



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*

BOARD OF TRUSTEES

**THURSDAY, APRIL 19, 2012
RONALD W. SPACE BOARD ROOM
5:30 P.M.**

AGENDA

1. Call to Order
2. Roll Call
3. Welcome Guests
4. Approval of Agenda
5. Public Comment*
6. Approval of Minutes – March 22, 2012
7. Communications
8. Presentations (routine, periodic reports or special topics of interest to the Board of Trustees):
 - a. Campus Master Plan Update – Jim Turner
9. College-wide Goal – Student Success
(There will be one or two short presentations per Board meeting on the College-wide Goal to focus on one or both of these topics. The major purpose is to provide the Board with updates on how the College is progressing to achieve Student Success)
 - a. Student Success – Veterans' Services – James Janke
 - b. Organizational Capacity – Residence Life Survey – Darese Doskal-Scaffido
10. Vice Presidents' Reports (highlight Consent Agenda items and updates on major initiatives):
 - a. Provost and Vice President of the College
 - b. Vice President for Global Initiatives

11. Information Items:
 - a. Human Resources Updates

12. Consent Agenda (Action Items):
 - a. Appointment of Personnel
 - b. Treasurer's Report – March 31, 2012
 - c. Bus Transportation Services for Summer ESL Institute and Global Connections Program Bid Award
 - d. International Studies Program
 - e. International Hospitality Certificate Program
 - f. Approval of Position Description – Student Success Advisor

13. Standing Reports:
 - a. College Forum – Co-Chairs, Amy Edmond and Olivia Hersey
 - b. Faculty Student Association – Alicia Smith
 - c. Tompkins Cortland Community College Foundation, Inc. – Ray Dalton
 - d. Chairperson's Report – Elizabeth Burns
 - i. Friend of the College
 - e. Liaison Report (Cortland County) – Anthony Pace
 - f. Liaison Report (Tompkins County) – Michael Lane
 - g. Student Trustee's Report – Alicia Smith
 - h. President's Report

14. Upcoming Events:
 - a. Meeting with Cortland County School District Superintendents – April 17, 2012
 - b. Trustee Emeritus Event – April 19, 2012, 4:00 p.m.
 - c. Meeting with Tompkins County School District Superintendents – May 4, 2012
 - d. Next Board Meeting with Budget Discussion beginning at 5:00 p.m. – May 17, 2012
 - e. Budget Meeting with Counties – May 18, 2012

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
MARCH 22, 2012
RONALD W. SPACE BOARD ROOM**

PRESENT: Roxann Buck, Elizabeth Burns, Ray Dalton, Judy Davison, Dammi Herath, and Raymond Schlather

ABSENT: Kay Breed, John Daniels, Joanne Florino, and Alicia Smith

COUNTY

LIAISONS: None

STAFF: John Conners, Carl Haynes, Cathy Northrop, Walter Poland, Blixy Taetzsch, Amy Trueman, and Peter Voorhees

GUESTS: For the Dialogue Session on Diversity: Noelle Chaddock-Paley, SUNY Cortland; Marcia Fort, Greater Ithaca Activities Center; John McNerney, Cortland Youth Bureau; Cal Walker, The Village at Ithaca; and Mr. and Mrs. David Snyder and son Gehrig.

1. **Call to Order:** The meeting was called to order at 5:32 p.m. by Chairperson Burns in the Ronald W. Space Board Room at the College.
2. **Roll Call:** Ms. Northrop called the roll.
3. **Welcome Guests:** Chairperson Burns welcomed guests.
4. **Approval of Agenda:** Mr. Schlather moved that the agenda be approved as presented; seconded by Dr. Dalton; carried unanimously.
5. **Public Comment:** None.
6. **Approval of Minutes:** Ms. Buck moved that the minutes of the February 23, 2012, meeting be approved as presented; seconded by Mr. Schlather; carried unanimously.
7. **Communications:** President Haynes reported that the Mayor of Cortland will be giving the "State of the City" address at our Cortland Extension Center.
8. **Presentations (routine, periodic reports or special topics of interest to the Board of Trustees):** None.
9. **College-wide Goal – Student Success:**

- a. Student Success – Student of Concern Group** – Dean Trueman spoke about the Student of Concern Group which the membership is comprised of a group of cross-functional staff (Coordinator of Counseling, Career and Transfer Services; Director of Residence Life and Judicial Affairs; Coordinator of Access and Equity Services; Director of Health Services; Dean of Student Life; Director of Public Safety; and Associate Director of Public Safety) who meet to deal with students about whom someone has expressed a concern. This process has been taking place informally for a while. The group meets twice a month to discuss students who have been reported to the group. A protocol has been developed and is being reviewed by our college attorney, our insurance providers, and Ed Englebride in University Life at SUNY. One of the best practices is to develop a protocol and post that protocol on the web site. The goal of the process is to protect our students and their academic success. The group discusses each situation and determines whether the services we can provide are sufficient or if outside assistance will be required (mental health, addiction issues, etc.). So far this year, the group has dealt with 44 students and 64 incidents. 27 of the students, or 36 incidents, have been handled with no more assistance from the group required. There are 17 students involved with 28 incidents that are ongoing and the group continues to keep track of those students. Dean Trueman said that if we know the student is in counseling and meeting regularly with a counselor, then the group’s job is complete. In many cases, it is a very short term intervention. Sometimes, there is a student not willing to accept assistance and exhibits a great deal of resistance toward the group reaching out to help. Occasionally if there is great enough concern, the student may be requested to take a leave of absence (if no services we can provide will be of assistance to the student). Dean Trueman said that a majority of the students are very appreciative of our reaching out. Students needing purely academic intervention are assisted through the office of student success. Dean Trueman said there have been complaints about internet bullying and those complaints are referred to the Office of Public Safety. A question was raised regarding confidentiality. There is a database that was developed in-house to track students and maintain records, but the access to that database is very tightly maintained. Our sharing of information is not a problem with FERPA, because it is for the purpose of helping a student’s success and progress. None of the information included in the database is included in the student’s academic record. If a student violates the Student Code of Conduct, there would be judicial and/or Office of Public Safety records.

10. Vice Presidents’ Reports (highlight Consent Agenda items and updates on major initiatives):

- a. Provost and Vice President of the College** – Provost Connors spoke to his written report. He also mentioned the search processes with the finalists being interviewed for the graphic design position and phone interviews being conducted for the science lab and English positions. In each case, there is a solid candidate pool.

b. Vice President for Global Initiatives – Vice President Poland spoke to his written report. We have submitted a proposal which will deal with intensive ESL training for students, sponsored by the Ministry of Higher Education, coming to universities in the United States. The Minister of Higher Education now sees the wisdom for intensive ESL training, and introduction to the US educational system might be best served through TC3. There is also potential for students to participate in the Global Connections program, and a 3rd piece would be for faculty from the Public University to attend and intensive English faculty institute. On March 15, Melinda, Jenna, and I met with Dr. Alice Pell, Vice Provost for International Affairs at Cornell, to review the 3 year history of our ESL program for grad students at Cornell. We have been advised to meet with the new Dean of the grad school and with the office of international students and scholars, which is a service department at Cornell for international students. Dealing with the three entities will help solve some concerns we currently have. Also, there was a meeting on March 16th with Dr. Pramote from Thailand following meetings with the State University at Cortland where he heard about TC3. There was discussion about students from TC3 attending a summer study abroad trip to Thailand and possible ESL instruction for Thai students transitioning into US universities.

11. Information Items:

a. Human Resources Updates – No discussion.

12. Consent Agenda (Action Items): Highlights of the Consent Agenda were discussed during the meeting. Ms. Buck moved that the Consent Agenda be approved; seconded by Dr. Dalton; carried unanimously.

a. Treasurer's Report – February 29, 2012 – Mr. Schlather questioned the cash flow reported and expressed concern about the possibility of running short on cash flow for the month of April. Dean Taetzsch said she doesn't foresee any issues with cash flow for April. Dr. Herath said the State Comptroller's Office has started with a new system, so it is possible that State aid payments may be delayed for a few weeks.

b. Capital Payments – No discussion.

c. Appointment of Personnel – No discussion.

13. Standing Reports:

a. College Forum – No report.

b. Faculty Student Association – No report.

c. Tompkins Cortland Community College Foundation, Inc. – Dr. Dalton reported that the Foundation Board met on Tuesday, March 6, and honored its newly elected Director of Emeritus, Deborah Nadolski. The Foundation voted to

establish a total of three Alumni positions to the Foundation Board and to form an Alumni Committee. The Foundation's investment portfolio as of February 29 is valued at \$11,548,256. The Foundation received ten responses to the Investment Request for Proposals. Presentations will be made to the Investment Committee the week of April 30 and they will have a recommendation to the Foundation Board for its June meeting. The Spring Scholarship Ceremony hosted approximately 120 guests and awarded 44 students scholarships on Friday, March 9. This was our largest Spring Scholarship Ceremony to date. Foundation Board members have begun a personal hand written thank you note campaign thanking our donors. The Shaw Legacy Society Dinner will be held on Thursday, April 12 from 5:30 p.m. to 7:30 p.m. at the Benn Conger Inn. A presentation will be made by Christine Guest, Assistant Professor, and TC3 students who traveled to Hollywood over the winter break. President Carl Haynes will also share a few updates.

d. Chairperson's Report –

i. Friend of the College – No names were suggested. President Haynes will discuss further with the Executive Council and will bring forward any name(s) suggested.

e. Liaison Report (Cortland County) – No report.

f. Liaison Report (Tompkins County) – No report.

g. Student Trustee's Report – No report.

h. President's Report – President Haynes spoke to his written report.

14. Dialogue Session on Diversity – The meeting moved to the Sprole Conference Room for the dialogue session. Noelle Chaddock-Paley, SUNY Cortland; Marcia Fort, Greater Ithaca Activities Center (GIAC); John McNerney, Cortland Youth Bureau; and Cal Walker, The Village at Ithaca were invited to participate in the dialogue session. Amy Trueman, Dean of Student Life, Sharon Dovi, Human Resources Administrator, Karl Madeo, Director of CollegeNow, DEAC Member, and Chair of DEAC subcommittee, and Seth Thompson, Director of Multicultural Services, provided a presentation that focused primarily on racial and ethnic diversity on campus. The Affirmative Action Council evolved into the Diversity and Equity Action Council (DEAC) approximately six years ago and DEAC developed diversity plans/goals and action steps. For the dialogue session, there will be discussion of three elements that DEAC has addressed: the human resource piece – our staff doesn't reflect the wonderful diversity of the student body; the work with students through the Office of Multicultural Affairs; and community service. Mr. Schlather suggested the College work to address the topic of retention of diverse staff.

Marcia Fort said GIAC works with young people and suggest TC3 as a resource. She said it would be beneficial to discuss ways to increase people's knowledge about the positions available at TC3. She encouraged the College to provide testing assistance to those individuals needing to take a civil service exam. Dean Taetzsch said it is important that individuals have someone to advocate for them and she has heard about the tremendous support provided by GIAC.

Cal Walker said that at The Village at Ithaca, they recognize that it takes a whole village to raise a child, and part of that is education. We are an educational community but we have an achievement gap. There are young men and women who are not doing well academically, but still have talent within them. What we must do as a community is partner creatively to bring hope to the hopeless. There is hope that there could be more collaboration between The Village at Ithaca and TC3.

Noelle Chaddock-Paley mentioned that she participates in a "Town Gown" meeting monthly with staff from SUNY Cortland, TC3, and local police agencies. We are dealing with a large population of students looking for college education who are underprepared. She said that TC3 helps to prepare those students for transfer to SUNY Cortland. An NCBI training was held for the local police agencies in Cortland to learn how to respond appropriately to students with racial and ethnic diversity. It might be helpful to somehow provide the NCBI training for community members.

John McNerney spoke about the Cortland Youth Bureau. He suggested someone come to the Youth Bureau to talk about the ACE program. They do offer a GED class. He said he would like to see more TC3 students volunteer at the Cortland Youth Bureau.

Dr. Dalton said it is important to find out what the students need in terms of support services to feel included and to be able to thrive and flourish. The culture in the institution is foreign for them. They have to learn the institution, learn how to function, and not let go of their own sense of culture of who they really are. There is a change that needs to take place within the staff at the institution, as well. It is an exchange of educating each other.

For hiring, it is important to make specific connections to help get the word out about hiring. If we have done work ahead of time to get relationships in place, it will be helpful. There is an internship idea to partner with graduate schools in the area and hire those grad students to teach as an adjunct with the idea that we develop a pool of qualified people for hiring. Another initiative would be to create some non-competitive positions where people work for a year and possibly start out with creating just one or two positions. The county personnel office could assist with that. There are groups in Ithaca who work with non-white candidates to study to take police and fire fighter exams. That might be something we could look into by providing study groups for individuals taking civil service exams. It is important that

the College find ways to recruit more diverse faculty and staff (i.e., be more creative - visiting professorships, etc.).

Also, an important initiative would be for the local Chambers of Commerce to develop some diversity initiatives and possibly provide NCBI training. With the building of residence halls at TC3, the College has seen an increase in the number of students of color on campus. At the same time, the number of students of color has increased in Cortland, as well. The question was raised about what resources are available to help those individuals.

President Haynes thanked those in attendance and said he hoped this will be the beginning of more conversation on this topic.

15. Upcoming Events: No discussion.

16. Adjournment: Ms. Buck moved that the meeting be adjourned; seconded by Dr. Herath; carried unanimously. The meeting adjourned at 8:26 p.m.

Respectfully submitted,

Cathy A. Northrop
Clerk of the Board of Trustees

Tompkins Cortland Community College – Faculty Student Association

Office of Residence Life and Judicial Affairs

Quality of Life Survey – 2011-2012

In February 2012, we administered the third quality of life survey to our students to get some feedback on their experiences and satisfaction in the residence halls (the survey was previously administered in 2009 and 2010 with some minor changes each time.) The survey was initially emailed out to about 792 residents and we received 219 from students for a 28% response rate. Below is a summary and overview of the feedback. Overall, responses are greatly improved from previous years and we are very pleased with the feedback!

Basic Information and Residence Hall Environment

The first section of the survey got some basic student information and sought input on the overall environment within the halls.

For basic information, we asked how many credits students had completed at TC3 and the building they lived in. Of those who responded to the first question, 52% had completed 0 – 15 credits (were first year students,) 34% had completed 15-45 and were most likely in their second year. 15% had completed 45 or more credits and were probably in a 3rd year here. Of those who responded, 8% lived in Tompkins Hall (A), 11% lived in Cortland (B), 11% in Tioga (C), 24% in Cayuga Lake (D), 13% in Tioghnioaga (E), 18% in Seneca (F) and 15% in Cascadilla (G.)

As for the environment:

68% of those who responded agreed or strongly agreed that most residents show respect for those around them. Last time, this question had 67% agreement. 67% agreed that quiet hours are observed on their floor; previously this was only 60%. Additionally, 77% feel it is quiet enough to sleep on their floor when they want to and 85% indicate it is quiet enough to study. These 2 numbers are up considerable from the previous 69% and 73% from 2010.

52% agreed that the majority of residents adhere to the rules. This is the same result that we received in 2010 and not surprising as judicial numbers continue to be high. However, 74% agreed that those rules are enforced fairly and consistently by Residence Life staff. Additionally, 60% feel the campus judicial process is fair, 23% had no opinion (probably those that have not been through it.) and 50% feel that hearing officers are fair (40% had no opinion.) So while a majority may not be following the rules, those who feel the processes and enforcement are fair or have not been involved in the process, is a majority.

79% of participants indicated that along with their roommates, they had reached an agreement about guidelines for their apartment. We continue to meet with each apartment group at the start of each semester to set guidelines and create an apartment contract.

63% of students feel that there is a strong and positive community on their floor. 79% agree that living in the halls has enhanced their ability to meet others and 85% agree it enhanced their ability to live cooperatively with others (up from 72% last time.) That is a solid majority aware of some of the positive impact of their experience. Finally, 76% (up from 74%) are satisfied with the overall environment in their residence hall.

Staff

The following section asked students what they see staff doing in their jobs and whether various staff members are helpful to them.

We started with the Resident Assistants. 94% of students felt that it is important for an RA to act as a positive role model, and 85% agreed that their RA was a positive role model. This is significantly up from the 72% last time. 83% felt that RAs were fair and consistent in enforcing policies (up from 78% last time) and 83% felt that RAs have been responsive to their questions/concerns (up from 72%.) 75% agreed that the RAs were instrumental in building communities 65% previously.)

When it came to professional staff, 85% of participants knew who their Residence Director was and 82% knew how to contact them when needed (up from 72%.) Additionally, 79% (previously 65%) are satisfied with the services in the Residence Life Office and 81% (up from 69%) have found the Residence life staff to be helpful.

Residential Programs and Hall Council

This section looked for some feedback on various programming as well as students' level of involvement. 71% (66% previously) of students indicate they were satisfied with the quantity of programs offered and 74% (66% previously) were satisfied with the variety of topics offered. 85% of respondents indicated that they had attended at least one program at that point in the year (up from 80% last time;) 34% had attended 4 or more.

We also wanted to know if students were aware of residence hall council and how to get involved. 45% were aware of it and 32% (up from 17%) had attended a meeting this year. While these sound very low in comparison to other numbers, they are fairly typical for student leadership involvement.

We asked students how they find out about information and events in the residence halls; 53% said through posters, 27% through our weekly email newsletters and 6% through FaceBook. There were also several other options which received less than 1% each. We also asked students if Orientation had made their transition to TC3 easier and 65% felt it had.

Finally, we wanted to see if students were aware of our student success work. 58% indicated that they were aware that their RD was a resource they could utilize if they were struggling academically; 8% indicated they had had an academic-related meeting with their RD.

Physical Facilities

In this section, we asked for feedback on the actual buildings and their amenities.

74% of the participants felt that the furniture in apartments was satisfactory. 90% of students felt they can get the privacy they need in their room. Only 63% (up from 56%) felt that the heat is satisfactory. Unfortunately, all of our heating systems are on building-wide controls, so it is not surprising that so few students were happy with the system.

78% (up from 49%) felt they had adequate storage space though there has been no change in the amount of storage space. 68% (up from 53%) felt the condition of the laundry rooms were satisfactory.

Overall, 73% of the students were satisfied with the overall appearance and condition of their hall. Its important to note that of those responding from buildings A and B, only 24% were satisfied; it was 86% in the remaining buildings.

Students did indicate feeling safe and secure. 84% (up from 75%) felt safe in their residence hall; 74% felt safe in areas surrounding their hall. I wanted to see if there was a difference by gender or ethnicity. Women actually felt safer in the building (85% vs 82% of men) those less safe around building (75% vs. 80%.) In looking for differences in white students and students of color, 79% of white students felt safe in the building vs. 93% of students of color. Around the buildings, 74% of white students feel safe vs. 90% of students of color. I also checked to see if the results were any different in buildings A and B. In A and B, 24% of students feel safe in the building, vs. 86% in all other buildings. We obviously need to do more in these 2 buildings, not just renovations.

Maintenance and Housekeeping

Overall, students were pretty positive about the services they received. 69% felt that emergency maintenance problems are responded to in a timely manner, only 10% felt they were not. 81% (up from 76%) felt the maintenance and housekeeping staff are courteous and respectful; this is very positive considering that these staff members often run into violations that they have to report and students can be very rude when this happens.

Overall, 74% (up from 71%) were satisfied with the cleanliness of their apartment when they moved in; However, only 15% (down from 25%) were not satisfied. Regarding the online maintenance request system 77% felt it was easy to use; 22% have never used it.

We asked two final questions before demographics. Regarding use of TC3 email accounts (which we use for the residential students) 100% indicate that they use these accounts regularly. (This survey was advertised through the email newsletter, so this may not represent all residents' use.) We also asked if students would use meals on the weekend if they were part of the meal plan and 86% indicated they would.

Demographics

Of the respondents, 25% indicated they were male; 75% female. This is a little off the actual numbers which are closer to 40%/60%.

For ethnicity – 69% identified as white (down from 79% in past), 23%Black - African-american, 10% Hispanic/Latino, 1% international, 2% asian-american, 4% Two or more races, and less than 1% for other groups. 4% also identified as LGBTQ.

There were also open-ended questions in each area; these are not summarized as there was no consistency to the responses and many did not even apply to that question.

TO: Board of Trustees
FROM: John R. Conners
DATE: April 11, 2012
SUBJECT: April Report

Academic program proposals – This month you will consider resolutions for a new A.S. degree program in International Studies and an International Hospitality Certificate program. The former was recommended by the faculty by a 58 – 0 vote, while the latter received endorsement by a vote of 57 -1. The College Forum has not yet considered the proposals but will have done so before the Board meets.

Faculty searches – On-campus interviews have concluded for the Graphic Design position and I expect to receive the committee's recommendations very soon. Interviews of finalists for the English position will occur this week and next. The laboratory technician search will soon move to the invitation to campus of the finalists.

Other staffing changes – With the retirement of John Petrella soon, Marty Christofferson has worked with the Campus Technology staff to distribute his responsibilities among several of them, and all are to be applauded for their willingness to embrace a broader range of responsibility. In doing this, Marty has freed the money to fund a new programmer position, with the intention of providing increased staffing for many initiatives that require programming support. The addition of this position will likely contribute significantly to increased efficiency and effectiveness College-wide.

In addition, our payroll supervisor, Pam Sullivan, has accepted a position at SUNY Cortland. Blix Taetzsch will provide information about her replacement. Finally, the consent agenda contains an item about a new position in academic advisement. This is a one-year, partially grant-funded position intended to provide direct service to current and incoming students.

REPORT TO THE BOARD OF TRUSTEES

Vice President, Global Initiatives

Walter L. Poland

April 19, 2012

- The Curriculum Committee and College Forum have both approved two new programs:

-International Hospitality Certificate

-International Studies Degree

Further steps with SUNY and State Ed are underway.

- Paula Moore of the Nursing Faculty and her submission of a project proposal to the Chancellor's Award for Internationalization entitled "International Internship for Health Care Education in Nicaragua" is one of the 5 outstanding proposals to be selected to receive the Award. This is a University-wide competition and 5 out of 17 proposals received this prestigious Award that included a \$4,000 stipend to be used in support of the project.
- On April 26 and 27, TC3 will be host to the Spring meeting of the SUNY Council on International Education (CIE). This meeting will include SUNY campus professionals in the areas of Study Abroad and International Student Services.
- Both summer programs, Global Connections and Intensive English Institute, are once again expanding in enrollment by 31% and 58% respectively. Current head count is 167 and 82 respectively. The Global Connections program is on the rebound following a sharp decline in 2011 of new participants from the Dominican Republic. Language proficiency remains to be the most significant hurdle to participation.

TOMPKINS CORTLAND COMMUNITY COLLEGE
Human Resources Updates - Status of Open Positions
as of April 9, 2012

UNCLASSIFIED STAFF

<u>POSITION</u>	<u>DESIRED EMPLOYMENT DATE</u>	<u>ADVERTISED</u>	<u>APPLICATION DEADLINE</u>	<u>CURRENT STATUS</u>
Instructor of English	August 2012	December 2011	January 18, 2012	Interviewing
Instructor of Graphic Design	August 2012	December 2011	January 18, 2012	Interviewing
Technical Specialist – Biology Lab Manager and Chemical Hygiene Officer	July 2012	December 2011	January 18, 2012	Interviewing
Programmer	April 2012	January 2012	March 1, 2012	Hired Jonathan Walz 4/9/12

CLASSIFIED STAFF

<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DESIRED EMPLOYMENT DATE</u>	<u>CURRENT STATUS</u>
Payroll Specialist	Budget & Finance	April 2012	Hired Stephanie Mulinos 4/9/12
Project Assistant, PT, Temp.	Study Abroad/Summer Global	March 15, 2012	Hired Kerrie Findlay 3/15/12
Receptionist, FT, temporary	Campus Technology	April 16, 2012	Advertising

TOMPKINS CORTLAND COMMUNITY COLLEGE

Human Resources Updates
Status of Grievances
as of April 9, 2012

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.
Sylvia Ganoë	MedCo - Change in provider changed prescription co-pay.	Would like matter fully researched by 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

**TOMPKINS CORTLAND COMMUNITY COLLEGE
RESOLUTION 2011-2012-27**

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 a regular meeting of said Board on the 19th day of April 2012, 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 19th day of April 2012.

Clerk of the Board of Trustees
Tompkins Cortland Community College

Tompkins Cortland Community College
 Appointment of Personnel
 April 9, 2012
 Presented to the Board of Trustees

January 2012

Employee	Department	Title/Rank	Grade	Salary	Employment Dates
Booth, Mark	Concurrent Enrollment Faculty Liaison - Chemistry Dept.	Adjunct	N/A	6989.89	1/17/12 - 3/23/12
Emilian, Catherine	Concurrent Enrollment Faculty Liaison - Drafting Dept.	Adjunct	N/A	449.95	1/17/12 - 3/23/12
Farah, Fred	Concurrent Enrollment Faculty Liaison - Physics	Adjunct	N/A	1259.86	1/17/12 - 3/23/12
Gammage-Sikora, Gina	Concurrent Enrollment Faculty Liaison - Spanish/French	Adjunct	N/A	179.98	1/17/12 - 3/23/12
MacDowell, Gary	Concurrent Enrollment Faculty Liaison - Health	Adjunct	N/A	244.30	1/17/12 - 3/23/12
Stremelin, Tatiana	Concurrent Enrollment Faculty Liaison - Music	Adjunct	N/A	809.91	1/17/12 - 3/23/12
Westlake, Winfield	Concurrent Enrollment Faculty Liaison - Business Admin.	Adjunct	N/A	269.97	1/17/12 - 3/23/12
Drake, Melvin	Independent Study MUSI 118-M01, 128-M01	Adjunct	N/A	2,431.00	1/26/12 - 5/18/12
Kobre, Michael	Additional students in BIOL 114-AL1	Adjunct	N/A	150.00	1/26/12 - 5/18/12
Lauzon, Michele	Supervise NURS 120-M23 Fld students with medications	Adjunct	N/A	1,587.95	1/26/12 - 5/18/12
Meyer, Denise	Independent Study ART 276-M49	Adjunct	N/A	2,574.00	1/26/12 - 5/18/12
Stremelin, Tatiana	Independent Study MSI 127-M49, MUSI 130-M49	Adjunct	N/A	2,574.00	1/26/12 - 5/18/12
Sutton, Jaclyn	Additional student in BUAD 208-AL1	Adjunct	N/A	50.00	1/26/12 - 5/18/12

February 2012

Emmart, Michael	Coverage for CRJU 105 - 4 days	Adjunct	N/A	322.00	2/14,16, 21, 23/12
Price, Colleen	EMT 731-M73	Adjunct	N/A	5,739.65	2/15/12 - 6/21/12

March 2012

Hesse, Ralph	New Approach - Dealing with Stress workshop	Adjunct	N/A	120.00	03/02/12
Brenner, Kenneth	Adjunct Reference Librarian	Adjunct	N/A	3,908.80	3/05/12 - 5/16/12
Perkins, Donald	Tech staff training, Nursing and Commencement ceremonies	Adjunct	N/A	406.00	3/7, 5/21-24/12
Schrag, Kim	Coverage for In Shik Lee	Adjunct	N/A	244.65	03/14/12
Findley, Kerrie	Study Abroad/Summer Global	Project Assistant	N/A	*30,337.34	03/15/12
McGee, Louise	Infection Control and Barrier Precautions workshop	Adjunct	N/A	240.00	03/30/12

April 2012

Walz, Jonathan	Campus Technology	Programmer	2	*41,428.00	04/09/12
Pastalan, Gregory	Basic Math for Renewable Energy workshop	Adjunct	N/A	720.00	4/10,17,24,5/1/12
McPherson, MaryLu	ID & Reporting Child abuse/Maltreatment workshop	Adjunct	N/A	213.31	04/12/12
Mulinos, Stephanie	Budget and Finance	Payroll Specialist	H	*41,209.29	04/09/12

*Annual salary to be prorated

Appt of Personnel April 2012

TOMPKINS CORTLAND COMMUNITY COLLEGE

Presented to the Board of Trustee

April 9, 2012

Resignations/Retirements/Separations

<u>NAME</u>	<u>EFFECTIVE DATE</u>	<u>REASON</u>
Pamela Sullivan	April 25, 2012	Other employment

TOMPKINS CORTLAND COMMUNITY COLLEGE

TREASURER'S REPORT

MARCH 31, 2012

TOMPKINS CORTLAND COMMUNITY COLLEGE

INDEX TO TREASURER'S REPORT

MARCH 31, 2012

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CASH AND TEMPORARY INVESTMENTS - (PAGE 3)

Our present cash in time deposits consists of \$5,753,937 in a money market savings account averaging .20% interest earnings for March and \$453,339 in demand deposits. The maximum amount available for investment will fluctuate with a peak of \$6,000,000 available over the next six months.

ACCOUNTS RECEIVABLE - (PAGE 3)

Accounts Receivable from students of 4,766,651 is up from \$2,463,503. Student receivables are underwritten by various funding agencies such as TAP, PELL, TRA, Student Loan and local employers.

DUE FROM OTHER GOVERNMENTS AND FUNDS - (PAGE 3)

Out of county chargebacks have an outstanding balance of \$1,969,985. The interfunds account balance of \$1,999,383 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 Mar 31, total expenditures amounted to \$21,477,059 or 59.81% of the 2011-2012 budget. Comparable expenditures for period one last year were \$20,821,910 or 58.8% of the 2010-2011 budget.

TOTAL REVENUES - (PAGE 7)

Revenues to date of \$29,860,365 are 83.16% of the revenue budget. Prior year revenues were \$29,490,415 are 83.3% 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 2002-2011 Capital Construction Budgets totals \$37,259,376. As of Mar2012, \$36,408,874 has been committed.

**TOMPKINS CORTLAND COMMUNITY COLLEGE
BALANCE SHEET
March 2012**

	Current Month 3/31/2012	Previous Month 2/28/2012	Previous Year 3/31/2011
ASSETS			
Cash in Demand Deposit	\$453,339	\$202,028	\$388,332
Cash in Time Deposits	5,753,937	10,569,740	6,051,600
Petty Cash	1,730	1,730	1,730
Accounts Receivable--Students	4,766,651	2,463,503	4,874,341
Accounts Receivable--Misc.	288,498	157,890	275,780
Prepaid Expenses	(103,002)	(85,835)	(111,811)
Due From Other Funds	1,999,383	1,571,659	1,858,096
Due From Sponsor Governments	0	0	0
Due From State Governments	82,807	1,616	110,241
Due From Other Governments	1,969,985	335,241	\$1,545,252
TOTAL ASSETS	\$15,213,328	\$15,217,572	\$14,993,561
LIABILITIES AND SURPLUS			
Vouchers Payable	\$20,864	\$9,567	\$47,923
Payroll Liabilities	1,167,203	1,460,439	1,660,477
Student Financial Aid Liabilities	1,029,139	666,399	845,775
Accrued Liabilities	1,080,879	1,495,421	2,839,971
Due to Other Funds	2,818,549	3,508,972	49,233
Due to State Governments	0	0	0
Student Tuition Collected in Advance	(16,000)	0	(11,150)
Fund Balance	1,487,168	1,487,168	1,317,741
Revenue Over (Under) Expenditures	7,625,526	6,589,606	8,243,591
TOTAL LIABILITIES AND SURPLUS	\$15,213,328	\$15,217,572	\$14,993,561

TOMPKINS CORTLAND COMMUNITY COLLEGE
APPROPRIATIONS 2011-2012
FINANCIAL REPORT FOR THE PERIOD ENDING MARCH 31, 2012

	PER CENT YEAR					59.81%
	<u>Original Budget</u>	<u>Modified Budget</u>	<u>Expenditures To Date</u>	<u>Unexpended Balance</u>	<u>% Expended</u>	
Instruction						
Personal Services	9,303,403	9,307,943	5,808,194	3,499,749	62.40%	
Equipment	7,000	7,000	7,586	(586)	0.00%	
Contractual Expenses	4,012,448	4,016,508	3,677,020	339,488	91.55%	
Employee Benefits	<u>4,456,070</u>	<u>4,456,070</u>	<u>2,033,275</u>	<u>2,422,795</u>	45.63%	
Total Instruction	<u>17,778,921</u>	<u>17,787,521</u>	<u>11,526,075</u>	<u>6,261,446</u>	<u>64.80%</u>	
Public Service						
Personal Services	17,925	17,925	5,820	12,105	32.47%	
Equipment	0	0	0	0	0.00%	
Contractual Expenses	475	475	0	475	0.00%	
Employee Benefits	<u>5,915</u>	<u>5,915</u>	<u>2,037</u>	<u>3,878</u>	34.44%	
Total Public Service	<u>24,315</u>	<u>24,315</u>	<u>7,857</u>	<u>16,458</u>	<u>32.31%</u>	
Academic Support						
Personal Services	1,494,240	1,502,129	904,126	598,003	60.19%	
Equipment	50,000	50,000	5,601	44,399	0.00%	
Contractual Expenses	283,445	283,445	149,744	133,701	52.83%	
Employee Benefits	<u>475,753</u>	<u>475,753</u>	<u>314,859</u>	<u>160,894</u>	<u>66.18%</u>	
Total Academic Support	<u>2,303,438</u>	<u>2,311,327</u>	<u>1,374,330</u>	<u>936,997</u>	<u>59.46%</u>	
Libraries						
Personal Services	428,158	433,014	265,120	167,894	61.23%	
Equipment	0	0	2,344	(2,344)	0.00%	
Contractual Expenses	161,143	161,143	102,928	58,215	63.87%	
Employee Benefits	<u>136,648</u>	<u>136,648</u>	<u>92,792</u>	<u>43,856</u>	<u>67.91%</u>	
Total Libraries	<u>725,949</u>	<u>730,805</u>	<u>463,184</u>	<u>267,621</u>	<u>63.38%</u>	

APPROPRIATIONS 2011-2012(Cont.)

PER CENT YEAR

59.81%

	<u>Original Budget</u>	<u>Modified Budget</u>	<u>Expenditures To Date</u>	<u>Unexpended Balance</u>	<u>% Expended</u>
Student Services					
Personal Services	2,949,030	2,982,430	1,707,086	1,275,344	57.24%
Equipment	0	0	0	0	0.00%
Contractual Expenses	1,294,056	1,286,556	572,439	714,117	44.49%
Employee Benefits	<u>940,863</u>	<u>940,863</u>	<u>597,480</u>	<u>343,383</u>	<u>63.50%</u>
Total Student Services	<u>5,183,949</u>	<u>5,209,849</u>	<u>2,877,005</u>	<u>2,332,844</u>	<u>55.22%</u>
Maintenance and Operation of Plant					
Personal Services	2,196,492	2,208,411	1,282,815	925,596	58.09%
Equipment	0	2,675	7,188	(4,513)	0.00%
Contractual Expenses	1,218,856	1,216,181	490,794	725,387	40.36%
Employee Benefits	<u>715,840</u>	<u>715,840</u>	<u>449,915</u>	<u>265,925</u>	<u>62.85%</u>
Total Maintenance and Operation of Plant	<u>4,131,188</u>	<u>4,143,107</u>	<u>2,230,712</u>	<u>1,912,395</u>	<u>53.84%</u>
Institutional Support					
Personal Services	1,345,694	1,345,694	788,628	557,066	58.60%
Equipment	0	0	0	0	0.00%
Contractual Expenses	329,839	329,839	173,452	156,387	52.59%
Employee Benefits	<u>442,097</u>	<u>437,320</u>	<u>276,020</u>	<u>161,300</u>	<u>63.12%</u>
Total Institutional Support	<u>2,117,630</u>	<u>2,112,853</u>	<u>1,238,100</u>	<u>874,753</u>	<u>58.60%</u>
General Institutional Services					
Personal Services	1,836,633	1,777,469	945,881	831,588	53.22%
Equipment	50,000	50,000	33,986	16,014	0.00%
Contractual Expenses	1,004,888	1,004,888	466,589	538,299	46.43%
Employee Benefits	<u>749,346</u>	<u>754,123</u>	<u>313,340</u>	<u>440,783</u>	<u>41.55%</u>
Total General Institutional Services	<u>3,640,867</u>	<u>3,586,480</u>	<u>1,759,796</u>	<u>1,826,684</u>	<u>49.07%</u>
TOTAL APPROPRIATIONS	<u>35,906,257</u>	<u>35,906,257</u>	<u>21,477,059</u>	<u>14,429,198</u>	<u>59.81%</u>

2011-2012 APPROPRIATIONS
SCHEDULE OF EMPLOYEE BENEFITS

PER CENT YEAR 59.81%

	<u>Original Budget</u>	<u>Modified Budget</u>	<u>Expenditures To Date</u>	<u>Unexpended Balance</u>	<u>% Expended</u>
Retirement Incentives	350,000	350,000	333,482	16,518	95.28%
State Employee's Retirement	1,025,000	1,025,000	621,352	403,648	60.62%
State Teacher's Retirement	200,000	200,000	139,049	60,951	69.52%
Optional Retirement Fund	1,145,000	1,145,000	616,286	528,714	53.82%
Social Security	1,497,225	1,497,225	899,011	598,214	60.05%
Workers Compensation	130,000	130,000	178,207	(48,207)	137.08%
Misc Employee Benefits	110,000	110,000	82,462	27,538	74.97%
Disability Insurance	13,000	13,000	6,188	6,812	47.60%
Hospital and Medical Insurance	2,968,000	2,968,000	1,786,945	1,181,055	60.21%
Employee Tuition Benefits	165,000	165,000	103,925	61,075	62.98%
Life Insurance	10,000	10,000	5,931	4,069	59.31%
Vacation Benefits	60,000	60,000	35,000	25,000	58.33%
Unemployment Insurance	55,000	55,000	37,550	17,450	68.27%
Total Employee Benefits	7,728,225	7,728,225	4,845,388	2,882,837	62.70%

**TOMPKINS CORTLAND COMMUNITY COLLEGE
REVENUE 2011-2012
FINANCIAL REPORT FOR THE PERIOD ENDING MARCH 31, 2012**

PER CENT YEAR 83.16%

	<u>Budget Adopted</u>	<u>Modified Budget</u>	<u>Realized To Date</u>	<u>To Be Realized</u>	<u>% Realized</u>
Tuition					
Fall & Spring	\$14,992,530	\$14,992,530	15,450,485	(457,955)	103.05%
Summer	1,128,470	1,128,470	0	1,128,470	0.00%
Nonresident Tuition	1,185,000	1,185,000	1,090,190	94,810	92.00%
Student Fee Revenue (Tech Fee)	1,100,000	1,100,000	989,236	110,764	89.93%
Total Tuition	<u>18,406,000</u>	<u>18,406,000</u>	<u>17,529,911</u>	<u>876,089</u>	<u>95.24%</u>
Government Appropriations					
New York State	8,922,342	8,922,342	6,580,929	2,341,413	73.76%
Local Sponsors	4,254,915	4,254,915	2,127,458	2,127,457	50.00%
Appropriated Cash Surplus				0	
Charges to Other Counties	<u>3,729,000</u>	<u>3,729,000</u>	<u>3,387,066</u>	341,934	<u>90.83%</u>
Total Government Appropriations	<u>16,906,257</u>	<u>16,906,257</u>	<u>12,095,453</u>	<u>4,810,804</u>	<u>71.54%</u>
Other Revenues					
Service Fees	134,500	134,500	57,179	77,321	42.51%
Interest Earnings	7,000	7,000	5,130	1,870	73.29%
Rental of Real Property	26,500	26,500	11,079	15,421	41.81%
Contract Courses	105,000	105,000	22,384	82,616	21.32%
Noncredit Tuition	120,000	120,000	71,698	48,302	59.75%
Grant Offsets	151,000	151,000	51,977	99,023	34.42%
Unclassified Revenues	<u>50,000</u>	<u>50,000</u>	<u>15,554</u>	<u>34,446</u>	<u>31.11%</u>
Total Other Revenues	<u>594,000</u>	<u>594,000</u>	<u>235,001</u>	<u>358,999</u>	<u>39.56%</u>
TOTAL REVENUES	<u>\$35,906,257</u>	<u>\$35,906,257</u>	<u>\$29,860,365</u>	<u>\$6,045,892</u>	<u>83.16%</u>

**TOMPKINS CORTLAND COMMUNITY COLLEGE
CURRENT OPERATING FUND - CASH FORECAST
MAR 2012 TO JULY 2012**

	<u>MARCH</u>	<u>APRIL</u>	<u>MAY</u>	<u>JUNE</u>	<u>JULY</u>
<u>CASH BALANCE - BEGINNING OF PERIOD</u>	\$10,773,497	\$6,209,006	\$3,927,585	\$1,922,735	\$2,927,077
<u>RECEIPTS</u>					
Student Accounts Receivable	\$508,026	\$550,000	\$550,000	\$500,000	\$1,100,000
Student Financial Aid	\$1,834,067	\$125,000	\$125,000	\$650,000	\$900,000
Sponsor Payments	\$393,580	\$393,579	\$670,150	\$393,579	\$670,150
Chargebacks to Other Counties	\$261,982	\$675,000	\$675,000	\$450,000	\$200,000
State Aid	\$2,103,084	\$0	\$0	\$2,210,763	
Repayment of Grant Fund Advances	\$4,945	\$15,000	\$15,000	\$50,000	\$50,000
Repayment of Capital Fund Advances					
Other Receipts	<u>\$45,123</u>	<u>\$150,000</u>	<u>\$150,000</u>	<u>\$50,000</u>	<u>\$30,000</u>
Projected Cash Receipts	<u>\$5,150,807</u>	<u>\$1,908,579</u>	<u>\$2,185,150</u>	<u>\$4,304,342</u>	<u>\$2,950,150</u>
<u>DISBURSEMENTS</u>					
Payments to Students	\$4,907,877	\$400,000	\$400,000	\$150,000	\$500,000
Accounts Payable	\$3,073,049	\$1,975,000	\$1,975,000	\$1,300,000	\$1,300,000
Payroll and Fringe Benefits	\$1,732,966	\$1,800,000	\$1,800,000	\$1,850,000	\$1,800,000
Grant Fund Advances	\$406	\$15,000	\$15,000	\$0	
Capital Fund Advances	<u>\$1,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	
Projected Cash Disbursements	<u>\$9,715,298</u>	<u>\$4,190,000</u>	<u>\$4,190,000</u>	<u>\$3,300,000</u>	<u>\$3,600,000</u>
<u>PROJECTED CASH BALANCE - END OF PERIOD</u>					
MONEY MARKET/ SAVINGS	\$6,159,005	\$3,877,583	\$1,872,733	\$2,877,074	\$2,227,225
CASH IN TIME DEPOSITS	<u>\$50,001</u>	<u>\$50,002</u>	<u>\$50,002</u>	<u>\$50,003</u>	<u>\$50,002</u>
TOTAL CASH IN TIME DEPOSITS	\$6,209,006	\$3,927,585	\$1,922,735	\$2,927,077	\$2,277,227

TOMPkins CORTLAND COMMUNITY COLLEGE
 CAPITAL FUND SUMMARY
 FINANCIAL REPORT FOR THE PERIOD ENDING MARCH 31, 2012

	<u>Original Budget</u>	<u>Amended Budget</u>	<u>Expenditures To Date</u>	<u>Encumbrances</u>	<u>Total Committed</u>	<u>Uncommitted Budget</u>
<u>CAPITAL CONSTRUCTION 1994-95</u>						
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>
TOTAL	<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>
<u>CAPITAL CONSTRUCTION 2000-2001</u>						
HVAC System Replacement	<u>5,571,250</u>	<u>7,071,250</u>	<u>7,068,658</u>	<u>0</u>	<u>7,068,658</u>	<u>2,592</u>
TOTAL	<u>5,571,250</u>	<u>7,071,250</u>	<u>7,068,658</u>	<u>0</u>	<u>7,068,658</u>	<u>2,592</u>
<u>CAPITAL CONSTRUCTION 2002-2009</u>						
Administrative Costs	1,236,384	3,671,657	3,588,204	0	3,588,204	83,453
Site Improvements (Phase 1A)	1,332,100	1,854,054	1,854,054	0	1,854,054	0
Athletic Facility Construction (Phase 1B)	15,546,945	15,854,487	15,664,691	0	15,664,691	189,796
Interior Renovations (Phase 2A)	2,411,195	2,531,654	2,531,654	0	2,531,654	0
Interior Renovations (Phase 2B)	5,667,505	6,485,024	6,485,024	0	6,485,024	0
Interior Renovations (Phase 2C)	2,307,885	2,419,883	2,419,048	0	2,419,048	835
Office Renovations	135,395	137,113	137,113	0	137,113	0
Field Irrigation/Water Conservation	177,000	246,701	246,750	0	246,750	-49
Furniture Fixtures & Equipment	1,452,803	1,452,803	1,471,398	0	1,471,398	-18,595
TOTAL	<u>30,267,212</u>	<u>34,653,376</u>	<u>34,397,936</u>	<u>0</u>	<u>34,397,936</u>	<u>171,987</u>
CLASSROOM PROJECT 2008-2009	<u>2,000,000</u>	<u>2,000,000</u>	<u>1,601,779</u>	<u>0</u>	<u>1,601,779</u>	<u>398,221</u>
ELECTRICAL PANEL PROJECT 2009-2010	<u>1,600,000</u>	<u>606,000</u>	<u>409,159</u>	<u>0</u>	<u>409,159</u>	<u>196,841</u>
<u>CAPITAL CASH SUMMARY</u>						
<u>CASH BALANCE - MAR 1, 2012</u>						
Campus Master Plan Money Market	50,767					
Cash in time Deposits	<u>942,308</u>					
		<u>\$993,075</u>				
<u>DISBURSEMENTS</u>						
Athletic Facility						
Savings Reimburse Advance from Operati					0	
Debt Service Payment					0	
MM Reimburse Advane from Oper					0	
HVAC Replacement					0	
Campus Master Plan					0	
					<u>0</u>	
<u>CASH BALANCE -MAR 31, 2012</u>						
Campus Master Plan Money Market					50,775	
Cash in Time Deposits					<u>982,715</u>	
CASH RECEIPTS						
County Payment - Campus Master Plan	0					
State Aid	0					
Reimburse from interfunds	0					
Investment Income - Savings	120					
Investment Income - CMP	8					
Chargeback Revenue	<u>40,287</u>					
		<u>\$40,415</u>				
						<u>\$1,033,490</u>

**TOMPKINS CORTLAND COMMUNITY COLLEGE
RESOLUTION 2011-2012-28**

**BUS TRANSPORTATION SERVICES FOR SUMMER ESL INSTITUTE
AND GLOBAL CONNECTIONS PROGRAM BID AWARD**

WHEREAS, Tompkins Cortland Community College requires the purchase of Bus Transportation Services, and

WHEREAS, the College has complied with General Municipal Law Section 103 and solicited sealed bids for Bus Transportation Services, and

WHEREAS, Ithaca Airline Limo, Inc. of Ithaca New York, and Swarthout Coaches, Inc. of Ithaca, New York provided the lowest responsible bids in the amounts of \$19,875.00 and \$27,810.00 for a total of \$47,685.00; be it therefore

RESOLVED, that the Board of Trustees of Tompkins Cortland Community College hereby awards the Bus Transportation Services Bid to Ithaca Airline Limo, Inc., and to Swarthout Coaches, Inc. in an amount not to exceed \$47,685.00.

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 19th day of April 2012, 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 19th day of April 2012.

Clerk of the Board of Trustees
Tompkins Cortland Community College

To: Blixy Taetzsch

From: Kevin Caveney

Date: April 5, 2012

**Re: Bid for Bus Transportation Services for Summer ESL Institute
and Global Connections Programs**

In consultation with Global Initiatives Coordinator, Jenna Lenhardt, we are recommending the award for Bus Transportation Services for the Summer ESL Institute and Global Connections Programs Bid to Ithaca Airline Limo, Inc. of Ithaca, New York in the amount of \$19,875.00, and to Swarthout Coaches, Inc. of Ithaca, New York in the amount of \$27,810.00, for a total of \$47,685.00. This bid request was structured to allow submittal and separation of bids in accordance with two types of transportation needs; the need for 'coach-style' vehicles for further distance and necessary accommodations, and non-coach style for more local travel, and where coach accommodations were not necessary. Bidders were allowed to bid on either list, or both lists of travel needs. The vendors above provided the lowest pricing to accommodate each need.

The bid was advertised in The Ithaca Journal and The Cortland Standard, as well as on the TC3 website. Bid documents were sent to five vendors. Four of the solicited vendors submitted bids, with one 'no bid' returned.

A summary of the bids received is attached.

BUS TRANSPORTATION SERVICES BID April 4, 2012

Vendor	<u>Bid Amount Item #1</u>	<u>Bid Amount Item #2</u>	<u>Fuel/Environmental Fee</u>	<u>Non-Collusion Statement</u>	<u>Insurance Cert.</u>
Birnie Bus Services, Rome, NY	\$31,462.00	\$28,320.50	Per each .10 above \$4.35, extra \$1 per hour of service.	Yes	
Fitzgerald Bros. Bus & Limo Co., Geneva, NY*	\$33,350.00	\$24,525.00	Yes, if over \$ per gallon	Yes	
Ithaca Airline Limo, Inc., Ithaca, NY	No Bid	\$19,875.00	Yes, if over \$4.40 per gal, + 3% of trip price	Yes	
Swarthout Coaches, Inc., Ithaca, NY	\$27,810.00	\$23,430.00	None	Yes	
Coachmaster, Endicott, NY	No Bid	No Bid			

*Fitzgerald cannot pickup for Walmart/Price Chopper Trips until 7 pm although can accommodate 3.5 hours

**TOMPKINS CORTLAND COMMUNITY COLLEGE
RESOLUTION 2011-2012-29**

INTERNATIONAL STUDIES PROGRAM

WHEREAS, as a result of various studies indicating community interest and need, a proposal has been developed for an International Studies A.S. Degree Program, and

WHEREAS, upon review of this program proposal, the College Curriculum Committee, the faculty, the College Forum, the Provost, and the President endorsed the proposal, be it therefore

RESOLVED, that the Board of Trustees of Tompkins Cortland Community College approves the A.S. Degree Program in International Studies and authorizes that it be processed for final approval by the State University of New York and the New York State Education Department.

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 19th day of April 2012, 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 19th day of April 2012.

Clerk of the Board of Trustees
Tompkins Cortland Community College



**PROGRAM ANNOUNCEMENT
For Undergraduate Programs**

Name of Institution: Tompkins Cortland Community College

Date: 03/26/2012

Proposed program title: International Studies

Proposed degree or other award: Associate in Science

Total Credits: 60

If a baccalaureate degree is proposed, will a waiver of external review be requested: Not applicable

Academic unit(s) that will offer program: Social Sciences Department

Proposed HEGIS code: 5622

Proposed beginning date: Fall 2013

Program summary: See attachment

Projected enrollment:	When the program begins	After five years
Full-time students	10	20
Part-time students	5	8

Will program lead to certification/licensure? Yes No **If Yes, in what field or specialty?**

Will special accreditation be sought? Yes No **If Yes, by what group? By what date?**

Will program or any constituent courses be offered off-campus? Yes No

If Yes, at what address? Sections of some of the required courses will occasionally be offered at the Cortland and Ithaca Extension Centers.

How much? Will vary each year

Via telecommunications? Yes No **If Yes, to what location(s)?**

In addition to traditional classroom formats, some courses may be offered online.

For more information, contact the following academic officer:

Name: Jane F. Hammond

E-mail: hammonj@tc3.edu

Title: Associate Dean for Curriculum & Academic Records

Voice: (607) 844-8211 Ext. 4459

Response to Announcement (*requested of other State University campuses*)

Do you have a similar or related program? What has been your experience with the program? Would the introduction of this program have any effect, positive or negative, on your institution? Please specify. Do you perceive a need for this kind of program? Is there opportunity for articulation or inter-institutional cooperation? The response should be addressed to the proposing campus' President with a copy to the University Provost, The State University of New York, State University Plaza, Albany, NY 12246.

Summary International Studies, A.S.

The proposed International Studies A.S. degree program offers students the opportunity to immerse themselves in global learning. The program reflects TC3's mission of "...preparing our students and ourselves for citizenship in a global society." Through a holistic learning approach, students will gain interdisciplinary liberal arts foundation that combines history, political science, cultural anthropology, language acquisition, economics, and sociology in a rich global context. Students will apply their interdisciplinary learning in a study abroad experience. Graduates will be prepared to matriculate into a bachelor's degree program in international studies at institutions such as Ithaca College, SUNY Cortland, SUNY Oswego, SUNY Purchase, and Wells College.

Students who complete a baccalaureate degree will be prepared to continue graduate studies or pursue careers in a variety of development work arenas: non-governmental organizations (NGOs), governmental organizations, international aid and relief, international public policy, international business, and peace and reconciliation work.

Learning Outcomes

Graduates of the International Studies A.S. program will be able to:

1. Employ a broader cross-cultural worldview with interdisciplinary knowledge of many global issues.
2. Understand the basic functions and dynamics of governments, non-governmental organizations (NGOs), and grassroots organizations and how competing factors change over time.
3. Apply social science to specific human problems and explore concrete solutions through the participatory model that places local culture groups at the center of decision making.
4. Demonstrate rigorous research skills, and strong written and oral presentation skills.
5. Integrate classroom learning with hands-on-learning from their study abroad experience.
6. Demonstrate basic written and oral proficiency in a second language.
7. Transfer successfully to a baccalaureate degree program international studies.

Transfer Opportunities

Graduates of the program will be able to transfer as full juniors to baccalaureate International Studies programs offered by institutions such as State University Colleges at Cortland, Oswego, and Purchase, Ithaca College, and Wells College.

TOMPKINS CORTLAND COMMUNITY COLLEGE
International Studies, A.S.
COURSE DESCRIPTIONS

Communication

ENGL100

Academic Writing I

This is the first of a two-course sequence of academic writing. Students learn how to write a variety of essays, usually in response to readings. They review grammar and basic writing skills, learn an effective writing process, begin to engage and respond to academic texts, and are introduced to research and documentation of sources appropriate for introductory-level college essays. Special sections may center on a theme. Students must earn a grade of C or better to take the second course in the sequence, ENGL101. Prerequisites: C or better grade in ENGL 099 or prior completion or concurrent enrollment in ESL 103 if required by placement testing; prior completion or concurrent enrollment in RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

ENGL101

Academic Writing II

This course develops and refines student writing in an academic context. Students engage and respond to challenging texts as they develop critical thinking skills. They learn to support their ideas with credible, authoritative information from academic sources and to recognize audience, purpose, and bias. Special sections may center on a theme. ENGL 101 fulfills the SUNY General Education Basic Communication requirement. An honors section is offered. Prerequisites: C or better grade in ENGL 100 or appropriate assessment; prior completion or concurrent enrollment in RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

ENGL201

Fundamentals of Speech

Fundamentals of Speech is designed to aid in developing effective oral communication techniques. The course consists of the study of the principles and the methods of public address, the preparation and delivery of speeches, and the analysis of student and outside speakers. Extemporaneous speaking and the development of organization in speech composition are stressed. Prerequisites: ENGL 100; MATH 090 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

Foreign Language Sequence (must complete in one language only)

CHIN101

Mandarin Chinese I

This course is designed to develop beginning level speaking, listening, reading, and writing skills in Mandarin Chinese. Cultural aspects of the Chinese-speaking world are covered. Speaking and understanding colloquial Chinese are emphasized. Substantial outside preparation and lab work are required. CHIN 101 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: Prior completion or concurrent enrollment in RDNG 116 and ENGL 100 if required by placement testing. 4 Cr. (3 Lec., 2 Lab.) Fall semester.

AND

CHIN102

Mandarin Chinese II

Building on the skills and knowledge of speaking, listening, reading, and writing mastered in CHIN 101, students continue to learn the essentials of Chinese grammar and vocabulary needed for effective communication in everyday situations. Speaking and understanding colloquial Chinese are emphasized. Substantial outside preparation and lab work are required. CHIN 102 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: CHIN 101; prior completion or concurrent enrollment in RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Spring semester.

OR

FREN101**Beginning French I**

This course is designed to develop beginning level speaking, listening, reading, and writing skills in French and covers cultural information about the French-speaking world. Course emphasis is on speaking and understanding colloquial French. Substantial outside preparation and lab work are required. FREN 101 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: Prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall semester.

AND

FREN102**Beginning French II**

This course is designed to develop high-beginning to low-intermediate level speaking, listening, reading, and writing skills in French. Cultural information about the French-speaking world is discussed. Course emphasis is on speaking and understanding colloquial French. Substantial outside preparation and lab work are required. FREN 102 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: FREN 101; RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 100. 3 Cr. (3 Lec.) Spring semester.

OR

GERM101**Beginning German I**

This course is designed to develop beginning level speaking, listening, reading, and writing skills in German. Cultural information about the German-speaking world is presented. Course emphasis is on speaking and understanding colloquial German. Substantial outside preparation and lab work are required. GERM 101 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: Prior completion or current enrollment in ENGL 100 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Occasionally.

AND

GERM102**Beginning German II**

This course is a continuation of GERM 101. Students are required to write short compositions and discuss required reading assignments in German. Substantial outside preparation is required. GERM 102 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: GERM 101; RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 100. 3 Cr. (3 Lec.) Occasionally.

OR

ITAL101**Italian I**

This course is designed to develop beginning level speaking, listening, reading, and writing skills in Italian. Cultural information about the Italian-speaking world is covered. Course emphasis is on speaking and understanding colloquial Italian. Substantial outside preparation and lab work are required. ITAL 101 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: Prior completion or concurrent enrollment in ENGL 100 and in RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall semester.

AND

ITAL102**Italian II**

Building on the skills and knowledge acquired in Italian I, students continue developing listening comprehension, speaking, reading, and writing skills in Italian. By the end of the course students will be able to express themselves in Italian using past, conditional, future, and subjective tenses, both orally and in writing. Outside language lab work required. ITAL 102 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: ITAL 101; prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Spring semester.

OR

SPAN101**Beginning Spanish I**

Designed for students with no background in Spanish, the course focuses on the essentials of Spanish grammar and the vocabulary needed for effective communication in everyday situations. Primary emphasis is placed on developing listening comprehension, speaking, reading, and writing skills. The culture, people, and geography of the Spanish-speaking world are also studied. Two hours a week of laboratory activities reinforce the skills learned in the classroom sessions. SPAN 101 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: Prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. 4 Cr. (3 Lec., 2 Lab.) Fall and spring semesters.

AND

SPAN102**Beginning Spanish II**

Building on the skills and knowledge mastered in SPAN 101, students continue to learn the essentials of Spanish grammar and the vocabulary needed for effective communication in everyday situations. Substantial outside preparation using CD-ROMs, the internet, or other audio-visual materials is required. Students are expected to be able to communicate in the present and past indicative tenses in Spanish. SPAN 102 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: SPAN 101; RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 100. 3 Cr. (3 Lec.) Fall and spring semesters.

OR

SPAN201**Intermediate Spanish I**

This is an intermediate Spanish course focusing on speaking, reading, writing and listening comprehension. Grammar learned in first year Spanish is reviewed. Major emphasis is placed on improving oral communication skills and reading comprehension. Students explore different aspects of the cultures, history and current events of the Spanish-speaking world. Substantial outside preparation using CD ROMs, the internet, or other audio-visual materials is required. Students are expected to be able to communicate in the present, past, and future tenses in Spanish. The class is conducted exclusively in Spanish. SPAN 201 fulfills the SUNY General Education Foreign Language requirement. An honors section is offered. Prerequisites: SPAN 102; RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 100. 3 Cr. (3 Lec.). Fall semester.

AND

SPAN202**Intermediate Spanish II**

This is a continuation of Intermediate Spanish I. Major emphasis is placed on helping students to improve their oral communication skills and reading comprehension. Students continue to explore different aspects of the cultures, history, and current events of the Spanish speaking world. Substantial outside preparation using CD-ROMs, the internet, or other audio-visual materials is required. Students are expected to be able to communicate in the present, past, and future tenses in Spanish. The class is conducted exclusively in Spanish. SPAN 202 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: SPAN 201; RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 100. 3 Cr. (3 Lec.) Fall semester.

OR

RUSN101

Beginning Russian I

This course is designed to expand and improve the student's ability to speak, read, write, and understand Russian at a beginning level. Substantial outside preparation using audio-visual materials are required. RUSN 101 fulfills the SUNY General Education Foreign Language requirement. Prerequisite: Prior completion or concurrent enrollment in RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall semester, every other year.

AND

RUSN102

Beginning Russian II

This course is designed to expand and improve the student's ability to speak, read, write and understand Russian at a beginning level. Russian history and culture are also included. RUSN 102 fulfills the SUNY General Education Foreign Language requirement. Prerequisite: RUSN 101. 3 Cr. (3 Lec.) Spring semester, every other year.

Mathematics

MATH132

College Algebra and Trigonometry

This course covers fundamental algebra and trigonometry between elementary algebra and pre-calculus. Topics include polynomial and rational expressions, graphing, functions, first and second-degree equations, polynomials and rational equations, absolute value, transformations, complex numbers, and right triangles and functional trigonometry. A specified model of graphing calculator is recommended. MATH 132 fulfills the SUNY General Education Mathematics requirement. Prerequisites: C or better grade in MATH 100 or appropriate qualifying test score; prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

OR

MATH135

Precalculus Mathematics

Provides the algebraic foundation, from a function standpoint, for a standard calculus course. Topics include inverse functions and their graphs; exponential and logarithmic functions with applications; trigonometry with applications, vectors, and conic sections. A TI-83 graphing calculator is recommended. MATH 135 fulfills the SUNY General Education Mathematics requirement. Prerequisites: C or better grade in MATH 122 or MATH 132, or appropriate qualifying test score; RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 100. 3 Cr. (3 Lec.) Fall and spring semesters.

OR

MATH200

Statistics

A study of the application of statistical procedures to the analysis of experimental data. Topics covered include methods of presentation of data, measures of central tendency and dispersion, sampling techniques, elementary probability, hypothesis testing, confidence intervals on both one and two populations, and linear regression and correlation. Use of the binomial, the normal, the student's T, and the chi-square distributions are covered. A TI-83, TI-83 plus, or TI-84 graphing calculator is required. MATH 200 fulfills the SUNY General Education Mathematics requirement. Prerequisites: C or better grade in MATH 100 or equivalent; RDNG 099 if required by placement testing; prior completion or concurrent enrollment in ENGL 100. 3 Cr. (3 Lec.) Fall and spring semesters.

OR

MATH201**Calculus I**

This is a first course in calculus for all disciplines. Topics include limits, continuity, derivatives of algebraic and trigonometric functions, antiderivatives, and the definite integral. Applications including curve sketching, optimization problems, related rates, area under and between curves, and volumes of revolution. A graphing calculator is recommended. MATH 201 fulfills the SUNY General Education Mathematics requirement. Prerequisites: C or better grade in MATH 135 or appropriate qualifying test score; RDNG 099 if required by placement testing; prior completion or concurrent enrollment in ENGL 100. 4 Cr. (4 Lec.) Fall and spring semesters.

Restricted SUNY GEN ED Natural Science Elective – Select from:**BIOL102****Principles of Biology II**

BIOL 102 is the second course of a two-semester sequence presenting an overview of major biological principles. It is appropriate for students who are not planning to transfer to an upper level major in science, environmental science, medicine, or a science-related field. Major topics will include evolution, biodiversity, animal form and function, and ecology. Prior completion of BIOL 101 is not required. Substantial outside preparation for lectures and laboratories is required. BIOL 102 fulfills the SUNY General Education Natural Sciences requirement. Students may not apply credit for both BIOL 102 and BIOL 105 toward their degree. Prerequisites: MATH 090 if required by placement testing; prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. 3 Cr. (2 Lec., 2 Lab.) Fall and spring semesters.

OR

BIOL105**General Biology II**

The second semester of an introductory biology sequence for students who plan to transfer to an upper level program in science, environmental science, medicine, or a science-related field. Students who have a strong interest in a rigorous study of biology may also enroll. Topics include evolution, biodiversity, botany, and ecology. Substantial outside preparation for lectures and laboratories is required. BIOL 105 fulfills the SUNY General Education Natural Sciences requirement. Students may not apply credit for both BIOL 102 and BIOL 105 toward their degree. Prerequisites: BIOL 101 with a minimum grade of B and permission of instructor, or BIOL 104; RDNG 116 if required by placement testing; prior completion or concurrent enrollment in MATH 095 and ENGL 100 if required by placement testing. 4 Cr. (3 Lec., 3 Lab.) Fall and spring semesters.

OR

ENVS101**Biological Resource Conservation**

Explores the biological dimensions of natural-resource management issues. Included are discussions of population dynamics, human health and toxicology, wildlife biology and management, food production, pest control, and maintenance of biodiversity. Both local and global issues are addressed. Intended for all students, regardless of major field of study. ENVS 101 fulfills the SUNY General Education Natural Sciences requirement. Prerequisites: RDNG 099 if required by placement testing; prior completion or concurrent enrollment in ENGL 100. 3 Cr. (3 Lec.) Fall and spring semesters.

OR

GEOL101**Introductory Geology**

This is an introductory course in physical geology. Topics include structure of the earth, rocks and minerals, weathering and erosion, glaciation, plate tectonics, earthquakes, mountain building, igneous activity, geologic time, and local geology. Laboratories include the study of rocks, minerals, fossils, and topographic maps. Substantial outside preparation for the laboratories is required. GEOL 101 fulfills the SUNY General Education Natural Sciences requirement. Prerequisites: ENGL 099 or prior completion or concurrent enrollment in ESL 103 if required by placement testing; prior completion or concurrent enrollment in MATH 095 and RDNG 116 if required by placement testing. 3 Cr. (2 Lec., 2 Lab.) Fall and spring semesters.

OR

METR101

Introductory Meteorology

A study of the weather around us. Topics include the structure of the atmosphere, heat balance of the earth, air masses, circulations, fronts, cyclones, severe weather, and climate and its change. The laboratory will emphasize mathematical calculations for atmospheric physics and processes, gathering meteorological data, analysis of weather systems, and short-term weather forecasting. METR 101 fulfills the SUNY General Education Natural Sciences requirement. Prerequisites: College level math skills, MATH 100 or equivalent; prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. 3 Cr. (2 Lec., 2 Lab.) Fall and spring semesters.

Social Sciences

ANTH 202

Cultural Anthropology

Cultural Anthropology focuses on understanding current living human cultures, and the beliefs and practices that make social life possible. Special attention is given to cultural areas, including family and kinship structure, economic organization, gender roles, enculturation, spirituality and religion, human rights and stratification, cultural change and globalization. Methods and techniques such as field studies and cross-cultural comparisons used by anthropologists to examine cultures are analyzed and applied. The issues of ethnocentrism and cultural relativism are addressed through cross-cultural perspectives. Students also research and conduct a culture study. ANTH 202 fulfills the SUNY General Education Other World Civilizations or the Social Sciences requirement. An honors section is offered. Prerequisites: Prior completion or concurrent enrollment in MATH 090 and RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 101. 3 Cr. (3 Lec.) Fall and spring semesters.

AND

ANTH/SOCI 220

Development Anthropology in a Globalizing World

This course prepares students for citizenship in a global society by focusing on the challenges of development and its impact on micro cultures. How can local people's views and skills be brought to the center of development and how do western and indigenous views differ? Students are introduced to the history and theories of development anthropology and sociology, with special attention given to recent case studies. Examination of the role of applied anthropologists and sociologists are considered, including ethics, research tools, people centered appropriate technology, environmental and cultural sustainability, and the participatory model of development. Prerequisites: ANTH 202; prior completion or concurrent enrollment in ENGL 101; MATH 090 and RDNG 116 if required by placement testing; or instructor's permission. 3 Cr. (3 Lec.) Fall semester.

AND

ECON120

Principles of Microeconomics

An analytical introduction to the processes by which economic resources are allocated and income is distributed. Concepts addressed include scarcity and opportunity cost, utility, supply and demand, elasticity, production costs, pricing under perfect and imperfect competition, the role of government, and the theory of international trade and finance. This course is designed to serve the needs of students intending to transfer to a four-year institution. ECON 120 fulfills the SUNY General Education Social Sciences requirement. A student who completes this course may not also count credit earned in ECON 101 toward degree requirements. Prerequisites: RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 100 and MATH 100. 3 Cr. (3 Lec.) Fall and spring semesters.

OR

ECON121**Principles of Macroeconomics**

An analytical introduction to alternative macroeconomic theories of national output and income determination. Topics include the business cycle, unemployment, inflation, national income accounting, fiscal policy, deficits and debt, monetary policy, the Federal Reserve system, supply-side policy, theory and reality. This course is expressly designed to serve the needs of students intending to transfer to a four-year institution. ECON 121 fulfills the SUNY General Education Social Sciences requirement. A student who completes this course may not also count credit earned in ECON 101 toward degree requirements. Prerequisites: RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 100 and MATH 100. 3 Cr. (3 Lec.) Fall and spring semesters.

AND**GEOG120****World Regional Geography**

This course analyzes human settlement and modification of the Earth's major regions. It uses a social science perspective to review key aspects of our on-going economic, historical and cultural development in a comparative context. GEOG 120 fulfills the SUNY General Education requirement in Social Sciences. Prerequisites: ENGL 099 or prior completion or concurrent enrollment in ESL 103 if required by placement testing; prior completion or concurrent enrollment in MATH 090 and RDNG 116 if required by placement testing; or instructor's permission. 3 Cr. (3 Lec.) Fall semester.

AND**HSTY111****World History Since 1500**

This course surveys the major developments in world civilizations since 1500 and uses a chronological and regional approach. Students study social, political, religious and economic changes that have created the complex modern world. Focus is given to areas of the Caribbean Basin, South America, Africa, the Middle East, Asia, and Australasia. HSTY 111 fulfills the SUNY General Education Other World Civilizations requirement. Prerequisites: RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 100 and MATH 090 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

AND**POSC225****Comparative International Politics**

This course introduces students to various nation-states of the world and compares governmental development, political history and institutional functions in the contemporary era. Using a wide sample of nation-states it analyzes aspects of international relations, competing domestic political institutions, and the history of internal political processes that have generated cohesion and/or conflict. Prerequisites: ENGL 101; MATH 090 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Spring semester.

AND**SOCI101****Introduction to Sociology**

This is an introductory study of the basic concepts, theoretical principles, and methods used within the discipline of sociology. Emphasis is on group interaction, social and cultural processes, and the structure and organization of American social institutions. SOCI 101 fulfills the SUNY General Education Social Sciences requirement. An honors section is offered. Prerequisites: Prior completion or concurrent enrollment in ENGL 100, MATH 090, and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

Study Abroad Experience

Sustainability Elective - select from:

ENVS102

Technology and the Environment

Examines the technological aspects of resource problems. Topics include air and water pollution, traditional and alternative energy sources, climate change, and management of non-renewable resources. Technical and economic constraints are considered, along with alternatives for future development. Local and global issues are addressed. Intended for all students, regardless of major field of study. Prerequisites: RDNG 099 if required by placement testing; prior completion or concurrent enrollment in ENGL 100. 3 Cr. (3 Lec.) Spring semester.

OR

ENVS105

Environmental Ethics

At heart, all environmental controversies are composed of ethical dilemmas. For example, how much value should be placed on endangered species? What is the equitable way to control greenhouse gas emissions? What moral obligations do we have to non-human animals? This humanities course will function as a framework for analyzing the belief systems that underlie environmental controversies and discussing application of ethical theories to environmental decisions. Ultimately it will ask the student to articulate their own ethical approach to the natural world. Local and global issues are addressed. Intended for all students, regardless of major field of study. The course may be used for a liberal arts, humanities, or unrestricted elective requirement. It will not satisfy a science elective requirement. ENVS 105 fulfills the SUNY General Education Humanities requirement. Prerequisites: MATH 090 if required by placement testing; prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

OR

ENVS107

Economy, Society & Environment

Cross-listed as POSC 107.

This course is a survey of environmental problems taken from an economic standpoint. It will analyze political and economic strategies for formulating sustainable resource management. Potential topics include renewable energy, resource scarcity, ecosystem goods and services, international trade, and globalization. ENVS 107 fulfills the SUNY General Education Social Sciences requirement. Prerequisites: RDNG 116 and MATH 090 if required by placement testing; prior completion or concurrent enrollment in ENGL 100. 3 Cr. (3 Lec.) Spring semester.

OR

ENVS295

Global Seminar

Cross-listed as ANTH 295.

Using a case-study approach, students learn about important current issues focusing on environmental sustainability. Live videoconferencing and web-based instruction allow students from several colleges in the United States and abroad to critically examine environmental issues and their social impact on a global level. Prerequisites: ENGL 101; one course in the social sciences; ENVS 101 or ENVS 102; RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Spring semester.

(4) Unrestricted Electives

Total Credits

60

**International Studies A.S.
Resource Needs**

Document the projected cost of the program and identify the source of the funds.

Expenditures		Start-up	When the program begins	After five years
Personnel	<i>Reallocation</i>			
	<i>New funds</i>		\$2,500 ¹	
Library	<i>Reallocation</i>			
	<i>New funds</i>		\$200	
Equipment	<i>Reallocation</i>			
	<i>New funds</i>			
Laboratories	<i>Reallocation</i>			
	<i>New funds</i>			
Supplies & Expenses (OTPS)	<i>Reallocation</i>			
	<i>New funds</i>		\$500	
Capital Expenditures	<i>Reallocation</i>			
	<i>New funds</i>			
Other	<i>Reallocation</i>			
Grand Total			\$3,200	

Figures above based on the following:

1. Adjunct per credit cost of \$805/Credit hour or \$2,415 / 3 credit course rounded to \$2,500 per year. Year 1 calculated with 1 adjunct section.
2. Additional textbooks
3. New maps, films, and various marketing materials

Library Resource Review International Studies A.S.

The Library has conducted reviews for the new POSC and ANTH courses being proposed as part of this curriculum. We do not anticipate a need to acquire additional holdings beyond our ongoing collection management practices, or to require additional funding, *except* in the case of textbooks. Faculty should be aware that students increasingly rely on the Library's reserves system for their textbooks, either because they can't afford the books or because the college bookstore, which is the only place where they can use their financial aid as credit, doesn't have the books at the beginning of the semester. Faculty and departments that want their textbooks on reserve should budget accordingly, and work with the Circulation staff to make sure books are purchased and processed in a timely manner.

Book Resources

The Library maintains a collection of books (both print and electronic) that support the disciplines covered by the International Studies program. We invite the faculty's suggestions of titles to be added to the collection. Additionally, our collection is supported by reciprocal agreements with academic libraries in New York State that allow for 3-4 day turnaround of Inter-Library Loan requests. Books that are requested by faculty or staff, that we are unable to readily obtain, will be considered for expedited purchase.

Databases and Periodical Resources

The Library subscribes to several general academic databases that include the full text of scholarly journals in relevant disciplines, including history, anthropology, human geography, environmental studies, political science and economics. Specialized databases in business, education and health may be useful as well.

Media Resources

The Library subscribes to *Films on Demand*, a streaming video service which offers over 5,500 educational videos. This online collection supplements the Library's collection of DVD's. As with books, we make every attempt to borrow or purchase anything requested that we don't already own.

LibGuides for Courses

Librarians can provide an on-line guide for any course, at the request of the faculty, for students to access anytime and anywhere that they have internet access. LibGuides are especially useful for focusing student attention on library resources relevant to a particular assignment.

Consultation about Assignments

Librarians are available to provide consultations about assignments as needed. We recommend that faculty share research assignments with us before distributing them to students to help us provide the best possible materials and services.

Instruction/Research Support

Librarians are available to offer instruction to whole classes or one-on-one directly to students, whether online or in person.

Librarian's Signature and Date

Barbara E. Kobritz March 12, 2012

**TOMPKINS CORTLAND COMMUNITY COLLEGE
RESOLUTION 2011-2012-30**

INTERNATIONAL HOSPITALITY CERTIFICATE PROGRAM

WHEREAS, as a result of various studies indicating community interest and need, a proposal has been developed for an International Hospitality Certificate Program, and

WHEREAS, upon review of this program proposal, the College Curriculum Committee, the faculty, the College Forum, the Provost, and the President have endorsed the proposals, be it therefore,

RESOLVED, that the Board of Trustees of Tompkins Cortland Community College approves the Certificate Program in International Hospitality and authorizes that it be processed for final approval by the State University of New York and the New York State Education Department.

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 19th day of April, 2012, 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 19th day of April 2012.

Clerk of the Board of Trustees
Tompkins Cortland Community College



**PROGRAM ANNOUNCEMENT
For Undergraduate Programs**

Name of Institution: Tompkins Cortland Community College

Date: 03/26/2012

Proposed program title: International Hospitality

Proposed degree or other award: Certificate

Total Credits: 22

If a baccalaureate degree is proposed, will a waiver of external review be requested: Not applicable

Academic unit(s) that will offer program: Business

Proposed HEGIS code:

Proposed beginning date: Fall 2012

Program summary: See attachment

Projected enrollment:	When the program begins	After five years
Full-time students	5	10
Part-time students	3	10

Will program lead to certification/licensure? Yes No **If Yes, in what field or specialty?**

Will special accreditation be sought? Yes No **If Yes, by what group? By what date?**

Will program or any constituent courses be offered off-campus? Yes No

If Yes, at what address? The internship will take place at an internationally recognized hospitality institution.

How much? Fifteen credits

Via telecommunications? Yes No **If Yes, to what location(s)?**

In addition to traditional classroom formats, some of the required courses may be offered online.

For more information, contact the following academic officer:

Name: Jane F. Hammond

E-mail: hammonj@tc3.edu

Title: Associate Dean for Curriculum & Academic Records

Voice: (607) 844-8211 Ext. 4459

Response to Announcement (*requested of other State University campuses*)

Do you have a similar or related program? What has been your experience with the program? Would the introduction of this program have any effect, positive or negative, on your institution? Please specify. Do you perceive a need for this kind of program? Is there opportunity for articulation or inter-institutional cooperation? The response should be addressed to the proposing campus' President with a copy to the University Provost, The State University of New York, State University Plaza, Albany, NY 12246.

International Hospitality – Certificate

Program Summary

As the largest industry in the world, hospitality offers many learning and career opportunities. To expand the scope of the Hotel & Restaurant and Wine Marketing learning options at TC3, the International Hospitality Certificate addresses the needs for students to become better exposed to this global industry. Intense study of another culture, hospitality practices, and language, create a training environment where students are able to grow intellectually, as well as, learn specific hospitality skills that will provide a distinct advantage within the hospitality employment market.

Through coursework on campus, and coordinated study abroad, the student prepares and then travels to train in a specific area of interest through study in a destination country. Detailed advisement by the Program Chair and Global Initiatives provides guidance in the selection.

According to industry experts, expansion of this industry will require employees who are trained in hospitality business practices and who are knowledgeable about other cultures. Expansion plans for the industry are globally focused in the marketplace with more U.S. companies planning global corporate expansion outside of our county's boundaries. Additionally, ethnic and fusion offerings within the U.S. are creating unique experiences for the discerning hospitality customer. Diversity of guest and co-workers requires professionals to be adept at viewing cultural perspectives other than their own. Our students will be provided with authentic cultural experiences from which they may draw upon to provide better management and service.

Curriculum International Hospitality - Certificate

LOWER DIVISION

Course Title	Cr
HRMG 100 Introduction to Hospitality Industry	3
Restricted Electives** Food Emphasis: HRMG 101 Food Service and Preparation I and HRMG 105 Safe Food Handling OR Wine Emphasis: WINE 120 Survey of Wine & Alcoholic Beverages and HRMG 107 Safe Alcohol Handling	4
HRMG 218 International Hospitality Experience***	15
TOTAL	22

UPPER DIVISION (if applicable)

Course Title	Cr

* ENGL 100 Academic Writing I is a corequisite or prerequisite for one or more of the required courses.

** In consultation with advisor and based on interest. Students should complete two courses in food or wine.

*** Based on location of the hospitality experience, students may be required to gain foreign language proficiency. Students must have an overall GPA of 2.5 for consideration to study abroad. They may also be asked for references and be required to interview with appropriate staff members. All study abroad students must be approved by the advisor, program chair, and study abroad coordinator.

TOMPKINS CORTLAND COMMUNITY COLLEGE
International Hospitality, Certificate
COURSE DESCRIPTIONS

HRMG100

Introduction to Hospitality Industry

A study of the growth and development of the hospitality industry, its present status, and future trends, including an introduction to the various areas of specialization. Areas covered include hotels, restaurants, resorts, wineries, casinos, and travel and tourism. Personal and professional qualifications for different career options will be discussed. Prerequisites: Prior completion or concurrent enrollment in ENGL 100; MATH 090; and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall semester.

FOOD EMPHASIS:

HRMG101

Food Service & Preparation I

Basic procedures and techniques for large quantity food preparation and service are covered. The study of sanitation, safety, equipment operation, food purchasing and preparation techniques, and table service are covered. Special projects in menu planning, purchasing, preparation, and services are required. Prerequisites: MATH 090 if required by placement testing; prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall semester.

AND

HRMG105

Food Sanitation & Safety

The basics of sanitation and management of food safety in the hospitality industries are the foundation of this training course. Students are prepared for industry certification testing which is required and monitored by the NYS Health Department to assure adherence to good sanitation and food handling practices. If the final exam is passed with a 75% grade or better, certification is awarded by the National Restaurant Association. Additional fee is required. Prerequisites: Prior completion or concurrent enrollment in MATH 090 and RDNG 116 if required by placement testing. 1 Cr. (1 Lec.) Fall and spring semesters.

WINE EMPHASIS:

WINE120

Survey of Wine and Alcoholic Beverages

This is an introductory course that covers the many categories of alcoholic beverages available on the market today. Topics include the wine styles of the major wine producing countries in the world, spirits and beer. Critical tasting is an integral part of the course. Additional fee required. Prerequisites: MATH 090 if required by placement testing; prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall semester.

AND

HRMG107

Safe Alcohol Handling

The principles of responsible alcohol transactions, which include understanding alcohol laws, evaluating intoxication levels, dealing with difficult situations, and checking identification, are covered. Students prepare for industry certification testing. If the final exam is passed with a 75% grade or better, certification is awarded by the National Restaurant Association. Additional fee required. Prerequisites: Prior completion or concurrent enrollment in MATH 090 and RDNG 116 if required by placement testing. 1 Cr. (1 Lec.) Fall and spring semesters.

HRMG218**International Hospitality Experience –Study Abroad**

Through a unique study abroad partnership, students will be immersed in classes and other self-directed studies with a world class international hospitality partner. Students will build on the fundamental skills learned in course. An integral part of this program is the opportunity for students to meet and live with people from all over the world and study hospitality principles in a country other than their own.

Prerequisites: ENGL100; HRMG 100; HRMG 101 or WINE 120; MATH 090 if required by placement testing. Based on the location of the experience, basic proficiency in a foreign language may be required. Minimum of 7 college credits must be completed at TC3 before applying for the experience (not including high school dual credit); minimum GPA of 2.5; instructor permission. Additional requirements may apply for students who are not US citizens. 3-15 Cr. (15 Weeks) Fall, spring, and summer semesters.

**International Hospitality, Certificate
Resource Needs**

Document the projected cost of the program and identify the source of the funds.

Expenditures		Start-up	When the program begins	After five years
Personnel	<i>Reallocation</i>			
	<i>New funds</i>			
Library	<i>Reallocation</i>			
	<i>New funds</i>			
Equipment	<i>Reallocation</i>			
	<i>New funds</i>			
Laboratories	<i>Reallocation</i>			
	<i>New funds</i>			
Supplies & Expenses (OTPS)	<i>Reallocation</i>			
	<i>New funds</i>		\$500	\$500
Capital Expenditures	<i>Reallocation</i>			
	<i>New funds</i>			
Other	<i>Reallocation</i>			
	<i>New funds</i>			
Grand Total			\$500	\$500

Figures above based on the following:

1. Various marketing materials

Library Resource Review International Hospitality Certificate

The library submitted reviews for each of the recently-proposed courses that fall in the sequence of classes leading to a Certificate in International Hospitality. Classes that have been offered for a longer time, the library has been supporting over the years.

Unless research assignments or focal points have changed or unless course instructors would like the library to purchase copies of required textbooks for any of these classes for students to borrow from the Reserves collection, the library does not anticipate a need to acquire additional holdings beyond our ongoing collection management practices, or to require additional funding.

Book Resources

The library maintains a collection of books (both print and electronic) that support the hospitality program as well as to support classes, offered in other departments, which investigate contemporary world cultures.

Databases and Periodical Resources

Library databases include the full text of scholarly reference works in business and international culture. Other databases contain the full text of articles from scholarly journals, trade magazines, popular magazines and news sources. Such databases particularly relevant to this certificate include Business Source Complete, Business and Company Resource Center, the Culinary Arts Collection, and the Hospitality, Tourism and Leisure Collection.

Media Resources

The library subscribes to *Films on Demand*, a streaming video service which offers over 5,500 educational videos. This online collection supplements the library's collection of DVD's.

LibGuide for Course

Librarians can provide an on-line guide for the course at the developer's request for students to access anytime and anywhere that they have internet access.

Consultation about Assignments

Librarians are available to provide consultations about assignments as needed.

Instruction/Research Support

Librarians are available to offer instruction to whole classes or one-on-one directly to students whether online or in person.

Librarian's Signature and Date

Susanna Van Sant

March 9, 2012

**TOMPKINS CORTLAND COMMUNITY COLLEGE
RESOLUTION 2011-2012-31**

**APPROVAL OF POSITION DESCRIPTION
STUDENT SUCCESS ADVISOR**

WHEREAS, the College has determined, based on a review and analysis of the student success functions, that there is a need to create a Student Success Advisor position, and

WHEREAS, the attached Student Success Advisor position description is recommended by the President, and

WHEREAS, the Student Success Advisor position will be a temporary, one-year position supported substantially by the 2012-2013 Perkins Grant, be it therefore

RESOLVED, that the Student Success Advisor position description be approved in accordance with the position description attached to this resolution, and be it further

RESOLVED, that the Human Resources Department be authorized to forward the professional service position description to State University of New York for approval.

STATE OF NEW YORK: I, **CATHY A. NORTHROP, CLERK** of the Board of Trustee of
SS: Tompkins Cortland Community College, **DO HEREBY
CERTIFY** that the foregoing resolution is a true copy of a
COUNTY OF TOMPKINS: resolution duly adopted by the Board of Trustees of Tompkins
Cortland Community College at a regular meeting of said Board on the 19th of April 2012, 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 19th day of April 2012.

Clerk of the Board of Trustees
Tompkins Cortland Community College

Faculty Position Title: Student Success Advisor

Organizational Unit:
Organizational Success
and Learning

Reports to:
Dean of Organizational
Success and Learning

Approved by:

SUMMARY:

In collaboration with the Coordinator of Advisement Services, Coordinator of Student Success Services and other college staff and faculty, this individual will be responsible for providing learning-centered strengths-based support to students through individual and group advisement and other programs related to the success and retention of TC3 students.

NATURE AND SCOPE:

1. Provides learning-centered strengths-based direct service to students assigned to "Advisement Services" and to others needing academic advisement and intervention services, including new students, continuing students, and special populations.
2. Delivers presentations to groups of students, parents, faculty, staff and others.
3. Maintains currency in knowledge about academic program requirements, financial aid eligibility requirements, academic standards, college resources and other policies and procedures.
4. Provides outreach and intervention services to identified high risk students.
5. Develops and implements appropriate advisement support resources.
6. Effectively utilizes computer-based student information system programs and applications, including but not limited to Power Campus, myTC3, Docuware, Accuplacer and Salient.
7. Collaborates with other offices to plan and implement effective programs related to student advisement, registration, transition and retention.
8. Performs duties related to special projects, particularly those involving efforts to improve retention and academic success for targeted and high-risk populations.
9. Builds and maintains a network made up of professionals in the field of advisement, retention, and student success through other colleges and professional organizations.
10. Directs the work of student employees to accomplish the needs of the Student Success and Advisement Services office.
11. Demonstrates cultural competency skills and a commitment to equal opportunity and success for all students, regardless of possible barriers, including, but not limited to race, gender, socio-economic class, culture, age, ability or life experience.
12. Serves on various college committees and performs other related tasks as assigned.

QUALIFICATIONS:

Required:

Master's degree in Student Affairs, Counseling, Education, content field or related field and minimum of two years' experience in academic advising, teaching or providing support services to students in a secondary or postsecondary environment (or Bachelor's degree and minimum three years experience) and demonstrated commitment to equal opportunity and success for all students, regardless of possible barriers, including, but not limited to, race, gender, socio-economic class, culture, age, ability or life experience.