



**Board Members:**

**Adebodun Ademoyo, Roxann Buck, Elizabeth Burns, Judy Davison, Arthur Kuckes, Matt McSherry, Schelley Michell-Nunn, Raymond Schlather, Bruce Tytler**

**April 15, 2021**

**Board of Trustees Meeting  
Executive Session @ 5:00 p.m.**

**Open Session @ ~6:00 p.m.**

**Agenda**

1. Call to Order
2. Roll Call
3. Welcome Guests
4. Approval of Agenda
5. Public Comment\*\*
6. Approval of March 18, 2021 Regular Meeting Minutes
7. Communications
8. Presentation: Review *Redesigning America's Community Colleges* – Katrina Campbell, Anndrea Mathers, Matty Hamel
9. Presentation: Developmental Education ENGL 100-098-049 Cohort – Kerry Curran
10. Information Items:
  - a. Human Resources Updates
11. CFO/Treasurer's Report – Written Report Provided
12. Consent Agenda (Action Items):
  - a. Appointment of Personnel
  - b. Approval of Position Description - Director of Public Safety
  - c. Surplus Property
13. Standing Reports:
  - a. Provost & Vice President of Academic Affairs – Written Report Provided
  - b. Vice President of Student Affairs/Faculty Student Association – Written Report Provided
  - c. Associate Vice President of Student Services/Senior Diversity Officer – Written Report Provided
  - d. Associate Vice President of College Relations – Written Report Provided
  - e. Chief Information Officer (CIO) – No Report this month
  - f. College Senate – Written Report Provided
  - g. Tompkins Cortland CC Foundation, Inc. – Written Report Provided
  - h. Chairperson's Report
  - i. Liaison Report – Cortland County
  - j. Liaison Report – Tompkins County
  - k. Student Trustee Report – Verbal Report
  - l. President's Report – Will be added
14. Upcoming Events
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  
Regular Board Meeting  
March 18, 2021  
Executive Session 5:00 p.m.  
Open Session 6:00 p.m.  
Via Zoom Due to COVID 19**

**PRESENT:** Adebodun Ademoyo, Roxann Buck, Elizabeth Burns, Judy Davison, Arthur Kuckes, Matt McSherry, Raymond Schlather, Bruce Tytler

**EXCUSED:** Schelley Michell-Nunn

**COUNTY,  
LIAISONS:** Michael Lane

**STAFF:** Amber Boulay, Jan Brhel, Katrina Campbell, Bryan Chambala, Sharon Clark, Colleen, Tim Densmore, Julie Gerg, LaSonya Griggs, CaryAnne Keenan, Keith, Crystal Lyon, Anndrea Mathers, Greg McCalley, Kathleen McConnell, Deb Mohlenhoff, Orinthia Montague, Scott Ochs, Lisa Payne, Qian (Chien) Xu, Anna Regula, Paul Reifenheiser, Christine Shanks, Bill Talbot, Malvika Talwar, Seth Thompson, Patty Tvaroha, Peter Voorhees, Jonathan Walz-Koeppel, Carrie Whitmore,

**GUESTS:** Craig Stevens and Sam Pitts from The Bonadio Group (Audit firm)

1. **Call to Order:** The meeting was called to order at 5:01 p.m. by Chair Schlather.
2. **Roll Call:** Ms. Brhel called the roll.
3. **Executive Session (to discuss a personnel and financial issue – no action to be taken)** – It was determined that there was quorum. Mr. Tytler moved that the meeting convene in executive session at 5:02 p.m. for discussion of a personnel issue, with no action to be taken; seconded by Ms. Buck. Orinthia Montague, Sharon Clark and Bill Talbot were invited.

Motion to go back into open session moved by Mr. McSherry seconded by Mr. Ademoyo; approved unanimously at 6:06p.m.

The meeting reconvened in open session at 6:12 p.m.

4. **Roll Call:** Ms. Brhel called the roll.
5. **Welcome Guests:** Chair Schlather welcomed the large contingent of faculty and staff who were in attendance for this meeting.
6. **Approval of Agenda:** Ms. Buck moved that the agenda be approved; seconded by Mr. Tytler; motion carried unanimously.

7. **Public Comment:** None
8. **Approval of Minutes** – Board Retreat February 11, 2021: Ms. Davison moved that the minutes of the February 11, 2021, Board Retreat be approved with Mr. Tytler being added as present; seconded by Mr. Ademoyo; motion approved amended minutes unanimously. Regular Board Meeting February 18, 2021: Ms. Buck moved that the minutes of the February 18, 2021, Regular Board Meeting be approved as presented; seconded by Mr. Ademoyo; motion approved unanimously.
9. **Communications:** None
10. **Presentation: Bonadio Audit Report - . A copy of the PowerPoint presentation is attached to these minutes.** It was noted that in performing the audit no significant deficiencies or material weaknesses were identified in internal control. No significant audit adjustments were identified in performing the audit. The College received approximately \$14 million in federal funds, including \$12.4 million in Student Financial Aid and \$1.3 million in Higher Education Emergency Relief Funding (HEERF). It is noted that it is the audit firm's responsibility to express an opinion about whether the financial statements prepared by management are fairly presented in all material aspects in accordance with U.S. generally accepted accounting principles. It was noted that accounting estimates are an integral part of the financial statements prepared by management and the College has a more refined process than previously. A 3-4 page letter signed by the President and CFO will be attached to the audit report. Resolution 2020-2021-13 approving the 2019-2020 Audit – a motion was made by Mr. McSherry, Mr. Tytler seconded the motion; the motion approving the 2019-2020 audit was approved unanimously.
11. **Presentation: Institutional Research (IR) – Associate Provost, Dr. Malvika Talwar – a copy of the presentation is attached to these minutes.** Data Informed Decision Making: This presentation was focused on discussing a) The role of institutional research (IR) at TC3 broadly b) To provide a status report to the Board regarding grant funding from Tompkins County. The grant funding was provided to help modernize key IR data tools, and provide human resources to help make this transition.
12. **Information Items:**
  - a. **Human Resources Updates** – No discussion.
13. **Interim CFO Report** – Written report provided. Mr. Talbot reported that the next 6 – 8 weeks will be the timeline to have a better sense of where the College will be financially moving forward.
14. **Consent Agenda (Action Items):** Ms. Davison moved that the Consent Agenda be approved as submitted; seconded by Mr. Tytler; the motion was called and carried unanimously.
  - a. **Appointment of Personnel** – No discussion.

## 15. Standing Reports:

- a. **Provost & Vice President of Academic Affairs** – Written Report provided. Dr. Reifenheiser noted that while the report was short in length the Academic Plan for 2020-2021 year was attached which had been reviewed by Academic Council, President's Cabinet and the full campus. Faculty contributed much more information but noted that there are still things that need to be done moving forward. When asked by Chair Schlather about Guided Pathways, Dr. Reifenheiser noted that Guided Pathways was imbedded in the 2<sup>nd</sup> and 3<sup>rd</sup> areas of the plan.
- b. **Vice President of Student Affairs & Faculty Student Association** – Written report provided. Mr. McCalley highlighted that the retention number given in Dr. Talwar's presentation are comparable with other colleges our size and they represent first time/full time students. The retention for black students at TC3 is slightly higher than that of white students, which isn't the norm. Enrollment numbers for Summer 2021 are up 3%. Three weeks ago, Fall 2021 applications were down 47% and as of today (March 18<sup>th</sup>) they are down 37% which shows that students are beginning to be more engaged. Marketing will be sending materials that indicate a more "back to normal" feel. A postcard will be sent to ~17,000 students. A College Fair is planned and multiple Saturdays of planned events.
- c. **Associate VP Student Services and Senior Diversity Officer** – Written Report provided. Mid-Winter Day was 95% remote, attendance was up, and feedback has been positive. The Campus Strategic DEI Plan (Diversity, Equity and Inclusion) is attached to this report. As a follow-up question to the Community Engagement section, Chair Schlather inquired if there was a similarity between the information given on City of Cortland Police and what has been in the media regarding the Ithaca Police. The Student Engagement team in the ODESS, Residence Life and Student Activities areas held a meeting to look at the possibilities of offering certification for student leadership roles on campus.
- d. **Associate VP for College Relations** – Written report provided. In the ongoing reporting of COVID testing/vaccinations, Ms. Mohlenhoff reported that 1 staff member and 1 student tested positive this week, but that we haven't so far seen a cluster like are being seen at other colleges. She made note that anyone who hasn't seen the video view book on the website to take a look at it. It is also one of the "sliders" on the main page.
- e. **Chief Information Officer** – No report this month.
- f. **College Senate** – Written Report provided. No discussion
- g. **Tompkins Cortland Community College Foundation, Inc.** – Written report provided. No discussion.
- h. **Chairperson's Report** – Chairman Schlather asked that all Board members finish reading the book Redesigning America's Community Colleges. The presentation at the April 15<sup>th</sup> meeting will revolve around this.
- i. **Liaison Report (Cortland County)** – No report given.
- j. **Liaison Report (Tompkins County)** – Mr. Lane reported that commencement at Cornell University was still not decided as in-person or virtual. He reiterated that Tompkins County suffered the largest loss in sales tax due to lack of commencement and other events. There is a special election next week to fill the seat vacated by Anna Kelles. There was discussion on the Police Reform in the City of Ithaca.

- k. Student Trustee's Report** – Verbal report given. Adebodun Ademoyo reported that he is working with SGA to create more student activities, working on wellness and mindfulness, restarting the LGBTQ Club and will be working with Gregg Kiehl, Library Director, on more study hours in the library.
- l. President's Report** – Written report will be sent to Board members following the meeting and added to the March 18, 2021 Board packet. Highlights include in the Fall of 2019 and April 2020 the College submitted an application for a 2-part SUNY grant. Funding from the SUNY Next Generation Job Linkage Program will enable the College to create new tracks and micro-credentials in Applied Sciences and Technology major. We will create an Electrical Technology track. (Please see the written report for complete information.) The second part of the grant, the SUNY Challenge, was for \$3.1 million to fund capital improvements in various labs. (Please see the written report for complete information.) Notification of the funds should be by the end of April. The Fall of 2021 semester plans for a majority of in-person courses. President Montague signed a SUNY EOP Advocacy letter sent to legislators. This year's commencement will be semi-virtual with Criminal Justice Professor Scott Ochs giving the key note address.

**16. Upcoming Events** – Ms. Buck mentioned the NYCCT Annual Board of Directors Meeting on April 10<sup>th</sup>. The next Board of Trustees Meeting – April 15, 2021.

**17. Adjournment:** Ms. Buck moved that the meeting be adjourned; seconded by Mr. Ademoyo; motion carried unanimously. The meeting adjourned at 8:13 p.m.

Respectfully submitted,

Jan Brhel  
Clerk of the Board of Trustees

# Developmental Education

## ENGL100-098-049 Cohort

Spring and Fall 2020: Success in the Time of Corona

## 2020 Developmental Education Cohort

### Professional Development Sessions

- Paid for by the SUNY Developmental Education Grant
- Additional funding from the SUNY Strong Start to Finish Grant

### 2020 ENGL100-098-049 Course Count

- Fall Sections: 18-20
- Spring Sections: 10-12

### Teaching Faculty

- ❖ Kerry Curran\*, Coordinator of Dev. Ed. ENGL
- ❖ Anna Regula\*, Coordinator of Dev. Ed. RDNG
- Angela Palumbo
- Kristi Potter
- Theresa Tambascio\*
- John Troyer
- Steve Weed\*
- Sarah Wolff\*
- Heather Zaia
- Kimari Johnson (\* Strategic Work Group Member)
- Kathy Hemingway Jones
- Rochelle Mike

### Library Faculty

- Eric Jenes
- Susanna Van Sant

### Instructional Technology Associate

- Breton Bienvenue

### Writing Center Tutors

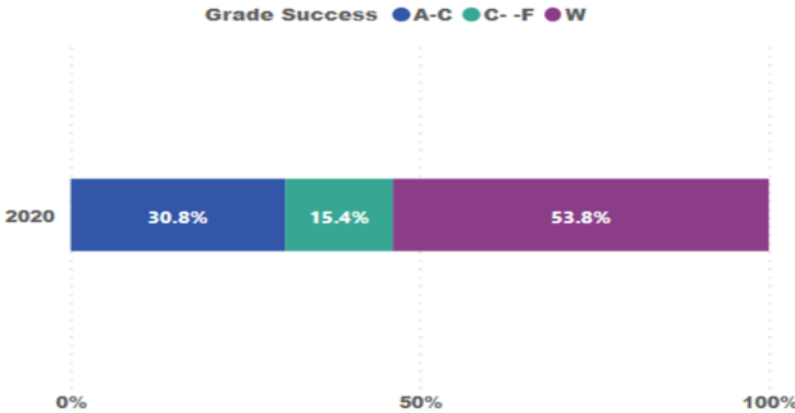
- Ashley Montgomery
- Bobbie Weaver

# Covid-19 and the Digital Divide

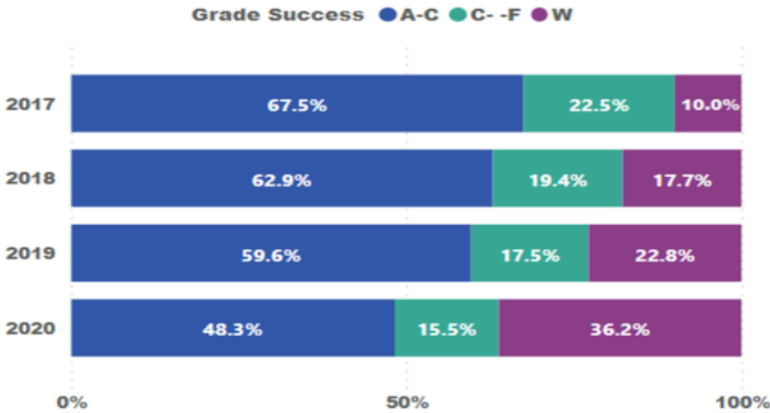
Institutional Research provided by Qian Xu

## Spring

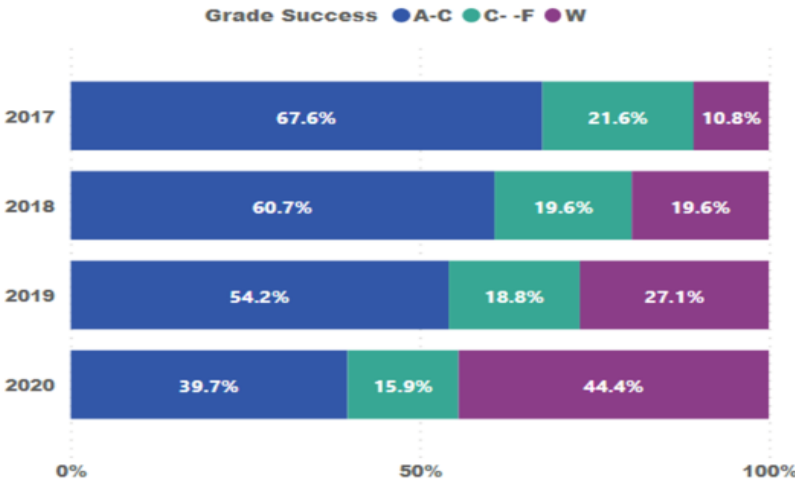
### ENGL049 Grade Success Rate



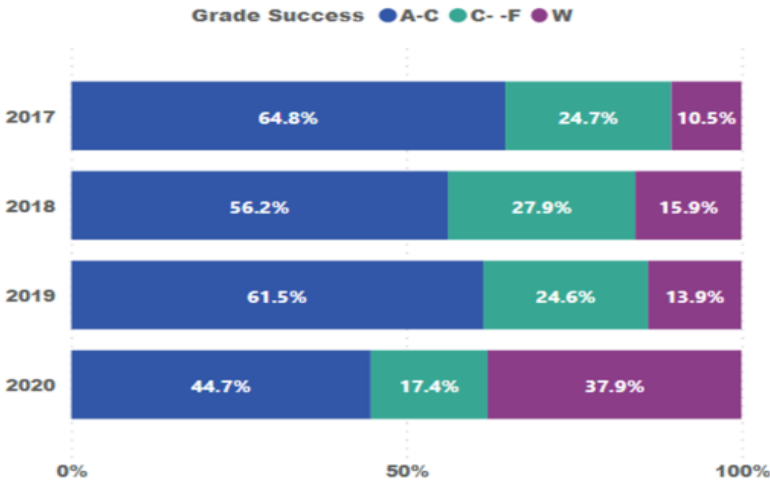
### ENGL098 Grade Success Rate



### ENGL100 with ENGL049/098 Success Rate

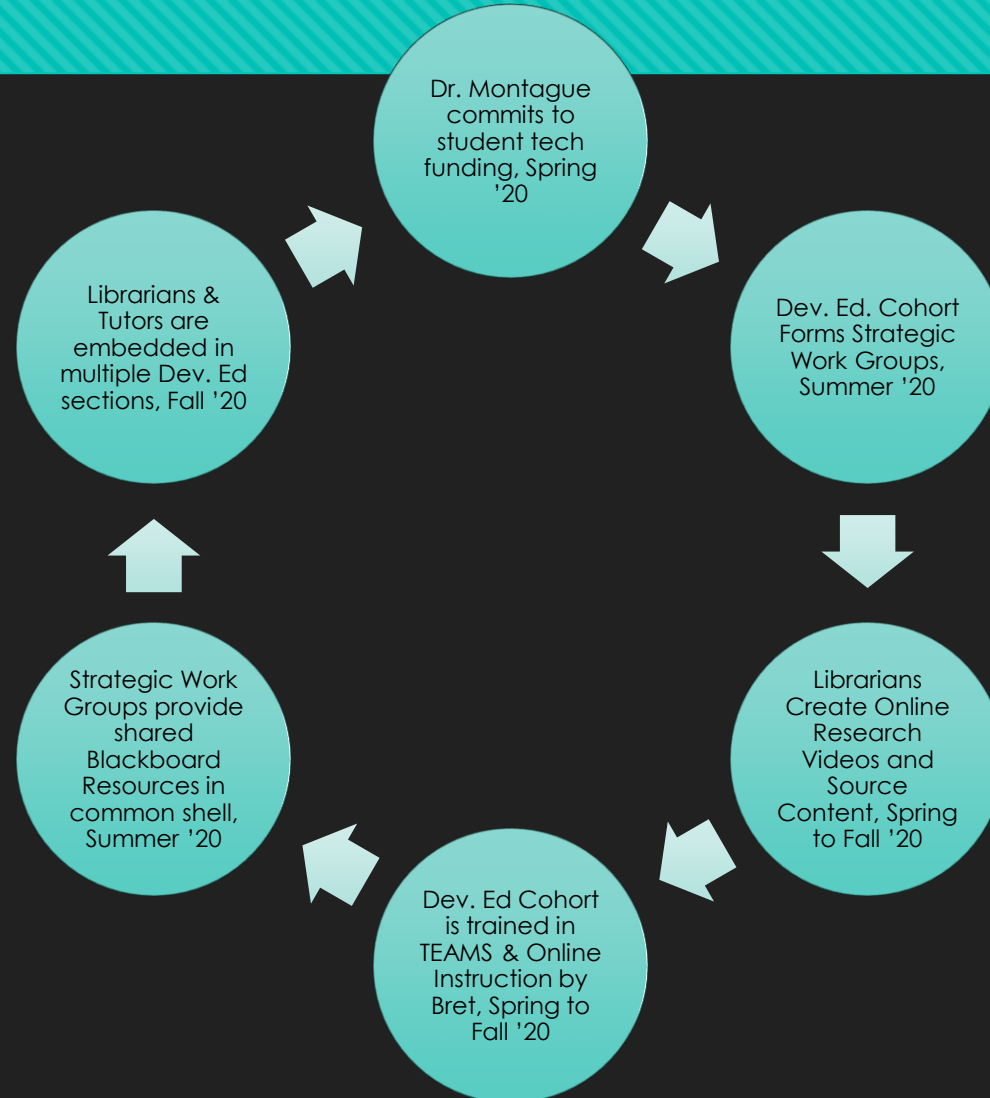


### ENGL100 without ENGL049/098 Success Rate





# School Wide Collaborative Intervention

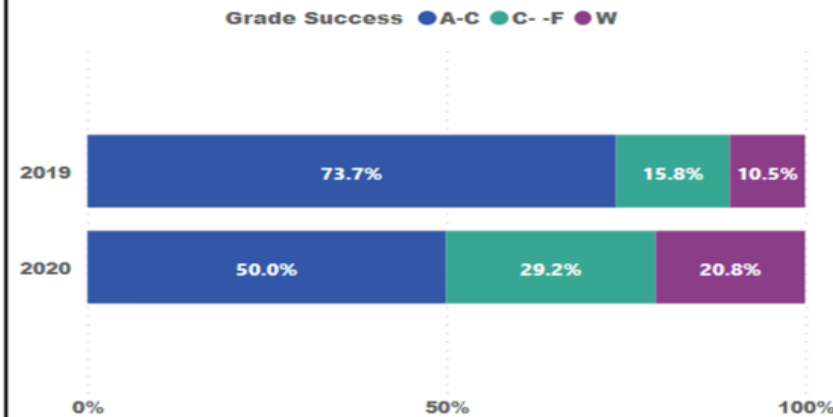


# The Good News

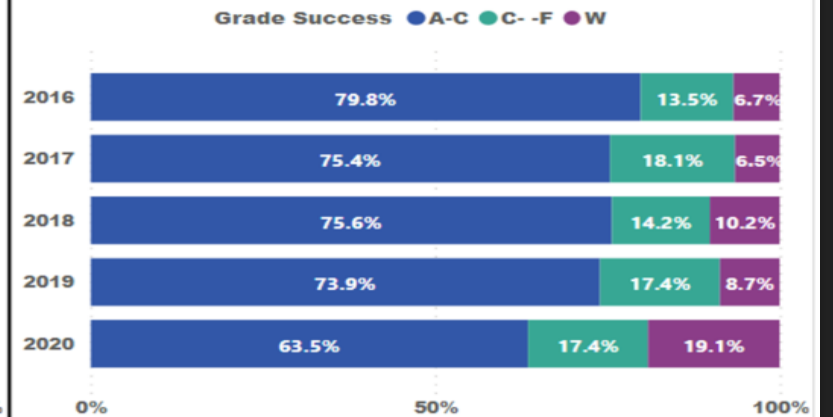
Institutional Research provided by Qian Xu

## Fall

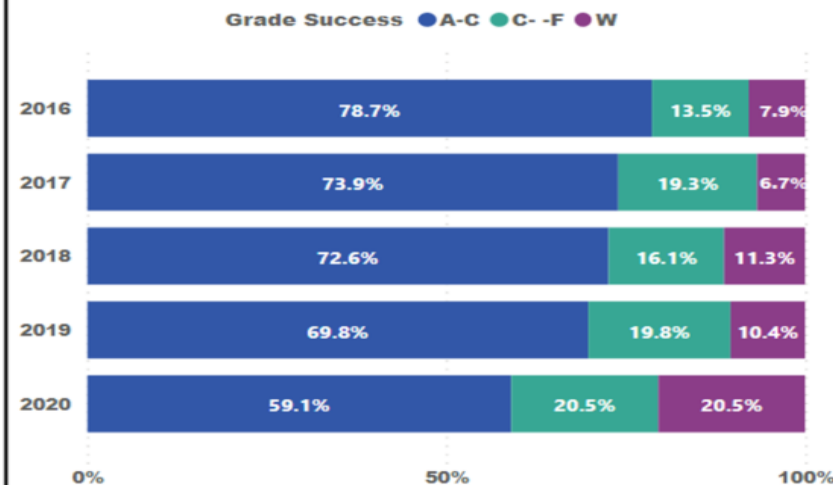
### ENGL049 Grade Success Rate



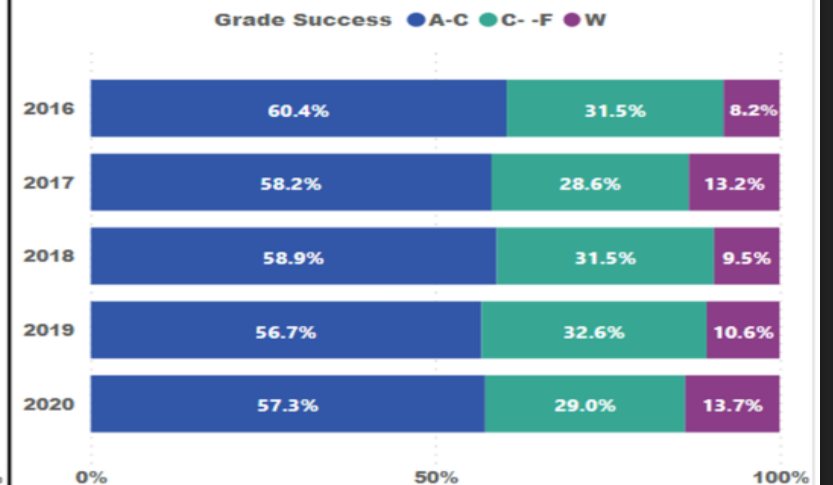
### ENGL098 Grade Success Rate



### ENGL100 with ENGL049/098 Success Rate



### ENGL100 without ENGL049/098 Success Rate



# Conclusions

*We few, we happy few, we band of educators...*

- ❖ We continue to evaluate the variety of modalities and educational interventions and their success rates
- ❖ Our paid professional development collaborations persist as we prepare for uncertainty
- ❖ We must reinforce our commitment to non-cognitive supports in the face of the growing pandemic trauma
- ❖ The Kidney Example: funding a successful team
- ❖ TC3 is a leader of educational innovation when we commit to working together

## VP of Finance & Administrations Report: April 15, 2021

### **March Close (% of Yearly Budget Recognized/Expended):**

Revenues as a % of budget is 79.7% compared to prior year's (PY) 83.9%, \$1.4M below budget. However, it is the drawdown of Fund Balance, our Local Sponsors and New York State that are disguising the real severity of revenue losses in Student Tuition and County Chargebacks. The College booked in 2019-20 a favorable \$1.0M favorable contribution to fund balance that it withdrew in 2020-21 to help cover planned enrollment losses in fall. Our local sponsors with their prepayments are covering \$1.5M earlier than in the prior year.

New York State, most recently and gratefully as a result of Washington's \$1.9 trillion dollar package, has paid last year's 4<sup>th</sup> quarter 20% deferred payment (\$.5M) and 15% of the 20% withheld in the first two quarters of 2020-21 payments (\$.7M) in addition to 95% of the 3<sup>rd</sup> quarterly payment (\$2.1M). This will result favorably in the College recognizing \$1.9M in unanticipated revenue from NYS in 2020-21. However, due to the change in NYS funding and the 5% holdback, the College will receive \$.9M less in 2020-21 than had COVID not been a factor.

Student Tuition Revenue is 82.3% compared to prior year's 100.9%, \$2.7M below budget. County Chargeback Revenue is 50.1% compared to prior year's 78.7%, \$1.5M below budget. Together these two revenue sources total a potential \$4.2M loss in 2020-21 beyond the losses budgeted in fall.

Expenses as a % of budget is 57.8% compared to prior year's 65.9%. Ignoring scholarships, the College's expenses are \$2.7M favorable to budget compared to PY. They are attributable to three areas: 1) Temporary natural savings associated with being predominately remote (e.g., less need for student workers, printing, and travel), 2) Temporary reductions by suspending position backfills, minimizing of overtime, reducing the number of classes, and the waiving of the December Health Care Consortium payment, and 3) Purposeful delay in payments to conserve cash (e.g., Solar Payments, Insurance). It should be noted that many of these expenses savings are a one time savings this year (e.g., Health Care Consortium) or will not continue once we resume face-to-face instruction.

### **2020-21 End-of-Year Forecast:**

A simple calculation in which we account for a favorable \$1.9M in revenue from NYS, \$2.7M in favorable expense savings and \$4.2M in unfavorable Tuition and County Chargeback revenue, the College is expected to end the year with a favorable \$.3M in excess revenue if it ignores the risks associated with 2021-22 revenue shortfalls. The College cannot and is therefore assessing incremental 2020-21 expenditures that will reduce the revenue shortfalls expected in 2021-22.

Federal Funds were made available to the institution through three Acts: CARES, CRRSA and ARP. CARES is all spent and could only be used on incremental expenses associated with COVID related expenses and are part of the EOY projections above.

The CRRSA Act was passed in December 2020 and the U.S. Department of Education authorized the College to begin drawing down the approved \$3.3M in institutional funds. The College has two years to utilize these funds and the grant allows for use of these funds to offset the College's loss of revenues. The College is expected to receive guidance from SUNY on the methodology that the College will employ to begin to use these funds. While we expect to draw down the majority, if not all, of these funds in 2020-21, we will not require them this year and so it is likely they be recognized as a favorable contribution to the fund balance in 2020-21. However, like in 2020-21, it is expected that all these funds will be required to balance the budget in 2021-22 to cover the continued enrollment related revenue shortages.

ARP was passed on March 10<sup>th</sup>, 2021 and the College is expected to be appropriated \$3.8M for institutional funding. There has been NO guidance yet from the Feds on how these funds may be used or over what timeframe.

Note: Each of these acts have a separate student funding component that must be distributed without benefit to the College. CARES was \$923K and is all distributed. CRSSA is another \$923K and 97% will be distributed under very specific instructions defined by SUNY and NYS Department of Budgets. The College expects to distribute these funds shortly. In ARP there is \$3.8M allocated to students without any guidance and/or timeframes.

### **2021-22 Business Market and Budgeting Update:**

Last year we modified the budgetary process to better align with how the resources requested for each department would help fulfill the Strategic Plan. Even with COVID we made great strides in advancing our accomplishments under that plan. This year COVID's impact on enrollments (loss in revenue) has been material. So in addition to furthering our efforts with the Strategic Plan we will also, when appropriate, be aligning the budget with the market segments and specifically what student needs we hope to fulfill (see 2021-22 Market Segmentation whitepaper for more details). The real purpose is to stimulate ideas for new programs and the allocation of resources that may increase enrollments in 2021-22.

Planning assumptions for 2021-22 may be adjusted as time progresses but currently we will assume:

- Fall 2021: 16% decline in FTE Core enrollments, 0% change in Concurrent

- Winter 2022: No change from 2020

- Spring 2022: No change from 2021

- Summer 2022: No change from 2021 but for the addition of Global

- Tuition and Fees will remain at 2020-21 rates

- No COVID restrictions in offering face-to-face classes

- No restrictions within the residential halls

- No change to the hours or food choices from the dining hall

- All sports will resume and there will be no traveling restrictions

Departmental budgets will be collected at the end of April and Business Market Plans will begin being developed over the next three weeks and shared with the College, Student Senate, TC3 Board of Trustees and sponsoring Counties. These two sets of documents will be used to craft the 2021-22 College Budget developed in May.

TOMPKINS CORTLAND COMMUNITY COLLEGE  
 PRELIMINARY APPROPRIATIONS 2020-2021  
 FINANCIAL REPORT FOR PERIOD ENDING Wednesday, March 31, 2021

	Modified Budget 2020-21	Expend to Date 2020-21	Unexpend Balance 2020-21	% Expended 2020-21	Total Exp PY 2019-20	YTD Exp PY to Date 2019-20	PY % Expended 2019-20	Fav Var (Unfav Var) to PY	% Variance to PY
<b>Forecasted Dept. Appropriations</b>									
Personal Services	16,591,937	9,780,520	(6,811,417)	58.9%	16,713,194	10,397,955	62.2%	617,435	3.7%
Equipment	106,511	22,230	(84,011)	20.9%	110,487	93,523	84.6%	71,293	64.5%
Contractual Expenses	4,743,926	2,398,994	(2,344,932)	50.6%	4,590,741	3,020,949	65.8%	621,954	13.5%
Employee Benefits	8,696,941	4,435,704	(4,261,237)	51.0%	8,647,339	5,129,299	59.3%	693,595	8.0%
<b>Total Forecasted Departmental Appropriations<sup>1</sup></b>	<b>30,139,315</b>	<b>16,637,448</b>	<b>(13,501,597)</b>	<b>55.2%</b>	<b>30,061,761</b>	<b>18,641,725</b>	<b>62.0%</b>	<b>2,004,277</b>	<b>10.8%</b>
<b>Scholarships &amp; Awards</b>									
Student Services		53,748	53,748	0.0%	120,938	181,508	150.1%	127,760	70.4%
Academic Support	3,694,156	3,270,094	(424,062)	88.5%	3,133,500	3,118,100	99.5%	(151,994)	(4.9%)
<b>Total Scholarships &amp; Awards</b>	<b>3,694,156</b>	<b>3,323,842</b>	<b>(370,314)</b>	<b>90.0%</b>	<b>3,254,438</b>	<b>3,299,608</b>	<b>101.4%</b>	<b>(24,235)</b>	<b>(0.7%)</b>
<b>Total Forecasted Appropriations<sup>2</sup></b>	<b>33,833,471</b>	<b>19,961,290</b>	<b>(13,871,911)</b>	<b>59.0%</b>	<b>33,316,199</b>	<b>21,941,333</b>	<b>65.9%</b>	<b>1,980,042</b>	<b>9.0%</b>
<b>Adjustments to Approved Budget</b>									
Personal Services	232,463		(232,463)	0.0%			0.0%	0	0.0%
Equipment									
Contractual Expenses	507,787		(507,787)	0.0%			0.0%	0	0.0%
Employee Benefits	(50,000)		50,000	0.0%			0.0%	0	0.0%
<b>Total Adjustments to Approved Budget<sup>3</sup> Favorable (Unfav)</b>	<b>690,250</b>	<b>0</b>	<b>(690,250)</b>	<b>0.0%</b>	<b>0</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total Approved Budget Appropriations<sup>4</sup></b>									
Personnel	16,824,400	9,780,520	(7,043,880)	58.1%	16,713,194	10,397,955	62.2%	617,435	3.7%
Equipment	106,511	22,230	(84,011)	20.9%	110,487	93,523	84.6%	71,293	64.5%
Contractual	5,251,713	2,398,994	(2,852,719)	45.7%	4,590,741	3,020,949	65.8%	621,954	13.5%
Scholarship & Awards Offset	3,694,156	3,323,842	(370,314)	90.0%	3,254,438	3,299,608	101.4%	(24,235)	-0.7%
Fringe Benefit	8,646,941	4,435,704	(4,211,237)	51.3%	8,647,339	5,129,299	59.3%	693,595	8.0%
<b>Total Approved Budget Appropriations<sup>4</sup></b>	<b>34,523,721</b>	<b>19,961,290</b>	<b>(14,562,161)</b>	<b>57.8%</b>	<b>33,316,199</b>	<b>21,941,333</b>	<b>65.9%</b>	<b>1,980,042</b>	<b>9.0%</b>

**Explanation of Sub-Totals and Totals:**

- Total Forecasted Departmental Appropriations:* Enables an analysis of departmental operating costs.
- Total Forecasted Appropriations:* Forecasts the End-of-Year Appropriations for the College.
- Total Adjustments to Approved Budget:* Represents the forecasted adjustments to the 2020-21 Appropriations Budget. If positive, less Fund Balance is required. If negative, more Fund Balance is required.
- Total Approved Budget Appropriations:* This represents the Approved Budget.

TOMPKINS CORTLAND COMMUNITY COLLEGE  
 PRELIMINARY APPROPRIATIONS 2020-2021  
 FINANCIAL REPORT FOR PERIOD ENDING Wednesday, March 31, 2021

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<b>Instruction</b>									
Personal Services	7,949,457	4,630,574	(3,318,883)	58.3%	7,758,729	4,953,994	63.9%	323,420	6.5%
Equipment	725	725	0	100.0%	3,959	4,345	109.7%	3,620	83.3%
Contractual Expenses	1,606,679	734,887	(871,792)	45.7%	1,224,191	838,584	68.5%	103,697	12.4%
Employee Benefits	4,106,566	2,094,218	(2,012,348)	51.0%	3,978,978	2,429,243	61.1%	335,024	13.8%
<b>Total Instruction</b>	<b>13,663,427</b>	<b>7,460,404</b>	<b>(6,203,023)</b>	<b>54.6%</b>	<b>12,965,857</b>	<b>8,226,165</b>	<b>63.4%</b>	<b>765,761</b>	<b>9.3%</b>
<b>Public Service</b>									
Personal Services	168,000	106,208	(61,792)	63.2%	133,177	63,850	47.9%	(42,358)	(66.3%)
Equipment									
Contractual Expenses	6,550	1,554	(4,996)	23.7%	1,944	1,666	85.7%	112	6.7%
Employee Benefits	51,175	47,669	(3,506)	93.1%	68,484	31,324	45.7%	(16,345)	-52.2%
<b>Total Public Service</b>	<b>225,725</b>	<b>155,431</b>	<b>(70,294)</b>	<b>68.9%</b>	<b>203,604</b>	<b>96,840</b>	<b>47.6%</b>	<b>(58,592)</b>	<b>(60.5%)</b>
<b>Academic Support</b>									
Personal Services	1,588,271	1,009,208	(579,063)	63.5%	1,641,684	953,223	58.1%	(55,985)	(5.9%)
Equipment	38,679		(38,679)	0.0%	16,158	29,912	185.1%	29,912	100.0%
Contractual Expenses	246,340	103,589	(142,751)	42.1%	237,264	159,875	67.4%	56,287	35.2%
Employee Benefits	838,197	450,387	(387,810)	53.7%	826,366	474,477	57.4%	24,091	5.1%
<b>Total Academic Support</b>	<b>2,711,487</b>	<b>1,563,183</b>	<b>(1,148,304)</b>	<b>57.7%</b>	<b>2,721,472</b>	<b>1,617,487</b>	<b>59.4%</b>	<b>54,304</b>	<b>3.4%</b>
<b>Libraries</b>									
Personal Services	414,637	268,555	(146,082)	64.8%	435,646	269,661	61.9%	1,106	0.4%
Equipment			0	0.0%	1,179	1,179	100.0%	1,179	100.0%
Contractual Expenses	194,462	92,507	(101,955)	47.6%	190,166	160,550	84.4%	68,043	42.4%
Employee Benefits	212,191	120,409	(91,782)	56.7%	211,081	132,872	62.9%	12,463	9.4%
<b>Total Libraries</b>	<b>821,290</b>	<b>481,471</b>	<b>(339,819)</b>	<b>58.6%</b>	<b>838,072</b>	<b>564,263</b>	<b>67.3%</b>	<b>82,791</b>	<b>14.7%</b>
<b>Student Services</b>									
Personal Services	1,879,574	1,170,760	(708,814)	62.3%	2,313,030	1,418,512	61.3%	247,752	17.5%
Equipment			0	0.0%	1,152	1,152	100.0%	1,152	100.0%
Contractual Expenses	367,934	128,152	(239,782)	34.8%	599,474	412,324	68.8%	284,172	68.9%
Employee Benefits	1,105,783	527,503	(578,280)	47.7%	1,125,349	701,510	62.3%	174,007	24.8%
<b>Total Student Services</b>	<b>3,353,291</b>	<b>1,826,415</b>	<b>(1,526,876)</b>	<b>54.5%</b>	<b>4,039,005</b>	<b>2,533,498</b>	<b>62.7%</b>	<b>707,083</b>	<b>27.9%</b>
<b>Maintenance and Operations</b>									
Personal Services	1,441,525	903,569	(537,956)	62.7%	1,633,822	1,087,976	66.6%	184,408	16.9%
Equipment	30,948		(30,948)	0.0%	23,028	17,964	78.0%	17,964	100.0%
Contractual Expenses	903,038	444,078	(458,960)	49.2%	1,003,888	578,660	57.6%	134,581	23.3%
Employee Benefits	781,458	405,227	(376,231)	51.9%	987,157	543,737	55.1%	138,510	25.5%
<b>Total Maintenance and Operations</b>	<b>3,156,969</b>	<b>1,752,874</b>	<b>(1,404,095)</b>	<b>55.5%</b>	<b>3,647,896</b>	<b>2,228,337</b>	<b>61.1%</b>	<b>475,463</b>	<b>21.3%</b>
<b>Institutional Support</b>									
Personal Services	1,652,591	814,222	(838,369)	49.3%	1,212,798	714,283	58.9%	(99,939)	(14.0%)
Equipment	2,085	1,815	(270)	87.1%			0.0%	(1,815)	0.0%
Contractual Expenses	439,963	160,845	(279,118)	36.6%	418,224	252,140	60.3%	91,295	36.2%
Employee Benefits	805,637	400,323	(405,314)	49.7%	623,656	353,176	56.6%	(47,147)	(13.3%)
<b>Total Institutional Support</b>	<b>2,900,276</b>	<b>1,377,205</b>	<b>(1,523,071)</b>	<b>47.5%</b>	<b>2,254,678</b>	<b>1,319,598</b>	<b>58.5%</b>	<b>(57,606)</b>	<b>(4.4%)</b>
<b>General Institutional Services</b>									
Personal Services	1,497,882	877,424	(620,458)	58.6%	1,584,307	936,455	59.1%	59,031	6.3%
Equipment	34,074	19,690	(14,384)	57.8%	65,011	38,971	59.9%	19,281	49.5%
Contractual Expenses	978,960	733,382	(245,578)	74.9%	915,591	617,149	67.4%	(116,233)	(18.8%)
Employee Benefits	795,934	389,968	(405,966)	49.0%	826,267	462,962	56.0%	72,993	15.8%
<b>Total General Institutional Services</b>	<b>3,306,850</b>	<b>2,020,465</b>	<b>(1,286,386)</b>	<b>61.1%</b>	<b>3,391,176</b>	<b>2,055,537</b>	<b>60.6%</b>	<b>35,072</b>	<b>1.7%</b>
<b>Total Forecasted Departmental Appropriations<sup>1</sup></b>	<b>30,139,315</b>	<b>16,637,448</b>	<b>(13,501,867)</b>	<b>55.2%</b>	<b>30,061,761</b>	<b>18,641,725</b>	<b>62.0%</b>	<b>2,004,277</b>	<b>6.7%</b>

TOMPKINS CORTLAND COMMUNITY COLLEGE  
 PRELIMINARY APPROPRIATIONS 2020-2021  
 FINANCIAL REPORT FOR PERIOD ENDING Wednesday, March 31, 2021

	2020-21	2020-21	2020-21	2020-21	2019-20	2019-20	2019-20	Variance	% Variance
	Mod Budget	Actual	Uexpended Balance	% Unexpended	Total Exp PY	PY to Date	PY % Expended	CY to PY Fav(Unfav)	CY to PY Fav(Unfav)
Retirement Incentive Costs	183,095	134,100	(48,995)	73.2%	401,467	493,423	122.9%	359,324	72.8%
HRA Retiree Benefits		73,234	73,234	0.0%	101,940	77,230	75.8%	3,996	5.2%
State Employee's Retirement	980,000	571,376	(408,624)	58.3%	2,313,603	627,619	27.1%	56,242	9.0%
State Teacher's Retirement	280,000	95,290	(184,710)	34.0%	388,093	113,852	29.3%	18,562	16.3%
Optional Retirement Fund	920,000	497,685	(422,315)	54.1%	882,011	514,927	58.4%	17,242	3.3%
Social Security	1,318,524	695,701	(622,823)	52.8%	1,301,322	798,739	61.4%	103,038	12.9%
Worker's Compensation	136,000	61,214	(74,786)	45.0%	103,137	87,909	85.2%	26,695	30.4%
Executive Benefits	25,000	31,864	6,864	127.5%	37,674	33,129	87.9%	1,264	3.8%
Disability Insurance	11,500	5,322	(6,179)	46.3%	9,680	4,928	50.9%	(393)	(8.0%)
Hospital and Medical Insurance	2,987,697	1,427,077	(1,560,620)	47.8%	2,838,714	1,687,283	59.4%	260,206	15.4%
Post Retirement Health Insurance	1,576,625	720,000	(856,625)	45.7%	1,396,437	850,000	60.9%	130,000	15.3%
Employee Tuition Benefits	108,500	87,568	(20,933)	80.7%	122,098	115,100	94.3%	27,533	23.9%
Life Insurance	10,000	2,674	(7,326)	26.7%	8,367	4,134	49.4%	1,460	35.3%
Vacation Benefits	120,000	60,000	(60,000)	50.0%	292,436	35,000	12.0%	(25,000)	(71.4%)
Miscellaneous		125	125	0.0%	4,150	4,225	101.8%	4,100	97.0%
Unemployment Insurance	40,000	15,000	(25,000)	37.5%	18,866	15,338	81.3%	338	2.2%
<b>Total Employee Benefits</b>	<b>8,696,941</b>	<b>4,478,229</b>	<b>(4,218,712)</b>	<b>51.5%</b>	<b>10,219,996</b>	<b>5,462,835</b>	<b>53.5%</b>	<b>984,607</b>	<b>18.0%</b>



TOMPKINS CORTLAND COMMUNITY COLLEGE  
 PRELIMINARY APPROPRIATIONS 2020-2021  
 FINANCIAL REPORT FOR PERIOD ENDING Wednesday, March 31, 2021

	Modified Budget 2020-21	Revenues to Date 2020-21	Unrealized Balance 2020-21	% Realized 2020-21	Total Rev PY 2019-20	YTD Rev PY 2019-20	PY % Realized 2019-20	Fav Var (Unfav Var) to PY	% Variance to PY
<b>Tuition</b>									
Fall & Spring	11,408,279	10,065,148	1,343,131	88.2%	11,225,604	11,540,278	102.8%	(1,475,130)	-12.8%
Winter	264,680	204,000	60,680	77.1%	130,570	133,570	102.3%	70,430	52.7%
Summer	924,819	24,032	900,787	2.6%	582,038	140,080	24.1%	(116,048)	-82.8%
Nonresident Tuition	893,947	839,475	54,472	93.9%	605,886	874,448	144.3%	(34,972)	-4.0%
Student Fee Revenue	1,177,727	942,415	235,312	80.0%	1,078,264	1,057,516	98.1%	(115,100)	-10.9%
<b>Total Tuition</b>	<b>14,669,452</b>	<b>12,075,071</b>	<b>2,594,381</b>	<b>82.3%</b>	<b>13,622,362</b>	<b>13,745,891</b>	<b>100.9%</b>	<b>(1,670,820)</b>	<b>-12.2%</b>
<b>Government Appropriations</b>									
New York State	8,045,648	7,565,981	479,667	94.0%	9,906,511	7,822,428	79.0%	(256,447)	-3.3%
Local Sponsors	4,882,882	3,979,549	903,333	81.5%	4,882,882	2,441,441	50.0%	1,538,108	63.0%
Appropriated Cash Surplus	1,011,667	1,011,667	0	100.0%	500,000	500,000	100.0%	511,667	102.3%
Charges to Other Counties	5,325,272	2,668,853	2,656,419	50.1%	4,686,054	3,687,777	78.7%	(1,018,924)	-27.6%
Board Designated Reserves			0	0.0%	61,872	61,872	100.0%	(61,872)	-100.0%
<b>Total Govt Appropriations</b>	<b>19,265,469</b>	<b>15,226,050</b>	<b>4,039,419</b>	<b>79.0%</b>	<b>20,037,319</b>	<b>14,513,518</b>	<b>72.4%</b>	<b>712,532</b>	<b>4.9%</b>
<b>Other Revenues</b>									
Service Fees	98,800	44,079	54,721	44.6%	133,317	84,757	63.6%	(40,678)	-48.0%
Interest Earnings	4,000	3,656	344	91.4%	4,766	2,447	51.3%	1,210	49.4%
Rental of Real Property	27,000	900	26,100	3.3%	19,214	21,314	110.9%	(20,414)	-95.8%
Contract Courses	97,000	56,223	40,777	58.0%	31,852	60,059	188.6%	(3,836)	-6.4%
Noncredit Tuition	143,000	38,335	104,665	26.8%	113,103	102,807	90.9%	(64,473)	-62.7%
Grant Offsets	165,000	51,028	113,972	30.9%	185,218	106,347	57.4%	(55,319)	-52.0%
Unclassified Revenues	54,000	28,412	25,588	52.6%	192,485	174,341	90.6%	(145,929)	-83.7%
<b>Total Other Revenues</b>	<b>588,800</b>	<b>222,633</b>	<b>366,167</b>	<b>37.8%</b>	<b>679,955</b>	<b>552,071</b>	<b>81.2%</b>	<b>(329,438)</b>	<b>-59.7%</b>
<b>TOTAL REVENUES</b>	<b>34,523,721</b>	<b>27,523,754</b>	<b>6,999,967</b>	<b>79.7%</b>	<b>34,339,636</b>	<b>28,811,480</b>	<b>83.9%</b>	<b>(1,287,726)</b>	<b>-4.5%</b>
<b>Student Revenue</b>									
Student Revenue	13,775,505	11,235,596	2,539,909	81.6%	13,016,476	12,871,443	98.9%	(1,635,848)	-12.7%
State Revenue	8,045,648	7,565,981	479,667	94.0%	9,906,511	7,822,428	79.0%	(256,447)	-3.3%
Local Revenue	11,690,901	7,710,510	3,980,391	66.0%	10,854,776	7,555,736	69.6%	154,774	2.0%
Use of Fund Balance	1,011,667	1,011,667	0	100.0%	561,872	561,872	100.0%	449,795	80.1%

## 2021-22 Market Segmentation

The purpose of segmenting our market is to break our base of students into smaller more manageable populations so that:

- 1) Needs of these groups can be better identified,
- 2) Provision and fulfillment of their needs can be assessed,
- 3) Cost to attract and serve can be quantified,
- 4) Resource alignment/investment can be sized and prioritized,
- 5) Lead generation can be improved through targeted marketing of messages, mediums and frequency.
- 6) Lead conversions and retention can be improved, contributing to enrollment growth.

To qualify as a segment, we must be able to describe and quantify each group so that we can track results. This process of identifying market segments can easily become very complex requiring market studies to identify and validate needs. It can also move into directions that, while legitimate, make identification and marketing too complex for this year (e.g., visible and invisible disabilities). Instead we may identify this as a need across segments, define as a "service," rely on students self-identifying and then track the usage of the service. Note 1: This is a fluid process and so over time we may find a service (need) can be aligned with an identifiable group and therefore should become a market segment. Note 2: Some segments may require the collection of data before we declare it a segment and therefore may become a segment during the next business cycle (e.g., first generation students).

What segmentation is intended to be, is a conscious means of turning the budget process from a very mechanical yearly process of allocating dollars and headcount to a multi-year living student centric process with quantifiable validation points that allows for continuous assessments and adjustments throughout the year. With segmentation, comes the opportunity to increase our marketing spend as it is much more targeted to each group and uses the most effective mediums, frequency and messaging to reach these students and is much more measurable than an umbrella campaign.

What segmentation it is not intended to be, is a means to identify all needs and/or allocate of all funds. There are basic student needs like that of enrollment and retention activities that benefit all segments. Academic programs constantly need advancements and updates and without investments in caring and experienced faculty/adjuncts all other services and needs fulfillment would have little impact. Additionally there is a need for capital investments in our infrastructure, facilities, grounds and technology, which enables all of us to perform our basic everyday tasks.

Since the College wishes to integrate Market Segmentation into its 2021-22 Business Market planning and Budget planning cycle, we will begin with three simple segmentations: 1) Purpose of Attending, 2) Campus Experience and 3) Demographics (Age to begin with). Core students will be included in all three segmentations and an example of needs has been used to describe the differences between each segment. Note: As time progresses and further discussions, insights and comments are made we may adjust and/or even sub-segment markets.

Purpose in Attending Segments

- Degree Seeking (Transfer) Students: In pursuit of an AS degree
  - o Needs: Meet 4-yr requirements or Minimum 2-Yr Requirement for entry level job
- Career Seeking Students: In pursuit of an AAS or Certification
  - o Needs: Meet career requirements, immediate employment benefits
    - Note: Consideration to sub-segment this group into Degree Seeking (immediate employment) and Credential Seeking may be warranted.
- Global Students: Sponsored by a Global Partner
  - o Need: Experience, Earn U.S. College Credits
- Concurrent Students: High School students attending classes taught within their high school
  - o Needs: Increase likeliness to be accepted into their 4-yr 1st choice college, save money
    - Note: The school districts are great influencers, so the college support offered and pricing model influence their choice of colleges for each course

FA Students	2018-19	2019-20	2020-21
Degree Seeking	1,366	1,255	1,003
Career Seeking	889	820	669
<b>FA Core Students</b>	<b>2,255</b>	<b>2,075</b>	<b>1,672</b>
Global	203	112	11
Concurrent Students	2,830	2,908	3,277
<b>FA Students</b>	<b>7,543</b>	<b>7,170</b>	<b>6,632</b>

YOY Change		
Degree Seeking	-8.1%	-20.1%
Career Seeking	-7.8%	-18.4%
<b>FA Core Students</b>	<b>-8.0%</b>	<b>-19.4%</b>
Global	-44.8%	-90.2%
Concurrent Students	2.8%	12.7%
<b>FA Students</b>	<b>-4.9%</b>	<b>-7.5%</b>

### Campus Experience Segment

- Full-Time Commuting Students:
  - o Needs: Places to hang in-between classes, College experience
- Part-Time Commuting Students
  - o Needs: Flexible class schedule
- Residential Students: Reside in the dorms
  - o Needs: Full college experience with access to social experiences, student activities and sports, wide variety and tasty food choices, safety
    - Note: This group is a little more complex as an athlete, may reside in the dorm and be more of its own segment than a residential student
- Fully On-Line Students: All classes are on-line
  - o Needs: Access to support services remotely, network speed & stability, PC like device

Fall Core Students	2018-19	2019-20	2020-21
Commuters	1480	1307	711
Residential	469	434	222
Full On-Line	306	334	739
<b>FA Core Students</b>	2255	2075	1672

YOY Change			
Commuters		-11.7%	-45.6%
Residential		-7.5%	-48.8%
Full On-Line		9.2%	121.3%
<b>FA Core Students</b>		-8.0%	-19.4%

### Demographics (Age)

- Young Adult Learners: Less than 25 years old
  - o Needs: College experience, advanced technology experiences in the classroom, multiple class mediums options, remote on-line registrations
- Adult Learners: 25 years old or greater
  - o Needs: Ability to completion program with the highest grades, encouragement and the building of confidence, encouragement to use support services, non-electronic marketing and communications most desirable

Fall Core Students	2018-19	2019-20	2020-21
Traditional	772	725	606
Non-Traditional	1483	1350	1066
<b>FA Core Students</b>	2255	2075	1672

YOY Change			
Traditional		-6.1%	-16.4%
Non-Traditional		-9.0%	-21.0%
<b>FA Core Students</b>		-8.0%	-19.4%

Note: There may be enough similarities with Career Seekers to merge these two. Other demographics worth evaluating are low-income, 1<sup>st</sup> generation, international, etc.

TOMPKINS CORTLAND COMMUNITY COLLEGE

Human Resources Updates - Status of Open Positions

as of April 5, 2021

**UNCLASSIFIED STAFF**

<u>POSITION</u>	<u>DESIRED EMPLOYMENT DATE</u>	<u>ADVERTISED</u>	<u>APPLICATION DEADLINE</u>	<u>CURRENT STATUS</u>
Instructor of Criminal Justice	August 23, 2021	March 1, 2021	April 1, 2021	Reviewing Applications
Technology Support Associate	ASAP	N/A	N/A	Reviewing PAUSED Recruitment from December 2019

**CLASSIFIED STAFF**

<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DESIRED EMPLOYMENT DATE</u>	<u>CURRENT STATUS</u>
Campus Peace Officer (Part-time Permanent)	Campus Police	ASAP	Reviewing Applications
Secretary (1.0 FTE, Permanent)	CollegeNow	ASAP	Conducting Interviews
Secretary (.40 FTE, 2-Year Grant Funded)	School Food Grant	ASAP	Offer in Process

**FACULTY STUDENT ASSOCIATION**

<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DESIRED EMPLOYMENT DATE</u>	<u>CURRENT STATUS</u>
Lifeguard	Athletics & Recreation	April 2021	Accepting Applications; Continuous Recruitment
Graduate Assistant	Residence Life/Student Center	April 2021	Accepting Applications; Continuous Recruitment
Substitute Teacher	Childcare	April 2021	Accepting Applications; Continuous Recruitment
Director of Residence Life	Residence Life	May 2021	Reviewing Applications
Head Coach, Women's Softball	Athletics & Recreation	April 2021	Accepting Applications
Head Coach, Men's & Women's Golf	Athletics & Recreation	April 2021	Accepting Applications

**BISTRO**

POSITION	DEPARTMENT	DESIRED EMPLOYMENT DATE	CURRENT STATUS
Banquet Server	TC3 Bistro	April 2021	Accepting Applications
Banquet Bartender	TC3 Bistro	April 2021	Accepting Applications
Banquet Supervisor	TC3 Bistro	April 2021	Accepting Applications
Bartender	TC3 Bistro	April 2021	Accepting Applications
Busser/Food Runner	TC3 Bistro	April 2021	Accepting Applications
Dishwasher	TC3 Bistro	April 2021	Accepting Applications
Line Cook	TC3 Bistro	April 2021	Accepting Applications
Server	TC3 Bistro	April 2021	Accepting Applications Hired: Cody Capalongo (3/26/21) Lillian Knowlton (3/27/21)
Host/Hostess	TC3 Bistro	April 2021	Accepting Applications

TOMPKINS CORTLAND COMMUNITY COLLEGE

Human Resources Updates  
Status of Grievances  
as of April 5, 2021

**COMPLAINANT**

**SUBJECT**

**DISPOSITION**

None.

**FACULTY ASSOC.**

Faculty Association            Article 15 Reductions in Staff- Dismissal  
On behalf of Priscilla Burke

**PAA**

None.

**TC3 ADJUNCT ASSOC.**

None.

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2020-2021-17**

**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.

<b>STATE OF NEW YORK:</b>	<b>I, JAN BRHEL, CLERK</b> of the Board of
<b>SS:</b>	Trustees of Tompkins Cortland Community College,
<b>COUNTY OF TOMPKINS:</b>	<b>DO HEREBY CERTIFY</b> 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
	15 <sup>th</sup> day of April 2021, 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 15<sup>th</sup> day of April 2021.

Clerk of the Board of Trustees  
Tompkins Cortland Community College



**Appointment of Personnel**  
**Monday, April 5, 2021**  
**Presented to the Board of Trustees**

Employee	Department	Title/Rank	Salary	Employment Dates
<b>January</b>				
Marie, Jill	Teach per-student class compensated at independent study rate (ENGL201-5 students)	Adjunct	\$3,000.00	1/27/2021 To 5/14/2021
<b>February</b>				
Almann, Nancy	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Altmann, Herman	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Carr, Kyle	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Chapman, Robert	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Cicciarelli, Richard	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
DeGaetano, Margaret	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Farah, Fred	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Gammage-Sikora, Gina	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Garcia, Juliana	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Iacobucci, Christine	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Kidder, Jennifer	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Kobre, Michael	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
LaFavor, Erik	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Lyon, Crystal	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
McComb, Jared	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Meddaugh, Arlene	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Mucaria, Maria	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Need, Barbara	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Nobles, Jill	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Sewell, Patrick	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Snyder, Stephen	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Tambascio, Theresa	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Waffner, Marcia	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Weed, Steve	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Yavits, Robert	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021
Zhao, Jiang	Participation in Mid-Winter Professional Development Activities - Per Adjunct Assoc. Contract	Adjunct	\$100.00	2/25/2021

TOMPKINS CORTLAND COMMUNITY COLLEGE

Presented to the Board of Trustee

April 15, 2021

Resignations/Retirements/Separations

<u>NAME</u>	<u>EFFECTIVE</u>	<u>REASON</u>
None.		

FACULTY STUDENT ASSOCIATION

Gisselle Ruiz	4/2/2021	Resignation
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BISTRO

None.

Retrenchment

<u>NAME</u>	<u>UNION</u>	<u>NOTICE GIVEN</u>	<u>EFFECTIVE DATE</u>
Jada Mister	PAA	11/10/20	04/30/21
<u>Note:</u> Extension Offered		01/27/21	08/31/21
Paul Brenner	PAA	11/10/20	09/10/21
Bryan Chambala	PAA	11/10/20	09/10/21
Jennica Petrella-Baum	PAA	11/10/20	09/10/21
Peter Voorhees	PAA	11/10/20	09/10/21
Eric Jenes	Faculty Association	11/09/20	08/31/22

NOTE: Retrenchment notifications may be rescinded.

TO: President Montague  
FROM: Sharon Clark and Bill Talbot  
RE: Position Descriptions for April 2021 Board Approval  
DATE: March 30, 2021

For the month of April 2021, there is one position description being presented to the Board of Trustees for approval:

Director of Public Safety

The Director of Public Safety is a member of the Campus Police Department. The position focuses on managing the College's campus safety and law enforcement programs. The position has oversight and responsibility for safety and security planning for the main campus and extension centers. This position was revised in 2009 when the Campus Police Department was newly created. This position has been revised to more accurately reflect the duties of the position and responsibilities within the department. The title's classification remains a grade 6, full-time, administrative position. The hiring range for a Grade 6 position is \$75,610-\$94,512. This position is currently held by John Gebo who has been working under the title of interim Director of Public Safety since April 2020.

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2020-2021-16**

**APPROVAL OF POSITION DESCRIPTION –  
DIRECTOR OF PUBLIC SAFETY**

**WHEREAS**, the College has determined, based on a review and analysis of the functions within Campus Police, that there is a need to revise the position description of the Director of Public Safety, and

**WHEREAS**, the attached Director of Public Safety position description has been reviewed by the Administrative Classification Committee and the President's Cabinet and is recommended by the President, be it therefore

**RESOLVED**, that the Director of Public Safety 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, **JAN BRHEL, CLERK** of the Board of  
**SS:** Trustees of Tompkins Cortland Community College,  
**COUNTY OF TOMPKINS:** **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 15<sup>th</sup> day of April, 2021, 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 15<sup>th</sup> day of  
April 2021.

Clerk of the Board of Trustees  
Tompkins Cortland Community College

## TOMPKINS CORTLAND COMMUNITY COLLEGE

**Position Title**

Director of Public Safety

**Grade**

6

**Page**

1 of 2

**Organizational Unit**

**Reports to**  
President

**Approved by**

**SUMMARY**

Responsible to the College President for the development, implementation and management of the campus safety and law enforcement programs of the College; including the protection of persons and property on campus, safety and security planning for the campus and College satellite locations, compliance with applicable laws, rules and regulations, supervision of department peace officers and civilian staff, and acting as the primary liaison with local law enforcement agencies, courts and the County District Attorney's Office.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

1. Responsible for developing, implementing, managing and making recommendations to the College for improving the safety and security program for the protection of persons and property, and ensuring that College safety and security programs and policies are compliant with applicable federal, state and local laws, rules and regulations. This responsibility includes all College properties.
2. Responsible for the development, implementation, ongoing maintenance and enforcement of Department of Campus Police operational policies, procedures and guidelines in order to ensure quality and consistency of safety and law enforcement services, and compliance with federal, state and local laws, rules and regulations.
3. Responsible for the annual collection and compilation of applicable Clery data and acts as the Campus Safety Survey Administrator to report said data to the United States Department of Education on an annual basis. Creates, maintains and disseminates the College Annual Security and Fire Safety Report in compliance with applicable Clery Law.
4. Implement, coordinate and manage required law enforcement specific technological programs required for departmental function and interface with various state and county agencies/offices, including but not limited to, TraCS, Spillman, NetMotion, Axon Sync and departmental body worn camera storage and retention systems.
5. Establishes and maintains necessary and appropriate contacts with local law enforcement agencies, first responder agencies (fire, EMS), courts and representatives from the Tompkins County District Attorney's Office.
6. Establishes and maintains appropriate Memorandums of Understanding with local law enforcement agencies in accordance with applicable federal, state and local laws, rules and regulations.

## TOMPKINS CORTLAND COMMUNITY COLLEGE

<b><u>Position Title</u></b>	<b><u>Grade</u></b>	<b><u>Page</u></b>
Director of Public Safety	6	2 of 2

<b><u>Organizational Unit</u></b>	<b><u>Reports to</u></b>	<b><u>Approved by</u></b>
	President	

7. Coordinates and participates in the response to campus emergencies. Responsible for acting as the College's liaison with federal, state, and local law enforcement and safety officials during emergencies. Responsible for making appropriate emergency and timely notifications in compliance with applicable federal and state laws, rules and regulations.
8. Oversees and directs the enforcement of federal and state laws on campus, as well as College rules and policies. Oversees criminal investigations and directly participates in the investigatory process of more serious criminal incidents (e.g., violent felony offenses, sex offenses, etc.).
9. Coordinates and oversees the annual training of sworn department staff to ensure compliance with applicable federal and state laws, rules and requirements.
10. Provides staff support to the Campus Safety Advisory Committee, and uses input from this committee to improve safety and security operations of the College.
11. Develops, implements, and supervises a crime prevention program to assure the safety and security of persons and property on all College facilities.
12. Directs the staff of the Campus Police Department. Assures effective use of human resources by coordinating hiring, training, scheduling, evaluating, counselling, disciplining, and any other administrative actions required for the effective function of the department. Conducts all personnel matters in accordance with federal, state and local laws, regulations, and collective bargaining agreements.
13. Assures efficient use of material resources by assessment of department needs, development of budget recommendations, and management of the department within the budgetary constraints imposed by the College.
14. Serves on various College committees and performs other job related tasks as assigned.

### **SUPERVISION**

Types Supervised (check each category):

<input checked="" type="checkbox"/>	Classified Staff
<input type="checkbox"/>	Administrative
<input type="checkbox"/>	Faculty
<input type="checkbox"/>	Adjunct faculty, students, etc.

Indicate number of direct reports in each category:

<u>7-9</u>	# of Classified Staff
_____	# of Administrative
_____	# of Faculty
_____	# of Adj. faculty, students, etc.

### **MINIMUM QUALIFICATIONS**

Bachelor's degree and a minimum of ten years of experience in the field of law enforcement, at least three years of which must have been in a supervisory capacity. Must be certified and maintain certification as a campus peace officer or police officer in New York State; New York State DCJS Supervisory certification and possess a valid New York State driver's license.

### **PREFERRED QUALIFICATIONS**

College law enforcement and college supervisory experience.

**TOMPKINS CORTLAND COMMUNITY COLLEGE  
RESOLUTION 2020-2021-15**

**DISPOSAL OF SURPLUS PROPERTY**

**WHEREAS**, Tompkins Cortland Community College desires to dispose of its surplus property, and

**WHEREAS**, the Administration has identified the equipment on the list attached to this resolution as obsolete, be it therefore

**RESOLVED**, that the Board of Trustees of Tompkins Cortland Community College authorizes the administration to dispose of the equipment according to appropriate College policies and legal requirements.

**STATE OF NEW YORK:**

**I, JAN BRHEL, CLERK** of the Board of

**SS:** Trustees of Tompkins Cortland Community College,

**COUNTY OF TOMPKINS:**

**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 15<sup>th</sup> day of April 2021, 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 15<sup>th</sup> day of April 2021.

Clerk of the Board of Trustees  
Tompkins Cortland Community College

April 2021

From: Kevin Caveney, Purchasing  
Re: Disposal of Surplus Items Report

Upon advisement from Campus Technology, and due to equipment replacements and/or upgrades, the following equipment has been determined to be obsolete and/or non-functioning, and of no further use to the College. Equipment determined to have any useful value outside of its original purpose with the college is normally designated for auction or placement with non-profit agencies if feasible. The remaining items are designated for e-waste/ recycling with Regional Computer Recycling and Recovery. Prior to disposal, proper security measures are completed and documented. Designated drives are destroyed and the items to be recycled are done so following appropriate compliance in relation to security and environmental concerns. Upon disposal, items are removed from the College's inventory.

- 2 – Cameras
- 2 – 'Walkie-Talkies'
- 36 – Monitors
- 4 – Printers
- 88 – Computers
- 4 – Scanners
- 1 – Transcription Machine
- 1 – Docking Station
- 1 – Server
- 1 – Projector (Donated)

Upon advisement from and in coordination with the Buildings and Grounds Department and the related department(s), due to non-use and declined condition, age, wear, breakage and/or replacement upgrades, the following items were determined to be obsolete and of no further use to the College. The items have been disposed of and removed from the College's inventory.

- 8 – Vacuum Cleaners

Upon advisement from and in coordination with the Buildings and Grounds Department, due to non-use and declined condition, the following vehicle was determined to be beyond reasonable repair, and of no further use to the College. The vehicle was placed for auction through Auctions International and sold for \$3,850.00.

- 1 – 2009 Ford F-150 Pickup Truck



Provost Report  
April 2021

**SUNY Gen Ed Proposed Changes:** SUNY has proposed some extensive changes to General Education Policies. During the [Provost Hour on April 1](#), we reviewed the proposed changes and talked about some next steps. Included in the [Provost Communications Folder](#) on Sharepoint are the following: the SUNY proposed changes; my “rough” review of some of the key changes and some initial (and incomplete) thoughts on the changes; and the SUNY e-mail that explains how to provide feedback (that e-mail was also forwarded to the campus last week) . We recorded the hour, and it can [be found here](#).

**Faculty Meeting February:** We held a faculty meeting on 2/19. The agenda items were as follows: Mental Health Updates; Academic Calendar 22-23; Progress Reports; Mid-Winter Day; Let’s Talk about It; and Lecture-Capture Simulcast Discussion (Representative Nursing Faculty). The meeting was recorded and you can view it by [following this link](#).

**Faculty Meeting March:** We held a faculty meeting on Friday 3/19. The agenda included a proposal to change the TC3 Core Requirements; a discussion of ENGL 201 (Public Speaking), ENGL 204 (Interpersonal Communication), ENGL 210 (Intercultural Communication); a review of the optional 8 week progress reports; and presentations from faculty about ways to engage remote students. The link to the meeting can be found [following this link](#).

**Academic Assessment:** The Academic Assessment Committee hosted a session on Mid-Winter day. The portion about Curriculum Mapping was recorded and [can be found here](#). We had a request for the most current revised PLOs (Program Learning Outcomes). We have placed those in the [Provost Communication Folder](#), and we will update the document as PLOs are revised and finalized. We also held a workshop on March 30<sup>th</sup> to assist Chairs working on Curriculum Mapping using the new template.

**Brightspace:** It appears that SUNY has chosen Brightspace as the new LMS (Learning Management System) to replace Blackboard in December 2022. That is not official yet, but it looks like we are heading in that direction. I am quite sure you will hear a lot more about this in the coming weeks and months as we work on an effective transition. I went through a transition from Blackboard to Brightspace at my last college. I am/was a fairly heavy LMS user; the transition was a good one for me, as my classes transferred well. I didn’t find Brightspace difficult to learn, but there was a period of adjustment.

**Fall Planning:** Malvika and her crew (Teresa, Vicki, Chairs, etc) have been working hard at the Fall schedule. We are planning to offer approximately 50-60% of our courses with a face-to-face component. We will offer approximately 30-35% of our classes as asynchronous (no meetings). The rest will be remote synchronous. We usually offer that range for asynchronous classes, so that is not a change from a “typical” academic semester. The face-to-face number is much closer to a typical year than what we did this year with a key caveat: we plan for the most of those face-to-face classes to still be blended and not meet in person as often they would have in the past. We are planning our schedule with health protocols in mind and an anticipation that students will continue to want much of the flexibility we offered this past year. If that is incorrect we can always pivot and add more typical face to face offerings (if health codes allow). You will probably start hearing that many four-year schools will be returning to business as usual, but please remember that they have different students than we do.

The plan I have outlined above is very much in line with the other SUNY Community Colleges of which I am aware. It has been hard to do this without guidance from SUNY or the State, but I am very comfortable with the basic approach we have been planning and that Malvika and her team are executing.

**Room Review:** Though we may not need all of our rooms in the Fall, the battle to crush the soul of the hideous high-schoolish desk/chair combo thingies continues. For the record, we still have 7 rooms with those diabolical creatures, but I have targeted two of those rooms for eradication of the beasts. They will be replaced with more functional desks and separate chairs, all with wheels to make the spaces more functional. This is part of the on-going effort to utilize the money from P-Tech funding to upgrade our rooms and equipment. This year we will upgrade those two rooms and provide some needed upgrades to lab equipment. If you are keeping track, we also have 6 rooms with the trapezoidal desks, which are less offensive than the desk/chair combo thingies but still less than aesthetically or functionally pleasing. They were pretty helpful during the pandemic actually. But don't fret: they are on my list. We'll get them... eventually.

**Job Linkages Grant:** Last year we applied for two Workforce Development Initiative Grants, and we received preliminary first-round approval for each. The first was a SUNY 20/20 Challenge Grant, for 3.1 Million to create infrastructure for programs (Micro-credentials mostly) related to Health, Civil Engineering, and Advanced Manufacturing. The second was for a job linkages program for \$289,500 over three years to help support the creation of Curriculum in those fields. Then COVID came and ruined... well pretty much everything we previously thought was good. Funding was frozen. However, a thaw appears to be coming. We have gotten word that we are going to be getting the funding for the second grant for \$289,500. While it isn't 3.1 Million, it is still super helpful. These spaces are in demand in our community, and a large part of our future is addressing the needs in those areas. This will help.

**Broken Record:** I know I keep saying this, but I am getting excited every-time we get to stop reacting to the Pandemic and resume the progress we were/are making towards meeting the evolving needs of our constituents. That Job Linkages Grant is a part of that. Folks put in a lot of work on it last year, and it is nice to see some ability to reap what we have sown.

**Projects:** Some faculty are working on some helpful projects this semester. These projects are a result of dedicated grant funding or as a way for faculty to make up workload. I wanted to give folks an update on what was happening. The following projects are underway: a review of the Teacher's Handbook; chairing of the Survey & Research Review Committee; coordination of our VINE program; a review of Middle States Recommendations made after our self-study; organization of material as a central repository for Middle States Information that a) needs to be publicly disclosed, and b) will be needed for our next accreditation review in 2026-27; a review of course outlines to see what materials may be missing or not in line with Master Course Syllabi and recommendations for possible changes to our Course Outline Template; organization of internal professional development for Dev Ed English professors; and 6 different projects in our Math department designed to review current processes, update curriculum, offer more co-requisite courses, and reduce stand-alone dev ed courses. It is a lot of good work that can bear great fruit in future semesters.

**Academic Integrity Reporting:** We have created an [online form](#) for reporting violations of our Academic Integrity Policy. Please note that all violations of the Academic Integrity Policy should be

reported to the Provost office. This form allows us to more effectively catalog and keep track of these matters. Thank you to Darese Doskal for helping to create the form and to Karla Block for helping to provide some helpful resources, which are linked in the form. The form can be found here:

[https://cm.maxient.com/reportingform.php?TompkinsCortlandCC&layout\\_id=34](https://cm.maxient.com/reportingform.php?TompkinsCortlandCC&layout_id=34)

**Academic Integrity Policies:** I put out a call for those who would like to serve on an ad-hoc committee to review our Academic Integrity Policies and recommend changes (as appropriate). That group will report its recommendations to the Provost's Office, and then I will forward them for consideration to the Faculty. We have three co-chairs leading a group of around a dozen faculty/staff.

**Study Abroad in Fall:** We have made the difficult decision to not have Study Abroad trips in the Fall. We are unsure that we will be able to run the courses, and SUNY has provided no guidance about this for Fall. It is next to impossible to pivot away from a study abroad trip, so we have decided to not to run them for Fall. I'm hopeful for Spring for a return of Study Abroad.

**Global and Budget:** When we pitched the restructure of Global Initiatives, we committed to making the budget – especially the bottom line – of Global more transparent. Here goes: 2018-19 (Revenue: \$1,088,509 – Expenses: \$974,232 = \$114,277); 2019-20 (Revenue: \$484,445 – Expenses: \$415,241 = \$69,204). You'll see that those are quite different numbers year to year. Global was deeply impacted by the Pandemic as student mobility was essentially frozen. For example, we had no on-campus Summer Global Program in 2020 and one of the Disney Trips was cut short, and we had to refund money to students. It is worth noting that the refunds will be encumbered in the 20-21 fiscal year, so the profits from 2019-20 are essentially a wash. Furthermore, 20-21 will have no Disney Trips and no on-campus Global, so revenues will be sparse. Global held its own in 19-20, but 20-21 will be rough. The department has been working on a lot of projects to keep them poised to return when students can travel again. Those are highlighted later in this report.

**Jedi Council:** The Registration Day Jedi Council has met multiple times. As a reminder the Jedi Council (who needs another committee?) was formed to find appropriate replacements to Registration Day starting in Fall 2021. We started by asking the following questions: what data would we like to see before we begin, and what processes/procedures would we like to review/discuss. It was a good meeting; we have a lot to consider, but I am confident that we can find effective replacements for Registration Day that can be beneficial to students. For our second meeting, we met with a student this week who walked through the registration process with his advisor, Janet Swinnich. It was pretty illuminating. During our third meeting, we reviewed our "stop list," which notes reasons that would stop us from allowing a student to register; we reviewed barriers to students registering; we started brainstorming ideas to help students overcome those barriers.

**Student Course Feedback:** Malvika and I field a lot of feedback about classes, both positive and negative. We have not had an effective means to catalog this information. To mitigate that we have [created an online form](#) that students can use to provide feedback.

**Lecture-Capture Simulcast Equipment:** Please join me in thanking the folks who have completed the work of converting our classrooms to having the lecture-capture equipment. This allows a faculty member to teach their class in person, while simulcasting it out for remote students. It also allows faculty to record a class session as well. We have 11 classrooms set up for this now, and we have one Perk-A-Tron 2021, which appears to be a cart Don created that transforms an ordinary classroom into a

magical place of learning... at least that is what the brochure says. The folks below took part in the process:

Gregg Kiehl, System designer and installer

Don Perkins, Project Manager, Clerk of the Works, and installer

Jennifer Thallheimer, Installer and installation innovator

Patty Van de Bogart, Installer and advisor

David Fish, PC installer and Team Leader

Doug Paucke, Electrician/Cable Puller

### **Departmental Updates: Academic Records**

Last Spring I asked members of the Academic Council to talk about how they reacted to our shift to remote learning. This Spring I am asking the same groups to talk about what aspect of our response to the pandemic have been helpful and may be continued as we move forward. As I have noted, we spent a lot of time reacting to COVID last semester, and this semester has allowed us to spend more time looking forward. These updates are part of that process. Also, I wanted to provide some space to highlight the great work people are doing. Below is an update from Katrina Campbell about academic records.

As we look back on a full year of pandemic operations, the Academic Records office has been able to maintain critical services to students, faculty, and staff.

The need to do more tasks remotely has led to implementation of better options for form submissions, including creation of several Fillable PDFs and Microsoft Forms. Not only has this limited the movement of paper around the building, it has also led to quicker processing since there is no longer a need to wait for interoffice mail delivery.

Here are some other highlights about what Academic Records has been up to recently:

#### *Curriculum management:*

- About 50 course and program revisions came before the Curriculum Committee in the Fall.
- The Master Course Syllabus template was revised again to better identify how course outcomes help students meet Institutional Learning Outcomes, Program Learning Outcomes, and SUNY General Education Outcomes.
- Faculty are continuing the process of revising Master Course Syllabi, with several hundred revisions still to go given our sizeable catalog of active courses.
- The process of updating Audit Sheets as well as degree requirement information in Degree Works for 2021-2022 has begun. This will include updating the degree templates which are used in creating individual student Degree Plans and also in creating the degree requirements pages in the online catalog.
- A significant upgrade to the user interface of Degree Works is coming over the summer (SUNY chooses the implementation dates for campuses), so Academic Records will be working closely with Jonathan in Campus Technology to refine and test the new UI over the next few months and get ready for a rollout to students and advisors. With this upgrade, the new responsive dashboard will allow users to more easily navigate Degree Works on any device and will be ADA/WCAG compliant.

#### *Graduation processing:*

- In the 2020 calendar year, 537 degrees and certificates were conferred. That is down about 10% from our 2019 conferrals, but is still a strong number given our enrollment decline.
- To date, a little over 300 students are in the queue as applicants for May graduation. While some have fallen off track for May degree completion, we continue to review their degree progress and have been following up with advisors regarding needed waivers and schedule changes.
- We are just beginning our August graduation audits and will get audit letters out for prospective August graduates on a rolling basis starting this month.

*Transcript Processing:*

- The pandemic has not put a stop to our students' transfer activity, as evidenced by the strong volume of transcript requests. In the past year, nearly 6,000 official transcripts have been requested and have been sent to all 50 states and several foreign countries.
- While the majority of transcript orders are fulfilled electronically (via PDF), about 25% of transcripts are still mailed.

*Degree & Enrollment Verifications:*

- In the past 12 months, over 2100 degree and enrollment verification requests were submitted. Given our partnership with the National Student Clearinghouse, the vast majority of those requests are able to be completed online by the NSC.
- For those requests that needed direct handling by our staff, our turnaround time averaged well below 24 hours over the last 12 months.

The above are just samplings of the work that Lauren, Julie, and Katrina are doing behind the scenes in Academic Records every day.

**Departmental Updates: Global**

Below are some other highlights of the work of Global Initiatives. When the pandemic hit, they started a plan to work on short-term, mid-term, and long range projects. Some were designed to get to items too long on the back-burner, and others were designed to sow seeds for future partnerships. Below are some highlights of the great work being done by Maria Barrero, Merryn Clay, and Karen Miller in their own words:

This past year of Global Initiatives has looked different than it has in the past years, but in spite of everything, we have been thankful for the opportunity to expand the focus of our office, connect with partners more frequently, and create innovative solutions and opportunities for our student programs. Here's a look at some of what we've been up to lately:

*Global Connections*

This summer, Global Connections will be offered in a virtual/remote format. Last year, we incorporated the option to complete one term remotely as a permanent feature of the program. We view this as more than just a contingency plan; it is an opportunity to reimagine what remote programming could include in order to provide relevant and appealing professional and academic development options for our Global students. This remote program is still cohort-based and we are hoping to offer this option to our Global Connections students every semester going forward.

Furthermore, Global Connections as a cohort program is being expanded to include fall and spring semesters. While traditionally our Globals came only in summer and sometimes in a longer semester, we are hoping to have students taking classes with us at all times of the year, either in person or remotely. We hope to welcome our first fall cohort this year.

### *Disney*

While the Disney Academic Exchange program continues to be on pause, we are using this time to revamp the academic components of the program and to increase engagement with Disney partner schools. Faculty from several schools are currently participating in the VINE program, and we expect more to be involved with future cohorts. Disney leadership has assured us of their continued commitment to the Academic Exchange program (they know the value of having international students represented at their parks!), and we hope \*fingers crossed\* that the program will be resumed for January 2022. Potential students have continued to contact us, so we know there will be great interest when the program is resumed.

### *Support for International Students*

As always, we have continued to support our traditional international students—those who join us for regular semesters outside of our partner-based cohort programs. We are in touch with our counterparts in the SUNY system and are monitoring the frequent guidance updates as they are released to make sure we are providing the best F-1 visa advisement for our students. Maria leads this effort and has been in frequent communication with students. Maria is also handling the normal visa processes with students, such as SEVIS updates and OPT, and has updated all forms so they are electronically available and fillable.

### *Internationalization at Home*

Much of the focus of the Global office had been on student mobility, but with programs not running, we were able to prioritize Internationalization at Home, which is a broad, vast, and deeply interconnected concept of integrating global content into all aspects of a college in order to foster intercultural growth and awareness in the college community. We hope this will be a sustained focus of our office as we believe this to be equally important and in direct support of the College mission.

To provide service to the College, our office has been committed to increasing opportunities and support for internationalization at home efforts. Karen gave a presentation on internationalization of the curriculum during mid-winter day (the powerpoint and recording is still in the Teams site) and the library was able to secure the book that the presentation was based on – [Internationalizing the Curriculum](#) by Betty Leask. As mentioned, if any faculty or department is looking for guidance on how to internationalize their course(s), the Global Initiatives office is more than happy to help assist.

### *VINE*

We are now in our 4<sup>th</sup> week of our **VINE (Virtual International Exchange)** Program. We received over 106 applications, the majority of which were from faculty at our partner institutions abroad. In total, we have 8 TC3 faculty, 2 CollegeNow instructors, and 11 foreign faculty from 6 different institutions abroad in our program. This program introduces faculty to virtual exchange, trains them on how to

conceptualize activities in their courses, and then partners participants with each other and helps the pairs develop their shared tasks to be implemented in classes in the coming semester.

Because of overwhelming interest in the program, we are planning to offer a summer cohort specifically for administrators and how they can help facilitate virtual exchange and internationalization at home initiatives in their own institutions and continuing with faculty cohorts in the fall. Ideally, this workshop will be offered every semester for any faculty interested.

*Finally*, in case you have not visited the [Global Initiatives website](#) recently, please head over to see our totally revamped online space. We plan to keep the site updated with new information, so feel free to visit occasionally!

## ***Tompkins Cortland Community College Core Requirements Revision (April 2021)***

### *Proposal:*

To change the Tompkins Cortland Core Requirements to add ENGL 210 as listed below:

Tompkins Cortland Community College Core Requirements (18-24 Credits)

- ENGL 100 (if required), ENGL 101, and either ENGL 201 or ENGL 204 or ENGL 210: 6-9 credit hours
- A minimum of one 3-4 credit hour course in each of the following areas: humanities, mathematics, natural sciences, and social sciences: 12-15 credit hours

### Rationale:

Currently, either ENGL 201 Public Speaking or ENGL 204 Interpersonal Communication is required in every AS, AA, and AAS degree program except 3NU and 5ES (those two programs are allowed a waiver of the oral communications core requirement given the structured curricula which do not afford space for an oral communications course). ENGL 210 Intercultural Communication is a similar course in its oral communication focus, and can transfer as a SUNY GEN ED Area 10 - Basic Communication course. The English department proposes that ENGL 210 be added as an alternative in the TC3 core curriculum so that degree programs can interchangeably require ENGL 201, ENGL 204, or ENGL 210 as suits each program's needs.

This proposal has passed with overwhelming support through the Curriculum Committee (unopposed), the Faculty (60-1), and the College Senate (unopposed).



Vice President for Student Services & FSA BOT report  
April 2021

Below is a department-by-department guide on how the Division of Student Services is supporting students.

## Health Services

### Health

- Collaborating with Student Life colleagues for the Virtual 5K raising awareness of relationship violence.
- Continuing COVID surveillance testing and working with the County for contact tracing.
- Continuing to deliver medical care to students on campus.

### Counseling

- We are seeing an uptick in students seeking remote and on campus counseling services.
- Connected with Student Success and was given access to Starfish.
  - Participated in Let's Talk Panel on Cancel Culture.
- The Mental Health Committee is collaborating with Student Activities and others to plan an event for students and faculty during May to promote mental health awareness.

### Alcohol and other Drug (AOD) Prevention, the Options Program, and Health Promotion

- The Best Life campaign was seen 430,000 times across banner ads on websites, Facebook, Instagram, YouTube, and Blackboard.
  - In the past 28 days, we have had 3,572 interactions with our Best Life content through targeted advertising and geo-fencing alone (i.e. not including social media) directly resulting in 1,388 site visits.
- The Best Life Campaign has acquired 734 new users.
- SBIRT screenings have hit over 50% of the target population.
- Narcan trainings and a video game tournament, in partnership with Residence Life and Student Activities, and Campus Police will be delivered at the end of the month.
- 2 students were seen in the Options Program.

### Recovery Program

- We are continuing to meet with Youth Voices Matter regularly and submitted our article for the April newsletter about the new CPP/CPS credential at Tompkins Cortland.
- We are also preparing for presenting to ARHE this summer, in partnership with YVM and other partners in that network.
- Joanna Lilley, of Lilley Consulting, is now a recommending source for us. We will also be participating in her podcast. <https://lilleyconsulting.com/>

### Panther Pantry

- A partnership with Tioga Downs Casino Resort and the Food Bank of the Southern Tier enabled the Panther Pantry to deliver 24 Easter ham dinners to our college community.
- For the month of March, 182 students used the Panther Pantry bringing food to our greater community, including 171 children, 10 seniors, and 93 adult family members

## Recruitment

## Applications as of April 6, 2021

- Fall 2021
  - 920 applications
  - 573 accepted
  - 32% down from same time last year
- Fall 2020
  - 1357 applications
  - 578 accepted
- Summer 2021
  - Enrollments are up 52.4% as of April 7, 2021

## Schedule of April Recruitment Events

- Virtual College Fairs
  - April 14 – Bushwick Campus College Fair
  - April 19 – Casita Maria College Fair
  - April 22 – SUNY College Fair
  - April 23 – Middletown HS College Fair
  - April 24 – SUNY College Fair
  - April 29 – New Paltz College Fair
- Virtual High School Visits
  - April 13 – Owego Free Academy
  - April 19 – Baldwinsville HS
  - April 19 – Cicero-North Syracuse HS
  - April 21 – Trumansburg College Info Night
- Open House
  - April 23 – TC3 Virtual Open House

## Athletics and Campus Recreation

### Intercollegiate Athletics

**Baseball** got off to a nice start with a convincing 9-2 win over MSAC rival Corning CC on March 24. April 2 and 3 was to be our Region III opening weekend with Broome, but sadly the Hornets had to cancel their season due to a lack of participants. The Panthers will travel to Jamestown CC for a double-header on April 3 to keep sharp in anticipation of our home opener vs. Mohawk Valley on April 10.

**Men's Lacrosse** is 2-0 on the young season with comfortable wins over Sussex, NJ and Finger Lakes CC in March. On March 31, the Panthers travel to Genesee for an important matchup of undefeated programs.

**Men's Soccer** opens the season at home on Sunday, April 11 vs Erie CC. The Panthers have been training since early February and are excited to see the Kats in Region III competition.

**M&W Golf** will host the 2021 Panther Invitational on April 10 at Elm Tree in Cortland. Freshmen golfers David Benjamin and Madison Kelly should be two of the top golfers in Region III this spring.

**AMY VOORHEES!** March is Athletic Training Month and we want to give a well-earned shout out to the best in the business! Over her career here at TC3, Amy has played an incredibly valuable role in the success of our student athletes on and off the field. We salute her this month and will appreciate her in all months for her service to our students.

**COVID-19** - All Panther Athletes and Staff continue to test every week and do a daily check in with Athletic Trainer Amy Voorhees.

Please be sure to visit our Athletics page at <https://www.tcpanters.com/landing/index> for all things related to Panthers sports!

### **Athletics Advisory Board & Captains' Council**

AAB met on March 17. Discussion points included the following:

- Dave Stevenson opened meeting with discussion about how Spring semester has started and asked student athletes to share their thoughts on progress up to this point of the semester. Student athletes shared some information on how the spring semester is going in terms of online and in-person class structure.
- Matty Hamel and Katrina Campbell discussed how spring semester was going for them as well as asked what sports were starting up this spring and how are student athletes adjusting to classes as well as training sessions.
- Student athletes added to the discussion on how great it is to get back to training and playing again and are encouraged that things will get back to normal again soon. Student athletes also talked about some of the difficulties of online learning and were happy to be back in the classroom.
- Scott Bennett talked about tutoring services and how to go about getting help for struggling student athletes. Many student athletes have used this and some are struggling on the know how to setup appointments for tutoring services.

### **Campus Recreation & Aquatics**

#### **Recreation**

Consistent attendance from previous reports during our five day per week hours of operation in the gymnasium. With nicer weather coming, our team will be offering some outdoor activity including disc golf and softball.

#### **Aquatics**

Use of the pool was interrupted for about two weeks due to a mechanical issue in the filter system. The B&G team has managed to get us back on-line for lap swimming and rentals to local swim teams.

#### **Fitness Center**

Current hours of operation – Monday-Thursday 11am-6pm; Friday 11am-4pm

Our total number of reservations for the month of March was **519**. This number has remained consistent with February's attendance at 538.

**Equipment:**

Five new Precor selectorized pieces of equipment have been built and delivered to Advantage. They will be delivered to the Fitness Center after remaining Trotter pieces have been removed.

Remaining Trotter selectorized pieces currently up for auction. It will be the responsibility of the high bidder to arrange for pickup and removal of the equipment. So far, we have had great response to this auction so equipment will move quickly.

**Student Success: Advising, Career, & Transfer Services**

Week 8 Progress surveys were requested by faculty in all active courses March 17-25, including late/delayed start courses. For each student, faculty could raise one of the flags or kudos (positive feedback) listed below. Advisors have been following up with students showing for whom flags were raised, especially for those in danger of failing. Of the 820 flags raised in the survey, 281 have already been cleared (34.3%). This includes 120 students who made the proactive choice to drop/withdraw from the course before the deadline. Student withdrawal trends are improving, perhaps indicative of student adjustment to blended learning and stresses of the pandemic (see table below). There has been a marked decrease in administrative withdrawals where the student is withdrawn by the instructor due to lack of attendance/participation.

**Starfish Progress Survey Summary Statistics (65.8% completed)**

Sent:	480	Viewed:	333	Completed:	316
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**Tracking Items Created: 3598**

Flag	# Raised	% of Total Items	Kudos	# Raised	% of Total Items
In Danger of Failing	413	11.5	Keep Up the Good Work	1177	32.7
Academic Concern	407	11.3	Showing Improvement	126	3.5
<b>Total Flags</b>	<b>820</b>	<b>22.7</b>	Satisfactory Progress	1475	40.9
			<b>Total Kudos</b>	<b>2778</b>	<b>77.2</b>

Semester	Withdrawals	Administrative Withdrawal (AW)
Spring 2020	350	353
Fall 2020	226	221
Spring 2021	144	142

Advisors are gearing up for the Fall 2021 advising cycle, as Registration Day is April 14. Communications have been pushed to all current students via email and text with information about how to prepare for registration day. Nursing registration will take place on Monday, April

Appointments tracked in the Starfish system have remained strong. From March 10 through April 6, 260 meetings have been scheduled and recorded in Starfish including:

- 69 Advising, 4 career planning, 1 Pathways advising, 6 transfer advising, 1 SUNY Cortland transfer path advising
- 15 Admissions, 50 financial aid, 36 Registration & Billing
- 50 course related, 20 faculty office hours
- 108 were “walk-in” appointments, 152 were scheduled

The second Career Connections virtual program was held on March 18 for students in our STEM programs. Over 60 students attended this virtual event, which featured a TC3 alumni panel and over ten local employers available to meet with current students. The next event in the series is April 15 for students in Creative Careers (including Graphic Design, Communications, New Media, Creative Writing, Photography). The Peer Career Coaches are leading programs and individual meetings this month to promote “Resume Month.” A career panel presentation for business/accounting students drew 36 attendees on March 24. Another career related faculty/student panel presentation is planned later this month for Criminal Justice students. Transfer staff have completed 32 college reports/mid-semester grade reports for our students who will be transferring this fall.

## Student Life

### Events

<b>Date</b>	<b>Event</b>	<b>Track</b>	<b>Attendance</b>
3/8	Magic Night In (RA Event)	Connected	17
3/10	Women’s Empowerment Draft	Change	15
3/10	Gift Card Bingo	Connected	10
3/11	SGA Meeting	Leader	6
3/15	Virtual Speed Paint Show (co-hosted with ODESS)	Change	9
3/17	Gift Card Bingo	Connected	11
3/18	SGA Meeting	Leader	7
3/18	Paint Night Live (co-hosted with Residence Life and ODESS)	Connected	25
3/22	Build Your Own Snack Bag (RA Event)	Connected	56
3/24	NSLS Virtual Orientation	Leader	20
3/24	Meet and Greet: Student Leadership Positions	Next Step	3
3/24	Gift Card Bingo	Connected	13
3/25	SGA Meeting	Leader	8
3/31	NSLS Virtual Orientation	Leader	12
3/31	Gift Card Bingo	Connected	9

4/1	SGA Meeting	Leader
4/2	SGA Coffee Talks	Leader
4/5	NSLS Virtual Orientation	Leader
4/7	NSLS Virtual Leadership Training Day	Leader
4/7	Gift Card Bingo	Connected
4/8	SGA Meeting	Leader
4/10	Club event: Minecraft Minigame Night	Connected
4/14	Gift Card Bingo	Connected
4/15	SGA Meeting	Leader
4/17	Club event: Jackbox Party Night	Connected
4/21	Gift Card Bingo	Connected
4/22	SGA Meeting	Leader
4/28	Gift Card Bingo	Connected
4/28	Spring Fest	Connected
4/29	SGA Meeting	Leader
4/30	Video Game Tournament	Connected

### Event Spotlight



### **Coffee Talks**

SGA is launching a new weekly event series called “Coffee Talks”, the description is listed below:

*Grab your cup of coffee and get ready for an afternoon boost! From talking about goals and creating bucket lists, to discussing our favorite books and movies, Coffee Talks is a perfect place for a mid-day chat. Attend your first chat and get your own Coffee Talks cup for your favorite coffee or tea! Can't wait to see you there!*

### **Women’s Empowerment Draft**

For Women’s History Month, 32 SUNY college students from 28 different SUNY campuses launched a month-long Women’s History educational campaign to honor “32 historic trailblazers, living legends, and lives lost too soon”. The Tompkins Cortland Student Engagement Team honored Vice President Kamala Harris. Students, staff, faculty, and members from the Executive Team painted squares that eventually compiled the below mosaic. Check out @artforce5 on Instagram to follow the SUNY-wide initiative. SGA President Julia Gutierrez is our campus representative for the project.



### **Clubs**

#### **Current registered clubs:**

African Caribbean Association – not active, active advisor

Chemistry Club - not active

CRU – not active, active advisor

E-Sports Club – May merge with the Gaming club

Hospitality and Restaurant Association – not active

LGBT Club (renamed to Q&A) – Restarting

Gaming Club - Active

Outdoor Adventure Club – not active, active advisor

Recovery Club (renamed to ARCTC) - not active, active advisor

Residence Hall Association

Sport Management Club – Active

STAND – not active, advisor taking a break.

### **Student Government Association**

Student Government is growing membership and welcomed two new E-board members.

Christian Kennedy joins the team as the Vice President of Student Involvement (residents).

Willa Cohen joins the team as the Vice President of Communications.

### **The following seats are vacant and SGA is currently accepting applications:**

Vice President of Finance

Vice President of Student Services

### **Joint Training and CRLA**

Student Activities is collaborating with ODESS and Residence Life to plan a joint student leader training for Fall 2021. Along with this, the Student Engagement Team is in the process of applying for certification with the College Reading & Learning Association for an International Peer Educator Training Program.

## **NSLS**

Invitations were sent out to students and so far there have been 49 new member joins. Attendance has been excellent so far and many members are seeking additional leadership opportunities. Our chapter of the NSLS continues to thrive in a virtual format.

## **SUNY Chancellor Award for Student Excellence**

Applications for two students were sent to the SUNY Selection Committee for the award. We did receive word that one student, Tyler Thomas, was selected for the Award this year.

## **Programming Model**

The Resident Assistants are continuing to host programs in collaboration with Student Activities. Residence Life recently held an appreciation lunch and Student Activities provided a short time management activity for the RA's.

## **E-Sport Tournament**

In collaboration with Residence Life, Best Life, Campus Police, and a group of students from the Sport Management program, we are in the process of planning an E-Sport Tournament. Rich Echevarria recruited a group of SPMT practicum students that are going to take the lead in planning the event and the logistics of the tournament. So far, they have created a survey to send to students to get feedback regarding the game play portion of the tournament. Best Life has agreed to sponsor the prizes and food for the event, with Kevin Broderick assisting with the planning. Campus Police is going to host a raffle with storage locker items that have accumulated over the years that have reached their storage deadline. Stay tuned for exciting updates for this event.

This event will be held on Friday, April 30<sup>th</sup> time TBD. The Sport Management students completed their survey and will begin creating the registration for students to sign up to compete.

## **Child Care Center**

### **Updates:**

- We have started to enroll community members to fill all open spots. We had 4 new children start this week.
- We are fully staffed and able to cover the center if 1 or 2 staff members are out.
- We have 8 staff members currently taking classes at TC3 or Elmira for their micro credential, associates or bachelors.
- We continue to move forward with the Department of Labor Apprenticeship program and will finish applying for the grant this month. The grant will help cover wages of staff.

### ***Grants:***

We received \$2,000 from the Child Development council of Tompkins County from a fundraiser they did in the community. The fundraiser was to adopt a classroom and help cover the loss of tuition in pre-k classrooms with the mandatory reduction in class sizes.



We have had communications with SUNY and hope that our Federal Block grant money will soon be released from the state.

## Residence Life

### Numbers as of 3/31:

- We currently have 144 students in housing.

### 2021-2022 Planning & Updates

- We are in the process of reviewing occupancy density planning for the 2021-2022 year. In calls with other SUNY Residence Life departments (both four-year and two-year), most are still determining their plans, or planning to have a higher density next year (75-80% most common).
- Similarly, many institutions are waiting until this summer to make decisions regarding their COVID-19 specific policies, specifically regarding visitor policies and vaccinations.
- The 2021-2022 Residence Life Handbook has been updated. A big thank you to Jennica Petrella-Baum for her hard work on the beautiful design. The Handbook is undergoing final review before being posted to the website.
- Similarly, the 2021-2022 Residence Life Contract is awaiting some final details and will be available to students soon.

### Resident Intention Survey

- A short intention survey was shared with residents to determine their initial plans for the 2021-2022 academic year. So far, we have received response from 20 individuals (28.8% of the population).
- 80% of respondents intend to enroll in the Fall 2021 semester
  - Two respondents are graduating, two indicated they are unsure of their plans
- Of those who intend to enroll, 81.25% percent intend to return to on-campus housing
  - One respondent indicated they would not be returning, others listed “unsure” as their response
- When asked “What feedback do you have for us to make your on campus living experience more enjoyable?”, the following feedback was provided:
  - “More meal plan options.”
  - “Extend cafeteria hours. Those of us who work a part time or a full time job, often times do not come back until 7 or 8pm, which is past the cafeteria hours. Therefore, we end up not eating, or having to order food.”
  - “I enjoyed living on campus.”
- “Allow outside visitors.”
  - Note: we current do not allow any outside visitors. This is in line with the vast majority of SUNY institutions. Our policies are more lenient than some who do not allow residents to visit other on- campus residences.
- “It’s cold in my [dorm]. I wake up and sometimes it’s 58 degrees.”
  - Note: we had not received a work order for this issue but are now following

- up with the student.
- “Cleaner/nicer smelling hallways”
  - Note: this particular student was living across the hall from an apartment that struggled with cleaning and trash removal. After some intervention, that particular apartment, and hallway, is in much better shape.
- “Have the card swiper fixed in building B”
  - Note: we are waiting on a new card reader to be able to correct this issue.
- “None!”
- The survey remains open and we will continue to encourage responses from residents. [The survey form can be viewed here.](#)

#### **COVID-19 Testing, Quarantine, and Isolation:**

- RAs continue to deliver COVID-19 saliva tests to their residents weekly. Residents can drop their test off at the drop box at Tioga Hall or at the Health Center.
- We continue to track weekly testing compliance for residents.
- Nine residents have been placed in quarantine or isolation since the last report. Two of these were positive COVID-19 cases. We have continued to provide support for these students, including daily meal deliveries in collaboration with American Food and Vending and the Panther Pantry.

#### **Facilities Updates**

- New vinyl window signage for the Office of Residence Life was installed, allowing visitors to easily identify the location. A big thank you to Jennica Petrella-Baum for the design and coordination with the vendor to create and install the signage.
- Our two Senior Maintenance Technicians have completed 182 work orders since January 1. This is in addition to larger maintenance projects, including boiler repair, updating the new location for the Mailroom, and completing significant repairs in Tioughnioga Hall.

## Resident Assistant Recruitment

- We are still accepting application for the Fall 2021 Resident Assistant positions.
- **Student Leader Meet and Greet:** In collaboration with ODESS and Student Activities. Three individuals registered and one student attended. Julia Gutierrez, SGA President, has been extremely helpful in sharing out information to her peers. There may be other meet and greet opportunities forthcoming!



## Programming and Events

- This semester, we have partnered with Student Activities to consolidate resources and integrate the programming structures. Cheyenne has been leading the RA group through planning and implementing their own events, and the RAs have also been hosting the weekly BINGO nights!
  - **Magic Night In 3/8:** 17 participants
  - **Women's Empowerment Draft – Mosaic Project, 3/10:** 15 participants including some amazing artists on the Exec Council!
  - **Paint Night Live, 3/18:** 25 participants
  - **Cupcake Decorating, 3/26:** 20 participants
  - **Build Your Own Snack Bag 3/22:** 56 participants
- The first session of the **Driving School** initiative has been a success! Three students were able to obtain their Driving Permit and twelve students were able to complete their 5-hour course!
  - Upcoming Collaborations
    - Spring Fest, April 28
    - Video Game Tournament, TBD (potentially April 30)

## **Student Conduct and Community Standards**

### Conduct

- For the month of March, there were 13 conduct incidents involving 25 students. No students were removed from housing, suspended, or expelled.
- Of the current incidents, 2 have been individuals who were recharged for not completing sanctions.

- 14 students were involved COVID policy violations in March.
- Conduct is working with Health Services, Residence Life and others in a more structured way to maintain 100% covid testing for residential students. Most of the covid related violations were students who were not participating in testing.

## Title IX

- SUNY administered our campus climate survey related to sexual violence. Surveys were sent to all employees and students over the age of 18. SUNY was hoping for a 20% participation rate across both populations. Individuals were not required to complete the survey if it was triggering/concerning. We had a 49% participation rate for students and 48% for employees.
- April is Sexual Assault Awareness Month and we have several educational/awareness events planned.
  - 3/29 – 4/2 is our Yards for Yeadley 5K. As we cannot do the large event on campus, we are encouraging students and employees to walk or run a 5K this week in honor of sexual violence victims. Educational information is being sent out. Participants will receive a tshirt for Wear Teal Day and students have the opportunity to earn a basket full of Best Life Merchandise.
  - 4/5 & 4/6 – we will be distributing the participation t shirts in the Student Center and taking pictures of students wearing them for Wear Teal Day (sexual assault awareness.)
  - 4/13 & 4/14 – Teal in the Wild Days. We will have cards with teal ribbons posted around campus with educational information. We are asking students to take pictures with as many of the postings as possible and the student submitting the most will win a gift card.
  - 4/28 – Wear Denim Day – this date stems from a law suit in which the individual was found innocent because the victim of sexual assault was wearing tight jeans. We asking everyone to wear denim to express that this is not justification for assault.
  - 4/30 – Take Back the Night – the Advocacy Center in Ithaca will be hosting a virtual event which we will encourage our community to attend.

## **Faculty Student Association Report to the Board**

The Faculty Student Association meeting was held on Thursday, March 11<sup>th</sup>, 2021 via TEAMS online platform.

The February meeting included a presentation by the Residence Life team, led by Amber Boulay

### **Committee Reports:**

**Finance Committee:** The FSA obtained a second PPP loan of \$450,000 with the same terms as the first loan with anticipation it would be forgiven in full. We have not heard the outcome of the first loan yet but hope to hear something soon. The auditors believe we should have full forgiveness on the first loan but if we don't get approved for 100% forgiveness it will be a very minimal amount that wouldn't get approved.

### **Human Resources Committee:**

On behalf of the Human Resource Committee Sharon brought forward the following resolution for action. The resolution was passed unanimously.

**Resolution #2020-2021-19, Motion to Accept Changes to Personnel Manual (Revisions to Holiday Pay and Classification of Positions).** These changes list the new holiday paid dates in 2020-2021 and 2021-2022 as well as updating the most current list of job titles with the FSA.

**Executive Committee:** Has not met since our last meeting.

**Bookstore Advisory Committee:** Has not met since our last meeting.

**Athletic Advisory Board & Captains' Council:** Has not met yet for spring 2021 but will have their first meeting in March.

### **Departmental Presentation: Residence Life**

Amber Boulay did the departmental presentation on Residence Life. Amber was unable to do a presentation in 2020 because the pandemic hit in March and we were forced to cancel the remainder of the spring 2020 FSA Board meetings.

When we first went remote residence life was still there and in full swing. We tried to encourage as many students to stay on campus as possible as the areas that they would be going home to were considered hot spots for the COVID-19 virus and the students would be safer if they remained on campus. Since everyone was ordered to reduce density on campus not only were the Resident Directors providing their “regular” services but they were also filling in and helping with office coverage, food services, mail room services, panther pantry help, and virtual programming. There are currently 148 students in residence life.

In fall 2020 the move in process was centralized with a strict timeframe as well as same day testing followed by a quarantine period which worked very well. It was also decided that there would only be two residents per apartment instead of four so it was easier for us to isolate students when needed and the risk of more students getting COVID would be reduced greatly. In spring 2021 the move in process was decentralized and students needed to submit a COVID test within 24 hours of their return to the dorms. The reason for the difference is that all the students that were there in the fall already had their keys to their apartments and were coming back when it was convenient for them and their parents so it was decided to put tests kits in all of the apartments with strict instructions that they needed to submit their completed test within 24 hours. Any student that did test positive was isolated and the RD’s would help them with getting their meals and anything else they needed during that time. All residence life students are required to be COVID tested once a week in order to remain in residence life.

Things they are doing in person include office and mail services, student support & outreach, quarantine & isolation support, and select programs. Things they are doing virtually include office hours, scheduling meetings, programming, staff meetings, floor meetings, and social media promotions. They continue to respond to new COVID policies as they change as well as roommate conflicts, mental health needs, and other incidents & concerns.

Some challenges and opportunities that residence life was faced with include (but were not limited to) COVID, trying to get “heads in the beds”, staffing shortage, and the physical facilities that are very much in need of repair. One good thing is that they have transitioned to a new electronic room condition report system so they know what rooms need attention with the click of a few buttons rather than trying to find them on paper copies that can be easily misplaced.

At the end of this presentation everyone was thanking residence life and all of the other offices/areas that really stepped up in the time of COVID and did an excellent job on pivoting every time a new restriction was given by the governor.

The next FSA Board meeting is April 8<sup>th</sup>, 2021 at 3:45 via TEAMS.

## SENIOR DIVERSITY OFFICER REPORT TO THE BOARD OF TRUSTEES | APRIL 2021

### CTE Grant Proposal

- ❑ On April 2, 2021, Joe Smith, Carrie Whitmore, and I, with Institutional Research's help, submitted a proposal to the Urban Institute. The Urban Institute has launched the [CTE CoLab](#) in response to equity gaps in CTE, with the objective of convening a College Community of Practice of community and technical colleges to build knowledge, center equity in program goals and delivery and develop and share resources to improve education and career outcomes in online CTE programming. Through this work, the CTE CoLab will develop resources to support and build the field and collaborate with colleges in making their CTE programming more inclusive and accessible.
  - Members of the Community of Practice will receive \$30,000 to support participation in a two-year engagement, with the goal of implementing strategies and developing resources to promote racial and ethnic equity in online postsecondary CTE instruction and learning.

### Campus Strategic Diversity, Equity, and Inclusion Plan

- ❑ The steering committee is now meeting bi-weekly and is planning to do so throughout the plan development. We are currently in Milestone 5, which includes the phase of implementing the Listening Tour Plan. A Plan Timeline has been established, which includes milestones. The milestones include progress reports to the Student Government Association, the College Senate, and the Board of Trustees. The Steering Committee is currently working on milestones 5 -7 in the 2020 - 2021 timeline.

### The Office of Diversity Education and Support Services Relocation

- ❑ The Office of Diversity Education and Support Services is in the process of relocating to room 230. Those who have more than a decade of service at TC may remember when Global and ODESS were both in this location. ODESS is excited to be in closer proximity to faculty and other academic support services. For those reasons, the ODESS staff is encouraged by the opportunity for an increase in cross-functional collaborations.

All the best,

Seth A. Thompson

April 7, 2021

# report

Date: April 5, 2021

To: President Montague

From: Deborah Mohlenhoff  
Associate Vice President for College Relations

RE: Monthly Report to the President and Board of Trustees

## **COMMUNITY ENGAGEMENT & PARTNERSHIPS:**

***Child Development Council Fundraiser*** – currently designing a ‘wish list’ registry so that we can launch a campaign to support the Child Development Council in both Tompkins and Cortland counties. We hope to begin promoting this in late April.

***Challenge Workforce Solutions*** – continuing work to establish a pilot program to host 6-8 individuals with an OPWDD-eligible (Office for People with Developmental Disabilities) disability in a cohort for Fall 2021. The goal of the program is to create an inclusive campus at TC3 where students with disabilities are supported in learning about academia, offered space to work on career readiness skills on campus, and are included in the college experience.

## **GOVERNMENT RELATIONS & ADVOCACY:**

I continue to represent TC3 at various COVID-19 related community committees and calls including:

- Economic Recovery Cabinet (monthly led by City of Ithaca and TCAD)
- Tompkins County Reopening Task Force (bi-weekly led by Tompkins County)
- Higher Education Reopening Task Force (weekly led by Tompkins County)
- Higher Education Communications subcommittee (weekly led by Tompkins County)
- SUNY Cortland and Cortland Health Dept & Cortland Legislators (monthly led by SUNY Cortland)

Additional Government & Advocacy meetings:

- Tompkins County Budget and Finance Committee presentation (3/8)

Attended the Tompkins County Virtual Economic Summit (3/24/21)

Ongoing communications with state representatives to provide background data to support the inclusion of the funding floor for community colleges in the NYS budget.

## **LEADERSHIP TOMPKINS AND LEADERSHIP CORTLAND:**

- March 12 featured a great conversation with Amie Hendrix, Deputy County Administrator for Tompkins, and Eric Mullvihill, Clerk to the Cortland County Legislature about stepping up to various leadership roles in each community during the pandemic. 65 people attended the session.
- April 9<sup>th</sup> will feature Mindy Gardner from the Cortland YWCA and Leslyn McBean-Clairborne from the Greater Ithaca Activities Center to focus on youth development in both counties
- Facilitated a Leadership Tompkins Board meeting on March 17<sup>th</sup> and we are moving forward with a redesign of the program for the 2022 cohort
- To register for the ongoing Leadership & Lemonade series – here is the link: <https://bit.ly/LTLCLL>



## **WORKFORCE DEVELOPMENT:**

**Cortland Works:** 3/21/21 - Met with the Director of Cortland Workforce development and have established several opportunities to collaborate in the future. We will be revisiting the idea that they have a formal liaison from TC3 as well as working on hosting them for office hours on our campus and/or in the Cortland Extension Center. We will also be hosting a joint meeting with the Tompkins Workforce Director to identify other areas of potential partnership.

### ***Career Connections Alumni Panel and Virtual Job Fair: 3/18/21***

We hosted a live, virtual, discussion about their time at Tompkins Cortland and their STEM Careers featuring:

- Daniel Hoffman, Cornell Lab Manager, TC3 Degree: Biology
- Jenna Mulvaney, Biotech Production and Dental Hygienist, TC3 Degree: Biotechnology
- Ben Wollman, Environmental Sci. at Horsley Witten, TC3 Degrees: LAS Math and Science and Environmental Studies
- Chunmei McKernan, Neuroscience Researcher at Columbia, TC3 Degree: Biotechnology
- Scott Umiker, Empire Geo Services, TC3 Degrees: Construction and Environmental Technology
- Steve Anderson, Duke University, TC3 Degree: Biotechnology
- Makayla Weisbrodt, TC3 Graduate of Note, TC3 Degrees: LAS Math and Science and Biotechnology

After the alumni panel, participants could interact with many local employers including Borg Warner, CBORD, HALCO, Bolton Point Water System, and Gutches Lumber.

## **MARKETING AND COMMUNICATIONS:**

Creating content for and promoting various enrollment-driving initiatives, including:

- Virtual College Fair – web, social media, advertising promotion – yielded more than 500 inquiries for the TC3 admissions department and 1,000+ site visits during the event (with ~120,00 social media exposures)
- Virtual Open House – sending postcard, promoting on web and social, using a similar strategy and structure to the virtual fair, requiring registration (and thus capturing inquiry info) to participate
- Promoting Summer Session enrollment – numbers are already 10% above last year's with the biggest promotional pushes yet to come
- General enrollment drive centered on "This Fall We're Going Old School" postcard and promotional push highlighting a return to in-person classes and vibrant campus life

Supporting Commencement

- Creating graphics for website, social, and email to instruct students on this year's hybrid commencement festivities that allow them to walk in small groups in person and join in a live virtual ceremony on May 18

## **OTHER MEETINGS:**

- Weekly Cortland Downtown Partnership Board meetings
- Monthly Strategic Tourism Planning Board (STPB) meetings
- Monthly Workforce Development Board meetings
- Bi-weekly SUNY Government Affairs meeting

Attended the New Jersey Community College Virtual conference on 3/17/21 – this conference was focused on change management and community college executive leadership.

## COVID-19 UPDATES

Tompkins Cortland Community College COVID Surveillance Testing				
Week: March 8 - March 14, 2021				
	Residents	Commuters	Faculty/Staff	Total
Total tested	102	115	92	309
Total on campus	130	140	100	370
Percent tested	78%	82%	92%	84%
Positives	0	0	0	0

Week: March 15 - March 21, 2021				
	Residents	Commuters	Faculty/Staff	Total
Total tested	111	129	114	354
Total on campus	130	140	100	370
Percent tested	85%	92%	114%	96%
Positives	1	0	0	1

Week: March 22 - March 28, 2021				
	Residents	Commuters	Faculty/Staff	Total
Total tested	155	116	94	365
Total on campus	130	140	100	370
Percent tested	119%	83%	94%	99%
Positives	0	1	0	1

### **VACCINE:**

SUNY has announced that they have acquired vaccine that can be distributed to SUNY residential life students. We are exploring the availability of doses and working on a program to administer to our students if we can get the vaccine through this SUNY program.

We have sent weekly emails to all faculty, staff, and students with in-depth information on how to sign up for a vaccine either through NYS or in Tompkins and/or Cortland county. We are working with both counties to assist in pushing out registration links for vaccine appointments and to provide general encouragement for our campus community to be vaccinated.

College Senate Report  
Board of Trustees  
April 5, 2021

The College Senate held a virtual meeting on March 12<sup>th</sup> and a virtual meeting on March 26<sup>th</sup>.

On March 12<sup>th</sup> Greg McCalley shared a COVID related campus update. SUNY has mandated that 100% of students be tested every week which has become a struggle with residential students. Students have been contacted regularly and approximately 20 students will have their swipe cards turned off due to failure to comply. Patty Tvaroha shared in her FCCC report that SUNY will be discontinuing the use of Blackboard and switching to BrightSpace by December 2022. It was questioned if SUNY shared guidance for Fall. There has not been word yet but the anticipation is to have campus open as much as possible.

Seth Thompson shared a Mid-Winter Day update. 166 employees attended which is an increase of about 30 participants. There were more sessions offered in different themes than in past years and feedback was well received. All sessions were virtual. There was some confusion with session times and links which will be cleared up for future events. The committee is open to ideas and suggestions for themes or practical needs for Fall Day.

The College Senate was charged with investigating morale boosting ideas. A survey was sent to College Senate members and a consolidated list of results was shared with the Senate. There were some suggestions such as a common space to share ideas and information that are not necessarily work related, however, how much would people participate. Mainly, the ideas were strong for connecting but do not necessarily address the issues that contribute to low morale.

For the March 26<sup>th</sup> meeting, Greg McCalley shared that the number of students complying with COVID testing has dropped and, overall, we are meeting SUNY's mandate. Patty Tvaroha shared that the SUNY General Education requirements are causing angst. There is opportunity for our voices to be heard and feedback to be shared. Paul Reifenheiser is working to create opportunities for faculty to provide feedback and concerns for TC3 to create an official response.

Angela Martin shared information on English 210 being added as a Core Requirement for a vote by the Senate. The program is currently undergoing votes for approval, passing through the Curriculum Committee. Rationale for the changes were shared in an email by Paul Reifenheiser, "Currently, either ENGL 201 Public Speaking or ENGL 204 Interpersonal Communication is required in every AS, AA, and AAS degree program except 3NU and 5ES (those two programs are allowed a waiver of the oral communications core requirement given the structured curricula which do not afford space for an oral communications course). ENGL 210 Intercultural Communication is a similar course in its oral communication focus, and can transfer as a SUNY GEN ED Area 10 - Basic Communication course. The English department proposes that ENGL 210 be added as an alternative in the TC3 core curriculum so that degree programs can interchangeably require ENGL 201, ENGL 204, or ENGL 210 as suits each program's needs."

The vote passed through the Senate with an approval of 9 yes and 0 no. Attached is the chart shared by Angela Martin and Andrea Mathers.

The next College Senate virtual meeting is scheduled for April 9<sup>th</sup> at 12:30pm.

**Basic Communication SUNY Gen Ed – Oral Communication, Humanities Courses**

	<b>ENGL 201 Public Speaking</b>	<b>ENGL 204 Interpersonal Communication</b>	<b>ENGL 210 Intercultural Communication</b>
<b>Course Description</b>	<p>Public Speaking is designed for students from any discipline at any level to improve skills for speeches and oral presentations. Analyzing and adapting to different audiences, purposes, and situations is required. A primary focus of the course will be selecting and organizing information into effective and ethical speeches while using available technology to enhance presentations. The course offers an opportunity for practice and discussion of the use of research, diversity in civic life and public discourse, and delivery strategies. Prerequisites: Prior completion of, or concurrent enrollment in, INTD 095 or prior completion of, or concurrent enrollment in, ENGL 098 if required by placement testing.</p>	<p>This course is an introduction to the basic principles of interpersonal communication for students in all degree programs. Theoretical perspectives are presented and integrated with practical applications. The focus is on developing awareness and knowledge that contributes to effective interpersonal communication. Topic areas include relational development, self-awareness, interpersonal perception, listening, social roles, and conflict management. Emphasis is placed on class participation and application of content. Prerequisites: ENGL 100, RDNG 116 if required by placement testing.</p>	<p>This course is designed for students in any program and is an introduction to the theories and practices of communicating across different cultures. It expands the understanding of culture to include national heritage, race, gender, religion, class, and sexual orientation and explores not only cultures across the globe but also the interaction of values, beliefs, traditions, identities, and contributions of cultural groups in the United States. These concepts will be applied to personal, social, and institutional settings. Students will explore their own cultural formation with the explicit goal of mastering ethical, mindful, and self-reflexive intercultural practices. The course will rely on diverse readings, examples from popular culture and media, writing assignments, class discussions, and research activities. Prerequisites: ENGL 100, RDNG 116 if required by placement testing.</p>
<b>SLOs</b>	<ul style="list-style-type: none"> <li>- Create an organized and supported oral presentation that adapts to a specific audience, situation, and purpose.</li> <li>- Deliver oral presentations with clarity and confidence.</li> <li>- Analyze speeches using basic communication theory.</li> <li>- Identify the characteristics of valid arguments and ethical discourse.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the communication process, including the impact of gender and culture on interpersonal communication.</li> <li>- Identify common obstacles to effective interpersonal communication.</li> <li>- Use principles of interpersonal communication to examine personal experience.</li> <li>- Relate interpersonal skills to professional and personal situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate ethical speaking as they approach fellow classmates with different cultural sensitivities</li> <li>-Evaluate cultural myths, ethnocentrism, and stereotypes that surround intercultural communication</li> <li>-Develop proficient and effective oral communication skills.</li> </ul>

	<b>ENGL 201 Public Speaking</b>	<b>ENGL 204 Interpersonal Communication</b>	<b>ENGL 210 Intercultural Communication</b>
<b>Essential Topics/ Themes</b>	<p>-Students will present at least four speeches. One of these speeches must be a persuasive speech that demonstrates the student's ability to use the tools of research in a compelling and effective manner.</p> <p>-Impromptu speeches and group presentations may be required.</p> <p>-Students will present at least one speech that uses technology, whether that is digital visual aid or digital recording.</p> <p>-Students will analyze examples of speeches given by speakers outside the classroom.</p>	<p>-Components of the communication process</p> <p>-Impact of gender and culture on interpersonal communication</p> <p>-Influences on perception and strategies to avoid stereotyping, prejudice, and bigotry</p> <p>-Understanding and expressing emotions effectively</p> <p>-Recognizing conflict styles and strategies for effective conflict management</p> <p>-Characteristics and impact of nonverbal communication</p> <p>-Effective listening skills</p> <p>-Strategies for improving communication with relationship partners</p>	<p>-Cultural Identities and biases</p> <p>-Cultural patterns and taxonomies</p> <p>-Verbal and nonverbal intercultural communication</p> <p>-Competent intercultural communication</p> <p>-Applications of intercultural communication</p>
<b>Methods of Assessment</b>	<p>At least four speeches - effectiveness is the major form for evaluating the student</p> <p>Analysis of speeches (self, classmates, and speakers outside the class)</p> <p>Responses to readings, quizzes, participation, and attendance</p>	<p>Class participation/discussion</p> <p>Quizzes</p> <p>Final project analyzing an example from media and relating to their own interpersonal communication patterns, including a presentation</p> <p>Written assignments (i.e. journal or blog entries, analysis)</p>	<p>In-class discussions, group work, collecting and evaluating first-hand data.</p> <p>Readings, film analysis, class discussions, and self-analysis project.</p> <p>Oral presentations, evaluation of oral presentations, and in-class discussions.</p>



To: Board of Trustees April 15, 2021 Meeting

### **Foundation Board and Committees**

The finance/audit/investment committee met on March 22, and a review of the January financials, February's endowment report, and purchases over \$10,000 took place. The 2019-2020 audit will be presented at the April 11 Board meeting. Endowment scholarship 2021-2022 payouts will be recommended to the full Board at its June budget meeting.

An executive committee meeting was held on March 22, a draft of the Foundation's strategic plan was shared and will be shared with the entire Board at its April 11 meeting. Updates were provided regarding the campus housing occupancy, 2019-2020 audit, Coltivare, and donor transitioning plan.

The alumni committee will be working with Give Gab for a Day of Giving in the fall. Distinguished Alumni nominations were due on March 26.

Campus housing bond work continues with our legal team at Bond, Schoeneck & King. We continue to discuss marketing themes or opportunities to mitigate the potential drop in occupancy we experience in the spring semester.

### **Alumni and Development Office**

#### **Philanthropy**

Outreach to lapse donors is occurring. Continual contact with our friends continues to be important to our work.

#### **Communications**

April's direct mail piece will highlight the Farm to Bistro project and how academic programs, the TC3 Farm, and Coltivare intermingles. As well as highlighting staff and students.

#### **Spring Scholarships**

Scholarship selection notifications will be sent soon.

#### **Upcoming Meetings**

April 1 – Alumni Committee

April 13 – Board

April 27 – Property Management Committee

April 29 – Coltivare Task Force