

## **CPEP Board Meeting.: January 15, 2021**

ZOOM TRANSCRIPT (67 pages long with many typographical issues)

Present: Jamila Michener, Katherine McComas, Darnell Epps, Lauren McLeod, Esta Bigler, Andy Borum, Nancy Koschmann, Judy Appleton, Peter Enns, Sheri Johnson, Elie Bilmes,

Missing: Dave Sanders, Patty Keller (?), Bob Turgeon (?)

[ZOOM RECORDING STARTS.]

Jamila Michener: So, the curriculum... Keisha, this is all you...

Keisha Slaughter: So, for fall we are fall semester actually ended very late on December 22 so we are still very much working at getting all of our final grades in and things like that there were a couple of Covid outbreaks and some of the facilities. So, this is of course impacted the level of frequency that instructors are getting in work. So, there are certainly going to be quite a few incomplete still, even when our grades are due next week. And yeah, I mean these outbreaks just really, so for fall semester we had 148 total students enrolled so that ended up completing their courses and we had 17 classes offered. Their people ask for an update on our certificate program. So, the search, we have a certificate program that was going on at the chi, yoga correctional facility that had 14 students and of those 14, 13 have completed and will be earning their certificate. There's one student that just wasn't quite up to par that the faculty felt just, you know, should not get the certificate so he'll be given an incomplete.

Auburn correctional facility has a certificate that's going on too. But that's been really positive because of Covid there's 11, there were 11 students that were involved in the certificate at Auburn, and the Covid semester was their first semester taking certificate classes, they were taking a plant pathology class and a Latin American class with PK. The science class could not go forward in Covid, they tried but they only met about four times before all of the classes were suspended and it just, it wasn't sufficient for the students to continue on and complete the work. This is back when we were still trying to figure out, getting the video conference classrooms up and just without the instructor, the one-on-one with the instructor and just any kind of substantial back and forth. There was just no way to continue the class, the correspondence. So, the class was cancelled. And we were having trouble getting, you know, just kind of responses back from the certificate students to see if they were going to be completing. So at some point a kind of a survey was sent out to them to just say, look, we know that you guys are going through a really difficult time, we can only imagine you know what you're going through. Does anyone want to continue with the certificate of those students about five or six responded that they did want to continue, and I believe these are the same men that did ended up completing piquet's class. But we've just had some wrinkles with the certificate program because of the pandemic, the certificate class that we did have lined up for the fall that faculty member came to the conclusion that she could not do her class in a distance format. It just wouldn't be meaningful. The students weren't going to be able to get enough out of it. And, you know, just we did not have a consistent clear access to our video recording classroom. So, it just, she's going to postpone that and we're really just going to put the

certificate on hold. Probably until spring 2022. Hopefully we'll be back in person. And then at that point we'll try to get a new cohort together and then. So, for those five or six students that are wanting to continue. They'll just be one class ahead of everybody.

In terms of our spring semester, the rough numbers right now showed that about the same will be an enrolled. So about 150 students across all four prisons are interested in taking courses we have 20 courses on the books for spring. And we have a lot of instructors who are actually doing triple duty, Nancy Cashman is one of them, she's teaching her meditation class at three of the facilities, there's an environmental science class being taught at three of the facilities and we also have a philosophy class and ethics class that's going to be taught at three out of four at the facilities. So, the courses overall they span from sociology. There are some of the English requirements that students need to take and a couple of history classes. And yeah, I mean, it's still a pretty good offering considering the distance learning format that we're doing and we're happy that students are still all done wanting to continue on in the classes for our video conference classrooms. Those are up in two out of the four prisons and almost up at the remaining two. So, we're hoping by the start of the semester that they're running. They're up and running and all of the all of the facilities. We're hoping for this to for instructors to be able to use this monthly, at least, but we're hoping that they're using it more as an ancillary tool. Just because we don't know what's going to happen. We don't know if any of the prisons are going to get shut down again. And if the student's movement is going to be restricted that prohibits them from being conjugated in order to watch a lecture or to interact with their instructor one on one. And that's what I have as just some a brief update. But if there's anyone wants to talk about it more has any more questions, I'm happy to answer.

Judith Appleton: Keisha. That was great. Thanks very much. I, I am. Can you just elaborate a little bit on the classes that are being taught at three facilities or any of these classes in-person.

Keisha Slaughter: No, none of the classes are in prison, we're not allowed back into the facilities. So, we're continuing on with the distance learning model. Okay so packets are being kind of delivered to the prisons every two weeks where instructors are able to front load a little bit more, we are having them do that. This upcoming semester. That it's just, it's been hard getting some students are saying they're not getting their materials on time. So just to try to reduce that we're hoping to give them as much up front. That makes sense. Anyways, in order to get a return. So, for most of the facilities they are given packets of work that they're working through they're being called out to computer labs or to a classroom to watch pre-recorded video lectures in order to supplement this. And about every two weeks, depending on the facility, the coordinator is either going back to collect that packet and distributed it to instructors or students are able to mail it back to our office.

Judith Appleton: That's great. Thanks.

Jamila Michener: Thanks. Oh, go ahead. Rob.

Rob Scott: Just wanted to chime in, of course. So, this is a big thank you to Kesha who joined this role, a few months ago, having to basically account for a whole year of a lot of decisions that were not only hers. The teleconference classroom setup was a journey. I've taken us on a little bit here and the fact that only two of the four facilities is set up is an outrageous obstruction by the Department of Corrections that at least we've heard from this morning. Many other programs are experiencing, but it's know the less infuriating that they've had equipment at Auburn and Elmira since September, we're talking about a webcam that plugs into a USB port. It's like that as complicated as this is and they've declined install them saying things like running a wire across the hallway require special paperwork. And I and many others understand that people were going in there and it's a stall tactic. So, the goal here was to be able to have all four of the facilities. This actually in the fall, but in the spring, be able to have access to a teleconference platform, by which interaction with instructors could occur in addition to the other things that you just mentioned. And sadly, we're in the end of the second week of January and I'm planning yet another Monday morning check in with Elmira to say, have you figured that out. We're going on in 90 days, 120 days at one of the facilities. I'm saying we still don't understand how to install this thing. They've got an instruction manual was written by the Department of Corrections for them for had installed. So, I mean, a lot of work has been put into this. The reality is, this is a bad year for higher ed in prison for those of us who relied on the quality being something that could be delivered in person. None of us were set up for this. I just make one other comment on Kesha saying let you guys all go back to conversing here. The spring 2020 semester, which some of those numbers you reported from was not started with the plan of doing it in anything like this way. So, there's, it was a much greater attrition. There were the students signed up thinking they were signing up for an in-person class. And you know the and the certificate program in particular has suffered from this when you go into the conversation about either teaching the class or enrolling as a student thinking you're enrolling for an in-person class. It's going to get a writing lab. And in our case, we'd set up, you know, a full text JSTOR Database of research articles PubMed for science classes and then to realize, none of that's going to be there.

The Fall is much harder than when we are able to go in as we did this fall. And now Keisha has broken us into the spring being frank about what this is going to be, which is really a remote offering with a more limited and frankly problematic because it's docs administered digital connection with our students and just going into that with clear eyes and knowing that that's what you're going to get you know, the attrition is gonna be much lower as people actually know what they're signing up for. But anyway, that's just a big characteristic of the year 2020 and I am done with my comments.

Jamila Michener: Couple questions Keisha, just quickly.

Jamila Michener: One is about feedback. Even though the fruits from a spring 2020 students, certainly, who were getting into something they didn't realize they were getting into. So, there was some attrition, but there were also some number of them that that we did keep through the challenges. And then of course there were the fall 2020 students, which I know that things are still rolling in, because that semester and it really late, but have you gotten any feedback

from the instructors, but particularly from any of the students or is there a mechanism for getting feedback from any of the students to understand what it is that they were able to get from those semesters to have some sense of so we know it's not the same and that the quality of what's being offered is really different than the norm, but do we have any specific sense of that from anyway that the students might have been communicating back details of their experiences?

Keisha Slaughter: Yes, so most of the facilities we have secure messaging setup and so some students have reached out who aren't wanting to continue right now to just say, you know, I can't do classes this way. But to be honest, a lot of them have come back to just say, you know what, this is the new normal. And we're, you know, we're going to try it. Instructors and most of the instructors, we've been using our instructors that have taught for see pet before, I think in the case of the next semester we only have two instructors who are new. And I mean it's not ideal, but I mean, so many of them are teaching. I don't want to say they're not obviously not producing packets for the, you know, students that are on campus as they're doing for them incarcerated students, but they are used to the recording of lectures and kind of doing this alternate format and they're also since a lot of them are turning instructors are just kind of Have an understanding that teaching and prison is difficult. Anyway, so it all kind of melds into that in terms of feedback from the student, I mean that we have an open door so instructors are can always reach out, you know, with any kind of concerned that they have and the newer one certainly have had questions I've had more meaty zoom meetings with them at the beginning, just to kind of clue them in into what exactly they're getting into. And what the expectations are. But for the students since so much of the back and forth is highly, I don't want to say, police, but it's it's there and our students are always so grateful that we're still there and that we're still proceeding along so I feel like even when there isn't a pandemic, a lot of them can be pretty hesitant about the feedback that they are giving us telling us that like everything's great when it really isn't. So, I feel like it's hard to get them to be openly critical of our of our program. A lot of the complaints or feedback from the students has been geared towards the prison saying we're not getting our assignments and like you know we're getting these due dates. But here's when we're actually getting these packets. So it's us really trying to navigate with the prison on ways to make that better and trying to alleviate some of that pressure off of the corrections staff, that is, you know, we're relying on so heavily to do the classes in this format and also maintain a relationship with them and then also wanting to have an aspect of control of you know what's coming in and what's going out.

Elie (eh-lee) Bilmes: A couple quick questions. Thank you, huge lift for the update as well. I'm wondering, based on what you said about attrition. Is there any way to incentivize students to sort of stick with the program for this semester, even if it's not ideal and everything they want it by giving them some priority to enroll you know next year for in person. I don't know if that's feasible or maybe not something you can promise but just sort of the latest say we know the semester isn't everything that you hoped and dreamed it would be in terms of the chorus. But, you know, if you, if you write it out with us, like, you know, we'll make sure that you can do something next fall

Keisha Slaughter: I mean, I think all students I were open to of course will take them back. We're not going to just say, oh, well, you know, we didn't hear from you, during the pandemic. So you're gone. So, I mean, that is interesting, I would like to say that we would absolutely like take those students so on. We've still kept in touch with those. So we're still offering enrollment to those. There's still a semi decent amount of students that just have not been responsive. There's some students who we haven't heard from since March. And this is at the point where we do have secure messaging, like we know they're getting our messages, but they just have really fallen off. I mean, we just don't know what they're kind of dealing with

Rob Scott: That ASK YOU A QUESTION keyshia or is it just add a dynamic into this, which is we, you know, the term secure messaging was applied to the email platform by a company called J pay, which is run by a company called securitas which is basically a PURVEYOR OF PRISON INDUSTRY commodities. So it's, I guess, in my mind, the question is always there in our minds, is it really That our students aren't responding, or is it that because the department questions reviewing every digital message as it comes in and every message of it goes out. And at least one of our coordinators within the past few days been complaining about seeing messages that were date stamped in the middle of December arriving And so I so as I guess I just be curious your perspective on this too is, is it That the students are unresponsive, or is it that they're being blocked or is it that the concern about the surveillance. I mean, very much to what you're saying you that the Dynamic was so much. Here's a place where you have a conversation is not a DSD conversation. There's no co listing or anything like that. And now it is that all of it is that and so I kind of feel like we it's I'd be curious how we how we can verbalize this like kind of cloud of uncertainty that is there around the student responses we haven't been able to be in person and to have the facilities. We haven't even been able to have a video contact

Keisha Slaughter: You know it's tricky. I mean, I just, it's not like we're just trying one way to reach them. It's also postal mail and So, I mean, I don't know. I certainly like it can be rewarded, you know, multiple ways by docs, but I'd like to think that you know we haven't stopped trying. I'd like to think at least something has gotten so them. I suspect they've heard from us more than I am confident and that's what I'm thinking. If you have one officer in a facility saying if I ever see you trying to say something. One of those women that works at Cornell. I'm going to Do you send something through the mail room that will be read before it's sent out to the Cornell P. O. Box, whatever Her dress for receiving it. I mean, that's just, I don't know, but it's just a curiosity I have we saw a lot of people get tickets in the first few months of the covert thing and that if you're sent to this secure housing unit you're sent to the coven Quarantine is where everyone wood stove. It is so I don't know. So there's a lot of calculus that must play out in the daily lives of people in prison. And nothing. I know I'm saying just, to my mind, we are constantly battling with the length, like a language gap and trying to figure out how to articulate the uncertainty. We've got around this stuff, this year.

Esta Bigler: I have a slightly different question about it that I have to pay to use the service the email service because that is no cost for the for the students.

Keisha Slaughter: So it's not in a cluster them to buy stamps to communicate, but we are paying for that. So every time I initiate you know We initiate correspondence with them and with every message we send we send them a stamp so that they're able to respond to us.

Esta Bigler: Now I meant the email system not

Keisha Slaughter: Not the state is the email system. I'm sorry, they call them stamps. It's an email system, but it's actually called a stamp. You have to buy stamps to be able to correspond on it. It's very archaic. It does not look like Gmail. This is like a very clunky old system.

Darnell Epps: I don't think students are going to be as transparent through You know, knowing that so much of the communication is being monitored. I think there's a lot of self censorship, you know, people are going to be unwilling to To really voice their true frustrations. Through these emails, maybe you'll get a glimpse of You know some of what they're feeling, but it's it'll never replicate what you know the kinds of conversations and candidacies that you've seen when you had the in person instruction going on so I mean, from from some of the work I do. I'm still in touch with some of the guys and then You know, They're, you know, they're just, you know, very they're very unhappy about this, the situation unfolding inside the prisons and you know in general. I doubt that they're going to be community communicating openly about their specific you know challenges through through the email system, unfortunately. You know everybody's sort of skeptical about that and like was what Rob had mentioned, you know, you have officers who are going to look for any reason to try and like right someone to take it. So that's always lurking in the back of someone's mind but

Jamila Michener: Yeah, it seems like it's probably best practice not to make any assumptions about why people are not responding and certainly not to like hold it against people or use it as a way of, you know, determining kind of Who is more committed to the program or anything like that. One related question Keisha when you were talking about the curriculum. And you mentioned sort of the, the hold on the certificate program for now. You mentioned that the plan was likely to reinstate the certificate program in the spring of 2022 you said Your and so I guess that made me think about about future trajectory Are you all hearing anything about when in person instruction may be possible. Again, or is that just a complete question mark and black box bill at this moment, and I mean there's what you're hearing officially. And then also, do you have your own sense or guesses about that timeline.

Keisha Slaughter: I think it's still a question mark, and I'll let Rob, correct me if he thinks otherwise. We don't know what the fall is going to look like. We don't know if we're still going to need to use the video conference system. I mean,

Keisha Slaughter: Back when this first started I know everyone was like, Wow, look how this is going, we're probably not going to be back in until fall 2021 and now

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00:22:07.770 --> 00:22:19.680

Keisha Slaughter: I mean, I would assume and really hope that things are better that were able to be there in person for this spring. I say the spring 2021 mostly because Fred certificate, because

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00:22:21.090 --> 00:22:24.030

Keisha Slaughter: The instructors, the faculty of just

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00:22:24.360 --> 00:22:24.720

Keisha Slaughter: That we've

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00:22:24.750 --> 00:22:33.390

Keisha Slaughter: Been working with hopes up. They have not, they don't see being able to kind of do their classes in this format. So, I mean, if something changes.

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00:22:34.230 --> 00:22:47.970

Keisha Slaughter: If we're able to do we increase the video conference conferencing in the in the fall semester and maybe it will be an option to bring certificate back earlier, I think.

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00:22:48.870 --> 00:23:02.580

Keisha Slaughter: If we do that, we would have to make it a class that's open to students outside of the certificate, because we only have five or six. So to, you know, run the class. We probably want to open it up to other students as well.

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00:23:03.720 --> 00:23:13.140

Keisha Slaughter: And I think that that is to have a kind of a good you know at least maybe 1112 certificate students that are kind of going together.

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00:23:14.700 --> 00:23:15.120

Keisha Slaughter: Well,

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00:23:16.290 --> 00:23:16.890

Rob Scott: I see Judy.

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00:23:18.120 --> 00:23:18.540

Keisha Slaughter: Judy.

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00:23:19.140 --> 00:23:24.870

Judith Appleton: Yeah, so this is something that I've been wondering about as well. And I sort of have these two

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00:23:26.730 --> 00:23:43.740

Judith Appleton: Sort of tensions in my mind. One is that the longer we don't have a certificate program. The longer we go without engaging Cornell faculty members and teaching, which is kind of a worried for me. I think we need to keep people on the string. I'm one of those people and

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00:23:45.210 --> 00:23:58.740

Judith Appleton: Not that I'm going anywhere. But I can imagine that people will drift away and develop other interests if people who have taught in the certificate program. So I don't know what the solution for that is, but it is something that I've thought about

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00:23:59.160 --> 00:24:03.870

Judith Appleton: And then the other the other aspect of it is the level of interest from the students

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00:24:04.920 --> 00:24:21.510

Judith Appleton: Certainly I heard when I was teaching in the certificate program at Cuba, a couple of the students saying the degree is much more important to me. This certificate doesn't do very much for me. They were assigning a value to the certificate versus the associate's degree.

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00:24:22.890 --> 00:24:30.780

Judith Appleton: So I'm also wondering about the interest of the students and the value that they see in the certificate program and

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00:24:31.470 --> 00:24:41.370

Judith Appleton: I also don't know the answer that question, but I wonder if of the students who've been released from Cuba, if it's possible to get information from them.

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00:24:41.670 --> 00:25:00.240

Judith Appleton: Or reflection from any of them about the value of the certificate that they completed because there were four or five guys, I think in in my class who've who've been released. Now, and that might be useful information for us and in planning the certificate going forward.

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00:25:00.780 --> 00:25:03.060

Rob Scott: Did you have Daryl Miller in your class, by the way.

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00:25:03.450 --> 00:25:05.190

Judith Appleton: I had Darryl Miller in my class.

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00:25:05.220 --> 00:25:06.780

Rob Scott: He was released today so

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00:25:07.860 --> 00:25:09.600

Judith Appleton: Just add MEET ME. THAT'S YOUR FACE RIGHT.

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00:25:09.600 --> 00:25:12.420

Judith Appleton: There. That's great news. That's great news.

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00:25:12.510 --> 00:25:24.360

Rob Scott: If I could chime chime in a little bit at the certificate issue. There are a couple of things going on here. I should add, you know, mind. One of the developments, sort of in the program side 2020

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00:25:26.010 --> 00:25:31.320

Rob Scott: Is Curie left. And so here he was the coordinator. The program at Auburn and so

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00:25:31.920 --> 00:25:40.320

Rob Scott: This iteration of this was launched with the assumption of in person instruction by a coordinator, who's no longer with us and the depth of programs at this prison is also left

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00:25:41.280 --> 00:25:51.840

Rob Scott: So we're a little bit rebuilding from scratch. There are you a really good point there, Judy. I guess the one thing I would add, I don't know who sent the question that I initially saw go to Jimmy, what about

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00:25:53.340 --> 00:25:57.000

Rob Scott: wanting an update on the strip going where it's headed. I'm actually probably you, Judy. No.

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00:25:59.430 --> 00:26:01.140

Rob Scott: No, no reason to hide it. Yeah.

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00:26:01.680 --> 00:26:03.090

Jamila Michener: I don't think it was a secret.

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00:26:03.690 --> 00:26:04.080

Rob Scott: Right, yeah.

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00:26:05.130 --> 00:26:06.810

Rob Scott: But I had originally just seen the text saying

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00:26:06.870 --> 00:26:07.770

Rob Scott: We get an update on it.

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00:26:08.820 --> 00:26:14.160

Rob Scott: Big difference. And this is a tough thing to internalize is that the certificate supposed to be faculty run

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00:26:14.730 --> 00:26:24.000

Rob Scott: And so the Cornell prison education program staff is really supposed to be at the service of a faculty run credential offered by the College of Arts and Sciences here.

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00:26:24.540 --> 00:26:31.620

Rob Scott: And to the to the most active people in the last iteration of this that Cuba are no longer on the board that's Jen's as a person and Tom Owens.

183

00:26:32.010 --> 00:26:40.020

Rob Scott: And I know they are more than anxious to talk about how challenging it was to wrap that up, given that covert came in, when they were in the middle of the most complex thing, which was the

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00:26:40.320 --> 00:26:44.220

Rob Scott: Final research projects which are supposed to be word processed when the place was in lockdown.

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00:26:45.180 --> 00:26:58.890

Rob Scott: So that was just another thing that we could talk about from 2020 Sunday. If we ever want to go through it, but really didn't get wrapped up until December. So, you know, really a full year for something that started back in the fall of 2019 that resource prophets

186

00:27:00.090 --> 00:27:14.010

Rob Scott: any issue with doing it in all over and I mean where I agree with what she's saying very strongly here is very good instruction has to be done, and we're doing a Cornell credential and much less of the okay let's make sure we got something done that satisfies a community college

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00:27:15.210 --> 00:27:23.670

Rob Scott: set of requirements and good instruction requires a lot of preparation and we do not know, even the conditions of the next six months in prison.

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00:27:24.780 --> 00:27:25.560

Rob Scott: If anyone

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00:27:26.940 --> 00:27:30.330

Rob Scott: does not know this, I might share with you.

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00:27:31.590 --> 00:27:33.660

Rob Scott: Is this the correct thing here.

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00:27:34.680 --> 00:27:35.970

Rob Scott: The, the numbers for

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00:27:37.110 --> 00:27:44.610

Rob Scott: infections that are minor, minor 612 people can see this screen share. I'm sorry, but I'm assuming this whole 2020 conversation really currently what coven

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00:27:45.000 --> 00:27:56.400

Rob Scott: 612 active currently active cases this is date stamp this week the public, the total population. There's 1250 mean half the people in the facility have a positive test when the past two weeks.

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00:27:57.870 --> 00:28:05.940

Rob Scott: When we send out 100 who is another change in the program is 100 and Molly now run the program to don't mind. Can you go, respectively.

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00:28:06.810 --> 00:28:16.650

Rob Scott: To the front gate of Elmira she she complains being greeted by an officer with the mask on his forehead. And this isn't a facility with this infection level and so

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00:28:17.850 --> 00:28:31.320

Rob Scott: You know, it's just it just, you know, and this is a place for saying, Why aren't you setting up your, you know, video teleconference set up faster for us. Can you go 157 cases is this week at have a population of 650

197

00:28:33.120 --> 00:28:38.490

Rob Scott: All burn is one of the lower ones with 9594 and have about 1000

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00:28:40.230 --> 00:28:49.080

Rob Scott: And our other facility five points just seems to be impervious so they only have 16. Well, that's a very low level 16 cases at present, where the rest of the region is really

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00:28:49.800 --> 00:29:01.620

Rob Scott: Were on fire with covert out here is the worst area of the state right now and I'm just going to add this sentence, I don't know where else in this meeting, I would add this in, but I have asked the powers that be here at Cornell.

200

00:29:03.690 --> 00:29:07.080

Rob Scott: In response to the provost email on Monday to include

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00:29:08.370 --> 00:29:14.370

Rob Scott: Those who go to these facilities to deliver materials to be included in the one B vaccination schedule.

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00:29:15.330 --> 00:29:23.100

Rob Scott: And I there's nothing official yet, but I've basically been given a signal that if I haven't heard something by Monday that we should be

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00:29:23.670 --> 00:29:38.850

Rob Scott: We should be expecting something positive by Monday in terms of being able to get into this rotation I. The question is whether you can define all the hundred in this case as an educator for Cornell and that the standard thus far has been in person instruction.

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00:29:40.170 --> 00:29:49.440

Rob Scott: But to my mind, this is way more dangerous than going to work at the medical center or teaching in a classroom where people are falling protocol here on campus.

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00:29:50.520 --> 00:29:58.230

Rob Scott: So I don't know what if what the legal issues are, but at minimum, the three coordinators who we have sent going to these facilities.

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00:30:00.150 --> 00:30:13.260

Rob Scott: I am uncomfortable with the whole thing. I don't know. I think I just feel like that, if that's left out of this that we also have our own concerns about ourselves and our children and family and all this. That's just should be included here.

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00:30:14.430 --> 00:30:24.030

Rob Scott: But to the question Judy's rating. Actually, I think, you know, maybe we'll be kind of curious to explore. Is there a way to think about if Auburn would be

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00:30:25.740 --> 00:30:27.870

Rob Scott: Cooperative and installing it's

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00:30:28.890 --> 00:30:45.750

Rob Scott: video conference setup whether there could be something that could be at least promised remotely to try to keep the threat of faculty teaching consistent absent that video connection the mailing and and secure messaging through the coordination, if the coordinator

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00:30:47.040 --> 00:30:51.240

Rob Scott: That's been permitted is not have

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00:30:52.680 --> 00:30:59.100

Rob Scott: Sufficient quality really to merit, what is required to do that when when I think of a cornell university course.

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00:30:59.490 --> 00:31:14.070

Jamila Michener: Can I ask a related question, which is, if, if the video piece is set up for example at Auburn in time for the summer, what are the plans as far as the summer curriculum is that are their thoughts, their future.

213

00:31:14.160 --> 00:31:34.020

Keisha Slaughter: That is so up in the air. So since we rely so heavily on the education staff and these facilities, they're gone, they're gone in the summer. So our last summer, we didn't have the summer semester we were still finishing out the spring semester. The coven semester and you know some

214

00:31:35.040 --> 00:31:41.760

Keisha Slaughter: Auburn Elmira. For example, there was a point when they're like, No, you guys can't continue your classes correspondence, no one else's

215

00:31:42.090 --> 00:31:52.410

Keisha Slaughter: No one else is doing it in the facility. Why should the college program do it so I mean that they're all these pauses and so we needed the summer to finish that pandemic semester.

216

00:31:54.120 --> 00:31:59.640

Keisha Slaughter: And so we obviously were thinking about summer and are thinking of maybe to do something.

217

00:32:00.210 --> 00:32:07.500

Keisha Slaughter: Differently. I just, we're having exact meetings with all the facilities at the end of this month. So this will come up. Then, but

218

00:32:08.010 --> 00:32:15.570

Keisha Slaughter: During that period, we were relying on staff that was not the education staff. We were basically, this was

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00:32:16.140 --> 00:32:26.850

Keisha Slaughter: Given to other corrections staff that wasn't their job to meet coordinators to do these exchanges and try to facilitate this so that we could finish our semester.

220

00:32:27.450 --> 00:32:41.310

Keisha Slaughter: So just moving forward to how the video conference that classrooms are set up there. Is it has to be connected to the ED supervisors computer that supervisors. The only one that has access to his

221

00:32:41.970 --> 00:32:54.450

Keisha Slaughter: Or her office. So if they're gone all summer. We're just, you know, I don't know how that we're going to be able to satisfy that aspect that is needed during the, during the distance learning

222

00:32:54.990 --> 00:33:04.230

Keisha Slaughter: I mean, we need to have some kind of interaction, we need to show Cornell and our community college partners that we're at least trying, you know, in, in these circumstances.

223

00:33:04.560 --> 00:33:10.440

Keisha Slaughter: To have some kind of back and forth something substantial for, you know, with the students.

224

00:33:11.310 --> 00:33:16.500

Keisha Slaughter: So I just, that's something that we're still thinking about so very much up in the air. I'm not sure though.

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00:33:17.400 --> 00:33:24.330

Keisha Slaughter: Docs will allow someone else to access that supervisors office. Usually, I mean if

226

00:33:24.870 --> 00:33:35.760

Keisha Slaughter: I we've been in the facilities in the supervisors and they're like, for joining classes at night and if there'll be things that are locked in their office like our books that you know they forgot to put out

227

00:33:36.240 --> 00:33:48.420

Keisha Slaughter: And we can access it. So it looks like it's going to be tricky. And also, we'll have to see at all of our semester so far. While we've had this pandemic have been bleeding into the next. So

228

00:33:48.840 --> 00:34:00.150

Keisha Slaughter: Yeah, it would be possible that, unfortunately, as is the case. Last, last year, now that this spring semester is bleeding into the summer to try to finish up.

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00:34:00.930 --> 00:34:15.030

Jamila Michener: That's helpful context Kesha and everything that you said makes perfect sense, we, we should move on. Is there anyone who has any more questions relevant to look curriculum piece of things before we, before we move on.

230

00:34:18.180 --> 00:34:26.190

Jamila Michener: No. Okay. And, I mean, one thing that at least I'll flag in my own mind duty that you mentioned, is this concern over

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00:34:27.270 --> 00:34:33.570

Jamila Michener: Maintaining the connection to the faculty over this extended period of time where there's limited opportunities for faculty to

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00:34:34.230 --> 00:34:45.150

Jamila Michener: To do very much. I think that's it's an open question what that will mean there may be some people who are like, Thank God I can be out in the world. Again, I want to do all the things I was doing before. I want to do more of the famous

233

00:34:45.570 --> 00:34:58.050

Jamila Michener: And so it may not be. It may not be a concern that materializes but it's certainly worth keeping on our radar and maybe revisiting and if there is a kind of sluggishness they're thinking about

234

00:34:58.800 --> 00:35:10.890

Jamila Michener: How to address that strategically. Maybe it's recruiting new faculty. Maybe it's some other mechanism. But I think it's worth like flagging explicitly so I'm glad that you did, Judy.

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00:35:11.160 --> 00:35:28.680

Keisha Slaughter: He should go for it. Yeah. And just if it's helpful to know, Judy. There's still professors that have been in contact with us that are wanting to be involved. So even instructors, I'm sorry, professors who have said you know i i'd like to maybe revisit this when we're back in person or

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00:35:30.060 --> 00:35:31.470

Keisha Slaughter: You know, if there is ever a

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00:35:31.470 --> 00:35:32.700

Keisha Slaughter: video conference.

238

00:35:32.880 --> 00:35:43.800

Keisha Slaughter: Line that is can be more regular we're still in contact with them. They haven't wavered. And the fact that they, you know, things can change. I get that. But I mean, there

239

00:35:44.100 --> 00:35:55.740

Keisha Slaughter: Were still in contact with those. There's still new faculty reaching out asking how they can be involved. So I think that it's still promising, but I recognize the concern and I it's a valid one for sure.

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00:35:56.460 --> 00:36:04.950

Jamila Michener: Yeah I second that. Keisha I've had a number of faculty and graduate students reach out to me and asked me about being involved. I usually tell them to reach out to you off.

241

00:36:06.150 --> 00:36:08.880

Jamila Michener: So maybe it's the same people that were thinking about

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00:36:10.080 --> 00:36:18.630

Jamila Michener: Which suggests to me at least some some number of people are are interested, and I was supposed to teach in the summer and and was super disappointed I didn't get a chance to and

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00:36:18.930 --> 00:36:25.890

Jamila Michener: And as opposed to feeling like, oh, I'm going to go do other things. I mean, I'm doing plenty of other things. But it doesn't sort of, you know,

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00:36:26.610 --> 00:36:35.190

Jamila Michener: At all affects my excitement about teaching again when I get a chance. So hopefully that's the case. Generally, but it's good to keep in mind. The concern I think

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00:36:37.260 --> 00:36:37.800

Jamila Michener: Okay.

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00:36:37.860 --> 00:36:47.850

Jamila Michener: Thanks. Yeah thanks keyshia for walking us through that you did an excellent excellent job and and yeah, it sounds like it's all hard so

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00:36:49.950 --> 00:36:55.350

Jamila Michener: But you seem like you're managing that as well as it could possibly be managed. So thank you. Keisha

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00:36:55.620 --> 00:37:03.300

Jamila Michener: Thank you. We are going to transition now to talking just more broadly about this Pell Grant restoration

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00:37:06.030 --> 00:37:22.110

Jamila Michener: Process that's seemingly underway and I'm gonna let Rob take us away on this one. I think the important thing for us to consider is what the implications are for see Pat and how we might sort of map that out, think through it.

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00:37:22.560 --> 00:37:27.750

Jamila Michener: And plan accordingly in a big picture sort of way. But Rob, go for it.

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00:37:29.400 --> 00:37:31.650

Rob Scott: Yeah, thanks. And so how I think I'm going to

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00:37:33.180 --> 00:37:41.040

Rob Scott: Give a spiel is really appreciate us using the advisory board for advice here and it really and the duties question to which I think

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00:37:42.300 --> 00:37:44.460

Rob Scott: raises some interesting question about faculty involvement.

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00:37:45.990 --> 00:37:53.100

Rob Scott: This is one of those places. And it could be there, there's more than one aspect in which we have to really rethink

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00:37:54.540 --> 00:37:58.260

Rob Scott: What CTF is going to be or what Cornell's in prison effort is going to be

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00:37:59.970 --> 00:38:07.140

Rob Scott: Assuming Kovac goes away. But Pell Grants are now available to people who are incarcerated, if people didn't hear the news.

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00:38:07.860 --> 00:38:14.670

Rob Scott: And I promise you I was trying to do a big mission accomplished email that was going to go out to the world.

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00:38:15.030 --> 00:38:28.800

Rob Scott: Right. As soon as this was signed on December 17 and then Trump decided he wasn't going to sign it. They need to sign it, like, the day after Christmas, and then like the whole world has blown up. And so this story is completely stale compared to

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00:38:29.850 --> 00:38:31.860

Rob Scott: What people are now concerned about in

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00:38:33.780 --> 00:38:34.860

Rob Scott: national affairs.

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00:38:36.150 --> 00:38:39.540

Rob Scott: And so here was what was snuck into the Omnibus

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00:38:40.800 --> 00:38:47.970

Rob Scott: Appropriations Bill the Pell Grant for incarcerated people will be unqualified rest restored.

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00:38:49.410 --> 00:38:52.590

Rob Scott: Effective the academic calendar 2023 24

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00:38:54.210 --> 00:39:03.780

Rob Scott: The first FAFSA forms that will reflect their eligibility, as well as remove several questions which referred to criminality, such as. Have you been convicted

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00:39:04.890 --> 00:39:16.560

Rob Scott: Of an offense related to drugs will be removed for the FAFSA 2022 form. So, next year's FAFSA form, which can be submitted in August of 2022

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00:39:17.370 --> 00:39:26.400

Rob Scott: Will be the first time that incarcerated people can unless something else changes that will be the first time that incarcerate people can submit a FAFSA to request a Pell Grant to support the cost of tuition.

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00:39:28.890 --> 00:39:35.520

Rob Scott: I can say a lot about this. I'm trying to stay out of it because there's a lot of interesting politics behind that. But we just stick with the relevance to Cornell.

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00:39:37.410 --> 00:39:42.300

Rob Scott: All four of the prisons, we operate in have an associate's degree granting program from SUNY

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00:39:43.830 --> 00:39:51.000

Rob Scott: And we expect that 60 to 80% of those students could receive a Pell Grant if they were to apply properly through FAFSA.

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00:39:51.510 --> 00:40:07.500

Rob Scott: I say 60 to 80% because what we've heard from people that have participated in the experimental runs of restoration of pill for people in prison. They've had a rejection rate of around 2030 40% depending on the facility and depending on other things going on. These are for things like

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00:40:09.240 --> 00:40:25.440

Rob Scott: Having defaulted on the loan having a spouse that might have income that makes them eligible for federal assistance because of their income level challenges with names not matching IDs and and social security numbers and things like that.

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00:40:26.910 --> 00:40:36.990

Rob Scott: And probably a few other things I can think of. But so, just to be clear, not 100% of people in prison are eligible for Pell Grants. Maybe some people even use the only get 10, your life will use them. I don't know.

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00:40:38.730 --> 00:40:50.520

Rob Scott: That for people that are matriculating into a degree granting program. They're eligible to apply for a Pell grant awards almost \$6,000 per year for full time enrollment.

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00:40:51.990 --> 00:41:03.660

Rob Scott: verified by an institution of higher learning. So I've already reached out to community college and Corning Community College Kesha has been with me with this we spoke with can you actually last week.

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00:41:04.980 --> 00:41:09.150

Rob Scott: And to my pleasure. I am happy to tell you they're wanting to continue partnering with us.

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00:41:10.560 --> 00:41:21.180

Rob Scott: I actually gave them three scenarios. I said there's like Brexit like basically you guys go and do the associates degree program and Cornell's like nice knowing you.

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00:41:22.200 --> 00:41:31.470

Rob Scott: Or there's some kind of hybrid situation where students apply for Pell Grants. We charge them tuition, but then get paid for it by the pill mechanism.

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00:41:32.430 --> 00:41:44.670

Rob Scott: There's some kind of revenue sharing between Suni and Cornell and there's some offerings of classes from both maybe we both look to our strengths or come up with some format there. And I said, one of our criteria might be as Cornell.

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00:41:45.690 --> 00:41:53.400

Rob Scott: Keeping Pell LM ineligible students enrolled in college. So that would be our big thing is if we would would make that a condition is that you wouldn't

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00:41:53.760 --> 00:42:00.300

Rob Scott: Turn away people because they're FAFSA was rejected. And then I said, you know, there's also scenario three which is you say,

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00:42:00.930 --> 00:42:10.140

Rob Scott: Go get your FAFSA forms get Pell Grants sent over to us, but we still want Cornell to basically do everything just how it currently is we basically do the administration and the prison, we do the

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00:42:10.530 --> 00:42:15.540

Rob Scott: Other stuff we're talking about research teleconferencing grade reporting everything recruitment instructors.

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00:42:17.040 --> 00:42:24.690

Rob Scott: So it sounds like they want something more in the middle and they want to talk about it and the timeline that I'm describing which let's for now assume is going to be holding

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00:42:25.260 --> 00:42:41.610

Rob Scott: gives us some time to think about this. I've talked with Catherine who's not able to be in town this month. And it's dealing with a family situation. So she's aware and we will we will look to some different future with Cuba Corning has expressed that they are kind of interested in the

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00:42:42.810 --> 00:42:52.650

Rob Scott: Maybe breaks, it's the wrong. But, you know, a sort of a more hard establishment of a direct line between Corning Community College and the Department of Corrections to

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00:42:53.640 --> 00:43:04.170

Rob Scott: Navigate and associates degree program when the funds become available. So there we might be looking to a 2023 that's very different from 2021 or 22 and

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00:43:05.550 --> 00:43:06.960

Rob Scott: To the extent we can be normal now.

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00:43:08.490 --> 00:43:16.350

Rob Scott: So here are the questions we raised for Cornell that I mean the several actually one we've used a tremendous number of graduate students and undergraduates.

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00:43:17.400 --> 00:43:18.390

Rob Scott: Both to

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00:43:19.530 --> 00:43:41.490

Rob Scott: embrace our own ethos of engaging with real world problems and educating our campus members about mass incarceration, but also as a way of making available a set of people who would like to contribute to instruction, who are not either as busy committed or expensive as our faculty members.

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00:43:42.780 --> 00:43:44.940

Rob Scott: Talking about the pre retirement faculty members.

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00:43:46.740 --> 00:43:56.880

Rob Scott: And and part of that has been looking to innovate because of the absence of pilgrims. So now with programs for stored and the possibility that we could actually ask of them.

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00:43:57.240 --> 00:44:13.050

Rob Scott: Like, like, okay, can you guys says they want to partner, we could say to them well, we see the potential for you to pull in a half million dollars in Pell grants in the first year. Could you do XYZ. We now have deliberately being vague here an opportunity to look at all of you.

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00:44:14.220 --> 00:44:30.480

Rob Scott: To formulate asks of them that would have budget implications for them. Whereas in the past. It has always been, we could ask them for something and say, you know, we might contribute a little bit of money out of our grants and gifts that we've used as the private fundraiser in the relationship.

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00:44:32.220 --> 00:44:38.790

Rob Scott: Additionally, we could ask ourselves more about what specifically do we want to distinguish Cornell's offering in the realm of curriculum.

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00:44:40.470 --> 00:44:42.000

Rob Scott: I think it would be wise actually a

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00:44:43.020 --> 00:44:48.720

Rob Scott: Good job. It's okay to say we chatted outside of this meeting, it'd be wise to convene the curriculum committee from time to time.

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00:44:50.040 --> 00:44:55.230

Rob Scott: Simply in its own right and thinking about the challenges with the certificate and we're doing more broadly.

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00:44:56.550 --> 00:45:03.570

Rob Scott: But really, we could also think about looking at the community college curriculum for this associates degree and say, Are there certain places here we would really want to

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00:45:04.470 --> 00:45:13.290

Rob Scott: Say this. This distinguishes us Nancy who's on the phone and basically created a culture of mindfulness in these prisons over the past few decades.

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00:45:14.130 --> 00:45:22.590

Rob Scott: Which is now also satisfying a physical education requirement, but I don't think of it as only that our law practice them.

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00:45:23.310 --> 00:45:37.500

Rob Scott: has offered law courses almost 100 over the course of 12 years across all four prisons to launch students at a time, teach it at sometimes the same facility to themselves and others facilities.

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00:45:40.890 --> 00:45:46.710

Rob Scott: Bruce and exterior and so many things we do right in the same town as QQ Community College and this is stuff that we would like to

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00:45:48.510 --> 00:46:01.470

Rob Scott: Think about whether that's mainly it for the associates level education offerings or whether we do things beyond the others, and I haven't mentioned yet is obviously we do things beyond the associates level and we offer 304 hundred level classes.

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00:46:02.550 --> 00:46:14.970

Rob Scott: Finally, a few other things the certificate and liberal arts, what becomes its role in the era and which not only can you go to community college and so on, but also other four year to granting institutions might be trying to get into these prisons.

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00:46:16.230 --> 00:46:23.130

Rob Scott: I specifically would look to Ithaca College, which is probably I in Elmira and from an email question I've been looking at

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00:46:24.720 --> 00:46:27.960

Rob Scott: A curiosity about Auburn prison from Syracuse University.

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00:46:29.880 --> 00:46:33.360

Rob Scott: And I might also mention our friends at University of Rochester looking over at Attica.

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00:46:36.480 --> 00:46:41.970

Rob Scott: I don't think we're allowed to say much. But you know what, Catherine said at the last week is probably in the notes about there being a

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00:46:42.600 --> 00:46:50.370

Rob Scott: Comment from the provost about exploring degree offerings for folks who aren't perhaps ever able to set foot on campus.

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00:46:51.090 --> 00:47:01.320

Rob Scott: I believe there is a committee convening I actually wrote Catherine and said, I'm just going to repeat what you said, if you don't mind. So I think that committee has yet to meet. And I don't know if I'm allowed to say anything else but there's that

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00:47:03.690 --> 00:47:10.380

Rob Scott: And I guess I just want to say one other thing to which is probably at the front of people's mind. It's really as much as fundraiser and chief. It's in my mind.

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00:47:11.070 --> 00:47:19.410

Rob Scott: When Pell Grants come back. Does everyone abandoned us in terms of funding Cornell on in terms of our private contributions to the budget.

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00:47:20.850 --> 00:47:29.850

Rob Scott: Good news is the occasion I met with the Mellon Foundation this week and, among other things, just apropos everything that he was talking about.

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00:47:31.050 --> 00:47:37.050

Rob Scott: We've underused some of the funding in the covert era, because the scale of what we can do, has been reduced.

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00:47:38.040 --> 00:47:44.700

Rob Scott: I was candid about that. But the reduction has been as small as we possibly could and others were doing as much as we can.

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00:47:45.690 --> 00:47:58.110

Rob Scott: We've staffed all the positions that we can. We've offered everything that we can. We've invested in program development for, you know, creating teleconferencing and facilities that are let I run

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00:47:59.790 --> 00:48:01.290

Rob Scott: And to my

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00:48:02.460 --> 00:48:16.560

Rob Scott: Delight. I can tell you all that they are inviting us for a third grant to last three years 2022 23 and 24 at equal or greater value to the grant that we currently have. I see. It makes my life Judy's face because you have me right the first

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00:48:17.790 --> 00:48:24.240

Rob Scott: over a weekend and they haul in 2015 Judy have a tenor of Scott burning the midnight oil to get the first melandri

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00:48:25.470 --> 00:48:31.740

Rob Scott: And that's what allowed us to expand these for prisons, without any Pell revenue or any other sense of there being public support for this.

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00:48:33.420 --> 00:48:39.450

Rob Scott: But one of the things that I said in that and then I'll end here because this is then I think for it'd be much more interesting to hear what you

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00:48:39.840 --> 00:48:45.510

Rob Scott: Folks have his thoughts probably calling for a committee here or something. I told him, Ellen foundation

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00:48:46.410 --> 00:48:52.200

Rob Scott: That's so great because guess what during those three years is when we're going to need to be formulating

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00:48:53.160 --> 00:49:01.950

Rob Scott: You know enshrining in documentation of some sort, like an MO EU and then implementing a transition into the air and which Pell grants were will be available.

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00:49:02.190 --> 00:49:08.430

Rob Scott: So how nice that Cornell can go through that process with the year before, during and after the pill implementation.

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00:49:09.270 --> 00:49:23.160

Rob Scott: Having a separate budget that was intended to support work at this level without Pell Grants so that both allows us to and I would be happy to provide information to a committee that would meet with me quiche and others about this.

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00:49:24.930 --> 00:49:29.610

Rob Scott: What the budget implications are for the return of Pell in terms of the entire system.

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00:49:30.600 --> 00:49:45.510

Rob Scott: What it would be if we were to have a small bachelor's program that were to get it just as a hypothetical. What if we got it done and where we stand with trying to fundraise

through other sources so that when the melon grant eventually does go away. Now we're talking about 2025 or beyond

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00:49:47.550 --> 00:49:50.970

Rob Scott: What what Cornell could say we should commit to this because we're not going to just

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00:49:51.540 --> 00:50:00.360

Rob Scott: Let people run off a cliff. When we get to that point and we aren't any longer, and a period in which foundations really for, you know, for 20 years now have supported this work, but they will stop one day.

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00:50:01.710 --> 00:50:10.710

Rob Scott: And they say feel very proud. I think of the programs, they've pushed forward, including us that put this on the radar and led to this federal legislative change.

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00:50:12.390 --> 00:50:26.640

Rob Scott: I think I'm telling as a lead by the republicans a today, Lamar Alexander from Tennessee got this thing done and bite until 1994 so you just have to be said somewhere. Look at the signing ceremony. That's the crime bill 1994 and it's Clinton and Biden hugging in front of everybody.

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00:50:28.500 --> 00:50:33.270

Rob Scott: But for whatever purpose. We've got this thing back and we could add to it the tax bill here in New York.

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00:50:34.470 --> 00:50:41.070

Rob Scott: And that's a longer story, but I think it's actually made better by the pill return and we could see ourselves in an era in which

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00:50:42.540 --> 00:50:49.620

Rob Scott: The state pays for college in prison and Cornell will have a very different role there. But I'm glad to say we're really empowered at this moment.

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00:50:50.550 --> 00:50:59.790

Rob Scott: And so we're really in the driver's seat and hardly anyone out there has vision. So I turned it to you saying let's let's come up with some visions for how we can transition into this and also

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00:51:00.780 --> 00:51:07.860

Jamila Michener: Yeah, let's jump into the conversation. I will just say maybe a few things, which is so one is a really specific question, which is

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00:51:08.400 --> 00:51:20.580

Jamila Michener: It's a specific like quick hopefully there's a quick reply. If not, we can we can talk about it later. But it sounds like you've been in contact with melon about other things, Rob, but have you have

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00:51:20.940 --> 00:51:33.390

Jamila Michener: Has has this been on the radar or been a part of your conversation in terms of trying to probe to figure out if there are any budget implications directly with respect to melon. That's like does melon seem to care.

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00:51:34.410 --> 00:51:40.410

Jamila Michener: Or have this on their radar, or is that more sort of a preemptive concern of yours than anything that they've indicated at all.

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00:51:41.610 --> 00:51:48.840

Rob Scott: I'll give you the quick response, which is melon, for some reason, decided to go really big during the Kobe periods there. They've increased philanthropy in the past year.

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00:51:49.020 --> 00:51:55.950

Rob Scott: But they don't want to see his programs that are not spending the money they're given money for a lot of money for college in prison, they're the largest funder in the country.

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00:51:56.430 --> 00:52:08.880

Rob Scott: And some have not been able to spend it because they were offered such large budgets that they didn't. So if you heard my story Cornell's done everything and said it would. And they were glad about that and say, well, then you're ready for your next grant starting

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00:52:08.970 --> 00:52:10.320

Jamila Michener: But they don't. So then

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00:52:10.350 --> 00:52:12.750

Rob Scott: The proposal be doing for their board meetings in December.

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00:52:13.320 --> 00:52:23.310

Jamila Michener: But they don't seem to think like, Well, you know, you're going to have this other funding soon. So let's, let's think about that are has that been raised directly by our wisdom.

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00:52:23.700 --> 00:52:30.240

Rob Scott: Now, that's a great question and actually we and many others have have been sure whenever we've worked with foundations to to

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00:52:30.630 --> 00:52:42.630

Rob Scott: Remind them consistently that the cost of a Cornell education isn't \$5,000 or \$6,000 per student. And so our expenses are much greater. There are many waved costs and other workarounds that we're doing in order to make

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00:52:43.950 --> 00:52:48.930

Rob Scott: The money work to be able to do something in prison. In this case there was Sunni Community College.

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00:52:50.010 --> 00:52:56.040

Rob Scott: But they, they're really excited to hear the Cornell still thinking about innovating and the goal wasn't just to get

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00:52:56.700 --> 00:53:07.170

Rob Scott: The lowest cost college program available to people in prison. It was to think about the broader culture of policing and punishment in America and and they're on board for all that and their president is really on board for it.

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00:53:07.740 --> 00:53:12.600

Jamila Michener: All right, that's good that's best case scenario, Judy, go for it.

354

00:53:13.140 --> 00:53:23.910

Judith Appleton: And so I really appreciate this summary because I I don't understand how very well and didn't understand what was going on. Very well. So I, I appreciate it.

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00:53:26.070 --> 00:53:29.970

Judith Appleton: But I have a cup and I have a couple of points.

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00:53:31.740 --> 00:53:36.810

Judith Appleton: The first one is, and Catherine will be obviously much more tuned into this now than I am.

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00:53:38.250 --> 00:53:48.300

Judith Appleton: It would not surprise me if the government. It's a governor did not encourage the State University of New York to take over teaching in college teaching college in prison.

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00:53:49.470 --> 00:53:53.310

Judith Appleton: He treats SUNY like an agency and

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00:53:54.420 --> 00:54:12.420

Judith Appleton: The response that you got from Corning may be there, a sort of personal response. But I also have some anxiety about there being a system response coming from the Chancellor, who is as most everybody knows, like the governor's guy so

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00:54:14.700 --> 00:54:21.120

Judith Appleton: I'm really glad that you guys are on top of that, and that you've already talked to, to the community colleges. But there's a

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00:54:22.680 --> 00:54:26.760

Judith Appleton: Lot of awareness to have about how they will

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00:54:28.200 --> 00:54:29.730

Respond.

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00:54:31.650 --> 00:54:34.830

Judith Appleton: And the other thing I'll just comment on is that I think you're

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00:54:36.780 --> 00:54:41.490

Judith Appleton: You're into enthusiasm for supporting students who don't qualify for Pell

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00:54:41.880 --> 00:55:01.650

Judith Appleton: That Cornell would want to support all students who qualify for college in prison, not based on whether or not they qualify for Pell. I think that's a really important premise to hold on to. And it may just it would certainly distinguish us from

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00:55:03.150 --> 00:55:05.880

Judith Appleton: Maybe an approach that that Sunni might take

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00:55:08.100 --> 00:55:25.920

Judith Appleton: So I don't know what the, what the path here is is all still very confusing to me, but I do appreciate the fact that there's some stretchy very strategic thinking going on about how Cornell will be positioned to continue to support College in prison after this change.

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00:55:26.790 --> 00:55:30.810

Jamila Michener: I'll, I'll second. I mean, I think all what Judy just said is great and important and

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00:55:31.650 --> 00:55:44.190

Jamila Michener: And then also thinking about sort of the larger politics of it. Like, how will Sunni be position visa V these different officials. But one thing I just want to add really quick to what you just said. Judy and then si, si I'll be quiet and go straight to you.

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00:55:45.630 --> 00:55:57.120

Jamila Michener: Is that what you mentioned earlier, around, around the FASFA acceptance rates and that like pretty wide range of acceptance and and the fact that like when the actual

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00:55:57.930 --> 00:56:05.430

Jamila Michener: rubber meets the road in the policy is implemented, we have yet to see what those acceptance rates will be and the more sort of

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00:56:06.390 --> 00:56:17.130

Jamila Michener: The lower the rates are or the more widely varying unpredictable arbitrary. They are the more of a nice that creates for Cornell, to be able to say, well, we're actually going to be

373

00:56:17.670 --> 00:56:28.200

Jamila Michener: We're going to be funding people, irrespective of this and that could be, I mean there's curricular niches, which is what, which is what I heard you asking us to speak to, but there are also these

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00:56:28.470 --> 00:56:34.410

Jamila Michener: These other substance of ways that can be quite distinctive and that might be one of them. So go for it.

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00:56:35.190 --> 00:56:41.250

Esta Bigler: Um, thanks. I just wanted to add to something that Judy was talking about Sunni and

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00:56:42.120 --> 00:57:01.530

Esta Bigler: Frankly, its relationship to Cornell. So just to an end, even a larger context. One, we don't know how big the cut is going to be to SUNY in the in the governor's budget. And what does that mean, since it's a grant institution of the state, you know, we get a chunk of money.

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00:57:03.720 --> 00:57:07.800

Esta Bigler: From from SUNY and then that money is divided among, of course.

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00:57:08.460 --> 00:57:15.330

Esta Bigler: Running of the university facilities, as I understand it, but also the for land grant schools are, you know, contract colleges

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00:57:15.690 --> 00:57:29.100

Esta Bigler: And so there's that whole other area of we don't know what's going to happen in terms of our relationship to SUNY if some discussions about, you know, cuts to Cornell and how our money get comes from SUNY to us.

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00:57:29.520 --> 00:57:40.230

Esta Bigler: As quite out. So there's a lot of moving parts is only thing I wanted to say that this is actually could be part of a much larger picture of a realignment between Cornell and Suni

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00:57:40.860 --> 00:57:51.930

Esta Bigler: And as you point out, Judith. Yeah, the relationship between the chancellor of Suni and the governor is exceedingly close so

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00:57:52.980 --> 00:57:57.990

Esta Bigler: I don't know what's going to happen. But I thought we should know that there's a larger picture as well going on here.

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00:57:59.700 --> 00:58:00.390

That's helpful.

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00:58:02.700 --> 00:58:05.730

Jamila Michener: Anyone else there were a couple buckets that Rob laid out like we

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00:58:05.760 --> 00:58:09.870

Rob Scott: Could I could if I could just put a footnote on the Sunni thing before we move on, which is, um,

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00:58:11.940 --> 00:58:21.000

Rob Scott: It's a Pell Grant would pay for a Sunni Associate's Degree in most cases more or less the entire cost, you're gonna if you move

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00:58:22.440 --> 00:58:29.100

Rob Scott: Any kind of residential costs. I mean it's it's not that expensive compared to for instance a Cornell education so

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00:58:30.120 --> 00:58:39.930

Rob Scott: One of the things that I guess we've been thinking about here is also what do basically all the college speak this way all the other programs in the state that are looking at this are looking at will.

389

00:58:40.470 --> 00:58:53.610

Rob Scott: Be able to do our full cost still except Sunni and there's a great role for Sunni and being able to actually have its, its cost men and possibly having an increment that they could put towards supporting partnerships with others. I just also want to say that Sunni has a

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00:58:55.110 --> 00:59:03.060

Rob Scott: Unit in its central office that's dedicated to prison education right now its head by a person named Rachel Sandra, who many of us have worked with

Rob Scott: A guy named Tom gays and a few others are over there and and we're regular communication with them about this. The Chancellor level we're not

Rob Scott: But so we'll see. But they are definitely doing strategic thinking over there and they're thinking about

Rob Scott: We actually said it with the Department of Corrections in December on a on a big conference call. The goal of having a college program in every remaining correctional facility in the state.

Rob Scott: That said, if you look at the numbers. I put in the chat here, folks. Just one other thing that have on your radar for this year.

Rob Scott: They're going to shut down presidents, the governor's guy executive authority to shut down a prison within 90 days.

Rob Scott: If I'm a 23% of the prison population disappeared last year. So when the coven thing isn't there to provide a rationale for keeping them over, which is currently. This is the only week we get social distancing is all that empty space.

Rob Scott: When that's gone. I think we're going to see a bunch of prisons, including college program prisons disappear and that could hit us. And you'll Mayra. We don't know. Sorry. Please brainstorm with me.

Rob Scott: Yes.

Rob Scott: Generally

Jamila Michener: President shutting down is a good thing now.

Jamila Michener: We we'll figure the rest out, but I was going to say that there are a couple buckets that I heard, Rob.

Jamila Michener: Flag earlier in the longer bit that he had one was in terms of asking for our info. One was curricular right and whether there are some pieces of the puzzle there that we want to help think of

Jamila Michener: One was around budget implications and then of course there were one was about their certificate whether there are any implications for a certificate in liberal arts

Jamila Michener: In a broader context where now there's maybe a new market for different degrees. What does that mean for the certificate

Jamila Michener: And then of course there's like the big picture just thinking about the future of the program with all of these different pieces the budget, the curriculum, the certificate in in view.

Jamila Michener: Like there's only so much. We're going to be able to get to in the next

Jamila Michener: 15 minutes or 20 minutes or however long we have left. So we will probably have to make a decision about whether there should be a committee or maybe multiple committees to tackle different facets of that.

Jamila Michener: And and sort of channel. The, the insides of the the advisory board to try to provide proper feedback, but it might be good. Just if there are thoughts on any specific pieces of that now that speak to them. If anyone has been Peter

Peter Enns: Yeah, thanks. It sounds like those sort of maybe ongoing conversations about the possibility at some point of a Cornell degree through the prison. And I mean, I personally think that would be terrific. So I wonder if this kind of can all come together, where the fast food.

Peter Enns: What do you say, Rob.

Peter Enns: Sort of to me implies a timeline for when you know that that could sort of

Peter Enns: An externally imposed timeline that could be beneficial meaning sort of gives potential leverage to accelerate these conversations by if this was in place by this day.

Peter Enns: That we're sort of optimally suited to to capitalize on this and in addition to the timeline that there's sort of some numbers that are like the 6000 and obviously that doesn't cover a Cornell degree, but I think

Peter Enns: If SEPA could show with that amount.

Peter Enns: And with other funding, such as melon that could cover costs and then if she could show and we have the ability to in terms of staff and faculty

Peter Enns: And then the timing is imposed by fast fun when the policy comes in place.

Peter Enns: Sort of with those three things that might be enough to sort of hopefully push the conversation along.

Peter Enns: To make sure this happens and happens quickly and so it sort of, in other words if SEPA thinks a degree program would be ideal. I think showing. We have the capacity

Peter Enns: And financial support. Once this is in place and to make that happen. And to be positioned for it. We need to move at this pace. I think that that would be sort of the approach I would suggest

Jamila Michener: Yeah. What I think that's absolutely

Jamila Michener: Right. Peter and and rob you may, you may not agree with this, but I do think the fact that Cornell is as Rob gesture to earlier is thinking broadly about having a sort of like part time be a program

Jamila Michener: That any number of people who are students who are quote unquote non traditional

Jamila Michener: Who don't necessarily or won't be able to come to campus like and I think included in the, the kind of ambit of students that Cornell is imagining that program would be

Jamila Michener: Applicable to that like incarcerated students are included in how they're thinking about who that part time MBA program would be serving so

Jamila Michener: That has given me a little pause in the sense of, like, I wouldn't want to have two tracks unfolding at the same time that are connected to each other without figuring out explicitly how they're connected so

Jamila Michener: I'm curious about where that part time MBA program is going to go and whether we'll be able to fold a VA program for incarcerated students into that thing that

Jamila Michener: Cornell is already doing our weather will still need to think about having something completely separate from that. So there's a question mark there for me.

Jamila Michener: But that doesn't take what you're saying is still perfectly logical right right on the mark, Peter. I'm just saying that that's that's kind of throwing a wrench in my thinking about

Jamila Michener: The process for moving forward with a BA for incarcerated students because now there's this new potential mechanism for doing that.

Rob Scott: If I could just add something. It makes it probably even more complicated well Peters right about the FAFSA form submissions in 2022 and implemented in 23. I mean, they can be submitted up until the semester that provides a certain timeline meaning or deadline.

Rob Scott: So does this melon grant renewal because 50% of the million grant period would be Pell covered

Rob Scott: That's latter half of 2023 and all of 2024 so if there was something with budget implication that could aid if this conversation around the bachelor's

Rob Scott: It would be good to know that this summer. And that's me and academic terms is extremely fast to be thinking about it because the budgets, the most you know kind of afterthought thing. Unfortunately, when we think about what's really the right thing for programming.

Rob Scott: But put it on the table here. I guess I just want to say to as we transition to other topics. It would be great if we took this conversation beyond this one meeting.

Rob Scott: And I also want to say that it's barely been mentioned that the secret advisory board. There is an alumni advisory board as well. Now, and you guys maybe you haven't. Maybe met some of the folks on there. And we do have one members on both

Rob Scott: In Darnell here. But that's also a source of great advice to the program. And this is another issue of which I think we would be well advised

Rob Scott: To take the opinions of college graduates everyone on that board has words about to have a bachelor's degree or to them. So these are students from our program and two cases from Bard presentation as well.

Rob Scott: who meet with keyshia me Betsy sometimes others Emily Hopkins and others and advise our work and they are another source of advice and we actually might even

Rob Scott: Call a soiree between the entire advisory board in them work. Think of them as a committee or in some way in relationship to and I guess is what I'm getting at the fellow program of which I know there's a moment or two to talk about at the end.

Rob Scott: But I'll just say we need to have conversations that go beyond our quarterly board meeting to really think about all this stuff in depth.

Jamila Michener: Yeah, and I think specifically at least specifically with this question of

Jamila Michener: Of the implications given given the Pell Grant situation and some of the issues that that raises.

Jamila Michener: And earlier we talked about some of the different pieces of the curriculum and and the curriculum committee meeting in my, I think it's worth us talking about a committee structure. So the curriculum committee already exists right that's Tom Lauren Nancy and Andy is that right

Jamila Michener: Am I forgetting anyone

Jamila Michener: And we could think about forming a separate committee to brainstorm around some of these different pieces.

Jamila Michener: With respect to the Pell Grants and the Pell Grant piece itself just opens the door for thinking more largely about kind of the future of see path and thinking through maybe

Jamila Michener: Some of the big picture next steps that we might want to speak to in in like sharing ideas or thoughts with Rob and Kesha, so one question is, do the do the members of the curriculum committee feel okay about sort of maybe meeting and discussing some of the different

Jamila Michener: Aspects of the curriculum that came up today. I know last time at our last advisory board meeting, there was a suggestion of the curriculum committee meeting with Kesha

Jamila Michener: As in an initial meeting to sort of talk through some different pieces of things. And that may be creating a sense of an agenda for that committee to kind of move forward. I don't know if that happened, but the world is crazy. So it may or may not have

Keisha Slaughter: It did happen actually and I had spoke was run by Rob I and I meaning now, now that the smoke is cleared and we have two new coordinators who are amazing. And I'm now able to really focus on my new role here.

Keisha Slaughter: Without having to also coordinate on top of it. I do want to meet with the curriculum committee coming up at some point. So I, I am meaning to reach out to Andy Nancy and Lauren

Keisha Slaughter: And Tom just to kind of get some feedback more feedback and understanding on some of the difficulties associated with the with the Cornell certificate, but also, I'm really thinking about just the feedback.

Keisha Slaughter: From Judy about you know how what Wait, it carries I feel like this has been brought up before

Keisha Slaughter: Just with some of the students just trying to think about what Betsy by lat has said, from what she's heard from her students. So I think that is also like something major to focus on. And those meetings coming up.

Jamila Michener: Go ahead duty.

Judith Appleton: Me. Look, I just want to follow up on that. Thank you, Kesha

Judith Appleton: Because Peter sort of outlined what sounded to me like a proposal and I would include in that proposal data from the certificate program is being very important documentation that that

Judith Appleton: coursework at the level of Cornell University standards have been has been delivered in the prison program already

Judith Appleton: I just see that as as something that would buttress any any argument that the program is capable of delivering a bachelor's degree.

Judith Appleton: I just want to say that, for I forgot about it.

Jamila Michener: So then, so it sounds like the curriculum committee is rolling in a sense that they've already been in contact with Kesha

Jamila Michener: Can anyone on the curriculum committee, maybe have a sense of like your next steps as far as whether there are any pieces of the questions around curriculum that came up in the meeting today.

Jamila Michener: That you might want to include on your agenda, whether it's thinking, for example, like Rob asked about whether SEPA should have a might have a particular curricula.

Jamila Michener: Nish or emphasis under a regime where now Pell grants or more possible or what have you. Do you all have any thoughts about that. Or might you think about that going forward as a subcommittee and kind of report back

Andy Borum (he/him/his): And we definitely can. I think our first meeting was Kesha was mainly just to get an update on what the upcoming semester was going to look like.

Andy Borum (he/him/his): On and then our next meeting. We will. We're going to focus on the certificate, some of the concerns raised there. But I think there's been a lot of things raised today that we could also talk about

Jamila Michener: That sounds great.

Jamila Michener: And then the girlfriend, Peter.

Peter Enns: Are you sure

Peter Enns: Yeah, okay. I just sort of meant to get in the queue, not to like

Peter Enns: Okay. Okay. All right. Well, yeah, I sort of want to

Peter Enns: Extend what I would sort of Judy said that sort of maybe what I was saying. So that had to do with the proposal and I want to both extremely to extend that and expose my of it's the at the same time.

Peter Enns: You know, I think we could even go one step further in the sense Jamil you respond into, you know, there's potentially two paths to a degree program.

Peter Enns: A conversation about sort of non traditional students with good back prison students could fit in with this effect or the degree. And I mean, to me, everything just if they were already Cornell conversations

Peter Enns: Free Paul Graham about a snippet related degree program tree third round of melon funding tree two paths to this. I just almost wonder if there should be a

Peter Enns: explicit goal or planning or objective like by 2023 there will be a degree program in place and then and I

Peter Enns: Not that we have to say that now we're not even that that should be the objective, but if that's sort of where we're leaning to me saying that out loud or putting that down.

Peter Enns: I think might help channel to get there, as opposed to if everything lines up, we might get there is that the goal. And again, I don't want to say that it is the goal, but I want to suggest if it's the goal.

Peter Enns: It seems attainable and saying it and setting a timeline might be the path to make sure we get that

Jamila Michener: Yeah, I mean, it's absolutely the goal right i mean i think i hope but it's good to get this to talk about it again. I, I know we talked about it in the last board meeting, but I also think it's important to to

Jamila Michener: To kind of keep it for, for us, but I hope that we're all on the same page with that absolutely being like an explicit goal and a priority, even beyond a goal, like a priority right if there's something that like I

Jamila Michener: Would find value in us achieving over the next two to three years. That is the something so absolutely explicit goal and priority flag it as such.

Jamila Michener: The question is, like, are the remaining questions are about how to get there, but I think you're absolutely right. Peter that this

Jamila Michener: The Pell Grant stuff now gives us like a leverage for for articulating a specific timeline and I think I absolutely agree we should do that. I have a suggestion. But so, go for it.

Esta Bigler: Well, we had Task Force meetings on this very subject and I wonder if what we should really do next is have the next task force meeting to talk about this.

Esta Bigler: And I'll put in the information about pal, which we talked about as a possibility. The test was meeting, but it seems like the next step should reconvene our Task Force meeting to be in look at looking at all these issues and moving that forward.

Esta Bigler: So that would be my suggestion about how to move forward, given that we have, like, seven minutes left.

Jamila Michener: Yes. You read my mind. So, so I mean the what I was going to say was should we think about having a subconscious.

Jamila Michener: Should we have. And do we have volunteers for a subcommittee to focus. I think on these dual issues of both to be a program and the bell curve Pell Grant, which are seen as being connected enough that that should be the same committee.

Jamila Michener: Now I don't know if the distinction between the task force and a subcommittee is a distinction without a difference. I was thinking in terms of a subcommittee sounds like the task force is just a variant of that.

Jamila Michener: And so that's the task forces better though because it's already populated, so we don't need volunteers. So we will just say the members of that task force.

Jamila Michener: Will be tasked with thinking through ideas for this and working through ideas for us. And so maybe with both subcommittees both the curriculum subcommittee and the BH

Jamila Michener: Pell Grant subcommittee. The goal can be to do that work between in in the in between space between now and our next

Jamila Michener: Board meeting so that at the next board meeting, we're not just kind of bringing this all up again. But there's all this work that's been done in between that we can then like

Jamila Michener: build from there, right, who is on the task course. I should probably know, but I don't Darnell, are you on it. And then I started you

Jamila Michener: Great news right

Rob Scott: Included Catherine was really convening it, us included Mary Cass Sunstein I think Tom Collins is coming to those meetings.

Nancy: Four years ago when I was on the board. I'm just wondering, since I was part of that, but I'm just wondering if there might not be a chance, also for the curriculum committee and the task force.

Nancy: To get together at some point because it feels to me.

Nancy: It less things have really changed in the four years. I haven't been on the task force, it seems, it seems like you know those those two groups could do a lot of work together.

Jamila Michener: Sure, let's keep that as a goal and and maybe even a goal. Prior to the next.

Jamila Michener: Board meeting so that the each can have maybe one or two individual meetings and do other kinds of work and then maybe meet together as well, that they may set us up for

Jamila Michener: An optimally fruitful next board meeting, but I want to make sure I'm clear, that way I know who to email and asked to do brings Darnell as the Catherine Mary Kay. What about Jen was jam on the task force.

Jamila Michener: Then. Okay. Anyone else who's interested in being on that subcommittee that is around the BA program and the RBA effort and the Pell Grant.

Jamila Michener: Should just tell me. So, but otherwise I'll start with these folks and I will send an email to kind of kick the ball rolling with us getting together as a subcommittee.

Jamila Michener: And then the curriculum stuff folks can do the same. And at some point, I'll reach out to both to bridge us before our next board meeting.

Jamila Michener: We have four minutes left. I don't have much to say about the faculty, the secret Faculty Fellows Program. Luckily, so we're still rolling along on schedule. All I was gonna say was that

Jamila Michener: As of the last board meeting I inform you that we were going to have our first event in I think at that time. The plan was December.

Jamila Michener: And that it was going to be with Joe Margulies and and and me as moderator and that ended up not happening for a variety of reasons.

Jamila Michener: But we are rescheduled now for February, Mike. And thanks to Esther who's been like an absolute hero in like just keeping us

Jamila Michener: Remembering to do things because we have these email threads where it's like, sure, sure, sure. And then it just goes black right so I appreciate that. So, so we've rescheduled for February 24

Jamila Michener: at 5pm and it will still be with our release. So we'll start to get word out about that soon. But do want to encourage everyone to put it on their calendar so that they can

Jamila Michener: Plan to be there and hopefully also will have lots of different folks from the sea pipe community be better because that's the, that's the goal is just keeping

Jamila Michener: The Faculty Fellows intertwined and connected with the sea pipe community and enriching the secret community by helping by giving the Faculty Fellows an opportunity to to to share their knowledge with that community, Judy. You look like you were gonna say something. Were you

Judith Appleton: I was, I just have one little announcement, actually, because I'm looking at Peter and thinking that last year at this time we had maybe our first conversation about the nominations committee.

Judith Appleton: So Peter and I and Jamila comprise the nominations committee for the board.

Judith Appleton: And sometime this spring. And I don't know when. Exactly. Our next board meeting will be but we might have to start this before the next board meeting happens

Judith Appleton: We need to secure nominations for new members of the board because at least as my quick survey showed two people are going off this year I think Andy and Nancy know Nancy's renewable Andy and somebody else who I forget, who's probably not on the call, which is why I'm forgetting.

Judith Appleton: So I think we, we need to at least replace two people, and we'll be seeking nominations for that and suggestions from all of you.

Judith Appleton: And then we'll have to bring them back to the board for a vote. So if you have people that you would like to see serving on the board. Please share their names with Peter or Jamila or with me.

Jamila Michener: Okay. And, and I'll reach out to you and Peter about that. Thanks.

Judith Appleton: Thanks, Judy, because

Jamila Michener: I knew that was a thing that we have

Jamila Michener: This is a learning process. And as I'm learning as I go. Okay. Well, that's all I have on the agenda so unless there's something else that anyone wants to share in our last minute. Ah, we're done.

Jamila Michener: Great. I love meetings that end on time and take care everyone I will send some emails to the various subcommittees just to

Jamila Michener: Make sure that our, our next steps are clear and to keep us having some momentum in between now and the next board meeting, but. Take care everyone survive. That's all we can do

