



Tompkins  
Cortland  
Community  
College

## BOARD OF TRUSTEES

THURSDAY, APRIL 29, 2010

BOARD ROOM

5:30 P.M.

AGENDA

### VISION

*To see strengths  
and unique  
potential in  
every person.  
To inspire people  
to make the  
courageous  
choice to learn,  
grow, and serve.*

### MISSION

*We serve our  
community  
by meeting  
educational  
needs, creating  
an environment  
for student  
success, and  
preparing our  
students and  
ourselves for  
citizenship  
in a global  
community.*

### VALUES

*Learning  
Excellence  
Opportunity  
Innovation  
Relationships  
Diversity*

1. Call to Order
2. Roll Call
3. Welcome Guests
4. Approval of Agenda
5. Public Comment\*
6. Approval of Minutes – April 1, 2010
7. Communications
8. Presentations (routine, periodic reports or special topics of interest to the Board of Trustees):
  - a. Sabbatic Leave Report – Jeanne Cameron
  - b. Study Abroad – Guatamela – David Flaten/Tina Stavenhagen-Helgren and students
9. College-wide Goals (there will be a special presentation highlighting each of two goals per meeting):
  - a. Access – Default Initiatives/Financial Literacy – Sharon Karwowski
  - b. Climate – Athletic Programs – Mick McDaniel
10. Vice Presidents' Reports (highlight Consent Agenda items and updates on major initiatives):
  - a. Provost and Vice President of the College
    - i. Human Resources Updates
    - ii. Registration Day
    - iii. Implementation of New Academic Standards
  - b. Vice President for Global Initiatives
    - i. General Update
11. Consent Agenda (Action Items):
  - a. Capital Payments
  - b. Treasurer's Report – March 31, 2010
  - c. Appointment of Personnel
  - d. 2010 Trustees' Award for Excellence in Adjunct Teaching
  - e. 2010 Chancellor's/Trustees' Award for Excellence in Classified Service
  - f. 2010 Chancellor's/Trustees' Award for Excellence in Faculty Service
  - g. 2010 Chancellor's/Trustees' Award for Excellence in Professional Service
  - h. 2010 Chancellor's/Trustees' Award for Excellence in Scholarship and Creative Activities
  - i. 2010 Chancellor's/Trustees' Award for Excellence in Teaching – Lisa Ford
  - j. 2010 Chancellor's/Trustees' Award for Excellence in Teaching – Kelly Wessell

11. Consent Agenda Continued
  - k. In Appreciation of Mary Bush
  - l. In Appreciation of Eugene Conrad
  - m. In Appreciation of Andrew Haaland
  - n. In Appreciation of Phyllis Hoffman
  - o. In Appreciation of Nicolai Klimaszewski
  - p. In Appreciation of Robert Landon
  - q. In Appreciation of John Martindale
  - r. In Appreciation of Donna Nielsen
  - s. In Appreciation of Ralph Shortell
  - t. In Appreciation of Taf Squires
  - u. Electrical Panel Replacement Project Bid Award (to be distributed at meeting)
  - v. Parking Lot 6 Access Gate Bid Award (to be distributed at meeting)
  - w. Global Program Office Renovations Bid Award (to be distributed at meeting)
  - x. Approval of Classified Staff Position – Administrative Assistant
12. Standing Reports:
  - a. College Forum – Co-Chairs, Sophia Georgiakaki and Leah MacLeod
  - b. Faculty Student Association – Beverly Baker
  - c. Tompkins Cortland Community College Foundation, Inc. – Ray Dalton
  - d. Chairperson’s Report – Roxann Buck
    - i. Friend of the College
    - ii. President’s Evaluation
  - e. Liaison Report (Cortland County) – John Troy
  - f. Liaison Report (Tompkins County) – Michael Lane
  - g. Student Trustee’s Report – Evan McGonagle
  - h. President’s Report
13. Dialogue Session (to begin at 7:00 p.m.)
  - a. Academic Integrity – John Conners/Carl Penziul
14. Upcoming Events:
  - a. Next Board Meeting – May 13, 2010 – PLEASE NOTE – this will be the budget presentation at 5:00 p.m. (Room 227)
  - b. Graduate Award Ceremony – May 14, 2010
  - c. Retiree Event – May 17, 2010
  - d. Nursing Recognition Ceremony – May 18, 2010
  - e. Commencement – May 20, 2010
15. Adjournment

**\*Public Comment:** Provision is made at this point in the agenda for citizens of the College community to make comments regarding any agenda item to be discussed at that meeting. Citizens will not be recognized at any other time except at the request of the Chairperson after approval for such recognition by a unanimous vote of the Trustees in attendance. No person, not a member of the Board, shall speak for more than five (5) minutes without specific approval of a majority of the Trustees. The minutes shall show that privilege of the floor was granted and shall include a brief statement of the subject matter presented.

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
BOARD OF TRUSTEES  
APRIL 1, 2010  
ROBERT W. SPACE BOARD ROOM**

**PRESENT:** Beverly Baker, Roxann Buck, Elizabeth Burns, Ray Dalton, Judy Davison, Evan McGonagle, and Raymond Schlather

**ABSENT:** Kay Breed, John Daniels, and William Raynor

**COUNTY**

**LIAISONS:** Michael Lane and John Troy

**STAFF:** John Conners, Susan Dewey, Carl Haynes, Cathy Northrop, Leah MacLeod, Walter Poland, Bruce Ryan, Blix Tetzsch, and Peter Voorhees

**GUESTS:** Camille Gonzalez, newly elected 2010-2011 Student Trustee

- 1. Call to Order:** The meeting was called to order at 5:32 p.m. by Chairperson Buck in the Robert W. Space Board Room at the College.
- 2. Roll Call:** Ms. Northrop called the roll.
- 3. Welcome Guests:** Chairperson Buck welcomed guests. Evan McGonagle introduced the newly elected 2010-2011 Student Trustee, Camille Gonzalez.
- 4. Approval of Agenda:** President Haynes said there is no need for an executive session. Ms. Davison moved that the agenda be approved with this modification; seconded by Mr. McGonagle; carried unanimously.
- 5. Public Comment:** None.
- 6. Approval of Minutes –**
  - a.** Regular Meeting – January 21, 2010: Ms. Burns moved that the minutes of the January 21, 2010 regular meeting be approved as presented; seconded by Ms. Davison; carried unanimously.
  - b.** Executive Committee Meeting – March 1, 2010: Dr. Dalton moved that the minutes of the March 1, 2010, Executive Committee meeting be approved as presented; seconded by Ms. Burns; carried unanimously.
- 7. Communications:** President Haynes had no new communication to share.

8. **Presentations (routine, periodic reports or special topics of interest to the Board of Trustees):** None.

9. **College-wide Goals:**

a. **External Relations – NYCCAP** – Dean Ryan reported on “Choose New York’s Community Colleges,” the image building campaign sponsored by NYCCAP. A news conference is scheduled for May 3 regarding the launch of the “Choose New York’s Community Colleges” web site and public relations marketing initiatives. The group has been trying to launch the web site and get regions to work together to engage in paid marketing and public relations activity. Paid radio advertisements will be launched regionally. President Haynes said the overarching goal of this initiative is to get the message about community colleges out to the public. Mr. Lane asked what kind of financial commitment this is for TC3. NYCCAP is funding the website, and development of the advertisements. Each college’s financial commitment is whatever they chose to do in using the advertisements for marketing. These ads will be used in our already budgeted marketing spots. Dr. Ryan said that newspaper ads are in development right now. Mr. Schlather said he sees this as the first step in more collaboration between the regional community colleges. Mr. McGonagle asked if there is a reason the marketing isn’t appealing to younger students. President Haynes said the College will continue to recruit traditional age students, but this marketing initiative is another way to elevate the image of community colleges and the target audience is those who will influence high school students to attend college.

b. **Resources – Lean Office Update** – Dean Taetzsch provided a brief follow-up on how the Lean Office initiative has blossomed throughout the College. The Admissions Office is going to go to a paperless system. Admissions applications are up 15 percent right now. Not having to process all the paperwork and produce folders for each applicant allows more time for review. Financial Aid applications are up over 160 percent year-to-year. Last fall we assessed the financial aid process and we were able to increase the number of students receiving the first fall financial aid disbursement by 36 percent and the second financial aid disbursement by 59 percent. We are currently in the process of developing videos as another tool to help students learn how to file for financial aid, how to get a certificate of residence, what to do if they want on campus housing, etc. The Global Office has also undergone Lean Office training. They reviewed their application process with Admissions staff and discovered a number of things that were done in reverse order. The Budget and Finance and Human Resources offices teamed up to look at the payroll process. They discovered a lot of duplicate documents/work which they are going to change/stop. In addition, the Admissions office is looking at reducing the number of documents they print by using a dual monitor system to process information, as well as developing standard operating procedures so staff can be cross-trained. TC3.biz undertook Lean Office training and looked at the

process to create brochures (i.e., how long it took, quality of brochures, etc.) and are now spending more time in marketing and course development. With all of the Lean Office training that has already been undertaken, there are still some funds left from what was budgeted for this initiative. The consultants have proposed providing the opportunity to a broader group of staff at the College.

- 10. Vice Presidents' Reports (highlight Consent Agenda items and updates on major initiatives):** Provost Conners mentioned that the College catalog will no longer be printed, and we will emphasize using the College catalog information on the web site. We are going to have to find ways to have printed copies of the catalog information available. In the future we are going to have an electronic piece of the catalog on the web site that we can print. The College will save \$17,000 a year by not printing the catalog. There is a printed course schedule and if we didn't print that twice a year, we could save an additional \$13,000. However, students and advisors make much more use of the printed course schedule than they do of the catalog. Dr. Ryan said discussions have already been taking place about designing and launching a new web site in 2011. Ms. Burns asked about what affect not printing a catalog might have on recruiting non-traditional students. Provost Conners said there will be some printed materials available with the information needed, just not in a catalog.
  - a. Provost and Vice President of the College** – Provost Conners spoke to his written report.
    - i. Human Resources Updates** – No discussion.
    - ii. Professional Development Report** – No discussion.
    - iii. Baccalaureate Program Initiatives** – Provost Conners mentioned a meeting with Wells College and their interest in wanting a presence on our campus. This would be for a bachelor's degree in liberal arts.
    - iv. Recruiting Activities** – Provost Conners said he has spoken with the candidates to inform them about where we are at due to the uncertainty of State funding. He wanted to be sure they understood that it is not a lack of interest on our part by not contacting them, but that we need to wait to hear about State funding before we move forward with hiring for any of the positions.
    - v. Budget Planning** – No discussion.
  - b. Vice President for Global Initiatives** – Vice President Poland spoke to his written report and spoke about the Disney issue and the project with Cornell.
    - i. Transportation** – Vice President Poland mentioned the Regional Transportation Council that President Haynes has been coordinating and that Cortland County is in the process of its own transportation review, similar to what TCAT underwent a year ago.
- 11. Consent Agenda (Action Items):** Highlights of the Consent Agenda were discussed during the meeting. Mr. Schlather moved that the Consent Agenda be approved; seconded by Ms. Davison; carried unanimously.
  - a. Capital Payments** – No discussion.

- b. **Treasurer's Report – February 28, 2010** – No discussion.
- c. **Appointment of Personnel** – No discussion.
- d. **Ratify Executive Committee Action of March 1, 2010** – No discussion.
- e. **Approval of Classified Staff Position – Mail Clerk/Receptionist** – No discussion.

## 12. Standing Reports:

- a. **College Forum** – Co-chair Leah MacLeod provided the College Forum report. She said the College Forum has obtained the necessary number of signatures to proceed with a task force regarding the pros/cons/impact of changing its constitution by amending the membership structure. Rather than 9 at-large members, it would be 7 at-large members and 2 FSA members. The task force will report back to the College Forum on April 7, and should the Forum choose to move forward, it would be brought to the College community for a vote. Should it pass, the intention is to bring it to the April 29<sup>th</sup> Board of Trustees meeting.
- b. **Faculty Student Association** – No report.
- c. **Tompkins Cortland Community College Foundation, Inc.** – Dr. Dalton reported that the TC3 Foundation Board welcomed two new members, Irene Graven from Owego and Trish Hensen from Cortland. Their terms end in 2012. Sue Stafford provided an interesting presentation on the Wine Marketing Program at the College. Sally True presented an update on the proposed revisions to the Foundation Bylaws which were to change the titles of “president” and “president elect” to “chair” and “chair elect” to be aligned with the officer titles of the Board of Trustees as well as to change to 3 three year terms for Foundation Board members for a total of up to 9 years. Karen Macier spoke about the annual campaign. Dr. Dalton participated in the phone-a-thon and thought it was a great experience and that it is a good idea for all Board of Trustee members to participate/volunteer for the phone-a-thon in the future. A group of Service Tradition students volunteer to make phone calls during the phone-a-thon.
- d. **Chairperson's Report** – Chairperson Buck spoke about traveling to Albany with Mr. Daniels, Mr. McGonagle, and President Haynes for Community College Day in March. Chairperson Buck and Ms. Northrop attended the NYCCT conference, where the Chancellor spoke and mentioned that she has been rethinking the idea of doing away with the Vice Chancellor for Community College's position.
  - i. **Friend of the College** – Names will need to be decided by the April 29, 2010 Board meeting. One name was mentioned if anyone has any other ideas, please let Chairperson Buck know.

- e. **Liaison Report (Cortland County)** – Mr. Troy mentioned that there is currently no County Administrator in Cortland. The position was posted once, but no one was hired. They are re-advertising the position. The building on Main Street has been torn down and the property will soon be turned over to the TC3 Foundation. The Department of Motor Vehicles is operating at its new location.
  - f. **Liaison Report (Tompkins County)** – Mr. Lane mentioned that today is “Census Day.” He said they are finding that in Tompkins County the lowest return rate for the “Census” is among students in college town areas. Mr. Lane also mentioned that his committee is looking into the ability for the outlying sections of the County to access broad band service.
  - g. **Student Trustee’s Report** – Mr. McGonagle spoke to his detailed written report which he provided on student activities since the January meeting. Dean Taetzsch said she is about to convene a smoking policy task force and two students will be on the task force. Mr. McGonagle asked to be involved in that task force. Regarding the need for a nursing tutor, Provost Connors mentioned that there is a nursing adjunct who is on campus and can help nursing students.
  - h. **President’s Report** – President Haynes spoke to his written report and shared the site plan drawings for the Cortland Extension Center. Ms. Davison asked if there were adjustments made to the drawings as a result of the concerns raised at the town meeting. President Haynes responded that there were adjustments made to address some of the concerns that were raised. Mr. Schlather asked how green the building is and President Haynes said the building will be somewhere between Lead Silver and Lead Gold. There will be five classrooms, which includes two computer labs and one large training room.
- 13. Dialogue Session – Budget Scenarios** – President Haynes mentioned that the original topic for this meeting from last fall’s board retreat was “aspirational scenarios.” We postponed that work on the aspirational scenarios because of the severity of the proposed cuts in the Governor’s budget. As an alternate to that discussion, President Haynes provided an outline of budget issues over the past four months of the current year, next year, and for the next three years. He spoke on how the College is focusing activities strategically to address our funding issues. He said that he had presented the background on the budget and where we were at that time to the entire College community at a College-wide meeting on March 8. He said some people were worried about losing their jobs, as there are articles in the papers about all of the secondary schools cutting positions. His goal for the March 8 meeting was to share where he thought we stood regarding the budget. President Haynes said that during this dialogue session he wanted to provide the Board members with background for the budget discussions that will be held in May; inform the Board members of the unique challenges in meeting the budget and our strategic approach to the budget challenges, as well as to get input/reactions from the Board members.

President Haynes spoke to four key points:

**First** – The vital role of enrollment growth in sustaining our operations – enrollment drives revenue.

**Second** – The magnitude of the change we are dealing with is largely out of our control. It is the first time in a 60-year history of a midyear cut in base aid and the first time in 50 years when there will be a cut from year to year. This year the midyear cut was 5 percent of the budget and next year there is a proposed 15 percent cut.

**Third** – Enrollment growth from the standpoint of diversifying our enrollment picture.

**Fourth** – Preserving our core.

Ms. Baker said she supports not capping the enrollment, but was concerned that a point would come when there isn't enough facilities/staff to handle the enrollment increase. Mr. McGonagle questioned increasing class size to accommodate that. President Haynes said that a part of our commitment as a college is to keep class sizes small. There is a direct correlation between student engagement with faculty and retention. Looking longer term at facilities, we have some capacity to grow and would be even better equipped to handle an enrollment increase if we were to offer more off-peak time classes (i.e., 8:00 a.m., 9:00 a.m. 3:00 p.m. and evening classes), as well as take advantage of classroom facilities at the extension centers. He said we are also not sure how classes are going to be held (i.e. hybrid courses, some online/some on campus). Dr. Dalton emphasized the need to take care of the faculty and staff who are serving increased numbers of students so as to help prevent "burn out" and help in finding ways to maintain quality service for an increased number of students. Dr. Dalton also asked what the budgetary benefit is to the College for offering bachelors degree programs on our site. President Haynes responded that the benefit is that those students will take more courses with us than they normally would. There is also a shift in the percentage of adjunct faculty teaching courses. It is not that we haven't hired more faculty, but that we have such an increase in enrollment. Enrollment has grown faster than the growth rate in the number of our full-time faculty positions.

Mr. Schlather said that in terms of planning we need to be cognizant of the budget situation and proactive and agreed with President Haynes that the idea of increasing and diversifying enrollment is fundamental. Included in that is reaching/recruiting more aggressively in the high schools. Stress on the physical structure when talking about increasing the enrollment was mentioned, and it was suggested that the answer is more 8:00 a.m., 4:00 p.m., and weekend classes. Ms. Burnes asked if the increase in enrollment we saw over the past year is unusual. President Haynes said that the percentage increase last fall was the largest percentage increase we have ever had and was driven largely by the two new



residence life buildings that were opened. President Haynes did say there are no plans for more residence life facilities. Ms. Baker asked about income for the housing during the off months. President Haynes said there are always one or two buildings taken off-line in the summer for rehab, cleaning, painting, etc., and the Global Connections students are here in the summer and do use our residence life facilities.

**14. Upcoming Events –** No discussion.

**15. Executive Session to Discuss Personnel Matter (No Action Taken) –** deleted from the agenda.

**16. Adjournment:** Mr. McGonagle moved that the meeting be adjourned; seconded by Ms. Davison; carried unanimously. The meeting adjourned at 8:16 p.m.

Respectfully submitted,

Cathy A. Northrop  
Clerk of the Board of Trustees

Sabbatical Report to the TC3 Board of Trustees  
Jeanne Cameron  
April 2010

This report shares the perspectives of recent Cortland Junior Senior High School dropouts. The contribution this study makes to the broader discourse on dropping out is two-fold. First, most recent research has focused on high-need, urban contexts, rather than rural and small town contexts. Second, nearly all recent research in the U.S. has been quantitative; few scholars are asking dropouts about their school experiences, and why they decided to leave. This study aimed to reveal the world through the eyes of the dropouts themselves.

During my spring 2009 sabbatical, I interviewed twelve early school leavers using a semi-structured, open-ended interview protocol (see appendix at the end). I transcribed the interviews, wrote each participant's story, and then shared with them both the transcripts and stories. Follow up interviews were conducted to get participants' feedback about accuracy and to collect additional information as needed.

The participants have varied academic histories. Four of the twelve were struggling learners in school, and had been retained in at least one grade during their school history. Two of twelve were exceptionally high achievers who had been in the district's gifted and talented program in elementary school, and enriched and accelerated classes in junior and senior high. Three had been straight-A students throughout elementary school, but stopped performing consistently once they entered high school. The remaining three could be classified as average students academically, but socially savvy. Each participant has a unique story to tell, supporting the conclusion that no one-size-fits-all policy will solve the dropout problem (Christenson, et. al, 2001, Dynarski and Gleason 2002).

Transcending their unique stories were four common themes: the desire to be *known* and to have their individual needs attended to, the desire to be treated respectfully and to be equally valued by school personnel, the desire for relevant and engaging learning, and the desire for autonomy.

### **Theme One: Know me, work with me: Flexibility, Intimacy, and Responsiveness**

One third of participants experienced what Brown and Rodriguez refer to as "educational neglect" (2009); they were denied the specific academic support they needed to persist.

Isabel - [In my Academic Intervention labs] they were supposed to sit there and help the individuals by themselves, and I didn't feel they were doing that. They were helping all of us at one time, but they weren't helping specific people on specific things like I needed.

What many participants needed more than individualized academic assistance, was social support to help them get through difficult times. Hannah needed someone to listen to what was going on in her life. Her ideal teacher was someone who would say, "You have a problem? Okay, I'll help you... like that would be my perfect teacher,... I guess some kids need people to talk to... like me". Given the turmoil in Steve's life outside of school he desperately wanted adults, "you could go and talk to, and they could help guide you... [and] if they had enough power then maybe they could help you out."

Nearly all participants classified school personnel as either “on my side,” or “against me.” Lessard (2004) found that negative perceptions of teachers were the second most powerful predictor of dropping out, behind grade retention (Rumberg 2004). Knesting found that “Committed and caring teachers were more important to the students’ school persistence than were academic support or counseling programs designed to support at-risk students. Teachers who sought to understand students’ behavior, believed in students’ ability to succeed, and accepted them ‘as is’ were especially able to help at-risk students stay in school.” (2008, 5).

Feeling that their academic needs were neglected and that school staff were indifferent to their personal lives, more than half of the participants said that class size and teacher-student ratios were the very first changes they would make.

Cole - Smaller classes would be probably the biggest change, cause I think it’s easier to learn when you have a smaller group. It’s easier for the teacher to teach em, they can work with em one on one more time than they would with a class of 30.

Nathan - Smaller classes (no hesitation). Smaller classes, so the teacher has more like responsibilities with the kids, they can help the kids out more individually.

### **Theme Two: Equality and Being Valued**

Nearly all of the participants felt that certain students – the preps, jocks, and “successful students” – were more highly valued by school personnel:

Half of the twelve participants identified equal treatment as a needed change:

Hannah - Make sure [teachers] don’t favor the wealthy kids over people who don’t have as much.

Adel - Teachers would have to have positive attitudes towards ALL kids, not just certain ones.

Emily - Take a lot of the attention off sports, because....it makes the athletes feel like they’re better than other people.

### **Theme Three: Relevance and Engagement**

The perception that their school-learning lacked value was expressed by over half of the participants in this study. David reflected, “I just didn’t understand why we had to go for so long to learn that stuff when you don’t really use that much of it in real life.”

Henry couldn’t understand why he was “being forced to like take these courses, like things I’m never going to use for the rest of my life, like math, essential to a point, and then after that, what am I going to use if for, ever? Unless I’m going to become an architect.” Similarly, Ivan says, “Why does every student in the public school system need to get all the way to pre-

calculus and crazy statistics, circle proofs, crazy theories, it's required, and it pertains to nothing in this universe unless you're in such careers as engineering or space travel... Why?"

Emily's desire for relevance is made clear by her description of her favorite teacher:

She REALLY wanted students to work hard in her class, she wasn't necessarily as focused as most teachers are on testing, and just getting everyone to pass, that's not what she was worried about... She more wanted us to learn something in her class, and something that we would like take with us later on, not a test grade that we would forget the next year.

Several participants envisioned a curriculum more responsive to individual interests:

Emily - Put more flexibility in scheduling, like not have to have students take certain classes... And I get that like you have to have some science, some math, some English, some history, but I think there should be more options, so that students could like learn the things that they're interested in, instead of the things that NYS wants them to be interested in.

Ivan - I like the development of the personality, the development of passion. Okay, yes, you put it all on the table for everyone...during elementary school, up to the teen years, give em everything, you want them to be well rounded people, but I believe that during adolescence, during your teen years, you are actually able to start, you know what you're interested in, and you know what you're not, so the fact that ... it's still going to be shoved down your throat, until you're early 20s, cause it continues on in college, all the required courses, is just like a nightmare. So, so I think a more, a more shape-shifting [education]... that is revolved around elective learning, being about to choose your own knowledge path, that would mean that we all kinda become more knowledgeable in the things we want to know and [waste] less time on the stuff we have to know according to them.

Not surprisingly, the primary reason that some participants left school is because they believed they had better things, more meaningful things to do elsewhere. This is consistent with Gallagher's participants who "perceived themselves as having acted constructively. In their thinking, they were leaving a dysfunctional, confused, unfamiliar setting and entering one over which they believed they had more control" (2002:43). This idea is supported in the following reflections by participants in this study:

Nathan - I'd rather be out working, making money, and get my GED, I already knew the basic stuff I needed to know, so that's what I was more into...I like to make money. I like to not waste my time sitting there learning more stuff that I don't really need to know, when I should be out making something of myself, making money, doing what I gotta get done ta move out of my house and be happy by myself, on my own.

Cole - Well, I was offered a job in Oklahoma, hanging garage doors, making pretty good money, so that was pretty much the main decision that made me do it. I was already not going to school. I wasn't likin it...and I could move out of my house, and go out on my own, so I took advantage of it and I went and did it.

#### **Theme Four: Freedom and Autonomy**

A final theme to come out of these young people's stories was a profound desire to exercise control over their lives. Eight of the twelve participants spoke directly to the issue of autonomy. Six used metaphors comparing school to jail or prison, such as these:

Cole – [School is like] a minimum security penitentiary [because] you're basically there from time to time, you have to follow every rule, you can't dress the way you wanta dress, there's so many codes, it's just that you don't have a lot of freedom over yourself while you're in school...

Emily – school is like jail [because] it's so structured, like I mean it's not the same as it was in elementary school where teachers had to walk us in a line through the hallways, but it sort of is, ..., we get out for three minutes, like every 40 minutes, you can't get up and stretch, you can't do anything, you have to ask permission for everything...it just feels like there's prison guards all around the school.. it's like we're treated like criminals or something, not trusted at all, we can't go to the bathroom without having our passbooks and raising our hands in the middle of class, and then sometimes teachers say no to that too. Like we don't even have the right to use the bathroom.

Ivan's metaphor for school speaks to the control of his mind:

School is a system, it's a factory system...it's a child factory.... The children file in, they're in there, they're being tinkered with, and then they're bussed out...They inject you with information, they're injecting you, into your head, information. It doesn't matter if you want to know it. It doesn't matter if it matters. It's just whatever the curriculum [dictates].

Against the pervasive sense of un-freedom, two participants articulated the desire to be treated like adults:

Emily - I'd treat students more like adults, and less like kids, because once you get to be 14/15, you're entering high school, you don't wanta be treated like you're in daycare anymore, and like people are constantly watching you and seeing what you're doing, being checked up on. I don't think any student really likes that.

Ivan - As kids become teenagers, it's as if they're still being treated like babies, all the way up until college, and then [in] college... they're still babies, they're still

being fed ,... they're still having that schedule, they're still living in some school environment. I think it holds you back in a lot of ways.... I would suggest...after someone demonstrates [that] their aptitude of their core subjects are up to par that they can chose their own course of knowledge.

## Conclusion

Student desires to be *known*, heard, and valued; to engage in worthwhile pursuits; and to exercise control are not new themes in the history of the educational reform discourse. I was struck by how closely these young people's desires reflected the thinking and practice of John Dewey during the Progressive Era in our nation's history (c.f., Dewey 1900, 1916, and 1931). There was in fact nothing "novel" to emerge from this research, nothing that a responsive and effective educator could not have articulated at the outset (c.f., Ayers 2001). We've known for a long time, for instance, that class size matters, that the quality of the teacher-student relationship matters, and that people learn best that which interests them most. There is, in short, no easy fix for the problem of dropping out. Moreover, the obstacles to improving public education – for both dropouts and stayins – are largely structural in nature. Cortland Junior Senior High cannot make the necessary changes single-handedly.

Multiple recommendations emerge from this study; most run counter to the dominant discourse on school reform, which calls for *more* schooling: starting kids earlier, keeping them longer, teaching them more, and raising both graduation requirements and the legal age at which they may leave. In contrast, these young people's stories support Bard College President Leon Botstein's assertion that "In the American system of education [the adolescent years] have become totally wasted years" (1997, 86). Young people need less schooling, not more, but the quality of their schooling needs to be dramatically improved. In practical terms, this would result in fewer years of schooling, but a significantly higher investment in human resources during those years. As TheodoreSizer asserts, *less is more* (Coalition of Essential Schools Common Principles).

In *The Case Against Adolescence*, Robert Epstein calls for several school reforms consistent with the findings of this study: a focus on the basics of reading, writing, arithmetic, and citizenship; individualized instruction, the elimination of the age segregation, less schooling overall, and opportunities for students to demonstrate competencies and leave school early if they so choose. Young people should then be given real options to pursue adult activities: higher education, national service, or robust vocational learning experiences.

These are, of course, pie in the sky recommendations at this point. The following recommendations are those that may be within the power of Cortland Junior Senior High:

Recommendation 1: Increase the time between class periods from three minutes to five. Given the size of the building and the area students must often cover to get from one class to another, three minutes is simply not long enough. Several participants in this study identified getting into trouble for "being late" as one of the things they most disliked about CJSH.

Recommendation 2: Eliminate Saturday and after school detentions for repeated early morning tardiness. Several participants, after receiving multiple Saturday detentions for late arrival, simply stopped showing up for school at all. Students should be allowed to make up this time during lunch or study halls, and the time should be devoted to catching up in courses where they are falling behind; in other words, there should be a learning rather aim than punitive aim to late policies.

Recommendation 3: Shift athletic practices and extra-curricular meetings to early in the morning, and begin the academic part of the school day later. Construct athletes' schedules so that study halls and physical education occur for them at the end of the day. That way, teams can leave school early for competitive games, without missing core coursework.

Recommendation 4: Institute a systematic review of individual student progress in the Guidance Department. Several participants in this study dropped out in their senior year because they discovered they would not be able to graduate on time. In one case, a student was enrolled in English 9 for the third straight year (but was passing all other courses), and no intervention was organized until the third year of English 9 placement when her mother demanded it.

Recommendation 5: Institute to the degree possible student choice of teachers. Every participant in this study could identify several teachers with whom they had positive relationships. Significantly, the "favorite" of one participant was often the "least favorite" of another. It makes sense, whenever possible, to pair students with teachers that work with and for them.

Recommendation 6: As a complement to recommendation 5, implement looping opportunities at the high school, so that students can remain with the same teacher (one they work well with) in English, Math, and Social Studies for multiple years.

Recommendation 7: Begin to systematically shift the culture of both teachers and administrators to one that values *all* of the students who attend CJSJH. A number of teachers already do this. Utilize them as leaders in this effort. Such a change cannot be imposed from the top.

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**Appendix: Interview Guide**

Age/DOB:

What did you like/dislike about school? Why?

Like:

Dislike:

Peers at school:

Who did you like?

Dislike? Why?

Teachers:

Who was good?

Bad? Why?

School subjects/activities:

What did you like?

Dislike? Why?

Metaphors:

What does school remind you of?

Decision to leave:

When (age/grade)?

Why?

Was there anyone who encouraged you to leave? Who?

Did anyone try to talk you out of leaving? Who?

What have been the best/worst things about leaving school?

What, if anything, do you miss?

Changes:

What would you change about school, if you had the power to do so?

What might have kept you in school?

Now:

What have you been doing since leaving school?

Have you been able to find a job, or go to college, etc.,

Your turn:

Is there anything you'd like me to know that we haven't talked about?

Do you have any questions for me?

To: Board of Trustees

From: John R. Conners

Date: April 19, 2010

Re: April report

Registration Day – Thursday, April 15 was Registration Day. Our system allows students to consult with advisors prior to this day and thus to register on-line at their convenience, with registration stations set up to assist anyone in need in both the Enrollment Services office and the Baker Commons. Students who have earned at least 31 credits were allowed to register in the first hour, those with at least 13 credits in the second hour, and all students at any time thereafter.

The enclosed data sheet and graphs provide information about the activity levels over the past several April Registration Days. Although we fell a bit short of our ambitious goal of 550 FTEs, we did see a 10.44% increase in registrations over Spring 2009. All reports indicate the day went very smoothly, in large part because so many students had met previously with advisors to plan their schedules, as we urge them to do.

Implementation of new academic standards - Once again, I wish to defer implementation of the more stringent standards of academic performance approved in Spring 2008. As the attached memo explains, I do so both because I am concerned about our ability to implement the changes and because we have decided that the exclusion of developmental courses would make the standards insufficient to address the broad array of concerns before us. I will discuss this with the Board at length at the meeting.

To: The Faculty

From: John R. Conners

Date: April 19, 2010

Re: Implementation of New Academic Standards

Two years ago, the faculty voted in favor of more stringent standards of academic progress and the Board of Trustees approved a resolution affirming those standards. In Spring 2009, I requested and received from the Board a one-year extension for implementing those standards. I intended to discuss with you on April 2 my recommendation to delay implementation again until Fall 2011, but our very lively dialogue about SUNY Gen Ed left us without time for that discussion. I have chosen, then, to put my thoughts in writing and to invite you to contact me with comments or questions.

I have two principal reasons for my recommendation, the first of which is logistical. As would seem reasonable in light of our significant enrollment growth, the implementation of the new standards would have led to an increase of more than 100 students on probation after the Fall 2009 semester. With our already-stretched staff and no likely staff additions on the horizon, our ability to work effectively to guide and counsel students on probation would be quite limited. As confident as I am in our colleagues' talents and dedication, and as much as I want to see our new standards at work, I am not confident that our resources and systems can accomplish the task.

The second reason involves the application of our policy to students in developmental courses. Even when we decided on the new standards, a concern raised both within COAS and at faculty meetings was that we were not including a consideration of performance in developmental courses. Since this remains a significant concern, I asked COAS to consider amending its original proposal to address it. As a result, COAS did indeed suggest that we expand the policy to include consideration of developmental courses, in a manner yet to be determined.

Because of these twin concerns, the Provost's Council met twice earlier this semester with a group including members of COAS and those involved in advisement, student success, and financial aid to determine how best to proceed. Following these conversations, I concluded both that we would need to delay implementation to address these issues and that we would need to form a group that would provide the diverse perspectives needed for us to define our challenge in all its complexity.

As a result, I have asked Carl Penziul to convene an ad hoc group to analyze this challenge, to advise COAS as it considers how to include developmental courses

in the revised policy proposal, and to recommend an implementation procedure. Carl has been working with this group, which has met a few times already, and soon he will provide an update on its work. I expect the group to finish its work early in the Fall semester so that we may consider its recommendations and adopt a plan that will lead to implementation in Fall 2011.

I want to add that my decision to defer implementation twice has underscored for me an understanding that we need not only higher standards of performance but also more effective systems to sustain those standards and to support our students as they strive to meet them. We must orient our students more thoroughly with respect to our academic culture and our expectations, helping them to understand what it takes to succeed in college and to develop the tools they need to do so. We must also continue to improve our probation system, enhancing our efforts to intervene with students earlier as they experience difficulties.

The impulse that led us to embrace higher standards of academic progress is a lofty and admirable one, and I recommend that we defer implementation only because of my hope that by doing so we can significantly improve our system. I hope that by addressing some of the core issues I have outlined in this memo, we can help greater numbers of our students succeed.

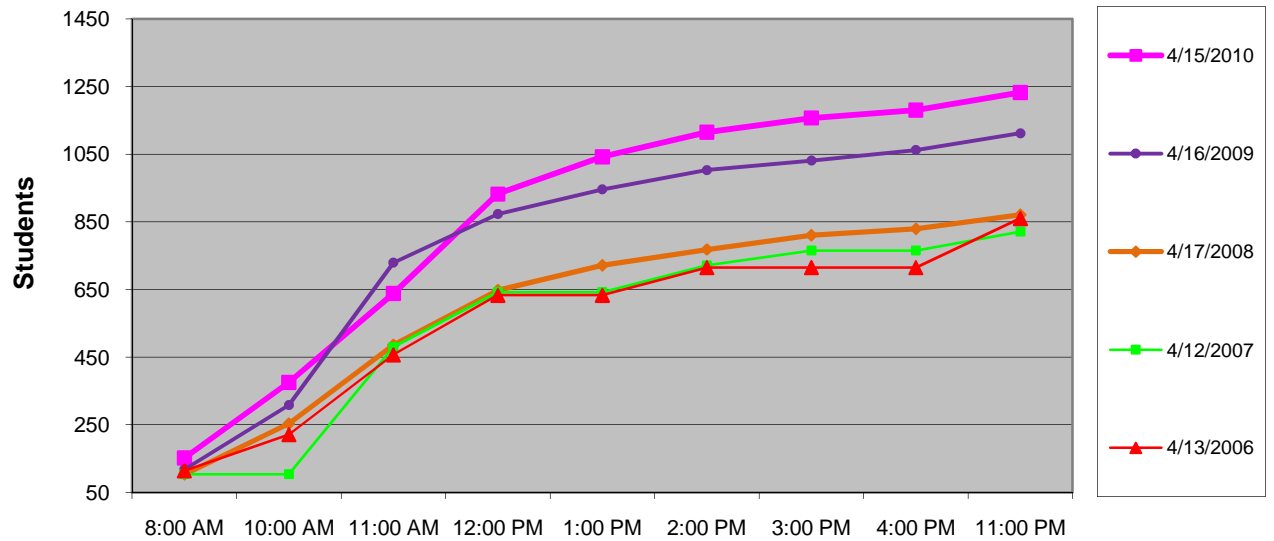
Students

	2006	2007	2008	2009	2010
8:00 AM	114	104	103	118	152
10:00 AM	221	104*	253	308	375
11:00 AM	457	480	486	729	638
12:00 PM	633	642	648	873	932
1:00 PM	633*	642*	721	946	1042
2:00 PM	715	721	768	1003	1115
3:00 PM	715*	765	810	1031	1157
4:00 PM	715*	765*	829	1062	1180
11:00 PM	860	821	871	1112	1232

\*Enrollment was not captured every hour in 06 & 07  
 2010 goal = 1300 Students

Fall 2010 registration day totals:  
 We met 95% of the student goal  
 We met 95% of the FTE goal

### Fall Registration Day Student Count



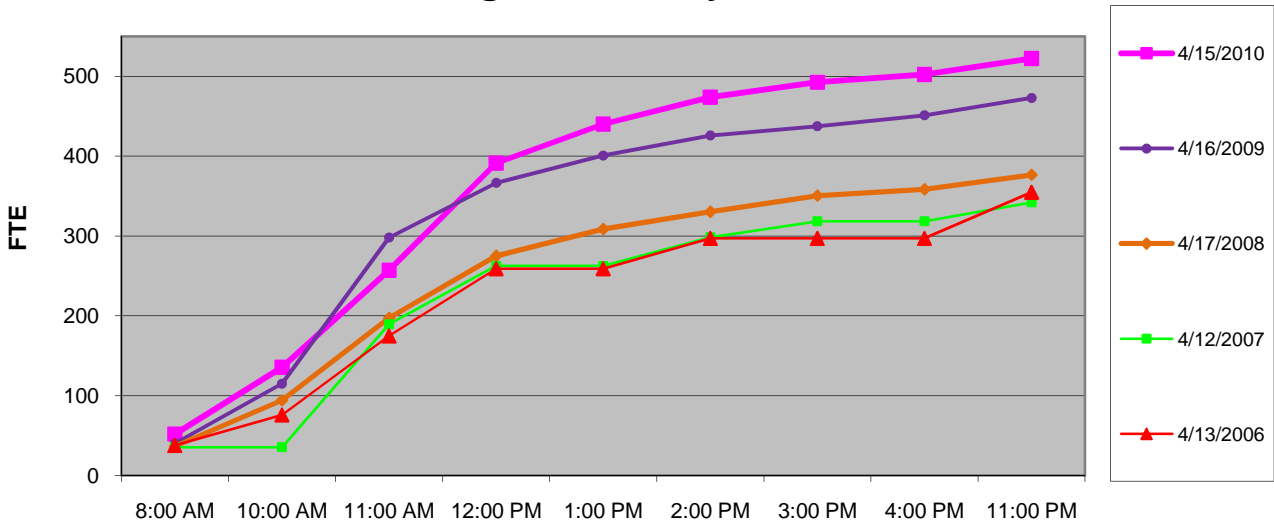
FTE's

	2006	2007	2008	2009	2010
8:00 AM	37.6	35.4	36.5	40.3	52.0
10:00 AM	75.8	35.41*	94.2	115.0	135.6
11:00 AM	174.8	189.5	197.4	298.1	257.0
12:00 PM	259.1	262.6	275.0	366.4	391.2
1:00 PM	259.08*	262.55*	308.8	400.8	440.2
2:00 PM	297.1	298.4	330.4	425.8	473.8
3:00 PM	297.1*	318.4	350.6	437.6	492.5
4:00 PM	297.1*	318.37*	358.4	451.1	502.2
11:00 PM	355.0	342.0	376.6	472.9	522.3

\*Enrollment was not captured every hour in 06 & 07  
 2010 goal= 550 FTE's

2010 registration day: 4/15/2010

### Fall Registration Day FTE's



TOMPKINS CORTLAND COMMUNITY COLLEGE  
Human Resources Updates - Status of Open Positions  
as of April 21, 2010

**UNCLASSIFIED STAFF**

<u>POSITION</u>	<u>DESIRED EMPLOYMENT DATE</u>	<u>ADVERTISED</u>	<u>APPLICATION DEADLINE</u>	<u>CURRENT STATUS</u>
Assistant Professor of Nursing	Fall 2010	August 2009	January 19, 2010	Interviews complete
Counselor	Fall 2010	August 2009	January 19, 2010	Interviews complete
Instructor of Hotel-Restaurant Management/Wine Marketing	Fall 2010	August 2009	January 19, 2010	Interviews complete
Instructor of Photography	Fall 2010	August 2009	January 19, 2010	Interviews complete
Coordinator of Advisement Svcs.	September 2010	February 2010	March 15, 2010	Scheduling phone interviews
Director of Student Activities/ Student Center	September 2010	February 2010	March 15, 2010	Final interviews in process

**CLASSIFIED STAFF**

<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DESIRED EMPLOYMENT DATE</u>	<u>CURRENT STATUS</u>
Enrollment Services Specialist	Enrollment Services	March 1, 2010	Canvassing Civil Service list
Enrollment Services Specialist	Student Success	March 1, 2010	Canvassing Civil Service list
Sr. Library Clerk .8 FTE	Dr. Lucille S. Baker Commons	March 1, 2010	Hired Julie Peterson 3/29/10
Sr. Clerk, FT, Seasonal	Student Success	May 2010	Canvassing Civil Service list
Sr. Clerk, FT, Permanent	Enrollment Services	May 17, 2010	Canvassing Civil Service list
Mail Clerk/Receptionist	Campus Technology	April 26, 2010	Posting in-house
Electrician, FT, Temporary	Buildings and Grounds	May 17, 2010	Accepting application/advertised

TOMPKINS CORTLAND COMMUNITY COLLEGE

Human Resources Updates  
Status of Grievances  
as of April 21, 2010

**COMPLAINANT**

**SUBJECT**

**DISPOSITION**

CSEA Membership

Medco – Change in provider  
diminished prescription plan  
benefits

CSEA requested a waiver to time  
requirement to move to Stage 3 of  
grievance process while waiting for a  
response from Tompkins County.

**FACULTY ASSOC.**

Faculty Association Membership

MedCo – change in prescription  
program changed copays, limits  
on quantities delivered

Faculty Association agree to extend time  
requirement while waiting for a response from  
Tompkins County.

**PAA**

PAA Membership

MedCo – change in prescription  
program changed copays, limits  
on quantities delivered.

PAA requested a waiver to time requirement  
to move to Stage 3 of the grievance process  
while waiting for response from Tompkins  
County.

Tompkins Cortland Community College  
Global Initiatives Report  
For the Board of Trustees  
Walter Poland, Vice President for Global Initiatives  
April 2010

- On April 9, 2010, I met with Mr. Manley Thaler of the AMZ Foundation, introduced Meena Yosufzy to him, and discussed her year at TC3 and her future plans and hopes regarding Cornell University. He shared that he had been meeting with officials from Cornell University regarding various projects of interest. In addition, in a meeting with Dr. Alice Pell, Vice Provost of Cornell, he discussed Meena's progress at TC3 and possible future program ideas related to the TC3-SOLA-AMZ project and the University.
- From April 13 to 16, 2010, I attended the Board of Directors Meeting of the Red Mutis consortium in Bogota, Columbia. TC3 will be designing and coordinating an international symposium regarding the US form of the community college. The Red Mutis Universities have a combined 40 CERES (Regional Educational Centers) under their supervision. These institutions are part of a larger effort of the Columbian government to establish a system of community college-like institutions in the country. There are a total of 165 established at the current time.
- In addition, I worked with the executive staff of the University Uniminuto regarding several projects currently in development with the University. In addition, the Rector coordinated a conference call with the Governor of the capital district or state, which includes Bogota, to discuss a partnership agreement that would include TC3, the Government, the University, and 6 CERES located in the district. The Governor was very interested in the potential of such a partnership. The basics of such an agreement are under discussion.
- Additionally, Professor Ron Starmer of the English Department was visiting the Technological University Bolivar in Cartagena, Columbia, to assist the language faculty in an assessment of their program and its potential for achieving the level of proficiency for graduation as required by the University and the government. A report of his preliminary findings and recommendations will be submitted to the Rector and discussed with the English faculty of the University.
- On April 20, 2010, I received a request from Cornell University to submit a proposal for TC3 to continue to provide English as a Second Language instruction and support to newly entering international graduate students.



**TOMPKINS CORTLAND COMMUNITY COLLEGE  
CAPITAL PAYMENTS  
APRIL 2010**

	<b>Amount</b>	<b>Subtotal</b>	<b>Grand Total</b>
<b>Electric Panel Replacement Project</b>			
78 15	Beardsley Design Associates (PO #27162) Invoice #0029442, Architectural Design Services	\$18,957.72	
78 16	Cortland Standard, Bid Notice	\$106.47	
78 17	Gannett Newspapers, Bid Notice	\$110.27	
	<b>Total Electric Panel Replacement Project</b>		<b>\$19,174.46</b>
<b>Global Office Renovations</b>			
78 18	Cortland Standard, Bid Notice	\$87.60	
78 19	Gannett Newspapers, Bid Notice	\$91.00	
	<b>Total Global Office Renovations</b>		<b>\$178.60</b>
<b>Access Gate</b>			
78 20	Cortland Standard, Bid Notice	\$91.03	
78 21	Gannett Newspapers, Bid Notice	\$99.76	
	<b>Total Access Gate</b>		<b>\$190.79</b>
<b>New Classrooms Project</b>			
78 22	G.R. Noto Electrical, (PO #26452) Application #7, Electrical	\$4,497.70	
	<b>Total New Classrooms Project</b>		<b>\$4,497.70</b>
<hr/> <b>Grand Total</b>			<b>\$24,041.55</b>

TOMPKINS CORTLAND COMMUNITY COLLEGE

TREASURER'S REPORT

MARCH 31, 2010

TOMPKINS CORTLAND COMMUNITY COLLEGE

INDEX TO TREASURER'S REPORT

MARCH 31, 2010

NARRATIVE HIGHLIGHTS	PAGE 1-2
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APPROPRIATIONS	PAGE 4-6
REVENUES	PAGE 7
CASH FORECAST	PAGE 8
CAPITAL FUND SUMMARY	PAGE 9

CASH AND TEMPORARY INVESTMENTS - (PAGE 3)

Our present cash in time deposits consists of \$4,065,147 in a money market savings account averaging .25% interest earnings for Mar and \$618,938 in savings. The maximum amount available for investment will fluctuate with a peak of \$3,200,000 available over the next six months.

ACCOUNTS RECEIVABLE - (PAGE 3)

Accounts Receivable from students of \$3,478,393 is up from 2,755,003. Student receivables are underwritten by various funding agencies such as TAP, PELL, TRA, Student Loan and local employers.

DUE FROM STATE GOVERNMENTS - (PAGE 3)

Due from State Governments includes \$122,964 in March State Aid payments withheld as well as \$294,561 in TAP payments due for Spring 2010.

DUE FROM OTHER GOVERNMENTS AND FUNDS - (PAGE 3)

Out of county chargebacks have an outstanding balance of \$1,814,806. The interfunds account balance of \$2,279,726 consists of federal, state grant and capital payments made by the current operating fund. Reimbursement from other funds is in transit at the end of each period.

LIABILITIES - (PAGE 3)

Payroll Liabilities include amounts due to retirement systems (New York State Retirement and the TIAA-CREF), governmental agencies for payroll-related liabilities, and accrued vacation. Student Financial Aid Liabilities primarily consists of NYS TAP rosters received, and not yet disbursed. Accrued Liabilities represents miscellaneous liabilities such as amounts due to FSA, and various reserves.

Due to State governments represents overpayment of state aid in the prior year.

FUND BALANCE - (PAGE 3)

The current fund balance represents surplus revenues over expenditures from prior years.

TOTAL EXPENDITURES - (PAGES 4-6)

As of March 31, total expenditures amounted to \$21,169,619 or 61.1% of the 2009-2010 budget. Comparable expenditures for period two last year were \$19,606,326 or 60.69% of the 2008-2009 budget.

TOTAL REVENUES - (PAGE 7)

Revenues to date of \$28,774,123 are 83% of the revenue budget. Prior year revenues were \$27,033,252 are 83.68% of total budgeted revenue

CAPITAL FUNDS - (PAGE 9)

The 1994-95 Capital Construction project remaining open is the Campus Master Plan with an amended budget of \$ 7,439,572. To date, \$7,439,572 has been committed for the Campus Master Plan.

The 2000-2001 Capital Construction Budget totals \$7,071,250 for the HVAC System Replacement and Campus Master Plan Update. To date, \$7,068,658 has been committed for 2000-2001 projects.

The 2002-2009 Capital Construction Budget totals \$34,253,262. As of March 2010, \$33,948,011 has been committed.

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
BALANCE SHEET  
March 2010**

	<u>Current Month 03/31/2010</u>	<u>Previous Month 02/28/2010</u>	<u>Previous Year 03/31/2009</u>
<b>ASSETS</b>			
Cash in Demand Deposit	\$417,820	\$233,910	\$266,582
Cash in Time Deposits	4,266,265	7,464,232	2,133,132
Petty Cash	1,730	1,730	1,730
Accounts Receivable--Students	3,478,393	2,755,003	4,493,395
Accounts Receivable--Misc.	203,279	192,687	378,321
Prepaid Expenses	(66,533)	(61,735)	(69,667)
Due From Other Funds	2,279,726	1,965,986	3,067,872
Due From Sponsor Governments	0	404,217	0
Due From State Governments	417,525	0	165,396
Due From Other Governments	\$1,814,806	\$165,706	1,573,477
	<u>\$12,813,011</u>	<u>\$13,121,736</u>	<u>\$12,010,238</u>
<b>TOTAL ASSETS</b>			
<b>LIABILITIES AND SURPLUS</b>			
Vouchers Payable	\$0	\$112,174	\$16,895
Payroll Liabilities	1,360,875	1,249,432	1,073,959
Student Financial Aid Liabilities	144,421	849,967	1,084,988
Accrued Liabilities	2,788,083	3,679,173	1,783,512
Due to Other Funds	(1,164)	(3,988)	223,462
Due to State Governments	0	0	0
Student Tuition Collected in Advance	(3,500)	0	(19,735)
Fund Balance	1,086,971	1,086,971	511,441
Revenue Over (Under) Expenditures	7,437,325	6,148,007	7,335,716
	<u>\$12,813,011</u>	<u>\$13,121,736</u>	<u>\$12,010,238</u>
<b>TOTAL LIABILITIES AND SURPLUS</b>			

**TOMPKINS CORTLAND COMMUNITY COLLEGE**  
**APPROPRIATIONS 2009-2010**  
**FINANCIAL REPORT FOR THE PERIOD ENDING MARCH 31, 2010**

	<u>Original Budget</u>	<u>Modified Budget</u>	<u>Expenditures To Date</u>	<u>Unexpended Balance</u>	<u>% Expended</u>
				PER CENT YEAR	58.30%
<b>Instruction</b>					
Personal Services	8,829,493	8,829,493	5,674,627	3,154,866	64.27%
Equipment	22,500	22,500	2,491	20,009	0.00%
Contractual Expenses	3,496,948	3,496,948	3,092,964	403,984	88.45%
Employee Benefits	<u>2,815,043</u>	<u>2,815,043</u>	<u>1,986,447</u>	<u>828,596</u>	70.57%
<b>Total Instruction</b>	<u>15,163,984</u>	<u>15,163,984</u>	<u>10,756,529</u>	<u>4,407,455</u>	<u>70.93%</u>
<b>Public Service</b>					
Personal Services	51,923	51,923	23,828	28,095	45.89%
Equipment				0	0.00%
Contractual Expenses	575	575	0	575	0.00%
Employee Benefits	<u>16,554</u>	<u>16,554</u>	<u>8,340</u>	<u>8,214</u>	50.38%
<b>Total Public Service</b>	<u>69,052</u>	<u>69,052</u>	<u>32,168</u>	<u>36,884</u>	<u>46.59%</u>
<b>Academic Support</b>					
Personal Services	1,429,652	1,429,652	807,922	621,730	56.51%
Equipment	76,900	76,900	73,924	2,976	0.00%
Contractual Expenses	299,718	299,718	143,645	156,073	47.93%
Employee Benefits	<u>455,806</u>	<u>455,806</u>	<u>282,773</u>	<u>173,033</u>	<u>62.04%</u>
<b>Total Academic Support</b>	<u>2,262,076</u>	<u>2,262,076</u>	<u>1,308,264</u>	<u>953,812</u>	<u>57.83%</u>
<b>Libraries</b>					
Personal Services	528,284	528,284	307,369	220,915	58.18%
Equipment			0	0	0.00%
Contractual Expenses	171,976	171,976	105,395	66,581	61.28%
Employee Benefits	<u>168,429</u>	<u>168,429</u>	<u>107,579</u>	<u>60,850</u>	<u>63.87%</u>
<b>Total Libraries</b>	<u>868,689</u>	<u>868,689</u>	<u>520,343</u>	<u>348,346</u>	<u>59.90%</u>

**APPROPRIATIONS 2009-2010 (Cont.)**

PER CENT YEAR

58.30%

	<u>Original Budget</u>	<u>Original Budget</u>	<u>Expenditures To Date</u>	<u>Unexpended Balance</u>	<u>% Expended</u>
<b>Student Services</b>					
Personal Services	2,966,923	2,966,923	1,682,024	1,284,899	56.69%
Equipment	0	0	1,750	(1,750)	0.00%
Contractual Expenses	1,901,745	1,901,745	849,730	1,052,015	44.68%
Employee Benefits	<u>945,923</u>	<u>945,923</u>	<u>588,708</u>	<u>357,215</u>	<u>62.24%</u>
<b>Total Student Services</b>	<b><u>5,814,591</u></b>	<b><u>5,814,591</u></b>	<b><u>3,122,212</u></b>	<b><u>2,692,379</u></b>	<b><u>53.70%</u></b>
<b>Maintenance and Operation of Plant</b>					
Personal Services	2,216,889	2,216,889	1,185,332	1,031,557	53.47%
Equipment	11,100	11,100	9,583	1,517	0.00%
Contractual Expenses	1,662,642	1,662,642	575,901	1,086,741	34.64%
Employee Benefits	<u>748,242</u>	<u>748,242</u>	<u>414,866</u>	<u>333,376</u>	<u>55.45%</u>
<b>Total Maintenance and Operation of Plant</b>	<b><u>4,638,873</u></b>	<b><u>4,638,873</u></b>	<b><u>2,185,682</u></b>	<b><u>2,453,191</u></b>	<b><u>47.12%</u></b>
<b>Institutional Support</b>					
Personal Services	1,333,374	1,333,374	765,481	567,893	57.41%
Equipment	0	0	0	0	0.00%
Contractual Expenses	395,449	395,449	216,531	178,918	54.76%
Employee Benefits	<u>425,110</u>	<u>425,110</u>	<u>267,918</u>	<u>157,192</u>	<u>63.02%</u>
<b>Total Institutional Support</b>	<b><u>2,153,933</u></b>	<b><u>2,153,933</u></b>	<b><u>1,249,930</u></b>	<b><u>904,003</u></b>	<b><u>58.03%</u></b>
<b>General Institutional Services</b>					
Personal Services	1,778,236	1,778,236	1,032,305	745,931	58.05%
Equipment	174,500	174,500	57,384	117,116	0.00%
Contractual Expenses	1,138,305	1,138,305	536,304	602,001	47.11%
Employee Benefits	<u>566,941</u>	<u>566,941</u>	<u>368,500</u>	<u>198,441</u>	<u>65.00%</u>
<b>Total General Institutional Services</b>	<b><u>3,657,982</u></b>	<b><u>3,657,982</u></b>	<b><u>1,994,493</u></b>	<b><u>1,663,489</u></b>	<b><u>54.52%</u></b>
<b>TOTAL APPROPRIATIONS</b>	<b><u>34,629,180</u></b>	<b><u>34,629,180</u></b>	<b><u>21,169,621</u></b>	<b><u>13,459,559</u></b>	<b><u>61.13%</u></b>



**2009-2010 APPROPRIATIONS**  
**SCHEDULE OF EMPLOYEE BENEFITS**

PER CENT YEAR 58.30%

	<u>Original Budget</u>	<u>Modified Budget</u>	<u>Expenditures To Date</u>	<u>Unexpended Balance</u>	<u>% Expended</u>
Retirement Incentives	52,000	52,000	66,159	0	0.00%
State Employee's Retirement	510,000	510,000	496,460	13,540	97.35%
State Teacher's Retirement	163,000	163,000	109,540	53,460	67.20%
Optional Retirement Fund	980,000	980,000	603,215	376,785	61.55%
Social Security	1,430,235	1,430,235	852,610	577,625	59.61%
Workers Compensation	115,000	115,000	121,509	(6,509)	105.66%
Misc Employee Benefits	120,000	120,000	75,774	44,226	63.15%
Disability Insurance	13,000	13,000	6,671	6,329	51.32%
Hospital and Medical Insurance	2,550,812	2,550,812	1,562,860	987,952	61.27%
Employee Tuition Benefits	133,000	133,000	150,658	(17,658)	113.28%
Life Insurance	10,000	10,000	6,300	3,700	63.00%
Vacation Benefits	60,000	60,000	35,000	25,000	58.33%
Unemployment Insurance	5,000	5,000	22,924	(17,924)	0.00%
<b>Total Employee Benefits</b>	<b><u>6,142,047</u></b>	<b><u>6,142,047</u></b>	<b><u>4,109,680</u></b>	<b><u>2,046,526</u></b>	<b><u>66.91%</u></b>

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
REVENUE 2009-2010  
FINANCIAL REPORT FOR THE PERIOD ENDING MARCH 31, 2010**

**PER CENT YEAR 58.30%**

	<u>Budget Adopted</u>	<u>Modified Budget</u>	<u>Realized To Date</u>	<u>To Be Realized</u>	<u>% Realized</u>
<b>Tuition</b>					
Fall & Spring	\$12,762,607	\$12,762,607	13,917,052	(1,154,445)	109.05%
Summer	1,201,986	1,201,986	264,388	937,598	22.00%
Nonresident Tuition	1,620,320	1,620,320	1,393,477	226,843	86.00%
Student Fee Revenue (Tech Fee)	974,800	974,800	1,020,818	(46,018)	104.72%
<b>Total Tuition</b>	<u>16,559,713</u>	<u>16,559,713</u>	<u>16,595,735</u>	<u>(36,022)</u>	<u>100.22%</u>
<b>Government Appropriations</b>					
New York State	9,861,551	9,861,551	7,156,729	2,704,822	72.57%
Local Sponsors	4,254,915	4,254,915	1,723,239	2,531,676	40.50%
Appropriated Cash Surplus			0	0	
Charges to Other Counties	<u>3,249,000</u>	<u>3,249,000</u>	<u>2,924,613</u>	<u>324,387</u>	<u>90.02%</u>
<b>Total Government Appropriations</b>	<u>17,365,466</u>	<u>17,365,466</u>	<u>11,804,581</u>	<u>5,560,885</u>	<u>67.98%</u>
<b>Other Revenues</b>					
Service Fees	149,000	149,000	111,982	37,018	75.16%
Interest Earnings	20,000	20,000	7,195	12,805	35.98%
Rental of Real Property	22,000	22,000	12,691	9,309	57.69%
Contract Courses	105,000	105,000	64,569	40,431	61.49%
Noncredit Tuition	190,000	190,000	105,005	84,995	55.27%
Grant Offsets	173,000	173,000	61,009	111,991	35.27%
Unclassified Revenues	<u>45,000</u>	<u>45,000</u>	<u>11,356</u>	<u>33,644</u>	<u>25.24%</u>
<b>Total Other Revenues</b>	<u>704,000</u>	<u>704,000</u>	<u>373,807</u>	<u>330,193</u>	<u>53.10%</u>
<b>TOTAL REVENUES</b>	<u>\$34,629,179</u>	<u>\$34,629,179</u>	<u>\$28,774,123</u>	<u>\$5,855,056</u>	<u>83.09%</u>

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
CURRENT OPERATING FUND - CASH FORECAST  
March 2010 To July 2010**

	<u>MARCH</u>	<u>APRIL</u>	<u>MAY</u>	<u>JUNE</u>	<u>JULY</u>
<b><u>CASH BALANCE - BEGINNING OF PERIOD</u></b>	<b>\$7,699,871</b>	<b>\$4,685,815</b>	<b>\$3,235,032</b>	<b>\$1,884,543</b>	<b>\$2,511,459</b>
<b><u>RECEIPTS</u></b>					
Student Accounts Receivable	\$557,816	\$500,000	\$400,000	\$400,000	\$1,283,117
Student Financial Aid	\$1,605,853	\$100,000	\$100,000	\$150,000	\$1,463
Sponsor Payments	\$404,217	\$404,217	\$659,511	\$404,217	\$0
Chargebacks to Other Counties	\$7,467	\$550,000	\$200,000	\$200,000	\$143,565
State Aid	\$2,214,801	\$0	\$0	\$2,222,699	\$2,438,716
Repayment of Grant Fund Advances	\$9,831	\$10,000	\$10,000	\$50,000	\$361,535
Repayment of Capital Fund Advances	\$0	\$0	\$0	\$0	\$600,000
Other Receipts	\$143,676	\$120,000	\$120,000	\$125,000	<u>\$190,963</u>
<b>Projected Cash Receipts</b>	<b><u>\$4,943,661</u></b>	<b><u>\$1,684,217</u></b>	<b><u>\$1,489,511</u></b>	<b><u>\$3,551,916</u></b>	<b><u>\$5,019,359</u></b>
<b><u>DISBURSEMENTS</u></b>					
Payments to Students	\$4,044,153	\$175,000	\$130,000	\$95,000	\$309,752
Accounts Payable	\$2,134,935	\$1,250,000	\$1,000,000	\$1,250,000	\$1,551,758
Payroll and Fringe Benefits	\$1,651,570	\$1,700,000	\$1,700,000	\$1,500,000	\$2,174,393
Grant Fund Advances	\$38,612	\$10,000	\$10,000	\$80,000	\$35,232
Capital Fund Advances	\$88,447	\$0	\$0	\$0	<u>\$484,543</u>
<b>Projected Cash Disbursements</b>	<b><u>\$7,957,717</u></b>	<b><u>\$3,135,000</u></b>	<b><u>\$2,840,000</u></b>	<b><u>\$2,925,000</u></b>	<b><u>\$4,555,678</u></b>
<b><u>PROJECTED CASH BALANCE - END OF PERIOD</u></b>					
<b>MONEY MARKET/ SAVINGS</b>	<b>\$4,635,815</b>	<b>\$3,185,032</b>	<b>\$1,834,543</b>	<b>\$2,461,459</b>	<b>\$2,925,137</b>
<b>CASH IN TIME DEPOSITS</b>	<b><u>\$50,000</u></b>	<b><u>\$50,000</u></b>	<b><u>\$50,000</u></b>	<b><u>\$50,000</u></b>	<b><u>\$50,000</u></b>
<b>TOTAL CASH IN TIME DEPOSITS</b>	<b>\$4,685,815</b>	<b>\$3,235,032</b>	<b>\$1,884,543</b>	<b>\$2,511,459</b>	<b>\$2,975,140</b>

TOMPKINS CORTLAND COMMUNITY COLLEGE  
 CAPITAL FUND SUMMARY  
 FINANCIAL REPORT FOR THE PERIOD ENDING MARCH 31, 2010

	<u>Original Budget</u>	<u>Amended Budget</u>	<u>Expenditures To Date</u>	<u>Encumbrances</u>	<u>Total Committed</u>	<u>Uncommitted Budget</u>
<b><u>CAPITAL CONSTRUCTION 1994-95</u></b>						
Campus Master Plan	<u>8,689,572</u>	<u>7,439,572</u>	<u>7,439,572</u>	<u>0</u>	<u>7,439,572</u>	<u>0</u>
<b>TOTAL</b>	<b><u>8,689,572</u></b>	<b><u>7,439,572</u></b>	<b><u>7,439,572</u></b>	<b><u>0</u></b>	<b><u>7,439,572</u></b>	<b><u>0</u></b>
<b><u>CAPITAL CONSTRUCTION 2000-2001</u></b>						
HVAC System Replacement	<u>5,571,250</u>	<u>7,071,250</u>	<u>7,067,173</u>	<u>1,485</u>	<u>7,068,658</u>	<u>2,592</u>
<b>TOTAL</b>	<b><u>5,571,250</u></b>	<b><u>7,071,250</u></b>	<b><u>7,067,173</u></b>	<b><u>1,485</u></b>	<b><u>7,068,658</u></b>	<b><u>2,592</u></b>
<b><u>CAPITAL CONSTRUCTION 2002-2009</u></b>						
Administrative Costs	1,236,384	3,781,122	3,588,204	0	3,588,204	192,918
Site Improvements ( Phase 1A)	1,332,100	1,954,616	1,854,054	0	1,854,054	100,562
Athletic Facility Construction ( Phase 1B)	15,546,945	15,867,354	15,622,108	0	15,622,108	245,246
Interior Renovations ( Phase 2A)	2,411,195	2,559,694	2,525,512	0	2,525,512	34,182
Interior Renovations ( Phase 2B)	5,667,505	6,417,812	6,149,851	0	6,149,851	267,961
Interior Renovations ( Phase 2C)	2,307,885	2,419,883	2,402,248	0	2,402,248	17,635
Office Renovations	135,395	135,395	135,502	0	135,502	-107
Field Irrigation	177,000	204,217	203,031	0	203,031	1,186
Furniture Fixtures & Equipment	<u>1,452,803</u>	<u>1,452,803</u>	<u>1,467,501</u>	<u>0</u>	<u>1,467,501</u>	<u>-14,698</u>
<b>TOTAL</b>	<b><u>30,267,212</u></b>	<b><u>34,792,896</u></b>	<b><u>33,948,011</u></b>	<b><u>0</u></b>	<b><u>33,948,011</u></b>	<b><u>651,967</u></b>
<b>CLASSROOM PROJECT 2008-2009</b>	<b><u>2,000,000</u></b>	<b><u>2,000,000</u></b>	<b><u>1,221,174</u></b>		<b><u>1,221,174</u></b>	<b><u>778,826</u></b>

**CAPITAL CASH SUMMARY**

**CASH BALANCE - MAR 1, 2010**

Campus Master Plan Money Market	51,345
Cash in time Deposits	<u>906,155</u>

**\$957,500**

**CASH RECEIPTS**

County Payment - Campus Master Plan	0
State Aid	425,277
Reimburse from interfunds	0
Investment Income - Savings	546
Investment Income - CMP	57
Chargeback Revenue	<u>1,070</u>

**\$426,950**

**DISBURSEMENTS**

Athletic Facility	
Savings Reimburse Advance from Operat	0
MM Reimburse Advane from Oper	0
HVAC Replacement	0
Campus Master Plan	<u>0</u>
	0

**CASH BALANCE -MAR 31, 2010**

Campus Master Plan Money Market	476,679
Cash in Time Deposits	<u>907,771</u>

**\$1,384,450**

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2009-2010-41**

**APPOINTMENT OF PERSONNEL**

**WHEREAS**, The Department of Human Resources has confirmed that each of the individuals identified on the attached list possesses credentials necessary for the appointments indicated, and

**WHEREAS**, it also has been confirmed that each of the listed individuals has accepted all requisite conditions for appointment, and

**WHEREAS**, each of the listed individuals also has been recommended for his or her appointment by the President, be it therefore

**RESOLVED**, that the Board of Trustees of Tompkins Cortland Community College hereby appoints the individuals listed on the attachment.

**STATE OF NEW YORK:**

**SS:**

**COUNTY OF TOMPKINS:**

**I, CATHY A. NORTHROP, CLERK** of the Board of Trustees of Tompkins Cortland Community College, **DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of Trustees of Tompkins Cortland Community College at an Executive Committee meeting of said Board on the 29<sup>th</sup> day of April 2010, and the same is a complete copy of the whole of such resolution.

**IN WITNESS WHEREOF**, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 29<sup>th</sup> day of April 2010.

Clerk of the Board of Trustees  
Tompkins Cortland Community College

Appointment of Personnel  
 April 21, 2010  
 Presented to the Board of Trustees

Employee	Department	Title/Rank	Grade	Salary	Employment Dates
January 2010					
Booth, Mark	Concurrent Enrollment - Chemistry Department	Adjunct	N/A	83.20	1/19/10 - 3/26/10
Rattray, Jamie	Concurrent Enrollment - Health Department	Adjunct	N/A	332.80	1/19/10 - 3/26/10
Strauf, Dale	Fitness Department Inventory	Adjunct	N/A	138.00	1/21/10 - 3/22/10
		Adjunct	N/A		
February 2010					
Esworthy, Barrett	Independent Study HSTY 280	Adjunct	N/A	810.00	2/03/10 - 5/14/10
March 2010					
Candella-Jordon, Michel	Prepare LEAP students for TABE testing	Adjunct	N/A	323.55	March - April 2010
Haynes, Susan	ACCT 101-M02	Adjunct	N/A	1841.95	3/29/10 - 5/14/10
Pask, Margery	CAPS 121-M01	Adjunct	N/A	229.51	3/29/10 - 3/31/10
Peterson, Julie	The Lucille S. Baker Center for Learning - Library - Sr. Library Clerk		F	*31,659.50	03/29/10
April 2010					
Plumeau, Margaret	Borg Warner Math review	Adjunct	N/A	160.00	4/06/10 - 4/07/10
Sanford, Sharon	Borg Warner Testing, etc.	Adjunct	N/A	2,280.00	04/06/10 - 4/10/10
Sullivan, Maureen	Basic Math Review for Borg-Warner	Adjunct	N/A	80.00	4/7/10
Sullivan, Maureen	Everyday Math and Money Skills workshop	Adjunct	N/A	320.00	4/08/10 - 4/15/10
McGee, Louise	Infrection Control/Barrier Precautions workshop	Adjunct	N/A	240.00	04/17/10
McPheron, Marylu	ID & Reporting of Child Abuse workshop	Adjunct	N/A	185.00	04/21/10

\*Annual salary to be prorated

Appt of Personnel April 2010

TOMPKINS CORTLAND COMMUNITY COLLEGE

Presented to the Board of Trustee

April 21, 2010

Resignations/Retirements/Separations

<u>NAME</u>	<u>EFFECTIVE DATE</u>	<u>REASON</u>
Jennifer Barber	6/11/10	Civil Service rules
Kristina Schug	6/11/10	Civil Service rules

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2009-2010-34**

**2010 TRUSTEES' AWARD FOR EXCELLENCE IN ADJUNCT TEACHING**

**WHEREAS**, the Board of Trustees of Tompkins Cortland Community College annually solicits nominations for a recipient of the Trustees' Award for Excellence in Adjunct Teaching (.5 FTE or less), and

**WHEREAS**, this award is presented to an individual who, through continued and exceptional service, represents the highest level of commitment to the mission and goals of the College, and

**WHEREAS**, Ms. Cindy Sloan has been named by the selection committee appointed by the Board of Trustees as an individual who performs superbly in fulfilling her responsibilities with evidenced excellence in adjunct teaching in numerous areas, and who has exceeded standards in a creative and innovative fashion, be it therefore

**RESOLVED**, that the Board of Trustees of Tompkins Cortland Community College hereby presents the 2010 Trustees' Award for Excellence in Adjunct Teaching to Ms. Cindy Sloan.

**STATE OF NEW YORK:**

**SS:**

**COUNTY OF TOMPKINS:**

**I, CATHY A. NORTHROP, CLERK** of the Board of Trustees of Tompkins Cortland Community College, **DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 29<sup>th</sup> day of April 2010, and the same is a complete copy of the whole of such resolution.

**IN WITNESS WHEREOF**, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 29<sup>th</sup> day of April 2010.

Clerk of the Board of Trustees  
Tompkins Cortland Community College



**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2009-2010-35**

**2010 CHANCELLOR'S/TRUSTEES' AWARD  
FOR EXCELLENCE IN CLASSIFIED SERVICE**

**WHEREAS**, the Chancellor of the State University of New York and the Board of Trustees of Tompkins Cortland Community College annually present an Award for Excellence in Classified Service to an individual who, through continued and exceptional service, represents the highest level of commitment to the mission and goals of the College, and

**WHEREAS**, Ms. Leslie Carpenter has been named by the Chancellor and by the selection committee appointed by the Board of Trustees as an individual who performs superbly in fulfilling her responsibilities with evidenced excellence in classified service in numerous areas, and who has exceeded standards in a creative and innovative fashion, be it therefore

**RESOLVED**, that the Board of Trustees of Tompkins Cortland Community College hereby presents the 2010 Chancellor's/Trustees' Award for Excellence in Classified Service to Ms. Leslie Carpenter.

**STATE OF NEW YORK:**

**SS:**

**COUNTY OF TOMPKINS:**

**I, CATHY A. NORTHROP, CLERK** of the Board of Trustees of Tompkins Cortland Community College, **DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 29<sup>th</sup> day of April 2010, and the same is a complete copy of the whole of such resolution.

**IN WITNESS WHEREOF**, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 29<sup>th</sup> day of April 2010.

Clerk of the Board of Trustees  
Tompkins Cortland Community College

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2009-2010-36**

**2010 CHANCELLOR'S/TRUSTEES' AWARD FOR  
EXCELLENCE IN FACULTY SERVICE**

**WHEREAS**, the Chancellor of the State University of New York and the Board of Trustees of Tompkins Cortland Community College annually present an Award for Excellence in Faculty Service to an individual who, through continued and exceptional service, represents the highest level of commitment to the mission and goals of the College, and

**WHEREAS**, Associate Professor James Jacob has been named by the Chancellor and by the selection committee appointed by the Board of Trustees as an individual who performs superbly in fulfilling his responsibilities with evidenced excellence in consistently superior service in numerous areas, and who has demonstrated consistently superior service over multiple-years in a variety of venues, be it therefore

**RESOLVED**, that the Board of Trustees of Tompkins Cortland Community College hereby presents the 2010 Chancellor's/Trustees' Award for Excellence in Faculty Service to Associate Professor James Jacob.

**STATE OF NEW YORK:**

**SS:**

**COUNTY OF TOMPKINS:**

**I, CATHY A. NORTHROP, CLERK** of the Board of Trustees of Tompkins Cortland Community College, **DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 29<sup>th</sup> day of April 2010, and the same is a complete copy of the whole of such resolution.

**IN WITNESS WHEREOF**, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 29<sup>th</sup> day of April 2010.

Clerk of the Board of Trustees  
Tompkins Cortland Community College









**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2009-2010-44**

**IN APPRECIATION OF MARY BUSH**

**WHEREAS**, Mary Bush was employed at Tompkins Cortland Community College as Secretary in June 1992, with a title change to the position of Enrollment Services Specialist in July 2003, and

**WHEREAS**, Ms. Bush was the recipient of the 2009 Classified Staff Merit Award, and

**WHEREAS**, Ms. Bush elected to retire from her position effective February 10, 2010, and

**WHEREAS**, Ms. Bush is an outstanding individual and professional and will be greatly missed at Tompkins Cortland Community College, be it therefore

**RESOLVED**, that the Board of Trustees of Tompkins Cortland Community College expresses thanks to Ms. Bush for her over 17 years of service, and be it further

**RESOLVED**, that the Board of Trustees extends best wishes to Ms. Bush in all of her future endeavors.

**STATE OF NEW YORK:**

**SS:**

**COUNTY OF TOMPKINS:**

**I, CATHY A. NORTHROP, CLERK** of the Board of Trustees of Tompkins Cortland Community College, **DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of

Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 29<sup>th</sup> day of April 2010, and the same is a complete copy of the whole of such resolution.

**IN WITNESS WHEREOF**, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 29<sup>th</sup> day of April 2010.

Clerk of the Board of Trustees  
Tompkins Cortland Community College

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2009-2010-45**

**IN APPRECIATION OF EUGENE CONRAD**

**WHEREAS**, Eugene Conrad was employed at Tompkins Cortland Community College as a part-time cleaner in December 1993, and as an Audio Visual Aide in September 1994, and

**WHEREAS**, Mr. Conrad was the recipient of the 2007 Classified Staff Merit Award, and

**WHEREAS**, Mr. Conrad elected to retire from his position effective December 30, 2009, and

**WHEREAS**, Mr. Conrad is an outstanding individual and professional and will be greatly missed at Tompkins Cortland Community College, be it therefore

**RESOLVED**, that the Board of Trustees of Tompkins Cortland Community College expresses thanks to Mr. Conrad for his 16 years of service, and be it further

**RESOLVED**, that the Board of Trustees extends best wishes to Mr. Conrad in all of his future endeavors.

**STATE OF NEW YORK:**

**SS:**

**COUNTY OF TOMPKINS:**

**I, CATHY A. NORTHROP, CLERK** of the Board of Trustees of Tompkins Cortland Community College, **DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of

Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 29<sup>th</sup> day of April 2010, and the same is a complete copy of the whole of such resolution.

**IN WITNESS WHEREOF**, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 29<sup>th</sup> day of April 2010.

Clerk of the Board of Trustees  
Tompkins Cortland Community College



**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2009-2010-46**

**IN APPRECIATION OF ANDREW HAALAND**

**WHEREAS**, Andrew Haaland was employed at Tompkins Cortland Community College as Division Head for Business and Public Service in August 1986, and to the position of Professor in September 1995, and

**WHEREAS**, Mr. Haaland served on numerous College committees including the Technology Advisory Group and the Faculty Student Association Board, and

**WHEREAS**, Mr. Haaland was a member of numerous professional organizations including the SUNY 2 Year Business Council and the National Education Association Community College Council, and

**WHEREAS**, Mr. Haaland was the recipient of the 1990-1991 Chancellor's Award for Excellence in Professional Service, and

**WHEREAS**, Mr. Haaland was the recipient of the Faculty Award for Excellence in 2005, and

**WHEREAS**, Mr. Haaland elected to retire from his position effective May 18, 2010, and

**WHEREAS**, Mr. Haaland is an outstanding individual and professional and will be greatly missed at Tompkins Cortland Community College, be it therefore

**RESOLVED**, that the Board of Trustees of Tompkins Cortland Community College expresses thanks to Mr. Haaland for his 24 years of service, and be it further

**RESOLVED**, that the Board of Trustees extends best wishes to Mr. Haaland in all of his future endeavors.

**STATE OF NEW YORK:**

**SS:**

**COUNTY OF TOMPKINS:**

**I, CATHY A. NORTHROP, CLERK** of the Board of Trustees of Tompkins Cortland Community College, **DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 29<sup>th</sup> day of April 2010, and the same is a complete copy of the whole of such resolution.

**IN WITNESS WHEREOF**, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 29<sup>th</sup> day of April 2010.

Clerk of the Board of Trustees  
Tompkins Cortland Community College

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2009-2010-47**

**IN APPRECIATION OF PHYLLIS HOFFMAN**

**WHEREAS**, Phyllis Hoffman was employed at Tompkins Cortland Community College as Mail Clerk in October 1979, and

**WHEREAS**, Ms. Hoffman elected to retire from her position effective April 23, 2010, and

**WHEREAS**, Ms. Hoffman is an outstanding individual and professional and will be greatly missed at Tompkins Cortland Community College, be it therefore

**RESOLVED**, that the Board of Trustees of Tompkins Cortland Community College expresses thanks to Ms. Hoffman for her over 30 years of service, and be it further

**RESOLVED**, that the Board of Trustees extends best wishes to Ms. Hoffman in all of her future endeavors.

**STATE OF NEW YORK:**

**SS:**

**COUNTY OF TOMPKINS:**

**I, CATHY A. NORTHROP, CLERK** of the Board of Trustees of Tompkins Cortland Community College, **DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of

Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 29<sup>th</sup> day of April 2010, and the same is a complete copy of the whole of such resolution.

**IN WITNESS WHEREOF**, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 29<sup>th</sup> day of April 2010.

Clerk of the Board of Trustees  
Tompkins Cortland Community College

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2009-2010-48**

**IN APPRECIATION OF NICOLAI KLIMASZEWSKI**

**WHEREAS**, Nicolai Klimaszewski was employed at Tompkins Cortland Community College as Adjunct Instructor in August 1976, as a Part-time Instructor (.7 FTE) in August 1991, as a Part-time Instructor (.5 FTE) in August 1994, and as an Assistant Professor in August 1996, being promoted to Associate Professor in August 2001, and promoted to Professor in August 2007, and

**WHEREAS**, Mr. Klimaszewski was Chair of the Photography Program, and

**WHEREAS**, Mr. Klimaszewski served on numerous College committees including the Service Tradition Scholarship selection committee, the Digital Media Center committee, and as Chair of the Chancellor's/Trustees' Award for Scholarship and Creative Activities Committee, and

**WHEREAS**, Mr. Klimaszewski managed the Visiting Artist program and was Co-advisor of the Artworks Club, and

**WHEREAS**, Mr. Klimaszewski elected to retire from his position effective June 30, 2010, and

**WHEREAS**, Mr. Klimaszewski is an outstanding individual and professional and will be greatly missed at Tompkins Cortland Community College, be it therefore

**RESOLVED**, that the Board of Trustees of Tompkins Cortland Community College expresses thanks to Mr. Klimaszewski for his 19 years of service, and be it further

**RESOLVED**, that the Board of Trustees extends best wishes to Mr. Klimaszewski in all of his future endeavors.

**STATE OF NEW YORK:**

**SS:**

**COUNTY OF TOMPKINS:**

**I, CATHY A. NORTHROP, CLERK** of the Board of Trustees of Tompkins Cortland Community College, **DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 29<sup>th</sup> day of April 2010, and the same is a complete copy of the whole of such resolution.

**IN WITNESS WHEREOF**, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 29<sup>th</sup> day of April 2010.

Clerk of the Board of Trustees  
Tompkins Cortland Community College

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2009-2010-49**

**IN APPRECIATION OF ROBERT LANDON**

**WHEREAS**, Robert Landon was employed at Tompkins Cortland Community College as Cleaner in September 1976, as a Groundskeeper in September 1979, temporary Grounds Supervisor in March 1985, temporary Grounds Supervisor in April 1988, and Senior Groundskeeper in September 2006, and

**WHEREAS**, Mr. Landon was the recipient of the 2001 and 2006 Classified Staff Merit Award, and

**WHEREAS**, Mr. Landon elected to retire from his position effective August 21, 2010, and

**WHEREAS**, Mr. Landon is an outstanding individual and professional and will be greatly missed at Tompkins Cortland Community College, be it therefore

**RESOLVED**, that the Board of Trustees of Tompkins Cortland Community College expresses thanks to Mr. Landon for his 34 years of service, and be it further

**RESOLVED**, that the Board of Trustees extends best wishes to Mr. Landon in all of his future endeavors.

**STATE OF NEW YORK:**

**SS:**

**COUNTY OF TOMPKINS:**

**I, CATHY A. NORTHROP, CLERK** of the Board of Trustees of Tompkins Cortland Community College,

**DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of

Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 29<sup>th</sup> day of April 2010, and the same is a complete copy of the whole of such resolution.

**IN WITNESS WHEREOF**, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 29<sup>th</sup> day of April 2010.

Clerk of the Board of Trustees  
Tompkins Cortland Community College

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2009-2010-50**

**IN APPRECIATION OF JOHN MARTINDALE**

**WHEREAS**, John Martindale was employed at Tompkins Cortland Community College as an Instructor in September 1974, was promoted to Assistant Professor in September 1978, was promoted to Associate Professor in September 1982, and was promoted to Professor in September 1986, and

**WHEREAS**, Mr. Martindale was Chair of the Hotel and Restaurant Management Program, and

**WHEREAS**, Mr. Martindale was a Certified ServSafe Instructor through the National Restaurant Association, and

**WHEREAS**, Mr. Martindale was President of the Faculty Association from 1984 to 1986 and a member of the Faculty Association Executive Committee from 1974 to 2009, and

**WHEREAS**, Mr. Martindale served as the advisor to the TC3 Hotel and Restaurant Association, and

**WHEREAS**, Mr. Martindale was a member of numerous professional organizations including the Cornell Hotel Society, the National Restaurant Association, and a Charter Member of Dryden Sertoma, and

**WHEREAS**, Mr. Martindale was the recipient of the 1997 Award for Excellence, and

**WHEREAS**, Mr. Martindale elected to retire from his position effective May 18, 2010, and

**WHEREAS**, Mr. Martindale is an outstanding individual and professional and will be greatly missed at Tompkins Cortland Community College, be it therefore

**RESOLVED**, that the Board of Trustees of Tompkins Cortland Community College expresses thanks to Mr. Martindale for his over 35 years of service, and be it further

**RESOLVED**, that the Board of Trustees extends best wishes to Mr. Martindale in all of his future endeavors.

**STATE OF NEW YORK:**

**SS:**

**COUNTY OF TOMPKINS:**

**I, CATHY A. NORTHROP, CLERK** of the Board of Trustees of Tompkins Cortland Community College, **DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 29<sup>th</sup> day of April 2010, and the same is a complete copy of the whole of such resolution.

**IN WITNESS WHEREOF**, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 29<sup>th</sup> day of April 2010.

Clerk of the Board of Trustees  
Tompkins Cortland Community College

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2009-2010-51**

**IN APPRECIATION OF DONNA NIELSEN**

**WHEREAS**, Donna Nielsen was employed at Tompkins Cortland Community College as Adjunct Instructor in January 1982, a .73 FTE Instructor in August 1983, Assistant Professor in January 1984, was promoted to Associate Professor in September 1988, and was promoted to Professor in September 1995, and

**WHEREAS**, Ms. Nielsen served on numerous College committees including the Wellness Committee and the Health and Safety Committee, and

**WHEREAS**, Ms. Nielsen was a member of or served on numerous professional organizations including the NYS Nurses Association, the American Nurses Association, the International Council of Nursing, Sigma Theta Tau International Honor Society of Nursing, the Transcultural Nursing Society, and the National League for Nursing, to name a few, and

**WHEREAS**, Ms. Nielsen was the recipient of the 2005-2006 Chancellor's Award for Excellence in Scholarship and Creative Activities, and

**WHEREAS**, Ms. Nielsen was the Nursing Club Advisor, a Certified Nurse Educator, and a Family Nurse Practitioner, and

**WHEREAS**, Ms. Nielsen elected to retire from her position effective May 18, 2010, and

**WHEREAS**, Ms. Nielsen is an outstanding individual and professional and will be greatly missed at Tompkins Cortland Community College, be it therefore

**RESOLVED**, that the Board of Trustees of Tompkins Cortland Community College expresses thanks to Ms. Nielsen for her 27 years of service, and be it further

**RESOLVED**, that the Board of Trustees extends best wishes to Ms. Nielsen in all of her future endeavors.

**STATE OF NEW YORK:**

**SS:**

**COUNTY OF TOMPKINS:**

**I, CATHY A. NORTHROP, CLERK** of the Board of Trustees of Tompkins Cortland Community College, **DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 29<sup>th</sup> day of April 2010, and the same is a complete copy of the whole of such resolution.

**IN WITNESS WHEREOF**, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 29<sup>th</sup> day of April 2010.

Clerk of the Board of Trustees  
Tompkins Cortland Community College

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2009-2010-52**

**IN APPRECIATION OF RALPH SHORTELL**

**WHEREAS**, Ralph Shortell was employed at Tompkins Cortland Community College as Director of Student Activities in April 1975 and granted Assistant Professor rank in September 1978, and

**WHEREAS**, Mr. Shortell served on numerous College committees including the Student Life Committee, the Student Leadership Council, the Faculty Student Association, the Student Advisory Board, and the College Entertainment Board, to name a few, and

**WHEREAS**, Mr. Shortell was a member of or served on numerous professional organizations including the National Association for Campus Activities (NACA), the Association of College Unions-International (ACUI), Association for the Promotion of Campus Activities (APCA), SUNY College and University Campus Activities Professionals (CUCAP), the Dryden Recreation Commission, the Summer Music Series, and the Dryden Old Home Days Festival, to name a few, and

**WHEREAS**, Mr. Shortell was the recipient of the 1986 Trustees' Award for Excellence in Professional Service and the 2009-2010 Chancellor's Award for Excellence in Scholarship and Creative Activities, and

**WHEREAS**, Mr. Shortell elected to retire from his position effective August 6, 2010, and

**WHEREAS**, Mr. Shortell is an outstanding individual and professional and will be greatly missed at Tompkins Cortland Community College, be it therefore

**RESOLVED**, that the Board of Trustees of Tompkins Cortland Community College expresses thanks to Mr. Shortell for his 35 years of service, and be it further

**RESOLVED**, that the Board of Trustees extends best wishes to Mr. Shortell in all of his future endeavors.

**STATE OF NEW YORK:**

**SS:**

**COUNTY OF TOMPKINS:**

**I, CATHY A. NORTHROP, CLERK** of the Board of Trustees of Tompkins Cortland Community College,

**DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of

Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 29<sup>th</sup> day of April 2010, and the same is a complete copy of the whole of such resolution.

**IN WITNESS WHEREOF**, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 29<sup>th</sup> day of April 2010.

Clerk of the Board of Trustees  
Tompkins Cortland Community College

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2009-2010-53**

**IN APPRECIATION OF TAF SQUIRES**

**WHEREAS**, Stephanie Squires was employed at Tompkins Cortland Community College as a Counselor in September 1983, and

**WHEREAS**, Ms. Squires served as coordinator of the Human Services (DSS) Staff Development program from August 1999 to December 2009 and as the College Teaching Center Task Director, and

**WHEREAS**, Ms. Squires served on numerous College committees including the Curriculum Committee, the Scholarship Committee, the College Forum, the 40<sup>th</sup> Anniversary Committee, the Classified Staff Luncheon Committee, the TC3 Picnic Committee, the Committee on Academic Status, the Middle States Committee, the Technology Advisory Group, and the Health and Safety Committee, to name a few, and

**WHEREAS**, Ms. Squires was a member of or served on professional organizations including the Suicide Prevention and Crisis Service, and the International Women's Day panel, and

**WHEREAS**, Ms. Squires was the recipient of the 2002 Award for Excellence, and

**WHEREAS**, Ms. Squires elected to retire from her position effective August 18, 2010 and

**WHEREAS**, Ms. Squires is an outstanding individual and professional and will be greatly missed at Tompkins Cortland Community College, be it therefore

**RESOLVED**, that the Board of Trustees of Tompkins Cortland Community College expresses thanks to Ms. Squires for her 27 years of service, and be it further

**RESOLVED**, that the Board of Trustees extends best wishes to Ms. Squires in all of her future endeavors.

**STATE OF NEW YORK:**

**SS:**

**COUNTY OF TOMPKINS:**

**I, CATHY A. NORTHROP, CLERK** of the Board of Trustees of Tompkins Cortland Community College,

**DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of

Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 29<sup>th</sup> day of April 2010, and the same is a complete copy of the whole of such resolution.

**IN WITNESS WHEREOF**, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 29<sup>th</sup> day of April 2010.

Clerk of the Board of Trustees  
Tompkins Cortland Community College



**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2009-2010-43**

**APPROVAL OF CLASSIFIED STAFF POSITIONS  
ADMINISTRATIVE ASSISTANT**

**WHEREAS**, the Human Resources Administrator has reviewed, in concert with the Tompkins County Commissioner of Personnel, a request to create one Administrative Assistant position, Labor Grade J, Competitive Class, and

**WHEREAS**, monies have been allocated in the 2009-2010 operating budget, be it therefore

**RESOLVED**, that the request to create one Administrative Assistant position, Labor Grade J, Competitive Class, be approved.

**STATE OF NEW YORK:**  
**SS:**  
**COUNTY OF TOMPKINS:**

**I, CATHY A. NORTHROP, CLERK** of the Board of Trustees of Tompkins Cortland Community College, **DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 29<sup>th</sup> day of April 2010, and the same is a complete copy of the whole of such resolution.

**IN WITNESS WHEREOF**, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 29<sup>th</sup> day of April 2010.

Clerk of the Board of Trustees  
Tompkins Cortland Community College