OFFICIAL BOARD OF TRUSTEES MEETING MINUTES

PROCEEDINGS AND VERBATIM DISCUSSIONS OF

THE BOARD OF TRUSTEES OF THE SUFFOLK

COUNTY COMMUNITY COLLEGE ON THE 16th of

February, 2023, VIA IN-PERSON & ZOOM

VIDEOCONFERENCE

PRESENT:

EDWARD J. BONAHUE, President

GORDON D. CANARY, Trustee

BELINDA PAGDANGANAN, Trustee

GEMMA DELEON-LOPRESTI, Trustee

THERESA SANDERS, Trustee

PRISCILLA ZARATE, Trustee

JAMES MORGO, Trustee/Vice Chairperson

SHIRLEY E. COVERDALE, Trustee/Second

Vice Chairperson

LOUIS PETRIZZO, Deputy General Counsel

Start time: 4:01 p.m.

ORIGINAL

1

2   TRUSTEE MORGO: Okay, meeting

3   called to order. Gordon Canary, would

4   you lead us in the pledge, please?

5   TRUSTEE CANARY: Everybody,

6   please rise for the pledge.

7   [AFTER RECITATION OF THE PLEDGE

8   OF ALLEGIANCE, THE MEETING OF THE BOARD

9   OF TRUSTEES OF THE SUFFOLK COUNTY

10   COMMUNITY COLLEGE WAS CALLED TO ORDER BY

11   THE VICE CHAIRMAN, JAMES MORGO.]

12   TRUSTEE MORGO: I feel like I'm

13   looking in a rearview mirror, because I

14   can't see the people behind me. Always

15   dangerous to have people sitting behind

16   me. President Bonahue, would you please

17   introduce our guests?

18   PRESIDENT BONAHUE: Thank you,

19   Jim Morgo, thank you for being here for

20   this meeting.

21   TRUSTEE MORGO: I looked forward

22   to it all day.

23   PRESIDENT BONAHUE: Absolutely.

24   I would like to introduce, first of all,

25   I have two short presentations and

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1

2 visitors. I'd like to first introduce

3 two students, these are two of our

4 students who were able to -- come on up,

5 you guys. Come on up. Chris, you want

6 to come, too? Ben, you want to come

7 too? Come on up, and please come right

8 up here to the podium, so we can see and

9 hear you. This is Tonie, Tonie Gorman.

10 Tonie, thank you for being here. Also,

11 Jazmine Marte. Jazmine, thank you for

12 being here. And these are two of the

13 students, and we had eight students all

14 together, go up to Albany last week as

15 advocates for the college. They met

16 with Assembly Speaker Heastie, and with

17 others in our Long Island delegation as

18 part of our advocacy efforts. Ben,

19 Patty, I think Drew Biando, Christina,

20 all went together. So, Ben, you want to

21 kick it off and then we'll hear from

22 your students?

23   MR. ZWIRN: Sure. February 7th

24 was Higher Ed Advocacy Day up in Albany,

25 and we took a group of students and two

1
2   of which are here today. This is the
3   first time we've been up there since the
4   pandemic. Trustee Zarate remembers
5   because she was with us last time we
6   went up there. And Trustee Morgo has
7   been up there as well and done this
8   trip. It's a hectic trip, because
9   there's a lot going on up there, the
10   session is -- is going on, it's not as
11   if they're entertaining, you know,
12   tourists or constituents that day;
13   they're working, and if they can find
14   time for us, it's great.
15   Christina Vargas, who is our
16   diversity officer, is a friend of the
17   Speaker of the State Assembly; Carl
18   Heastie. A close, personal friend.
19   They served together in Stony Brook in
20   the student government, and they've
21   remained close, personal friends. So we
22   got to spend an hour in the beginning of
23   the trip with the Speaker of the State
24   Assembly. No -- Gordon Canary will tell
25   you that nobody gets to spend an hour

1

2   with the Speaker. But because of

3   Christina's connections, he took us and

4   he asked -- he was just wonderful. And

5   before the day ended, I am going to

6   mention some of the people we went to

7   see, because I don't think the students

8   will remember all of them.

9   But we saw Senator Martinez's

10   staff, she was in committee. Senator

11   Murray's staff, Senator Mattera met with

12   us personally. We had a very nice,

13   another hour session with the State

14   Comptroller, Tom DiNapoli, who escaped

15   all of his time, and couldn't have been

16   more gracious. We saw Assemblyman

17   Thiele, who was great, and Assemblywoman

18   Kimberly Jean Pierre. And we actually

19   -- before the students got there, we had

20   a nice meeting with Steve Stern, who was

21   an assemblyman from the Huntington area.

22   Patty Munsch was there, and was

23   not only there as an advisor, she was a

24   driver, and drove both ways back and

25   forth to Albany. God bless her, it was

1
2   great. Drew Biando was up there and
3   Drew is valuable because he worked for
4   Senator LaValle for many years, so he
5   knows his way around the Capital, which
6   is always a good thing. So we got to
7   see the million dollar staircase. Betty
8   Kingston came with us as well, and I'll
9   ask the students -- let me mention the
10   students that did come.
11   We have Tonie and Jazmine here,
12   but we also had Antwan Gutierrez,
13   Sabrina Franco, Tabassum Toma, Junior
14   Gonzalez, Thomas Doczy, Brandon Roach
15   and Ian Himmelstein. And it was -- they
16   were great, we took a smaller group and
17   we were able to navigate the Capital
18   very well. The only thing I will add is
19   that on February 27th, there is a joint
20   hearing on the higher ed committee for
21   the budget, so that will be one that
22   we'll Zoom in and watch from down here.
23   Let me turn it over to the students and
24   see what their impressions were.
25   MS. GORMAN: Hi, I'm Tonie, I am

1

2   a student here at the Grant Campus, and

3   on February 7th we went to Albany to

4   talk to the senators to advocate for the

5   students here at the campus and for

6   funding and it was really a fun

7   experience, I never really experienced

8   anything like that before. So it

9   allowed me to escape from my shell and

10   build these skills while talking to

11   higher officials about student needs.

12   So it was a really, like, a great

13   experience, I would say. And yeah, it

14   was just -- it was really good.

15   PRESIDENT BONAHUE: Thank you,

16   Tonie.

17   MS. MARTE: Hi, I'm Jazmine, I'd

18   like to say first that the trip wouldn't

19   have been as cool as it was without

20   Patty and Chris. It was the best, I

21   loved -- the atmosphere awesome. I

22   really enjoyed how much I've learned, I

23   met senators that honestly I didn't even

24   know existed. So, I liked the learning

25   opportunity, and it was just awesome, it

1

2   was great, I would really like more

3   people to be able to come next time.

4   TRUSTEE MORGO: Thank you. Any

5   questions?

6   PRESIDENT BONAHUE: Any questions

7   for our students?

8   TRUSTEE CANARY: What was the

9   reaction that you guys got from the

10   message you were delivering?

11   MS. GORMAN: In my opinion, I

12   feel like they were actually listening

13   to our words, which is something I

14   didn't really expect, because we spoke

15   from like our experiences -- so, yeah, I

16   wasn't expecting them to really like

17   focus as much as they did, so it was

18   kind of, like, I felt heard, and I felt

19   like my words were actually getting

20   across to them. So, hopefully what we

21   all said and everything we explained,

22   out experiences here as students, really

23   like put something towards them to

24   actually take action.

25   PRESIDENT BONAHUE: Good.

1

2   MS. MARTE: I agree, the same.

3   TRUSTEE MORGO: Jazmine, I

4   noticed, and I thought it was very

5   illustrious that you mentioned that

6   Chris and Patty were cool, and you

7   didn't mention Ben. So, I understand

8   that. Are we going to see a great

9   increase in age of the college?

10   All kidding aside, I worked in

11 Albany for quite a few years as well,

12 and as Ben said, I've been up on the

13 advocacy. You students are the best

14 advocates possible, I only wish the

15 other community colleges throughout the

16 state did as much as Suffolk County

17 Community college. So a heartfelt

18 thanks from all of us.

19   TRUSTEE CANARY: We're thankful

20 and we're proud of our students.

21   PRESIDENT BONAHUE: Thank you so

22 much, Tonie and Jazmine.

23   I also want to take this

24 opportunity, we always recognize Lizzy

25 McCormick, our governance leader, but

1

2   she's here today also as the director of

3   the writing center, and I also want to

4   introduce Dr. Doug Howard, chair of the

5   English department at the Ammerman

6   Campus. And trustees, one of the major

7   considerations that's really beginning

8   to impact teaching and learning, from

9   elementary through college level

10   instruction, is the rise of artificial

11   intelligence apps -- you've probably

12   read about this -- these are programs

13   that basically do students' academic

14   work for them. In the same way -- but

15   it's interesting, right, because in the

16   same way that availability of

17   inexpensive calculators changed the way

18   that we assumed that we would have to

19   teach math, now we're finding the same

20   thing that's hitting all of our

21   curricula, any curricula that uses

22   writing as a means of trying to assess

23   what students know. Newsday reached out

24   to us a couple of weeks ago about this

25   new artificial intelligence app,

1

2   ChatGPT, and Doug and Lizzy kindly sat

3   for interviews with Newsday, Newsday did

4   a very nice video featuring them, I just

5   wanted to show you that. It's just a

6   couple of minutes, I'll show you that

7   video real quick.

8   (Video playing.)

9   PRESIDENT BONAHUE: Lizzy, as the

10   director of a writing center, and Doug

11   as the chair for the department in

12   charge of teaching composition and

13   writing, again, what else would you say;

14   how does this change things?

15   DR. HOWARD: So, again, already

16   we're seeing faculty trying to adjust to

17   what GPT could mean for our students and

18   changing the way that they teach. Some

19   faculty are having students do more

20   in-class writing, because then they

21   can't turn to GPT. Some instructors are

22   trying to offer more recent works, like

23   teach more recent works of literature so

24   that it would be harder for GPT to find

25   information about them and use them.

1

2   But, it's problematic for a

3   variety of reasons, when you think about

4   this. So if you say we're mainly

5   focussing on newer works, for example,

6   like maybe they're not teaching

7   Shakespeare, because there's been so

8   much written about Shakespeare. And

9   it's also different like, I think we

10   want students to take the time to

11   reflect on what they're writing about,

12   like the writing process is not

13   something that necessarily has to happen

14   in an hour or so, it's a different kind

15   of writing when you're asking a student

16   to write something on an essay exam

17   during a class as opposed to having a

18   week or two to reflect on it and think

19   about it and compose their thoughts and

20   revise and rewrite. Right, this would

21   be the writing process that we want them

22   to engage in. So, it's an issue when

23   you say we might have to teach

24   differently because of this, and

25   students might not get the same

1

2   experience as a result.

3   PRESIDENT BONAHUE: Lizzy, what

4   are you seeing in terms of students

5   understanding of this? And has anyone

6   tried -- have folks in the faculty begun

7   to experiment with it to see, does it

8   work, what kinds of things would

9   students actually turn in?

10   MS. McCORMICK: Well, I don't

11   think it's just people in the English

12   faculty, I think it's, you know,

13   educated people of all walks -- I mean,

14   the New York Times had something on

15   Valentine's Day where they would write

16   you a valentine. So, even in the couple

17   of weeks since we sat down for those,

18   the cascade of information of new

19   technologies, of public awareness, is

20   really exponentially changed. And so

21   I'm sure our students are hearing about

22   it.

23   In the writing center, we're

24   seeing many of the same kinds of

25   assignments we saw last semester, but

1
2   also some new kinds of assignments, and
3   some new kinds of staging of
4   assignments. So, I gave the same
5   assignment this semester, but my
6   students did all the preparatory work on
7   their own and sat down for an in-class
8   exam with a prepared outline. So people
9   are doing all different kinds of hybrids
10   of what they used to do and what they --
11   for those of us who are old enough,
12   remember what we used to used to do.
13   You know, the in-class exams, the little
14   blue books are back. So, I think
15   there's going to be a lot of different
16   kinds of things and we're very lucky
17   that our librarians and our academic
18   integrity committee and academic affairs
19   and different faculty are all so engaged
20   in the professional development side of
21   this. So this semester is going to be a
22   wild ride, and I'm -- I want to say that
23   I'm so scared, but I'm actually really
24   excited, because I think this is the
25   kind of time in our profession where

1

2   things take a leap. We start to get a

3   little stagnant, and then the internet

4   shows up and everyone is ripping off

5   papers. We start to get a little

6   stagnant, and then the chat bots show

7   up. So it kind of also makes us

8   re-evaluate everything we're doing. So

9   that's how I feel about it.

10   TRUSTEE CANARY: Questions?

11   TRUSTEE COVERDALE: I was going

12   to say, my mind was racing while, you

13   know, you're talking about this. And it

14   seems to me like the thing that came

15   into my head was the third wave. It's

16   kind of inevitable, so what are you

17   doing to strategize about how you can

18   harness it and, you know, leapfrog from

19   it, because it's just our reality?

20   DR. HOWARD: So, I want to say

21   too, one of the things that are both

22   amazing and exciting and maybe a little

23   frightening about this is, like, it's

24   changing while we speak. So, this came

25   out in November, you may have seen in

1

2   the news, Microsoft is trying to come

3   out with a version of something, Google

4   is trying to come out with a version of

5   something. So they are companies that

6   are racing to come up with a better

7   mousetrap. Which is great -- in some

8   cases, we might be the mice. But, so

9   they're racing to do that, and we might

10   not have the detection software

11   available, that might not be developing

12   at the same rate. I mean, there is a

13   program, GPTZero, that's supposed to

14   indicate whether or not something has

15   been written by a chat bot. So we have

16   something like that, it's not one

17   hundred percent, and even Turnitin that

18   used to catch plagiarism, I think

19   they're working on a version of that

20   that would help us detect something that

21   was written by chat bot software. But

22   the race to develop the AIs, that seems

23   to be where the focus is right now. So,

24   as Lizzy is saying, we're kind of

25   working on the fly to figure this out,

1

2   like while these things are going on.

3   So, it's all a work in progress.

4   TRUSTEE MORGO: I don't know if

5   you answered Dr. Bonahue's question, he

6   asked about what's the students'

7   reaction to it? To me it's frightening,

8   frankly. I'm old enough to remember

9   diagraming sentences, and a nun who

10   taught me teaching in the sixth grade

11   kept insisting good thinking is good

12   writing, and good writing is good

13   thinking. And this is -- this is almost

14   like TikTok; it's all quick, so how --

15   are students happy about it or? No,

16   seriously, I mean what's their reaction.

17   TRUSTEE DELEON-LOPRESTI: They're

18   happy about it.

19   MS. McCORMICK: I think our

20   students are not all deliriously happy

21   about it. I think most of them work too

22   hard and make too many sacrifices to be

23   in college to go through a simulacrum of

24   college. So, the other thing is that

25   our teaching staff and our teaching

1

2   style at Suffolk is so supportive, that

3   it's not about some race to the A.   It's

4   not these huge two hundred-person

5   stadium courses.   So you're letting me

6   down, and we know each other, when

7   you're in my class and you're doing

8   this.   And I have taught you how to do

9   this, so you have the confidence.   I've

10   always thought that plagiarism is

11   primarily an eleventh-hour crisis of the

12   soul.   And if you can help people not

13   have that, and make them see the value

14   of that writing -- I tell them everyday,

15   writing is thinking, thinking is

16   writing.   So, if you want to actually

17   grow as a person, if I, as a teacher,

18   want you to process these things, not

19   just regurgitate these things, it's not

20   going to happen at 11:30 on ChatGPT,

21   it's going to happen in my class.   And

22   then outside, you do some catchup work,

23   so it's that back and forth, that rhythm

24   that we have, or staging of writing

25   which is kind of standard now, where

1

2   they write a draft and then they do a

3   revision, if people are doing all of

4   those steps, it's pretty hard to

5   simulate that. At least that's my --

6   TRUSTEE MORGO: That's a great

7   answer.

8   MS. McCORMICK: Thank you,

9   because I kind of made it up on the fly.

10   TRUSTEE MORGO: You didn't have a

11   diagram or outline --

12   MS. McCORMICK: I have ChatGPT in

13   my ear telling me what to say.

14   TRUSTEE ZARATE: So, we know that

15   this platform or resource whatever it is

16   is concerning for our students, but on

17   the teachers' perspective, do you find

18   it to be a good instructional tool or

19   resource to use as an educator to

20   support your course development, lesson

21   planning?

22   DR. HOWARD: I mean, it could be,

23   I suppose it could be used that way. It

24   is interesting, there was a workshop

25   that one of the librarians ran yesterday

1

2   about GPT, and she was showing me that

3   there are -- so it's not foolproof,

4   there are issues with it. She asked GPT

5   to write an essay for her on the spot

6   about a film, and it did. And it did

7   it, and it included sources. But when

8   she investigated, did the information

9   literacy piece of it, the sources were

10   all fabricated. Now, reading it at

11   first glance, you might not realize

12   that. What makes it even, like, more

13   mind boggling is, the journals that it

14   referred to were real, but the authors

15   and the articles were not. So, looking

16   at it like, you know, at first glance,

17   you might say this is legitimate, but if

18   you went to looking for the sources, and

19   tried to hunt that down you realize that

20   it was not.

21   So I suppose it could be a

22   teaching tool in that regard, if you

23   think about like, well, this is how you

24   would cite, but these sources are not

25   real, maybe you might be able to do it

1

2   that way. I think as Lizzy is saying,

3   the great thing is we do have such

4   engaged and creative faculty that

5   undoubtedly they might come up with ways

6   to incorporate it in their lessons

7   plans, and maybe show why students

8   wouldn't want to use this as opposed to

9   doing their own writing and thinking I

10   should say.

11   TRUSTEE CANARY: I was going to

12   say, so in our academic student policies

13   to try to pass off a GRT-produced paper

14   is really plagiarism, and that is

15   something that they are not to do, our

16   students are not to do that. So, that's

17   a violation of the policy, and if you

18   guys see that, do you bring them up on a

19   charge? I mean, how would that

20   progress?

21   MS. McCORMICK: This is going

22   back to a general category, this is not

23   GPT specific. There is an academic

24   dishonesty policy, it's built in a way

25   that students never hit, or rarely hit,

1

2   I don't know the exact specifics, but I

3   in twenty years teaching at community

4   colleges, have never seen a student hit

5   the wall we're they're actually removed

6   from college and can never come back,

7   it's not like that.

8   It's built in such a way that

9   they get a sense of their -- that they

10   have transgressed, and that things are

11   inappropriate, and what is expected.

12   But primarily, it's a teaching tool in

13   this syllabus, that says these are the

14   rules of the game. And so if you are

15   trying to pass off anything that's not

16   yours, as yours, you're stealing. And I

17   know there are people who will say,

18   well, you can't steal from a robot

19   because it's not a person -- you're

20   still passing off something you didn't

21   compose as your own. That said, I just

22   say McGill has a policy where you can

23   use ChatGPT in certain classes and then

24   at the end, there's a whole policy where

25   you have to write which parts you did,

1

2 and which parts the GPT did. So, I

3 think that we're going to see lots of

4 things -- this spring is going to be a

5 very interesting thing, this hit

6 everyone really fast. I want to say in

7 December, maybe. And I think over the

8 summer, everyone will catch their breath

9 and go through the best practices, the

10 --- any sort of policy reviews that need

11 to happen, anything like that. But in

12 terms of academic integrity, I think

13 it's the same as it was before. I mean,

14 I think it's the same set of principals.

15 　　　　　TRUSTEE MORGO: Any other

16 questions?

17 　　　　　TRUSTEE COVERDALE: Is it putting

18 an additional burden on you to have to

19 ferret through what is and is not

20 generated --

21 　　　　　MS. McCORMICK: Well, we can

22 always use more full-time employees.

23 　　　　　DR. HOWARD: You know, I do want

24 to say, it is an issue. Like an hour or

25 two ago, I was talking to someone in the

1

2 department and they put an essay that

3 they thought looked suspicious through

4 GPTZero and it came up that portions of

5 it might have been written by a chat

6 bot. Didn't know for sure, it's not one

7 hundred percent, so now the instructor

8 has to have a conversation with the

9 student and say, like, all right, if you

10 didn't write this, you might want to go

11 back and re-do it, because it came back

12 this way. But again, it's a question

13 about the detention, so what do you do

14 if you get a result like this, do you

15 automatically accuse -- I think we try

16 to use it as, like, a teachable moment,

17 and we try to have conversations with

18 the student about citations and the use

19 of something like this. What would be

20 appropriate and inappropriate.

21 TRUSTEE COVERDALE: One final

22 thought, is there any -- do you foresee

23 any advocacy for ethical guidelines or

24 limitations on the app developers?

25 MS. McCORMICK: I think there

1

2 will be a lot pressure on them to do

3 that, and they will react to pressure,

4 because they're business and that's what

5 they do.

6   TRUSTEE CANARY: Just a final

7 statement, you started this discussion

8 off about how we need to encourage them

9 to want to learn how to write

10 effectively, how to communicate. And I

11 will tell you, people have heard me say

12 this before, in my forty-four years in

13 government, where I have read tens of

14 thousands of emails and letters, it is

15 frightening how people can't

16 construct -- forget a paragraph, they

17 can't construct a sentence, and you have

18 to read something ten times to try to

19 figure what is this person trying to

20 tell the senator or the town supervisor,

21 or what are they asking us for. People

22 can't -- so many people cannot write and

23 communicate effectively. So, this is

24 just one more reason why I'm saying, oh,

25 my gosh, we really got to get people to

1

2   learn how to write. Thank you for what

3   you guys do.

4   TRUSTEE MORGO: Any other

5   questions? All right, thank you both

6   very much. And thank you, we've had two

7   fascinating presentations before we even

8   began.

9   PRESIDENT BONAHUE: Mr. Chairman,

10   I just want to recognize from the

11   education and labor committee, vice

12   chair Bontempi, Legislator Bontempi.

13   Thank you for being here. Also from the

14   comptroller's office, Mr. Tom Lupo,

15   thank you for being here today.

16   TRUSTEE MORGO: Okay, let's get

17   going then. May I have a motion to

18   adjourn the Board of Trustees meeting

19   and call the Board of Directors meeting

20   to order, please?

21   TRUSTEE PAGDANGANAN: So moved.

22   TRUSTEE MORGO: Second?

23   TRUSTEE ZARATE: Second.

24   TRUSTEE MORGO: All those the

25   favor, say aye.

1

2   COLLECTIVE RESPONSE: Aye.

3   TRUSTEE MORGO: Opposed?

4   (No response.)

5   TRUSTEE MORGO: So moved.

6   [WHEREUPON THE MOTION MADE AND

7   SECONDED WAS VOTED ON AND CARRIED, THE

8   MEETING OF THE BOARD OF TRUSTEES OF THE

9   SUFFOLK COUNTY COMMUNITY COLLEGE WAS

10   ADJOURNED AND REOPENED.]

11   TRUSTEE MORGO: So could I have a

12   motion for the approval of the minutes

13   of the 1/19/23 board of directors

14   meeting, please?

15   TRUSTEE CANARY: Motion made.

16   TRUSTEE MORGO: Second?

17   TRUSTEE COVERDALE: Second.

18   TRUSTEE MORGO: All those in

19   favor, please say aye.

20   COLLECTIVE RESPONSE: Aye.

21   TRUSTEE MORGO: Opposed?

22   (No response.)

23   TRUSTEE MORGO: So moved.

24   I would like to now introduce the

25   vice president for student affairs,

1

2   Dr. Patricia Munsch, to present the

3   association's financial reports and any

4   other matters.

5   DR. MUNSCH: Thank you, good

6   afternoon, members of the board. I'm

7   happy to share with you the financial

8   report for the student association, this

9   includes the first installment of

10   student fee monies provided to the

11   association from the college. We expect

12   a second installment towards the end of

13   February, beginning of March, as we

14   continue to enroll students. As you'll

15   see from the budget lines, at this time,

16   all of our budgets remain healthy.

17   Although we do anticipate utilizing our

18   fund balance to manage the budget for

19   the remainder of this academic year and

20   into our summer programming through

21   commencement and so on. This is in

22   alignment with what we were expected to

23   do, because we were expecting to come in

24   under budget and we were budgeting to

25   use our fund balance, which right now is

1

2   in a very healthy place.

3   Are there any questions from the

4   trustees?

5   TRUSTEE MORGO: Any questions for

6   Dr. Munsch? Thank you very much,

7   Dr. Munsch.

8   Could I have a motion now,

9   please, to return to the Board of

10   Directors meeting and call the Board of

11   Trustees meeting to order. Anyone?

12   TRUSTEE SANDERS: Motion.

13   TRUSTEE MORGO: Second?

14   TRUSTEE DELEON-LOPRESTI: Second.

15   TRUSTEE MORGO: Gemma, thank you.

16   All those in favor, please say

17   aye.

18   COLLECTIVE RESPONSE: Aye.

19   TRUSTEE MORGO: Opposed?

20   (No response.)

21   [WHEREUPON THE MOTION MADE AND

22   SECONDED WAS VOTED ON AND CARRIED, THE

23   MEETING OF THE BOARD OF DIRECTORS OF THE

24   SUFFOLK COUNTY COMMUNITY COLLEGE WAS

25   ADJOURNED AND REOPENED.]

1

2   TRUSTEE MORGO: Now, may I have a

3   motion to approve the minutes of the

4   January 19, 2023, Board of Trustees

5   meeting, you should have all received

6   it.

7   TRUSTEE COVERDALE: Motion.

8   TRUSTEE MORGO: Second?

9   TRUSTEE DELEON-LOPRESTI: Second.

10   TRUSTEE MORGO: Thank you. All

11   those in favor?

12   COLLECTIVE RESPONSE: Aye.

13   TRUSTEE MORGO: Thank you, it's

14   approved. I'd like to introduce now the

15   vice president for business and

16   financial affairs, Dr. Mark Harris, to

17   present the college's budget and college

18   financial records.

19   DR. HARRIS: Good afternoon,

20   members of the board. The last month

21   when we met, we talked about providing

22   the audit report for fiscal '22.

23   Unfortunately, the auditors are still

24   working on the report itself. The next

25   steps that need to be completed is the

1

2   final review of the management

3   discussion and analysis. And also to

4   just look at the component units, which

5   would be the foundation and the

6   association, and then to run it through

7   their quality assurance. So in speaking

8   with the lead auditor, the expectation

9   is that we should get something back

10   from the auditors next Friday. So once

11   we have received that, I will forward

12   that to Dr. Bonahue, and then a draft

13   over to the executive, with the goal of

14   presenting the fiscal '22 financial

15   audit at the next meeting, which is

16   approximately four weeks from today.

17   In terms of our fiscal '23, we're

18   five months into our fiscal '23, and

19   based on the transactions that we are

20   seeing, we're not making any changes to

21   the budgeted use of fund balance, which

22   was about $13.6. Even though we have

23   seen some reduction in the tuition

24   revenue; net about $800,000 and with

25   fees, about $400,000. What is positive

1

2   for us is we have seen an increase in

3   our revenue for the full-time of our

4   budgeted number by about $900,000. But

5   we have seen a decrease in the part-time

6   projection of about $600,000, so the net

7   of about $300,000. But we continue to

8   see some increases in the noncredit ESL

9   aid, of about $400,000. So based on how

10   things are moving, what we're doing for

11   now is really just holding firm to the

12   number that we initially projected to

13   use.

14   Because we are seeing the

15   reduction in our revenue, we continue to

16   take the cost mitigations stance in

17   really looking at every aspect of our

18   cost within either our direct or

19   indirect cost, the variable cost, as

20   such we have seen a reduction of about

21     $1.2 million in reduction in the

22   personal services, but when we talk

23   about our contractual services and in

24   our contractual services category, we

25   have utilities, telephone and then we

1

2   have certain maintenance contracts, the

3   net increase of about $700,000, when we

4   compare that to the base of 2022. One

5   of the biggest increases in cost that we

6   did not anticipate for fiscal '23 was

7   the change in the EMHP. So, from

8   January to August, the projected impact

9   to the college is about $3 million. And

10   then for fiscal '24, for the full year,

11   we're talking about $4.2 million. So

12   that's a steep increase that we did not

13   anticipate, but our goal really is to

14   mitigate the cost for fiscal '23, so

15   that the number that we told the board

16   and held that's the fund balance that

17   we're sticking to right now. So as

18   things progress, as we get closer or

19   further into fiscal '23 and see what the

20   numbers really are we, we will make some

21   adjustments as needed and then report it

22   out to this full body.

23   In terms of our fiscal '24

24   budget, we have begun the meetings with

25   the budget managers. Very lively

1

2   conversations, because one of the

3   targets that we had is really anticipate

4   where the funding would be in all

5   categories whether or not it's from the

6   State, whether or not it's from tuition

7   as well as from the county. But before

8   I get into that, the State, the governor

9   released the executive budget summary on

10   February 1st, and I just wanted to give

11   some highlights on the potential impact

12   with the college. And some of these

13   impact community colleges in general.

14   For example; there will be a drop of

15   about $5.4 million in support of

16   community colleges. The only center

17   within the SUNY system that really

18   suffered the increase. This is about a

19   1.2% reduction. The EOP program, the

20   equal opportunity program will decrease

21   by about $1.3 million to this current

22   year's base. Childcare will also be

23   impacted by about $5.4 million, and that

24   was a one-time funding for fiscal '23.

25   And let me clarify, these are proposals

1

2   that were included, they have not yet

3   been finalized. And then the MTA tax

4   proposed about a .15% increase from .35

5   to .5, the impact to this college is

6   about $200,000. Surprisingly, and what

7   we found out through Ben is that

8   four-year schools in SUNY do not pay

9   this tax. The hospitals do. There were

10   some legislation that were put in place,

11   or put forward years and years ago,

12   starting in 2014 to provide budget

13   relief for this, but somehow that's not

14   gone anywhere, so that's something that

15   we really need to look into.

16   So, the $200,000 increase we're

17   seeing that we're going to be moving

18   from $400,000 to potentially $600,000 to

19   our budget. And then the piece that is

20   very concerning to us, there is a

21   proposal to do a 20% holdback to

22   community colleges. So, when we look at

23   the thirty community colleges within the

24   system itself, that will be an

25    $80 million impact on community

1

2   colleges, of that number we are about

3      $10 million. So that is something that

4   we're really working with SUNY itself to

5   see what that really means and if

6   there's anything that we really need to

7   do in order for that not to go into

8   effect.

9   So, we have also met with the

10   budget and finance subcommittee three

11   times. We have presented different

12   scenarios in terms of revenue

13   assumptions, cost assumptions, we have

14   looked at the sources of revenue, the

15   tread for those sources of revenue, just

16   look at macro and micro factors to see

17   how they will impact us, but also a

18   factor in that the HEERF proceeds that

19   we have been receiving for about three

20   years now, the last bit of it runs out

21   May this year. So for us, that will be

22   a $5 million negative impact to our

23   starting point for fiscal '24. So, we

24   have been engaged with the budget and

25   finance subcommittee to look at steps,

1
2   look at the revenue projections from the
3   State, from the county, from tuition and
4   also what we can do, especially as we go
5   through the budget process to see how
6   best to close the gap. So we're still
7   in discussions, still assessing the data
8   points and once the decision has been
9   made, in terms of the direction we need
10   to go, then we will present this to the
11   full board.
12   So, those are the key points that
13   I have, there are no resolutions from a
14   financial impact this month. So, are
15   there any questions?
16   TRUSTEE MORGO: Any questions?
17   TRUSTEE SANDERS: Can you explain
18   what a holdback is?
19   DR. HARRIS: Sure, so when the
20   State says you're entitled to
21         $50 million, Suffolk, but instead of
22   giving you $50 million, we will give you
23         $40 million. So they will in a sense
24   hold back $10 million. The problem with
25   the holdback is we still have to treat

1

2   the full $50 million as revenue, even

3   though and we have none in cash. So

4   that will really be a cash impact to us.

5   About two years ago when the State had

6   financial challenges, they did a 5%

7   holdback, which was about $2.6 million,

8   so they short paid us about

9          $2.6 million. So we had to then manage

10   our cash in such a way where we didn't

11   have a shortfall. So that's really what

12   that holdback represented. We still

13   have to record receivables, but we're

14   really not getting the funds yet. But

15   again, this is a proposal that was

16   submitted, it hasn't been finalized, and

17   the goal is -- or the hope is -- that it

18   does not take effect.

19   TRUSTEE MORGO: Mark, would you

20   say it's analogous to an escrow account,

21   it sounds like it's somebody being held

22   in escrow, except you're not getting

23   interest.

24   DR. HARRIS: We're not getting

25   any interest. And with the holdback at

1

2   some point, they could then go in and

3   say, it's going to be a permanent cut.

4   So one of the reasons and we found out,

5   Ben and I have been working on this is

6   that the proposal has been put in place

7   is the division of budget is doing a

8   parallel assessment to say, instead of

9   giving the floor funding, if we went

10   back on the old method of doing FTE

11   based on a weighted average, you would

12   lose $10 million based on the fact that

13   the FTE really reduced by that number.

14   And if you look at the impact or FTE

15   over, say, four-year period, we're over

16   20% and some community colleges with

17   SUNY, the numbers are much higher.

18   TRUSTEE MORGO: Any other

19   questions? Shirley, please.

20   TRUSTEE COVERDALE: What does --

21   how does that look for the State if then

22   -- I mean, it seems to me that prudent

23   accounting would say that if I have to

24   recognize the totality of what they say

25   they owe me but are not giving me, as a

1

2   receivable, doesn't that increase the

3   un-collectability or doubtfulness of the

4   receivables?

5   DR. HARRIS: Sure. So, again,

6   similar to what we had two years ago,

7   when we talk with our auditors, we had

8   to then determine whether or not we had

9   to write this off, whether or not it was

10   un-collectable. But, because SUNY did

11   not say we're not paying it to you, the

12   auditors cautioned that we do that. But

13   eventually, before the end of that

14   fiscal year, they did come in. But the

15   fact of the matter is we, operated

16   twelve months without the benefit of

17   that cash. So we had to delay payments,

18   we had to work with the County in order

19   to advance early some of the payments

20   that they would have done in the summer.

21   So the impact really is from a

22   cash perspective, and that's a

23   significant amount of money when we're

24   talking about a $200 million budget.

25   TRUSTEE MORGO: Anything else?

1

2   Mark, for the last three years,

3   we froze tuition, and we are the most

4   affordable tuition on Long Island, we

5   sort of saw this coming -- not all of

6   it, not the State's drawing back, but

7   HEERF is disappearing, we knew was going

8   to be a problem. As you all know, we

9   have just three sources for our

10   operating budget; State, county and

11   tuition. As Theresa used to say when

12   she was chair, we're not going to

13   balance the operating budget on the

14   backs of our students, but it's looking

15   like we're going to have to have some,

16   hopefully a very modest, tuition

17   increase. And it's next month, folks,

18   that we have to make the decision then

19   the executive in the legislature on the

20   County vote in June, and we'll know the

21   State's status, we think, at the end of

22   March if the budget comes in on time.

23   So, it's not easy,

24   congratulations on the savings that you

25   found. And you guys are being -- the

1

2   administration is being judicious in the

3   operating budget. So, not a very

4   pleasant report, but thank you, Mark.

5   DR. HARRIS: Thank you.

6   TRUSTEE MORGO: What I'm going to

7   need next is a motion for the approval

8   of college resolutions 2023.11 to

9   2023.14, and you'll see the capital

10   budget requests there, there are no new

11   capital programs this year. So, may I

12   have a motion for the approval for those

13   three resolutions?

14   TRUSTEE COVERDALE: So moved.

15   TRUSTEE CANARY: Do we need

16   discussion on Item 4, as an add-on?

17   This is a resolution raised with

18   students with temporary protective

19   status, from temporary protected status

20   countries?

21   TRUSTEE MORGO: I don't have a

22   resolution for that.

23   PRESIDENT BONAHUE: (Handing.) I

24   would like to mention this is the

25   material that was sent out after the

1

2   original.

3   TRUSTEE MORGO: So, we have four

4   resolutions, and why don't we pass the

5   three, and then we can consider the

6   fourth? So resolution to pass the first

7   three resolutions.

8   TRUSTEE COVERDALE: I amend my

9   resolution.

10   TRUSTEE CANARY: Second.

11   TRUSTEE MORGO: All those in

12   favor?

13   COLLECTIVE RESPONSE: Aye.

14   TRUSTEE MORGO: Now for

15   resolution number four, who wants to

16   address it? Dr. Bonahue?

17   PRESIDENT BONAHUE: I'll be glad

18   to start it off, and I'd be glad to

19   entertain any questions. The fourth

20   resolution is based on the

21   recommendation that came from the

22   student board of trustees, that

23   institutions within the SUNY system

24   follow the lead of the U.S. Department

25   of Homeland Security in offering, for

1

2   any person who comes to the country with

3   temporary protected status, that is to

4   say they may be a refugee from violence

5   in their home country. Because they

6   have a visa that allows them to come to

7   this country with temporary protected

8   status, the SUNY system recommends that

9   institutions offer that student the

10   benefit of in-state tuition, and I think

11   that that is -- we've had one request --

12   again, this is not for -- this is not

13   for undocumented students, it's not for

14   students who have just arrived into this

15   country, these are for students with a

16   specific legal status, that is to say

17   they are refugees they're fleeing

18   political persecution, this is very

19   small number of students, and we've had

20   one request from a student from Ukraine.

21   And so, I believed it would be fitting

22   for us to follow the lead of the

23   Department of Homeland Security in the

24   SUNY system. So my recommendation to

25   the board is that we support this

1

2   resolution, which could serve a few

3   students.

4   TRUSTEE MORGO: And yes, it's a

5   finite list when it comes to these

6   students, as I understand. It I know

7   there was discussion whether Haiti was

8   going to be -- all right so we all

9   understand the resolution? Therefore is

10   there a motion to approve?

11   TRUSTEE PAGDANGANAN: So moved.

12   TRUSTEE DELEON-LOPRESTI: Second.

13   TRUSTEE MORGO: All those in

14   favor?

15   COLLECTIVE RESPONSE: Aye.

16   TRUSTEE MORGO: Thank you. So

17   next, the committee reports. I don't

18   see Kevin O'Connor, budget and finance

19   we had Mark on budget and finance.

20   PRESIDENT BONAHUE: No, I think

21   Dr. Harris gave the report, I'll also

22   mention the governor's budget in my

23   report, and I think that is very

24   thorough.

25   TRUSTEE MORGO: Student success?

1

2   TRUSTEE PAGDANGANAN: Thank you.

3   The student success committee met on

4   February 8th. The group discussed

5   options for students. The committee

6   determined that it will select one item

7   for more detailed review from among the

8   topics related to student success that

9   are represented by Dr. Bonahue during

10   the general meeting of the board of

11   trustees.

12   A group of nine Suffolk County

13   Community College students participated

14   in, as we said before, in Advocacy Day,

15   and we thank all the students for

16   participating and address the staff that

17   came with them. And also the nomination

18   process for the next student trustee is

19   now underway. The deadline for

20   applications is March 15th, with the

21   election being conduction online from

22   April 10th to April 15th. That's our

23   report.

24   TRUSTEE MORGO: Thank you, Bel.

25   Any questions for Bel? Governance,

1

2   Gordon?

3   TRUSTEE CANARY: Thank you,

4   Mr. Chairman.   The Governance committee

5   met on Monday, February 13th, President

6   Bonahue informed the committee that he

7   would be submitting a draft for

8   suggested changes to the facilities use

9   policy in an effort to have sponsorships

10   for events on campus that could bring

11   future students to the college.

12   Committee Chair Canary agreed that

13   getting future students on campus is

14   important, but that the policy needs to

15   make sure that there is no favoritism

16   and that there are clearcut guidelines

17   to be followed.

18   Deputy General Counsel Alicia

19   O'Connor gave an update on the status of

20   the Suffolk Community College

21   association's governance structure,

22   DGC O'Connor informed the committee that

23   she had reached out to some of the

24   individuals who were identified as

25   possible candidates for the newly

1

2   structured board of directors. She

3   contacted the following people who all

4   gave quick and affirmative responses to

5   the opportunity to serve on the new

6   board of directors. Dr. Patricia

7   Munsch, Barbara Hurst, Dr. Dante

8   Morelli, Sean Tabalia, and Dr. Mark

9   Harris. DGC O'Connor thanked Committee

10   Chair Canary for speaking with current

11   student trustee, Zach Frost, who will be

12   the student trustee representative on

13   the board of directors until his term

14   expires on June 30, 2023. And also, the

15   discussion with Trustee Belinda

16   Pagdanagan, board of trustees

17   representative who serves on the student

18   success committee. So, again, thank you

19   Bel, for agreeing to serve.

20   Committee chair asked when the

21   election would be held for the new

22   student trustee, because I want to make

23   sure that all candidates are made aware

24   that serving on the association for the

25   board of directors will be a new

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2   included responsibility as student

3   trustee. The student trustee election

4   is held in April, the position will

5   require the student trustee to attend

6   the monthly board of directors meeting

7   for the association, which will be held

8   via Zoom. DGC O'Connor reported that

9   Dr. Patty Munsch has reached out to the

10   three current student government

11   association representatives. They're

12   working on suggestions for first-year

13   students who would be interested in

14   being on the board during their second

15   year. Dr. Munsch will advise

16   DGC O'Connor when the candidates have

17   been selected. DGC O'Connor advised the

18   committee that once all candidates have

19   accepted, the legal affairs department,

20   would draft any resolutions appointing

21   each member. Non-student members would

22   serve for a three-year term and student

23   members would serve for a one-year term.

24   Ideally, it would be beneficial if the

25   new board could be in place by July 1st,

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2   to be able to meet during the summer

3   before the fall semester begins.

4   There was no new business

5   discussed. Agenda items identified for

6   the March governance committee meeting

7   will include, status on the update on

8   establishing our new board of directors

9   of the association. And the next

10   governance committee meeting has been

11   scheduled for Monday, March 13th at

12   4:00 p.m. Our meeting adjourned at

13   3:50.

14   TRUSTEE MORGO: Thank you very

15   much, Gordon. Any questions for Gordon?

16   I'm pleased to hear that you think the

17   timeline is going to be before July 1st,

18   for the foundation board of directors.

19   Actually getting something done, that's

20   good.

21   Personnel; Gemma, did you meet?

22   TRUSTEE DELEON-LOPRESTI: We did

23   not meet, I have noting to report.

24   TRUSTEE MORGO: Advocacy,

25   Pricilla?

1

2   TRUSTEE ZARATE: We did not meet,

3   but you heard from them before that we

4   had a very productive Advocacy Day with

5   our students.

6   TRUSTEE MORGO: Facilities, we

7   didn't meet. Foundation; Bel?

8   TRUSTEE PAGDANGANAN: Thank you.

9   On behalf of the foundation, I'm happy

10   to share news regarding to two

11   scholarships. The first one is the NEVH

12   Murray Gordon Scholarship. The

13   foundation is pleased to celebrate the

14   establishment of this new scholarship,

15   benefiting students enrolled in our

16   nursing program. Established to honor

17   Murray Gordon, an activist for kidney

18   disease research, the scholarship seeks

19   to raise awareness on global kidney

20   disease research advocacy. The

21   scholarship will be awarded annually to

22   continuing nursing students enrolled in

23   one of the college's nursing programs.

24   The second one -- there is a recipient

25   for the Three Village Garden

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2   Scholarship. The foundation has awarded

3   the $5,000 Three Village Garden

4   Scholarship to Suffolk student, Giovanna

5   Macatone, of Shirley. A graduate of the

6   Riverhead High School, Ms. Macatone is

7   enrolled in Suffolk's environmental

8   science program, and plans to continue

9   her studies in SUNY's environmental

10   science in Syracuse.

11   On Sunday, April 16th the

12   Ammerman campus theater program will

13   host Remember Richard. A celebration of

14   the late professor, Richard Johnson's

15   life. Professor Johnson joined the

16   college in 1969 as an assistant

17   assigning and building scenery. He

18   retired in 2000 as a classroom

19   instruction, director of theater and

20   chair of the theater department. The

21   Remember Richard event begins at

22   2:00 p.m. with the student performance

23   of the Comedy of Errors, which is an

24   abridged version. There is no charge

25   for the tickets. The memorial program

1

2   will follow the performance at

3   approximately 3:30 p.m. with a reception

4   immediately following. If you're

5   interested in attending, please call --

6   you need to RSVP by March 16th, by

7   calling the theater office at 451-4164.

8   And finally, the foundation will

9   host the annual awards luncheon on

10   Friday, May 5th, at the Lombardi on the

11   Bay in Patchogue. This event provides

12   an opportunity to recognize and honor

13   some outstanding faculty and staff by

14   celebrating their dedication to academic

15   excellence and service to our students.

16   The board of trustees is invited to

17   attend and each board member will

18   receive an invitation.

19   TRUSTEE MORGO: Thank you, Bel.

20   Okay, I do not have a report, and so

21   I'll turn to President Bonahue now for

22   his report.

23   PRESIDENT BONAHUE: Thank you,

24   Mr. Chairman. Good afternoon, Trustees

25   and thanks, as always, for making time

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2   to be at the college today. I

3   appreciate your leadership, your

4   advocacy, and the time that you

5   volunteer to guiding in the college. As

6   always, it's my pleasure to recognize

7   the association and governance leaders

8   who are with us here today, Dr. Tat Sang

9   So, from the Grant Campus Assembly,

10   Dr. Lizzy McCormick from the Ammerman

11   Campus Senate, Dr. Dante Morelli from

12   the faculty association, thank you,

13   Dante. And also today we have Josephine

14   McCowski from AME Association municipal

15   employees. And who else? Did I miss

16   anybody? Legislator Bergen walked in,

17   thank you, Legislator. So, thanks to

18   all of association and all of our

19   association and governance leaders.

20   Last month, trustees, I was happy

21   to report that our spring enrollment

22   appeared to be up over 1% in head count,

23   and about three and a third percent in

24   FTE. And as you know FTE is the figure

25   that takes into account the total

1

2   credits that students are taking. As we

3   continue enrolling students into

4   late-start classes, late-start spring

5   classes, we continue to see some

6   increase. And to avoid over promising,

7   I'll simply say that the data continues

8   to suggest that enrollment is up, and

9   maybe up by at least 3%. As you've

10   heard Dr. Munsch report, all student

11   life, our student government, our

12   student activities are back up and

13   running, current -- the wonderful trip

14   that our students had up to Albany. You

15   may have seen that we're also sponsoring

16   a trip in coordination with black

17   history month to the Bronx for students.

18   And, at your seats, you'll also find

19   this handout, this is a rundown of all

20   the student activities events on all

21   three campuses that we have going on in

22   February in honor of black history

23   month.

24   Trustee Morgo, last month you

25   asked about our continuing work to

1

2   identify students from Suffolk County

3   who may be -- who may be leaving the

4   county to attend community colleges

5   elsewhere. So I have some updated data

6   for the board, which is at your places,

7   you'll find a handout of three pages,

8   which has some data that we took from

9   the SUNY business intelligence website.

10   So, the top sheet is some data that

11   shows the enrollment of all students

12   from Suffolk County found at New York

13   community colleges throughout all of

14   last year. You see it starts from the

15   summer of '21, fall of '21, it's

16   semester-by-semester analysis. So you

17   can see, for instance looking at the

18   fall of 2021, that there are 10,209

19   full-time students from Suffolk County

20   found in the community college system.

21   If you go down to Suffolk County, you

22   will see that 9,040 of those full-time

23   students were enrolled at Suffolk.

24   If you go up, you'll see that 476

25   enrolled at FIT in New York City, a

1

2   known departure, not really a community

3   college, there's nothing we can do about

4   that. But that 536 were enrolled at

5   Nassau. And I think that represents an

6   opportunity for us. And then you can

7   see a requisite, kind of a comparable

8   number among part-time students. If you

9   see, again, small numbers of Suffolk

10   County students who may have enrolled at

11   colleges across the state.

12   On the second page, I pulled the

13   data for this fall -- fall of 2022,

14   again this page you'll see about 10,000

15   students from Suffolk County in total

16   and you'll see that 8,800 registered in

17   Suffolk County, 489 at Nassau, 415 at

18   FIT, so all three schools are down in

19   enrollment, though in terms of

20   percentage, we may have regained some

21   full-time students from both colleges.

22   Now the third sheet shows the

23   program-by-program breakdown, we were

24   able to get this. This is all Suffolk

25   students enrolled at our sister college

1

2   to the west, at Nassau Community

3   College. It doesn't break out full-time

4   and part-time students, it just puts

5   them all together. Now, for sure we'll

6   see that there are some students

7   enrolled in some programs that we just

8   don't have. For radiology, respiratory

9   care, a few programs that they have and

10   we don't. But the big opportunity here

11   is that the vast majority of students

12   are in very general programs, you'll see

13   a large number on the backside of the

14   page, you'll see large numbers in

15   liberal arts and sciences, you'll see

16   large numbers in business programs.

17   I shared with you that we haven't

18   yet been able to get a list of exactly

19   where these students are coming from.

20   We've reached out to Tom at the

21   Comptroller's office and because of the

22   cyber security hack, it's been difficult

23   to come up with the file that shows

24   where these students might be coming

25   from. But in a meeting this morning, I

1

2 mentioned this to Presiding Officer

3 McCaffrrey, and of course he shares our

4 concern, he also volunteered to see if

5 he can do what he can to get the

6 detailed information that we need.

7 That's the point at which, if we find

8 that there are many students coming

9 from, for example, our western school

10 districts; Town of Babylon, Town of

11 Huntington, we may be able to put that

12 task force together, look at the local

13 demographics, and put together a task

14 force of key players, so we can look at

15 where these students may be coming from

16 and be sure that they know the many

17 options that we have here at Suffolk.

18   Also on the enrollment front, I

19 shared with you in a recent email that

20 we have now begun an important strategic

21 new partnership with Stony Brook

22 University. And briefly just to remind

23 you our colleagues at Stony Brook have

24 agreed to that as they receive

25 applications from the many thousands of

1

2   students who want to attend Stony Brook

3   from Suffolk County, for those students

4   that they cannot admit as freshman, they

5   will refer them to us here at Suffolk

6   and remind them of the many joint

7   pathways that we have that all of the

8   students can begin their academic

9   pathway here at Suffolk, it will

10   ultimately take them to Stony Brook.

11   So, currently our enrollment management,

12   our IT services, our institutional

13   advancement offices are working really

14   daily with Stony Brook on this project

15   to make sure there is a clean handoff in

16   terms of student's experience. And in

17   week two of Stony Brook working through

18   it's admissions and denials, we have

19   twenty-eight students who have indicated

20   they're likely interest in doing this

21   pathway, which I'm tentatively calling

22   like the Sea Wolves at Suffolk, the

23   Suffolk Sea Wolves, something along

24   those lines.

25   Even if this project -- this will

1

2 be year one for this project, even if it

3 yields minimal results, I'm excited that

4 Stony Brook will be endorsing Suffolk

5 Community College and promoting our

6 college to all of our region's families

7 with our college. In academic affairs,

8 I shared last month at our faculty

9 governance organization on all three

10 campuses have been working hard on

11 curricula revisions required to bring

12 our programs into compliance with SUNY

13 general education requirements. The

14 faculty have continued that difficult

15 work, and I especially want to thank our

16 governance leaders for leading the votes

17 that's happened on every campus in the

18 last two weeks, as well as the

19 leadership team of academic affairs,

20 Matthew Goldenbloom, Jen Brown, Lauren

21 Tacke-Cushing and Liesl Jones for

22 working with faculty to clarify the

23 revisions that we need.

24 On the workforce side of the

25 house, academic affairs has continued to

1

2 work with our internal stakeholders to

3 design additional short-term

4 certificates that we know our healthcare

5 partners need. Previously I've

6 mentioned that we want to initiate

7 certificate programs in phlebotomy, EKG

8 technician, we now have -- we now have

9 the business model for those courses.

10 The phlebotomy course will be just over

11 one hundred hours, it should be possible

12 for students to move through it in less

13 than a month and get the clinical hours

14 probably in a few weeks beyond that.

15 EKG technician, likewise, is a short

16 certificate; less than a semester, and

17 when students have these multiple

18 certifications, multiple industry

19 certifications, it makes them that much

20 more attractive to our hospitals, to our

21 physician networks and any kind of

22 healthcare clinic that needs these

23 frontline personnel.

24 In finance, you've heard that the

25 governance budget, we heard a very

1

2   thorough report from Dr. Harris. I'll

3   make the observation that governance

4   budget proposed -- it backed out some of

5   the one-time additions and those are

6   some of the minor reductions that you

7   saw. It proposes flat funding for

8   community colleges that will continue

9   this year's funding into next year. You

10   also heard about the holdback, I think

11   the best way to think about the holdback

12   is that the State is saying, yes, we

13   have stable floor funding for this year,

14   but I think the State is signalling to

15   the community colleges that in the

16   long-term, maintaining that absolute

17   floor could be a challenge, so colleges

18   need to be prepared and need to think

19   about whether there could be a return to

20   the enrollment model where funding could

21   be dependant on enrollment.

22   In the development and grant

23   activity, I previously shared with you,

24   the information about the Northwell

25   community scholarship program that

1

2   Northwell is running, it's brought

3   additional students both to Suffolk and

4   Nassau Community College. I wanted to

5   share with you the nice coverage that

6   Northwell included -- featuring a

7   Suffolk student actually, that's right

8   featuring a Suffolk student, this is in

9   Northwell's most recent community

10   magazine, which is at your seats. And

11   in the article you will see that they

12   highlighted students from Brentwood,

13   students from Bay Shore, and just, by

14   the way, speaking of again industry

15   certifications and short-term

16   certificates. I have a meeting coming

17   up with Northwell to discuss potential

18   and additional training programs

19   instrument sterilization and sterile

20   supply chain management, which could

21   provide some additional entry points for

22   students seeking to enter the healthcare

23   career.

24   I mentioned last week that in

25   Washington last week in conjunction with

1

2   the ACCT annual meeting, Trustee Frost

3   and I were able to meet with Congressman

4   Garbarino, with a staff member from

5   Congressman LaLota's office and I was

6   also able to attend a roundtable Senator

7   Gillibrand.

8   Congressman Garbarino was very

9   interested in learning more about our

10   advanced manufacturing program. He's

11   already a big supporter of cyber

12   security. He highlighted that he

13   continues to hear, he knows that Suffolk

14   County needs more nurses, and he

15   highlighted, again, the need that we

16   need to do more to try to increase

17   capacity anywhere we can to get more

18   nurses out on the floor. Every one of

19   our congressional delegations are very

20   supportive with respect to the mission

21   of the college. And they are also -- I

22   shared with them that we had the benefit

23   from a congressman's office of a

24   congressionally-sponsored appropriation

25   last year. All of them were very

1

2   encouraging and supportive of the idea

3   of a congressionally-sponsored

4   appropriation for this year as well.

5   Mr. Chairman, that concludes my

6   report and I'm happy to answer questions

7   or receive your comments.

8   TRUSTEE MORGO: Thank you,

9   Dr. Bonahue, there was a lot in it. Any

10   questions for Dr. Bonahue? Gordon?

11   TRUSTEE CANARY: Not a question,

12   but a thank you to you and the

13   administration. Again, we've been

14   talking about thinking out of the box,

15   doing that kind of follow-up with

16   students, finding out why did they not

17   come back for the next semester, why did

18   they not come back from last year.

19   Making those inquiries, making that

20   personal attention -- giving that

21   personal attention to the students. And

22   I think that we're starting to reap

23   benefits from that extraordinary effort

24   to try to reach out. And again, thank

25   you for this too, again, this is

1

2   something else we've been talking about;

3   trying to figure out what's going on

4   here, with out of county tuition, so

5   thank you for getting into that, into

6   the weeds on this one.

7   PRESIDENT BONAHUE: You bet.

8   TRUSTEE CANARY: And this is what

9   we need to do. We have to try to really

10   be proactive to get more students back

11   to the campus to finish up their

12   degrees. So thank you for that.

13   PRESIDENT BONAHUE: In previous

14   years, I know what the file has been

15   available that shows the individual

16   student data, I think they're called

17   industry graders that are provided to

18   Suffolk County students. Haven't been

19   able to get it so far, but we need it,

20   we need that information to get the

21   drill down on where the students are

22   coming from.

23   TRUSTEE MORGO: I would say

24   hallelujah to your accomplishments.

25   It's been -- really it's the

never-ending story about out-of-county

students coming from Suffolk County and

lost revenue for the college, and lost

revenue for our taxpayers. What might

be worthwhile and illustrious on this,

if you could separate the courses that

we don't offer, so if we could look at

this last sheet and we'll see what

courses, so we know what we're not

offering. Because there are some kids

we'll never get back because of that.

But thank you, Gordon, and thank you for

following up.

PRESIDENT BONAHUE: Generally our

program inventory is a little bit larger

than Nassau's, we're a larger college

and we're able to sustain more programs.

But they are a few programs, as I know

earlier an allied health that they

happen to have that we don't and I think

was mortuary science one of them. They

have mortuary science and we don't. But

I like that, we'll look at that.

TRUSTEE ZARATE: I just want to

1

2   thank you for offering the expedited

3   certification, you know, certifications

4   that you have now for our students,

5   especially because many of our students

6   especially in this community have had to

7   prioritize their financial needs and

8   having to go to work rather than going

9   to school or attending college, because

10   that's a priority, right, especially

11   during the pandemic, it became very

12   difficult for them. So, offering these

13   opportunities, it helps us to bring them

14   back and also gives them what they need

15   to go out in the world, and have a

16   certification and be able to work.

17   PRESIDENT BONAHUE: Absolutely,

18   thank you for that. Once again, at your

19   places, you will have the brochures for

20   the short-term certificates that we're

21   currently offering. I had it last month

22   in English, this month, Trustee Zarate,

23   I have it in English and Spanish. So,

24   again, if you know the places we need to

25   get these in the community, I invite you

1

2   to please let us know where they need to

3   go. And also I had a great meeting in

4   Bay Shore yesterday with a group of

5   clergy and they said what about

6   education for those who are coming out

7   of incarceration, and so I'm working

8   with Sheriff Toolan's office to be sure

9   that Officer McCray who does kind of the

10   transition for folks coming out of

11   incarceration, but she asked for these

12   and we'll give those to her as well.

13   TRUSTEE ZARATE: So, this is a

14   great resource to share at the New York

15   State association for bilingual teaching

16   conference that we're bringing to Long

17   Island on March 16th to 18th, and we're

18   going to have a lot of educators from

19   out here in Suffolk County attend the

20   conference. We have now two hundred

21   educators for the conference, and we

22   will have parents as well, so I think

23   that this is a great opportunity to have

24   this at the table where can show them.

25   PRESIDENT BONAHUE: We'll be

1

2   there.

3   TRUSTEE CANARY: Where will this

4   be held?

5   TRUSTEE ZARATE: East Wind Long

6   Island.

7   TRUSTEE MORGO: Are you familiar

8   with New Hour for Women and Children

9   that deals with -- they work with

10   formerly incarcerated women coming out,

11   they're located in Brentwood?

12   PRESIDENT BONAHUE: I've looked

13   for information on it, but I couldn't

14   find -- you've mentioned that before, I

15   couldn't find --

16   TRUSTEE MORGO: I will send you a

17   link.

18   PRESIDENT BONAHUE: Thank you.

19   TRUSTEE MORGO: Any other

20   trustees? Now to roundtable, does

21   anybody have anything he or she wants to

22   add to roundtable?

23   (No response.)

24   TRUSTEE MORGO: Okay, could I

25   have a motion to adjourn the meeting?

1

2   TRUSTEE DELEON-LOPRESTI: So

3 moved.

4   TRUSTEE SANDERS: Second.

5   TRUSTEE MORGO: Thank you very

6 much, meeting adjourned. Thank you,

7 all.

8   (Time noted: 5:10 p.m.)

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1

2   CERTIFICATION

3

4   STATE OF NEW YORK   )
) ss
5   COUNTY OF SUFFOLK   )

6

7   I, KRISTEN STEIN, a Shorthand Reporter

8   and Notary Public within and for the State of

9   New York, do hereby certify:

10   THAT the foregoing transcript is a true

11   and accurate transcript of my original

12   stenographic notes.

13   IN WITNESS WHEREOF, I have hereunto set

14   my hand this 16th day of February, 2023.

15

16   _Kristen Stein_

17

18   KRISTEN STEIN

19

20

21

22

23

24

25

ERRATA SHEET FOR THE TRANSCRIPT OF:

SUFFOLK COMMUNITY COLLEGE BOARD OF TRUSTEES
February 16, 2023
BOARD OF TRUSTEEES

CORRECTIONS:

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Signature of BOARD OF TRUSTEEES

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