

OFFICIAL BOARD OF TRUSTEES MEETING MINUTES

PROCEEDINGS AND VERBATIM DISCUSSIONS OF
THE BOARD OF TRUSTEES OF THE SUFFOLK
COUNTY COMMUNITY COLLEGE HELD ON THE 16TH
DAY OF AUGUST, 2018 AT 9:11 A.M., AT
SUFFOLK COUNTY COMMUNITY COLLEGE, AMMERMAN
CAMPUS, ALUMNI ROOM, SELDEN, NEW YORK.

PRESENT:

SHAUN MCKAY, President

DENISE LINDSAY SULLIVAN, Trustee

E. CHRISTOPHER MURRAY, Trustee

JEROME BOST, Student Trustee

GEMMA DELEON-LOPRESTI, Trustee

BELINDA PAGDANAGANAN, Trustee

THERESA SANDERS, Trustee/Chairperson

JAMES MORGO, Trustee/Vice Chairperson

LOUIS J. PETRIZZO, ESQ., General Counsel

1 CHAIR SANDERS: Good morning, everyone. I would
2 like to call the Meeting to order. Please,
3 Jim, lead us in the Pledge.

4 TRUSTEE MORGO: I want it noted that I'm doing
5 this in the only absence ever during his
6 long tenure, Gordon Canary. He asked me to
7 mention that. But he'll mention it himself.

8 [AFTER RECITATION OF THE PLEDGE OF
9 ALLEGIANCE, THE MEETING OF THE BOARD OF
10 TRUSTEES OF THE SUFFOLK COUNTY COMMUNITY
11 COLLEGE WAS CALLED TO ORDER BY THE
12 CHAIRPERSON, THERESA SANDERS AT 9:11 A.M.]

13 CHAIR SANDERS: Thank you very much. The next
14 item on the agenda is the swearing in of
15 Student Trustee Jerome Bost. Good morning,
16 Jerome.

17 TRUSTEE BOST: Good morning, Chair Sanders.
18 [WHEREUPON STUDENT TRUSTEE BOST WAS SWORN IN
19 BY A REPRESENTATIVE OF THE COUNTY CLERK'S
20 OFFICE].

21 CHAIR SANDERS: The next item on our agenda is
22 the recognition of guest by the Chief of
23 Staff.

24 MS. WICKLIFFE-CAMPBELL: Good morning. We would like to
25 recognize Tom Lupo from Comptroller

1 Kennedy's office.

2 MR. LUPO: Good morning. [APPLAUSE]. I of
3 love coming here just for that. Once again
4 I bring you greetings from our Comptroller
5 and his best wishes to Jerome.

6 TRUSTEE BOST: Thank you, sir.

7 MR. LUPO: I have told him about you and how
8 well you represent the student body here.
9 I'm sure he's going to be gratified that
10 Dr. McKay is back in his usual spot at this
11 meeting.

12 PRESIDENT MCKAY: Thank you, sir.

13 CHAIR SANDERS: Okay. Thank you.

14 MS. WICKLIFFE-CAMPBELL: Good morning. And I would also
15 like to say that I'm pleased to share that
16 Angelica Rivera accepted and appointment to
17 the College as Assistant Vice President for
18 Employee Resources and began her employment
19 with the College on Monday July 2, 2018.
20 Ms. Rivera most recently served as Vice
21 President for Human Resources and
22 Administration for Jazz at Lincoln Center
23 where she was the lead negotiator on foreign
24 bargaining committees and was that
25 organization's designated grievance officer.

1 Earlier in her career she served
2 as Vice President and Chief HR Officer for
3 the Queensboro Public Library and was the
4 corporate HR director for Davis Vision and
5 the regional senior HR Manager for DHL
6 Airways. Ms. Rivera earned her Bachelor of
7 Arts degree in Political Science from Queens
8 College and her Masters Degree in HR
9 Management and Labor Relations from the New
10 York Institute of Technology. She also
11 holds a Labor Study Certificate from Hofstra
12 University.

13 Reporting to the College's
14 general counsel, Ms. Rivera's
15 responsibilities to Suffolk County will
16 include serving as the lead during
17 collective bargaining negotiations, managing
18 grievances and arbitration activities,
19 developing and implementing College
20 personnel policies and procedures and
21 introducing new employer orientation and
22 on-boarding initiatives.

23 Please join me in welcoming her
24 to the college.

25 MS. RIVERA: Thank you, Carol, for the

1 introduction. If I could for a moment, good
2 morning, Chair Sanders, Vice Chair Morgo,
3 members of the board, President McKay. I
4 just want to thank you all for allowing me
5 to serve in this position and I'm excited to
6 be part of this team. And it's truly a
7 pleasure to be here. I look forward to
8 working with everybody here. So thank
9 you.

10 PRESIDENT MCKAY: Thank you.

11 CHAIR SANDERS: On behalf of the Board of
12 Trustees again this is our second meeting
13 this week. So thank you very much and I
14 look forward to your addition to our team
15 also.

16 Let's move through the agenda.
17 We have got quite a few things today. I
18 would like to request a motion to adjourn
19 the Board of Trustees Meeting and call the
20 Board of Directors meeting to order.

21 TRUSTEE MORGO: So moved.

22 TRUSTEE MURRAY: Second.

23 CHAIR SANDERS: All in favor?

24 [WHEREUPON THE MOTION MADE AND SECONDED WAS
25 VOTED ON AND CARRIED. THE BOARD OF TRUSTEES

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MEETING WAS ADJOURNED AT 9:15 A.M. AND
RECONVENED AT 9:19]

1 CHAIR SANDERS: We are now sitting as the Board
2 of Directors. I'll make a motion to request
3 approval of the minutes of the June 21, 2018
4 Board of Directors Meeting.

5 MEMBER MORGO: So moved.

6 MEMBER PAGDANGANAN: Second.

7 MEMBER BOST: Second.

8 MEMBER MURRAY: Second.

9 CHAIR SANDERS: All in favor?

10 [WHEREUPON THE MOTION MADE AND SECONDED WAS
11 VOTED ON AND CARRIED.]

12 CHAIR SANDERS: I would like to introduce Vice
13 President of Student Affairs, Dr.
14 Christopher Adams to present the Association
15 Financial Report.

16 DR. ADAMS: Good morning, Chair Sanders, Vice
17 Chair Morgo and members of the Board of
18 Directors. You should have received by
19 e-mail your report of financials from
20 September 1, 2017 to July 31, 2018. Very
21 happy to report in all of the budget
22 accounts that we have in the Association,
23 we're operating in the black. We have one
24 month to go in the fiscal year of the
25 Association.

1 The numbers that you'll notice in
2 Column Six will continue to go down over the
3 course of the month as, you know, we have
4 our athletics, men's and women's soccer,
5 men's tennis. That is in the process right
6 now of starting their seasons preparing for
7 the fall. In addition to all of the
8 orientations happening over the next couple
9 of weeks, they will be paid out of that
10 account.

11 Those numbers will go down. And
12 I'll be happy to report the numbers in the
13 September meeting. Are there any questions
14 that you have regarding the budget and
15 finances of the Association as per this
16 month? [NO RESPONSE].

17 Okay. I also would like to bring
18 to your attention three items that we have
19 as resolutions. Item one Samantha Parker,
20 unfortunately there was a mistake at the
21 June meeting with the operating budget.
22 Ms. Parker was actually hired in the
23 Association in September of 2017. She was
24 inadvertently left off of the budget in June
25 when we presented the budget.

1 The resolution that is appearing
2 in front of you is not a new position and
3 not a new -- someone who has been the
4 position since September. And we just ask
5 if you would just to make it official while
6 we had reappointed her like we had with the
7 other association employees.

8 Items number two and three happen
9 to do -- we had two vacancies in our
10 childcare center, one at Michael J. Grant
11 Campus and one at the Ammerman Campus. And
12 we had search committees going throughout
13 the summer and we're recommending these two
14 individuals for you to appoint. Again these
15 are very important positions to our
16 childcare centers for accreditation and the
17 number of children that we have at the
18 center that we are required to have X amount
19 of teachers for child.

20 So we're asking for the Board of
21 Directors to approve these resolutions going
22 forward. Are there any questions that you
23 have on those three resolutions? [NO
24 RESPONSE]. Okay. I also want to
25 congratulate Student Trustee Bost. It was a

1 pleasure working with you last year and of
2 course I'm really looking forward to working
3 you this year on behalf of the Division of
4 Student Affairs and all of our students, I
5 want to congratulate you and thank you. And
6 we look forward to working with you.

7 MEMBER BOST: Thank you.

8 CHAIR SANDERS: Thank you, Dr. Adams. I would
9 like to request a motion for the approval of
10 Association Resolutions 2018.85 through
11 2018.87.

12 MEMBER MURRAY: Motion.

13 MEMBER LINDSAY-SULLIVAN: Motion.

14 MEMBER MURRAY: Second.

15 CHAIR SANDERS: Motion and seconded.

16 All in favor?

17 [WHEREUPON THE MOTION MADE AND SECONDED WAS
18 VOTED ON AND CARRIED.]

19 CHAIR SANDERS: I would like to request a motion
20 the adjourn is board of directors meeting
21 and call the Board of Trustees Meeting to
22 order.

23 MEMBER MORGO: So moved.

24 MEMBER MURRAY: Second.

25 CHAIR SANDERS: All in favor?

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[WHEREUPON THE MOTION MADE AND SECONDED WAS
VOTED ON AND CARRIED. THE BOARD OF TRUSTEES
MEETING WAS ADJOURNED BY THE CHAIRPERSON,
THERESA SANDERS, AT 9:19 A.M.]

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1 CHAIR SANDERS: We are now sitting again as the
2 Board of Trustees.

3 I would like to request approval
4 of the minutes of the June 21, 2018 Board of
5 Trustees Meeting.

6 MR. PETRIZZO: Motion.

7 TRUSTEE BOST: Second.

8 TRUSTEE MURRAY: Motion.

9 CHAIR SANDERS: All in favor?

10 [WHEREUPON THE MOTION MADE AND SECONDED WAS
11 VOTED ON AND CARRIED.]

12 CHAIR SANDERS: I would like to introduce Vice
13 President for Business and Financial
14 Affairs, Gail Vizzini, to present the
15 College Budget and College financial
16 records.

17 MS. VIZZINI: Thank you, Madame Chair. Good
18 morning, Trustees. Everybody has a copy of
19 the revenue and expenditure projections for
20 the 17-18 operating budget year with the
21 accompanying executive summary. These
22 projections are based on expenditures
23 through July 31, which means we just have,
24 of course, one more month to go in our
25 fiscal year.

1 Fortunately the revenue
2 projections are trending similar to my last
3 report. The overall revenue shortfall was
4 estimated at \$873,000, primarily due to
5 enrollment generated revenue, tuition, fees
6 and State aid. The college continued to be
7 fiscally prudent, monitor the revenue and
8 mitigate any of these protected shortfalls.

9 Despite experiencing shortfalls
10 and expenditure lines such as health
11 insurance due to an increase in the plan
12 rate, an additional \$150,000 in Workers'
13 Compensation due to retroactive
14 determinations by the State Workers'
15 Compensation Board, we too are projecting to
16 end the fiscal year in the black.

17 Among the resolutions before you
18 today, I would just like to highlight a few
19 of them that have a fiscal impact. Item
20 Number One is the monthly sponsor Services
21 payment to the Count for our employee health
22 insurance in the amount of two point eight
23 million dollars for July and two point 86
24 million dollars for August.

25 Item Two is one budget transfer

1 within the Department of Information
2 Technology. There are sufficient funds;
3 however, they are not quite in the right
4 object of expense. It's \$24,000 for the
5 purchase and installation of fiber and
6 cabling for the enhanced public safety
7 camera surveillance of the parking lots at
8 the Ammerman Campus.

9 Items Seven and Nine each accepts
10 different assets through the Foundation.
11 Item Seven is the acceptance of four Nissan
12 vehicles valued a total of \$91,000 to be
13 used in our automotive technology program.
14 Item Nine is the acceptance and ownership of
15 the Sally Ann Slacke modular building which
16 houses Workforce Development on the Grant
17 Campus.

18 The College had leased this
19 modular structure for \$10,875 a month or
20 approximately \$130,500 annually, and yes,
21 Jim we have taken that savings into
22 consideration although we will be
23 responsible for the maintenance and any
24 necessary repairs on the building. The
25 lease expired on June 30, 2018 and the

1 owners have agreed to donate the building to
2 the College. Once the value is determined,
3 these capital assets will, of course, be
4 reflected on next year's financial
5 statements.

6 The final item i Item 10. This
7 is the budget amending resolution. The
8 College had requested a four percent
9 increase in the County contribution but the
10 legislature, although supportive, adopted a
11 two point five percent increase, leaving a
12 gap for the College of \$632,222. This
13 resolution once adopted will finalize our
14 budget closing that gap and is based on the
15 recommendations of the hard work of the
16 Budget and Finance Subcommittee of the.
17 Board I believe Trustee Morgo would like to
18 address this resolution prior to your vote.

19 TRUSTEE MORGO: Yes, thank you, Vice President
20 Vizzini. I, as most of you know, usually ad
21 lib during my budget presentation but I'm
22 going to try to control myself and read
23 directly from the minutes because the
24 deliberations we had at our meeting which
25 was on July 10, were complex. It's not

1 surprising that this would be complex
2 because we're talking about a \$222 million
3 operating budget. When you consider grants
4 it's \$226 million, so that's a significant
5 budget for an institution that's very
6 complex itself and takes a great deal of
7 management.

8 And really -- my report is really
9 bifurcated into two parts; the actual
10 deliberations on how to fill that gap, the
11 \$636,000 gap and also the impact of
12 enrollment. I'm going to ask Vice President
13 Adams to help with enrollment. So let me
14 get to it and please indulge me as I read.

15 As Vice President Vizzini
16 confirmed, there was a deficit of \$636,222
17 which represents the difference between, as
18 Gail just said, four percent request and the
19 County's two and a half percent increase.
20 Gail presented four options to close the
21 gap.

22 The first option was to increase
23 the \$350 tuition increase that we approved
24 in May by \$32 which would bring the total
25 tuition to \$382. And I'm right now going to

1 violate what I said at the beginning and I
2 am going to digress. But I just want to
3 make sure this is clear. We have raised
4 tuition six years in a row. Our last
5 increase was \$350 increase. That was the
6 largest ever by Suffolk Community College.
7 When Gail -- let me just go back to this.

8 So Gail presented the option of a
9 \$32 increase to the 350. I noted that the
10 Trustees did not want to see any further
11 tuition increase. In that this option would
12 violate the College's agreement with the
13 Legislature and therefore should be taken
14 off the table immediately and it was.

15 VP Vizzini presented option two
16 which would cut an additional \$636,222 out
17 of the operating budget. These cuts would
18 be in addition to the two point nine
19 million dollars in cuts already made for the
20 18-19 operating budget to resolve the 15
21 million dollar budget gap presented at the
22 previous Budget and Finance Committee
23 meetings.

24 VP Vizzini pointed out this
25 option two of cutting the full amount of

1 personnel services. And that the cuts would
2 have to be in personal services, jobs.

3 The third option would be to
4 authorize an additional \$636,222 from the
5 reserves bringing its use from approximately
6 two point five million to three point one
7 million leaving the fund reserve at six
8 point four percent of the operating budget.
9 And you know we strive to keep it at 10
10 percent of the operating budget. The
11 without additional use, the fund balance
12 will remain at six point seven percent.

13 The fourth option would be to
14 allow for approximately half, \$318,000, to
15 be taken from the reserves and the remaining
16 318,000 from additional expenditure cuts.
17 So, splitting the baby. Half from reserves,
18 half from cuts. VP Vizzini stated that
19 cutting \$636,222, the gap, from personnel
20 services equates to a layoff of 13
21 employees.

22 She recommends that the College
23 keep vacant positions open longer. If
24 option four were chosen, the College maybe
25 able to find the half that was supposed to

1 come from personal services, the 318,000.
2 We might be able to find those savings
3 through attrition, other means, without
4 actually laying off employees. You all
5 follow it so far? Okay.

6 I asked VP Vizzini what her
7 comfort level was with option four. She
8 stated that she would prefer to use the full
9 gap amount 636, she would prefer to take
10 that from reserves and look for savings
11 throughout the year. I was concerned that
12 choosing this option, taking it all from
13 reserves, because the use of all the
14 reserves may put the College in a dire
15 position in the future.

16 I don't mean all the reserves, I
17 mean using it all from reserves. Trustee
18 Murray noted that the use of the fund
19 balance maybe less than what was authorized
20 by the Board of Trustees last year and
21 questioned if the same scenario happened
22 this year, if that would lessen the budget
23 gap.

24 VP Vizzini said it would but
25 noted that a shortfall in the fall --

1 shortfall in fall enrollment would mean that
2 the College may have to make full use of
3 authorized reserve funds.

4 So there is an inextricable
5 relation between enrollment and the kind of
6 enrollment; full time equivalency, part time
7 and our operating budget. Okay, everybody
8 gets that. Both Trustee Morgo and Murray
9 agreed that it was and that option four
10 would be their recommendations with the
11 understanding that the Budget and Finance
12 Subcommittee may have to revisit the budget
13 gap based on future revenue, expenses and
14 other variables.

15 By choosing option four,
16 approximately \$318,000 would be used from
17 reserves and the remaining would be from
18 cuts from personnel services. Now, if you
19 look at the resolution, it's not clear
20 because the numbers had to be adjusted to
21 talk about what actually is going in. But
22 that's what option four suggests.

23 Trustee Bost came in. We went
24 over this with him and we agreed that option
25 four would be the best approach. Okay. Any

1 questions so far? Because I'm going to go
2 now into enrollment.

3 TRUSTEE DELEON-LOPRESTI: Could you clarify what personnel
4 services is?

5 TRUSTEE MORGO: It's not a specific job.

6 TRUSTEE DELEON-LOPRESTI: Personnel.

7 TRUSTEE MORGO: Personnel, excuse me, did I say
8 personal? Personnel services, excuse me,
9 thank you.

10 TRUSTEE DELEON-LOPRESTI: Okay.

11 TRUSTEE MORGO: So personnel would be 318 from
12 both the cover to back.

13 TRUSTEE LINDSAY-SULLIVAN: What is the current fund balance?

14 TRUSTEE MORGO: What is the current fund balance?

15 MS. VIZZINI: The current fund balance is 20 --
16 well, what we reported, you know, at this
17 time last year to the State was two two
18 point five million.

19 TRUSTEE MORGO: And it's at 200 -- with grants
20 Denise, 226. But without grants, but I
21 always look at 222 million. Thanks, Gail.
22 Anything else, Denise?

23 TRUSTEE LINDSAY-SULLIVAN: No.

24 TRUSTEE MORGO: Okay. Let me get in now if
25 there are no other questions -- go ahead,

1 plse.

2 TRUSTEE DELEON-LOPRESTI: You said another possibility is
3 leave open positions unfilled?

4 TRUSTEE MORGO: Yes.

5 TRUSTEE DELEON-LOPRESTI: How many positions are there and
6 what kind of positions.

7 TRUSTEE MORGO: What you mentioned, Gail, is
8 another -- while we would still take the
9 money from personnel services, the money
10 could found by leaving vacant positions
11 unfilled. Gemma wants to know how many.

12 MS. VIZZINI: If I may, well for illustrative
13 purposes, the full amount \$636,000
14 translates to about 13 positions, personnel
15 services is a major category in the expense
16 of a college budget. That includes not only
17 permanent salaries over time, overloads,
18 longevity, things that are related;
19 temporary salaries, things that are related
20 to salaries.

21 So part of the correlation there
22 was to enrollment. And with the levelling
23 off of our enrollment, we are anticipating
24 fewer session, possibly fewer adjuncts being
25 hired to fill fewer classes. And implicit

1 in that would be some savings.

2 TRUSTEE MORGO: The Budget and Finance Committee
3 after we had a consensus to make this
4 recommendation realized that days when we
5 would only meet from January to April are
6 gone. That we may very likely have to
7 revisit where we are depending upon
8 enrollment, which is a good transition.
9 Because enrollment is down as we all know.
10 However, it's trending in a good direction.

11 I think when we first considered
12 this back in May it was nine point eight
13 percent down. When we were at this meeting
14 on July 10, it was seven point five. And I
15 was just told by Chris this morning, or by
16 Lou, it's at four point three five. And let
17 me get the notes again.

18 TRUSTEE LINDSAY-SULLIVAN: Can we get back to the real
19 question? It doesn't seem like it was
20 answered. Are there going to be 13 people
21 laid off?

22 TRUSTEE MORGO: The question is, we don't know
23 based on the variables of enrollments,
24 classes. What I think and if I'm being
25 overly speculative, let me know. I think

1 that's unlikely.

2 TRUSTEE MURRAY: Also the 13 was based on full 16
3 so if it's only 300, just rounding up or
4 rounding down, then for 13 would be
5 separate?

6 TRUSTEE MORGO: Seven and a half.

7 TRUSTEE LINDSAY-SULLIVAN: Even if it were the full 600,
8 we're still not talking about losing
9 employees.

10 TRUSTEE MURRAY: I'm not sure, which are you
11 talking about? Talking about splitting the
12 baby?

13 TRUSTEE MORGO: Right.

14 TRUSTEE LINDSAY-SULLIVAN: We haven't voted on that yet.

15 TRUSTEE MORGO: To answer your question, 13 would
16 be the worst case scenario but that could
17 happen if enrollment stays down, if classes
18 are not able to be eliminated because of
19 under-enrollment, it could be 13. It's
20 unlikely but it could be with the full
21 amount coming from personnel services.

22 CHAIR SANDERS: So, Jim, the process is fluid?

23 TRUSTEE MORGO: Yes.

24 CHAIR SANDERS: I mean, at the end of the day --

25 MS. VIZZINI: There are a lot of variables.

1 CHAIR SANDERS: Right. And because we are still
2 in August and we know that people tend to
3 enroll at the last minute. So we think the
4 trend that you described from May to today
5 is trending up.

6 TRUSTEE MORGO: Is going in the right direction.

7 CHAIR SANDERS: Is going in the right direction.
8 So part of, I think, the Committee's
9 position is to give us the worst case
10 scenario.

11 TRUSTEE MORGO: Yes.

12 CHAIR SANDERS: You have got to put it out there
13 because we don't want the Board to not be
14 informed of what the worst case scenario.

15 TRUSTEE MORGO: That's exactly right. So now we
16 get to the most important variable. And
17 there are several variables, but the most
18 important is enrollment. Let me just get
19 through this quickly. General Counsel
20 Petrizzo clarified that this percentage is a
21 projection based on being 56 days out from
22 the start of the Fall 18 Semester as
23 compared to the same date last year. That's
24 how you get that percentage difference.

25 The effect of a decline in

1 enrollment would mean that for every one
2 percent drop, the College loses
3 approximately one million dollars in
4 revenue. Gail informed the Committee that a
5 decrease of one point two five percent, a
6 point and a quarter in enrollment, was
7 budgeted for 2018-19, that's what we have
8 budgeted in this coming budget that we are
9 working on me.

10 Trustee Murray asked if that
11 means there is a potential to be down six
12 percent more than budgeted and therefore a
13 six million dollar gap. General Counsel
14 Petrizzo confirmed that this could occur --
15 again worst case scenario. Lou confirmed
16 that this could occur.

17 Typically there is a surge
18 towards the start of the semester. But this
19 surgeon is proportionate, so there may be a
20 loss despite all the efforts being made by
21 Dr. Adams and the Department of Student
22 Affairs.

23 Trustee Murray asked how the
24 College will cut expenses based on the
25 declining enrollment. General counsel

1 suggested that the same number of adjuncts
2 and laboratory PAs would not be necessary
3 resulting in a decrease in salary expenses.
4 In addition, as enrollment drops there is a
5 constant evaluation of program vitality.
6 Get that? As enrollment drops, they look at
7 if the programs are viable, the courses.
8 Student Trustee Bost asked what the
9 enrollment figures were for full-time versus
10 part-time students, which is also important
11 because of State Aid. We only get it for
12 full time.

13 General Counsel Petrizzo offered
14 to share with the subcommittee members a
15 report that evaluated enrollment by campus
16 courses part-time versus full-time status
17 overall head counts, et cetera. So we're
18 going to take a deep dive in enrollment to
19 see where it's going. I asked that an
20 explanation of of the enrollment's impact on
21 the operating budget and how the many
22 part-time students enrolled impact the
23 operating budget in State Aid be part of the
24 Budget and Finance Subcommittee at the
25 August meeting so that we get a clear

1 picture. And I'm going to ask Vice
2 President Adams to give us where we are
3 today on August 16, two weeks from the
4 start, two and a half weeks from the start?

5 MR. PETRIZZO: Approximately.

6 TRUSTEE MORGO: And if the surge that General
7 Counsel Petrizzo mentioned was coming, would
8 really be materializing and where we are
9 right now so we can make an informed vote on
10 Resolution 10. Chris?

11 DR. ADAMS: Thank you, Vice Chair Morgo.
12 Good morning once again. So looking at the
13 enrollment, there's a couple of things that
14 we need to take a look at. Number one, it
15 is fluid. You know back at the June meeting
16 when we talked about enrollment being down,
17 I was asked the question how much were we
18 down. At that time, we were down nine point
19 eight percent FTE. The July 10 meeting
20 unfortunately I was not there, we were down
21 about seven point four five.

22 Today as of the schedule that
23 happened over the last two nights, we are
24 down approximately four point three five
25 percent FTE, which I think is really

1 outstanding considering where we were way
2 back in June.

3 One of the things that I really
4 have to say is over my last couple of years
5 as the Vice President for Student Affairs
6 working with the campuses this year has been
7 nothing but positive and outstanding. We
8 all came together; myself, the three
9 executive deans, Executive Vice President
10 Petrizzo, Gail Vizzini, Mary Lou Lieu really
11 trying to figure out what could we do as far
12 as our marketing efforts and really over the
13 course of the summer making a lot of
14 contacts with students that were here in the
15 fall and spring last year and were not
16 registered for classes yet did not graduate.

17 So we did a tremendous amount of
18 outreach working together. In addition, we
19 worked together with our Central Admissions
20 for any students that had an incomplete
21 application, reaching out to them. Most of
22 them had incomplete applications because
23 they were missing high school transcripts
24 after they graduated. So we did a
25 tremendous amount of outreach.

1 One of the things that we're
2 seeing is that the bottom line is, our
3 students coming to us, we continue to get
4 the largest market share of new students
5 coming in. We know that our high school
6 population, our graduation rates have been
7 declining across Long Island. We have
8 working with our OPIE, looking at
9 projections. But we are still getting a
10 large market share of those new students
11 coming in.

12 So new students coming in is not
13 our issue. What our issue is is continuing
14 students and that's what we're constantly
15 looking at. So one of the things that I --
16 you know, and working with Dr. Pedersen is
17 really looking at the trends. You know,
18 we're seeing more part-time students coming
19 to the College.

20 Part of that is the unemployment
21 rate here in Suffolk County. Students are
22 choosing to work a couple more jobs, couple
23 more hours and taking classes part time.
24 The FTE calculation, that's very important
25 to take a look at. Is the amount of

1 students divided by 15. So, for example, if
2 you have five students taking three credits,
3 that's one FTE. So that's how the
4 calculation really is.

5 TRUSTEE LINDSAY-SULLIVAN: Say that one more time.

6 DR. ADAMS: So five -- if five individuals
7 are taking one three credit class, that's 15
8 credits. And that's considered one FTE. So
9 we combine all of our FTEs, all of our
10 part-time students together, that's how we
11 calculated with the number of students that
12 are coming to us full time, taking full-time
13 credits.

14 TRUSTEE LINDSAY-SULLIVAN: That's 15 credits.

15 DR. ADAMS: Correct. So we're seeing more
16 part-time students that are coming to us --
17 it's not 12 credits, it's 15 credits. So
18 couple of trends that we have seen. Our
19 Hispanic population is up. Another aspect
20 that we're seeing is, looking at the report
21 today are noncredit ESL is almost at 200
22 percent. So that is a market that we need
23 to be going after and working very closely
24 with our three executive deans.

25 Because those students are coming

1 to us, taking classes. We can market a lot
2 more than we have been doing and I really
3 think we can really capitalize on really
4 working with those individuals.

5 TRUSTEE BOST: I just want to let you know, I'm
6 really excited to hear that. I'm also in
7 the PTA club and our meeting yesterday, one
8 of the things that they actually learned
9 that a lot of folks in ESL are actually
10 ending up in BOCES and not coming back
11 because the communication, not knowing what
12 Suffolk has to provide. So it's really
13 amazing that we're going in that direction.

14 DR. ADAMS: So we will be working very
15 closely and, you know, again as of today
16 four point three five, I got to tell you,
17 it's to be where we are right now and to
18 continue and I believe it will continue, we
19 will have surge. We have 19 days before the
20 beginning of classes. The first day of
21 class is Tuesday, September 4. So we really
22 have an opportunity working with Mary Lou's
23 area, we have got several initiatives.

24 You'll see Newsday Notes, you'll
25 see advertisements in Newsday, there will be

1 radio advertisements, really making that
2 final push to get students in here.

3 As I said before, I believe it
4 will continue going up. And, again, that
5 does not count the number of FTEs that we'll
6 get from the Beacon, which was the former
7 Excelsior Program, the high school program
8 that we have which continues to rise as well
9 and we'll get our share of FTEs from that as
10 well.

11 So if you are asking me today on
12 August 16, I would say I'm cautiously
13 optimistic when it comes to our enrollment
14 with 19 days before the beginning of the
15 semester.

16 TRUSTEE MORGO: Okay. Thank you, Chris.

17 TRUSTEE MURRAY: I have a question.

18 TRUSTEE MORGO: Oh, I'm sorry. Go ahead.

19 TRUSTEE MURRAY: But is it true -- I mean, we
20 talked about this at the last Finance
21 Committee Meeting, that demographics are not
22 in our favor in the sense of enrollment,
23 that there's less of a pool of high school
24 students?

25 DR. ADAMS: Yes.

1 TRUSTEE MURRAY: So even -- there is still a
2 decent chance there's going to be a decrease
3 in enrollment this year as compared to last
4 year even with the surge at the end of the
5 summer.

6 DR. ADAMS: I believe there will be a
7 decrease by the end. But I don't think it's
8 going to be as bad as it was in June and bad
9 as it was in July. And I think it will
10 continue to four point --

11 TRUSTEE MURRAY: You think the four point three
12 number will come down a little bit?

13 DR. ADAMS: I hope so, yes. That's why I'm
14 cautiously optimistic. But you're right,
15 those population trends, you know, will
16 continue to decline until 2023.

17 TRUSTEE MORGO: I'm sorry, anymore questions?

18 TRUSTEE LINDSAY-SULLIVAN: Just for context, we did speak
19 about this at Student Success which was only
20 a week ago and we were at five point six.
21 So in a week. I just want to commend the
22 team for the outreach. I know we're
23 probably going to be getting some harassment
24 charges for calling students so much.

25 DR. ADAMS: As I said, yes, we are getting a

1 lot of, you know, but I say --

2 TRUSTEE LINDSAY-SULLIVAN: You guys call mow everybody day.

3 DR. ADAMS: Keep the pedal to the metal.

4 TRUSTEE MORGO: Just no robocalls. Any other
5 questions for Chris? [NO RESPONSE]. As you
6 probably know, I didn't like reading from
7 that. Let me just give context before we
8 consider Resolution Number 10.

9 CHAIR SANDERS: Thank you, Dr. Adams.

10 DR. ADAMS: Thank you.

11 TRUSTEE MORGO: We are hardly unique among
12 community colleges across the country in
13 declining enrollment. It is something that
14 we see and Chris laid it out and Chris
15 Murray's and Denise's questions are up to
16 that point. It's not something that's going
17 to end. The committee, Jerome, Chris and I,
18 tried to pick what we thought was the best
19 option.

20 But we are in a non-sustainable
21 spiral here. We keep raising tuition every
22 year. We keep taking from reserves. And
23 the only light at the tunnel is something
24 that Dr. McKay has talked about, that we
25 have all talked about, is changing the State

1 formula. And the Chancellor was moving in
2 that direction.

3 Because a 15 credit requirement
4 per semester, 30 for a whole year, to get
5 students to come in under that basis with
6 the realities of life, with a jobs, with
7 their perm lives, is a very difficult thing.
8 And what the College does, I think we all
9 know this and we all are dedicated to it,
10 does amazing things in Suffolk County. We
11 are an incredibly important force and we
12 change the lives of students even if that
13 student is taking eight credits a semester.
14 So we have to look at it.

15 So Gail gave us four options. We
16 rejected the first one of increasing
17 tuition. And then we went over all of them.
18 We took a lot of time and we came up with in
19 this case, half from reserves, half from
20 personnel services, and at this time at this
21 point we thought -- the three of us had a
22 consensus that we thought was the best
23 approach. And the resolution reflects that.

24 TRUSTEE MURRAY: I would just like to make some
25 comments. First of all, I would like to

1 thank Gail and Jim for the hard work of
2 trying to deal with this situation. All
3 year there was a very difficult budget
4 situation. You remember that we increased
5 tuition, there are also increases in fees
6 that were associated which were appropriate
7 given the time lapse since the last time
8 they had been looked.

9 There were significant cuts we
10 deferred with the dental hygienist program
11 which was a four million dollar deferral and
12 we dipped into the reserves. And so I think
13 the whole effort here was to try to balance.
14 A balanced approach dealing with
15 approximately \$20 million deficit. And I
16 think it's appropriate. I think, but I
17 guess the bad news is, we're going to have
18 to do this all over again next year.

19 Every time we dip into the
20 reserves, we're building in a deficit for
21 the following year. And so we are going --
22 we're down to about a six point seven
23 percent. We should with be at 10 percent
24 for reserves. There is -- there's some
25 limit to, we're going to hit up to a point

1 where we're in fiscal distress if we keep
2 taking from the reserves and not looking at
3 austerity, not looking at situations where
4 we can save money, encouraging increased
5 enrollment.

6 But this has got to be an ongoing
7 thing. But I think it's important for
8 people to understand that we have to look
9 and be very careful at the money that we
10 spend. I think the Board of Trustees has to
11 be an example with regard to the money that
12 we spend.

13 I think the administration has
14 been very diligent in looking at cost
15 savings. But also have has to set an
16 example on the money that we expend. We are
17 -- we cannot balance our budget on the backs
18 of the students and we cannot balance the
19 budget by continuously taking from the
20 reserves.

21 So there's a third option which
22 is to try to do as much cost savings, to
23 adjust things, to be as efficient as
24 possible going forward. Looking at
25 programs, looking at consolidations, looking

1 at things that maybe we don't want to do and
2 in a perfect world, we wouldn't have to do.
3 But we're going to make some hard choices.

4 And it's just going to be as
5 difficult next year. We're going to be
6 faced with a budget deficit where there is
7 going to be a lot of pressure for an
8 additional large increase in tuition next
9 year on top of what we would have already
10 done.

11 So I can't just -- urgency for us
12 as a Board and as an administration to be as
13 frugal as possible in expending of money and
14 to set an example for the school as to
15 expenditures on our part. And also to, as
16 Jim mentioned, we are -- I would suggest
17 even in September to start next year's
18 process all over again. And to start
19 looking at what it's going to be, what are
20 the options, what can we do?

21 In a lot of ways it's not our
22 fault in the sense of the demographics and
23 the decrease in enrollment, that is just
24 kind of inevitable. And as Jim said, we are
25 not the only Community College doing it.

1 Maybe there will be a change in the way
2 funding is from the State, I don't know.
3 I'm not going to hold my breath for anything
4 to happen in Albany in a productive way.

5 I think we were lucky this year
6 in some ways that Suffolk County stepped up
7 a little bit more than what we expected and
8 the State stepped up a little bit more than
9 what we expected. We were coming in
10 thinking a one point five increase and a \$50
11 increase. We got a hundred dollars and a
12 two point five. So it was actually a little
13 easier because the governmental bodies did
14 support the Community College. I'm not so
15 sure that's going to happen again next year.

16 So we're in a difficult
17 situation. I don't think it's something
18 that is inevitable and has kind of been
19 imposed on us because of the decrease in
20 enrollment, because of the demographics and
21 some reasons which are beyond our control,
22 and we really got to look at how we can save
23 money and be more efficient and be frugal in
24 how we spend money.

25 And I think the Administration

1 and the Board of Trustees have to set an
2 example for that.

3 TRUSTEE MORGO: I totally agree, unequivocally
4 agree. And you bought up something that I
5 didn't. We thought and we were led to
6 believe we were going to get four percent
7 from the County. In retrospect that was
8 probably unrealistic. The County thought
9 they were very good to us by increasing it
10 to two point five. We can't look to Suffolk
11 County at least much more.

12 We have often done over the
13 formula. It's suppose to be a third from
14 the State, a third from the County and a
15 third from student tuition. I think one
16 time I said that's more honored in the
17 breach than in the observance. Since I have
18 been around it hasn't happened. The County
19 is in worse operating budget shape than we
20 are, so we can't be looking -- and they
21 don't look like they are anywhere close to
22 solving that.

23 The State on the other hand,
24 troubles me in our relationship to the
25 State. Kevin in the faculty association

1 through NYSUT leads the lobbying efforts
2 because some other Community Colleges don't
3 have the problem that we do, especially the
4 small ones. The idea of changing the
5 formula is something that we might all have
6 to work on. So I think the State should be
7 doing more for us, but we are one of 62.
8 And the County, we're the only one.

9 So we can't -- we really can't
10 look to the County for much more. And I --
11 Chris said it well, I don't need to repeat,
12 but fiscal prudence is what we have to be
13 talking about.

14 TRUSTEE LINDSAY-SULLIVAN: I feel like we're kicking the can
15 down the road. You know, in a \$222 million
16 budget \$636,000 is deck chairs off the
17 Titanic. We're not talking like major
18 percentages of the budget. And if we're not
19 talking about 13 actual people, I really
20 would not support taking from fund balance
21 again. Considering that we have done that
22 every year. We have raised tuition over 20
23 percent in the last four years that I'm on
24 the Board, I don't know about before that.
25 And we're talking about open positions.

1 We're not talking about filled positions
2 where peep are going to lose their jobs.

3 TRUSTEE MORGO: Well, we don't know.

4 TRUSTEE LINDSAY-SULLIVAN: Well, we don't know. So let's
5 say we don't dip into reserves and in
6 January, we are in crisis. Who says we
7 can't dip into reserves then? Why do we
8 have to do it now.

9 TRUSTEE MORGO: Because we have to set the budget
10 now.

11 TRUSTEE LINDSAY-SULLIVAN: So do it without dipping into
12 reserves.

13 TRUSTEE MORGO: You're suggesting we take it all
14 from personnel services?

15 TRUSTEE LINDSAY-SULLIVAN: If the money is there and there's
16 nobody attached to the money right now, why
17 attach someone to the money.

18 TRUSTEE MORGO: We considered that and we said
19 that's why we're going to continue to
20 meet -- and we made it very clear that we
21 may have to come back to the Trustees, where
22 we see where the trends are going. We
23 thought this middle approach, and not one
24 hundred either way, was the most judicious
25 at this time.

1 TRUSTEE LINDSAY-SULLIVAN: While we dip into the reserves,
2 though. So you're thinking we might have to
3 dip further?

4 TRUSTEE MORGO: I'm thinking we might have to cut
5 more personnel services and maybe dip
6 further. We don't know. That's the
7 variable. Do you want to add anything,
8 Gail?

9 MS. VIZZINI: The information that was
10 presented to the Subcommittee included the
11 fact we had already cut two point nine
12 million dollars in expenditures. And a
13 significant portion of that was in salaries.
14 And then what we did was we increased the
15 amount of savings required, turnover
16 savings, meaning the length of time
17 positions have to remain open by \$500,000.

18 So we're already -- from my
19 perspective, when you give me the
20 appropriations in the budget, I try not to
21 spend them all. Similar to when you give me
22 a balancing number, you're authorized to use
23 six point nine million dollars from the
24 reserves. I think that even when you give
25 that to me, you're thinking, don't use it.

1 Based on conversations with Dr. McKay,
2 restricted hiring is in place, extended
3 vacancies is in place, restricted reviews of
4 part-time hiring, everything is in place,
5 not to use the full authorization.

6 And when revenue doesn't come in
7 the way it's expected, we also say no more
8 than we say yes.

9 TRUSTEE MORGO: I should mention, the two point
10 nine million dollars already cut, that
11 figure is in the committee minutes, I just
12 didn't read it because I was reading too
13 much.

14 TRUSTEE LINDSAY-SULLIVAN: Was that cut or was that
15 efficiencies?

16 MS. VIZZINI: Cuts. Remember, we started with
17 a \$20 million budget gap which we then
18 brought down to 15 million. And then cut
19 the 15 million and then raised tuition,
20 fees, a few other things. But that's
21 revisiting the whole presentation which I
22 don't want to do.

23 TRUSTEE MORGO: No. And Chris got into several
24 of the things that we did. That \$4 million
25 dollar that we chopped off right away from

1 Dental Hygiene, that's a double edged sword
2 because Dental Hygiene is a place that could
3 help us in the future increase enrollment.
4 But those are the kind of tough decisions
5 you have to make.

6 TRUSTEE LINDSAY-SULLIVAN: But that wasn't a cut. That was an
7 add which was not taken. There's a huge
8 difference.

9 TRUSTEE MORGO: That's true.

10 TRUSTEE LINDSAY-SULLIVAN: That's like me saying I want to
11 buy a Mercedes but I'm not going to so I've
12 saved --

13 TRUSTEE MORGO: It shows fiscal restraint.

14 TRUSTEE LINDSAY-SULLIVAN: It's not a cut.

15 TRUSTEE MURRAY: No, that's fair.

16 TRUSTEE MORGO: I didn't say that. I said we
17 chopped that off.

18 TRUSTEE LINDSAY-SULLIVAN: That was a wish list.

19 TRUSTEE MORGO: Yes. To cut something you don't
20 have is easier than to cut something you
21 have, yes.

22 CHAIR SANDERS: Anymore discussion?

23 TRUSTEE DELEON-LOPRESTI: When we cut personnel costs, due
24 to declining enrollment, is most of it by
25 way of eliminating classes and does that

1 have an effect on enrollment?

2 TRUSTEE MORGO: Well, that's an interesting
3 question.

4 PRESIDENT MCKAY: Madame Chair, if I can opine for
5 a minute. Later on in the meeting ou will
6 hear from Dr. Pedersen, Dr. Beaudin and also
7 Dr. Galiotos and things that are upcoming to
8 address many of these items. A key part of
9 this when you look at enrollment management,
10 and class utilization, is how you offer
11 sections. A part of that also you have to
12 look at your general studies liberal arts
13 students that are traditionally transferring
14 much sooner than completing.

15 They are in an entire a category
16 that would spend one semester, two semester,
17 then leave. So we are going to be
18 addressing that shortly in the other
19 presentation. When it comes to looking at
20 the overall operation that Gail and Trustee
21 Murray mentioned, in the course of the year,
22 we are continually looking for ways in which
23 we can find efficiencies, continually across
24 the entire disciplines.

25 That being said, the Faculty

1 Association in one of the contracts we have
2 had with them recently look at adding plus
3 two in classes that were not remediation or
4 not.

5 That would give us \$750,000 a
6 year in the budget as of the time we did
7 that. We're looking at now classes that are
8 no remedial in the sense of like maybe
9 online classes that you do two thirds
10 instead of the full capacity as a face to
11 face. There are several things that are
12 going to be negotiated which we cannot
13 discuss on the table formally because we are
14 not in a formal negotiation with our trades
15 as yet.

16 What I would also caution
17 publicly while the scenarios have been
18 placed in regards of number of individuals
19 per se that maybe if that becomes the
20 option, to look at. The difficulty will be
21 that then which 13 positions that maybe, in
22 which units and who will that impact? We
23 have to look at the operations. So when we
24 look at the programs that we have at the
25 College, for example, how many programs we

1 have that are indeed retaining students, are
2 indeed graduating students, are indeed
3 transferring students, and are indeed
4 working efficiently?

5 We looked also in the budget when
6 we made the reductions to look at the
7 campuses to say, okay, is that something
8 that is germane to the academic programing
9 for this semester or are you planning
10 forward? Reduce your budget before that
11 becomes part of your adds. So there's a
12 whole variation of numbers back to Trustee
13 Lindsay's question about actual cuts.

14 We made some actual cuts that
15 were in the prior year looking for
16 efficiencies in the budget but then
17 allocated back resourced to a new ask that
18 they would have sent forward to us. So
19 there were some physical cuts that were made
20 in the budget to reduce it, but, because of
21 the type of programmings -- for example we
22 have added more A and P courses because of
23 labs.

24 And those are lab related courses
25 only can take 24 students. So for example

1 in the contract, nursing and other classes
2 could then add 48 students. You cut it in
3 half, 24 24, you do a lab in the middle. So
4 you do lecture, lab, lecture.

5 There's different ways of doing
6 that. That would reduce the number of
7 part-time PAs and different things like
8 that. So we're trying to find ways to
9 mitigate that. And I hope that when you see
10 what Dr. Pedersen and Dr. Beaudin present,
11 we are taking a deeper dive now into the
12 middle of the operation of the College and
13 that would require comprehensive review of
14 everything. We're back to what Trustee
15 Murray just mentioned.

16 So that that would then present
17 to us now, how we are looking at our
18 programs? Are they appropriately staffed?
19 What's the full time to part time ratio?
20 How many students are we serving? Are the
21 faculty indeed doing faculty advising? Are
22 the counselors doing more placement than
23 advising? The interaction one to one within
24 the discipline of the faculty meeting with
25 students, how much of a difference would

1 that play into retention?

2 So there's a myriad of different
3 things that we are looking at. That's going
4 to be happening this fall. Some of the
5 initiatives will put in place right after
6 the analysis is done and some will be for
7 the succeeding semester. So the concerns of
8 mitigating cost is something that we were
9 going to continually work at. It's
10 something that we have done.

11 And Gail and I looked at the
12 reserves as a place that we do not want to
13 return. In 2007 we were at four million
14 dollars in the reserves and it was listed in
15 the Middle States Document that for a
16 college our size, that was not appropriate
17 for emergencies as you so stated. In the
18 event that there's an emergency, where do we
19 turn to.

20 So that will be something that
21 we're going to look at to getting back the
22 reserves to 10 to 15 percent at the range.
23 But we definitely do not start the year
24 looking at what was appropriated in the
25 reserves. We operate looking at what was.

1 And then we work backwards and then as --
2 things change. For example, Spring Semester
3 and Winter Semester traditionally are lower
4 enrolled semesters. So that's going to
5 variate with the four percent you see here.
6 We may have some students that may transfer
7 out after this semester not counting into
8 the projection for the full year.

9 That's another variation in the
10 percentage. So throughout the year, we have
11 to make adjustments. But we will keep the
12 Board fully advised as we go forward.

13 TRUSTEE MORGO: Gemma, in short in answer to your
14 question, do eliminating classes have a
15 negative effect on enrollment? I think the
16 answer is possibly, but it's complicated.

17 CHAIR SANDERS: Right yes.

18 TRUSTEE LINDSAY-SULLIVAN: Can I ask two things? One, Gail
19 were we able to add to the reserves after
20 last year's budget.

21 MS. VIZZINI: No, we were not. And just to
22 clarify where we're at, you know, we report
23 the reserve number to the State at the end
24 of the fiscal year, so that's why I used
25 that as a point of reference. So we have

1 two two point five at the end of last year.
2 We're projecting right now that of the six
3 point nine million to balance this year's
4 budget, we'll probably use four point seven
5 million assuming there are no surprises,
6 assuming there's no surprises at the end.

7 We do sometimes do have swings at
8 the end including the auditor's
9 recommendation that perhaps our accounts
10 receivable is too big a number. Tuition
11 that we expect to collect from those who
12 have gone to collection. It's implicit in
13 the audit are usually explained to you
14 included in this, the bringing down the
15 reserves by a million dollars because the
16 accounting methodology to determine how much
17 of this are you really going to collect?

18 If the number is larger than
19 what's benchmarked, you have to write it
20 off. You know, if it's beyond seven years,
21 if you haven't gotten the money, you're not
22 going to get the money. And that happens.
23 So that's what I mean by the million dollar
24 swings at the end. And then we'll go to
25 what your authorization is for this year.

1 And under the proposed scenario,
2 we would be authorized to use another two
3 point eight million. So once we do that,
4 the reserves will be at just shy of 15
5 million which is the six point seven percent
6 number that Trustee Murray mentioned.

7 TRUSTEE LINDSAY-SULLIVAN: If Dr. Beaudin and Dr. Pedersen
8 are going to give us more information, can
9 we put the vote off until after we hear from
10 them? Right now I don't feel comfortable.

11 PRESIDENT MCKAY: What they will speak of is how
12 are we going to look into the operation
13 going forward. The budget number that's on
14 the table now, what they're going to present
15 is how do we as we go forward now then
16 utilize the studies that we have to change
17 the behavior across the institution in
18 multiple different arenas. It would not
19 change what we have in the current budget
20 per se.

21 It may change but we cannot put
22 the dollar value to that yet because some of
23 the initiatives will require a deep dive
24 into all those areas. So we don't know yet.
25 But what we do know is the base operation

1 going into this year requires this budget to
2 be passed. What Gail and I will do is to
3 manage that going in to try to put back at
4 the end of the year into the reserves by
5 lowering the number that you approve. So
6 that's the charge we have starting at the
7 beginning of the year.

8 Savings is extremely important.
9 When, you know, when someone serve at the
10 College 15, 30 or so years, valiantly served
11 over that time, the accruals and the number
12 of years and the services and the salary and
13 payoffs and the SKAD (phonetic) and
14 everything else comes off as a one shot.

15 Now, most often you're not going
16 to hire a professor or hire an associate
17 professor. So that brings the salary a
18 little bit lower than the outgoing person.
19 We find savings in that area. We also look
20 at the program to see which program we don't
21 a do a one for one replacement and that line
22 maybe now for an area that has increased
23 enrollment in a different program. We
24 realign that. And then we work on trying to
25 build programs up to a point whereby we look

1 to see can that be in the time of this
2 sequence fit into what is being offered?

3 What we are seeing also, students
4 at Grant may take courses at Ammerman.
5 Students at Grant may take courses at East.
6 So then we look to see, now are they taking
7 courses in the discipline because they are
8 transferring or is that it's not offered on
9 their campus at the time? So there's a
10 number of different things we look at. And
11 when we allocate positions, we move them
12 around without creating new ones.

13 So the ones that are stayed open
14 are simply for turnover savings. If you cut
15 that number, that number wouldn't impact
16 that budget you're putting forward. The end
17 of the year when we look at what we save,
18 that's how you see the utilization of the
19 savings. So we'll continue to look at that.

20 I must say, I do want to thank
21 the Executive Deans and the Vice Presidents
22 because when we look at positions, everyone
23 wants the position back, but our
24 responsibility is to look and see exactly
25 how is that position is going to be

1 beneficial one to the academic mission which
2 is to maintain integrity of the class and
3 the program? And two, can we have that done
4 in any other way?

5 Like, for example, the formality.
6 Paul Beaudin is going to be adding much more
7 into the online programs. So now we have
8 more online programming offerings coming up
9 starting next year. We have already entered
10 into that arena. And are getting the
11 approval from SUNY and SED offer
12 certificates and more online programs. That
13 means we can reach a broader audience than
14 than we had before for folks who do not want
15 to travel to the College but can take
16 classes where they are.

17 So that's a whole piece we're
18 going to move into. And we tried it early
19 morning, evening, weekend. Those tracks now
20 have four degree programs behind them that
21 we have never had before. So, have we seen
22 an impact there yet? That's too soon to
23 measure because that started this semester.
24 So those things, areas we're going to grow
25 on for the next year.

1 CHAIR SANDERS: Thank you, Dr. McKay.

2 TRUSTEE MORGO: Gemma had another question.

3 TRUSTEE DELEON-LOPRESTI: It would be helpful for me if I
4 understood this more clearly, where we came
5 up with the 10 percent reserve? How did we
6 come up with that? What do other colleges
7 and community colleges do?

8 MS. VIZZINI: That's a generally accepted
9 fiscal practice underscored by Middle
10 States. And accounting offices, some of the
11 professional organizations. Especially for
12 a College of our size. It's actually 10 to
13 15, but 10 is good enough for us.
14 Everything we do is big.

15 TRUSTEE DELEON-LOPRESTI: So going far below the 10 percent
16 will effect Middle States.

17 TRUSTEE MORGO: That's a good question. It's
18 not, as we found out, a clear in writing
19 requirement but it's frowned upon. And it's
20 not a positive. We were led to believe that
21 it was mandated and was asked for and it's
22 not mandated. But as Gail said, a clear
23 accounting principle. Not just Middle
24 States, among fiscal watchdogs, your reserve
25 should be at 10 percent. I want to just

1 clarify a couple of things with Denise's
2 question.

3 As we said a couple of times,
4 adjustments can be made during a budget
5 year, that's why -- I forgot, excuse me, I
6 just realized, Theresa was at the meeting on
7 July 10. I have been just talking about the
8 consensus was Chris, Jerome and mine. But
9 Theresa was part of the consensus too. With
10 that clarification, adjustments can be made.
11 The actually using the amount of money set
12 aside from the reserves is not used -- it's
13 used as a last resort.

14 Usually it's not used until the
15 end of the budget year. And as you know our
16 budget year ends in August, which is why we
17 have to have a budget at this meeting.

18 That's why we have to vote on this today.

19 TRUSTEE LINDSAY-SULLIVAN: But we weren't able to put any of
20 that back last year.

21 TRUSTEE MORGO: Not last year but in past years
22 we have.

23 TRUSTEE LINDSAY-SULLIVAN: Have we?

24 TRUSTEE MORGO: Yes.

25 MS. VIZZINI: I'm not sure what you mean by put

1 back. When you say putting it back --

2 TRUSTEE LINDSAY-SULLIVAN: Leftover money and you can put it
3 into the reserves.

4 MS. VIZZINI: What we're likely to do this year
5 and what we did last year was we didn't use
6 everything you authorized. So --

7 TRUSTEE LINDSAY-SULLIVAN: Do you have a sense of what we
8 authorized and what you used.

9 MS. VIZZINI: I just stated that for this year
10 you authorized six point nine million. Our
11 projections show we're going to be using
12 four point seven million.

13 TRUSTEE MORGO: So that will be like putting it
14 in.

15 MS. VIZZINI: Not as much is going to come out.
16 But that four point seven is taken into
17 consideration with the projections in terms
18 of --

19 CHAIR SANDERS: But I think, if I can clarify, I
20 think the question is replenish not just did
21 we put it back. So if we only are going to
22 use four point five as a projection, will we
23 ever put that four point five back? Will we
24 ever get back up to 10 percent ever? Or
25 will the fund balance just keep reducing?

1 TRUSTEE LINDSAY-SULLIVAN: Kicking the can down the road.

2 TRUSTEE MORGO: Talking about variables, you
3 don't know when the enrollment is going to
4 happen. All kinds of things could change.

5 The economy could get bad again
6 which would help our enrollment.

7 CHAIR SANDERS: Fair. That's right.

8 Any other discussion around this
9 resolution? [NO RESPONSE]. Okay. So I
10 just want to move, there's two more
11 resolutions that we need to discuss before
12 we take the vote on the collective
13 resolutions. So As it pertains to Item 11
14 and 12, the one, the adoption of an employee
15 social media policy. And number two, the
16 next one, the adoption of the whistleblower
17 policy.

18 The question I was asked to raise
19 is that if these policies go into effect
20 today and they are approved, are there
21 procedures that go with the policy? So if a
22 person, you know, called in wanted to blow
23 the whistle, what are the procedures? Do we
24 have procedures? I believe we discussed
25 this in governance, but maybe you could

1 clarify, Alicia?

2 MS. O'CONNOR: Sure. We did discuss it a
3 governance and I indicated that the
4 procedures and guidelines for each of those
5 policies will be adopted administratively.
6 It's something that Mary Lou and Drew and I
7 have been working on for the social media
8 policy. We had had a draft, we still have a
9 draft, it hasn't been finalized. It will be
10 introduced to cabinet and reviewed and
11 adopted administratively.

12 So the thought was that while the
13 policy will be in effect as of today, if you
14 choose to adopt the policy, if anyone were
15 to put in an application to establish a
16 social media account, it wouldn't be granted
17 unless those procedures had already been
18 adopted. So there maybe a delay in terms of
19 letting, you know, Twitter account,
20 Department Twitter account, a Facebook
21 account be authorized to go forward.

22 And the same holds for the
23 whistleblower policy. So the policy states
24 that if somebody puts in a complaint on the
25 form that's going to be available online, it

1 would be directed to Angelica's office. So
2 again, it would be -- we would, you know,
3 again propose administrative procedures that
4 would be adopted by cabinet. I don't think
5 it's going to take a long time to actually
6 do that. I think that we have a good sense
7 of what those policy and procedures are for
8 both of the policies.

9 So there is likely to be a little
10 bit of a delay if somebody puts something in
11 Friday or next week.

12 CHAIR SANDERS: Thank you.

13 MS. O'CONNOR: Sure.

14 CHAIR SANDERS: Questions? [NO RESPONSE]. Okay.
15 Thank you very much for the details in
16 particular regarding the budget vote. It's
17 a huge responsibility for this Board of
18 Trustees. We will have to defend our
19 decisions and we wanted to make sure, that's
20 why we spent the time talking, but we want
21 to make sure that you are comfortable. So I
22 will now request a motion for the approval
23 of the College resolutions 2018.43

24 TRUSTEE MURRAY: Theresa, is there a way to do
25 them separately?

1 TRUSTEE LINDSAY-SULLIVAN: Yes.

2 CHAIR SANDERS: We can.

3 TRUSTEE MURRAY: That way.

4 MR. PETRIZZO: Absolutely.

5 CHAIR SANDERS: We can.

6 TRUSTEE MURRAY: There's only three of them,

7 right?

8 CHAIR SANDERS: You want to do the budget, the

9 social media and the whistleblower from the
10 others?

11 TRUSTEE MURRAY: I just think the budget should be
12 separated out.

13 CHAIR SANDERS: Just the budget.

14 TRUSTEE LINDSAY-SULLIVAN: I agree.

15 TRUSTEE MORGO: Just 10 you're saying?

16 TRUSTEE MURRAY: The rest I don't care.

17 TRUSTEE MORGO: Now that there's a pause,

18 Theresa, I also want to stay, thank you for

19 the comments about Budget and Finance, you

20 are a big part of that. But also I want to

21 mention in Gordon's absence that the

22 Governance Committee really did a deep dive

23 in both social media and whistleblower. And

24 Gordon called me a couple of days ago and

25 asked me to mention something about

1 whistleblower but I'll get to that at
2 committee meetings.

3 CHAIR SANDERS: Yes. When we do committee
4 reports. So once again, for clarity, I'll
5 request a motion for the approval of College
6 Resolutions -- I'm going to call each
7 number. So resolution 2018.43, 2018.44.
8 2018.45 has been withdrawn. 2018.46,
9 2018.47, 2018.48, 2018.49, 2018.50,
10 2018.51. 2018 --

11 MR. PETRIZZO: You have to --

12 CHAIR SANDERS: We're going to do 53 and 54 also.
13 The only thing we'll do separately is
14 budget. Just budget --

15 MR. PETRIZZO: Just budget, okay.

16 CHAIR SANDERS: 2018.53 and 2018.54.

17 TRUSTEE LINDSAY-SULLIVAN: Motion.

18 MEMBER BOST: Second.

19 TRUSTEE PAGDANGANAN: Second.

20 CHAIR SANDERS: There's been a motion and a
21 second.

22 All in favor?

23 Anyone opposed?

24 [WHEREUPON THE MOTION MADE AND SECONDED WAS
25 VOTED ON AND CARRIED.]

1 CHAIR SANDERS: Thank you very much for the
2 consensus. We appreciate that.

3 Now, I would like to request a
4 motion for approval of College resolution
5 2018.52.

6 TRUSTEE MORGO: So moved.

7 TRUSTEE BOST: I second.

8 CHAIR SANDERS: All in favor?

9 Anyone opposed?

10 TRUSTEE LINDSAY-SULLIVAN: Aye.

11 CHAIR SANDERS: One opposed.

12 MR. PETRIZZO: Six in favor, one opposed, motion
13 approved.

14 TRUSTEE MORGO: Carries.

15 CHAIR SANDERS: Thank you very much. And thank
16 you, again. This is where the rubber hits
17 the road. This is our work. And there's a
18 lot of work that goes on that committee
19 level. I'll use this opportunity to do a
20 subcommittee commercial for trustees. And
21 please, if you feel you can be of service on
22 any of these committees, please join them.
23 That's where the real details get discussed
24 and vetted.

25 And I want to thank Dr. McKay and

1 making your team available to us. Because
2 sometimes, you know, there's questions we
3 have to help us solve, you know, challenges
4 that we encounter. And I do appreciate you
5 making your team available to us.

6 And I appreciate all that answer
7 the questions and listen to us and our calls
8 repeatedly to clarify. Because we have to
9 defend, again, the policies that we pass.
10 So thank you very much.

11 I'm going to move to the
12 committee reports. Jim, I'll start with
13 you. Do you have anything to add for
14 budget?

15 TRUSTEE MORGO: Oh God no.

16 CHAIR SANDERS: I didn't think so but I had to
17 put it out there.

18 Student Success, Denise.

19 TRUSTEE LINDSAY-SULLIVAN: So we met on the August 6.

20 Dr. Beaudin, Dr. Adams, Mary Lou Araneo, and
21 myself. And we had a visit, a guest visit
22 from the executive dean from the Eastern
23 Campus. Dr. Beaudin talked to us about the
24 College's application for online courses and
25 degrees. I think one of the things that

1 makes this very exciting is that the
2 approval that we received, and Dr. Beaudin,
3 I don't know where you are but if I say
4 anything out of place, please let me know.

5 I believe that that what we were
6 told was that the approval allows out of
7 state students to take our courses which can
8 certainly help with enrollment. Right now
9 we offer 25 programs online in some capacity
10 but the accounting AIF, AF and certification
11 will be 100 percent online I believe this
12 Fall. This was a challenge, you know, like
13 many new initiatives.

14 We have to agree that the fully
15 online student does not have to come to
16 campus at all. So a lot of things go into
17 that. Dr. Adams was talking about that we
18 have to then offer online tutors,
19 advisement, placement exams, library
20 services, orientation. So there's a lot of
21 nuance that you wouldn't normally think.
22 Oh, just a put a course online. But when
23 it's a full time, 100 percent online, all of
24 these things have to be taken into account.

25 The PE and science teachers have

1 been trained on offering online courses. So
2 online PE I would love to see how that goes,
3 sounds like fun.

4 We will have 223 sections of
5 online courses in the fall. I'm super
6 impressed to know that Dr. Adams knew that
7 off the top of his head. And just for
8 balance, we have 3700 face to face courses
9 and -- face to face slash hybrid, hybrid
10 meaning some online, some face to face. So
11 that was exciting. I appreciate that,
12 Dr. Beaudin. Dr. Adams talked with me about
13 enrollment.

14 I'm sorry, Jerome was at the
15 meeting too, I meant to say that sorry. We
16 talked about enrollment, the steps that are
17 being taken, the calls, the e-mails, the
18 robocalls. They are making it a practice
19 now that if a student has to take a
20 placement test, they can get them in in
21 three days which is amazing. I don't know
22 how you are doing that but that's wonderful.

23 What else? Mary Lou talked about
24 the President's lecture series that's
25 coming. Sounds like a really interesting

1 program during the Finish Strong Week. On
2 October 30, Colonel Greg Gadson is going to
3 be speaking. He is a double amputee veteran
4 of the Iraq war. So, the will be very
5 interesting for many of our students.

6 Aramark is looking at having an
7 initiative for no more plastic straws that
8 would make our environment good, happy.

9 TRUSTEE MORGO: Better.

10 TRUSTEE LINDSAY-SULLIVAN: Better, thank you. We talked
11 about the importance of students attending
12 orientation. And I was really impressed to
13 hear Dr. Adams was talking about students
14 have choices of which these they can attend
15 orientation. We have the online orientation
16 with a virtual tour. The Association gets
17 involved and gives backpacks or different
18 branded items when students attend. And we
19 just talked about how important it is for
20 students to start that way so that they
21 really have an understanding of where
22 they're coming, what's offered to them, what
23 supports are in place and not just showing
24 up at class.

25 So it was a great meeting. We

1 will be meeting again on October 15 at 9:30
2 on the Eastern Campus.

3 TRUSTEE MORGO: I have a question. On the online
4 courses, are they profitable with all the
5 extra expenses that you detailed? Are we
6 getting revenue from them?

7 TRUSTEE LINDSAY-SULLIVAN: I don't know if that's a Gail
8 question or a Dr. Beaudin question. Is
9 there a difference in profit margin for
10 online?

11 DR. BEAUDIN: If you keep in mind the fact that
12 many of our online classes are taught by
13 professors who are teaching them at
14 overload, so that's very positive.

15 MS. LINDSAY-SULLIVAN: Meaning that we can have more
16 students.

17 DR. BEAUDIN: Meaning that a faculty member has
18 a full-time load normally of 15 credits.
19 Many of our online sections are being taught
20 by faculty members who are teaching in the
21 overload as opposed to part of their
22 full-time work here at the College.

23 TRUSTEE MORGO: In negotiations, we were able to
24 get a benefit from -- overall they get paid
25 less.

1 DR. BEAUDIN: Yes, so that's very helpful. The
2 other thing you want to keep in mind as well
3 is that our online course utilization is
4 really in the very high nineties. So there
5 are very few empty seats ever in an online
6 class which is really terrific for us.

7 TRUSTEE MORGO: So the answer is yes, they are
8 profitable. There is more revenue than
9 expenses?

10 DR. BEAUDIN: What was Dr. Adams' -- I think he
11 said that you are --

12 DR. ADAMS: Cautiously optimistic.

13 DR. BEAUDIN: Thank you. I think that's true
14 but I don't want to say that for sure.

15 MS. VIZZINI: I don't think we really have
16 enough data to make that determination at
17 this time.

18 TRUSTEE MORGO: Well, hope so.

19 TRUSTEE LINDSAY-SULLIVAN: Thank you. That concludes my
20 report.

21 CHAIR SANDERS: Thank you so much, Denise. We
22 will move to, I'll do the Governance
23 because I'll be reporting on behalf of
24 Trustee Gordon Canary who is having fun
25 right now.

1 MR. PETRIZZO: We hope.

2 CHAIR SANDERS: Yes, we hope right. We met
3 August 13 and present was Trustee Canary,
4 myself, Trustee Morgo, Trustee Bost, Alicia
5 O'Connor the counsel's office and Gail our
6 recording secretary for the committee. The
7 Governance Committee has been extremely
8 busy.

9 And the first item on the agenda
10 for that meeting was the employee social
11 media policy. And it was distributed,
12 updated. We have been working on this for
13 several months now to come up with a social
14 media policy when we realized we really
15 didn't have one. And social media plays
16 such a huge role in so many peoples' lives
17 that it was important that we put something
18 in place.

19 So after months of looking at
20 other models that worked well at other
21 colleges and universities -- we even looked
22 at some the corporate business' social media
23 policies that pertained to what they require
24 of their employees. And so that all
25 resulted in the social media policy that was

1 passed today and adopted by the Board. So
2 thank you very much.

3 And then we talked about the
4 whistleblower policy. Again, another piece
5 from governance that it had come to our
6 committee members' attention that our policy
7 was extremely outdated. And we spent months
8 updating that and now, again, thank you to
9 the Board of Trustees for adopting this
10 updated new and improved whistleblower
11 policy.

12 We went through some other
13 discussions as it turned around for as it
14 pertained to some details in terms of forms
15 that we wanted to make sure that we reviewed
16 for future policy considerations. And a lot
17 of what happens in governance again is kind
18 of forecasting and projecting areas in which
19 the College is not protected because we
20 don't have a policy.

21 So we will be having another
22 meeting soon. I don't have the date here,
23 or do I? Yes, September 17 at 4:00 p.m.
24 And we'll be meeting in the LRC on the Grant
25 Campus. Did I leave anything out?

1 TRUSTEE MORGO: No. The only thing that Gordon
2 called and asked me to mention is something
3 that we did mention, Theresa, at the meeting
4 that we wanted to be sure that the new
5 whistleblower policy was publicized so that
6 the College community would know about it.
7 And I just asked. In that that's not to say
8 that there was anything that inspired our
9 looking at it. Only because, as you said,
10 the old policy was incredibly outdated.

11 So I just asked Lou and Lou said
12 there will be a College brief and it will be
13 put up on the website. And Gordon wanted to
14 make sure that the College community knew
15 that there was a new policy.

16 CHAIR SANDERS: Thank you. Great. So that was
17 our governance report. I'll go to our
18 personnel. Gemma.

19 TRUSTEE DELEON-LOPRESTI: We are going to defer. We will
20 make our report during executive session.

21 CHAIR SANDERS: Thank you very much. And we do
22 not have reports for Advocacy and Facilities
23 right now but we will be moving forward.
24 Student Trustee report, Jerome.

25 TRUSTEE BOST: Chair Sanders, students and I did

1 not have an opportunity meet over the
2 vacation but I'm looking forward to meeting
3 with them in September and having a report
4 at the next meeting.

5 CHAIR SANDERS: Thank you so much.

6 Sylvia Diaz, Foundation report.

7 MS. DIAZ: Good morning, members of the
8 Board. I have two quick reminders for you.
9 Coming up this Monday is our 35th annual
10 golf event, new location at the Nissequogue
11 Golf club. Very, very excited to have this
12 venue. Recognizing AVZ Wealth and AVZ
13 Incorporated. Just super excited about this
14 event. There are tickets still available
15 for the evening. We may even have a couple
16 over golfers that we can squeak in if you
17 forgot to sign up.

18 Additionally, we have two hole
19 in one opportunities. We do have a Maserati
20 Gibley as well as a GM vehicle this year.
21 And an added chance to win the all new --
22 week long driving experience with the Karma
23 Rivera, which is this car right here
24 actually. It's a hybrid car new to Long
25 Island.

1 So, very very excited about that
2 as well. That's kind of a bonus for us.
3 Additionally I do have some save the date
4 cards that I will share with you for the
5 upcoming Salute to Excellence Gala which was
6 of course rescheduled from May to October 4.
7 We are also extremely excited to be
8 recognizing the 30th anniversary of
9 wonderful automotive program and wonderful
10 industry partnerships that we have with
11 groups like Toyota, GM, Fiat Chrysler
12 America and Subaru. So excited about those
13 two upcoming events and looking forward to
14 seeing you all. Thank you all very much.

15 CHAIR SANDERS: Thank you very much. And please,
16 make sure I will be there Monday for the
17 dinner. I just have to give you a check.

18 MS. DIAZ: 5:00 o'clock cocktails.

19 CHAIR SANDERS: Okay. So we are now moving
20 into -- I'm going to do my report and I'll
21 combine it with the Executive Committee.
22 Report. Exec Committee met Monday, this
23 past Monday. We usually meet the week of
24 our Board meeting and we go over the agenda,
25 agenda items, discuss any guests that maybe

1 coming. And that meeting went smoothly. We
2 had a marathon day.

3 We actually had opportunity to
4 sit at the Executive Committee meeting and
5 just say hi to Shaun. We don't get time to
6 just sit and talk so we have to squeeze that
7 in because we're very busy. So we are going
8 to make an effort to make sure that we get
9 time with you monthly, no scheduled agenda
10 just to sit and talk.

11 And then we went straight into
12 Executive Committee meeting to Governance.
13 So we spent a full day here on the College
14 campus. My report, couple of key things I
15 wanted to emphasize. That first ACCT, which
16 is the Association for Community College
17 Trustees is really our training body for
18 trustees. They have an annual, the 49th
19 annual meeting is going to be held in New
20 York City this year. That's October.

21 I emphasize the academies. While
22 they are there for several days for the
23 conference, they have these one day
24 academies, new trustee academy, you know
25 fiscal power academy. They have different

1 titles. But I emphasize that particularly
2 for the new trustees, that is the training
3 day that you don't want to miss. It really
4 helps us frame how we operate as a board.

5 Their training sessions are very
6 engaging, sometimes comical. They have a
7 session that they do on the worst Trustee
8 meetings. They have got videos. And we use
9 that now locally during our board retreats
10 where you want to look at what's the worst
11 thing that can happen. And it makes you
12 appreciate when you come in this room and
13 it's a very collegiate feeling.

14 Even when we are discussing
15 difficult topics, we are able to really get
16 through very difficult topics sometimes like
17 budget and function as a Board. And so I do
18 encourage you. I sent is as an e-mail to
19 each board member. But take a look at it,
20 if you can, you need to talk to Sandy or
21 confirm with Sandy or just reply to me and
22 then I'll direct you to Sandy that you would
23 like to go, especially if it's for the one
24 day academy. And New York City is close.

25 They travel around the country,

1 so for it to be close, take advantage of it
2 if you can. Also I want to thank the Board.
3 Jim led an effort where he submitted my name
4 or for a regional trustee award for the
5 northeast region. And I received a letter
6 from the ACCT that I am the recipient of the
7 Northeastern region award. Thank you.

8 And then Jim showed me all of the
9 submission materials. I know all of you
10 were were engaged in a letter of support.
11 ACCT is very focused on making sure when
12 they give these awards, of course they don't
13 want to be embarrassed later to find out
14 that everybody would hate me, but they made
15 sure that everybody had a consensus that I
16 was doing somewhat of a good job.

17 And the only way I do somewhat of
18 a good job is a lot of the things we report
19 on to ACCT is what the collective College is
20 doing. So it's not about me personally.
21 It's about the leadership with this team.
22 And this is the first Suffolk is receiving,
23 as far as I know I think I talked to you
24 Sean, first time Suffolk is receiving a
25 northeast award? I don't know, we're all

1 looking at Mary Lou because she has the
2 history in her head.

3 But this is a big deal for us at
4 Suffolk. We are going to have a high
5 profile. And then they do something like
6 the Oscars. So you have the luncheon in the
7 afternoon on Friday where they give the
8 award to all the regional winners. And then
9 you go to the gala at night and you find out
10 who from the regional winners wins the
11 Oscar.

12 So, you know, it's going to be a
13 very interesting, exciting day. It is New
14 York. So I know the College is coordinating
15 who is going. So if you hare interested in
16 going, please just make sure you reach out
17 to Mary Lou or Carol and we'll coordinate
18 the team effort for that day.

19 TRUSTEE MORGO: I wanted to add --

20 CHAIR SANDERS: And Jim has something to
21 interject.

22 TRUSTEE MORGO: Madame Chairwoman, it is about
23 your personally.

24 CHAIR SANDERS: Shucks.

25 TRUSTEE MORGO: Because the reason I decided to

1 submit your name was because of the
2 remarkable job you do in keeping this Board
3 together and keep us a cohesive force, even
4 when we talk about something that's
5 complicated and possibly controversial, it
6 doesn't get personal.

7 And I think your professional
8 approach is outstanding. And I do also want
9 to thank Mary Lou Araneo and Lori Tagget as
10 I used to know her but she's Lori somebody
11 else now.

12 MS. ARANEO: Pichinski (phonetic).

13 TRUSTEE MORGO: I'll go with Tagget. It was a
14 long application. I wrote one sentence.
15 And it was Mary Lou and Lori who wrote the
16 rest of it. The one thing I wrote is about
17 keeping your keeping the Board together and
18 focused. They wrote all of the other things
19 about your outstanding background. So it
20 was about you personally because there have
21 been other chair people who haven't kept the
22 Board, this one and others, as tight as you
23 have kept us.

24 CHAIR SANDERS: Thank you. And I appreciate
25 that, Jim. And, again, the training. I try

1 to attend something that ACCT presents each
2 year, one of their many academies because I
3 think that that helps with trying to stay
4 focused and balancing relationships. And we
5 have been if successful in building this
6 board.

7 And that's been a team effort.
8 We have met several times, Dr. McKay and I
9 and, you know, friends of the College.
10 Just, you know, there are people in the
11 community who really wanted to serve, not
12 just who wants to come and say they are on
13 the Board of Trustees but there's work and
14 time that you have to commit.

15 And I'm proud that everyone in
16 here takes time out of their schedules for,
17 you know, not only the general meetings but
18 the subcommittee meetings. So I do
19 appreciate that. And we will be joined by a
20 new Board member. Kevin O'Connor will be
21 coming in.

22 We just got the letter recently
23 that the Governor has done his final
24 appointment. We were waiting for him to
25 fill the last vacancy on this Board. And

1 Kevin O'Connor President of Bridgehampton
2 Bank will be joining us possibly by next
3 month. So we are rounding out our team.
4 And I appreciate it. And we welcome you,
5 Bell, again. And everybody is stepping up
6 and doing what they need to do. So it makes
7 my job that much easier.

8 We will also have our Board
9 retreat in November. We don't the date yet
10 but, please, it's a fun day. We all try to
11 get it to you early enough. It is marathon
12 day. We squeeze a lot of stuff in. We have
13 been doing it for the last two years in
14 conjunction with the Foundation Board. So
15 it's a great day for us to see all the
16 leadership at the College and for us to come
17 together.

18 Last thing is, I did want to,
19 again, publicly thank Dr. Adams and his
20 team, my younger half, in the community. We
21 have a summer use employment training
22 program that we have been running for
23 several years now. And the College for the
24 last, I guess 15, 20 years has been a great
25 partner. Again I made three FTEs, I want to

1 put that on the record. I got three FTEs
2 that came through starting in September.
3 And Suffolk is not a hard sell. When you
4 get students to this campus, all of a
5 sudden, they don't even realize that this is
6 right in their backyard sometimes.

7 So the hardest part is getting
8 them here. And then I turn them over to the
9 team and they're sold. They played
10 interactive games. They went through all
11 the buildings, they saw the pool. They were
12 just very excited. So we had three students
13 that -- actually one girl went and paid her
14 tuition. She said, I got to go, I need to
15 pay my tuition.

16 So, we're excited and I challenge
17 the Board. I had asked on Monday for Mary
18 Lou to send me whatever the advertisement is
19 that they are putting up on Facebook and
20 sending out. We should all do that. Let's
21 just take the responsibility. We all have
22 Facebook, networks, or Twitters or whatever.
23 It's already an ad slick, so just send it
24 out. So I will ask Mary Lou if you could
25 send that to the entire Board.

1 We need to push the ad about
2 Suffolk. Add let's see if we can close that
3 four point five gap.

4 TRUSTEE BOST: I just want to remind the Board
5 on top of that the role that a lot of
6 students outside of me actually play in
7 actually recruiting here at the College. I
8 sent you an e-mail a few months ago about
9 students that had an idea about leaving some
10 of our restaurants open during orientation
11 day just students when they come into
12 Suffolk see that visibility and say, wow.

13 So we have students on Ammerman
14 and the Grant Campus reaching out to me, a
15 lot of opportunities.

16 CHAIR SANDERS: We're all recruiters. Thank you.

17 TRUSTEE BOST: Absolutely.

18 CHAIR SANDERS: That concludes my report.

19 PRESIDENT MCKAY: Madame Chair, Members of the
20 Board of Trustees, I'm going to personally
21 thank you you again for the time that you
22 worked with my administration, my team while
23 I was away. I got back and met with the
24 members of my cabinet and was debriefed in
25 regards to the meetings that were held. And

1 certainly where we were and where we are in
2 regards to the whether it be the budget or
3 student affairs and other matters of the
4 College.

5 We also met, and Madame Chair, I
6 also want to thank you and Trustee Morgo and
7 Trustee Canary for meeting with me in the
8 executive session to have one on one
9 session. I have met with several trustees
10 since I have been back, one on one, just
11 having a chat, catching up a little bit as
12 to where we are. And what was quite
13 important was as we meet in different
14 locations throughout the County, that
15 individuals that are either serving in a
16 diner or restaurant or wherever we met,
17 there was someone who either attended
18 Suffolk County, recognized that we were from
19 Suffolk. Or they would come up to us and
20 introduce themselves and say that, I think
21 you know you from somewhere.

22 And we looked at each other. And
23 Gemma was one case we had met employees that
24 were in the different stores when we were
25 meeting with Trustees. So they are all over

1 Suffolk County.

2 And more particularly was on a
3 Sunday afternoon, I went out -- was heading
4 out to West Hampton with the family. And
5 we saw a line of folks around an ice cream
6 shop in Riverhead and I have never been
7 there been before. And we said, because of
8 the line, let's pull over. We did. And the
9 individual that served us behind the counter
10 is an incoming EOP student.

11 And immediately asked, I know you
12 from somewhere, are you at the College? And
13 we interacted. And by talking, the
14 individual mentioned they were coming in as
15 an EOP student. Right away I connected that
16 Jerome is also an EOP student and also on
17 Eastern Campus.

18 So I gave the student my card.
19 Student wrote and I transferred the
20 information to Jerome to followup. Why is
21 that important? Every single day that I
22 serve in this capacity, I serve the resident
23 of Suffolk County. I take that very
24 seriously. Part of my goal is to advance
25 the mission of institution, advance the

1 vision we have and to speak about the
2 programs that we have. And to be able to
3 reflect every once in while on the
4 significance of why we do what we do. And
5 it's important for me, as President, from
6 time to time to realize that I too have to
7 take time away and to be able to
8 re-establish myself within the communities
9 that I serve and to also find time for
10 myself and my family.

11 So I want to thank the Board for
12 being able to allow me that time to reengage
13 with myself and my family and to be in the
14 community that I serve. Because I think for
15 too often we are in meetings from 9:00 to
16 9:00, I didn't say 9:00 to 5:00. But it's
17 good for us to be out and around the
18 community and into campuses and also to
19 recognize what people expect of us and to
20 bring that into our work place. So thank
21 you again for that opportunity.

22 We mentioned earlier, Madame
23 Chair, you did, about the ACCT award. Noah
24 Brown, a great friend of all of the trustees
25 across the United States, particularly when

1 we talked to him recently mentioned Trustee
2 Sanders; one because they are going to be in
3 New York and two because he follows what
4 happens in Suffolk in regards to the rest of
5 the State.

6 As you know with trustees, some
7 trustees are elected, some are appointed.
8 And as Trustee Sanders mentioned, the
9 nomination and recommendation from the
10 Governor or the presiding officer in the
11 Legislature also -- and the student trustee
12 as we have here. This New York event is
13 right here in New York. So Noah called and
14 said, no pressure to place on your chair but
15 it's in your backyard and I hope that you
16 will have the largest table at the event.

17 So I have challenged Carol to
18 work with Chair Sanders. It's a very
19 special night, Madame Chair, that you are
20 being recognized not only by your peers and
21 by Trustee Morgo that nominated you for the
22 award, but we recognize that you are
23 selected for the entire eastern region and
24 that's a huge accomplishment in and of
25 itself.

1 I know there's a lot of people to
2 followup and Mary Lou and Carol certainly
3 are already on that. The other part of it,
4 too, Madame Chair, and thank you again
5 echoing what Trustee Morgo said about your
6 service to the Board and to the College
7 community and to each of the trustees who
8 recognize your role and contributions
9 accordingly.

10 The budget notwithstanding is a
11 very difficult place to be as a trustee
12 member as it impacts the students that we
13 serve in a variety of different ways. For
14 us now what we are doing now, what you'll
15 hear from Paul next is three cabinet members
16 that would speak about where we are and what
17 we intend to do in the year ahead; very
18 targeted, very intrusive in regards to how e
19 respond to the demands on the institution
20 and hoe we better understand how we function
21 to get to efficiency, to get to proficiency
22 and to remain as an academic institution
23 recognized by our peers.

24 First I want to ask Lauren
25 Tacke-Cushing, could you stand? Lauren

1 Tacke-Cushing led our Middle States effort.
2 And I have to tell you that it was an
3 arduous task to be coming off of warning to
4 then responding at the same time to a new
5 Middle States seven standard criteria for
6 the self-study, and then to be recognized
7 one again on the recommendation, seven
8 recommendations for the quality of work and
9 the quality of report that we submitted to
10 Middle States all done by Lauren and over a
11 hundred plus faculty and staff throughout
12 the institution.

13 That's unheard back to back for
14 any institution when you're coming off one
15 and then to be recognized on the other stand
16 for doing the work you have done on the
17 seven new standards. Most recently we just
18 got another letter saying that our nursing
19 program on the ascend that had follow-up
20 reports to be done where Lauren is involved
21 with Paul, we have now gotten a letter
22 clearing us from any recommendations of
23 follow-ups.

24 So the nursing program is fully
25 accredited going forward. I wanted to

1 recognize Lauren publicly for her work in
2 that area.

3 MS. TACKE-CUSHING: Thank you

4 PRESIDENT MCKAY: Paul. The first member that I'll
5 call is Dr. Beaudin. I've asked Dr. Beaudin
6 to work with members of the cabinet and the
7 executive deans to take a look across the
8 system. When we talk about enrollment and
9 student completion and we try to find where
10 the students are and how we can get them
11 from where they are successfully through the
12 institution.

13 I've asked Dr. Beaudin to give
14 you a brief statement on the work. Because
15 it's very in depth. And this would lead
16 right into Dr. Pedersen, but I've asked
17 Dr. Beaudin to go first. Dr. Beaudin.

18 DR. BEAUDIN: Thank you, Dr. McKay, Chair
19 Sanders, Members of the Board. Recently
20 Dr. McKay and I met and he asked me to chair
21 a committee which will be primarily made up
22 of our executive deans as well as with
23 Dr. Adams to really look at how students are
24 successful here in order the encourage them
25 to persist and be retained at the College.

1 As you know, over the last few
2 years, the number of part-time students has
3 increased here at the College, and of course
4 that has a lot to do with the economy in
5 Suffolk County. And so we also know that
6 from the student clearinghouse data that
7 lots of students who are part-time students
8 don't have the same level of retention at
9 the institution.

10 And so we're looking through our
11 ATD work, through our Achieving the Dream
12 work at how do we encourage students to
13 persist and to graduate from the
14 institution. So that's one of the things
15 that Dr. McKay has tasked our committee with
16 looking at. So what are the purposes of the
17 study, okay?

18 So one of the purposes of the
19 study is our student retention, graduation,
20 and we want to consider other success
21 metrics. Some students don't come to us
22 necessarily for a degree. They might come
23 to us for a course or a certificate so we
24 want to look at that to increase that. It's
25 really important to consider when I say we

1 want to improve student retention,
2 graduation and success metrics, I don't want
3 you to leave here thinking that those are
4 not good. We certainly have increased
5 dramatically our student graduation rate
6 over the last few years so that's a very
7 positive thing.

8 And compared to lots of other
9 Community Colleges, our student retention is
10 actually quite good. However, we want to
11 ensure that every student who comes to the
12 College is able to achieve his or her dream
13 and complete as much as he or she as was the
14 intention when they first came to us. We
15 also want to look at when students falter
16 and why.

17 And we want to be able to provide
18 what I call "just in time interventions."
19 Which are really important for stemming the
20 tide of students who might leave before
21 they've achieved their desired end; whether,
22 again, it's graduation, certificate or a
23 course. Again, this is closely tied in with
24 our Achieving the Dream initiative. So
25 what's the process going to look like?

1 So we are going to be looking at
2 collecting and examining data, that's
3 associated with the following:

4 We want to look at enrollment
5 trends, as Dr. Adams has said, enrollment
6 trends will be trending downward over the
7 next few years and that's the result of the
8 birth rate of 18 or 20 years ago. Different
9 enrollment trends will really require us to
10 look at some recruitment practices that we
11 may not have practiced previously.

12 When we any about our large
13 number of not for credit ESL students, what
14 do we do to reach out to them to encourage
15 them to either come into the College for a
16 certificate, for workforce development, for
17 continuing education. What are some of the
18 on-boarding processes that we use to ensure
19 that students actually will continue on with
20 the College after they have made first
21 inquiry through our admissions offices?

22 We're going to look at student
23 advisement and placement. And I believe
24 that that really is key. Making sure that
25 every student knows that there's one --

1 every potential student knows that there's
2 one person here at the College who knows him
3 or her by name, who cares about him or her
4 by name and will guide that student through
5 a pathway to completion.

6 Academic monitoring, Dr. Adams
7 and his team already have some programs in
8 place. We're going to look at those and
9 we're going to look at is that a just in
10 time intervention? We want to make sure
11 that students are being given an alert as
12 early as possible and that some faculty
13 member, some counselor is going to step up
14 and actually provide a personal touch for
15 that particular student.

16 We're going to look at completion
17 rates bu program. Dr. Pedersen is also
18 going to provide data for that for us.
19 We're going to look at the number of degrees
20 and certificates which are awarded. We got
21 a SUNY grant a little over six months ago
22 for what we call guided pathways. We want
23 to make sure that once a student determines
24 what he or she wants to do, that they know
25 what the course is next, they know what the

1 next semester looks like.

2 We want to make sure that the
3 courses are offered in a timely manner so
4 that students can complete if that is their
5 desire. Thinking about some of the work
6 that Dr. Galiotos is doing, we also want to
7 make sure that we have opportunities from
8 workforce development and Continuing Ed into
9 the for credit side of the house.

10 We also want to look at, you
11 know, why do students sometimes leave us and
12 transfer out of the institution before they
13 have actually completed a degree, especially
14 if that was his or her initial intention.
15 If the initial intention was degree
16 completion, what can we do to stop them from
17 necessarily leaving before degree
18 completion? We do know that when students
19 complete a degree, an Associate Degree here
20 and go on to a four year institution, they
21 are much more likely to be successful and
22 complete at the four year institution.

23 So those are the things that
24 we're going to be looking at. I've asked
25 Dr. McKay if we can have until about the

1 middle of October and he generously said
2 that we can have two months to complete this
3 task. In about two months, I'll be able to
4 report back to Dr. McKay and the cabinet on
5 some of our findings and then I'll ask
6 Dr. McKay to make time available at a board
7 meeting in the fall so I can, you know,
8 basically present some of the things that we
9 learned and some of the things that we might
10 want to implement in order to again help
11 students to achieve their ultimate goal by
12 coming here.

13 PRESIDENT MCKAY: And, again, this is only part of
14 one very intrusive look at the entire
15 operation. This ties directly right into
16 now the second part of it which all will be
17 happening simultaneously while we're looking
18 at our new strategic plan. It's a lot of
19 work that's layer above layer above layer
20 but when you put it all together, it comes
21 back into what academic affairs, student
22 affairs and planning and student
23 effectiveness will be doing as we go into
24 the new year.

25 These are items that will impact

1 how we function, we find efficiencies, where
2 we meet the mission or vision of the College
3 and where we then look to see how can we
4 then leverage what we are learning about
5 ourselves? To then not have two and three
6 different operations throughout the College
7 but one directed focus towards achieving the
8 same thing. That's where you find
9 programatic efficiencies, that's where you
10 find cost savings, that's where you look at
11 duplication of effort and mitigate that.
12 And then put the forces together. So that's
13 just part one of where we are headed. So,
14 Paul, no pressure but the time is ticking.

15 DR. BEAUDIN: Thank you, Dr. McKay. One of the
16 last things I like to mention, Doctor, if I
17 can have another moment.

18 DR. MCKAY: Sure.

19 DR. BEAUDIN: While this will in impact
20 enrollment, I want to be clear it's not just
21 about the numbers. It is about helping
22 everybody single student who comes through
23 our door to achieve his or her goal. It's
24 about doing the right thing for every single
25 student. And certainly for all the members

1 of the County and all of our High School
2 administrators who are sending us their most
3 precious assets. And so we have a
4 responsibility and it really is an honor to
5 make sure the every person who comes through
6 the door, that we're able to address, what
7 you do need to be successful here?

8 So it will positively impact, I'm
9 convinced, it will positively impact
10 enrollment issues. But that's not the
11 primary purpose. The primary purpose I
12 believe is to do the right thing for every
13 single student who comes to us.

14 TRUSTEE MORGO: Paul, it's all very, very
15 important work for all its purposes no
16 matter what they are. Just to put a, as is
17 my wont, a a negative spin on something. It
18 is very good for the student who leaves and
19 goes to a four year institution that he will
20 complete that four year institution because
21 of the work that he or she did here.

22 However, when the State
23 bureaucracy looks at that student, the State
24 bureaucracy says that is a student who did
25 not complete his or her work at Suffolk.

1 And it shouldn't be that way and we have no
2 control over it except in our dealings with
3 the State. And we should be penalized in
4 State aid or anything else because that
5 student doesn't complete his or her work
6 here. So...

7 PRESIDENT MCKAY: On that note, we are talking to
8 the Chancellor in regards to that. How do
9 we and also with Josh and his SUNY system?
10 How do we tell that story? How do we
11 capture the students? So the non-returning
12 student or part of this review will tell us
13 exactly why the student came in the first
14 place. We can track that student to see if
15 they met that initial goal and we can share
16 that with the Chancellor and others.

17 Also it's important for us to
18 share that with our elected officials.
19 Because that's the constituents that reside
20 in their electoral districts so that they
21 can see the value of what our faculty, staff
22 and administration and the Board does here
23 for students residing in their districts.

24 CHAIR SANDERS: Yes.

25 PRESIDENT MCKAY: So we can cull that data all the

1 way down to the district level and then
2 share that to say, here's the student. Not
3 in the individual form but aggregate form to
4 say we have seen this many students in your
5 districts, this is the results of what we
6 are seeing when they come through the
7 College campus and here is where they are
8 going.

9 A key part of this will be career
10 services that's also underneath human
11 services; career placement where they are
12 coming through here. They could then do the
13 public briefcase and they can also then now
14 go onto jobs within the field and industry.
15 We have seen here in career fairs where
16 people are tending to hire students away
17 from classes prior to completion as well.

18 So part of it is how do we
19 educate the workforce and say, yes, they can
20 move on. However, let them complete while
21 they're with you as well. So there's a
22 multiple asset of looking at that placement
23 versus jobs versus completion. We also do
24 what we call a reverse transfer. And we
25 also look at students that may have gotten

1 up to 50 credits and are missing maybe six
2 or 12 and they have gotten that elsewhere.
3 There's a program funded by the SUNY system,
4 is also the State, that we can look at to
5 say, if you have this many credits, by the
6 way, you can do a reverse transfer back to
7 the College and then be able to get a
8 Suffolk degree as well. So there's multiple
9 assets that we use to address that as well.
10 So, Paul, thank you.

11 DR. BEAUDIN: Thank you.

12 PRESIDENT MCKAY: Jeff? Dr. Pedersen will now take
13 us into what we call the deep dive of the
14 operation. And information that he's going
15 to collect will impact multiple arenas.
16 One, when we look at projecting. How do we
17 project and who are we looking at? The
18 second part would be the largest number of
19 student enrolled programs at the College,
20 what they are and what are we seeing with
21 those students and how are they performing.
22 Are they continuing, are they being
23 retained, are they being successful?

24 The other part, and you'll see
25 other elements of that, because that the

1 OPIE's work informs so many different
2 departments around the College. And we have
3 we have gotten to a point now where data
4 entry is so critical because it helps the
5 grants management department, it helps the
6 academic chains planning, it helps the
7 campus deans in planning, it helps Gail
8 budget and finance planning and it helps me
9 when we go to the cabinet to administer
10 policies, how we look at policies
11 differently.

12 So I'll Dr. Pedersen introduce
13 that section.

14 DR. PEDERSEN: For those of you who don't know
15 what the Office of Planning and
16 Institutional Effectiveness does, we are
17 kind of the data people and so what we do is
18 we do data retrieval and analysis. Over the
19 last four and a half years that I have been
20 in this role, what we really have been
21 focusing on is getting evidence for our
22 accreditation effects.

23 And so while we were doing that,
24 we found that we had some data problems. We
25 have a lot of people who touch data, who put

1 it into the system. But sometimes when we
2 wanted to withdraw it, we didn't have
3 exactly what we needed. Since we have done
4 a lot of that work for accreditation, we
5 have been able to clean much of that up.

6 So we're at a point now where we
7 have data in pretty good shape and we know
8 where it is and how to retrieve it, so now
9 we're at a point where we can do analysis.
10 And Dr. McKay has asked as part of what we
11 are doing this year in the Office of
12 Planning and Institutional Effectiveness,
13 affectionately known as OPIE, that we would
14 do this major event.

15 I also figured I would talk about
16 strategic planning a little bit built. We
17 gave you a presentation on strategic
18 planning at one of your former meetings. So
19 we're going talk a little bit about that as
20 well. Okay, so this is our role. For those
21 of I know we have a couple new members of
22 the Board, we coordinate strategic planning
23 efforts with Strategic Planning Council,
24 operational planning, we help with
25 assessments, our support program and unit

1 review.

2 Now, we don't make any decisions.
3 We don't evaluate anybody. We take this
4 stuff and give it to the people who do the
5 evaluation, who do the decision making. We
6 do institutional research. We do a lot of
7 external reporting. IPEDS which you have
8 heard of. SUNY has several dozen reports we
9 have to go over in the course the year. The
10 National Benchmarking Project for Community
11 Colleges, NCCBP; VFA, Volunteer Framework of
12 Accountability NCES, and so on.

13 We have to do more and more
14 external reporting every year. We do an
15 annual FactBook where you get a lot of
16 information in one place. Statistical
17 reports; enrollment rates, graduation rates,
18 transfer rates those such things. The IRB,
19 anybody who wants to do research here at the
20 College, they have to go through a process
21 where we get permission to make sure that
22 they are keeping up with standards required
23 by the Federal Government for human
24 subjects.

25 Coordinate Survey Research,

1 External Accreditation of Programs. And we
2 do a lot of ad hoc reports. There is not a
3 day that goes by that somebody doesn't call
4 me and say, can you get me this number? How
5 many people do this? How many people do
6 that? And we do a lot of that work.

7 Okay. Strategic plan, we gave
8 you what our plan was of creating a new
9 strategic plan and just to give you an
10 update, we send engagement letters to 12
11 feeder High Schools, 11 colleges and
12 universities to which our students transfer
13 and five companies that employ College
14 graduates from Suffolk. We conducted two
15 strategic planning brainstorming sessions
16 for Members of the Strategic Planning
17 Counsel and have continued that online.

18 Since it's the summer, we don't
19 want to call anybody in all the time. I'll
20 be contacting department chairs, program
21 directors to speak with focus groups with
22 our AAS advisory committees. We met with
23 Institutional Advancement where you can see
24 all the different areas of the College to
25 effectively engage the College community.

1 And then we start meeting with
2 students. And actually this has been the
3 most fun part. The students have been
4 really enthusiastic to be part of this
5 project. They are very animated. They have
6 got a lot to say, and a lot of very
7 positive things. And things that when we're
8 done we can bring back to different
9 departments where they can see what the
10 students are thinking. And I think that will
11 help quite a bit.

12 And in anticipation of a
13 launch -- I want to go quick because I don't
14 want to keep you all, OPIE has created a
15 strategic planning palm card to distribute
16 to the College which Dr. McKay has approved
17 and that's actually the next thing. And
18 here, this is just to show you what our --
19 how we're branding this, Honoring our Past,
20 Forging our Future. It's very important
21 that we get as much of our constituencies
22 involved in this project.

23 We want everybody's voice to be
24 heard in terms of creating a strategic plan
25 and show where we're going to go in 2020 to

1 2027 and this message from the President.
2 And we have a microsite. On the microsite
3 will be a lot of information about the
4 strategic plan. This will be distributed in
5 almost every -- any mailing that will come
6 from my office, but we'll also leave it in
7 offices. Any time you meet with students,
8 give this out so they can go and find out
9 what this is all about.

10 Okay. One of the other big
11 projects, knowing that Dr. McKay was talking
12 a doing the deep dive here is what we're
13 calling Comprehensive Program Analysis.
14 We're going to start with the four largest
15 programs at the College; general studies,
16 nursing, criminal justice and business. And
17 we're going to look to see all of these
18 different elements.

19 What are the enrollment demands
20 and demographics? One of the things we were
21 just talking about online, as of this
22 morning our online demand was 103.54 percent
23 of where it was last year, meaning many more
24 students want to go into online. That has
25 been a trend that we have seen over the last

1 couple of years where anywhere between two
2 to four percent more students are asking for
3 online every year. So when I say we're up
4 three point five four percent, if you add
5 that to the two percent year before, the two
6 point five percent the year before, we're
7 way up over the last -- the trend over the
8 last couple of years.

9 One of the things we want to look
10 at is course utilization. As has been said,
11 our course utilization for online learning
12 have been good. But if you want to look at
13 places where maybe we're not doing that.
14 Are we consistently offering courses that
15 are under-enrolled? So we can get that
16 information to the people in the programs,
17 the academic affairs group.

18 Program success rate; how are
19 students getting through? Do we have a
20 differential between students who are
21 achieving in one program and not another and
22 how can that be addressed? Cost analysis,
23 which is kind of important for today's
24 discussion. Some of those questions that
25 were being asked about things, whether

1 online learning is cost effective, we'll be
2 able to give you that answer. Program
3 currency; employment and transfer
4 opportunities. Is what we are offering now
5 still current with what is in the industry
6 or what they're going to find when they go
7 to another college or university.

8 So a student may graduate from us
9 and they go to some other institution, are
10 they going to have in their background what
11 they need to be able to be successful.
12 Alignment with College mission and goals.
13 And then, of course, success rates as well.
14 We want to see where a student is
15 succeeding, what courses are they succeeding
16 at, where are they?

17 When I was out on the Eastern
18 Campus, I worked with one program and I did
19 a deep dive of that program and found that a
20 lot of the students who went into that
21 program, it was an applied degree, were
22 getting caught up in developmental math.
23 Math 007, they just couldn't get through it.
24 And so what we did was we did an
25 intervention at the time to help those

1 students figuring that if we gave them a
2 little extra support, they would get through
3 that Math 007. That's what we can do. We
4 can identify where students are getting hung
5 and then try to do an intervention to help
6 them.

7 So you can see this is pretty
8 comprehensive. I already have my group, my
9 OPIE group working on getting some
10 information. Some of the information is
11 available through the Labor Department.
12 We're working on that right now to look at
13 program currency, where are the demands
14 going to be over the next several years in
15 jobs. So we are starting to now kind of
16 pull this apart.

17 Okay. We're going to survey
18 graduates. Transfers and what I call
19 leavers, people who leave and don't transfer
20 to someplace else and find out what was
21 their experience at Suffolk. Where are you
22 now and what are you doing? We know we have
23 a lot of very successful graduates. We want
24 to hear about their experience. What did
25 they find helpful here that helped them be

1 successful? Did your experience at Suffolk
2 help you, what did what helpful as a student
3 at Suffolk? What did your experience at
4 Suffolk help you do after you left. And
5 also, while you were here, what did you find
6 supportive? What helped you succeed?

7 What do you think would be
8 helpful that Suffolk doesn't have? Is there
9 something that, you know, after you left us,
10 you said, you know, if Suffolk had that that
11 really would have helped me. And if you
12 left, why did you leave? Now we have tried
13 to do this on some measure before and what
14 we have found is we get very poor response
15 rates. You know, once they leave the
16 institution, we get very very poor rates of
17 return when we send out surveys and such.

18 But we are going to do this
19 programatically. So I will able to send
20 something to someone and say, you graduated
21 with a degree in business. And doing it
22 programatically where it's targeted to a
23 specific set of people, we should be able to
24 get a little bit better response, we're
25 hopeful anyway.

1 One of the most important areas
2 that we're going to be looking at will be
3 General Studies, Liberal Arts, General
4 Studies. That is by far our biggest
5 program. The problem is, we don't really
6 have a chair of general studies. And what
7 we find is in some of the programs like
8 graphic design, some of the programs like
9 communications, those we do actually have a
10 chair, people who are going to get a degree
11 in that, we have faculty who are much more
12 engaged in helping those students who are
13 their students.

14 General Studies, it's kind of all
15 over the place. So we want to see, are
16 there things that we can do to better
17 support our General Studies students. And
18 they are again, by far, our largest major.

19 So, this is what we we're going
20 to be doing over the course of the year. As
21 we get information back, again, my group
22 does not do evaluations, I don't do anything
23 with it. We give it to the people who are
24 the decision makers, the people are going to
25 discern what can be helpful. We just are

1 going to see trends. We're going to see if
2 we see anything that's coming up, that's
3 bubbling up to the surface and be able to
4 give it to you.

5 PRESIDENT MCKAY: What's quite important for Jeff
6 in this process is that it's not an isolated
7 activity. This engages every constituent
8 group throughout the institution. So as
9 this information is rolled out, it will then
10 be aggregated back down to those who are
11 involved to then fine tune exactly, did we
12 miss anything here? What are the teams that
13 we are seeing? What are we seeing trending
14 here? Who has been impacted the most.

15 But ultimately those decisions
16 are going to roll up to cabinet and get
17 disseminated throughout the institution. So
18 it's a back and forth effort. But it's
19 going to tell us some information that the
20 middle of the organization potentially are
21 making decisions that they could make more
22 efficiently or differently or the way they
23 see things now looking across the
24 institution by programs, by discipline could
25 be handled and managed differently versus

1 one campus or the other, one department or
2 the other. You can have the two science
3 departments, one may be doing something
4 quite efficiently whereas the other one may
5 not know of it. We're trying to have more
6 conversations within the disciplines.

7 When we have the chairs meeting
8 together on a Friday, have them talk about
9 what's happening in this area? Chem 100 or
10 Bio A&P 102, you know, those areas. You
11 know the English chairs get together very
12 often. What are we seeing, English, Math
13 Reading, Writing. Those are the first of
14 the areas when a student comes in and
15 requires proficiency, they fall into that
16 area.

17 As Jeff mentioned, for example,
18 in HVAC manufacturing, we have students that
19 require one level of math but then the
20 industry is saying we need another level of
21 proficiency. But they are on the advisory
22 board. So what are the advisory boards
23 telling us? You know, how does that relate
24 to the content that we have.

25 Then you look at transferability

1 rates. So you have the career tracks, then
2 you have the transfer pathways. So those
3 are the things we're going to be looking at
4 one level.

5 Then you look now at the cost of
6 those programs; how many students enroll,
7 how many are graduating, are they
8 successful, who is falling through, and
9 then, are they getting placed into the field
10 of work? So there's multiple layers in this
11 level of review with both Paul and Jeff but
12 includes the entire system.

13 That would then come back to us
14 to say, okay, when we look at cost of
15 operation, where do we see that we were
16 repeating thing over and over and over
17 requiring support but not getting the level
18 of result that we are looking for
19 programatically or across the system in
20 regards to efficiencies. Could we then now
21 leverage those results when someone is doing
22 extremely well on one campus, that we can
23 take the scale on another campus. That
24 comes back to the bottom line.

25 So this effort now, this is where

1 we need to be. We couldn't get here without
2 doing all the work that has been done
3 leading us up to this point. So it's a
4 continuation of review that we'll provided
5 to the subcommittees of the Board and to
6 have the Board also to see where we have
7 gone with this review and get your input
8 prior to making the substantive changes that
9 we will have. Because the results will be
10 the data gathering and the input from all
11 the constituent groups.

12 Now that we have it, we present
13 it to the subcommittees and the full Board
14 and seek your guidance. Because part of it
15 is, we can operationalize things very easily
16 at times, sometimes difficult. But it's
17 good to have the Board's input on all these
18 reviews and to give us guidance
19 programatically and fiscally as we go
20 forward.

21 We will keep you informed along
22 the way. The goal is not to rush to get it
23 completed but it's to get it completed with
24 all the constituent variant groups involved
25 and to get it back to us in time. Paul

1 mentioned October. It is my hope by October
2 we would have much of this work done. Why
3 October? We have Middle States One still in
4 the background. We have specific programs
5 that are being reviewed and are accredited
6 independently. We have program reviews that
7 are done on a seven year cycle.

8 Then we have on-boarding of new
9 programs and new courses that are happening
10 at the same time. Then you have a review of
11 course sequencing at the same time. And
12 then we have building the strategic plan
13 happening all at the same time. So we have
14 dates in the academic calendar that drives
15 what we do with these programs. But the
16 program reviews and these reviews stay
17 paramount over what we do going forward.

18 Any questions from the Board
19 members?

20 CHAIR SANDERS: Not a question, just a comment.
21 Again, this sounds exciting because it
22 sounds like it's bringing more cohesiveness
23 into the operation. One thing I would love
24 to challenge you to do is not to include the
25 Board at the back end to say what do you

1 think but to include it as a focus group and
2 integrate us into the process.

3 And maybe there's something we
4 can do at retreat in which you solicit
5 information from us as one of the
6 constituency groups at the College. But
7 just -- or if it's not at retreat, maybe
8 it's something we do after a Board meeting.
9 But to integrate us into building a
10 strategic plan for the College.

11 PRESIDENT MCKAY: Absolutely.

12 DR. PEDERSEN: Just, you are already
13 incorporated in the original design, so it's
14 just when we are going to do it.

15 CHAIR SANDERS: Great thank you.

16 PRESIDENT MCKAY: Two final things, Madame Chair.
17 I'll ask Dr. Galiotos to join me. As we
18 look at these slides saying bringing in the
19 academic and the work force development
20 team, I spent some time with the team. And
21 I see a one college concept is not workforce
22 development and oh by the way academic
23 affairs. They are integrated. We just had
24 an automotive visit by several of the
25 dealers. They are saying we need folks in

1 the marketing area, accounting area,
2 business management area. If they don't
3 have the understanding of the automotive
4 side, we can teach them that

5 But here's what we are looking
6 for. Now, that's a change in how some
7 programs might have been looking at who we
8 are hiring in the field. Now they are
9 looking for, now we can get the person with
10 the requisite critical thinking skills,
11 writing, communication skills. And then we
12 can help train through a program what they
13 don't know. Because they have a shortfall
14 in so many different industries

15 Now the STEM field is something
16 what again in the earlier stages did not
17 look at the liberal arts content matter but
18 more so the technical aspect of it. We are
19 seeing that merge now into at times they
20 call it STEAM, S-T-E-A-M, and other arenas.
21 We just recently got a letter requesting us
22 to join a national program. Do you want to
23 speak on that?

24 DR. GALIOTOS: Recently we have been -- good
25 morning. I am John Galiotos. I'm the

1 Senior Associated Vice President for
2 Workforce Development and STEM.

3 So recently we have been -- we
4 received an invitation to join the National
5 Center for Lasers and Photonics which is
6 National Science Foundation advanced
7 technological education funded center of
8 excellence, one of the few in the country.
9 And there are 31 colleges already members of
10 that organization. And that is -- so they
11 invite us officially to join.

12 And in efforts to engage in the
13 latest developments of industry, improving
14 our students, make them much more broader
15 skilled, competent, et cetera, participate
16 in forums, collaboratively engaged in
17 funding opportunities with the National
18 Science Foundation Department of Energy and
19 the Department of Commerce. And that is an
20 honor for the College, for the programs to
21 join such a prestigious entity operating the
22 Center of Excellence.

23 The base is at Indian River State
24 College in Fort Pierce, Florida. And we are
25 looking with them to develop another

1 regional center that involves the eastern
2 parts of the United States associated with
3 nano laser, photonics and optics types
4 technology currently used in manufacturing,
5 quality control, quality assurance,
6 corrosion control and other areas,
7 infrastructure as well.

8 PRESIDENT MCKAY: We have a full report that will
9 come out from Dr. Beaudin's area and we will
10 have something on the workforce development,
11 specifically how that integrates with the
12 academic side later this fall. Again, as
13 these things -- we were invited to join
14 these things. We take a critical look at
15 what we should be involved with and how that
16 fits with the programs we have and the
17 direction we're heading. We just wanted to
18 give a brief highlight of this most recent
19 ones. So thank you.

20 The other one we just received
21 was from the presiding officer. I believe
22 we shared with the full board the
23 appointment of the commission and the work
24 that it ensues and entails. I have asked
25 Vice President Araneo and her staff to take

1 a look in that area as it relates to the
2 Marine Economics on Long Island. And
3 according to the preliminary reviews that we
4 got polling from various sources, the Marine
5 sector generated one point nine billion
6 dollar, with a a B, billion dollars in
7 Suffolk County in 2015 and that's dated.

8 Now we haven't gone down into the
9 other segments that would then support that
10 industry. So part of the commission's work
11 is well, who else is involved here? For
12 example, dredging across some of the
13 channels in regard to going back and forth
14 with some of the fishing and marine
15 industries. It's also something that is
16 withing the Commission.

17 And then we looked at the type of
18 occupations that would be affiliated with
19 that type of commission. And this is just
20 preliminary numbers. Under motor boat
21 mechanics and service techs, expected to
22 grow through 2024 by four percent. In 2014
23 they were 250 jobs in that area, jobs by
24 2024 will average out out around 260.
25 Average wage is just hovering around

1 \$50,000. That's a preliminary look.
2 Sailors and marine oilers at that point,
3 you're looking at from back in 2015, going
4 forward to 2024, five point eight percent
5 growth. So these are numbers that are
6 projected. Captain, captain mate, ship
7 engineers, automotive and watercraft
8 service, biological technicians,
9 recreational workers -- no surprise there,
10 that's up like 21 percent.

11 Environmental science
12 technicians, 19 percent. And
13 microbiologist, again, 17 percent. These
14 are all areas at the College that we have a
15 direct affiliation with and can contribute
16 towards this commission. We recently was
17 approached by Yamaha and part of our
18 automotive program is discussing with them
19 as well how they can integrate that.

20 So I know John Lombardi is
21 talking about Central Islip. On the East
22 End we have our microbiologists. We have
23 Dr. Nancy Penncavage from the Grant Campus.
24 And we just hired a new biologist out on the
25 East End. So serving on that commission

1 will allow our faculty and staff to then
2 utilize their expertise to assist this
3 commission in how it crafts policies and how
4 it impacts upon the future of Long Island.
5 Whether it being agriculture when it comes
6 to runoffs into the streams and oceans, all
7 those things impact the quality of life in
8 the ocean.

9 So I look forward to serving on
10 that commission but serving with member of
11 that faculty and staff that can provide the
12 level of expertise that they have to support
13 the commission's work.

14 CHAIR SANDERS: I thought it was appropriate
15 since we're basically surrounded by water on
16 Long Island, that it is an industry that we
17 should be engaged in as an educational
18 institution.

19 PRESIDENT MCKAY: And quite important to be
20 recognized by our own Legislators to say
21 that as the County's Community College, we
22 are a critical part of the decision making
23 continuously. It doesn't matter whether it
24 be in one industry or another, but in every
25 decision that's being made impacts the

1 resident of Suffolk County. And by us being
2 at the table sharing the expertise we have
3 with faculty and staff will help coin and
4 frame policy moving forward. And that to me
5 is a positive.

6 Madame Chair, that ends my
7 report.

8 CHAIR SANDERS: Thank you very much, Sean.
9 Excited about all the directions that we are
10 going in. So round table. Do we have
11 anything from any of the Board members? [NO
12 RESPONSE].

13 Okay. So, I would like to
14 request a motion to enter into executive
15 session to discuss the medical, financial,
16 credit or employment history of a particular
17 college employee and to discuss the
18 potential settlement of a legal dispute
19 involving the Culinary Center.

20 TRUSTEE MORGO: So moved.

21 TRUSTEE MURRAY: Second.

22 CHAIR SANDERS: All in favor?

23 Any opposed?

24 [WHEREUPON THE MOTION MADE AND SECONDED WAS
25 VOTED ON AND CARRIED.]

1 CHAIR SANDERS: Thank you. There will be no
2 other business conducted after our executive
3 session. Our next Board Meeting will be
4 held on September 29 at the Learning
5 Resource Center on the Grant Campus. Thank
6 you. Have a nice day.

7 [WHEREUPON THE MEETING OF THE BOARD OF
8 TRUSTEES OF THE SUFFOLK COUNTY COMMUNITY
9 COLLEGE WAS ADJOURNED BY THE CHAIRPERSON,
10 THERESA SANDERS, AT 11:25 A.M.]

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CERTIFICATION

STATE OF NEW YORK)
) ss
COUNTY OF SUFFOLK)

I, JANICE L. ANTOS, a Shorthand Reporter and Notary Public within and for the State of New York, do hereby certify:

THAT the foregoing transcript is a true and accurate transcript of my original stenographic notes.

IN WITNESS WHEREOF, I have hereunto set my hand this 23rd day of August, 2018.

Janice Antos

JANICE L. ANTOS

