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BOARD OF TRUSTEES MEETING
SUFFOLK COUNTY COMMUNITY COLLEGE
ALUMNI ROOM, BROOKHAVEN GYMNASIUM
AMMERMAN CAMPUS, SELDEN, NEW YORK

THURSDAY, FEBRUARY 21, 2013

4:00 P.M.

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A P P E A R A N C E S :

BOARD MEMBERS :

- Dafny J. Irizarry - Chairwoman
- Dr. Shaun L. McKay - President
- Walter C. Hazlitt - Vice Chair
- Bryan Lilly - Secretary
- Saul R. Fenchel
- Theresa Sanders
- Anne D. Shybunko-Moore
- Anthony F. Mangual
- James Morgo - Not Present

ALSO PRESENT :

- Dr. Christopher Addams - Executive Assistant
- Sandra O'Hara



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(Whereupon, at 4:06 p.m., a quorum was reached.)

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MADAM CHAIRWOMAN: If I could have your attention.

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Good afternoon, everyone.

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Welcome. I think we have a quorum now, so we could begin with the pledge by our DOC Hazlitt.

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TRUSTEE HAZLITT: Will

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everybody please face the flag.

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(Whereupon, the pledge was recited.)

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MADAM CHAIRWOMAN: Welcome

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again.

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I'd first like to welcome and

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thank some students who are present

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with us today. If you could please

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rise and we can acknowledge you.

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Thank you so much for joining us. I

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believe you have homework, so thank

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you for coming.

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THE STUDENTS: (In unison)

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Thank you.

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MADAM CHAIRWOMAN: I'm sorry to



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make it a bit short, but at this time

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I would to request a motion to

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adjourn the Board of Trustees meeting

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and to go to executive session to

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discuss personnel and litigation

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matters.

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TRUSTEE HAZLITT: So moved.

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TRUSTEE LILLY: Second.

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MADAM CHAIR: All in favor?

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THE BOARD: (In unison) Aye.

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MADAM CHAIRWOMAN: Opposed?

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(No response given.)

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MADAM CHAIRWOMAN: Absentia?

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(No response given.)

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MADAM CHAIRWOMAN: Motion

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carries.

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See you soon.

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(Whereupon, from 4:08 p.m. to 4:56

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p.m., executive session was held.)

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MADAM CHAIRWOMAN: Welcome back

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again.

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At this time, I'd like to

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request a motion to call the Board of

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Directors meeting to order.



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TRUSTEE FENCHEL: So moved.

TRUSTEE MANGUAL: Second.

MADAM CHAIRWOMAN: All in favor?

THE BOARD: (In unison) Aye.

MADAM CHAIRWOMAN: Opposed?

(No response given.)

MADAM CHAIRWOMAN: Absentia?

(No response given.)

MADAM CHAIRWOMAN: Motion carries.

Request a motion for the approval of the minutes of the January 17th, 2013 Board of Directors meeting.

TRUSTEE FENCHEL: So moved.

TRUSTEE SANDERS: Second.

MADAM CHAIRWOMAN: All in favor?

THE BOARD: (In unison) Aye.

MADAM CHAIRWOMAN: Opposed?

(No response given.)

MADAM CHAIRWOMAN: Absentia?

(No response given.)



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MADAM CHAIRWOMAN: Motion carries.

At this point, I'd like to introduce Vice President Mazzarelli to present the association financial reports.

MS. MAZZARELLI: Thank you, Chairman Irizarry and members of the Board of Trustees.

This is the association financial report for the period September 1st, 2012 through December 31st, 2012. As you can see, the report lists all of the various funds in the association budget, the budgeted revenue, actual year to date revenue, expenditures that are budgeted, year to date actual expenditures and the last column is the net profit and loss.

We are in the black in all areas except -- and I'm not sure you can see the bottom. There is a copy of the report in your packet. The --



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2 there is a deficit for the culinary
3 catering, culinary arts. That is due
4 to some large events that were held
5 in the fall and at the time this
6 report was closed, the receipts had
7 not yet come in. We are looking at
8 advancing the billing for that and
9 we'll try to make sure that we are a
10 little bit closer in terms of
11 balancing that.

12 I'd also like to call your
13 attention to an asterisk under the
14 student accident insurance. At the
15 last meeting, I believe a resolution
16 was passed based on the
17 recommendation from Trustee Mangual
18 that the excess student accident
19 insurance funds of 137,000 be
20 distributed on a per capita basis to
21 the campuses, to the associate dean
22 funds. And they have been
23 distributed as follows: Ammerman has
24 receive 52 percent of that for a
25 total off \$71,498 and change, the



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Eastern campus \$18,970, 13 percent,
almost 14 percent, and then the Grant
campus \$46,667 which is 34 percent on
per capita basis. Also, at a prior
meeting I was asked about the total
budget for the association and it's
just under 3.8 million.

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So I'll entertain any questions
you may have.

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(No response given.)

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MADAM CHAIRWOMAN: Thank you,

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Vice President Mazzarelli.

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MS. MAZZARELLI: Thank you.

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MADAM CHAIRWOMAN: I'd like to

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request a motion to adjourn the Board
of Directors meeting and call for the
Board of Trustee meeting to order.

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TRUSTEE FENCHEL: So moved.

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TRUSTEE HAZLITT: Second.

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MADAM CHAIRWOMAN: All in

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favor?

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THE BOARD: (In unison) Aye.

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MADAM CHAIRWOMAN: Opposed?

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(No response given.)



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MADAM CHAIRWOMAN: Absentia?

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(No response given.)

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MADAM CHAIRWOMAN: Motion

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carries.

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Request a motion for the

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approval of the minutes of the

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January 17, 2013 Board of Trustees

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meeting.

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TRUSTEE SANDERS: So moved.

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TRUSTEE FENCHEL: Second.

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MADAM CHAIRWOMAN: All in

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favor?

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THE BOARD: (In unison) Aye.

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MADAM CHAIRWOMAN: Opposed?

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(No response given.)

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MADAM CHAIRWOMAN: Absentia?

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(No response given.)

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MADAM CHAIRWOMAN: Motion

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carries.

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Request a motion for the

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approval of college resolution

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2013.09 to 2013.18.

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TRUSTEE MANGUAL: So moved.

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TRUSTEE SHYBUNKO-MOORE:



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Second.

MADAM CHAIRWOMAN: All in favor?

THE BOARD: (In unison) Aye.

MADAM CHAIRWOMAN: Opposed?

(No response given.)

MADAM CHAIRWOMAN: Absentia?

(No response given.)

MADAM CHAIRWOMAN: Motion carries.

At this point, I'd like to introduce Vice President Gail Vizzini to present the college financial reports.

MS. VIZZINI: Thank you, Madam Chairwoman, Trustees. Please let me know if I need to use the microphone.

You can see from the information in your packet the line on in details, the current year budget, 2012/2013. The college is still trending in a positive direction --

MADAM CHAIRWOMAN: Use the



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microphone, please.

MS. VIZZINI: -- and that is approximately \$400,000. Despite a leveling off of enrollment, we are projecting a potential shortfall in revenue of roughly 1.7 million. And in order to remain in the positive, we are continuing to restrain expenditures. The President is careful in terms of approving vacancies to be filled only in those areas that relate directly to our -- achieving our mission and our institutional goals.

Moving ahead to the 2013/2014 operating budget, my office and I prepared some information for Dr. McKay which we refer to as a budget gap analysis. What that means is looking forward if we were to put together a 2013/2014 operating budget, what expenses are going up and what is likely to be the revenue situation.



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2 We know that expenditures --
3 that is not in your packets, but
4 generally speaking, we expect
5 expenses to go up roughly about 4 and
6 a half million dollars. It's over
7 \$2 million in the retirement bill
8 alone, \$300,000 in health insurance
9 and roughly \$3.7 million in
10 contractual salary increases. But we
11 have held the line roughly to the
12 tune of \$2 million in the current
13 year to offset these expected
14 increases.

15 As far as the revenue, we do
16 projections, and the revenue we are
17 projecting -- we decided to watch the
18 tuition that is coming in now. It is
19 roughly about two and a half percent
20 less. So we use a two and a half
21 factor for 2013/2014 and we were
22 expecting a decline in revenue of
23 about 4 and a half million dollars.
24 I brought that up to clarify if any
25 of you may have read the Newsday



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article and have your concerns.

Again, this is a budget gap analysis. These numbers will change as we get closer to answers in terms of aid per FTE, and if need be, we would probably have to consider perhaps some internal deficiencies in order to make that gap a little bit less.

As far as the 2013/2014 operating budget process, we are pretty much near the final lap. All the departments have presented their requests. There are certain priorities that do need to be addressed. Continuing education, workforce development, the concerns of Middle States, all of that is being summarized. My staff has conferred with Dr. McKay, and hopefully by the March meeting we will have some sort of summary information for you so that you will have the opportunity to deliberate



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before you have to approve the operating budget for submission to the County. It's due to the County April 19th.

That's it. Thank you.

Questions?

MADAM CHAIRWOMAN: Just as a matter of clarification, we've seen that decline in revenue because we've seen a decline -- projecting a decline in enrollment of 2.5 percent?

MS. VIZZINI: It is a leveling --

MADAM CHAIRWOMAN: It's partly because of that?

MS. VIZZINI: Yes.

DR. McKAY: Madam Chair, as we said before, what we are seeing also, and Gail and her staff and I are looking at that, is that we are seeing a larger number of part-time students attending the college on all three campuses now. As you know, with the FTE equation, you need at



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least 30 credit hours to make up one FTE.

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So while the head count number might appear around 25, 26,000, students are taking less credits on all three campuses. And later on you'll see a presentation that we have when it comes to mitigating that effort, what we're doing in enrollment management, what we're doing in regards to efficiencies and we're already looking at what we're going to do to mitigate that.

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And as of last year, we were in a similar situation in regards to that budget gap and we were able to -- this year, as you can see, coming in right around \$400,000 to date to the good -- in the budget as it is right now. Going forward, we are going to look to see what the state is going to come back with in regard to the state's contribution to FTE. Certainly it's a third, a



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third, a third. So we're looking at that. Last year we didn't have an increase in tuition and fees for students.

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So we are looking at all the factors and certainly we will get something to the Board way ahead of time, but at least we are hoping we can get something to the Board right after the state announces it. And we are told that the state may announce sometime around the second week of March. So that will give us some time to come back with suggestions and assumptions that we could recommend to the Board for its consideration.

TRUSTEE FENCHEL: If I could ask, did we have -- this apparent decrease in enrollment or at least decrease in FTE, not necessarily head count, is this what's being experienced by other community colleges, Nassau County Community in



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particular, Upstate community colleges?

MADAM CHAIRWOMAN: Yes. We just had a presidents meeting Upstate, Trustee Fenchel. And we have some campuses that are seeing six percent, seven percent, eight percent, as much as ten percent Upstate. Plus or minus -- a campus with 3,000 students, plus or minus one or two percent could mean a real hit for that campus. We have some campuses that have two and three counties and they're having difficulty in how they're funded. So yes, you're correct. This is not an isolated situation.

Students are working two and three jobs now and coming to campus as well, so we have to factor that in. We offer classes as early as 6:30 in the morning and all the way through -- seven days a week through Saturdays and Sundays. So the



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availability there is one thing.

On the other side, what we are seeing is more students that are looking for the workforce development side and the corporate training side. So we're addressing some of that and you'll see a presentation from Nina Leonhardt shortly as to what we are doing in regards to corporate training and workforce development. And that would help us in regards to contracting and bringing additional dollars to the campus.

TRUSTEE FENCHEL: Along those lines, does that mean there are a number of courses being oversubscribed and we can't cater to the needs of some of these students?

DR. MCKAY: We're not seeing that at all. You're still going to see your traditional general ed, liberal arts programs that are happening naturally. What you're finding also is that, for example, in



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the nursing area, we can only have so many nursing students because of the clinicals in the labs and all of that.

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All technical programs that we have from engineering to computer science, we're looking to find ways in which we can support those areas, chemistry, physics, biology, all of those areas. In fact, on the Eastern campus we have marine biology that we've posted. We offer the chemistry for students on this campus.

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So we're moving the position strategically to meet the enrollment needs and we're looking at admissions to see not only what programs are -- people are applying to, but on the other side, the success side which is are they graduating, are they transferring. So we're looking at both sides of the equation.

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MADAM CHAIRWOMAN: Any more questions?



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(No response given.)

MADAM CHAIRWOMAN: Thank you,
Vice President Vizzini.

DR. McKAY: Thank you.

MADAM CHAIRWOMAN: At this
time, I'd like to introduce Dr.
Nathaniel Pugh, Vice President for
Planning and Institutional
Effectiveness, and Dr. Christopher
Shults, Director for Planning and
Institutional Effectiveness to give
an update on planning and assessment.

DR. PUGH: Thank you, Madam
Chair and members of the Board, Mr.
President, colleagues and friends.

I'm happy to report that this
month we are completing the strategic
plan. You'll have it soon for your
spring meeting to review, comment and
hopefully approval. I've also
finished and put on the President's
desk the CAPIE which is the next
slide.

And let me mention that the



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CAPIE is really an assessment plan that will speak directly to Middle States Standards 7 and 14. That document is being distributed internally and being reviewed by the staff at the various campuses and also to the President. Dr. Shults will present the next slide.

DR. SHULTS: I want to talk briefly about the development of integrated planning, and you're going to hear a lot about this moving forward. This is something that the accrediting agencies are really focusing in on. Integrated planning ensures that our institutional resources are allocated based on the assessment data that guides our planning. So it's a process that's detailed in the CAPIE with the terminology and templates that are necessary.

We're also aligning our budget and our planning cycles currently to



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ensure that we do have everything we
need for full integrated planning and
we will begin full integrated
planning institution-wide this coming
fall.

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Now, what I've provided are two
very quick examples to take
integrated planning and make it not
abstract so that you can see exactly
how it works. So if we think about
academic affairs, student affairs or
Title III, as you all know, we have
Institutional Goal 1 which is student
success, and we have the measurable
institutional objectives under those.

Now, what is going to happen
moving forward is we'll be developing
criteria for success called key
performance indicators for each of
those objectives. The areas that you
see up top, academic affairs, student
affairs and Title III, what they're
going to do is work to develop plans
and to change and address their



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budgets based upon achieving those objectives, and that's where we have institutional effectiveness. But that entire process there is integrated planning.

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And on the workforce side, you can see for workforce development and continuing education one of the goals that they would connect to quite easily is community development and societal improvement. We have three institutional objectives as well, including enhancing the local workforce and addressing the employment skills gap.

Again, we'll have the key performance indicators and yearly action plans designed to ensure that we are achieving those objectives and that when we're not, we use assessments to determine how to better achieve, and then we'll address changing budgets to ensure that we have the recourses necessary



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to achieve those measurable
institutional objectives.

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At this point, Dr. Pugh is
going to end just in talking about
our monitoring report process.

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DR. PUGH: As you recall, we
developed working groups for each of
the standard, Standards 2, 3, 7 and
14. And we need to take an approach
that will allow members of the work
groups to work on a particular task.
So much to my surprise, over the
weekend I got an e-mail from Dr.
McKay. That's not the surprise. But
the surprise was that Middle States
has said that we should approach the
standards by examining the elements
of each of the standards and do the
evidence identification for those
elements. So let me show you what
I'm talking about.

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Chris, give me the next slide
right quick.

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Right here is Standard 7, and



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2 in the work group we have identified
3 members of the work group and we'll
4 assign them to each of the elements
5 that constitute that standard. And
6 what Chris and I and Dr. Mazzarelli,
7 you know, and Dr. Burns (phonetic)
8 will do is go around and meet with
9 each person to help them tease out
10 what needs to be done in terms of
11 working through that task to be in
12 compliance with that standard.

13 Next slide.

14 Now, we want to let you know
15 that we want to be here every month
16 letting you know what we're doing and
17 how well we're doing. And I'm very,
18 very please to report that I think
19 we're on the right track. So when
20 Dr. Kleinman (phonetic) comes next
21 week, we'll have a lot to show her
22 and she will have a lot to react to.

23 I thank you for this
24 opportunity and we'll be back on
25 again hopefully in March. Thank you.



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MADAM CHAIRWOMAN: Just as a matter of clarification, because I know the time line indicated that this month was -- we were going to work on the operational plan. Integrated planning is the same thing?

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DR. PUGH: It's part -- operational planning is part of integrated planning. What we're -- what we are doing is that we're taking the investment by the federal government in Title III. For example, on the academic affairs side, Will found out the VLC, the virtual learning commons and learning objects will have a positive impact on students who are trying to complete courses. With regard to that, in our strategic plan we have something called Institutional Goal 1 which is student success.

Related to that, instead of what we call measurable institutional



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2 objectives, we're thinking that if
3 the VLC -- I'm sorry, the virtual
4 learning commons and the learning
5 objects can help students complete
6 more courses and the gateway courses.
7 We need to put that as part of our
8 MAO strategy, measurement and
9 objective strategy to make sure that
10 our students are completing more
11 courses on time and being able to
12 transfer or graduate or make the kind
13 of progress they want for their
14 future.

15 MADAM CHAIRWOMAN: I'm clear on
16 that. So just for my own
17 understanding, integrated planning is
18 part of the operational planning; is
19 that what you're saying?

20 DR. PUGH: Strategic planning,
21 operational planning and then
22 institutional effectiveness, that's
23 part of integrated planning and
24 budget planning.

25 DR. McKAY: The integrated



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planning process is they -- the
10,000 feet level, that encompasses
everything.

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MADAM CHAIRWOMAN: Because when
I look at the time line, I saw that
February was operational planning.
So I'm looking for where is that
operational finding, but I'm finding
integrated planning. So I didn't
know if we just call it something
different or this is just part of
that bigger picture.

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DR. MCKAY: No, no, certainly.
The operational planning is where all
the integrated elements of the system
will then start writing their action
plans that will then tie back to the
measurable institutional objectives
and tie back to the IG, which is the
institutional goals. So it's an
entire integrated process. And yes,
it does cascade all the way down to
the campuses, and we're working
through that right now. And I think



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certainly what we're going to have to do with the KPI, which is the key performance indicators, that's the metric that comes along with the operational planning force to tell us how we are doing, and that's before the Board.

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DR. PUGH: Madam Chairperson, if you could turn around and look at this slide. The top part is about academic affairs under Dr. Mazzarelli. We have an opportunity with Title III, which is part of the academic plan, to improve what our students are doing, and we stress that it's strategic planning in terms of Institutional Goal 1 which is student success. To measure that, we'll identify seven MAOs. Those MAOs will be connected to the VLCs and the learning objects to see, in fact, if they are performing as we expect them to perform. And if so, then we talk about -- based on our



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assessment of those results is that we'll keep on testing in terms of being able to make sure our students are successful in post -- so it's integrated, meaning that it's linked and it's connected. We can't do one without the other.

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DR. SHULTS: Right. So integrated planning is not a stand-alone planning process. It is the process of integrating all of our planning efforts strategically, operationally and budget.

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MADAM CHAIRWOMAN: Thank you.

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TRUSTEE FENCHEL: May I ask a question?

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MADAM CHAIRWOMAN: Absolutely, Trustee Fenchel.

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TRUSTEE FENCHEL: All of this is designed or all of this is intended to determine what the effectiveness is of the school --

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DR. PUGH: Yes, sir.

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TRUSTEE FENCHEL: -- when you



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really get down to it.

DR. PUGH: Right.

TRUSTEE FENCHEL: Now, we have a concern graduation rate, whatever it is. Is there anything -- any sort of the analysis made post-graduation of what happens to these people? Do they get jobs, do they go to schools, are they unemployed? I mean, there to me seems to me, if you will, the -- limit the tests of how effective we are.

DR. PUGH: Yes, there are tracking systems in terms of a national clearing out that -- we can talk about what happens to each student that matriculated, you know, at the college, whether they went off to graduate school or if they have a job. Now, there is one problem and that is the State Department of Employment needs to file this information in terms of what happens to a student once they leave Suffolk



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and if they do not transfer to

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four-year bachelor.

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But you're quite right. It's

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not just are we successful within the

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institution, but do we have students

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be successful when they leave the

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institution, whether it's going to

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graduate school or if it's getting a

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job.

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DR. SHULTS: We also have

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student follow-up surveys, but as you

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can imagine, the response rates are

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kind of low on those.

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DR. MCKAY: Right.

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TRUSTEE FENCHEL: Well, it just

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seems to me the objective of

18

so-called success inside the

19

institution is going to be

20

subordinate to the objective of the

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success outside the institution.

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DR. PUGH: Yes, but the payoff

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is how much do you get back on your

24

investment as a taxpayer? I agree

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with that.



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TRUSTEE FENCHEL: As an educator, every taxpayer on Long Island --

DR. PUGH: But we can track that. We really can track that. It's something that we need to define an operational line.

DR. MCKAY: Trustee Fenchel, the question is appropriate, so that -- under the workforce and corporate training areas, we do have data that we do track. We also have individuals that we track from -- either through the State Department of Labor data. I mean, we have that on one side.

On the other side, we do have students that transfer out before completing their degrees because, one, they may have a scholarship somewhere else and that number relative to success. When we ask a student while you're attending Suffolk County Community College on



1
2 the admissions form, that student
3 will tell us I'm here to transfer,
4 I'm here to get a degree. For
5 specific programs, whether it be
6 three months, six months or a year,
7 we've also seen some students who
8 came to get a certificate and end up
9 staying to complete a full diploma or
10 transfer, and those students we track
11 through the process.

12 On the other side, which is in
13 the governor's plan you'll hear about
14 later where the governor is asking if
15 I incentivize in the budget, could
16 you track students to jobs and is
17 that something that we can do across
18 the entire state system? So that is
19 an entirely different discussion that
20 we're looking at right now.

21 TRUSTEE FENCHEL: To me that's
22 the sign of conum (phonetic) of the
23 whole thing. If you have a 100
24 percent graduation rate and you have
25 100 percent unemployment rate, you've



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done nothing. It's -- it just comes

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down to not so much whether anybody

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is getting an associate's degree,

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whether they're getting certificates

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or they're just attending for

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courses. What is the effectiveness

8

of that? What does it mean in the

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outside world there?

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They've got, you know, decades

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after that that they're going into

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the workforce, the life force,

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something is -- it's got to do

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something. And so far, I still don't

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have a good sense, and maybe I'm

16

missing something, about how

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effective this institution or any

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other community college is in helping

19

people to assimilate into the society

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at this point, job-wise, social-wise.

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DR. MCKAY: Sure.

22

MADAM CHAIRWOMAN: President

23

McKay, just to follow up on your

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concern, is there, at any point, that

25

we will be getting such type of data



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that could be shared with us? We know our graduation rate. At what point are we going to know this many are getting, you know, into the workforce or having a better understanding what happens to those who are not completing in terms of students' success?

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DR. McKAY: Madam Chair, I'll say at a commencement about four years ago when Dr. Pippins (phonetic) was here, she asked the class who was graduating how many of you have one job by a show of hands, how many of you have two jobs by a show of hands, how many of you have three jobs by a show of hand and how many of you have four jobs. We had students with four part-time jobs in that graduating class. What we have is you have students that are working currently in part-time positions.

Now, if the question is based on the experience that they -- and



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the skill set that they've required,

3

that they are failing. In essence,

4

they're taking a higher paid job, a

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job in the field that is tied to what

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they've studied. That's where the

7

data has to track. The federal

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system doesn't allow us to track it

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that way.

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But we do have a SUNY-wide

11

follow-up survey that we send to all

12

our students when they graduate. The

13

problem with that is getting -- the

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response rate needs to be high enough

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so we can see the sample size that

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would really be appropriate to tell

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us what's happening with those

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students. So yes, we do conduct

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those surveys.

20

But again, the question that

21

you've asked, again, we are working

22

towards that. We will ask in the

23

survey to tell us exactly, you know,

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where are you right now, have you

25

gone on to a four-year institution,



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what field are you in now, are you working within the field in which you graduated. We ask those questions.

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MADAM CHAIRWOMAN: So when will your office be prepared to share that kind of information with us so that we have a better understanding of what's happening?

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MS. BRAXTON: This month.

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MADAM CHAIRWOMAN: This month?

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DR. MCKAY: Yes. I recall the non-returning students are recorded also. We have another one for the graduates as well. So there are two sets of surveys that we will run. Again, we try to incent advisors to get a high response rate, but certainly --

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21

TRUSTEE MANGUAL: What's the number of returns that you get?

22

23

DR. MCKAY: It's normally not high. It's about 17 percent.

24

25

TRUSTEE FENCHEL: I'm just fascinated by -- I mean, I have to



1
2 admit, I did not read this in close
3 detail because I suspect that if you
4 did, your heart would stop from
5 boredom. But I think it's amazing
6 the amount of, if you will, resources
7 are going into the resource of
8 satisfying Mid States and on these,
9 if you will, criticisms that are so
10 amorphous. I mean, this -- this tone
11 is about four times larger than
12 Einstein's 1905 paper. I mean, it
13 really is.

14 DR. MCKAY: Sure.

15 TRUSTEE FENCHEL: It's amazing
16 the amount of money, time, talent
17 that's going into this, that's been
18 reverted into this to accommodate
19 this so-called accreditation agency.

20 And I'm still wondering about
21 the legitimacy of this accreditation.
22 Mid States has accused this school of
23 being politically oriented. That's
24 wonderful. Now, a little of studying
25 I've done on Mid States is that Mid



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States actually comes out of the

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federal government from the

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Department of Education and they are

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politically appointed. Now, that's

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an amazing state of affairs here.

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Now on top of that, they all

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come from community colleges, quite a

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few do --

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DR. MCKAY: Sure.

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TRUSTEE FENCHEL: -- which are

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nowhere near the size and complexity

13

of this.

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DR. MCKAY: Sure.

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TRUSTEE FENCHEL: Who are they

16

to be judging us? I mean, they have

17

enrollments of like 13 gerbils and

18

one lovesick moose. I mean --

19

MADAM CHAIRWOMAN: I think we

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all share that frustration to a

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certain degree, but we are here to

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really address the concern of Suffolk

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residents and I don't think Suffolk

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residents would like to see Suffolk

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not being accredited by Middle



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States, whether we think it's

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legitimate or not, therefore, we have

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to ensure that we are accredited.

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TRUSTEE FENCHEL: I'm just

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questioning their -- I'm questioning

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their motives. I don't question the

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fact that there is -- they are

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putting in jeopardy 25 or 26,000

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human beings to service what I think

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is their ego.

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DR. MCKAY: Sure.

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TRUSTEE FENCHEL: And I just

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find this reprehensible. And I find

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it's amazing that they, political

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appointees themselves actually

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initiated -- brought us under this

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scrutiny because we were supposedly

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political as if they are not and as

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if they don't come from institutions

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that are totally politically

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oriented.

23

And I'm also a little bothered

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by the fact -- I'll say this as

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simply as possible. If you want to



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2 talk about politics, this is the
3 democratic administration in
4 Washington the last I heard and Long
5 Island is, last I heard, fairly
6 democratic. I don't understand where
7 our elected representatives are to
8 protect these 26,000 students from
9 losing, in effect, their livelihoods,
10 and all the money and time that they
11 put in.

12 DR. MCKAY: Sure.

13 MADAM CHAIRWOMAN: Thank you.

14 Trustee Shybunko-Moore?

15 TRUSTEE SHYBUNKO-MOORE: Yes, I
16 just wanted to return back. You were
17 asking about objective evidence on
18 after the graduation and just on
19 broad workforce training and reading
20 a lot about manufacturing and
21 educational levels. And there's
22 actually a national issue right now
23 with even four-year colleges on how
24 to get objective evidence after a
25 four-year degree with all the number



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of people that are non-employee. So
it is quite a task to try and get
people after they graduate to give
information.

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But again, I don't think it's
localized through community colleges.
It's across the board in terms of how
do you really get the effectiveness
of education. You have all these
people running around with bachelor's
degrees who can't get jobs and are
taking, you know, considerably lower
level positions. So it's a very
difficult -- I'm frustrated as well.
But I have to say, it's a national
problem in all levels of education,
two-year, four-year, even master's.

MADAM CHAIRWOMAN: Because
partly that's how US is an
institution. If your students are
succeeding, you know, by completing
degrees or are going out and getting
jobs and helping their communities,
so on and so, that that's how the



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institution is being assessed as
being effective or not.

TRUSTEE SHYBUNKO-MOORE: It's a
very tough metric to get after you
give them a diploma.

MADAM CHAIRWOMAN: Any other
questions?

TRUSTEE FENCHEL: Just a
comment that I agree with the recent
comment, the whole model of
associate's degrees, bachelor's
degrees, master's degrees, the whole
educational model in the United
States, much less Suffolk County,
really has to change because it's
clear that the so-called graduates
that are being produced, we're not
doing them a service, they're not
doing a service to the society and
they're not helping the economy. It
just has to change, and I think it
wouldn't hurt for us to take the lead
in that.

MADAM CHAIRWOMAN: Okay. Thank



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you for your comments.

Any others?

(No response given.)

MADAM CHAIRWOMAN: So if we could now move into the committee reports.

Student services and academic affairs. I think Trustee Fenchel just gave you lots of ideas.

TRUSTEE SANDERS: Thank you. Definitely, you'll be invited to the next meeting.

Madam Chair, we had our last meeting on February 13th and it's been exciting to watch the process and hear the development and the strategies the college is using. And yes, Trustee Fenchel, it's a bit overwhelming, a lot of detail that we have to pay attention to that we have too. And I definitely want to commend you, Dr. McKay, and the entire team because what we're hearing in these committee meetings



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is that people are stepping up to the

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plate. You see it by the

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presentations that we hear in our

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Board meetings and the details that

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we hear at our committee meetings are

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very exciting.

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At the last meeting, we did get

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to hear in a lot of detail about the

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Title III grant and we had a

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presentation that kind of laid out

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how Title III folds into the planning

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and the assessment. And to just hear

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all those steps, it's amazing that we

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have a team that's here on the ground

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that's able to talk to all the people

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and to help the college meet the

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deadlines and the requirements that

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we have to meet to stay compliant.

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We're playing, we're in the game,

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we're in the game, and unfortunately,

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it does take a lot of resources, but

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I have a lot of confidence based on

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the committee meetings we're having

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that this college is up to it.



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And, you know, we got to see a lot about the virtual learning commons. Very exciting to see that, using the technology, how our students -- we're going to be able to really track them to see what they're learning, to evaluate a lot quicker if they are up to speed and to be able to intervene a lot quicker, and technology is going to play a really big role. And I think internally we're going to be able to leverage that and see it, and we might be being pushed towards this very quickly.

There's a very aggressive schedule that's been put into place and we're meeting deadlines, but I think that it's going to make us better. It's going to make us stronger and enable us at the end of the day to get our students to perform better because we'll be able to identify weaknesses, catch it



1
2 earlier, get the staff in front of
3 the students that really need to be,
4 you know, embraced a little bit more
5 and improved and moved towards
6 graduation. I mean, that's our
7 ultimate goal, to get them to
8 graduate, graduate from Suffolk. And
9 if we provide the resources, I think
10 that we'll have students that will
11 stay.

12 So we had some great meetings,
13 and I invite you to our March 13th
14 meeting and we will give you the date
15 and the time. Bring that book. It's
16 very exciting to hear the details.
17 So that is my committee report.

18 There were two things that we
19 didn't get to cover because we got so
20 involved in the Title III, the
21 monitoring report task force report
22 and the scholarship task force
23 report. So we'll --

24 MADAM CHAIRWOMAN: We'll be
25 discussing that at the next meeting.



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TRUSTEE SANDERS: Okay. Thank
you.

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MADAM CHAIRWOMAN: As a member
of the committee, I believe we also
made some recommendations in terms of
helping students know about these
support services that are available
to them. So we encourage the college
to find ways to make sure students
know about this virtual learning
commons and all kinds of support
services to help them to succeed,
because that's what they're there
for.

And I believe we even included
that to approach high school students
who are planning or anyone who is
contemplating applying to Suffolk to
also make it known to them that this
is available to them once they're
there. And if they are having any
kind of difficulties, there's a
writing center, there are so many
things available that we need to make



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sure people who are applying or
already enrolled in our institution
can access these services.

Anything else?

(No response given.)

MADAM CHAIRWOMAN: Okay. So at
this point, personnel committee.
Trustee Montuary (phonetic) is not
with us.

And we'll move on to the
finance committee. Trustee Morgo is
not with us, but we had an
opportunity to meet yesterday with
Vice President Vizzini and President
Canagan (phonetic) and I have a
report. As we know, we're still on
the early budget process. There are
many unknowns in terms of the state
and County contributions. The
college is working diligently to
continue providing affordable tuition
for our students. We do know, based
on the proposed budget by the
governor, that state aid remains flat



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at 2,272 equivalent and he did not include an increase. We also know the budget includes an increase of 17 million, the most intact tuition assistance program. And hopefully we'll hear good news from Albany sometime within the next few weeks.

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Then we'll move to the facilities committee. Trustee Lilly.

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TRUSTEE LILLY: Trustee Morgo and I have not had a meeting in a month, but I hope I can schedule one within the two weeks. In today's resolutions, we approved the additional payments for the roof repairs on the Eastern campus. Also we approved the requested 2014 to 2016 capita program, and that handles -- there's a lot of -- a lot of new construction and some renovations going on that hopefully we'll get all the funding we need.

I look forward to sitting down with VP Vizzini. I guess she's



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taking over the capita projects. And

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I'd like to just say to, you know --

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to say that it was my pleasure

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working with VP Gatta on these

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projects and hopefully we'll have the

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same relationship.

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So thank you very much.

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MADAM CHAIRWOMAN: Last but not

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least, my favorite, the advocacy

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committee. Trustee Hazlitt.

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TRUSTEE HAZLITT: As you are

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well aware, as of last month, we had

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a one-on-one meeting with the

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chairperson of the education

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committee of the Suffolk County

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Legislature. We have a full

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committee meeting, I believe, Madam

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Chairman, for the 27th of February

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between the advocacy committee and

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the --

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MADAM CHAIRWOMAN: Student

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services committee, both.

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MR. HAZLITT: Oh, okay.

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MADAM CHAIRWOMAN: Not the full



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Board, just advocacy and student services.

MR. HAZLITT: No, I know. And that concludes my report.

But I have to comment on Trustee Fenchel's comments, and I agree with him 100 percent and he's got the nerve to say what he really thinks, which I admire. The only thing I would say in regard to that, maybe I'm wrong, but after 50 years of politics, you can't fight city hall. So as ridiculous as this thing is, we're still faced with the problem that, you know, they've got the final word, so --

But you're right, absolutely right. It's a wasted effort, and the last time we had that with them several years ago with plan C and all that stuff. It's just unbelievable, but that's the nature of the business.

TRUSTEE FENCHEL: Well, Trustee



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Hazlitt, I appreciate your

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recognition of my comments, but my

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concern is we haven't yet marched on

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city hall, and I suspect that if

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26,000 students and all the people

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who are interested in those students

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march on city hall, we may have a

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different result here.

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TRUSTEE HAZLITT: One thing

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I'll say about -- we never have to

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worry what you're thinking, which I

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am honest. And not being a democrat,

14

you know, I consider that --

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MADAM CHAIRWOMAN: We can leave

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politics out for now. Thank you.

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TRUSTEE HAZLITT: That's it,

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Madam Chairperson.

19

MADAM CHAIRWOMAN: Thank you.

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Thank you.

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And I know that on behalf of

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the advocacy committee also and the

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college, many letters were sent to

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senators, New York State senators and

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to people to once again keep



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advocating to make sure that we get that funding needed to continue providing affordable tuition.

At this point, I'd like to move to the Chairwoman's report. First, I want to say on behalf of the Board that we thank Mr. George Gatta, formerly the executive vice president for his many years of service to our institution. The college and the Board recognizes his many contributions in backing our mission and we definitely wish him well.

I also want to share with you some information about student awards, the Phi Beta Kappa International Honor Society, all New York academic awards. As the chairwoman of this wonderful and very transparent board, I have the distinct honor of raving about the great work being done by our students. Today's not an exception. I have recently learned that a number



1
2 of our students have been nominated
3 for the all New York academy team,
4 and the nominees must be enrolled at
5 a community college through
6 December 2012, have a cumulative GPA
7 of 3.5 or better, have 36 college
8 credits complete by December 2012 or
9 48 college credits completed by
10 August 2013 and also have a college
11 record free of suspension, probation
12 or disciplinary action.

13 I am pleased to announce the
14 following students have distinguished
15 themselves with this prestigious
16 honor. The first team includes
17 Robert Christafy (phonetic) from the
18 Ammerman campus, Taylia O'Ria
19 (phonetic) from the Eastern campus,
20 Christopher Petrifino (phonetic) from
21 the Grant campus. I am also very
22 pleased to announce that our student
23 trustee, Mr. Anthony Mangual from the
24 Grant campus has also been named in
25 the first team.



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Congratulations, Trustee
Mangual.

TRUSTEE MANGUAL: Thank you.

MADAM CHAIRWOMAN: I'm also
pleased to announce that our second
and third team nominees are Steve
Acnostocio (phonetic) from Ammerman
and Amy Andrewjack (phonetic) from
the Eastern. We are very proud.

I think Suffolk was the
community college with the most
amount of students making it into
these teams. So on behalf of the
Board, thank you to all these
students and hopefully we can have
them at some point in future meetings
to recognize them.

DR. MCKAY: Sure.

MADAM CHAIRWOMAN: This is what
we should send to Middle States, you
see.

I know that in your packets you
also have information about the
foundation gala coming up April 5th.



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I hope many of us can make it, and that's it for now.

President.

DR. MCKAY: Madam Chair and the members of the Board, at this point I will call on Ben Zwirn. As you know, we traveled to Albany the same weekend we had the blizzard down here in Suffolk County, but we made it up safely. And I'll ask Ben to give us an overview of our report in Albany and also what we presented before the education subcommittees here in Suffolk County as well.

So Ben.

MR. ZWIRN: Thank you very much.

It all begins with the governor's budget of 2013 and at the start of the statements, the governor laid out the four core elements of how he saw New York rising, and the third element was to have world class education here in New York. The



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funding was flat. The FTE numbers,

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as the Chairwoman has stated, stayed

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at 2,272, and that number had been

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increased by the state legislators on

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top of what the governor had proposed

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a year earlier. There was also a cut

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of \$653,000 in subsidies for child

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care for the community colleges.

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So our job, which has -- as

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soon as we saw where the governor was

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going with this was to go back and

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lobby the state legislature. The

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good news is is that the chairman of

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the senate education -- higher

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education committee is Ken LaValle

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and Ken LaValle is our state senator

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and he's been a wonderful friend to

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the college for decades.

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When we went up there on SUNY

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day, the chancellor was excited to

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see the Suffolk deligation despite

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the 30-inch snowfall that we had in

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the blizzard of a couple weeks ago.

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She even commented on it, she was



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2 surprised to see us up there. There
3 was a joint hearing of the assembly
4 and the senate budget and higher
5 education committees and we attended
6 that, and the chancellor testified
7 before that and a copy of her
8 testimony is in the packet you
9 received today along with a few of
10 the handouts that were given out to
11 the state legislators.

12 And that was a day for us to go
13 out and talk to our state senators
14 and the state senators that we think
15 can help us and understand that we
16 need an additional FTE funding. They
17 were very, very supportive, and quite
18 frankly, they were even optimistic
19 that there could be some increase.

20 One of the things the governor
21 put in, even while the FTE funding
22 was flat, using \$5 million in
23 performance based funding, a
24 program -- it went to a job linkage
25 program. But the particulars of that



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still haven't been spelled out, the \$3 million for the 30 SUNY community colleges and \$2 million to the CUNY seven community colleges to be divided up among them.

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It's a controversial plan.

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There's some talk among legislators that they might roll that money back into the base funding. We'll see.

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We're going to find out relatively

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soon. Amendments to the governor's

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budget are due in by the end of the

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day today, which means midnight. But

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within the next two weeks we should

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know for sure. We're hoping we'll

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get that funding.

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Besides seeing Senator LaValle,

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who we can see right here in Port

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Jefferson which is very nice, we met

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with Senator Fuschillo who is

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representing both Nassau and Suffolk

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community colleges in his area. We

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met with Senator Skelos. Dr. McKay

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was selected by the chancellor to



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meet with a very small select group

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to meet Carl McCall who is the

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chairman of the SUNY Board of

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Trustees.

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We met with Senator Skelos who

7

is the co-leader now because of the

8

democratic and republican balance in

9

the state senate. Senator Jeff Klein

10

was unable to get off the floor with

11

the other co-leaders, but we met with

12

Assemblyman Morrell who is the

13

majority leader with the state

14

assembly. We met with Jim Yates who

15

is counsel for Speaker Silver. They

16

all indicated that they were and have

17

been in the past very strong

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supporters of the community colleges.

19

Dr. McKay really tried to

20

emphasize and we'd like to have

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some -- give us a balance so that we

22

know every year we have some money

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coming two us and that we can

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forecast and budget a little bit

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better than we do now going up every



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2

year trying to get some money,

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additional funds.

4

\$150 which the legislature

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added on last year meant \$3 million,

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\$3 million to the community colleges.

7

So even if we could get \$150 this

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year, that would be an additional

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\$3 million which is critical. And,

10

you know, these people who are up in

11

Albany are legislators and they're

12

also political. So you can't get

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politics out of this no matter how

14

you look at it.

15

Going before the education

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committee on the County level, we

17

were told flat out that, you know,

18

don't expect any additional local

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maintenance from Suffolk County. And

20

quite frankly, Gail Vizzini who was

21

working with the head of the budget

22

review office -- I know from having

23

worked in the County that the County

24

really is in tough shape and I

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wouldn't expect to see any options



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from them this year, so we're going
to have to try to do it on our own.

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As I said, we met with a bunch
of the assemblymen. We had a nice
conversation with Assemblyman Sweeny
(phonetic) who is the dean of the
Suffolk deligation and Assemblyman
Angelbright (phonetic) who is on the
higher education committee. He was
particularly interested in some of
the capital programs that we have,
especially the renewable energy
building which will have a zero
carbon imprint, which is going to go
up before Albany now to see if we can
get all these budgets in.

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On March 8th, we're going to be
submitting our capital program to the
County Exec's office up on the tenth
floor at about 10:00 in the morning,
and hopefully -- the County
legislature has been very supportive
of the college's capital program over
the years and we're hoping that



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they'll be as supportive this year.

It's a good investment for them. They own the buildings. It helps create jobs and it's a terrific asset for the community. And the state pays half of it and it's nice for us to get some state aid down here any which way we can, especially something so positive as that.

If you have any questions, I'd be glad to take them on.

MADAM CHAIRWOMAN: Thank you. And I am sure we are well aware of the situation -- difficult economic situation the County is going through. Nevertheless, I do -- and I think the Board expects the college and you as the governmental relations coordinator to advocate as much as possible to make sure that our students get some part of that contribution that should be coming, that the efforts will be made.

DR. McKAY: Madam Chair, you



1
2 are correct, and certainly we began
3 that discussion when we met before
4 the education subcommittee. We are
5 going to be scheduling a meeting
6 before the budget subcommittee and
7 also discussions before the full
8 legislature in regards to discussing
9 where we are. All students are
10 certainly hovering around 50 to
11 51 percent for the cost of this
12 operation, and we have to share that
13 information because that is an
14 investment into the economy and an
15 investment into the workforce.

16 And these students after they
17 finish with Suffolk, as Trustee
18 Fenchel was saying before, we want to
19 make sure that they get good paying
20 jobs right here in Suffolk County and
21 the only way you can do it is to come
22 through Suffolk County Community
23 College.

24 This is your college. These
25 are residents that are living right



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2

here in Suffolk County and when they

3

go back into various 18 districts,

4

these are folks that are standing

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over that same dollar more than once

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in the same economy. So we have to

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make that point and we will make that

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point and we're going to ask as well.

9

I remember it was a year ago --

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it was two years ago when we received

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a one percent increase from the

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County and that was almost \$400,000.

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And that did help defer some of the

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costs here at the college. So it is

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our role to advance that to the

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County and we will.

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MADAM CHAIRWOMAN: I'm glad to

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hear that.

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DR. MCKAY: Thank you.

20

MR. ZWIRN: We're also -- on

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February 26th, quickly, that's the

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education committee of the County,

23

it's meeting at 1:00 and there are

24

two workforce grants on there where

25

the college is working with two local



1
2 companies. They do it a lot. There
3 are two grants. John Labarta
4 (phonetic) will be there to explain
5 the grants. But two companies that
6 pop up where we are doing the
7 training and the joint -- we get a
8 grant from the state. We also get
9 contributions from the companies to
10 train employees to work at those
11 companies.

12 MADAM CHAIRWOMAN: Thank you.

13 DR. McKAY: Thank you, Ben.

14 Madam Chair, at this point, I
15 will call on Nina Leonhardt. And
16 Nina has an integral role to play in
17 our corporate training programs. We
18 talked before about workforce
19 development and corporate training.
20 Now we'll ask Dean Leonhardt to share
21 with us the work that she does. She
22 wears several hats, both in corporate
23 training and also over in the STEM
24 area, and I would like to have her
25 share with you some of her work and



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to take you through what we do here

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at the college in regards to

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impacting the lives of those in the

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County.

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So Nina.

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DR. LEONHARDT: Thank you, Dr.

8

McKay.

9

It's my pleasure to address

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this esteemed body and Madam

11

Chairwoman.

12

This is a rather complex view

13

of the science, technology,

14

engineering and math world in which

15

we have here at Suffolk County

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Community College. You have this

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slide in your packet along with the

18

other slides and a narrative that

19

really gets into the details. Today

20

I'm here to talk about the non-credit

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STEM and STEM related programs. STEM

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again is science, technology,

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engineering and math. And we here at

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Suffolk are very much involved not

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only in what we do here, but also



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what we do locally and nationally.

STEM Hub refers to something that has been developed by the Long Island Regional Economic Development Council. They were funded and we are a charter member of the STEM Hub on Long Island. Beyond Long Island, there's also a New York State STEM learning network of which we are a charter member, and beyond that, the STEM X which is a national group and we are part of that as well. So Suffolk has a footprint on the national level with STEM and STEM is where we see the jobs, where we do see the connection.

So we have zeroed in on a few specific areas, and what I'd like to do is show you those. We have the first one which is renewable energy and energy efficiency which ties into that proposed building you heard about a moment ago, and our first program is Power.



1
2 Power is a program funded by
3 the US Department of Labor and we're
4 in our last year of it and we've
5 applied for a no-cost extension. To
6 date, we've trained 259 people which
7 is more than we were asked to serve.
8 So we've worked with more people than
9 we were asked to. And they -- 175 of
10 those are already employed. Some
11 people have just completed it and
12 they haven't taken their
13 certifications yet, but 175 are
14 employed and they're employed
15 locally. They're all employed
16 locally.

17 In addition, we have the
18 connections to the credit arena here.
19 We have the Lights program that you
20 see highlighted in blue which is an
21 NSF program. And that is -- what
22 we're doing is using what we've
23 learned in Power to develop a
24 curriculum in the engineering arena
25 here at Suffolk so that people will



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be able to earn degrees, the two-year

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degree and also transfer to a

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four-year degree. So we are very

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much involved in those aspects.

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And also here if you look in

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the lower right-hand corner, you'll

8

see the Step and Liberty Partnership

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program. Those are programs for

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young people, people in grades seven

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through 12. So they're learning a

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lot of the same things, but at a

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suitable level for them, so that when

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they get to us, they will have those

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skills. And we are tied to

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internships across the board.

17

Another area we know and you

18

know is really important is the

19

health care arena. Within health we

20

have several programs that lead to

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training and jobs immediately,

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pharmacy tech and ophthalmology tech

23

and health IT which is training

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people in support of the Affordable

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Health Care Act, so this is the



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electronic medical records training

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that we know is so critical. And we

4

also get money from SUNY to work with

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the health care industry and prepare

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people for leadership positions in

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health care and also in terms of

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those within developmental

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disability.

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So we're doing all that work

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and what we -- just to give you an

12

idea of the scope here, we're working

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with approximately 870 adult

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completers over the three-year

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period, 1,920 young people over a

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three-year period, and we're looking

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at \$5 million worth of grants over

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the three-year period.

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So hopefully that gives you an

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overview of what we're doing and STEM

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and STEM related programs and jobs

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associated with them. And I will be

23

forwarded invitations to award

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ceremonies for each of these

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programs. We have ceremonies coming



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up on April 6th, May 2nd and May 9th

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for the Step, Liberty and C Step

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which is Step at the college level

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and we hope you can attend. There's

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an awful amount of information in

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your packets. Thank you.

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MADAM CHAIRWOMAN: Thank you.

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Yes, in regards to the community

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partnership program, we just passed a

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resolution. I'm proud we passed the

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resolution to increase the grant

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award. To my understanding, this is

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with Longwood School District --

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DR. LEONHARDT: Yes.

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MADAM CHAIRWOMAN: -- is that

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correct?

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DR. LEONHARDT: That's correct.

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MADAM CHAIRWOMAN: Only with

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the Longwood School District?

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DR. LEONHARDT: Only with the

22

Longwood School District at this

23

point in time.

24

MADAM CHAIRWOMAN: How long has

25

this partnership been in existence?



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2 DR. LEONHARDT: We've had the
3 Liberty Partnership Program since
4 1989 and originally we included many
5 other school districts, Brentwood,
6 Central Islip, Riverhead. However,
7 the state asked that we concentrate
8 our efforts on only one district, so
9 it was the state's decision that we
10 move in that direction.

11 MADAM CHAIRWOMAN: At some
12 point, have we explored that to
13 consider that suggestion or mandate
14 by the state knowing what we know
15 about how our high schools are
16 performing? And there are many
17 opportunities I'm sure this program
18 could offer to other high school
19 students. Have there been any
20 considerations to have a dialogue
21 with the state and expand this
22 opportunity to other high schools?

23 DR. LEONHARDT: The issue has
24 to do with funding. We're getting
25 the maximum amount of funding that we



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can get and there's only enough to
serve one district.

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DR. MCKAY: The other side of
that, Chairman Irizarry, is that
through Larachy (phonetic) and also
we do have through Dr. Mazzarelli's
office, we're working now with
several school districts in Palisades
all the way from the east end of Long
Island going all the west. We are
discussing that with the 18 community
colleges and university presidents
and also with the superintendents of
all the districts across Nassau and
Suffolk and we're working through
some of that. I know the state is
looking at that as well, the
chancellor is looking at it.

But locally here, I know Dr.
Petterson (phonetic), I know that
some folks in our office, Dr. Marie
DiLongoria (phonetic), Dr. Mazzarelli
and myself. In fact, I was just
appointed as co-chair of the group



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that would look at that on Long
Island. So that has now begun.

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The first meeting we had was
with the Commissioner Upstate and
that was two weeks ago. So that's
the initial phase of kicking that
off. But we do have some pilot
programs and some initial results
that we've looked at and they were
very promising in regards to the
feedback we got.

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In one district we saw -- when
we tested them early, provided the
results back to the school systems
and then they implemented the
intervention matters, we saw a change
in regards to the testing and
performance by at least 60 percent in
one school district. So again, we're
beginning that process and we're
going to have more discussion on
that.

24

25

MADAM CHAIRWOMAN: Just
curious, how many students are we



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2

servicing through this program in the
Longwood School District?

3

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DR. LEONHARDT: Three hundred.

5

6

MADAM CHAIRWOMAN: Do we -- how
do we track data in terms of the
impact that this program has or the
effectiveness of the program?

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DR. LEONHARDT: Well, starting
this year the state has -- State Ed
has a new procedure, a new database
in which all of that has been
tracked. We've been doing our own
tracking, but now there will be a
statewide tracking system employed
that will be web based, and what
we've been doing is doing all the
follow-through, seeing how students
progress from one level to the next.

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And what's interesting about
the program is that when students
reach eleventh grade, they can start
taking a college prep course and then
start taking our college courses. So
the fact that they are prepared to



1
2 take college courses and then do well
3 in the college courses indicates that
4 students who had been considered at
5 risk at one point seem to be
6 performing. We've also has a number
7 of students go over to Brookhaven
8 National Laboratory as interns and be
9 very successful there. And they've
10 been accepted at universities
11 throughout the state.

12 DR. MCKAY: I really want to
13 commend Nina publically for the work
14 that she's done in this area. It's a
15 lot of work and Nina normally writes
16 a lot of grants and does the
17 technical work behind the scenes and
18 it's a tremendous amount of work, not
19 just in the STEM area but also in
20 corporate training as well. So I
21 want to publicly commend her for her
22 work.

23 MADAM CHAIRWOMAN: Thank you.

24 DR. LEONHARDT: Thank you.

25 (Applause.)



1
2 DR. MCKAY: Trustees and Madam
3 Chair, you've asked us to look at
4 what we're doing in regards to
5 enrollment management, what we're
6 doing in regards to getting the word
7 out to the school districts and what
8 we're doing in regards to boosting
9 enrollment with the current students
10 that we have. I'll ask Vice
11 President Araneo to give you a brief
12 overview of where we are to date in
13 regards to our efforts.

14 MS. ARANEO: Thank you, members
15 of the Board.

16 In response to your request,
17 I'd like to provide you with a brief
18 update regarding our immediate
19 marketing plans. Suffolk marketing
20 efforts in support of the enrollment
21 management function will commence so
22 as to coincide with the March, April
23 college acceptance notifications that
24 are received by area graduates and
25 high school seniors. We've found our



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most effective media is focused and centered on cable television and radio.

So you can see on the second bullet point we will continue with that mix. We will be supported in addition to the television and radio ads through select print media, a small direct mail campaign as well as the cinema where you see our advertisements in the movie theaters. Media placement will begin next week and run through the months of March and April.

TRUSTEE MANGUAL: Can I ask a question?

MS. ARANEO: Sure.

TRUSTEE MANGUAL: Can you go back to the other slide, please? It's saying the marketing efforts will commence --

MS. ARANEO: Yes.

TRUSTEE MANGUAL: -- so as to coincide with the March and April



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college acceptance notification. Is that -- can you explain that to me so I can get a little more --

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MS. ARANEO: Juniors and seniors are typically looking for the small or fat envelope that comes around March, April from the institutions that they've applied to. In the past, we've focused our marketing efforts a little bit later, but a suggestion was made that we look into a different approach this time. So that's what I'm presenting to you today.

What we'll be doing is a modification, trying to start our marketing sooner, you know, trying to make sure people are aware of Suffolk when they're making their choices. Sometimes when you get the fat or the small envelope, maybe your A package is not exactly what you were anticipating, then you're looking for what's a second choice for me or



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maybe it's a wiser choice for me to

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come for the first two years to

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Suffolk, save some money then

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transfer. Does that answer your

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question.

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MADAM CHAIRWOMAN: So they will

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been getting their information from

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Suffolk at the same time they are

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getting information from other

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colleges?

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MS. ARANEO: Right, right.

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When they're making their decisions,

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they will have a full gambit of

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information to consider as opposed to

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a delayed presence in the

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marketplace.

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MADAM CHAIRWOMAN: While in the

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past, it was when?

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MS. ARANEO: In the past, we

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typically looked to begin our

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marketing at the end of May and

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throughout the summer.

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TRUSTEE MANGUAL: Just a why

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quick -- why not earlier? You know,



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2 like why not start a month before
3 they start getting acceptance
4 letters? You know, I mean -- I mean
5 one of the reasons why I'm asking is:
6 Why doesn't the marketing process
7 begin about the same time when the
8 scholarship deadlines begin and, you
9 know, like more in line to give a lot
10 more time to prepare for the process?

11 As -- like, for example, when I
12 was enrolling in Suffolk, I enrolled
13 late and I, you know -- I didn't know
14 like what the deadline was when I
15 went to re-register the following
16 semester. And then for the
17 following, I couldn't even figure out
18 when the date was for me to do it at
19 the time, and I would look at my
20 e-mails and didn't really understand
21 what I was looking at.

22 So I was just wondering why
23 wouldn't we start the marketing
24 process earlier, like almost in line
25 with what every other college is



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doing or even just shortly after?

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You know, that was part of the

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thought. I mean...

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MS. ARANEO: Well, I think what

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we've seen, especially more recently

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as people have become more educated

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about the value of attending a

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community college, is we've seen a

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change in how people actually apply

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to Suffolk. When I was here

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ten years ago, originally most of our

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applications really came during the

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summer. They did not approach us for

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enrollment purposes until after the

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fact. Now we're seeing more people

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interested sooner. So hence, we're

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adjusting our strategy.

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MADAM CHAIRWOMAN: And we want

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them to be interested in us, not just

21

a second choice --

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MS. ARANEO: Exactly.

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MADAM CHAIRWOMAN: -- as it

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seemed like it was in the past.

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MS. ARANEO: Right.



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MADAM CHAIRWOMAN: We want to
be their first choice.

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MS. ARANEO: And it's a wise
first choice. And I think you've
seen in our marketing where we've
been focusing on accessibility and
affordability as common themes
throughout our advertising.

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TRUSTEE SANDERS: I had a
question. I guess it's a follow-up
to your question, Anthony. So if
we're promoting for Suffolk to even
be the first choice, back to
Anthony's question, isn't this also
still a little too late because of
getting rejection notices from their
other schools? So it's almost like
we're getting the disgruntled
student --

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TRUSTEE MANGUAL: Who's already
mad.

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TRUSTEE SANDERS: Who's already
mad, right.

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TRUSTEE MANGUAL: Then they go



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to our financial aid with 3,000 other

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students and then they get even more

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mad, and then they go to counseling

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and they get even more, you know.

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You end up with a student that's

7

hardly even --

8

TRUSTEE SANDERS: So isn't it

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part of the long-term strategy to

10

even move that back?

11

MS. ARANEO: I think you really

12

are hitting the nail on the head. I

13

think that this -- what happens for

14

us too is there are other internal

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processes that are linked to having

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the influx of people making their

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application. So making sure that all

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the back office is available to

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handle such a shift as well, making

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sure you can schedule the testing and

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advising and even the registration,

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because as you know, the higher

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registration isn't being filled in

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April. So you have to time that out

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where people can get schedules once



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they complete all the other steps of the enrollment process. So there is I think a transition that's occurring.

MADAM CHAIRWOMAN: What is the deadline for the new students' school application if they are apply for tuition for new students? When are they supposed to have it in?

MS. ARANEO: Now, as I recall, it varies. I believe it's May.

MADAM CHAIRWOMAN: May?

MS. ARANEO: I believe so, yes.

MADAM CHAIRWOMAN: So if you start March, April, the marketing might be when -- I don't know if we can -- like when we are marketing -- are we including that in the marketing? I know not in the ads that you see in the movies, it's not -- there's no mentioning of scholarships available or any of that kind of thing.

MS. ARANEO: Actually, we are



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going to include that.

MADAM CHAIRWOMAN: Okay,
because that's an attraction.

MS. ARANEO: It is.

MADAM CHAIRWOMAN: So the
deadline, we want to make sure we're
giving them reasonable time to then
get interested, take advantage of,
you know, these programs.

MS. ARANEO: Right.

DR. MCKAY: Madam Chair, again,
this was prompted again when we did
the review of the scholarship
situation. Again, there's something
we call parts of term where you --
simultaneously once we complete our
winter enrollment, we have a spring
enrollment and there are
advertisements running at the same
time. And then right after that,
because there's an advertisement that
will run for new students that are
trying to come in, then we do
year-round admissions on site. So



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there's a series of different steps that are happening.

I hope I don't jump ahead of your presentation here.

MS. ARANEO: No, that's okay.

DR. MCKAY: But there are several parts of that as well and certainly -- I'll allow Mary-Lou to finish and then I'll come back to that.

MS. ARANEO: I do touch on a few of the points.

To give you a little bit more detailed information, I wanted to include a list so that you can quickly scan our typical networks that are included when we make our TV purchase. As I mentioned as part of my earlier -- Cablevision, we also do include information on the web site.

I also wanted to share with you that we did run focus groups related to some of the activities the office of institutional effectiveness has



1
2 been conducting and we received
3 overwhelmingly positive feedback on
4 our messaging, especially related to
5 the sweatshirt ad. And interestingly
6 enough, as you may recall, this past
7 September we added the newest version
8 of this ad which was focused and
9 targeted at graduating high school
10 seniors. We will, of course, include
11 this in your mix when we initiate
12 this campaign.

13 In addition to that and in line
14 with some of the conversation that
15 you've heard today related to
16 workforce and economic development, a
17 new print campaign, which inside your
18 packet I believe I've included a copy
19 of, will be launched in April to
20 support awareness of workforce
21 training programs and our leadership
22 in filling skills gaps. That
23 campaign will highlight different
24 kinds of manufacturers and share how
25 those organizations are continually



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improving their productivity and
efficiency as a result of leveraging
the academic programs and workforce
programs here at the college.

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Each ad will focus on a
particular company and tell a
different story of how the
organization has improved as a result
of leveraging their experience here
at the college, whether it's through
hiring our students or using us for
training in some of the soft skills
areas.

In addition, a new branding ad
will be developed that will highlight
the value of the community college
and all that we deliver to the County
and its residents. This ad will, as
the Chairwoman noted, include
discussions about scholarship
availability, some of the internship
opportunities that Dean Leonhardt
just shared with you will also be
included as well as the obvious



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inclusion of academic and training program information.

Radio, in case you're curious, this is our typical mix. The major stations on Long Island, no surprise here.

Now, working in union with our director of enrollment management, Joanne Braxton, as I mentioned earlier in this presentation, we will have a direct mail letter that will be part of this campaign and it will be mailed at the beginning of April to graduating and senior households. The message points, again, will focus on affordability and accessibility and transfer ability.

In addition, the enrollment management office has scheduled on-site acceptance events at area high schools. They've modified their spring open house, which will be held on April 25th, to serve as a multipurpose event where students who



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have already been accepted to attend Suffolk in the fall as well as graduating juniors and seniors can attend this event, have questions answered and receive additional information.

We've also changed the timing. Getting back to Trustee Sanders' request and comments earlier, we've changed the timing for accepting our incoming nursing class for the fall. As a matter of fact, my colleague Joanne Braxton commented to me that they have just completed selecting the incoming class. This is a function that is typically completed in May and is now -- has been finished in March.

Within your packet, I've also included some more specific information that gives you a general sense of some of the preliminary figures to cover this effort as well as a general time line for scheduling



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of the particular advertising
placements.

Dean Braxton, is there anything
else you'd like to add?

MS. BRAXTON: Good evening,
Madam Chair and the Board.

I just wanted to point out that
we do have an overall communication
plan and it's twofold. One is for
the students who make an inquiry into
the college and we send out -- at
different points, we send out
information to them in terms of
encouraging them to come to Suffolk
County Community College, as well as
we have a communication plan once a
student has been accepted. The April
was just one of the initiatives that
we worked on. It's not that the only
initiative. We do it throughout the
entire year in terms of the
communication plan overall. Thank
you.

MADAM CHAIRWOMAN: Thanks.



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DR. MCKAY: Thank you.

Madam Chair, moving right along, we have one final presentation, and I know Trustee Lilly will be pleased to see this one. I've got Paul Cooper and he will provide you with an update. And I told Paul that he's on the clock and he has two and a half minutes, but certainly Paul has the entire area across all five locations that he and his staff would oversee in a typical day. So I want Paul to walk you through where we are in regards to the capital programs.

Paul.

MR. COOPER: I had three minutes when we started this. I don't know if I need the microphone, but I think it looks cool, so I'm going to keep it.

I'm going just describe a few of the capital projects that we're currently working on. The first one



1
2 is a health and wellness facility
3 that will be constructed on the
4 Eastern campus. It has an auditorium
5 with a swimming pool similar to the
6 one on the Grant campus. It has
7 bleacher seating for 200. It has a
8 gymnasium that will have a sports
9 floor or rubber floor so we can have
10 basketball, but also other sports,
11 volleyball, badminton, other things,
12 obviously locker rooms. There's a
13 nursing classroom and a nursing lab.
14 An aerobics room, a strength training
15 room that has a 35-foot high rock
16 climbing wall if you want to try it.

17 TRUSTEE MANGUAL: Very nice.

18 MR. COOPER: Design funds for
19 this project have been appropriated
20 and the construction funds are in the
21 County's program for 2014.

22 This is what the building looks
23 like. I do have a laser pointer.
24 This is the gymnasium. On the
25 opposite end is the swimming pool



1
2 complex. You enter here into a lobby
3 where there is an aerobics room, a
4 strength training room and there will
5 be a slide of the rock climbing wall,
6 nursing classroom, nursing lab, some
7 offices. That's what the rock
8 climbing wall will look like or at
9 least the way the architects envision
10 it.

11 This is a view from the
12 outside. They tried to make it fit
13 in with the pine barrens so it has
14 these tall, slender, rough-textured
15 columns that look somewhat like the
16 tall, slender pine trees. There's a
17 lot of glass. And parts of the
18 building, you can look right through
19 the building to see the trees on the
20 other side.

21 The next project is a learning
22 resource center that will be built on
23 the Michael J. Grant campus. It has
24 all the tradition library features
25 that you would find, the circulation



1
2 desk, the reference desk, stacks of
3 books, group and individual study
4 rooms, computer classroom, tutoring
5 and testing rooms, a writing center,
6 a reading lab, an information commons
7 which I'll show you on another slide.
8 There's an outdoor roof garden. It
9 has space for the education
10 technology unit. I also stumble over
11 this word but an athenaeum which is a
12 conference room modeled after the
13 ancient Greek's teaching and learning
14 center, and it has a Board of
15 Trustees room that's double or triple
16 the size of this room so everyone can
17 fit in it. Funding for this project
18 has all been appropriated, design and
19 construction.

20 This is the floor plan of the
21 first floor. You would enter from
22 this entry garden, go through a book
23 detector. This is a lecture hall
24 with seating for 100. It has lecture
25 hall seating, not theater seating, so



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the students would sit at a table
basically. This is the information
commons, stacks and stacks of books.

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Look at the second floor. This
is the educational technology unit
where there is a room to produce
photographs, photography studio, a
videography studio and the technology
and staff that's required to run
them. The traditional stack of
books. This is the Board of Trustees
room which is equipped for video
conferencing, a small warming
kitchen. It's a much larger space
than we have at any campus now.

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This is a side slice through
the building. On top it has this
glass structure that sits on the top
which the architects call a lantern.
So in the evening when the building
is lit, but it's dark outside, this
will stand out, it will draw people
towards the building.

25

You see the information commons



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which is down here is connected to

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the second floor with a spiral

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staircase. This is a section through

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the information commons, the spiral

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staircase and lantern. This is what

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we think will be the wow in the

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building. When you walk in, you'll

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see something very dramatic.

10

The next project is the science

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and technology building that's being

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constructed right now on this campus.

13

It has three anatomy and physiology

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labs, two flexible lecture halls

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which means a lecture hall that could

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hold two classes at the same time or

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there's a movable wall that could

18

break it into two separate lecture

19

halls, flexible biology lab which

20

means numerous course could be taught

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in it, a microbiology lab, two marine

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biology labs, two general classrooms,

23

computer classroom, two chemistry

24

labs, two general bio labs and

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general classrooms. All the funding



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for this project has been

3

appropriated. This is what it looks

4

like today or yesterday. And this is

5

what it will look like in about

6

18 months from now.

7

The last project I'm going to

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discuss is the renovation of the

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Riverhead Building on the Ammerman

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campus. This is an old building

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built in the early '70s. We're going

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to renovate it over two summers.

13

This coming summer we're going to

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renovate the top two floors. And all

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the furniture and all of everyone's

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belongs and all the IT equipment will

17

be moved down to the lower two

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floors, and we would go in and

19

basically gut the building.

20

We're going to do -- everything

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you see here basically in that

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building will be done, new ceilings,

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new lighting, new doors, new exterior

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doors, new carpet, new floor tiles, a

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new air-conditioning system, do some



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boiler room -- boiler work, new

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roofs, painting. So at the end of

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the summer, those two floors will

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look almost like a new building. And

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the following summer we're going to

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renovate the two floors below that.

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This work is funded from

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several capital projects, but we

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combined them to do all the work at

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once while the building is closed.

12

There's an air-conditioning project,

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an ADA project which is basically to

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make the rest rooms accessible, all

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the rest rooms will be rebuilt. And

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there's our infrastructure project

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which takes care of the rest of it.

18

All the funding for this has been

19

appropriated.

20

Any questions?

21

MADAM CHAIRWOMAN: Thank you.

22

MR. COPPER: Thank you.

23

MADAM CHAIRWOMAN: Thank you

24

very much. It was very informative.

25

DR. McKAY: Again, I want to



1
2 thank Paul again. Paul runs back and
3 forth between all the locations and
4 makes sure that the contractors are
5 on point. And as you can see from
6 here, in addition to the funding
7 maintaining the programs that we
8 have, which we've got three years of
9 funding for, there's a lot that's
10 been done across the campus because
11 we believe that the teaching and
12 learning environment also contributes
13 to the students' success. We've got
14 to make sure we have the appropriate
15 technology and the appropriate
16 facilities to support what we do
17 here.

18 Madam Chair, that completes the
19 president's report.

20 MADAM CHAIRWOMAN: Thank you
21 very much.

22 At this point, we move to round
23 table.

24 Trustee Hazlitt.

25 TRUSTEE HAZLITT: I received



1
2 this week an e-mail that shocked me
3 beyond belief. That has to be the
4 intended retirement of the president
5 of the faculty association. Let me
6 say this: In the 16 years that I
7 have been exposed -- that's a bad
8 word, that I have been associated
9 with this woman, she has performed
10 her responsibilities par excellent.
11 I mean, the ability to discharge what
12 she -- the people that she represents
13 and still in a positive way effect
14 the business and operation of this
15 college, Ellen, you're unbelievable.

16 And if you have a retirement
17 dinner, I don't want to make too much
18 of a commitment, but I mean, I'd be
19 more than happy to go. And for me to
20 spend money, you've got to
21 understand. But you know, we're
22 going to miss you.

23 MADAM CHAIRWOMAN: Yes.

24 MR. HAZLITT: I know I am and
25 Charlie is going to miss you, too.



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But you did a hell of a job and it came as a shock, and at my age, I can't stand no shocks.

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Let the record show you're a wonderful person and you did a great job. Thank you.

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DR. MCKAY: Here, here.

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(Applause.)

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MS. SHULER-MAUK: Walter, I appreciate your comments. Obviously Suffolk Community College has been, you know, the love of my life, my adult working life. And it's been a very special place to work, in part because of the people that I work with, you know. I've been very happy to represent them as a union president, but very happy to work with them.

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For those of you who don't know, I came here from graduate school. I came from Kentucky. At that time I had no intention of staying here beyond five years. That



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2 was what one did when one went into
3 higher education. And it very
4 quickly -- I very quickly realized
5 that this was a very interesting
6 place to work. The community college
7 was probably more exciting than most
8 kinds of university higher education
9 experiences in terms of just the
10 vitality of it, the students, the
11 energy.

12 And what I found out about
13 Suffolk was that the people I was
14 working with were not only, you know,
15 incredible teachers and scholars, but
16 they were interesting people. And
17 you know, before my five years was
18 up, I thought this is a really good
19 place to stay, I stayed and then I
20 got involved and, you know, here I am
21 43 years later.

22 But -- and, you know, it's sad
23 for me to leave, but it's the right
24 time. There's still a lot of energy,
25 there's still a lot of things to do



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and I feel very comfortable that --

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you know, the work that I've done

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with Dr. McKay, you know, has been

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fascinating and incredible and I'm

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sure he's going to continue doing

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more and more and better and better

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things for the college.

9

And in terms of the union, I've

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worked with amazing people in there.

11

I have a fabulous team that they're

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going to stand for election and I'm

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anticipating that they will be

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elected and so there won't be a bump

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in the road. I think that the union

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is very much part of the fabric of

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this institution and I've been proud

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to be part of that stitching

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mechanism. And I think that we work

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well together and, you know, I'll

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miss everyone. I may have to come

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back periodically to get little

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fixes. I'm sure I'm going to have to

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take Walter out to lunch even on my

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retirement salary.



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MR. HAZLITT: I always wanted
to be a gigolo.

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MS. SHULER-MAUK: But, you
know, I loved being part of this and,
you know, it's -- I'm, you know --
I'm kind of sad doing the countdown
at this point, but I did want Dr.
McKay and the institution to know
these are my plans so there can be
some planning done and maybe a couple
extra lines that can be filled.

But thank you all and I'll be
here until June.

MADAM CHAIRWOMAN: Thank you.
Thank you very much.

(Applause.)

DR. MCKAY: Madam Chair, if I
could just indulge for just a minute.

I know that negotiations are
always one of the things that people
tend to look at as a process where we
get into a room and it's a cold room
and we eat a lot of pizzas and
everything else. But I did my first



1
2 contract with Ellen in 2005. We were
3 in Hauppauge, and I got to tell you,
4 it was a tough negotiation because
5 Ellen brought the best that she had
6 and we brought the best that we had.
7 So we were sitting across the room
8 from each other and I can tell you
9 that I live in Manorville. So the
10 night we agreed in principle, we
11 ended that negotiation at 3:00 a.m.
12 in the morning, Ellen, and I was due
13 back to work at 8:00.

14 So just so you know, Ellen has
15 always been fair, professional,
16 someone that puts the institution
17 first. And I must say, you know, I
18 hope John will still allow me to call
19 you when I have an issue, but usually
20 we call Ellen when there's something
21 we have to resolve.

22 But let me just say, on behalf
23 of all the faculty, staff and my
24 colleagues, we really appreciate all
25 that you've done, serving 43 years.



1
2 I've served as president for two
3 years and I have gray hair right here
4 in the middle. I don't see any gray
5 with you, Ellen, but you're still
6 smiling. But please, appreciate all
7 that we share and we provide to you.
8 You've been a great, great colleague
9 and friend. And I think most of us
10 here appreciate Ellen and her many,
11 many years of service.

12 So thank you very much.

13 MS. SHULER-MAUK: Thank you.

14 (Applause.)

15 MADAM CHAIRWOMAN: Thanks
16 again.

17 At this time, I would like to
18 have a motion to adjourn.

19 MR. HAZLITT: So moved.

20 TRUSTEE MANGUAL: Second.

21 MADAM CHAIRWOMAN: All in
22 favor?

23 THE BOARD: (In unison) Aye.

24 MADAM CHAIRWOMAN: Opposed?

25 (No response given.)



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MADAM CHAIRWOMAN: Absentia?

(No response given.)

MADAM CHAIRWOMAN: Motion
carries.

(Time noted: 6:31 p.m.)



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C E R T I F I C A T E

STATE OF NEW YORK)
: ss
COUNTY OF SUFFOLK)

I, NICOLE LIMONCELLI, a Notary Public
in and for the State of New York, do hereby
certify:

THAT the foregoing is a true and
accurate transcript of the proceedings.

IN WITNESS WHEREOF, I have hereunto
set my hand this 21ST day of Febuary , 2013.

Nicole Limoncelli
NICOLE LIMONCELLI



* E R R A T A *

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