

Ed Boyden: Right.

Trustee Cornachio: Or, or they're not doing anything, or they don't care. Not--and that's-- I'm speaking as one person. I never speak. I know better than to speak for anybody else on this board.

Ed Boyden: Okay.

Trustee Cornachio: That's, that's from me to you.

Ed Boyden: Right.

Trustee Cornachio: I just wanted you to know.

Boyden: Right. Like I said--

Trustee Cornachio: I don't doubt anybody's sincerity.

Ed Boyden: Right.

Trustee Cornachio: But we feel--I feel--forget the we. I feel that your senate, uh, the, the developmental education committee, is not doing its job.

Ed Boyden: Okay. Yeah, I, I, I, I think you made that clear. But like I said, um, yes, that-

Trustee Cornachio: It's been allowed to go on for months.

Ed Boyden: Right, right. Like I said, I'm the chair of the senate. I have to ensure the senate's policies and rules are followed. That's my obligation, and that's all I can say about that. But their next committee meeting is the 27th. Um, so we'll go from there.

Chair Gardyn: Okay. Ed, I just, just, I'm sorry. And I just want to comment. I'm actually very elated to hear that the senate had charged the developmental ed committee back during the summer. So you guys actually met during the summer.

Mr. Boyden: Right. This was, yeah. We did that - -.

Chair Gardyn: Was that outside of the academic part of the year?

Mr. Boyden: Um, usually the way charges work is, uh, at the end of every academic year, we have 27 senate committees, right? At the end of every academic year, each one of those committees is required to give us a full report on their actions for that year.

Chair Gardyn: Right.

Ed Boyden: Including their responses to all the charges we gave them. And usually in June, the senate executive committee goes through these reports and develops charges for the following academic year. So we usually do that in like the first half of June, something like that. It varies a bit. And then the committees usually are given their charges, um, at the end of August. Right. And it's sort of--I have to say, it's sort of broken down this year a little bit because we don't have a full time, uh, secretary at the senate office.

Trustee Gardyn: Okay.

Ed Boyden: But, uh, I, I couldn't tell you exactly when they - -.

Trustee Gardyn: No, I was, I was just very pleased to hear that you had charges 10 and 11, that was looking at lowering the scores--

Ed Boyden: Right.

Chair Gardyn: And exemption from placement. I really would love to see a status report--

Ed Boyden: Right.

Chair Gardyn: --uh, after the January 27th meeting. I didn't know that they--David, you'll get to talk.

Ed Boyden: I know.

Chair Gardyn: I didn't, I didn't know that that had been charged by the academic senate.

Ed Boyden: Right.

Trustee Weiss: I just--

Ed Boyden: Right. No, that was, that was--those were charges suggested by the administration.

Trustee Weiss: And those charges were given in September.

Ed Boyden: Um, I, I don't want to swear to that. If there's--

Trustee Weiss: End of September.

Ed Boyden: It's, it--I have to be--they're supposed to have the charges a couple of weeks before their--the beginning of the semester, but like I said, we don't have a full time office staff.

Chair Gardyn: What I'm, what I'm saying is that that predates when we were--Ed Boyden: That predates your resolution.

MALE VOICE 1: Our, our--it predates our resolution.

Ed Boyden: Right.

Chair Gardyn: But dates, like you were saying--

Trustee Weiss: Asking for updates.

Chair Gardyn: So, so--

Ed Boyden: Right.

Chair Gardyn: For those three months they have been working on this already.

Ed Boyden: Right. Um, do you guys remember when we gave them the charges, - -?

Chris Merlo: I thought it was late August.

Ed Boyden: Okay. It may have been late August.

Chair Gardyn: Okay, no. I'm just, I'm happy to hear that.

Ed Boyden: Good. And the other thing that, that you need to know is, we can always add charges during the academic year.

Chair Gardyn: Really? Okay.

Ed Boyden: We, we have done that. We have done that.

Chair Gardyn: And thank you so much. That's really, really good information. Thank you.

Ed Boyden: Sure. Okay.

Chair Gardyn: David.

Ed Boyden: You're welcome.

David Stern: I, I also wanted to thank, uh, welcome the new board member also.

Chair Gardyn: Faker.

David Stern: Thank you too. Um, okay. I guess, uh, I was going to speak about something else, but uh, because Pam had to leave, I wanted to talk about the dev ed. Because I can understand your frustration, and I think the problem here is not with the academic senate. It's with the administration. Um, the way our process works, the way it's worked for many years--yes. The way how it works, yes, because Maria got a report and I don't understand why you don't have that updated report.

Chair Gardyn: Which report?

David Stern: Um, the report that was sent to her. There was a, a, um--

David Stern: An original on Sunday, and then sent again, uh, yesterday, when we learned the information that was not personally - -.

Trustee Cornachio: That wasn't a report.

David Stern: Let me--can I, can I explain? Can I explain? Yes, please.

David Stern: This is the problem.

Trustee Cornachio: I hate to jump all over you, but - -.

David Stern: I know. I - - feel your frustration. I, I can understand. You know, um, your frustration is quite clear to me because it, it's very - - that you're saying that. We've asked for information and we're not getting it. I understand that. But the way the senate works is that we set the charges as, as, as, uh, Ed has mentioned. Those charges, yes, the executive committee, uh, when we get reassignment time, we're here in August. We're here practically the whole summer, and we, we went through those charges. Now they were given to the committee for the beginning of the academic year. That committee didn't meet until; I think the end of September. So um, as far as your question, you know, it's not like they had it for three months. But those were the charges before the board did anything. Now what I'm concerned about--

Chair Gardyn: and that's the point that I, I was happy to hear that, that the academic senate had recognized and had submitted it to their committee.

David Stern: And can I explain to you where that came from?

Chair Gardyn: Perfect.

David Stern: The administration had given us issues that they would like, uh, in the charges. We took those and we passed them on to the, um, to the, uh, appropriate committee.

Chair Gardyn: Okay.

David Stern: So our question is, why didn't the administration inform you what the process has been, what we've been working on? This has been a problem. Same thing with all these other issues. This is why, at the academic meeting, I asked you to--you know, the problem here is the process. It's not the information. It's the process.

Trustee Cornachio: So David - - making statements that we're working on it.

David Stern: Yes, but the problem is you don't understand. You don't, you don't--you haven't been explained by the administration, because it's really their role to, to act in between us.

Trustee Weiss: Dave, we have been explained. We knew the developmental committee. But this committee has been in existence for years, and years, and years.

David Stern: Yes.

Trustee Weiss: And has been looking at this, as I've seen some minutes from way back. This is not a new thing that they're looking at, correct?

David Stern: It, it's--

Trustee Weiss: Correct?

David Stern: Should--

Trustee Weiss: It's not a new thing they're looking at this year.

David Stern: Should it be a new thing?

Trustee Cornachio: No, that's not the--

Trustee Weiss: No.

Trustee Drucker: Answer the question.

David Stern: It should be an ongoing process.

Trustee Weiss: But I'm saying this is not a new charge. They've been looking at this issue for several years.

David Stern: Do you disagree? Should it be a, an ongoing process?

Trustee Weiss: Answer the question. No, I'm just--it's a simple question. The answer is I know that they've been looking at this for several years because we've seen it.

David Stern: As, as an ongoing process.

Trustee Weiss: And I want to, I want to correct something that is not right.

David Stern: Sure.

Trustee Weiss: We did know that this committee was in existence, and it was charged with looking at these things. We were told that--

David Stern: Okay.

Trustee Weiss: --by our executive vice president and our acting president.

Trustee Drucker: So what you said is not true.

Trustee Weiss: What we're saying is we got to keep--we got to work on this. We can't keep saying, "It's going to happen. It's going to happen. It's going to happen," which is why we passed the resolution asking for progress reports. That's all we asked for. And I don't think that was an unrealistic thing. Keep us posted on where you're at. What are we doing? What's the research you've done? What's the data you've collected?

Trustee Drucker: Where we are in the process.

Trustee Weiss: Well right. Then we understand the process and we know this committee has been in existence, looking at this for years. So I want to correct that we have been informed by the administration. I think it's important to know that.

David Stern: Uh, okay. The process has always been that the board goes through the administration. The administration passes that on to, uh, to the academic senate. The academic senate goes through all its committee. Uh, it--there's a lot of faculty involved in, in all these decisions. It gets filtered back up through the senate. We report to the administration, and the administration reports to you. Now the problem is you've set up a, a, a, a system that doesn't fit into the academic senate process that we've had here on the campus.

Trustee Drucker: How?

David Stern: And this is the, this is the problem that we have.

Trustee Drucker: How?

David Stern: We've been trying to deal with it.

Chair Gardyn: David, I'm sorry. What, what--

Trustee Drucker: How? How does it not fit in.

Chair Gardyn: What's not fitting in, which part?

Trustee Drucker: How does it not fit in?

David Stern: Okay. You, uh, we--

Trustee Drucker: Which piece?

David Stern: You're, you're going right to the, uh, committee on the senate. Um, the

committee reports to the academic senate.

Chair Gardyn: But, no we haven't.

David Stern: It doesn't report to the board of trustees.

Trustee Drucker: No, no, no, no, no.

David Stern: That's the, that's the problem.

Chair Gardyn: We, we charged this to the academic senate.

David Stern: No, your resolution with Dev Ed actually went right to a committee. You can read - -.

Trustee Jackson: But regardless of all that, if you guys have been working on this, um, for years and years, or since August--

David Stern: Yes.

Trustee Jackson: Trustee Cornachio's point about having a progress report should be a, a simple task. All we should be getting is an update from you on what you've done--

David Stern: You did get it. Pam Flores prepared an update, as far as what the process is. The committee met again, and there's been a problem with getting data from the administration on it.

Trustee Drucker: That's your problem.

David Stern: It's been--uh, wait, wait. It's the academic senate problem to get the data from the administration?

Trustee Drucker: We're just looking for information.

David Stern: Okay.

Trustee Drucker: We're not getting it.

David Stern: Well we, we supplied it to the administration. Did they supply it to you?

FEMALE VOICE: Let's bring the next - - because we're going back and forth.

David Stern: Did, did you get the report, Pam's report?

Trustee Jackson: We have a report. The report seems like it's mostly, uh, a car full of the minutes of the meeting. It doesn't seem like it's got any direction for us. Like it's - -.

David Stern: Because the committee can't report without them discussing it and voting on it.

David Stern: I mean, there's not one person in charge. It's a committee of people. They have--you, you can't have the, the, the chair just write up a report. It has to be approved by--everyone has to be in agreement on, on a committee.

David Stern: It's, it's, it's a democratic process. I mean, you all understand that it's a democratic process, right?

Chair Gardyn: Yeah, but, but David.

David Stern: Yes.

Chair Gardyn: When you're sitting at--correct me if I'm wrong. If you're sitting in a committee meeting, you're discussing various things that are going back and forth.

David Stern: Yes.

Chair Gardyn: The minutes are a reflection of what happened.

David Stern: Yes.

Chair Gardyn: It doesn't mean that something did happen, or a discussion of where we're looking at this, considering this, we're waiting for data from this. There's something that went on, so that the next time you come, you go, "I was here and now I'm--with the data that I'm missing - - I'm taking a step forward. We're looking for what is that, what is that progress? What is--what's happening?"

David Stern: My, my understanding of that--I can't speak for Pam. I saw the memo.

Trustee Weiss: You saw the memo, excuse me, that was dated yesterday. Is that what you're referring to?

David Stern: That, that's correct, that's correct.

Trustee Weiss: So, so we--the meeting is now. We got, we got the email yesterday.

David Stern: let me ask you- -.

Trustee Weiss: It was dated--the email from her is dated at 4:00 yesterday. You're saying the administration didn't get it to us. They actually did send us an email, but I for one, like most of my colleagues, worked and didn't read something that came from the committee yesterday.

David Stern: Okay.

Trustee Weiss: So I just want to make that clear to everybody that's out there.

David Stern: It didn't come from the committee.

David Stern: It didn't.

Trustee Weiss: It came from Pam.

David Stern: Yes.

Trustee Weiss: But it came yesterday at 4:00, not--

Trustee Drucker: 28 pages.

David Stern: Well the amended one.

Trustee Weiss: Well no, but this was her response. No, the rest of it isn't hers.

Trustee Drucker: Oh.

Trustee Weiss: I'm just saying, you know, in, in fairness, when you're saying we didn't get it, we did get something. It is--doesn't give an update of what's been happening. It just tells us when the committee is going to be meeting again.

Chair Gardyn: It doesn't say anything.

Trustee Weiss: And it attaches the charges, but it does--I mean, I happen to have now pulled it out because I knew it was sent to me at 5:00 yesterday and look at it. I just want to make it clear, when you say we got a memo, it was yesterday.

David Stern: What did you--what, what is, uh, the expectation you have from a committee that, that's only met twice since you passed that, I believe?

Chair Gardyn: Well that's - -. You guys have had that since August.

Trustee Cornachio: That's the committee's fault, not us.

Chair Gardyn: They met in September. They met in October. They met in November. They met in December.

David Stern: Right, right. But that's why--that's why they have-- That's why they have minutes.

David Stern: They, they met in September, October, November, right, and December. Right. Do you know - -.

Trustee Cornachio: We've been getting horror stories from, from superintendents of school districts in Nassau County about the standards in, in--at this college, and the fact that some of those superintendents are telling their students not to come to this college because of the standards we have and the placement policies we have.

Trustee Weiss: Not the standards but the placement tests.

David Stern: I guess, are you inferring, are you inferring that the faculty is not taking this issue seriously?

Trustee Cornachio: I am, I am, I am saying--stating that there is no time to waste here, and this committee should have taken this as a very serious charge and done something fruitful, instead of sending out a memo that went to Dr. Saunders that says, uh, "We got some reports from chairs which we'll look at and give you later, and, uh, we're working on this thing."

David Stern: Those, those--can, can I--those reports I believe they're - -.

Trustee Cornachio: Are unsatisfactory. Whatever they are, they're unsatisfactory.

David Stern: Those, those reports--

Trustee Cornachio: It's unsatisfactory, Dave.

David Stern: --have to go through the committee, have to go through the, the, uh, committee--

Trustee Cornachio: I don't care. It's unsatisfactory. That is unsatisfactory to me. And I don't think it's satisfactory to anybody else on this board. It's unsatisfactory.

David Stern: Uh, you know what? All I can say is that's the senate process. I mean - -.

Trustee Drucker: You keep talking about the process. We know the process.

David Stern: Okay.

Trustee Drucker: We're aware of the process.

David Stern: Right.

Trustee Drucker: Get us the data.

David Stern: But that--I guess the, the timing of your process doesn't match what, what--the way--

Trustee Drucker: Stop talking about the process already.

David Stern: But, but that's how we function. It's part of our bylaws.

Trustee Drucker: We're aware of how you function.

David Stern: We--the same way how do you function.

Trustee Drucker: Yeah, we're aware of it--.

Trustee DeGrace: We have a mandate. There's a mandate.

David Stern: Okay. I, I understand. But the committee meets once a week, I mean, once a month--

David Stern: And they don't meet during the, uh, the winter break that we just had.

Trustee DeGrace: You know, if I, I have a client that wants to meet with me tomorrow; I got to meet with that client tomorrow.

David Stern: I know, but it would be a violation of our--in my understanding--

Trustee DeGrace: But I lose the business if I don't meet with him.

David Stern: I'm not, I'm not from the union but it would be a violation of our contract, if we asked them to meet during the, uh, the winter break, during the Christmas break.

Trustee DeGrace: Well maybe some of you, some of them would like to meet - - I don't know.

Frank Frisenda: - - Dave.

David Stern: Yeah, it, it would be a violation of it.

Frank Frisenda: Dave.

David Stern: I mean - -. Oh, I'm sorry. I shouldn't even be speaking about that. Um, I, uh, I, you know what? I guess what I'm kind of under--don't understand, we meet with Ken and Maria every other week. When we met with them about this issue, Maria actually said, told us, outline what we should report to you, and that's what Pam wrote up. So I don't understand this frustration by this. I mean, if we are given a recommendation by the administration how to respond, based with our procedure, uh, I don't understand. You know, why is the, uh--again, it seems like you have a loss of trust in the faculty, and, and I think we need to try and work on building this - -.

Trustee Cornachio: It's bewilderment.

David Stern: It's a, it's a misunderstanding, yes.

Trustee Cornachio: No, no. It's--I am bewildered.

David Stern: Okay.

Trustee Cornachio: I am disappointed. I am, I am sorely disappointed. Uh, uh, uh, uh, uh, and, and I don't know what, I don't know what the cause is for this.

David Stern: It, I mean - -.

Trustee Cornachio: But it's not right.

David Stern: Well do you understand our committee members; they volunteer their time to do this.

Trustee Cornachio: I don't care, I don't care because there's harm to the students, and there's harm to the school, and when I hear that, that superintendents of other districts are sending their students somewhere else, telling them not to come here, all right, that should affect everybody in this room, every teacher in this room. Without our students, we're out of business.

David Stern: That's anecdotal. Do you have actual data that supports the, the--that supports that?

Trustee Cornachio: That supports their perception of what's going on at Nassau community college?

David Stern: I mean, the alternative is so we have students that fail our classes? I don't understand the logic. But that's not my area.

Trustee Drucker: There was a meeting where this information was related to us by superintendents.

David Stern: Okay. How come the committee didn't get that that information, too?

Trustee Cornachio: The people on your committee were there, at one of the meetings, anyway.

David Stern: Okay.

Trustee Cornachio: And when asked pointed questions by, by some of the superintendents, and the answer was uh, "Oh, well I guess we'll get to it, but we haven't gotten to it yet." - - practice three years ago. I mean, come on. This is bad stuff.

David Stern: You know, again, I don't see--

Trustee Jackson: The question relates to the common core, just so you have a context of what he's talking about.

David Stern: Okay, okay. But I guess the problem is the process still - - the committee didn't vote on it.

Chair Gardyn: Let's just, let's just--I'm sorry, David, because we've cut into your time, and did everything, and had an ongoing discussion. Was there any other salient point that you wanted to bring out, so that you could finish your piece? I'm sorry.

David Stern: I appreciate that.

Chair Gardyn: You've been in the middle of a running battle--

David Stern: I guess, you know, maybe I'll end this way, right? It's clear that there's a misunderstanding here, right? No, no. Let me - -

Trustee Drucker: I don't think there's any misunderstanding.

David Stern: Obviously, I'm not understanding something, right? Okay. So is there any way that we could work this out through the existing process?

Trustee Cornachio: Yeah, get the job done. No, don't take this personal.

David Stern: I'm not.

Trustee Cornachio: I don't doubt your sincerity or - - or the other people who have spoken here. I don't think Frank, who is an arch enemy when it comes to this, he's absolutely sure. He's ready to go on a crusade about this stuff and he's absolutely sure he's right. He's wrong. You're all wrong. There's nothing wrong going on here.

David Stern: Right.

Trustee Cornachio: Get with it, folks.

Chair Gardyn: David, for right now what I would suggest is as the committee is meeting and moving forward on these issues, that the academic senate has charged, because of interaction with administration, what I would hope is that the meeting minutes that come back or--we get a sense of progress, so that we know what's going on. We debated this. We discussed this. It's based on pure data. Maria Conzatti is the conduit of which all information that the faculty and the senate are going to bring, she will vet and check, and then bring to the board anything that the board has, as far as formal responses, questions and queries. We'll go back through her, back to the academic senate, so that you have--we wanted to keep a process, so that we keep it inside the rules and regs.

David Stern: My, my understanding, so that there's no false expectations, the--my understanding, the next meeting of the dev ed committee they will be discussing and voting on these reports.

Trustee Cornachio: I'm sure they will.

David Stern: I thought that was in the update that you - - received.

Chair Gardyn: We're pleased to hear that and look forward to the reports from the Dev Ed committee on the progress on this. Okay?

David Stern: All right, thank you.

Chair Gardyn: Frank Frisenda, Happy New Year. It's your turn.

Frank Frisenda: And all I was going to do is come up here and say, welcome Ms. Tuman.

Trustee Cornachio: Throw grenades.

Frank Frisenda: Okay? But I'm Frank Frisenda, who is vice president of the NCCFT. Um, the work of the dev ed committee when they got this charge in September, they began to work. They so meet once a month. Okay? Um, and volunteers, right, uh, to work on these, uh, issues. Okay? You didn't--you started to put a rush on the process, okay, um, uh, about two months ago. And then there was a little bit of a problem because you really didn't vote on it at the full board it was just a committee. It was just the committee decision, so it really didn't become a reality until very recently. And the Dev Ed committee still meets once a month. And as a result of that, they've issued the academic senate executive committee, with Pam writing it, she wrote the report as to the status of it. Okay, now, it's unfortunate that you're not happy with the progress. But that's a different issue. Okay, this is where they're at. Okay? And they are concerned. And to make any insinuation that the faculty in this room don't care about the students, I assure you that the students that are coming to Nassau Community College are coming to Nassau Community College for the faculty in this room, and not for the board of trustees. Okay? That you can make absolutely sure and Mr. Cornachio I am not wrong on that. Okay? Now the Dev Ed will continue with their charges, all right, as they always do. And you will get the reports as they come in and as the process moves forward. And unfortunately, they are not going to work during the break because that's not their contractual obligation. Okay? They work when they work. The process is moving. You'll get the reports, and if you're happy with the reports, good. If you're not happy with the reports, you do what you have to do. Okay? But don't sit up here and criticize, all right, and chastise the faculty, all right, at this college, all right, that we don't care about the students. All right? I have no idea what committee that our Dev Ed was at with the superintendents. Okay? That's a whole different story. Okay? We're working on it. We'll get there and then you'll make a decision. But stop chastising us. Okay? Your wrong.

Trustee Cornachio: I'm right. And I say this to you, if they've done their job, produced the justification, the empirical data that--

Frank Frisenda: Where are they doing to get this data, Mr. Cornachio? That's what I want to know, - -.

Trustee CORNACHIO: There should be standards that they promulgate. They're not being forced on the student body.

Frank Frisenda: Where does the data come from?

Trustee Cornachio: Where do they come up with these things, with these scores, with these cutoffs? Do they pull it out of thin air?

Frank Frisenda: Where is the data?

Trustee Cornachio: To support what they put in place, cutoff scores.

Frank Frisenda: Well I asked you, where do they get the data?

Trustee Cornachio: That man has been saying for four years and I've been fighting for four years, saying that the scores are too high.

Frank Frisenda: Show me--

Trustee Cornachio: No, no, no, no. And I have - - and you know what? He was right all of those years.

Frank Frisenda: - - do you have the data?

Trustee Cornachio: - - justify what's in place.

Frank Frisenda: Do you have data - -?

Trustee Cornachio: Stop it, that's not--

Chair Gardyn: Time, time, time, time. Let's take a five count. Frank Frisenda?

Frank Frisenda: Yes.

Chair Gardyn: Mr. Cornachio?

Trustee Cornachio: Oh damn - -.

Chair Gardyn: I am convinced that everyone in this room is unified on the theory that we are all here for the best interest of the students. We are all here for the best interest of the college. All we're trying to do--and change is painful, okay? We're looking to see what are the changes that we should or should not make, based on data? Okay? We're going to try to explore this in a logical, cohesive manner. Okay? We don't need outrushes of adrenaline. I don't feel like coding anybody tonight, even though we have good assistance in the audience. Okay? I don't need anybody with a hypertensive stroke. Okay? What I need us to focus on is the fact that we have more things in common than we have things in dis-common. So very simply put, we are trying to work together to establish in a logical, cohesive manner. We have put the impetus on faculty because this is a faculty driven institution. Okay? You're going to work together with administration and established Maria Conzatti will be the conduit. You guys will go back and forth. There's exchange of information. I don't care about the details. All we're looking for is, as a board, what we have said is we want you folks to focus on this topic. We think that this is vital for the growth of the institution, and we think it's vital for the retention of our students, and the betterment of the college. We are a community college. We are also a community. I keep saying this before and I say it again, okay? We don't need the rancor. We don't need the emotions. Okay? All we need is the very, very cool logic, to try to be able to dictate the direction that we want to go. We are looking to the academic senate. We're looking to the NTCFT. We're going to look to the AFA. You guys are all our partners. We work together. So please keep that in mind and that is the spirit with which we're going to go forward. This is a mission of exploration. Where is the direction of the college going to go? What are the things that we have to look, and learn, and see in our environment that will make us stand out against all of the other community colleges and even some of the four year colleges? We have a gem of an institution. We all agree with that. We have the best faculty. We all agree with that. We have a hard working administration. We all agree with that. And I can tell you wholeheartedly that every member on this board has the interest of the college, the faculty, the students, and the institution as foremost in their minds. With that said, I would like to welcome everybody, including Donna Tuman, to, um, the board of trustees. Just realize that this--everyone is speaking from an impassioned voice, but we all share the same mission. Okay? At this point, we're going to go forward.

Frank Frisenda: Did I run out of my three minutes?

Chair Gardyn: I believe so. If you would like to say something in conclusion, Frank, I would be happy to yield the floor to you.

Frank Frisenda: Happy New Year.

Chair Gardyn: Happy New Year to you, too.