

**ORANGE COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES MEETING
WEDNESDAY, DECEMBER 8, 2020, 5 PM
via Zoom Technology**

Present: F. Watson, B. Vacca, T. Weddell, M. Murphy, R. Martucci, F. Hannes, T. Hunter,
J. Stanley

I. CALL TO ORDER: Chair Watson called the meeting to order at 5:04 PM.

The following is a transcript of the recorded board meeting.

Chair Watson: This meeting of the Orange County Community College Board of Trustees will now come to order. First item of business is the Consent Agenda, and the Chair has a necessity to move Item E “Tenure Memo” to Item F and it will be considered separately from the existing Consent Agenda which includes Items A, B, C and D.

Secretary Murray, I’m going to move back a moment and ask you to call the roll. I’m very sorry.

Secretary Murray: Oh no worries.

Chair Watson?

Chair Watson: Present

Secretary Murray: Trustee Martucci?

Trustee Martucci: Present

Secretary Murray: Trustee Hannes?

Trustee Hannes: Present

Secretary Murray: Trustee Murphy?

Ms. Salkowsky: She’s here Carol...she just stepped away.

Trustee Murphy: Yes, thank you.

Secretary Murray: Trustee Hunter?

Trustee Hunter: Present

Secretary Murray: Trustee Vacca?

Trustee Vacca: Present

Secretary Murray: Trustee Weddell?

Trustee Weddell: Present

Secretary Murray: Trustee Stanley?

Ms. Salkowsky: I don’t see him present yet.

Secretary Murray: Okay. So, you have a quorum, but we don’t have Trustee Stanley. We’ll watch for him. And, then Dana can share that first document if you want Fred, the original when you get to that.

Chair Watson: Thank you. Not just yet.

Secretary Murray: Okay.

Chair Watson: Okay, I'll repeat. First item of business is the Consent Agenda. The Chair has a necessity to move Item E to Item F to be considered separately from the Consent Agenda. The Consent Agenda will include Items A, B, C, and D. And, for this, the trustees have received agenda items in their packet. The Chair will now entertain a motion for approval of the Consent Agenda.

II. CONSENT AGENDA

Trustee Martucci: So moved.

Trustee Vacca: Seconded

Chair Watson: It's been moved and seconded. Secretary Murray, I'm going to ask you to call the roll on the agenda please.

Secretary Murray: Sure

Chair Watson: Yes

Secretary Murray: Trustee Martucci?

Trustee Martucci: Yes

Secretary Murray: Trustee Hannes?

Trustee Hannes: Yes

Secretary Murray: Trustee Murphy?

Trustee Murphy: Yes

Secretary Murray: Trustee Hunter?

Trustee Hunter: Yes

Secretary Murray: Trustee Vacca?

Trustee Vacca: Yes

Secretary Murray: Trustee Weddell?

Trustee Weddell: Yes

Secretary Murray: Trustee Stanley? I'm not sure that you're here yet. Okay, still not here.

Chair Watson: The agenda is approved.

Next order of business is Item F. Item F will consist of two separate memos regarding tenure. The trustees are proud that we have the ability to award tenure to professionals that have longevity with our institution. And we would, at this time, like to congratulate all of the tenure receivers. We appreciate their stick-to-itiveness in staying in this institution and it indicates that our institution is growing and flourishing and that we have the ability to retain long-term professionals.

With that said, I'm going to ask the trustees to vote for two separate tenure memos. The first tenure memo, Secretary Murray, I'd like for you to put that on the screen please.

Ms. Salkowsky: There you go, Chair Watson.

Chair Watson: Tenure memo number one of two reads as follows:

"I recommend the approval of tenure for the following faculty, effective Academic Year 2021 through 2022." The faculty members and their departments:

Michael Quinn, Global Studies
Pamela Hylton, Nursing
Dustin McCall, Science Engineering and Architecture
And, David Peterson, Mathematics

Once again, this is a partial list. The Chair will entertain a motion for the approval of the four afore-mentioned tenure faculty.

Trustee Hannes: So moved.

Chair Watson: It's been moved.

Trustee Vacca: I'll second.

Chair Watson: Properly seconded. All in favor, Secretary Murray, please read the roll...call the roll.

Secretary Murray: Chair Watson?

Chair Watson: Yes

Secretary Murray: Trustee Martucci?

Trustee Martucci: Yes.

Secretary Murray: Trustee Hannes?

Trustee Martucci: She's on mute

Trustee Hannes: Yes, I'm blocking the dog out.

Secretary Murray: Trustee Murphy?

Trustee Murphy: Yes.

Secretary Murray: Trustee Hunter?

Trustee Hunter: Yes

Secretary Murray: Trustee Vacca?

Trustee Vacca: Yes

Secretary Murray: Trustee Weddell?

Trustee Weddell: Yes

Secretary Murray: Trustee Stanley?

Trustee Stanley: Yes.

Secretary Murray: Oh good, okay thank you.

Ms. Salkowsky: They're all here. We have everyone.

Secretary Murray: Very good.

Trustee Stanley: Happy Holidays

Chair Watson: The afore-read tenures are approved by the Board of Trustees.

Second tenure memo, memo two of two, reads as follows:

“I recommend the approval of tenure for the following faculty, effective Academic Year 2021 through 2022.” Faculty and department:

Lore Hannes, Behavioral Sciences.

Once again this is a partial list. The Chair will entertain a motion for the approval of tenure.

Trustee Murphy: So moved.

Chair Watson: It’s been moved.

Trustee Vacca: Second.

Chair Watson: And properly seconded. Secretary Murray could you please call the role.

Secretary Murray: Sure. Chair Watson?

Chair Watson: Yes

Secretary Murray: Trustee Martucci?

Trustee Martucci: Yes

Secretary Murray: Trustee Hannes?

Trustee Hannes: Abstain

Secretary Murray: Thank you.

Secretary Murray: Trustee Murphy?

Trustee Murphy: Yes.

Secretary Murray: Trustee Hunter?

Trustee Hunter: Yes.

Secretary Murray: Trustee Vacca?

Trustee Vacca: Yes.

Secretary Murray: Trustee Weddell?

Trustee Weddell: Yes

Secretary Murray: Trustee Stanley?

Trustee Stanley: Yes.

Chair Watson: Tenure is approved. All affirmative and one abstention. Thank you, trustees, for engaging.

Next on the agenda, Item 3, Reports. Report from Dr. Kristine Young. Welcome.

III. REPORTS

A. PRESIDENT'S REPORT (Dr. Kristine Young)

Dr. Young: Great, thank you Chair Watson. Good Evening trustees and congratulations to our newly tenured faculty. A good start to our holiday season. So, another good start to the holiday season, and Chair Watson, I am doing a little bit of a switch from what we had discussed earlier in the week, but I would like to welcome a special guest to our board meeting this evening at this time. And, another early hire, well not early hire but early welcome to a new hire who will not be starting with us until January 4. But, as the board is well aware, we have been engaged in a search for our next Chief Diversity Officer and very excited to identify an individual who is committed to this being their professional...this is what they want to do, this is what they studied, this is what they prepared for and want to do this work in an institution of higher education. And, we have recently found this individual; so recently that the paperwork is just being concluded and you are among the very, very first people at our institution to meet our hire. And our hire is so eager to get started before January 4 and with the special presentation that is on the docket tonight, I said, "do you really want to come to a board meeting in the evening and see a special presentation and meet the board?" And his answer was "yes" so it is my delight board, and please don't put him on the spot, but he is prepared, and he is now miked up and the camera is on, but I want to recognize my special guest this evening, Dr. Willie Williams, who will join us on January 4. So, Willie I don't know if you are in the spotlight view to everyone but if you could wave and I don't know if you just want to say just a word or two at this time, you'd be welcome.

Dr. Williams: Yes, thank you, thank you and good evening President Young and good evening board members. I appreciate the opportunity to come in and meet you all. As President Young mentioned, something I was very excited about and completely enthusiastic to start as soon as possible. And I look forward to joining SUNY Orange and beginning work officially in the new year.

Trustee Murphy: Thank you
Trustee Hunter: Welcome
Trustee Hannes: Welcome
Dr. Williams: Thank you.

Dr. Young: Very good. Thank you, Dr. Williams and we will see you first thing, January 4...is the first possible day we could've welcomed Dr. Williams in 2021. And we will see you on January 4 and thank you for joining us

tonight which you will here for our board, the presentation...well, when we get there, you'll hear all about it.

So, that is, I'm gonna start on a positive note with my president's report. We'll immediately go low and it will build back up to a high note at the conclusion of this report. So, let's sink to some disappointing news, which means I'm gonna talk about Enrollment right now unfortunately. The good news, our winter term, as you know this is our third iteration of our brief winter term in January. So, the good news is that Enrollment is up 7% over last year at this time. So, that's only 137 individual students probably only taking one course a piece. That continues to be a promising new enrollment flexible way that students are indicating that they want to study. And, the preponderance of those students, or continuing students...they are our students already in the fall semester and wishing to continue their studies. So, that's a positive. I need you to brace for the negative though which is our spring enrollment. So, as of December 1, our spring enrollment, relative to last year on December 1, is down 25.5% as expressed as FTE, which is colossal. There's no way, there's no adjective that quite captures how disappointing that is. The only thing that I can provide trustees with respect to this is that we are not alone. It is all informal chatter, but when I talk to my presidential colleagues, when Dr. Hackman talks to her Chief Academic Officer colleagues, and when Gerianne Brusati talks with her enrollment-oriented colleagues, everyone is hanging out at between 20 and 30% down right now in the community college world in New York. So, is this acceptable? Not really, but you can't start the conversation off with the phrase, what are we doing wrong? This is the state of where we are right now with the myriad of challenges of the students that we serve are facing right now. I know we'll hear from Paul Basinski in a little bit. I appreciate so much being on his Executive Committee as part of Shared Governance as an Ex-Officio member. And when we talked about these numbers last week, a member of his Executive Committee is...oh golly, his name just went out of my head...I can't believe it...he's such an exceptional Student Senate President. It will come back to me in a second, but he shared what we hear from students at this time of the year. They're studying for finals, they're taking finals. They're not thinking about registering, but the way, Nick Kannon, I beg your pardon, Nick talked pretty passionately about this. But, particularly at this time of year, after being in this state of stress and constant state of balancing things for so long, it could be that people are just delaying and delaying and delaying. So, we may see an extraordinary version of students delaying. If you think back to your own school days and how so many of us rushed to make sure that we got the best seat, the section wanted, and the time we wanted. That seems to be so far in the rear-view mirror that that is not a motivator at this time. But I assure you, you know, with these conversations, we are aggressively getting messages out about registering for classes before they start getting canceled and the

inventory of classes we have to offer is diminished. And we are paying close attention to this and as we move forward. So, that is the worst news that I have to share this evening.

Part of that is hampered by us telling our story about what we are doing this spring and that is out of deference to responding to the guidance that we must follow from SUNY. Now, that sounds like a knock and I don't mean it that way, because time and time again, this semester, the direction that SUNY has pointed us in have been safe and sound directions with respect to organizing our schedule and COVID testing to make sure that we had a safe semester and our Academic integrity could follow, which has always been our one two punch. Thursday is the due date for us to turn in our campus-level responses to the guidance that they have issued. So, based in part on what we heard from student senate, Nick Kannon President, from EC and from other sources, we've been starting to blast out more profoundly the things that we do know. The semester is starting January 25 remote. Face-to-face, February 1 for most students, so we are starting to get that word out, hoping to raise enrollment interest and actually converting that to registrations. But we have a responsibility to also be able to tell students, particularly those who are coming to campus for health professions classes, for applied learning classes, about the expectation that they're going to have to quarantine before coming to class, that they are going to have to COVID test every other week and some other things, and the guidance from SUNY is changing this week. And we still owe this guidance on Thursday. So, I continue to salute, you know the...particularly the three vice presidents and the workgroups that they have formed around them. They weren't administrative units until several...you know, they're still not administrative units, but they are work groups that continue to give their all to responding to this guidance that we have to respond to at SUNY. And, as soon as we get approval from SUNY...because we want to say this once to our students, we want to say this once to our employees, about here is the deal, here is what you'll be signing on for if you sign on for our spring classes. We hope that that solves any sort of hesitancy, or some of the hesitancy to register for spring, but we understand that there are some other...there's a lot of other hurdles that our students face. I'll end on a high note that maybe helping to solve some of those riddles.

Another, you know...and some of those other riddles have to do with money and Chair Watson asked me to speak to any sort of predictions...informed predictions that I might have about what a Biden administration might bring in terms of financial relief to community colleges as well as policy changes that might come to community colleges. So, very quickly, very high-level, I would break this into two categories. You know, the first is, you know with a President Biden, you couldn't script it any better than having his spouse, Dr. Jill Biden, who is a

community college professor. I mean, you can't Hollywood it up any better than that. So, will there be a positive, constant spotlight on the power of community colleges? Yes. You can't, you can't do any better than that. So, that is a very, very good thing. However, Dr., you know Dr. Jill Biden and President Joe Biden are not Congress; that's where the purse strings are. The money to enact some of these ideas still runs through Congress. And, with the privilege I have of serving on that AACC Board and the information I can get there, continue to hear that so much of this hangs on Georgia still; these run off races in Georgia and the ultimate mix of seats in the Senate. So, the information I'm getting, is, that it is believed that the seats in Georgia will be elected Republican which will end up producing a Senate that is 52 seats Republican, 48 seats Democratic, which means that moving legislation through for a Republican...I'm sorry for a Democratic president, Republican Senate, it's going to remain tough, given the climate in D.C. that we're in now. The filibuster will be preserved, is the prediction. This means that there will be tight margins in any sort of a legislation that would be passed. And so, any sort of agenda, for any sort of relief, would have to be a moderate agenda. It is predicted obviously that fiscal deals will be difficult and will see the re-birth of deficit hawks so that we should not expect any sort of very, very large packages for local government, state government, or higher ed, at the size and scope that we may wish for ourselves. It was also discussed that any sort of Biden appointees, including Department of Ed, may be very difficult to move through Senate committees and Senate confirmations given this. And, that will influence also, the philosophies of the Department of Ed moving forward. However, in terms of, what would a Biden administration...what are the programs that you would likely see celebrated and hoped for by a Biden administration apart from funding actually getting through, none of this will surprise you, America's Promise, which means a two-year free community college, ideally, they would like to see. Doubling the Pell grant award program, more community college job training grants, more community college success grants, more community college investment in technology, reinstating DACA, returning Title IX regulations to more of what we saw in the Obama era, and returning gainful employment rules to more like we saw in the Obama era. In other words, aka, not favoring the for-profit sectors as much as we've seen over the past four years.

So, that's the high-level offer, Chair Watson, that I could offer about what we might be seeing in a Biden-era Administration.

I know I've been going on a little bit, but very quickly I want to recognize Middle States; you'll be offered a Middle States update every meeting now for the next several years. You'll be so pleased to know...Dr. Hackman gave me the percentage...99% of the way to having their first steering committee meeting. Trustee Hannes knows there's a meeting on

Thursday and the Steering Committee, I think, is pretty much all assembled and ready to go on Thursday. The workgroup...the call for the workgroups to start assembling went out today and we have a call that is getting scheduled with our Middle State liaison in January. That email, letter I should say, is going out this week. And, then the final note I want to make is ending on an excellent note back to those students and just a good thing to celebrate this season. Gerianne Brusati, the Foundation, kudos to all of the work you've done. We learned, I think it was just yesterday that the Gerstner and Heckscher Foundation, which may sound familiar to you, has once again, praised work of SUNY Orange and identified us and granted us another \$25,000. These are the foundations that have worked through the SUNY Impact Foundation and have granted us money in the past to identify students for emergency aid. So, this is aid, not for tuition, not for fees, but on the hypothesis that has now been tested, that students can achieve, but sometimes it is a car repair, a rent payment, a childcare, it's something else...it's something else, that's keeping completely capable students out of classroom and when they go out of the classroom, they're not completing the class, they're not getting the degree, they're not getting the GPA. And, these two Foundations have given us now probably...Gerianne or Dawn could tell you, well over \$100,000. Our Foundation has matched money, other Foundations have matched it, so our students have been the recipients of tens of thousands of dollars and have stayed in school. And, we have continued to the body of research now to be able to tell the world that community college students are actually...not actually, I shouldn't say that...are just as capable and just as amazing as we always said they are and darn it, sometimes a bald tire is the difference between transferring and not. And now there is \$25,000 more in the pot to make that happen. And I'm very happy about that and I think, Gerianne, in particular, I think interviews every one of those students...or...yeah, yeah, I think...she's not saying no, so I know I'm right about that, to make those connections, so that's a good note and that's why we do what we do. And that makes me happy in this season. So, trustees, thank you...thank you for the privilege of having this job in this season. And that is my report.

Chair Watson: Dr. Young, we thank you for that report. Even though, there were some sobering parts of it, you found a way to give us good news. We're looking for more. Thank you very much.

Dr. Young: We'll get it. We'll get it.

Chair Watson: Next up, reports. Paul Basinski, Governance President. Welcome Paul.

B. REPORT OF THE COLLEGE GOVERNANCE SYSTEM (Paul Basinski)

Mr. Basinski: Thank you Chairman Watson. Good evening trustees. Well, I'm gonna give a shout out too to Nick Kannon, the Student Governance President. I know Nick and I have had the opportunity to work with him extensively on Executive Committee and if he is the future and folks like him are, and I believe that he is, then the future is bright indeed for America. So, be gone wicked COVID, because you're not gonna steal our future if we've got folks like Nick stepping up to the plate soon to be running this country.

Okay, our Shared Governance operations for fall are essentially complete so I'm gonna say perhaps the obvious trustees. I'm tremendously proud of our membership for carrying on the work of Governance remotely under these very exceptional circumstances. They rose to the occasion, they exceeded my expectations and I'm just so proud to have worked with our committee chairs, our rank-and-file members and really everyone in SG that has helped to provide continuity for Governance and SUNY Orange. I will be requesting a little more work from them, a mid-year update shortly from those aforementioned committee chairs. And that's Executive Committee's opportunity to review precisely the work that they accomplished in the fall term and utilize that as a foundation to get us set up for the spring. Speaking of spring, we look forward to kicking off the new year and the spring semester with our College Assembly January 20. We'll soon have an agenda, preliminary agenda together for that event. Of course, that will be conducted remotely as indeed will all our Governance operations presumably at a minimum through the end of the spring term. And, beyond that, we'll just keep our fingers crossed and see what happens with the vaccine and with the progress of the pandemic. In the spring we will be happy to be working as well with Administration on the progress that the board has requested with respect to the Strategic Plan and of course whatever else comes up. I will say one last thing, the College holiday is tomorrow and our able Chair of the Social Committee, Dr. Walter Jahn, my dear friend, has something very interesting planned. So, we're looking forward to spreading a little holiday cheer around and getting SG involved in that as well. I wish all the board members a safe and happy holiday, however you folks spend it, have a good one. And that, Chair Watson, is my report.

Chair Watson: Thank you for that report. Happy Holidays. Moving forward, Trustee Stanley, are you prepared with a report this evening?

Ms. Salkowski: Trustee Stanley, you should be able to unmute.

Trustee Stanley: Thank you. Finally.

Ms. Salkowski: There you are.

Trustee Stanley: Good Evening everyone. I think I'm still muted.
Ms. Salkowski: No, you're fine.

Chair Watson: Good Evening. Alright.

C. REPORT OF THE STUDENT TRUSTEE – Jacques Stanley

Trustee Stanley: Good Evening. Alright, I will just pull it up.

Just on a light...a different note...just to be on a lighter note. With the race down in Georgia with the current president disputing and fighting against this cause and fighting against his party, saying that the race was rigged and don't vote in a rigged election, is gonna prevent his own party from actually going out and voting. So, you're gonna get a few conservatives who are reluctant or who are confused as to what the message is. Because you have a president whose saying hey don't go out and vote in this special election because everything's rigged. I lost. You don't need to do it. And, you have officials, like the Governor and everyone else who is certifying the vote for Biden whose saying, hey you can trust this...this was the safest election we've ever had, even before we had rocks when we were throwing them into the pit but excuse me, I will go back, I will...I digress. But just keep that in mind. We have a very, very good...just keep hope alive, I would say.

The Student Trustee report for December 8, 2020:

The Veterans Club has reorganized under the leadership of Senator Christopher Warren, which is a very, very, very exciting chance and an idea. Like he had reorganized everything and I...this club has been dormant for a little bit of while and I am very happy, very proud of them that they've decided to pick it back up. That's what I would like to say.

The Student Senate met with Dr. Young on November 15 to discuss the difficulties of distance learning. I was trying to raise my hand and ask you a few questions while you were referring to that Dr. Young but never mind, you answered all the questions so that's fine.

On December 3, Trustee Gerianne Brusati met with the Student Senate on matters concerning COVID Testing, Commencement and how it's gonna be conducted. The SUNY Survey and what's, you know, it pertaining to fall semester what kids were challenged with, what they were faced with, how they were able to cope with, you know, distance learning and not being part of, you know, just basic interaction with one another and having a delay when you're saying yes or trying to raise your hand or even trying to answer a question. We also discussed methods on how we can connect

the students with each other outside of class because believe or not, half the time students do learn more, not from professors, but from each other because they get the word of mouth, because they're not paying attention and they're "hey, what did you say?" We don't have that now, and it's like "oh shoot, what did you say?" and we'll email them. And that's another burden on the professor because now they're having 50 emails on one specific subject matter that they have already announced where, you know, it could go about a little bit faster. We suggested several different options, like grouping...which Director Steve Harpst, he and the former Student Senate tried last year. It was very effective because we got in touch with each other if someone was sick or someone was out, you know and maybe had a flat tire and you know, hey, submit this, this is gonna be, you know, the deadline is midnight. It's very handy and it's very useful because sometimes even the notifications from SUNY Orange does go unnoticed... We also clarified the new start date with the spring semester because it has a different date on the web site, from you know, various places that the students saw. And so, we clarified that. The Student Senate has adjourned until the start of 2021 spring semester and I would just like to say, thank you so much for having me. It's been a pleasure having me this first semester learning the ropes. You guys are an exceptional group of individuals. This is why we are number 1. Okay. You are exceptional in each category in your field, in your profession and you've come together to mold what is SUNY Orange. So, everyone's surprised why our attendance, well our registration and everything was up. You know, word of mouth gets around and you guys are exceptional. You hire exceptional people. Whether it's IT, Director of IT, which is probably have less hair than what he began with during the semester. But I just want to say I really appreciate everyone. Long story short, please if you don't need to go anywhere, don't go anywhere because this is serious. It's not a joke. I have family members and I do work in the medical field. People are dying so if you do have someone does not like you and they automatically want to spend time with you, be cautious of that. So, other than that, thank you very much everyone. God Bless you. Have a wonderful holiday season. We need you back healthy and strong next year. Okay. God Bless. Thank you.

Chair Watson: Thank you Trustee Stanley for that Student Trustee report. We look forward to the next one. Moving forward, Vinnie Cazzetta, I did see that you are with us. You will be reporting from the College Association.

D. REPORT OF COLLEGE ASSOCIATION (Vinnie Cazzetta)

Mr. Cazzetta: Good Evening trustees. Good to be with you tonight. Two items for my report tonight and both of those are around yesterday's College Association Board meeting. Yesterday's meeting was our annual audit

with the audit firm of RBT and everything went exceptionally well. The only exception, on their part, was Glen Connolly, the director, needs to change his password a little more frequently. So, we will do that and that was good to know and it was good to know that we are in good stead with our audit. I'd like to thank Glen for all of his fine work and I'd also like to thank the good folks at RBT who are extremely professional and do great work for the College Association.

The second item from our meeting yesterday was a discussion about the continued financial challenges that are in the Lab School which have increased during this pandemic. And so, the board agreed to form a committee to review the roles and responsibilities of the Lab School with respect to the College Association. And, just to clear, the College Association is not looking to turn a profit on the lab schools. If they could break even, that would be tremendous. So, a group will be formed, a member from the College's Education Department will be invited to be part of that group along with members of the Association and we will have a discussion on the future good health of the Lab School at SUNY Orange.

And, unless there's any questions for me, that will conclude my report for tonight.

Chair Watson: Trustees, are there any questions? Hearing none, Vinnie we thank you for that report. Thanks for being with us and Happy Holidays. And we'll see you next year. Next, report from the Foundation Board, Dawn Ansbro and Dawn always has good news for us so I can't wait to hear her report. She gave it away but I'm sure you have more good news.

E. REPORT OF THE FOUNDATION BOARD – Dawn Ansbro

Ms. Ansbro: I do have good news and I'm always happy to share it with you guys. So, first I wanted to welcome Dr. Williams. The Foundation looks forward to working with him. The Foundation has a human resources and diversity committee and we very much enjoyed working with Lorraine when she was here, and we look forward to working with you as well. And hopefully you'll be able to make some of our meetings but welcome and thank you for being here.

Chair Watson, you had asked me last meeting about the amount in the Trustee Scholarship. You are now up to \$17,271.63 thanks to a very generous donation by you and also Trustee Hunter. So, thank you both. Those came in the mail through the annual fund appeal. So, thank you both for contributing to that. Certainly, if any other trustees are interested in doing so, you can either respond to the piece that we mailed out, you

can always do it online. Just mark it for Trustee Scholarship and we will, we will record it accordingly. So, there is still time.

Just wanted to also share with you...and some of you may already know but there was a discussion about the 20% drop in TAP assistance to students because of the state's pull back. Dr. Young did come to the Foundation and asked us for support. At our last board meeting, the board members unanimously agreed to provide that support in the amount of \$300,000 which I think is about half of the gap that we were looking at. That money will actually be coming out of the Rowley Fund. So, we have a fund, as you know, that pays off the debt service on the Rowley building and through some prudent investment management, the fund generated more revenue than was needed to pay off the debt service. So, we were able to pull the money out of that to help the College so we're happy to do it and glad to be able to help the students.

Just. I know Dr. Young mentioned the Student Emergency fund update so we're very excited about the extra \$25,000. I thought you might be interested to know that we actually awarded over \$60,000 this year alone in student emergency fund support to students who needed it. So, there is still money in the account if there are students who need some help going into the holiday season, they should definitely talk to Gerianne and her staff who have been wonderful about interviewing the students and getting them what they need.

We did just receive a \$10,000 donation for the Art Department. A gentleman who knew Randi Eisman, who was a professor here who passed away a couple years ago, made a donation in her name to the Art Department. We're still working with the Art Department right now to determine how that \$10,000 will be used. It's looking like some of it will probably be scholarship money and they may use some of it to purchase new easels, things of that nature. So, for right now, we're hanging on to that money and waiting for further direction from the Art Department.

I'm also working with a gentleman who was a graduate of Port Jervis High School. Not an alum of the College but interested in helping Port Jervis students through a request in his will. It looks like it will be roughly \$50,000 so hopefully that request will come to SUNY Orange in the form of scholarships to Port Jervis students. So, we're working out the details on that right now.

Just a quick note for all of you...it's public knowledge now, but our chair, our Board Chair, Frank Peverly has retired from Orange and Rockland. Not from the Foundation, he still remains our Foundation Board Chair and we're excited for him, but he did retire from his position of Vice President of Operations at Orange and Rockland. And we, of course, wish Frank

much happiness and hope that he finds something that's just a little less stressful and chaotic in his life. But we're happy for him.

And just a quick note that the Foundation is also supporting the 64 x 64 initiative that the College is embarking on with our diversity and inclusion panels and presentations. So, the Foundation will be supporting the Ibram Kendi presentation in February with \$12,500 from our Pryluck Distinguished speaker fund. So, we're excited about that too.

And, then I just wanted to say that I am honored to be sitting as an ex-officio member on the Middle States Steering Committee. I'm really excited to get into the first meeting on Thursday and learn a little bit more about how that process works.

And, then just Happy Holidays to everybody. If anybody has any questions?

Chair Watson: Trustees? There are no questions and Dawn, we thank you for that report and you did not disappoint. You always have good news for us.

Ms. Ansbro: We like good news.

Chair Watson: Yes. And please extend a heartfelt thank you to your entire board for their continued support. They always are there for us when we need it and the trustees greatly appreciate, and the Administration and I'm sure the students will benefit from it also.

Ms. Ansbro: I certainly will. Thank you, Chair Watson.

Chair Watson: Okay, continuing on with reports. We have a special report this evening and it will include diversity data. And making the report will be Christine Work and Iris Martinez-Davis. But, before they start with their report, Dr. Young, could you please introduce this report.

F. SPECIAL REPORT:

DIVERSITY DATA

Christine Work, Institutional Planning Assessment and Research Officer
Iris Martinez-Davis, AVP for Human Resources

Dr. Young: Right. Thank you, Chair Watson. Just briefly, to give this a little bit of context. As we approach 2021, it's a big year for us. Clearly, we have a new Chief Diversity Officer. We entered the last year of the life of our current Inclusion, Equity and Diversity plan so we'll be offering a new one.

Chair Watson, you asked...you saw an inspiring presentation at your recent New York Community College Trustees' annual meeting. And I think you were asking some, you know, pretty deep and profound questions about how we go about doing right on behalf of our students in this field. And it occurred to me that we haven't done a dedicated presentation to trustees recently with respect to just the data: who are we as a student body, who are we as an employee body in terms of our diversity? And, in order to write an excellent plan and in order to make these decisions, we probably should start at a foundational base, so where are we starting from? So, I turned to our two leaders who were most equipped to help us all...equipped to help us all get off on that firm foundation: Christine Work, our master of the data and Iris Martinez-Davis who from an employee perspective has some of that data as well, but who has also been very instrumental in helping us start executing some of the changes we want to make in hiring practices. So, asked them you know, kind of in a rapid fashion, with all else that was going on, to bring a presentation forth this evening just as a departure point for future conversations. Trustees, you can start that conversation this evening if you wish, but I imagine it as the beginning of a longer conversation starting in 2020-2021. So, without further adieu, I know you know these employees well, so I would just ask Christine to take...oh, already there under control, so Christine, thank you very much for kicking us off.

Ms. Work:

Absolutely. Good evening everybody. I am trying to share my screen with everybody so just give me one second. So, I'm gonna ask, can you all see my screen? Okay, that's great. So, thank you Dr. Young for the introduction. I really appreciate it and just wanted to let you know that Iris and I have both collaborated on this presentation for everyone. I am going to start and share information that pertains to the students. And, then Iris will jump in and obviously give information about our faculty and staff, our employees, an overview again with data and then a little touch in regard to highlights and initiatives that the College has engaged in to address diversity at Orange County Community College.

I would be remiss if I did not start with this Mission Statement. And, this Mission Statement, I'm not sure if you recognize it, but it is from our...well, the plan...our Diversity and Inclusion plan started in 2016. So, it's had some years and there's many accomplishments and I look forward to also working with my colleagues to be able to highlight all that has been accomplished in regard to this plan. But this is the Mission statement that was crafted, and it has directed the institution as well as all of the entities that address all aspects of diversity within our students and our employees.

So, "SUNY Orange promotes diversity and inclusiveness in all opportunities for teaching, learning, service, research, professional development and overall social economic and intellectual growth. The

College is committed to embracing and fostering diversity and its continued investment in faculty, staff and students. And we support the ability of all College and community members to teach, work and learn in a safe and welcoming environment.”

So, through the numbers and through some of the data you’ll be able to see the picture, we’ll begin the story, but it is definitely not the end of the story. Every time a number is presented, there is always questions and I just wanted to share that because I do welcome the curiosity that will lend itself to this first presentation of data. So, here we go.

I would just like to highlight again. This is the story of our students and just the beginning of our, of our students. So, we’re going to enter that world by looking at our enrollment. And I know the Board of Trustees is very, very well in tune with our enrollment status. But we’re going to look at those numbers as they relate to the segregation of race and ethnicity. We’ll touch on some of the success measures and I’m going to mention that these success measures that we’ll be highlighting are really the very traditional success measures that we’re accountable for at a higher ed level to the Federal Government, our SUNY system, as well as the New York State Education Department. And, then we’ll also touch a little bit on...a little bit upon the students’ opinions and experiences after College. And, as I mentioned then we will have more information about the employees at our institution as well as the hiring practices.

Okay, so just to start this is some information about our County. And it’s very simple and the takeaway message here is that over the past ten years you could see that there has been growth in the total population of Orange County residents. And, then if you also look at...it’s very...I tried so hard to be able to...to be able to represent visually this line of residents in Orange County that identify as Black or African American and Hispanic. But I can assure that when you look at the actual raw numbers and even looking at the percentages of the total of these; those residents in these groups are increasing and it is a trend that we see across New York State, but it is also a trend very much being seen and experienced in Orange County New York. So, I just wanted to start there just for a frame of reference.

And now, I want to show you that...well first I want to just make a statement that the numbers in Orange represent Orange County Community College’s Fall 19 numbers. And I’m using the enrollment of Fall 19 because Fall 2020 is always going to be, from here on out, an anomaly of a semester and maybe spring 2020, fall 2020, and spring 2021...I’m not sure but we always are gonna have to put that in some perspective. So, right now, I’m just using the fall of 19 numbers and you can see, based on...then again, it’s the census numbers for the County that

in all of the minority areas: Hispanic, Black, African American, we far exceed, far out seed, exceed sorry, the percentage of students as compared to the percentage of residents in the County in these race and ethnicity categories. If there's any questions, I can't see everybody but maybe Dana might want to jump in and just alert me to those. I can pause and answer them or if somebody has a comment. Because I know sometimes if you see numbers and numbers, and numbers you either want some clarification or maybe just reemphasis of something.

Ms. Salkowsky: Sure, Christine, no problem. Trustees, if you want to raise your hand or just unmute and ask, that's fine as well.

Ms. Work: Okay, so the next number: Enrollment. We have talked about enrollment and it is obviously one of the most fundamental parts of this College. If we don't have students, we don't have the ability to teach and we don't have the ability to create that learning environment. So, this is our number one priority. It's reflected in our Strategic Plan and it is discussed with everything that we do. But I wanted to show you in this slide the difference race and ethnicity categories. And, over time, from fall 2016 to fall 2020...again fall 2020 being "that term" what that break out looks like. And, you can see again, if you remember the last slide about the decline and the incline in the different categories of residents within the County, you can see how this looks here as well. So, in our students who identify as White, there is a slight decrease from 2016 to fall 2020 in that population. And, then you can also see in the Black or African American students and Hispanic Latino students, that there has been an increase in the students who enroll here. But, again, fall 2020, it is going to be an interesting term for how this pandemic shapes...shapes the rest of their higher education pursuits. An, I know that we have gotten a lot of information from our students and we are continuing to do so in regard to better understanding all the needs that they express and that they need for student support and student success. So, I just wanted to just make note of that as we see a little bit of a decrease in fall 2020. I'm gonna pause, if there's are any questions?

Ms. Salkowsky: Nothing right now Christine.

Ms. Work: Okay, Chair Watson....

Ms. Salkowsky: Oh, I apologize, hold on. Chair Weddell has a question.

Trustee Weddell: Could we just go back to that slide?

Ms. Work: Sure, hold on one second. There you go.

- Trustee Weddell: Alright, so it appears to me that the African American has gone up. This has gone down slightly. But this one, the Hispanic Latino, has dropped in a bigger percentage than any group here. Other than that, you've increased this particular column, is there a reason that this virtually doubled almost? These are very small numbers, and this is more than twice that size and this is more thin, twice that size. So, I mean, is there a reason that we're not capturing that information on them...or...because that could impact that. If I move that on top of here, that shows a substantial increase. If I move it over here it shows an increase or if I move it over here it shows an increase, so it's kind of...why is that anomaly happening there?
- Ms. Work: So, is your question, why in fall 2020 are we seeing a decline in students who identify as Hispanic?
- Trustee Weddell: Well, I'm not sure that's the case because I got an unknown that's increasing...
- Ms. Work: Right, right, okay yes that was going to be part of my feedback and I have this in my notes...that I think that there are theories in regard to the unknown category and I want to be able to maybe extend the ability to answer more robustly to Gerianne as well. I speculate there may be several things happening. Something could happen in regard to the way in which we're collecting the information upon students. I'm not sure if some things have become burdensome, if they don't feel that they want to identify. The other theory that I just personally have is, as we're moving forward and our world is becoming so much more diversified, I am not sure...also...again this is just a theory...that students of the age group that we generally see attend SUNY Orange, are always wanting to be able to put themselves in the categories that we've outlined for them. So, I don't know what is happening in regard to this unknown category in fall 2020 but I'll just sort of throw it out there to Gerianne as well, who has maybe a better sense of that registration process.
- Trustee Weddell: But it looks like it was affected in 19 as well, cuz 19 doubled off of...our enrollment didn't double, but the unknown category doubled there before and then it looks like it almost doubled again in 2020.
- Ms. Work: Right, right, so my feedback comment about the unknowns, again, just those theories would be applicable to the previous years as well. So, like I said I'm not sure, if Gerianne is still on the presentation to...
- VP Brusati: Yeah, yeah I'm here, I'm with you Christine on this one a little bit. It's both. I mean all of this information is self-reported and we do know that sometimes students are not...either they don't feel comfortable with the categories that we presented to them. Or they'll pick mixed race, or

they'll literally ignore that category altogether. That's an individual choice and I wouldn't be surprised if we see that number growing year over year for the reasons that Christine said. There are students who don't feel that they have the...that they have the need to self-identify in the ways that we are asking them to on an application form or on any form that we put out for them. So, all we can do is encourage students to self-identify because we do know that there are programs and services that might be available to them. So, that's on us, if...well, that number has been growing for years now.

Trustee Weddell: Right. So, I'm concerned as enrollment committee, I'm seeing a category, particularly in the Latino category that has the most significant drop there. So, again, my question is, is it really a true drop or not a true drop? Are we losing that for a particular reason or not for a particular reason? And that's what I'm....

Trustee Stanley: Can I attest to one thing? A lot of the Hispanic people have chosen not to expose that because of the, how should I say, the media and due to the fact of the census wanting to identify them as undocumented immigrants and they chose not to disclose that for reasons...many many different reasons. One being, maybe they are the primary source of income to their family and they don't want to disclose that relation. It could be detrimental to them, you know, losing their income, their livelihood, or being deported. So, it's many factors beyond that...they have chosen to...has other increases...like those who have identified as others increased in that. I can't really see it. But they have chosen not to identify or just chosen not to...to sit it out and look at what the new Administration has to offer as opposed to the dreamers also and with the Dreamer's Act and everything. So, we have to look at many other factors in correlation with that data also. Thank you, Ms. Works.

Ms. Work: Thank you Trustee Stanley, I really appreciate that.

Chair Watson: Christine, can I ask a question?

Ms. Work: Absolutely.

Chair Watson: It appears to me as if our institution is in transition and I heard some time ago that we were moving to being a minority/majority institution. These numbers are not presented in aggregate form but if you took the first column, added the other two columns...do you have that on a slide somewhere?

Trustee Weddell: On the back one, you got it on the back one. Go back one slide.

Ms. Work: Go back one more?

- Trustee Weddell: Year. There, you got 18 and...no, you got 30 and 14...you got 44% compared to 46%.
- Chair Watson: Yeah. I'm kinda looking for the aggregate numbers and that would be something that I would want to look to on an ongoing basis as to why. And I'm asking the question, whether this trend, from what you see in the numbers will continue.
- Ms. Work: I would like to respond that I think you are right, that the institution is evolving and further diversifying in many regards, race and ethnicity included. And, you know the slides and the data, and these graphs, are really just a snapshot but then the way that they sort of get pulled together, I have all of that raw information. So, I'm really happy to provide all of the details as a follow up to the slide so that you see where the numbers get pulled from. And I think that a lot of this conversation is extremely helpful in terms of that next dig...or the next dive into the data to know what are those questions that our institution is seeking out in regard to the students as they, as Gerianne mentioned, self-identify. And what are those nuances to understand about our students and how they self-identify; from gender to race ethnicity to many other aspects, to disabilities.
- Dr. Young: And I will...if I may offer, remind the trustees, I knew...I knew, slide by slide there would be countless questions of remedies sought and one of the gifts of our COVID time, is that poor Carol has to transcript everything that's said, so I know we are capturing the conversation and further, I know Dr. Williams is probably coming out of his seat right now wanting to provide commentary to the board...this is exactly the sort of conversation we want to generate so we hear you, your questions, and we intend to follow-up with answers and action, but are very curious to hear what questions the board has in particular tonight. So, that's part of what we're doing here.
- Ms. Work: As we move forward to the slide on gender, this slide in regard to the trend that is showcasing shouldn't be a surprise. This is the trend that is seen across higher institutions across our country, both at 2 year and 4 year, is that there traditionally has been more female attending community colleges and 4-year institutions, then males. A lot of our efforts, as you may have already known, have been focusing on looking at minority males. And, so this is something that our data, especially if we're looking at experiences that students have had in this pandemic environment these semesters, looking at the impacts that they have had as well, desegregated by gender. And there have been some different impacts obviously felt more so from our female students than our male students. So, gender is sort of being looked at in a different way than it has been before and maybe non-traditional ways.

Trustee Weddell: And, as a fact, that in 2019 there's more women in the workforce than there are men, currently.

Ms. Work: Well, thank you.

Trustee Weddell: You can look that one up.

Ms. Work: I will. I'll look at their type of jobs too.

Trustee Weddell: There seems to be more women in the workforce than men.

Ms. Work: I'm writing that down. Okay, so the next slide, Military affiliated. And I know that there's going to be questions and I knew that in looking at this information, I had to outreach to our Enrollment Manager at SUNY Orange and she assured me that these numbers are correct. So, again, these numbers are looking at students who are military affiliated. So, when I say military affiliated, students in this category include veterans, veteran dependent, reservists. And, looking at these, there have been no Hispanic students who have been identified in any of these military affiliated categories. I don't know why. So, again, to me it's very much a follow-up question. But this slide was put together, Chair Watson had requested to look at our military students and so this reflects who we have here that again, in those categories by race and ethnicity. Questions about that? Like I said, I will definitely follow up again in regard to Hispanic. I'm not sure...and I was thinking as that information was coming back to me about what Stanley trustee or Trustee Stanley had mentioned about students and if the students are being asked to self-identify that information may be seen as much more protected. So, if it's not necessarily mandatory. So, I think that is something always to keep into consideration.

Dr. Young: And Christine, sorry to interrupt on behalf of the trustees, but we still roughly have, last night it was about 299 veterans on our student body. I'll bet you that slipped a little bit because enrollment shrunk a little bit. Do you have...do you know approximately how many veterans?

Ms. Work: I think it was in fall...well, the Veterans office may look by an academic year. I was just looking at the fall numbers of students who are enrolled. And in fall 2020 I believe it was just under 200 students, maybe like 178 who identified themselves as being military affiliated. And, in fall 2016, 17 those numbers were much higher. They were in the 300s. So, again, this I have to fully disclose, this arena of students and behavior and experience of being military affiliated is something that I haven't really spent much time on. But we do have people at this institution who work closely, very closely with these students and their needs so.

So, moving on to graduation rates, as I had mentioned earlier to begin this presentation there are some that we would say “success measures” and these are usually longer-term measures of success and they also have been traditionally used to measure the effectiveness of institutions. And this is probably one of the most traditional measures that you can look at. And it’s the graduation rate. So, this is 150% graduation rate. That means that we’re looking at students who start in the fall as a cohort and of those students who are starting at this College for the first time and are full-time at their start, in three years, did they graduate? So, these are the numbers of our graduation rates over three years looking at the cohort of first time and full time. So, you will see, the second line down is our overall graduation rate. And Gerianne...I know that we do know in fall of...and I’ll just clarify too that when I mentioned that there’s a cohort. So, we have a reporting year, and that reporting year is to report on that cohort year. So, that’s why you see, like in fall 2007 that is the cohort that we report in 2010. So, that’s why you have those two numbers there. So, in 2019, we are looking at the starting class of the fall 2016 students. So, in that 2012 year, or 2015 year, and I know Gerianne, we...Stacey and all the other AVPs as well, have spent some time thinking what happened here? Why was there this interesting blip of increase in all student populations in regard to graduation rates? I don’t have the answer to that question, but it is interesting, but I just wanted to really point out, that a huge success story here when you’re really looking at this information for all...across all students is that there is an increase in our graduation rates in three years. So, this is really good news and I really do want to commend all of the effort that is being done within Academic Affairs and Student Support Services to be able to support these students to be able to get their degrees. So, again, I’ll pause for questions, comments.

Okay, so then the next slide is looking at the actual degrees awarded again by race and ethnicity category over five years. Again, I’m not certain that I have an answer as to why you see the White students having a decline in the percent total of degrees awarded. But what is nice to see, is that...in the other categories, especially Hispanic and Latino, that there is an increase in degrees awarded. But I just want to also note that each spring and during our Commencement, we have traditionally awarded more and more students associate degrees and certificates. And so, this is a wonderful thing to be able to celebrate those degrees. Again, I’ll pause for questions here.

Trustee Weddell: Yeah. The question...again, I’m watching the enrollment of the Hispanic and Latino decline, yet I’m watching...they’ve probably got the largest increase in getting degrees, right? I mean I guess it’s this period of time. Then you look at the...and I guess the overall College decline in students coming to the College has been significant in the last five years. What it’s

telling me, there's more of the White students not coming to the College any longer and what Fred was talking about, more of the minority groups coming to the College now. And that could be the reason that that's happening. If that could be the one group that's really showing the most decrease. You've showing it as percentages, but in that, before...so you didn't show it as total numbers and I guess that's really where Fred was going. So, I need to see the total numbers how that weighs out in the total numbers. So, percentages we're pretty even...

Ms. Work: I did convert it to the percent of the total, but I do have the numbers of actual awards in each of these categories over the years. So, I am more than happy to communicate with Dr. Young and share that Excel spreadsheet with many, many tabs with all of that data. And, again, it does take more time. There's follow up questions. So, this is just, really being able to start that story and dig into that.

Trustee Weddell: It's actually pretty cool though, the stuff you're showing.

Ms. Work: And this...this, I have no story to tell here and I don't mean it in a trite way. The trends are really difficult to see in this slide. What I can tell you is this slide is looking at a retention. So, it's a one-year retention, so students...the same cohort students...your first-time students and your full-time students, when they enter the first fall, were they here the next fall? And, generally, I can share that consistently our retention rate overall for all students of this first time, full-time cohort has remained consistent. It's not really really high or really, really low. It's a good measure for our institution. Here, when we look at by race ethnicity it's up and it's down. And I think that there's probably a lot more digging into this to understand why. And, I don't have those questions. And, again if you're looking at that Orange line, that's looking at students who were here in fall 2019 as first-time full time and were they here in fall 2020? So, I was surprised actually to see that percentage-wise, Black or African American identifying students, they had the highest rate of retention during that time period. And, again, what is so difficult with measures, it's one thing to look at all the numbers that you collect. It's another thing to link them exactly to all of the initiatives that we have done. All the work that is happening within the classrooms, all the touchpoints that Student Services has. It's really hard to make sure that you connect that dot, that this one equals that one. But this slide is interesting. I mean, retention is something that is an important measure for much of the work that we do within Academic Affairs and Student Services. And, we have many strategies that have been proven as best practices to be able to look at increasing the rates for both full time students and for part time students. Obviously then if I do share that cohort of first-time starting part time students, overall, their retention rate is lower. It is in the 50s to 40s but

that's to be expected and different strategies are used to be able to maintain and increase their retention as well. Again, I'll just pause...

Trustee Weddell: Pretty interesting, they're all pretty close, they're all...even though they go up and down, they're all average it out, it's all pretty close to the...the overall average is pretty close. Not deviating too far off of that line, yeah.

Ms. Work: Yeah. And, then I just wanted to share that apart from the data that we collect about our students, SUNY Orange is really committed to understanding the student experience. And I'm not sure if you've heard student experience, right, the SUNY Orange experience, SOEX, Guided Pathways. I mean, we've really have had a paradigm shift in the way in which we look at student needs and what their supports are in and outside of the classroom. And I just wanted to share that we have conducted institutional wide surveys with our students. Usually, we have like this every three-year cycle, we have a student opinion survey, Community College of Student Engagement survey, we have our internal surveys, we have course evaluations. Again, with this pandemic, we've had three different points in time of collecting information and experience from students. And, this information is largely used to inform our Strategic Plans, our Master Plans; it's also utilized to write our grants. And many of these grants have been recently awarded...Title V.

So, this slide, I just wanted to capture that we have a student opinion survey and there's a section on this survey that speaks to the racial climate of the institution. So, it looks at what is the student experience in regard to their satisfaction about the diversity of the student body, the racial harmony on campus, whether...their satisfaction in regard to whether faculty have respect for students, their understanding of diversity among faculty and staff. And, year after year, and this is for the past three years but we've been conducting the survey for many many more, these are always our highest-ranking survey items. So, just to let you know, a 5, if you saw a 5 in any of these areas, that is the highest number you can get, that is very satisfied. So, I just wanted to share that because our students are having a positive experience at this campus in regard to diversity inclusion and equity but that doesn't mean that there isn't room for improvement and many areas to grow.

Trustee Weddell: Yeah, but Chris, you gotta be proud of these numbers...they're all increased from....

Chair Watson: Look at 19, everyone.

Ms. Work: And so, I know Dr. Young had mentioned that we're just looking at the numbers, but I have to just mention that the numbers always to me are the starting point and when you put them in context it sort of fills in a lot of

the gaps and the blanks. And I just wanted to share too again that a lot of the data that we have we continue to look at and slice and dice in different ways and across different departments and divisions and it really does impact the development of our goals and our plans. Diversity and inclusion have been imbedded into all areas of our College, from student learning outcomes at the course level to our Mission Statement. So, I just wanted to emphasize that. And, again, I know you've heard you know information here and there about Guided Pathways and SOEX, but I am...I've been here at this institution a long time and this is something that I am beyond excited about and I really think it's putting the College in the right direction, serving the students where they are and their needs. And the focus on Guided Pathways really is a commitment to addressing the social justice issues in order to promote success. And, again, the SUNY system for better or for worse, they are very, very committed to diversity and inclusion among all their campuses. And so, they have been the ones to be able to push all campuses in the direction of hiring a Chief Diversity Officer, welcome Dr. Williams, and also being able to make sure that those institutions have diversity and inclusion plans. And there have been different opportunities for funding different initiatives, we call them PIFs, SUNY Performance Improvement Initiatives that we've been a part of, and I wouldn't want to conclude or move forward without acknowledging Title V. This was a huge grant for our institution and many, many students will be able to benefit from the work that is...it's not even just beginning...but that has been going on and hopefully we'll be able to have that bump in being able to have the funding to support those resource needs. Okay, so I'm going to turn it over to Iris and I'm going to...Iris if you just wanted to point or just give me the word to move forward, I'll be happy to do that.

AVP Martinez-Davis: Thank you because I can't chew gum and walk at the same time.

Ms. Work: Neither can I.

AVP Martinez-Davis: So, first let me say good evening to everyone. It's really good to see everybody. And, I want to say a special hello to Vinnie. I wasn't expecting to see him today so hi Vinnie. I can't see you now but it's good seeing you. And thank you Christine, for providing student information. You made some wonderful graphs and you definitely present data well, so thank you for that.

So, in the next part of this presentation, what we'll be looking at is the employee side of the house and where we are today. Okay, in this presentation we'll be referencing full-time faculty and full-time staff. Next slide Christine please. So, just to give you an overview of what we're hoping to accomplish and to provide to you tonight is, we'll begin with where we are with regard to the composition of the faculty and staff.

We'll discuss what changes have been implemented in recruitment, selection and the hiring process since 2019. And, then finally, to wrap it up, we'll talk about next steps that HR feels are really critical to pursue. Next slide please.

And, this is my sad graph, but it does give you an image here, I'll tell ya. So, where are we today? 83% of our faculty which you'll see in the light blue, I'm sorry in the rust color, 83% of our faculty self-identify as White, 8% identify as African American or Black, 5% Hispanic or Latino, 3% as Asian, and 1% as American Indian or Alaskan native. And, then with regards to our staff, 82% self-identify as White, 6% as African American or Black, 9% is Hispanic or Latino, 2% is Asian, and 1% as American Indian or Alaskan native. When I looked over the last five years of hiring there really were no major discernable differences or changes to our employee ethnicity or race data. For the most part, we pretty much stayed status-quo however I would like to say that over the last five years, we've hired 10 faculty members and of those 10, three or 30% were diverse hires which exceeds our overall faculty diversity percentage of 17%. I can certainly concede that this is a very small data set but none-the-less I think it's worthy of consideration. I'll also add that though it's not depicted on this slide, our gender breakdown for full time employees is very noteworthy. 54% of our faculty members are female and 62% of our full-time staff are female. Next slide Christine, thanks.

So, one of my big missions since I've arrived here is to look at the hiring process. I think the hiring process is an imperative and pivotal piece of us moving our diversity vision forward. So, I'm gonna kind of go through what we've done, what we've added, what we've enhanced, just to give you an idea of what direction we're headed in. One of the great things that I think was added in 2019, right prior to the time that I was hired, were two diversity questions were added to our job postings. So as part of the application process, applicants are asked to think about diversity from the very beginning of the process. Applicants are asked to respond to questions in writing as part of the application packet and those questions are: 1) how has diversity and inclusion played a part in your career? And 2) how would you bring that insight into your position at the College? The written responses to these questions are reviewed by the Search committee and later forwarded to the hiring manager so they also have an overview of what was stated in that written statement. And HR guides the search committee members to really consider the responses and to assess how the responses of the applicant give them an understanding of diversity, how these responses speak to their experience of managing diversity issues in the workplace and to give them a sense of how they would apply these prior experiences to our campus. The...it's interesting because the response is very...but they always offer quite a bit of insight. I will share on a personal note that I was the first applicant to have these questions

posed to them and I will tell you that, on the applicant side now...it actually drew me to applying to the College. It made me feel that the College took diversity so seriously and it also made me feel like it was a place I wanted to be a part of. So, it's kind of interesting that I have the applicant perspective which is always very different right? And then I have the HR side where I'm like, yeah it has value, it's great. But I actually know as an applicant how much that question meant to me. Another area that HR has focused our energy on is in looking at the composition of our search committees, right. This is probably up there in the top three of value to the institution is, what does our search committee look like? Are we ensuring that our search committee is diverse and by diversity...I just want to be very clear, that sometimes when we talk about diversity, it's you know we have data about ethnicity and race, but diversity is a lot more than that and for us in the HR Team it's about putting together folks from all parts of the College, folks of different ages, folks of just...they have different experience to bring to the table so that they have...we have different views on the committee. So, the Search Committee composition is probably one of the most important tasks and I will say that because we are taking a closer look, HR is very vested in what our committees look like going forward. Just to elaborate a little bit more on the search committee process, we also have discussions about diversity, implicit bias, with the search committees right. So, just so that you have a picture of what that looks like. We have three very short, but very intense videos, that speak to implicit bias and we use those to prompt and start the conversation with the committee. Simple things that...it starts with a simple conversation like when we look at a name on a resume, could there be any bias attached to looking at a name? Could there be any bias in looking at a person's address which seems very benign...if we don't give it any thought what would an address have to do with bias, but coming from a particular neighborhood, a particular part of town, a particular state; people have feelings and considerations about different parts of the country, different neighborhoods, so we try to coach folks to understand that just because you have one experience or one feeling with a neighborhood or a name, that shouldn't come into the hiring process.

One of the directives that we give the Search Committee is to think about, rather than what's different about the applicant that's sitting in front of you...right because hopefully we have diverse candidates sitting in these interviews. Rather than focusing so much on what's different, let's focus on what's...what's alike and what's conducive to the work at hand. For example, we ask them to consider the departments. We know that there's certain departments where it's a hectic work world. You need someone who's dynamic, who's quick-thinking, who's ready to address an issue as it comes up, they've handled stress before. So, we ask our committees to look for that versus what's different about this applicant. Maybe they

came from a different walk of life or maybe they're not as versed in higher education, but can the skill set that they used in other organizations be transferable and beneficial to us here at the campus?

And I just really want to reiterate that for us in HR, a prepared, educated search committee is invaluable. I mean, they are truly what gets the ball rolling and gets those good candidates sitting out there in front of the managers. So, it's something critical, it's something that HR tracks. I will tell you that being that this has been quite a peculiar hiring year, the data...I don't know that it really speaks to how successful we've been but it's certainly something that I think in the long term will benefit us, to continue to track how many applicants we bring in that are diverse, how many applicants we bring in that are qualified. So, it's certainly something in the forefront of all our minds. I'll take the next slide.

So, and just to piggyback on...a little bit more about this Search committee process, in addition to the two questions that are asked up front of the candidate, each committee is charged with asking candidates, two diversity questions. And those questions are prepared, they're already on the list and the committee agrees onto what the two questions will be during the interview process. And we do ask the committee to come back to us and advise us of what the questions are. I think it's...it's a good way for checks and balance so that we know everyone is doing it. It is something relatively new to the campus, so we do stay very much involved in making sure that those diversity questions are set forth. I'll take the next slide.

Oh, okay, I should know this off the top of my head. One other area that for me has been really important for me to look at is our job ads and our job descriptions. But, to focus on job ads for a minute. One of my first questions when I came on is how are we sourcing, right? How are we looking for our candidates? It's very easy in this line of work to do what you've always done. I always use Higher Ed, or I always use this site and I've always gotten enough applicants. So, one of our challenges was to start looking at different sources, looking at writing our ads a little differently and then the big task is looking at what's actually worked, is placing an ad in diversity jobs helpful to us? Did it draw the candidates...the qualified candidates that we were looking for? So, it's a constant analysis of the product that we're using.

Chair Watson: Iris, in the interest of time, we would like to expedite this portion of the meeting so if you could, I'm asking you to proceed.

AVP Martinez-Davis: Okay. Sure. I only have a couple more slides. So. So, I just want to add one thing. Although I don't have data on this particular issue, I will say to you that our most recent searches for VP of Admin, CDO, Assistant

Director of Financial Aid, and Director of Facilities, we have had diverse and qualified candidates set forth to the hiring managers.

And just...next slide...I won't go long into this in the interest of time. But I will say that we've also looked at our job descriptions to ensure that we use language that's neither feminine or masculine, that we use best-practiced language so that we attract the right candidates. And I'm just gonna go to the next slide, the last slide....sorry, next steps. Just that one...Christine can you go back one? And, I will say just, I think that next steps for us in HR are to implement a blind resume process where addresses, names are removed, anything that identifies the candidates so that when candidates are brought into the interview process, it's a very clean process. I would also say that we would look to provide additional training to hiring managers and I think it would be really beneficial to have some sort of mentoring, check in with our new hires, and to continue measuring and tracking our diversity efforts. Any comments or questions?

Ms. Work: I'll stop sharing the screen so everybody can see everybody.

Chair Watson: Just a general comment, it appears there's much work to be done in balancing our customer population to the individuals that they interact with on our campuses. So, I'm actually encouraged...even though the numbers don't kinda indicate that we're where we need to be with DEI, Diversity Equity and Inclusion, at least we're looking at these numbers. We're sensitizing us to where we are and I'm hoping with Dr. Williams coming aboard that we will start to move and make some very pro-active steps, creating some guidelines, rules, regulations on how we're going to start to move things in a different position. Because we're in a tenuous position because we could lose those students migrating to our institution if we don't make the kind of steps necessary to make sure that all populations are represented at the institution.

Christine, we're getting used to hearing your voice around here. You've become a super-star and a regular at our meetings, so we appreciate that. Iris, we thank you for your comments and being a part of this presentation as well.

Trustees, we are going to move along but we will for the future schedule discussions on a trustee basis, on an institution wide basis, I'm sure with Dr. Williams coming, that we will have more discussions revolving around diversity and equity. I'm encouraged by that and I see all of this as an opportunity. We see where our customers are coming from. We need to meet them there.

AVP Martinez-Davis: I just...could I just say one thing? I just want to say welcome to Dr. Williams as well. I look forward to collaborating with him. I'm so excited to have him on board.

Chair Watson: Yes, thanks Iris.

Alright. It was a great special report. Quite engaging. Moving forward, we are moving to old business. Trustee Weddell, do you have a report from the Enrollment Task Force?

IV: OLD BUSINESS

Report of the Enrollment Task Force (Tom Weddell)

Trustee Weddell: I have somewhat of a report here. First of all, we did not meet because of the short time frame and the holiday between our two meetings that we had since our last one. But some thoughts to Dr. Young's report on Enrollment. First of all, the whole country's been on pause, so I don't think our dip in enrollment was not to not to be expected. However, today there was very positive news on the COVID around the vaccine today and when it would be released by the end of this week. So, Americans will start getting that, so hopefully the end of the pandemic is within touch here. The other point to that is...in just discussions with my clients and my team members and where their children...and what their children are doing. Some of the big pause here for why students are just not going to be enrolling into College this year or this semester I should say more than anything, it's around a financial situation. It's around that they may have not been working for the last you know, four months, three months, here and they don't know what's really gonna happen with unemployment and stuff like that or whether their job is gonna continue or not continue. So, a lot of people that I have talked to is...their financial situation at the moment doesn't allow them to enroll their children into College, okay, coming up. So, they're gonna wait and sit back and see how big of an impact this has on them. I think that's a golden opportunity for us to really...we might have missed a little bit of a window on this is that...but not to miss this time, that Orange County Community College, it's affordable, you can do it. I think we gotta look at that from our group. And I was really...I thought the diversity and inclusion reports were really good and I'm hoping we can get a copy of those so again, as information that we need for our enrollment committee to look at some of those numbers and ask some of those questions. And I hope as she...Christine updates those that we can get the additional information that she's seeking to do with that. I think that would be important for our enrollment gang. But I just think the whole world's been on pause for the last three months here as to what's really gonna happen and now the big fear with this thing

really ballooning up. But I hope the COVID things I heard today is really gonna...I thought that was positive. So, that's all I have to report.

Chair Watson: Thank you very much. Any questions for Trustee Weddell? If not, moving forward to New Business. There is one board policy that is being recommended to be revised and that requires a vote by the trustees. But I think I'm going to ask Trustee Hannes to see if she has any comments from the Policy Committee before we accept a motion to approve the board policy that's recommended.

V. NEW BUSINESS:

Motion to Approve: BP 2.15 Administrative Leadership of the College.

Trustee Hannes: Yes, first of all, I'd like to thank Mike Albright for an incredible job of condensing, let's see, two pages into one paragraph and making it very, very clear and concise about the administrative leadership of the College. And, if this is an indication of the route we're going for future policies, it's excellent. So, my gratitude to Mike for...and prepping me on the work that had been done prior to my becoming Chair. And with that said, we are ready to put it up unless there are any questions about...if you want me to...I believe we discussed it...we did discuss it at the last meeting what the changes were, the condensation, the compilation of everything into one statement.

Chair Watson: Thank you. The board will entertain a motion for BP 2.15 Administrative Leadership of the College. What is your pleasure?

Trustee Martucci: So moved.

Chair Watson: It's been moved.

Trustee Weddell: Second.

Chair Watson: All in favor?

All: Aye

Chair Watson: Opposed? Hearing none, the motion carries. The board policy is approved and accepted.

VI. CHAIRMAN'S COMMENTS

Okay, moving forward, the Chairman's Comments. I too want to welcome Dr. Williams as we have learned from our special presentations this evening, we have great need of looking at our institution from the inside, looking outward so that we might position ourselves to attract the students that are starting to increase their numbers at our institution. Now, I am not an expert on Diversity, Equity and Inclusion but Dr. Williams

certainly is. I've read his credentials and fellow trustees, you will be elated to have them be a part of this institution's continued growth and development and service to this community. Once again, I just want to say welcome and I look forward to great things.

Next topic of discussion, I'm sure many of you have read the newspaper; we are about to have new neighbors in the City of Newburgh. The Legislature of Orange County has approved a sale of the three properties that we were considering renovating and adding to our Newburgh campus. Dr. Young and myself, we sat on the Review and Selection committee and that sale contract was awarded to an outfit called Foster Supply Company. They are going, from proposal, to invest \$20 Million in the three buildings that we were looking at, which will include I believe 63 luxury hotel suites, restaurants, cafes, rooftop bar, and hopefully serve as a place where our future hospitality students might be able to receive training and actually put some of their learning into practical use. So, we congratulate Foster Supply. We look forward to them moving their project along. They have a very aggressive time schedule, so we are excited about that as well. Should add value to our campus, should add value to our experience in Newburgh and hopefully it will be the type of transformative project that will catapult Newburgh into its potential where it has lacked getting things moving in the past. So, I'm excited about it. I want to thank Dr. Young publicly for her participation in that effort and we are hoping for the absolute best in that regard.

Also, would just like to say, our Foundation never fails to assist us in the things that we need. We ask and they always have met the call, the challenge, whatever you want to call it and we are most appreciative, and our students benefit from having such a strong Foundation.

That concludes my comments. I do want to say to the trustees that we are going further into the evening, we will have a need to go into Executive Session and we will be discussing Item E: Collective negotiations pursuant to Article 14 of the Civil Service law.

So, that being said, that concludes my comments. We will move to Committee reports. I'm going to ask Trustee Vacca if you have comments for this evening. You are not scheduled to make your report until January.

VII. COMMITTEE REPORTS:

Academic and Student Services: Trustee Vacca

Trustee Vacca: No, Mr. Chairman. We will be meeting on Monday so I will have a report for you next time.

Chair Watson: Audit and Finance? Trustee Weddell, you're back.

Audit and Finance Committee: Trustee Weddell

Trustee Weddell: I'm back. Okay, yes, we've met. We did some budgeting numbers and how we're going to account for them going forward in the future and I think we got that really resolved in great form. We're already gonna be starting our next year's budget. We're already there to start the process. So, within the next couple months, we'll be banging away with that. Again, we may need to make some adjustments as our enrollment...depending on where our enrollment numbers end up for the spring here. But I think we're pretty well on top of that. Got that kinda figured out, where we're gonna have to end up by the end of the year. Sure wish enrollment was a little bit higher than what it is so it would make it a little bit easier but okay been down this step, guess we gotta go down it again. So, I think Paul Martland and Agnes are doing a good job and keeping the numbers up to where we need them. The audit has been started. It's not finished yet...the audit on our books there started...I guess we go over that either January or February, whenever they wrap it up in our Finance committee so we're expecting to be right on time with that. I don't foresee any issues with that. So, that's all I really have to report at this point.

Chair Watson: Thank you Trustee Weddell. Any questions, trustees? Hearing none. The Policy Committee is scheduled to give a report this evening. Trustee Hannes, do you have a further report or are you finished for the evening?

Trustee Hannes, you are on mute.

Ms. Salkowsky: We're getting her, we're getting her sir, just a second.

Chair Watson: Thank you.

Ms. Salkowsky: Hold on. Where'd she go? Hold on. There you go Flo.

Policy Committee: Trustee Hannes:

Trustee Hannes: Thank you. All that I have to report is we did not meet today, where we did not want to put anymore stress on anybody as we enter this season and all of the other work going on. In researching...what we're doing now is looking at researching a new legal or educational consultant to review policies. But, we will pick up with that and move forward in the new year.

Chair Watson: Thank you very much Trustee Hannes. Okay, that completes our committee reports and recommendations for the evening. Next on the agenda, Comments from the Public, and we do have one reservation. And, Michelle Tubbs, are you available? Hi Michelle.

VIII. COMMENTS FROM THE PUBLIC:

Ms. Tubbs: Yes, I am available. Good evening everyone.

Trustee Stanley: Good evening.

Ms. Tubbs: So, I'm going to keep my report brief but I just want to kind of I guess send us into the winter break maybe with a little let's say excitement looking ahead as to what could be coming down the pike from system. So, much of SUNY's focus continues to be on managing the operations and reacting to what is needed regarding the pandemic. Primary focus at the moment, as Dr. Young spoke to earlier this evening, in particular for us, is SUNY receiving, reviewing and hopefully for the most part, approving Institutional Winter Session and spring semester return plans. So, I know our College has been working very hard, very thoughtfully and thoroughly on getting ours together and submitted by the deadline and hopefully we hear back in a very timely manner so we can send our students, faculty and staff into winter break knowing exactly what we're going to be doing when we return in January for the winter session and spring semester.

But, a few additional comments. Really just some thoughts shared with the delegates from our council president Christy Fogal. Her description of recent meetings is that "times are definitely a changing." She expects that there's gonna be many changes at the system level with the new Chancellor and that many of our initiatives that we have been focused on the last few years, are gonna morph, change, or she simply says she's not sure what's going to happen to some of them. But she does definitely see priorities shifting although didn't really provide much more detail than that at the moment. So, it definitely will be interesting to see what the spring semester and season brings for us with respect to new initiatives and I think personnel and positions at that level.

And then I know Dr. Young is aware of this. I'm thinking perhaps that she shared some information with respect to this to some degree with the board members. But, recently, Governor Cuomo wants what's called a free online platform for New Yorkers to learn new job skills through certificates and advance their careers. And that's being offered through what's called "Coursera" which is an online training platform which intends to provide under-employed and unemployed New Yorkers with...that are kind of perhaps struggling during this pandemic to learn new skills, earn certificates and advance their careers at no cost. The new tool provides access to nearly 4,000 online programs taught by leading professors and industry professionals with a focus on high growth and in-demand sectors like advanced manufacturing, technology and healthcare, among others. The Faculty Council of Community Colleges and as I understand from meetings, I've been in with Dr. Young, the community

college presidents had an immediate reaction of concern as to how this would affect the community colleges, the local campuses. So, the most recent report from President Christy Fogal is that the SUNY Provost's office has been working to determine where we fit in and I'm sure what that means is the Provost is inquiring with the Chancellor as to where we fit in and Chancellor is probably inquiring with the Governor as to where we fit in. So, I think there's a lot to be learned with respect to this initiative and as I said before we'll certainly see what the spring brings. I just hope it's not taking away too much from what our local campuses have to offer, especially in this time of enrollment challenges. And lastly, I just want to wish all of you and your families a very happy, healthy, safe holiday season. And thanks once again for the opportunity to share my thoughts regarding the council with you at these meetings.

Chair Watson: Thank you very much and one quick question for you before we move on. This Coursera course will they be awarding credentials or micro-credentials. Do you know?

Ms. Tubbs: That I am not sure about it, exactly. I know there are certifications that are being provided. I do not know the details. What I can share with you are some links to articles that you could perhaps share with the rest of the trustees, that you might be able to learn more about. There was recent presentation that was offered. I was not able to attend and I've just been swamped in final exams and wrapping up the semester. But there is some information out there. Dr. Young, I'm not sure if you know of more details with respect to the course Sarah does provide with respect to the certifications...

Dr. Young: If I may, yeah, I edited this from my President's Report for time. I do have some appointments upcoming with some key people on the labor side of the state, outside of SUNY to express my dismay with some, shall I say, some chips I've earned through time in this area and I hope to come back with some information as well as make some advocacy. So, I'll leave it there for now, but I too would be pleased to provide to the board with information about where this is going. It was announced but it kind of faded so I don't know whether to be stirred by this or to let it go at this point. But we are monitoring. But I do have an appointment, Thursday I believe to explore this with someone who would be a key person to learn with.

Chair Watson: Okay, thank you both. Michelle, we'll look forward to your future input, thank you.

Ms. Tubbs: Thank you.

Chair Watson: Trustees, that basically concludes the major items on the agenda. We will open the floor for board discussion. If there is anything that any of the trustees would like to introduce at this time, please feel free. After that, the Chair is going to except a motion to move into Executive Session.

IX. BOARD DISCUSSION:

Trustee Hannes: I just have to say, as we end 2020, it's been one heck of a year and I am so happy to have been involved with the...as you always say Fred, at the end of the meeting, with the commitment, besides my personal joy this evening, I am delighted that we were able to maneuver through, keep our non-tenured faculty, and now move five of those people into a tenure position. Congratulations Erika and Kristine. Well done. Our future is preserved.

Trustee Murphy: I had one...I have a quick comment. And that is what Vinnie mentioned about the Lab Schools. I wanted to mention that 25 years ago, I received extraordinary assistance from SUNY Orange in establishing a Montessori Nursery School in Goshen. And I'm so grateful for the extraordinary expertise that is in our Early Childhood Education department. So, to encourage Vinnie, I know the YMCA in Middletown has had an equally long history of a marvelous nursery school program that has not even been able to open at all, since March, with COVID, with the dilemma. And, on my way, a very prestigious nursery school program in Middletown has been able to supply service only to children of first responders. So, I was delighted to hear even the lower numbers that we still maintained when we heard that last month, in Middletown and in Newburgh. And just to say that our history in that really vital level of education will hopefully go on and I'm delighted that we have been able to carry even as much as we have and I'm sure that it's been a tremendous support to families. So, thank you, I'm just proud of the Lab School program, very much. Thank you.

Chair Watson: Thank you Trustee Murphy for that encouragement and before we move on, I'd just like to say that this institution has been around for a tremendous amount of time and it will continue to be here, it will continue to thrive and flourish. This is just, as longevity goes, this is just a blip on the radar screen, that we will come back even stronger. And I believe that means that this institution will continue to live up to its potential. So, let's be encouraged at this point, and not discouraged, that things are going to get better and we will get back to where we were and even surpass that. So, with that the Chair will entertain a motion to move to Executive Session to discuss Item E as mentioned earlier.

X. EXECUTIVE SESSION:

- Trustee Hunter: I'll make that motion Fred. It's been moved.
Trustee Weddell: I'll second.
Chair Watson: And seconded, to move into Executive Session. For all those at the meeting we will move to Executive Session and we will return from Executive Session for adjournment of this meeting. So, at this point, Trustee Murray would you please set the breakout session room.
Ms. Salkowsky: Trustees, you've all been unmuted as well.
Secretary Murray: Yup. So, we just want to let you know we're sending you to the breakout room and you've been unmuted. Stay that way, while you're in the breakout room, so...because Dana and I won't be there. But Erika Hackman might be able to help you out. I don't know. So, here you go.
Dr. Young: Thank you.
Secretary Murray: See you in a little while.
Chair Watson: Okay, trustees please stay unmuted, don't hit your mute button because you might be locked. So, we're going to move over to the room now.

Trustees entered Executive Session at 7:12 PM and returned at 7:48 PM.

VI. BOARD ADJOURNMENT:

- Chair Watson: The Chair will entertain a motion for adjournment.
Trustee Weddell: I'll make the motion.
Chair Watson: It's been moved.
Trustee Vacca: I'll second it.
Chair Watson: Okay, it's been moved and seconded that we adjourn this meeting. All in favor indicate by saying aye.
All: Aye.

Meeting Adjourned at 7:49 PM

Respectively Transcribed and Submitted, January 13, 2021
Carol A. Murray