



VISION

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

MISSION

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

VALUES

*Learning
Excellence
Opportunity
Innovation
Relationships
Diversity*

BOARD OF TRUSTEES

**THURSDAY, FEBRUARY 25, 2010
RONALD W. SPACE BOARD ROOM – 5:30 P.M.**

AGENDA

1. Call to Order
2. Roll Call
3. Welcome Guests
4. Approval of Agenda
5. Public Comment*
6. Approval of Minutes – January 21, 2010
7. Communications
8. Presentations (routine, periodic reports or special topics of interest to the Board of Trustees): None
9. College-wide Goals (there will be a special presentation highlighting each of two goals per meeting):
 - a. External Relations – NYCCAP – Bruce Ryan
 - b. Resources – Lean Office Update – Blixly Taetzsch
10. Vice Presidents' Reports (highlight Consent Agenda items and updates on major initiatives):
 - a. Provost and Vice President of the College
 - i. Human Resources Updates
 - ii. New Program Proposals
 - iii. Academic Program Revisions
 - iv. Faculty Reflection on Teaching
 - b. Vice President for Global Initiatives
 - i. Cornell ESOL Program
 - ii. Yulova University
 - iii. School of Leadership
 - iv. Annual International Student Luncheon
 - v. Walt Disney Program

11. Consent Agenda (Action Items):
 - a. Capital Payments
 - b. Treasurer's Report – December 31, 2009
 - c. Treasurer's Report – January 31, 2010
 - d. Appointment of Personnel
 - e. Restoration of Proposed State Budget Cuts and Changes to TAP
 - f. Sustainability/Energy Star Procurement Policy
 - g. Accounting A.S. Degree Program
 - h. Chemical Dependency Counseling Certificate Program
 - i. Entrepreneurship A.A.S. Degree Program
 - j. Paralegal Studies Certificate Program
 - k. Executive Session (Personnel Item – action to be taken)
 - i. Sabbatic Leave Recommendations
12. Standing Reports:
 - a. College Forum – Co-Chairs, Sophia Georgiakaki and Leah MacLeod
 - b. Faculty Student Association – Beverly Baker
 - c. Tompkins Cortland Community College Foundation, Inc. – Ray Dalton
 - d. Chairperson's Report – Roxann Buck
 - e. Liaison Report (Cortland County) – John Troy
 - f. Liaison Report (Tompkins County) – Michael Lane
 - g. Student Trustee's Report – Evan McGonagle
 - h. President's Report
13. Upcoming Events:
 - a. Community College Day, Albany – March 9, 2010
 - b. NYCCT Conference – March 11 – 13, 2010
 - c. Next Board Meeting – April 1, 2010
14. 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
JANUARY 21, 2010
ROBERT W. SPACE BOARD ROOM**

PRESENT: Beverly Baker, Kay Breed, Roxann Buck, Elizabeth Burns, Ray Dalton, John Daniels, Judy Davison, Evan McGonagle, and Raymond Schlather

ABSENT: William Raynor

**COUNTY
LIAISONS:** None

STAFF: John Conners, Susan Dewey, Sophia Georgiakaki, Carl Haynes, Cathy Northrop, Karen Pastorello, Carl Penziul, Walter Poland, Bruce Ryan, Blixly Taetzsch, Peter Voorhees, Khaki Wunderlich

GUESTS: Jerry Mickelson and Colleen Stannard of Ciaschi, Dietershagen, Little, & Mickelson; Michael Lane, Tompkins County Legislator; Scott Conroe, the *Cortland Standard*

- 1. Call to Order:** The meeting was called to order at 5:34 p.m. by Chairperson Buck in the Board Room at the College.
- 2. Roll Call:** Ms. Northrop called the roll.
- 3. Welcome Guests:** Chairperson Buck welcomed guests. She re-introduced Evan McGonagle who has been reappointed as Student Trustee due to the resignation of Evan Gaetano. She also welcomed Michael Lane, a Tompkins County Legislator who was previously the Liaison to the TC3 Board, and he has been recommended to replace Duane Randall as Liaison, since Mr. Randall is no longer a member of the Legislature.
- 4. Approval of Agenda:** Ms. Davison moved that the agenda be approved as presented; seconded by Mr. Daniels; carried unanimously.
- 5. Public Comment:** None.
- 6. Approval of Minutes –** Ms. Davison moved that the minutes of the December 3, 2009, meeting be approved as presented; seconded by Mr. Daniels; carried unanimously.
- 7. Communications:** No communications.

8. Presentations (routine, periodic reports or special topics of interest to the Board of Trustees):

- a. 2008 – 2009 Audit** – Sue Dewey introduced Jerry Mickelson and Colleen Stannard of Ciaschi, Dietershagen, Little, & Mickelson. Mr. Mickelson mentioned that auditors look at the internal control environment. Mr. Mickelson said there are no changes in the accounting policies employed in the preparation of reports, except for GASB45. He said that there is sound basis for all accounting estimates. No significant audit adjustments were needed. There was a significant improvement in the auditor's letter of comments, as there has been a lot of resolution in many of the items reported in previous years. TC3 was given an unqualified opinion on financial statements and they are pleased to report no material weaknesses in our internal control environment. The auditors also looked at compliance with laws and regulations and found no instances of non-compliance. There was \$15 million in federal awards (financial aid) and there were no comments regarding administrative controls over those programs and no instances of non-compliance. Mr. Mickelson encouraged the Trustees to read through the management discussion and analysis, as it provides a true reflection of the financial status of the College. The continued adherence to ethical standards and compliance with various requirements is well evident and can be credited to the institution (Board of Trustees, President Haynes, and other administrators) for having taken on initiatives to create this type of environment. Mr. Schlather noted the issue of retrieval of information and wondered if that is a system issue and whether we need to have better electronic systems in place. Mr. Mickelson reported that it is more a physical filing issue and can be attributed to the workload of the personnel in the Budget and Finance Office. Mr. Schlather said he is very pleased with the overall report and asked that given the recent experience we had with an issue in cash flow, should the College be doing something as a matter of prudence or in anticipation of similar activity on the part of the State in the future. Mr. Mickelson said there are cash flow projections and analysis and the counties are principal partners and support, but there is no real authority, nor has it been the culture, to have a significantly large fund balance to buffer those issues. He mentioned that every governmental agency in the State is dealing with that currently. President Haynes said that the issue experienced in December with cash flow was due to a couple of different issues (i.e. delay in State aid and the amount of capital funding we were waiting for reimbursement). The goal is for 10 percent of the annual budget for a fund balance. President Haynes commended and thanked Dean Taetzsch, Sue Dewey, and the staff in the Budget and Finance Office and the Financial Aid Department for their diligent work which has led to a successful audit.

9. College-wide Goals:

- a. Learning – SUNY Delhi** – Dean Penziul mentioned the successful startup of our spring semester. This is our first semester with the SUNY Delhi partnership, which consists of the offering of a B.A. in Business Management and a B.A. in

Hospitality. This can be achieved without the need to set foot on the Delhi campus until graduation. There have been approximately 150 inquiries about the program within the first two months. The students here have become very comfortable with the way our TC3 staff processes paperwork but the SUNY Delhi process is a little slower. Therefore, students were disappointed because the response from SUNY Delhi wasn't what they had expected. There were 19 total applications for the SUNY Delhi program this semester and 17 were accepted. There are 9 students signed up to begin taking the SUNY Delhi classes starting next week. One class is being offered here on campus with a SUNY Delhi faculty member. Five students are taking TC3 courses as part of the Gen Ed requirement for Delhi. Another 5 students plan to start classes in fall. Bill Chernish, SUNY Delhi Coordinator of Bachelor Degree Programs, and Dean Penziul will be working together on this program on a weekly basis. Mr. Chernish will be visiting all of the hotel and restaurant courses and will be attending some of the 200-level business courses. Two of the new programs approved by the Curriculum Committee in December have peaked the interest of the Delhi coordinators. They don't match up one to one, but within one or two semesters we may have more programs to be able to offer with Delhi. We do have online nursing degree program. Delhi staff are very pleased with our collaboration to date.

- b. Teaching – SUNY General Education** – Provost Conners said the SUNY Gen Ed system has been in place for about a decade and only applies to those students pursuing a baccalaureate. Heretofore, students were required to take 30 credits across 10 disciplines. Up to this point, students have been required to fill in all of the categories for SUNY Gen Ed. The SUNY Board is maintaining the requirements of 30 credits, but there is now allowance within the requirements for the credits to be distributed in 7 of the 10 disciplines. Math and English must be satisfied, but other 24 credits can be distributed within 5 of the other 8 areas. That can have a very important impact for our students. TC3 has already required our students in A.A. and A.S. to satisfy 7 of the 10 SUNY Gen Ed areas so when they arrive on a baccalaureate campus, they will have very little to do to fulfill the SUNY Gen Ed requirements. The four-year campuses would like that to be the case so when our students arrive on their campuses, they will then have more flexibility to take unrestricted electives.

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

- a. Provost and Vice President of the College** – Provost Conners spoke to his written report.
 - i. Human Resources Updates** – No discussion.
 - ii. Curricular Development** – Mr. Schlather asked if the results of the faculty vote are available. Provost Conners said the results will not be available until after tomorrow. If approved, the new program proposals will be sent on to the College Forum and then, if recommended by the College Forum, will be brought to the Board of Trustees hopefully next month for action.

- iii. **Expanded Learning Services** – No discussion.
- iv. **SUNY General Education** – No discussion.

b. Vice President for Global Initiatives – Vice President Poland spoke to his written report. There is an online dual degree program that we have been working with for St. Ignacious Loyola and Lima, Peru, but currently there are major issues in Peru about distance learning and online programs.

- i. **Transportation** – Vice President Poland spoke specifically to the pilot program that is going into effect for TCAT riders. He said the FSA approved financial support of \$4,000 for participation in the project. TCAT is providing financial support of \$4,000, as well. There is a semester rate for all routes that the student can get for \$150. However, two routes that are specifically between Ithaca and TC3 are available for \$100 this semester (last year the cost was \$180).
- ii. **Global Enrollment** – No discussion.
- iii. **Trips/Visitors** – No discussion.
- iv. **ESOL - Cornell** - No discussion.

11. Consent Agenda (Action Items): Highlights of the Consent Agenda were discussed during the meeting. Mr. Schlather moved that the Consent Agenda be approved; seconded by Mr. Daniels; carried unanimously.

- a. **Capital Payments** – No discussion.
- b. **Treasurer's Report – October 31, 2009** – No discussion.
- c. **Treasurer's Report – November 30, 2009** – No discussion.
- d. **Appointment of Personnel** – No discussion.
- e. **2008-2009 Audit** – Discussion held during presentation portion of the agenda.
- f. **Approval of Position Description – Director of Student Activities/Student Center** – This is a revision to the position description for the position currently held by Ralph Shortell. Mr. Shortell is retiring and with the addition of the Student Center, Mr. Shortell's responsibilities have changed and the new position description was needed to include the change in responsibilities.
- g. **New York State Deferred Compensation Program**
- h. **Disposal of Surplus Property**

12. Standing Reports:

College Forum – Co-chair Sophia Georgiakaki provided the College Forum report. The work on the revision of the College Forum Bylaws is still in progress. The committee realized that there needs to be wording related to voting, before electronic voting can be reviewed. Additionally, they are looking into including FSA employees in College Forum membership. The timeline is set so that the revisions are complete by the end of the semester, so we can include all eligible groups in our spring election.

The College Forum Sharepoint contains minutes, agendas, and other shared documents. There is also a Forum document library for public files, accessible by everyone with a TC3 email address.

The Forum facilitated a College-wide discussion on the tobacco-free initiative on December 11, 2009. There were more than 80 attendees present, including members from all staff groups, the Student Advisory Board, Residence Life, Health & Safety Committee, Office of Public Safety, admissions, as well as a representative from the Health Department. Co-Chair Georgiakaki will be attending the first H&S meeting for the semester on 1/23/2010 at noon in the Ronald W. Space Board Room. We will be discussing the development of a task force charged with developing a plan for a tobacco free campus.

The faculty is currently voting on four new academic programs, namely Accounting, A.S.; Entrepreneurship, A.A.S.; Chemical Dependency Counseling, Certificate; and Paralegal Studies, Certificate. After the voting is complete, these programs will be presented to the Forum and will be forwarded to the Board. If all goes well, implementation of the programs will start in the Fall of 2010.

- a. **Faculty Student Association** – Ms. Baker mentioned that the most exciting news for the FSA was about the bus schedule.
- b. **Tompkins Cortland Community College Foundation, Inc.** – Dr. Dalton reported that the annual campaign goal is \$185,000 and the Foundation did receive a special gift of \$1 million in late December. He also mentioned how important it is that all Trustees support this annual campaign to show 100 percent support and encouraged those Trustees who have not already made a donation to please do so.
- c. **Chairperson's Report** – Chairperson Buck spoke about the NYCCT conference on March 11-13, 2010.
 - i. **Access to College Corner** – Ms. Northrop provided a brief demonstration on how Trustees can access the information on the College Corner.
- d. **Liaison Report (Cortland County)** – No report.
- e. **Liaison Report (Tompkins County)** – Mr. Lane spoke to the newly organized Tompkins County Legislature with Martha Robertson, chair, and Dooley Kiefer, Vice Chair. Mr. Lane said he is looking forward to returning as the Tompkins County Liaison to the TC3 Board of Trustees. He also mentioned that this is the census year and the lowest return rate in 2000 was for students and some of the mobile home parks.

f. Student Trustee's Report – Mr. McGonagle provided a detailed written report on student activities for the fall semester. He said he is glad to be returning as the student Trustee.

g. President's Report – President Haynes spoke to his written report. He mentioned that enrollment looks strong – up approximately 10.5 percent (spring over spring). President Haynes mentioned he has talked with Assemblywoman Lifton and Senator Seward, hoping we can get some moderation to the Governor's budget proposal. Ray Schlather asked President Haynes if there is any correlation between the proposed dramatic cut in funding for the community colleges and the empowerment act. President Haynes said he feels the empowerment act is a very good move for SUNY and would certainly support that, but that it doesn't do much for community colleges.

13. Dialogue Session – SUNY Strategic Plan – Dean Ryan and Dr. Pastorello discussed their participation with the Chancellor's SUNY Strategic Plan initiative. Dean Ryan distributed a handout of information about the Chancellor's SUNY Strategic Plan initiative. When the Chancellor visited all of the campuses, her assistant took notes about what they heard and then they met with strategic plan consultants, branding consultants, and a steering group to discuss their findings. Dr. Pastorello and Dr. Ryan are part of a group of 200 delegates involved with this initiative. The delegate group includes faculty, senior administrators, people in a variety of roles at SUNY, and students. The group of 200 is to be invited to 7 different meetings, which began in October and end in February. Dr. Pastorello and Dr. Ryan have attended the meetings in Buffalo, FIT, Hudson Valley, and Delhi. The upcoming meetings are being held at Stony Brook Plattsburgh (Dr. Pastorello and Dr. Ryan have chosen not to attend that one), and Syracuse. When TC3 underwent a Strategic Planning initiative a few years ago, it was a very inclusive process that generated its own ideas which worked into themes. The SUNY process has been different in that the theme and sub-themes were developed from the discussions held during the Chancellor's campus visits and her discussions with the SUNY leadership team. Each of the first 4 meetings held to date have been structured in the same way. There have been speakers related to the topic with a question and answer session between the delegates and the speaker and then a box lunch at tables of 8 people with questions framed for them with about an hour for the conversation and reporting out of the group. As individual delegates, there are homework assignments that need to be completed. The delegates are asked to answer the questions and submit back to SUNY. SUNY is hoping to launch the Strategic Plan in mid to late spring. Branding consultants are also attending the different sessions. Each of the 7 meetings are focusing on one of the 7 different themes. There may be an 8th conversation on the theme of globalization. The 7 different themes are: Economic Vitality and Quality of Life, Energy and Sustainability, Quality of Place, Diversity and Globalization, Educational Pipeline, Arts and Culture, and Health Affairs. The consultant seemed very concerned with keeping our SUNY graduates in New York and making New York a good place to

work. Ray Schlather said it sounds like the themes have been developed, they are presenting the themes, and they are looking for our reaction to fine tune/abandon the themes. Dr. Ryan said the meetings have kind of been a mix of those. Mr. Schlather asked if the delegates are going to be part of the action steps. Dr. Ryan said he thinks the delegates are going to be asked to react to the action steps. At all sessions, delegates have been asked to brainstorm “big hairy audacious goals” and respond to questions about the best role for SUNY and ways for SUNY to help campuses. Ray Dalton asked about who is included in the conversations. The delegates are composed of faculty, administrators, students, community representatives, trustees, and foundation board members. Both State and local legislators have been invited to the planning sessions and some have attended and participated. Dr. Dalton said it seems like there is an opportunity for people to educate each other from their different perspectives. Mr. Schlather mentioned that Cornell President Skorton is the chair of some kind of upstate economic development team for the Governor, and said President Skorton talks about the problem in New York is it is not a brain drain, but an idea drain. He said that New York builds the widgets from the ideas of the research institutions, therefore community colleges are helping to keep the students here, and he wondered if that is being discussed at these conversations. Dr. Ryan said there is a deliberate effort to downplay any individual SUNY sector and to keep the focus on the idea of system (rather than talking about community colleges, state ops, or university centers, it is more a system). Community college funding and governing is significantly different from that of the State operated campuses and university centers. Mr. Schlather asked if there is any way that our delegates can start to bring these ideas up and get other delegates from community colleges to make these same points. Dr. Ryan said that the way the conversations are structured doesn’t provide that opportunity. Branding has also been part of the Strategic Planning process. There was a group of 20 people from around the state who were interviewed by the branding consultant as part of the process (Dr. Ryan was one of the 20 people interviewed). When the Strategic Plan is unveiled, the branding will be unveiled, as well. A web site at www.sysadm.suny.edu/strategicPlan/ .

14. Upcoming Events – No discussion.

15. Adjournment: Ms. Burns moved that the meeting be adjourned; seconded by Mr. Schlather; carried unanimously. The meeting adjourned at 7:41 p.m.

Respectfully submitted,

Cathy A. Northrop
Clerk of the Board of Trustees

TOMPKINS CORTLAND COMMUNITY COLLEGE
Human Resources Updates - Status of Open Positions
as of February 18, 2010

UNCLASSIFIED STAFF

<u>POSITION</u>	<u>DESIRED EMPLOYMENT DATE</u>	<u>ADVERTISED</u>	<u>APPLICATION DEADLINE</u>	<u>CURRENT STATUS</u>
Assistant Professor of Nursing	Fall 2010	August 2009	January 19, 2010	Conducting interviews
Counselor	Fall 2010	August 2009	January 19, 2010	Reviewing applications
Instructor of Hotel-Restaurant Management/Wine Marketing	Fall 2010	August 2009	January 19, 2010	Scheduling interviews
Instructor of Photography	Fall 2010	August 2009	January 19, 2010	Phone interviews scheduled
Coordinator of Advisement Svcs.	September 2010	February 2010	March 15, 2010	Accepting applications
Director of Student Activities/	September 2010	February 2010	March 15, 2010	Accepting applications

CLASSIFIED STAFF

<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DESIRED EMPLOYMENT DATE</u>	<u>CURRENT STATUS</u>
Campus Peace Officer Full-time, permanent	Public Safety	December 2009	Canvassing Civil Service list
Audio Visual Aid	Campus Technology	January 2010	Hired Patricia Van de Bogart 1/21/10
Enrollment Services Specialist	Financial Aid	March 1, 2010	Tracy Post transferring 3/1/10
Enrollment Services Specialist	Enrollment Services	March 1, 2010	Accepting applications

TOMPKINS CORTLAND COMMUNITY COLLEGE

Human Resources Updates
Status of Grievances
as of February 18, 2010

COMPLAINANT

SUBJECT

DISPOSITION

CSEA Membership

Medco – Change in provider diminished prescription plan benefits

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

FACULTY ASSOC.

Faculty Association Membership

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

Faculty Association would like to move to Stage 3 of the grievance process.

PAA

PAA Membership

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

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

To: Board of Trustees

From: John R. Conners

Date: February 16, 2010

Re: February report

New Program Proposals – At its final meeting of the Fall 2009 semester, the Curriculum Committee voted in favor of four major proposals, each of which was reviewed and discussed at the January 15 faculty meeting and submitted to the faculty for a vote during the week of January 18. Subsequently, all were reviewed by the College Forum and received that group's endorsement. The initiatives are as follows:

- Accounting (A.S.) – This program is designed to complement our A.A.S. program and to provide a clearer path for the many students who intend to pursue a B.S. in Accounting. (Approved by the faculty, 62 – 0)
- Chemical Dependency Counseling (Certificate) – This program is designed to provide an expedited path to a credential, with resulting career prospects, for those whose prior education makes the entire degree program unnecessary. We have developed this program to address an opportunity provided by funding as part of the federal economic stimulus program. (Approved by the faculty, 61 – 0)
- Entrepreneurship (A.A.S.) – This program will address the strong and growing demand for education to prepare both traditional and non-traditional students to pursue entrepreneurial careers. Though an A.A.S. program, it would nevertheless align well with B.S. programs; we have already begun discussions with two baccalaureate institutions about the potential for their programs to be offered on our campus. (Approved by the faculty, 60 – 2)
- Paralegal Studies (Certificate) – This program has been designed to meet the needs of those who already possess a degree and who, therefore, hope to expedite the process of receiving a paralegal education. (Approved by the faculty, 58 – 4)

Academic Program Revisions – When the Faculty voted to approve the new College general education requirements, one of our foremost goals was to reduce the number of total credit hours needed to complete each of our degree programs. In the months since Board approval last spring, program chairs have worked with Jane Hammond to modify their programs in light of the general education changes. The attached report, prepared by Amy Edmond, provides information about the results of this work.

This report demonstrates an admirable commitment on the part of our faculty to provide qualified and hard-working students with a clear path toward graduation after four semesters of full-time study. Of our 44 degree programs, six had the minimum credit hours required for completion reduced by one, twenty had it reduced by two credit hours, and seven experienced a reduction of three credits. Four other programs experienced an even larger reduction. Of the four that have maintained the required minimum, three have seen reductions of the maximum credits for degree completion, one of them by eight credits.

Even more striking is the range of total credits now required for degree completion. Whereas before our general education revisions were approved, only one degree could be completed with just sixty credits, we now have 15 such programs. Moreover, with 12 programs requiring a minimum of 61 credits, another 11 requiring 62, and three requiring 63, 41 of our 44 current degree programs can be completed by a student taking no more than the equivalent of a single three-credit course above a standard full-time load over a two-year program of study. I am very proud of the work done by Jane and the faculty to accomplish a task that is so clearly in the spirit that drove us to change our general education goals.

Faculty Reflection on Teaching – Attached to this is a report I recently submitted to the College Planning and Action Council. CPAC had requested information about faculty members' reflections on their teaching and the actions taken based on that reflection. This report provides some sense of the quality and extent of such efforts. Though the report was not intended to be comprehensive, it does provide a meaningful sense of the breadth and depth of faculty efforts to develop as teachers and to improve the learning experiences of our students.

To: CPAC

From: John R. Conners

Date: February 8, 2010

Re: Faculty reflections on teaching

In response to your recent request, I have reviewed the annual reports submitted at the end of the 2008-2009 academic year, along with my responses to them, in order to gain a clearer sense of how extensively individual faculty members are both reflecting upon their teaching and using those reflections to make improvements. I am very pleased to share my findings.

I reviewed a total of 71 annual reports. Of these only five did not provide evidence of both reflection and specific efforts to improve, though four of those five at least provided a list of the faculty member's courses taught. The other 66 reports provide a sense of the diversity and interests of the faculty and their dedication to assessing the effectiveness of their teaching.

The following provides a list of categories of activities of faculty members which they mentioned specifically as either a relatively new or very significant element of their teaching:

- Use of more active learning approaches – 24 faculty members noted this.
- Use of ANGEL – 20
- Use of other new technologies – 12
- Connection to external learning activities (internships, travel) – 10
- Learning community or team teaching – 8
- Student projects – 6
- Supervision of student research – 6
- Curricular changes – 5
- Honors offerings – 3
- First-year seminars – 3
- Participation in CTC mentoring program – 2

I should note that many faculty members who did not mention some of these activities in their reports do indeed use some of them in their teaching, but have done so for so long that they have not mentioned them, preferring to focus on what is truly new for them.

Our colleagues' reports contain a wealth of information about both the nature of their reflection on the efficacy of their teaching and their efforts to evolve as teachers to meet the needs of increasingly diverse groups of learners while maintaining appropriate standards. The following is a representative list of the types of improvements listed in the annual reports, intended to illustrate the

quality of thinking in which the faculty has engaged. The list, therefore, is illustrative, not comprehensive.

- Improved lab manuals, reflecting what has been learned from students' experience in previous years
- A thorough, longitudinal study of student success rates to aid in understanding if recent changes seem to have led to improved performance (They had done so.)
- A movement away from lectures toward activities in class
- The use of principles learned at a conference to adjust teaching methods
- Use of student autobiographies
- An effort to engage marginal students earlier in the semester in the introductory course of a discipline
- Use of journals in a developmental course
- Analysis of student success rates, which led to curricular redesign
- Involvement of students in an NSF project
- Use of rubrics
- Use of a portfolio of experiential learning
- An emphasis on student collaboration and problem-solving
- An exploration of the ethical use of technology
- Use of YouTube
- Participation of Nursing students in the Wellness Fair
- Use of a simulated crime scene
- Use of StrengthsQuest in students' design of their projects
- Development of a lab for modern languages
- Use of a common, departmental final exam in a multi-section course
- Development of customized textbooks
- Use of real-life examples to help students connect more effectively with the material
- Observation of a colleague
- Use of social networking and PDAs
- Incorporation of the instructor's own writing to help students develop their writing abilities
- Participation of students in an archaeological dig
- Providing students more freedom in the selection of paper topics so that they are more fully engaged in their topics
- Use of questions from a national licensing exam to help students prepare more effectively for their careers
- Use of projects on environmental concerns and sustainability
- Presentation of student projects at a semester-ending expo

In addition to these specific approaches taken by faculty members, I was struck by the many reflections on the act of teaching, the nature of students, and the reasons for altered approaches. One faculty member spoke of the time she

spends trying to understand students, resulting in an alteration of both her expectations and her assignments. One instructor spoke of learning from and reacting to complaints voiced by students, while another discussed learning from the experience of a previous class to improve her approach to the same course the following semester. A relatively new faculty member spoke about her habit of reflecting on every class session, considering ways to improve as a teacher.

Another important theme, of course, is that of the need to help students develop their overall learning skills beyond the individual classroom or course. One instructor discussed her efforts to help students develop “big picture” thinking and, to do so, she strives to make connections among all the courses in the discipline. Some mentioned that the process of program review had encouraged the type of reflection and dialogue that had led to curricular and instructional change.

Student behavior and motivation are key concerns. One faculty member mentioned being more explicit about behavioral expectations in the course outline. Another spoke of his efforts to address lateness and other behaviors characteristic of immature learners. On a more positive note, an instructor reflected on the benefits of having the same core group of students for a few semesters in sequential courses, a situation that had led to positive group dynamics for both him and his students.

The range of both reflections and actions taken, as discerned from a scan of annual reports, is indeed very impressive. These reports, individually and collectively, paint a portrait of a faculty that both understands clearly that teaching is their most important activity and dedicates itself to continual improvement. The reports also provide a fascinating tableau of the many challenges facing the faculty in accomplishing its central task and a sense of how our colleagues are creatively and energetically addressing and overcoming those challenges.

Program	2009	2010	Courses Eliminated:	Other:
Accounting, AAS	68-72	60-61	Delete BUAD 104	Replace CAPS 111 with a CAPS Elective
			Delete FITN Elective	Replace ECON 101 or ECON 120 with an ECON Elective
			Delete HLTH126/HLTH 206	
			Delete Social Science Elective	
Biotechnology, AS	63-66	61-63	Delete HLTH 126	Specific courses for SUNY GE 5, 6, and 7 requirement replaced by three SUNY GEN ED Electives. One of the three electives must be from a Humanities course.
			Delete FITN Elective	CAPS 141 is being changed to a CAPS Elective
				A minimum grade of "C" for BIOL 104 and BIOL 216
				Change a Restricted Electives to an Unrestricted Elective
				The language for the other Restricted Elective to require "Any BUAD or 200 level BIOL course to be selected in consultation with the student's advisor."
Broadcast Production (Radio & TV Concentration), AAS	63-67	60-62	Delete CAPS Elective (2 Cr.)	Change SOCI 101 to a HSTY Elective
			Delete HLTH126/206 (1-3 Cr.)	Add the choice of either PSYC 103 or SOCI 101 to the 2nd semester
			Delete FITN Elective (1 Cr.)	Add COMM 262 Portfolio Preparation - Communication (1 Cr.) to
			Delete Restricted Program Elective (3 Cr.)	Add COMM 145
				Add COMM 262
				Add a HSTY Elective in the 3rd semester
				Provide choice of PSYC 103 or SOCI 101 in the 4th semester
	Add a HSTY Elective to the 3rd semester			
Business Administration, AAS	64-68	62-64	Delete all program emphases	Change ENGL 204 to ENGL 201 or ENGL 204
			Delete BUAD 104	Add a Humanities Elective
				Allow SOCE 205 to fulfill a BUAD Elective
Business Administration, AS	64-74	62-70	Delete HLTH 126/206, & FITN Elective	Move the 3rd semester Restricted Liberal Arts Elective to the 1st semester
Chemical Dependency Counseling, AAS	62-64	62-63	Delete FITN Elective	Add an Unrestricted Elective
			Delete 2 CAPS Electives or MATH 200	
Communication and Media Arts: Broadcast Journalism, AS	60-69	60-65	Delete HLTH 126/206	Move MATH 200 from the 2nd to the 3rd semester
			Delete FITN Elective	Move ENGL 201 from the 3rd to the 4th semester
				Add COMM 262 to the 4th semester
				Move Program Elective to the 2nd semester
Computer Forensics, AAS	62-63	61-63	Delete HLTH 126	Increase the number of credits for CIS 215 from 2 to 3
			Delete FITN Elective	Add ENGL 201 or ENGL 204 to replace the fourth semester Unrestricted Elective
				Modify the Science Elective to be a SUNY General Education Natural Science Elective; the Humanities or History Elective to be a SUNY General Education Humanities Elective
				Replace the requirement of MATH 200 with a SUNY General Education Mathematics Elective (Math 200 is on the list)

Program	2009	2010	Courses Eliminated:	Other:
Computer Information Systems, AAS	67-68	62-64	Delete HLTH 126	Add ENGL 201 or ENGL 204 to the third semester
			Delete FITN Elective	Move BUAD 106 to the 1st semester, and move BUAD 101 to the 4th semester
			Delete ECON 101	Change the Science Elective to SUNY General Education Natural Science Elective
			Delete ACCT 101	Change Math 200 to SUNY General Education Mathematics Elective (Math 200 is on this list)
				Change Social Science Elective to SUNY General Education Social Science Elective
				Change Humanities or History Elective to SUNY General Education Humanities Elective
				Increase the number of credits for CIS 215 from 2 to 3.
Computer Science (General Sequence), AS	64-66	62-64	Delete HLTH 126	Move CAPS 152 to the 1st semester
			Delete FITN Elective	Add ENGL 201 or 204
			Delete CIS 227	Remove History from 4th semester SUNY GEN ED Elective
Computer Science (Engineering Sequence), AS	68	64	Delete HLTH 126 and FITN elective	Add ENGL 201 or 204
			CAPS 152, and MATH 206	Remove History from 4th semester SUNY GEN ED Elective
Computer Support Specialist, AAS	61-63	60-62	Delete HLTH 126	Add ENGL 201 or ENGL 204 to the 4th semester
			Delete FITN Elective	Move CAPS 152 to the 2nd semester
			Delete ECON 101	Modify the Science, Math, and Social Sciences Electives by adding the following note: "a SUNY General Education Elective is recommended"
				Replace the History or Humanities Elective with a Humanities Elective with a note stating that a SUNY GEN ED Humanities Elective is recommended
				Increase the number of credits for CIS 215 from 2 to 3
Construction Technology/Building Construction, AAS	67-70	62-64	Delete HLTH 126 and FITN elective	Elective
			Delete Liberal Arts Elective	Replace the 4th semester Humanities or History Elective with a Humanities Elective
				Replace the 3rd semester PHSC 104 with a Lab Science Elective
Creative Writing (Prose, Poetry, and Drama & Screenwriting Concentrations), AA	64-67	62-65	Delete HLTH 126	Change MATH 132, 135, 200, or 201 to a SUNY GEN ED Mathematics Elective
			Delete FITN Elective	Change the ENGL 251, 252, 253, or 255 to an Unrestricted Elective
				the following is strongly recommended: ENGL 103, 251, 252, 253, "ENGL 271 or ENGL 103 recommended" to "One of the following
Criminal Justice, AAS	62-66	60-62	Delete HLTH 126/206 & FITN Elective	
Criminal Justice, AS	62-66	60-62	Delete HLTH 126/206 & FITN Elective	

Program	2009	2010	Courses Eliminated:	Other:
Early Childhood (General & Transfer Sequence), AAS	65-66	61-62	Delete CAPS 111 & CAPS 121	Change MATH 110 to MATH 109 or MATH 110
			Delete FITN Elective	Expand the natural science options by adding ENVS 101 and ENVS 102
			Delete HLTH 126/206	Change the 4th semester HSTY 233 or HSTY 252 to an Unrestricted Elective.
Electrical Technology: Electronics and Computer Systems, AAS	68-71	66-67	Delete HLTH126/206	Change MATH 122 to MATH 122 or MATH 132
			Delete FITN Elective	Change the 4th semester Restricted SUNY GEN ED Elective to SUNY GEN ED Humanities Elective
Engineering Science, AS	71-72	69-70	Delete HLTH 126 & FITN Elective	Change the Social Science Elective (History recommended) to a SUNY GEN ED History Elective
Environmental Studies, AS	63-67	61-63	Delete HLTH126/206	Replace an Unrestricted Elective with ENVS 105
			Delete FITN Elective	Move ENGL 102 from the 3rd to the 4th semester
				Add ECON 121 to the course options for the 1st semester Restricted Elective
Graphic Design, AS	63-67	61-63	Delete HLTH 126/206 & FITN Elective	Change the MATH 132, 135, 200, or 201 to SUNY GEN ED Mathematics Elective
Hotel and Restaurant Management, AAS	65-69	60-62	Delete HLTH 126/206 & FITN Elective	CAPS Electives
			Delete GEOG 115	Replace PSYC 103 with a Social Science Elective
Human Services, AAS	62-66	61-65	Delete FITN Elective	Replace 2nd semester POSC 112 with POSC Elective
				Replace one Psychology Elective with Humanities Elective
				Replace the 4th semester SOCI Elective with an Unrestricted Elective
International Business, AS	63-66		No changes processed	
Liberal Arts and Sciences – Adolescent Education, AS	63-69	60-66	Delete CAPS 121 or 131, FITN Elective, & HLTH 126	
Liberal Arts and Sciences – Childhood Education, AS	64-68	61-65	Delete CAPS 121 or 131, FITN Elective, & HLTH 126	
LAS – Early Childhood Education, AS	64-71	61-68	Delete CAPS 121 or CAPS 131	
			Delete FITN Elective	
			Delete HLTH 126	
LAS – General Studies, AS (Exploratory Studies Sequence)	62-67	60-65	Delete Computer Technology Electives	Add FSS 1XX Freshman Seminar - Self and World
			Delete HLTH 126/206	Add Restricted HLTH Elective
			Delete FITN Elective	Specify SUNY GEN ED History, Mathematics, Natural Sciences (Lab), Elective courses
			Delete one Unrestricted Elective	or SOCI 101
LAS – General Studies, AS (Individual Studies Sequence)	62-67	60-65	Delete Computer Technology Electives	Add an Unrestricted Elective
			Delete HLTH 126/206	
			Delete FITN Elective	
Liberal Arts and Sciences – Humanities, AA	62-68	60-64	Delete HLTH 126/206	Science Electives
			Delete FITN Elective	Delete CAPS 111, 121, and 131 recommended for an Unrestricted Elective
				Replace Elective (PSYC recommended) with SUNY GEN ED Other World Civilizations Elective in Social Science category
				Replace course pairs in Humanities category with Humanities Electives (12 Cr.)

Program	2009	2010	Courses Eliminated:	Other:
Liberal Arts and Sciences – Math/Science, AS	62-68	61-65	Delete ENGL 102	Add CAPS 121
			Delete HLTH 126/206 & FITN Elective	Add two Unrestricted Electives
			Delete 2 CAPS Electives or CSCI 160 or CSCI 165 (2-3 Cr.)	
Liberal Arts and Sciences – Social Science, AS	62-70	60	Delete CAPS Electives	
			Delete HLTH 126/206 & FITN Elective	
Liberal Arts and Sciences – Women & Gender Studies, AS	64-69	60-64	Delete CAPS Electives	Add an Unrestrictive Elective to the 2nd semester
			Delete HLTH Elective	Change MATH 132, 135, 200, or 201 to SUNY GEN ED Mathematics Elective.
			Delete FITN Elective	Change WGST 225, Liberal Arts Elective, or WGST Elective to a Restricted SUNY GEN ED Elective. Students must select a SUNY GEN ED Arts or Foreign Language course.
			Delete Social Science Elective	Add ENVS 105 to the 4th semester PHIL 101 or PHIL 201
New Media, AS	61-65	62-64	Delete HLTH 126/206	Add an Unrestricted Elective (3 Cr.) to the 2nd semester
			Delete FITN Elective	Change MATH 132, 135, 200 or 201 to SUNY GEN ED Mathematics Elective.
Nursing, AAS	70	68	Delete FITN Elective & CAPS Elective	Add a MATH Elective
			Delete MATH 107 & MATH 108	Add NURS 241
			Delete BIOL 114	
Office Management and Administration, AAS	66-71	63-68		Replace PSYC 103 with ECON 101 or PSYC 103.
				Replace Humanities OR History Elective with Humanities Elective (SPAN 101 recommended).
Outdoor Recreation, AS	61-69	62	Delete HLTH 126/206	Replace MATH Elective with SUNY GEN ED Mathematics Elective
				Convert specific CAPS requirements to CAPS Electives (2 Cr.)
				Change ENGL 102 to ENGL 102 or ENVS 105
				Change History 101, 102, 201, 202, or 225 to a SUNY General Education American History or Western Civilizations Elective
				Add RECR 276 (3 Cr.), or RECR 284 (1 Cr.), or RECR 285 (3 Cr.) to the 4th semester
Paralegal, AAS	62-66	60	Delete Computer Electives (3 Cr.)	Add an Unrestricted Elective
			Delete FITN Elective	Change ENGL 103 to ENGL 102 or ENGL 103
			Delete HLTH 126	Change ECON 101 to ECON 101 or ECON 120 or ECON 121
				Change the title and credits of PARA 230 to Paralegal Internship (2 Cr.)
			Add PARA 231 Paralegal Seminar (3 Cr.)	

Program	2009	2010	Courses Eliminated:	Other:
Photography – Digital, AS	63-67	61-63	Delete the HLTH 126/206	Change MATH 132, 135, 200, or 201 to SUNY GEN ED Mathematics Elective
Photography – Fine Arts, AS			Delete FITN Elective	
Recreation Leadership, AS	61-69	61	Delete HLTH 126/206	Change MATH Elective with SUNY General Education Mathematics Elective
			Delete ART 111, 115, 120, or 130	Convert both CAPS requirements to CAPS Electives
				Add an Unrestrictive Elective (1 Cr.)
				Change HSTY requirement to SUNY GEN ED American History or Western Civilizations Elective
				Add RECR 285 or RECR 201 (3 Cr.)
				Change the SUNY GEN ED Lab Sciences Elective to SUNY GEN ED Natural Sciences Elective
				Add note stating students who can produce a current RTE First Aid and CPR-FPR Certification or higher can substitute an Unrestrictive Elective for HLTH 205
Sport Management, AS	62-66	60-62	Delete the HLTH 126/206 & FITN elective	
Web Design, AAS	63-65	61-63	Delete HLTH 126	Add ENGL 201 or ENGL 204
			Delete FITN Elective	Modify the Science, MATH, and Social Sciences Electives by adding the following note: “a SUNY General Education Elective is recommended”
			Delete Liberal Arts Elective	Replace the History or Humanities Elective with a Humanities Elective with a note stating that “a SUNY GEN ED Humanities Elective is recommended”
Wine Marketing, AAS	66-70	63-66	Delete HLTH 126/206	Change the CAPS requirements to CAPS Electives (2 Cr.)
			Delete FITN Elective	Change PSYC 103 to a Social Science Elective
				Change BUAD 106 to BUAD Elective
				Change SPAN 101 to SPAN Elective (3-4 Cr.)

Certificate:	Fall 2009	Fall 2010	Requirements	
			Eliminated:	Other changes:
			BUAD 104	
			Business	
Accounting	45	42	Mathematics	Replace CAPS 111 with a CAPS Elective. Replace ECON 101 Introduction to Economics with an ECON Elective.
Biotechnology	34-40	NC		
Building Construction	39-40	NC		
Business Management	35	NC		
Creative Writing (PPD Concentration)	36-38	NC		
Creative Writing (Screenwriting Concentration)	36-38	NC		
Criminal Justice	30	NC		
Electrical Technology: Electronics and Computer Systems	44	NC		
Electronics and Computer Systems - Level I	16	NC		
Electronics and Computer Systems - Level II	17	NC		
Executive Office Assistant	30	NC		
General Studies	33-38	NC		
Human Services	30	NC		
Manufacturing Management Technology	25-29	NC		

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

1. **Cornell ESOL Program** – Discussions have begun with the Graduate School and the Office of Continuing Education and Summer School regarding the continuation of the TC3 ESOL Program for the 2010-2011 academic year. It is expected that this process will take well into March before Cornell determines the provider for this service in the next year.
2. **Yulova University and Community College of Yalova, Turkey** – Asli Ozyilmaz Director, Foreign Affairs and Program Chair, Maritime and Port Management, visited TC3 from February 1 to February 5, 2010. Asli was visiting as a follow-up to a team of administrators who were at TC3 in the Fall. She came to discuss the various program initiatives that are included in our partnership agreement with the University and to start preparations for the arrival of their students at TC3 as part of the Summer 2010 Global Connections Program.
3. **School of Leadership, Afghanistan (SOLA)** – The Executive Director and Founder of SOLA, Ted Achilles, along with representatives of Friends of Afghanistan, a supporting organization, visited TC3 to further plan and discuss the partnership between SOLA, TC3, and the AMZ Foundation. We finished a draft of the “Case for Afghan Scholar and Leadership Development Scholarship Program”. This year’s Afghan Scholarship student, Meena Yousufzy has been invited to participate in an event in Hollywood in which actresses will be reading the works of several of the contributors to the Afghan Women’s Writing Project (AWWP). The Project was started by a US novelist, Masha Hamilton. Meena is one of the more prolific contributors to the Project and the only student invited to participate and so be recognized.
4. **Annual International Student Luncheon** - The annual International Student Luncheon was held on February 10 in the Forum and was attended by 45 faculty and staff along with 45 international students. This was an increase in participation by both faculty and students over last year.
5. **Walt Disney Program** – The Walt Disney World Academic Internship Program is still on hold but with the expectation that Disney and the Department of State will come to resolution in the next several weeks.

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

		Amount	Subtotal	Grand Total
Cafeteria Renovations Project				
	LeChase Construction Services (PO #26504)			
78 05	Application #6, General Construction	\$31,973.26		
78 06	Application #7, General Construction	\$7,200.00		
	Total Cafeteria Renovations Project		\$39,173.26	
 Electrical Upgrade Project 2010				
	Beardsley Design Associates (PO #27162)			
78 07	Invoice #0029243, Architectural Design Services	\$10,991.56		
	Total Electrical Upgrade Project 2010		\$10,991.56	
 Furniture, Fixtures, and Equipment				
	Grassland Equipment (PO #27097)			
78 08	Invoice #903224, Sand Pro Groomer	\$14,698.30		
	Total Furniture, Fixtures, and Equipment		\$14,698.30	
 New Classrooms Project 2009-10				
	G.R. Noto Electrical Construction (PO #26452)			
78 09	Application #6, Electrical	\$5,181.30		
	Total New Classrooms Project 2009-10		\$5,181.30	
 Multi-Cultural Office Project				
	Traver Construction, Inc. (PO #27092)			
78 10	Application #2, General Construction	\$17,760.00		
	Total Multi-Cultural Office Project		\$17,760.00	

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

	Amount	Subtotal	Grand Total
Signage			
American Sign & Engraving (PO #26907)			
78 11 Invoice #1763, Signage	\$159.75		
Total Signage		\$159.75	
<hr/>			
Grand Total			\$87,964.17

TOMPKINS CORTLAND COMMUNITY COLLEGE

TREASURER'S REPORT

DECEMBER 31, 2009

TOMPKINS CORTLAND COMMUNITY COLLEGE

INDEX TO TREASURER'S REPORT

DECEMBER 31, 2009

NARRATIVE HIGHLIGHTS	PAGE 1-2
BALANCE SHEET	PAGE 3
APPROPRIATIONS	PAGE 4-6
REVENUES	PAGE 7
CASH FORECAST	PAGE 8
CAPITAL FUND SUMMARY	PAGE 9

CASH AND TEMPORARY INVESTMENTS - (PAGE 3)

Our present cash in time deposits consists of \$1,712,626 in a money market savings account averaging .50% interest earnings for Dec and \$404,715 in savings. The maximum amount available for investment will fluctuate with a peak of \$3,000,000 available over the next six months.

ACCOUNTS RECEIVABLE - (PAGE 3)

Accounts Receivable from students of \$10,423,964 is up significantly from 2,482,878 which is normal for this time period. Student receivables are underwritten by various funding agencies such as TAP, PELL, TRA, Student Loan and local employers.

DUE FROM OTHER GOVERNMENTS AND FUNDS - (PAGE 3)

Out of county chargebacks have an outstanding balance of \$855,164. The interfunds account balance of \$2,397,083 consists of federal, state grant and capital payments made by the current operating fund. Reimbursement from other funds is in transit at the end of each period.

LIABILITIES - (PAGE 3)

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

FUND BALANCE - (PAGE 3)

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

TOTAL EXPENDITURES - (PAGES 4-6)

As of Dec. 30, total expenditures amounted to \$12,254,651 or 35.4% of the 2009-2010 budget. Comparable expenditures for period two last year were \$10,252,971 or 31.7% of the 2008-2009 budget.

TOTAL REVENUES - (PAGE 7)

Revenues to date of \$20,436,568 are 59.02% of the revenue budget. Prior year revenues were \$18,620,370 are 57.6% of total budgeted revenue

CAPITAL FUNDS - (PAGE 9)

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

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

The 2002-2009 Capital Construction Budget totals \$34,253,262. As of December 2009, \$33,888,911 has been committed.

**TOMPKINS CORTLAND COMMUNITY COLLEGE
BALANCE SHEET
December 2009**

	Current Month <u>12/31/2009</u>	Previous Month <u>11/30/2009</u>	Previous Year <u>12/31/2008</u>
ASSETS			
Cash in Demand Deposit	\$276,276	\$377,810	\$452,692
Cash in Time Deposits	1,839,325	1,621,439	1,054,244
Petty Cash	1,730	1,730	1,730
Accounts Receivable--Students	10,423,964	2,482,878	8,610,177
Accounts Receivable--Misc.	230,848	(40,932)	(451)
Prepaid Expenses	(46,595)	(40,941)	(76,677)
Due From Other Funds	2,426,265	2,672,107	1,867,711
Due From Sponsor Governments	0	0	0
Due From State Governments	0	0	10,435
Due From Other Governments	\$855,164	\$1,798,445	\$864,188
	<u>\$16,006,977</u>	<u>\$8,872,536</u>	<u>\$12,784,049</u>
TOTAL ASSETS			
LIABILITIES AND SURPLUS			
Vouchers Payable	\$4,704	\$66,486	\$29,905
Payroll Liabilities	1,054,167	1,536,248	997,521
Student Financial Aid Liabilities	764,808	265,886	104,154
Accrued Liabilities	4,853,665	2,557,108	2,834,104
Due to Other Funds	(2,667)	(627)	252,878
Due to State Governments	26,148	26,148	0
Student Tuition Collected in Advance	0	0	0
Fund Balance	1,086,971	1,086,971	511,441
Revenue Over (Under) Expenditures	8,219,181	3,334,316	8,054,046
	<u>\$16,006,977</u>	<u>\$8,872,536</u>	<u>\$12,784,049</u>
TOTAL LIABILITIES AND SURPLUS			

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

	PER CENT YEAR					33.00%
	<u>Original Budget</u>	<u>Modified Budget</u>	<u>Expenditures To Date</u>	<u>Unexpended Balance</u>	<u>% Expended</u>	
Instruction						
Personal Services	8,829,493	8,829,493	3,609,596	5,219,897	40.88%	
Equipment	22,500	22,500	104	22,396	0.00%	
Contractual Expenses	3,496,948	3,496,948	1,199,565	2,297,383	34.30%	
Employee Benefits	<u>2,815,043</u>	<u>2,815,043</u>	<u>1,263,116</u>	<u>1,551,927</u>	44.87%	
Total Instruction	<u>15,163,984</u>	<u>15,163,984</u>	<u>6,072,381</u>	<u>9,091,603</u>	<u>40.04%</u>	
Public Service						
Personal Services	51,923	51,923	13,273	38,650	25.56%	
Equipment				0	0.00%	
Contractual Expenses	575	575	0	575	0.00%	
Employee Benefits	<u>16,554</u>	<u>16,554</u>	<u>4,645</u>	<u>11,909</u>	28.06%	
Total Public Service	<u>69,052</u>	<u>69,052</u>	<u>17,918</u>	<u>51,134</u>	<u>25.95%</u>	
Academic Support						
Personal Services	1,429,652	1,429,652	464,955	964,697	32.52%	
Equipment	76,900	76,900	878	76,022	0.00%	
Contractual Expenses	299,718	299,718	113,420	186,298	37.84%	
Employee Benefits	<u>455,806</u>	<u>455,806</u>	<u>162,734</u>	<u>293,072</u>	<u>35.70%</u>	
Total Academic Support	<u>2,262,076</u>	<u>2,262,076</u>	<u>741,987</u>	<u>1,520,089</u>	<u>32.80%</u>	
Libraries						
Personal Services	528,284	528,284	184,752	343,532	34.97%	
Equipment				0	0.00%	
Contractual Expenses	171,976	171,976	88,634	83,342	51.54%	
Employee Benefits	<u>168,429</u>	<u>168,429</u>	<u>64,663</u>	<u>103,766</u>	<u>38.39%</u>	
Total Libraries	<u>868,689</u>	<u>868,689</u>	<u>338,049</u>	<u>530,640</u>	<u>38.91%</u>	

APPROPRIATIONS 2009-2010 (Cont.)

PER CENT YEAR

33.00%

	<u>Original Budget</u>	<u>Original Budget</u>	<u>Expenditures To Date</u>	<u>Unexpended Balance</u>	<u>% Expended</u>
Student Services					
Personal Services	2,966,923	2,966,923	987,389	1,979,534	33.28%
Equipment	0	0	650	(650)	0.00%
Contractual Expenses	1,901,745	1,901,745	601,027	1,300,718	31.60%
Employee Benefits	<u>945,923</u>	<u>945,923</u>	<u>345,829</u>	<u>600,094</u>	<u>36.56%</u>
Total Student Services	<u>5,814,591</u>	<u>5,814,591</u>	<u>1,934,895</u>	<u>3,879,696</u>	<u>33.28%</u>
Maintenance and Operation of Plant					
Personal Services	2,216,889	2,216,889	669,999	1,546,890	30.22%
Equipment	11,100	11,100	495	10,605	0.00%
Contractual Expenses	1,662,642	1,662,642	260,004	1,402,638	15.64%
Employee Benefits	<u>748,242</u>	<u>748,242</u>	<u>252,700</u>	<u>495,542</u>	<u>33.77%</u>
Total Maintenance and Operation of Plant	<u>4,638,873</u>	<u>4,638,873</u>	<u>1,183,198</u>	<u>3,455,675</u>	<u>25.51%</u>
Institutional Support					
Personal Services	1,333,374	1,333,374	436,834	896,540	32.76%
Equipment	0	0	0	0	0.00%
Contractual Expenses	395,449	395,449	127,148	268,301	32.15%
Employee Benefits	<u>425,110</u>	<u>425,110</u>	<u>155,755</u>	<u>269,355</u>	<u>36.64%</u>
Total Institutional Support	<u>2,153,933</u>	<u>2,153,933</u>	<u>719,737</u>	<u>1,434,196</u>	<u>33.42%</u>
General Institutional Services					
Personal Services	1,778,236	1,778,236	605,152	1,173,084	34.03%
Equipment	174,500	174,500	9,230	165,270	0.00%
Contractual Expenses	1,138,305	1,138,305	415,440	722,865	36.50%
Employee Benefits	<u>566,941</u>	<u>566,941</u>	<u>216,664</u>	<u>350,277</u>	<u>38.22%</u>
Total General Institutional Services	<u>3,657,982</u>	<u>3,657,982</u>	<u>1,246,486</u>	<u>2,411,496</u>	<u>34.08%</u>
TOTAL APPROPRIATIONS	<u>34,629,180</u>	<u>34,629,180</u>	<u>12,254,651</u>	<u>22,374,529</u>	<u>35.39%</u>

2009-2010 APPROPRIATIONS
SCHEDULE OF EMPLOYEE BENEFITS

PER CENT YEAR 33.00%

	<u>Original Budget</u>	<u>Modified Budget</u>	<u>Expenditures To Date</u>	<u>Unexpended Balance</u>	<u>% Expended</u>
Retirement Incentives	52,000	52,000	34,040	0	0.00%
State Employee's Retirement	510,000	510,000	291,275	218,725	57.11%
State Teacher's Retirement	163,000	163,000	71,577	91,423	43.91%
Optional Retirement Fund	980,000	980,000	341,691	638,309	34.87%
Social Security	1,430,235	1,430,235	514,858	915,377	36.00%
Workers Compensation	115,000	115,000	105,857	9,143	92.05%
Misc Employee Benefits	120,000	120,000	31,646	88,354	26.37%
Disability Insurance	13,000	13,000	3,833	9,167	29.48%
Hospital and Medical Insurance	2,550,812	2,550,812	841,303	1,709,509	32.98%
Employee Tuition Benefits	133,000	133,000	97,850	35,150	73.57%
Life Insurance	10,000	10,000	3,538	6,462	35.38%
Vacation Benefits	60,000	60,000	20,000	40,000	33.33%
Unemployment Insurance	5,000	5,000	10,540	(5,540)	0.00%
Total Employee Benefits	<u>6,142,047</u>	<u>6,142,047</u>	<u>2,368,008</u>	<u>3,756,079</u>	<u>38.55%</u>

TOMPKINS CORTLAND COMMUNITY COLLEGE
REVENUE 2009-2010
FINANCIAL REPORT FOR THE PERIOD ENDING DECEMBER, 2009

PER CENT YEAR 33.00%

	<u>Budget Adopted</u>	<u>Modified Budget</u>	<u>Realized To Date</u>	<u>To Be Realized</u>	<u>% Realized</u>
Tuition					
Fall & Spring	\$12,762,607	\$12,762,607	11,081,551	1,681,056	86.83%
Summer	1,201,986	1,201,986	593	1,201,393	0.05%
Nonresident Tuition	1,620,320	1,620,320	1,807,348	(187,028)	111.54%
Student Fee Revenue (Tech Fee)	974,800	974,800	887,767	87,033	91.07%
Total Tuition	<u>16,559,713</u>	<u>16,559,713</u>	<u>13,777,259</u>	<u>2,782,454</u>	<u>83.20%</u>
Government Appropriations					
New York State	9,861,551	9,861,551	4,818,964	5,042,587	48.87%
Local Sponsors	4,254,915	4,254,915	0	4,254,915	0.00%
Appropriated Cash Surplus			0	0	
Charges to Other Counties	<u>3,249,000</u>	<u>3,249,000</u>	<u>1,586,375</u>	<u>1,662,625</u>	<u>48.83%</u>
Total Government Appropriations	<u>17,365,466</u>	<u>17,365,466</u>	<u>6,405,339</u>	<u>10,960,127</u>	<u>36.89%</u>
Other Revenues					
Service Fees	149,000	149,000	46,907	102,093	31.48%
Interest Earnings	20,000	20,000	4,141	15,859	20.71%
Rental of Real Property	22,000	22,000	7,018	14,982	31.90%
Contract Courses	105,000	105,000	56,386	48,614	53.70%
Noncredit Tuition	190,000	190,000	49,416	140,584	26.01%
Grant Offsets	173,000	173,000	2,407	170,593	1.39%
Unclassified Revenues	<u>45,000</u>	<u>45,000</u>	<u>87,695</u>	<u>(42,695)</u>	<u>194.88%</u>
Total Other Revenues	<u>704,000</u>	<u>704,000</u>	<u>253,970</u>	<u>450,030</u>	<u>36.08%</u>
TOTAL REVENUES	<u>\$34,629,179</u>	<u>\$34,629,179</u>	<u>\$20,436,568</u>	<u>\$14,192,611</u>	<u>59.02%</u>

**TOMPKINS CORTLAND COMMUNITY COLLEGE
CURRENT OPERATING FUND - CASH FORECAST
December 2009 To April 2010**

	<u>DECEMBER</u>	<u>JANUARY</u>	<u>FEBRUARY</u>	<u>MARCH</u>	<u>APRIL</u>
<u>CASH BALANCE - BEGINNING OF PERIOD</u>	\$2,000,980	\$2,117,331	\$1,396,842	\$1,111,353	\$3,048,563
<u>RECEIPTS</u>					
Student Accounts Receivable	\$359,587	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000
Student Financial Aid	\$907,871	\$50,000	\$50,000	\$50,000	\$50,000
Sponsor Payments	\$0	\$659,511	\$659,511	\$659,511	\$659,511
Chargebacks to Other Counties	\$827,597	\$200,000	\$200,000	\$200,000	\$200,000
State Aid	\$2,313,535	\$0	\$0	\$2,222,699	\$0
Repayment of Grant Fund Advances	\$54,357	\$25,000	\$25,000	\$25,000	\$10,000
Repayment of Capital Fund Advances	\$170,000	\$0	\$0	\$0	\$0
Other Receipts	\$126,290	\$120,000	\$120,000	\$120,000	\$120,000
Projected Cash Receipts	<u>\$4,759,237</u>	<u>\$2,554,511</u>	<u>\$2,554,511</u>	<u>\$4,777,210</u>	<u>\$2,539,511</u>
<u>DISBURSEMENTS</u>					
Payments to Students	\$188,436	\$115,000	\$130,000	\$130,000	\$130,000
Accounts Payable	\$1,981,580	\$1,500,000	\$1,000,000	\$1,000,000	\$1,000,000
Payroll and Fringe Benefits	\$2,422,933	\$1,500,000	\$1,700,000	\$1,700,000	\$1,700,000
Grant Fund Advances	\$35,953	\$10,000	\$10,000	\$10,000	\$10,000
Capital Fund Advances	\$13,984	\$150,000	\$0	\$0	\$0
Projected Cash Disbursements	<u>\$4,642,886</u>	<u>\$3,275,000</u>	<u>\$2,840,000</u>	<u>\$2,840,000</u>	<u>\$2,840,000</u>
<u>PROJECTED CASH BALANCE - END OF PERIOD</u>					
MONEY MARKET/ SAVINGS	\$2,067,331	\$1,346,842	\$1,061,353	\$2,998,563	\$2,698,074
CASH IN TIME DEPOSITS	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>
TOTAL CASH IN TIME DEPOSITS	\$2,117,331	\$1,396,842	\$1,111,353	\$3,048,563	\$2,748,074

TOMPKINS CORTLAND COMMUNITY COLLEGE
 CAPITAL FUND SUMMARY
 FINANCIAL REPORT FOR THE PERIOD ENDING DEC 31, 2009

	<u>Original Budget</u>	<u>Amended Budget</u>	<u>Expenditures To Date</u>	<u>Encumbrances</u>	<u>Total Committed</u>	<u>Uncommitted Budget</u>
<u>CAPITAL CONSTRUCTION 1994-95</u>						
Campus Master Plan	<u>8,689,572</u>	<u>7,439,572</u>	<u>7,439,572</u>	<u>0</u>	<u>7,439,572</u>	<u>0</u>
TOTAL	<u>8,689,572</u>	<u>7,439,572</u>	<u>7,439,572</u>	<u>0</u>	<u>7,439,572</u>	<u>0</u>
<u>CAPITAL CONSTRUCTION 2000-2001</u>						
HVAC System Replacement	<u>5,571,250</u>	<u>7,071,250</u>	<u>7,067,173</u>	<u>1,485</u>	<u>7,068,658</u>	<u>2,592</u>
TOTAL	<u>5,571,250</u>	<u>7,071,250</u>	<u>7,067,173</u>	<u>1,485</u>	<u>7,068,658</u>	<u>2,592</u>
<u>CAPITAL CONSTRUCTION 2002-2009</u>						
Administrative Costs	1,236,384	3,781,122	3,588,204	0	3,588,204	192,918
Site Improvements (Phase 1A)	1,332,100	1,954,616	1,854,054	0	1,854,054	100,562
Athletic Facility Construction (Phase 1B)	15,546,945	15,867,354	15,622,108	0	15,622,108	245,246
Interior Renovations (Phase 2A)	2,411,195	2,559,694	2,525,512	0	2,525,512	34,182
Interior Renovations (Phase 2B)	5,667,505	6,417,812	6,131,931	0	6,131,931	285,881
Interior Renovations (Phase 2C)	2,307,885	2,419,883	2,402,248	0	2,402,248	17,635
Office Renovations	135,395	135,395	135,502	0	135,502	-107
Field Irrigation	177,000	204,217	203,031	0	203,031	1,186
Furniture Fixtures & Equipment	<u>1,452,803</u>	<u>1,452,803</u>	<u>1,426,401</u>	<u>0</u>	<u>1,426,401</u>	<u>26,402</u>
TOTAL	<u>30,267,212</u>	<u>34,792,896</u>	<u>33,888,991</u>	<u>0</u>	<u>33,888,991</u>	<u>710,987</u>
CLASSROOM PROJECT 2008-2009	<u>2,000,000</u>	<u>2,000,000</u>	<u>1,215,993</u>		<u>1,215,993</u>	<u>784,007</u>

CAPITAL CASH SUMMARY

CASH BALANCE - DEC 1, 2009

Campus Master Plan Money Market	222,177
Cash in time Deposits	<u>708,000</u>

\$930,177

CASH RECEIPTS

County Payment - Campus Master Plan	0
State Aid	607,926
Reimburse from interfunds	0
Investment Income - Savings	436
Investment Income - CMP	110
Chargeback Revenue	<u>115,684</u>

\$724,156

DISBURSEMENTS

Athletic Facility	
Savings Reimburse Advance from Operat	0
MM Reimburse Advane from Oper	0
HVAC Replacement	0
Campus Master Plan	<u>170,000</u>
	170,000

CASH BALANCE -DEC 31, 2009

Campus Master Plan Money Market	660,213
Cash in Time Deposits	<u>824,120</u>

\$1,484,333

TOMPKINS CORTLAND COMMUNITY COLLEGE

TREASURER'S REPORT

JANUARY 31, 2010

TOMPKINS CORTLAND COMMUNITY COLLEGE

INDEX TO TREASURER'S REPORT

JANUARY 31, 2010

NARRATIVE HIGHLIGHTS	PAGE 1-2
BALANCE SHEET	PAGE 3
APPROPRIATIONS	PAGE 4-6
REVENUES	PAGE 7
CASH FORECAST	PAGE 8
CAPITAL FUND SUMMARY	PAGE 9

CASH AND TEMPORARY INVESTMENTS - (PAGE 3)

Our present cash in time deposits consists of \$1,381,755 in a money market savings account averaging .50% interest earnings for Jan and \$358,700 in savings. The maximum amount available for investment will fluctuate with a peak of \$3,000,000 available over the next six months.

ACCOUNTS RECEIVABLE - (PAGE 3)

Accounts Receivable from students of \$10,601,723 is up slightly from 10,424,294. Student receivables are underwritten by various funding agencies such as TAP, PELL, TRA, Student Loan and local employers.

DUE FROM OTHER GOVERNMENTS AND FUNDS - (PAGE 3)

Out of county chargebacks have an outstanding balance of \$200,474. The interfunds account balance of \$2,746,069 consists of federal, state grant and capital payments made by the current operating fund. Reimbursement from other funds is in transit at the end of each period.

LIABILITIES - (PAGE 3)

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

FUND BALANCE - (PAGE 3)

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

TOTAL EXPENDITURES - (PAGES 4-6)

As of Jan. 31, total expenditures amounted to \$14,598,608 or 42.2% of the 2009-2010 budget. Comparable expenditures for period two last year were \$13,289,108 or 41.1% of the 2008-2009 budget.

TOTAL REVENUES - (PAGE 7)

Revenues to date of \$22,320,435 are 64.46% of the revenue budget. Prior year revenues were \$20,426,294 are 63.2% of total budgeted revenue

CAPITAL FUNDS - (PAGE 9)

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

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

The 2002-2009 Capital Construction Budget totals \$34,253,262. As of January 2009, \$33,888,911 has been committed.

**TOMPKINS CORTLAND COMMUNITY COLLEGE
BALANCE SHEET
December 2009**

	Current Month <u>01/31/2010</u>	Previous Month <u>12/31/2009</u>	Previous Year <u>1/31/2009</u>
ASSETS			
Cash in Demand Deposit	\$358,698	\$276,276	\$453,769
Cash in Time Deposits	1,381,757	1,839,325	1,551,680
Petty Cash	1,730	1,730	1,730
Accounts Receivable--Students	10,601,723	10,423,964	8,365,883
Accounts Receivable--Misc.	213,289	230,848	5,197
Prepaid Expenses	(51,393)	(46,595)	(85,748)
Due From Other Funds	2,780,173	2,426,265	2,356,293
Due From Sponsor Governments	0	0	0
Due From State Governments	0	0	10,435
Due From Other Governments	\$200,474	\$855,164	330,348
	<u>\$15,486,451</u>	<u>\$16,006,977</u>	<u>\$12,989,587</u>
TOTAL ASSETS			
LIABILITIES AND SURPLUS			
Vouchers Payable	\$24,815	\$4,704	\$23,710
Payroll Liabilities	1,140,447	1,054,167	1,918,730
Student Financial Aid Liabilities	771,535	764,808	637,850
Accrued Liabilities	4,889,107	4,853,665	2,604,468
Due to Other Funds	(3,559)	(2,667)	254,903
Due to State Governments	0	26,148	0
Student Tuition Collected in Advance	0	0	0
Fund Balance	1,086,971	1,086,971	511,441
Revenue Over (Under) Expenditures	7,577,125	8,219,181	7,038,485
	<u>\$15,486,441</u>	<u>\$16,006,977</u>	<u>\$12,989,587</u>
TOTAL LIABILITIES AND SURPLUS			

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

	PER CENT YEAR					42.00%
	<u>Original Budget</u>	<u>Modified Budget</u>	<u>Expenditures To Date</u>	<u>Unexpended Balance</u>	<u>% Expended</u>	
Instruction						
Personal Services	8,829,493	8,829,493	4,140,160	4,689,333	46.89%	
Equipment	22,500	22,500	104	22,396	0.00%	
Contractual Expenses	3,496,948	3,496,948	1,306,658	2,190,290	37.37%	
Employee Benefits	<u>2,815,043</u>	<u>2,815,043</u>	<u>1,449,169</u>	<u>1,365,874</u>	51.48%	
Total Instruction	<u>15,163,984</u>	<u>15,163,984</u>	<u>6,896,091</u>	<u>8,267,893</u>	<u>45.48%</u>	
Public Service						
Personal Services	51,923	51,923	16,609	35,314	31.99%	
Equipment				0	0.00%	
Contractual Expenses	575	575	0	575	0.00%	
Employee Benefits	<u>16,554</u>	<u>16,554</u>	<u>5,813</u>	<u>10,741</u>	35.12%	
Total Public Service	<u>69,052</u>	<u>69,052</u>	<u>22,422</u>	<u>46,630</u>	<u>32.47%</u>	
Academic Support						
Personal Services	1,429,652	1,429,652	574,177	855,475	40.16%	
Equipment	76,900	76,900	73,924	2,976	0.00%	
Contractual Expenses	299,718	299,718	126,754	172,964	42.29%	
Employee Benefits	<u>455,806</u>	<u>455,806</u>	<u>200,606</u>	<u>255,200</u>	<u>44.01%</u>	
Total Academic Support	<u>2,262,076</u>	<u>2,262,076</u>	<u>975,461</u>	<u>1,286,615</u>	<u>43.12%</u>	
Libraries						
Personal Services	528,284	528,284	222,979	305,305	42.21%	
Equipment			0	0	0.00%	
Contractual Expenses	171,976	171,976	94,255	77,721	54.81%	
Employee Benefits	<u>168,429</u>	<u>168,429</u>	<u>78,043</u>	<u>90,386</u>	<u>46.34%</u>	
Total Libraries	<u>868,689</u>	<u>868,689</u>	<u>395,277</u>	<u>473,412</u>	<u>45.50%</u>	

APPROPRIATIONS 2009-2010 (Cont.)

PER CENT YEAR

42.00%

	<u>Original Budget</u>	<u>Original Budget</u>	<u>Expenditures To Date</u>	<u>Unexpended Balance</u>	<u>% Expended</u>
Student Services					
Personal Services	2,966,923	2,966,923	1,222,783	1,744,140	41.21%
Equipment	0	0	650	(650)	0.00%
Contractual Expenses	1,901,745	1,901,745	676,301	1,225,444	35.56%
Employee Benefits	<u>945,923</u>	<u>945,923</u>	<u>428,217</u>	<u>517,706</u>	<u>45.27%</u>
Total Student Services	<u>5,814,591</u>	<u>5,814,591</u>	<u>2,327,951</u>	<u>3,486,640</u>	<u>40.04%</u>
Maintenance and Operation of Plant					
Personal Services	2,216,889	2,216,889	848,814	1,368,075	38.29%
Equipment	11,100	11,100	2,324	8,776	0.00%
Contractual Expenses	1,662,642	1,662,642	402,490	1,260,152	24.21%
Employee Benefits	<u>748,242</u>	<u>748,242</u>	<u>319,835</u>	<u>428,407</u>	<u>42.74%</u>
Total Maintenance and Operation of Plant	<u>4,638,873</u>	<u>4,638,873</u>	<u>1,573,463</u>	<u>3,065,410</u>	<u>33.92%</u>
Institutional Support					
Personal Services	1,333,374	1,333,374	535,883	797,491	40.19%
Equipment	0	0	0	0	0.00%
Contractual Expenses	395,449	395,449	157,345	238,104	39.79%
Employee Benefits	<u>425,110</u>	<u>425,110</u>	<u>191,124</u>	<u>233,986</u>	<u>44.96%</u>
Total Institutional Support	<u>2,153,933</u>	<u>2,153,933</u>	<u>884,352</u>	<u>1,269,581</u>	<u>41.06%</u>
General Institutional Services					
Personal Services	1,778,236	1,778,236	748,760	1,029,476	42.11%
Equipment	174,500	174,500	54,783	119,717	0.00%
Contractual Expenses	1,138,305	1,138,305	455,800	682,505	40.04%
Employee Benefits	<u>566,941</u>	<u>566,941</u>	<u>264,248</u>	<u>302,693</u>	<u>46.61%</u>
Total General Institutional Services	<u>3,657,982</u>	<u>3,657,982</u>	<u>1,523,591</u>	<u>2,134,391</u>	<u>41.65%</u>
TOTAL APPROPRIATIONS	<u>34,629,180</u>	<u>34,629,180</u>	<u>14,598,608</u>	<u>20,030,572</u>	<u>42.16%</u>

2009-2010 APPROPRIATIONS
SCHEDULE OF EMPLOYEE BENEFITS

PER CENT YEAR 42.00%

	<u>Original Budget</u>	<u>Modified Budget</u>	<u>Expenditures To Date</u>	<u>Unexpended Balance</u>	<u>% Expended</u>
Retirement Incentives	52,000	52,000	64,722	0	0.00%
State Employee's Retirement	510,000	510,000	362,091	147,909	71.00%
State Teacher's Retirement	163,000	163,000	81,027	81,973	49.71%
Optional Retirement Fund	980,000	980,000	448,149	531,851	45.73%
Social Security	1,430,235	1,430,235	617,937	812,298	43.21%
Workers Compensation	115,000	115,000	105,806	9,194	92.01%
Misc Employee Benefits	120,000	120,000	64,093	55,907	53.41%
Disability Insurance	13,000	13,000	4,779	8,221	36.76%
Hospital and Medical Insurance	2,550,812	2,550,812	1,084,607	1,466,205	42.52%
Employee Tuition Benefits	133,000	133,000	131,200	1,800	98.65%
Life Insurance	10,000	10,000	4,426	5,574	44.26%
Vacation Benefits	60,000	60,000	25,000	35,000	41.67%
Unemployment Insurance	5,000	5,000	22,924	(17,924)	0.00%
Total Employee Benefits	<u>6,142,047</u>	<u>6,142,047</u>	<u>3,016,761</u>	<u>3,138,008</u>	<u>49.12%</u>

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

PER CENT YEAR 42.00%

	<u>Budget Adopted</u>	<u>Modified Budget</u>	<u>Realized To Date</u>	<u>To Be Realized</u>	<u>% Realized</u>
Tuition					
Fall & Spring	\$12,762,607	\$12,762,607	12,337,663	424,944	96.67%
Summer	1,201,986	1,201,986	593	1,201,393	0.05%
Nonresident Tuition	1,620,320	1,620,320	1,569,173	51,147	96.84%
Student Fee Revenue (Tech Fee)	974,800	974,800	994,245	(19,445)	101.99%
Total Tuition	<u>16,559,713</u>	<u>16,559,713</u>	<u>14,901,674</u>	<u>1,658,039</u>	<u>89.99%</u>
Government Appropriations					
New York State	9,861,551	9,861,551	4,818,964	5,042,587	48.87%
Local Sponsors	4,254,915	4,254,915	659,511	3,595,404	15.50%
Appropriated Cash Surplus			0	0	
Charges to Other Counties	<u>3,249,000</u>	<u>3,249,000</u>	<u>1,586,375</u>	<u>1,662,625</u>	<u>48.83%</u>
Total Government Appropriations	<u>17,365,466</u>	<u>17,365,466</u>	<u>7,064,850</u>	<u>10,300,616</u>	<u>40.68%</u>
Other Revenues					
Service Fees	149,000	149,000	105,497	43,503	70.80%
Interest Earnings	20,000	20,000	5,316	14,684	26.58%
Rental of Real Property	22,000	22,000	8,903	13,097	40.47%
Contract Courses	105,000	105,000	48,486	56,514	46.18%
Noncredit Tuition	190,000	190,000	78,173	111,827	41.14%
Grant Offsets	173,000	173,000	33,060	139,940	19.11%
Unclassified Revenues	<u>45,000</u>	<u>45,000</u>	<u>74,476</u>	<u>(29,476)</u>	<u>165.50%</u>
Total Other Revenues	<u>704,000</u>	<u>704,000</u>	<u>353,911</u>	<u>350,089</u>	<u>50.27%</u>
TOTAL REVENUES	<u>\$34,629,179</u>	<u>\$34,629,179</u>	<u>\$22,320,435</u>	<u>\$12,308,744</u>	<u>64.46%</u>

**TOMPKINS CORTLAND COMMUNITY COLLEGE
CURRENT OPERATING FUND - CASH FORECAST
January 2010 To May 2010**

	<u>JANUARY</u>	<u>FEBRUARY</u>	<u>MARCH</u>	<u>APRIL</u>	<u>MAY</u>
<u>CASH BALANCE - BEGINNING OF PERIOD</u>	\$2,117,331	\$1,742,185	\$1,731,402	\$4,498,612	\$3,247,829
<u>RECEIPTS</u>					
Student Accounts Receivable	\$1,526,435	\$450,000	\$400,000	\$500,000	\$400,000
Student Financial Aid	\$84,106	\$5,000,000	\$3,000,000	\$50,000	\$50,000
Sponsor Payments	\$659,511	\$404,217	\$659,511	\$404,217	\$659,511
Chargebacks to Other Counties	\$576,736	\$200,000	\$550,000	\$550,000	\$200,000
State Aid	\$0	\$0	\$2,222,699	\$0	\$0
Repayment of Grant Fund Advances	\$20,944	\$25,000	\$25,000	\$10,000	\$10,000
Repayment of Capital Fund Advances	\$0	\$0	\$0	\$0	\$0
Other Receipts	\$61,986	\$120,000	\$120,000	\$120,000	\$120,000
Projected Cash Receipts	<u>\$2,929,718</u>	<u>\$6,199,217</u>	<u>\$6,977,210</u>	<u>\$1,634,217</u>	<u>\$1,439,511</u>
<u>DISBURSEMENTS</u>					
Payments to Students	\$112,742	\$3,500,000	\$1,500,000	\$175,000	\$130,000
Accounts Payable	\$1,753,205	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Payroll and Fringe Benefits	\$1,430,597	\$1,700,000	\$1,700,000	\$1,700,000	\$1,700,000
Grant Fund Advances	\$8,320	\$10,000	\$10,000	\$10,000	\$10,000
Capital Fund Advances	\$0	\$0	\$0	\$0	\$0
Projected Cash Disbursements	<u>\$3,304,864</u>	<u>\$6,210,000</u>	<u>\$4,210,000</u>	<u>\$2,885,000</u>	<u>\$2,840,000</u>
<u>PROJECTED CASH BALANCE - END OF PERIOD</u>					
MONEY MARKET/ SAVINGS	\$1,692,185	\$1,681,402	\$4,448,612	\$3,197,829	\$1,797,340
CASH IN TIME DEPOSITS	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>	<u>\$50,000</u>
TOTAL CASH IN TIME DEPOSITS	\$1,742,185	\$1,731,402	\$4,498,612	\$3,247,829	\$1,847,340

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

	<u>Original Budget</u>	<u>Amended Budget</u>	<u>Expenditures To Date</u>	<u>Encumbrances</u>	<u>Total Committed</u>	<u>Uncommitted Budget</u>
<u>CAPITAL CONSTRUCTION 1994-95</u>						
Campus Master Plan	<u>8,689,572</u>	<u>7,439,572</u>	<u>7,439,572</u>	<u>0</u>	<u>7,439,572</u>	<u>0</u>
TOTAL	<u>8,689,572</u>	<u>7,439,572</u>	<u>7,439,572</u>	<u>0</u>	<u>7,439,572</u>	<u>0</u>
<u>CAPITAL CONSTRUCTION 2000-2001</u>						
HVAC System Replacement	<u>5,571,250</u>	<u>7,071,250</u>	<u>7,067,173</u>	<u>1,485</u>	<u>7,068,658</u>	<u>2,592</u>
TOTAL	<u>5,571,250</u>	<u>7,071,250</u>	<u>7,067,173</u>	<u>1,485</u>	<u>7,068,658</u>	<u>2,592</u>
<u>CAPITAL CONSTRUCTION 2002-2009</u>						
Administrative Costs	1,236,384	3,781,122	3,588,204	0	3,588,204	192,918
Site Improvements (Phase 1A)	1,332,100	1,954,616	1,854,054	0	1,854,054	100,562
Athletic Facility Construction (Phase 1B)	15,546,945	15,867,354	15,622,108	0	15,622,108	245,246
Interior Renovations (Phase 2A)	2,411,195	2,559,694	2,525,512	0	2,525,512	34,182
Interior Renovations (Phase 2B)	5,667,505	6,417,812	6,131,931	0	6,131,931	285,881
Interior Renovations (Phase 2C)	2,307,885	2,419,883	2,402,248	0	2,402,248	17,635
Office Renovations	135,395	135,395	135,502	0	135,502	-107
Field Irrigation	177,000	204,217	203,031	0	203,031	1,186
Furniture Fixtures & Equipment	<u>1,452,803</u>	<u>1,452,803</u>	<u>1,426,401</u>	<u>0</u>	<u>1,426,401</u>	<u>26,402</u>
TOTAL	<u>30,267,212</u>	<u>34,792,896</u>	<u>33,888,991</u>	<u>0</u>	<u>33,888,991</u>	<u>710,987</u>
CLASSROOM PROJECT 2008-2009	<u>2,000,000</u>	<u>2,000,000</u>	<u>1,215,993</u>		<u>1,215,993</u>	<u>784,007</u>

CAPITAL CASH SUMMARY

CASH BALANCE - JAN 1, 2010

Campus Master Plan Money Market	660,213
Cash in time Deposits	<u>824,120</u>

\$1,484,333

DISBURSEMENTS

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

CASH RECEIPTS

County Payment - Campus Master Plan	0
State Aid	0
Reimburse from interfunds	0
Investment Income - Savings	0
Investment Income - CMP	301
Chargeback Revenue	<u>0</u>

\$301

CASH BALANCE -JAN 31, 2010

Campus Master Plan Money Market	660,514
Cash in Time Deposits	<u>824,120</u>

\$1,484,634

**TOMPKINS CORTLAND COMMUNITY COLLEGE
RESOLUTION 2009-2010-24**

APPOINTMENT OF PERSONNEL

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

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

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

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

STATE OF NEW YORK:

SS:

COUNTY OF TOMPKINS:

I, CATHY A. NORTHROP, CLERK of the Board of Trustees of Tompkins Cortland Community College, **DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 25th day of February 2010, and the same is a complete copy of the whole of such resolution.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 25th day of February 2010.

Clerk of the Board of Trustees
Tompkins Cortland Community College

Appointment of Personnel
February 18, 2010
Presented to the Board of Trustees

Employee	Department	Title/Rank	Grade	Salary	Employment Dates
November 2009					
Booth, Mark	Concurrent Enrollment - Chemistry Department	Adjunct	N/A	166.40	11/09/09 - 1/15/10
Gammage-Sikora, Gina	Concurrent Enrollment - Foreign Language Dept	Adjunct	N/A	166.40	11/09/09 - 1/15/10
Sinclair, Lorraine	Concurrent Enrollment - English Department	Adjunct	N/A	83.20	11/09/09 - 1/15/10
Sloan, Cindy	Concurrent Enrollment - Sociology Department	Adjunct	N/A	582.40	11/09/09 - 1/15/10
Stremlin, Tatiana	Concurrent Enrollment - Music Department	Adjunct	N/A	582.40	11/09/09 - 1/15/10
December 2009					
Kobre, Michael	Develop asynchronous course methodology BIOL	Adjunct	N/A	2852.76	12/15/09 - 1/21/10
January 2010					
Heffner, William	Seasonal Admissions Advisor	Adjunct	N/A	2353.05	1/04/10 - 1/02/10
Dickerson, Nancy	Intervention Advisement	Adjunct	N/A	528.26	1/05/10 - 1/08/10
McGraw, Michael	Entry-Level Advisement	Adjunct	N/A	843.12	1/06/10 - 1/08/10
Dickerson, Nancy	Intervention Advisement	Adjunct	N/A	491.40	1/11/10 - 1/14/10
McGraw, Michael	Entry-Level Advisement	Adjunct	N/A	1522.30	1/11/10 - 1/15/10
McGraw, Michael	Entry-Level Advisement	Adjunct	N/A	889.96	1/19/10 - 1/21/10
Baker, Shauna	Dr. Lucille S. Baker Commons	Tutor	N/A	2024.40	1/14/10 - 5/14/10
Barens, Julia	Dr. Lucille S. Baker Commons	Tutor	N/A	4098.30	1/14/10 - 5/14/10
DeGaetano, Margaret	Dr. Lucille S. Baker Commons	Tutor	N/A	7808.13	1/14/10 - 5/14/10
Ketola, Mark	Dr. Lucille S. Baker Commons	Tutor	N/A	3,051.06	1/14/10 - 5/14/10
MacDowell, Gary	Co-coordinate Fitness courses with P. Mercer	Adjunct	N/A	651.71	1/14/10 - 5/14/10
MacRae, Austin	Dr. Lucille S. Baker Commons	Tutor	N/A	3,808.35	1/14/10 - 5/14/10
Ozolins, Peter	Dr. Lucille S. Baker Commons	Tutor	N/A	3,235.50	1/14/10 - 5/14/10
Perkins, Donald	Engineering Duties in the Radio Studio	Adjunct	N/A	1,400.00	1/14/10 - 5/20/10
Pizarro, Elena	Dr. Lucille S. Baker Commons	Tutor	N/A	7,592.64	1/14/10 - 5/14/10
Pospisil, Pamela	Dr. Lucille S. Baker Commons	Tutor	N/A	750.00	1/14/10 - 5/14/10
Price, S. Lee	Program Chair for EMT Program	Adjunct	N/A	2,220.00	1/14/10 - 5/20/10
Rattray, Jamie	Co-coordinate Health courses	Adjunct	N/A	1,525.06	1/14/10 - 5/18/10
Sill, Angela	Dr. Lucille S. Baker Commons	Tutor	N/A	2,602.80	1/14/10 - 5/14/10
Van de Bogart, Patricia	Campus Technology	A.V. Aide	D	*31897.46	1/21/2010
Ackley, Jeannie	NURS 220-M27	Adjunct	N/A	8305.00	1/21/10 - 5/14/10
Beggren, Beverly	NURS 120-M21	Adjunct	N/A	1,358.91	1/21/10 - 5/14/10
Blom, Ronna	NURS 225-M24	Adjunct	N/A	8,855.00	1/21/10 - 5/14/10
Blom, Ronna	Nursing Meetings	Adjunct	N/A	690.00	1/21/10 - 5/14/10
Boden, Brandy	RECR Research Project with SUNY Cortland	Adjunct	N/A	2,265.00	1/21/10 - 5/14/10
Brunner, Tracey	College Forum Secretary	Adjunct	N/A	772.33	1/21/10 - 5/14/10
Buchanan, Patricia	CTC Adjunct Service Coordinator	Adjunct	N/A	2,216.25	1/21/10 - 5/14/10
Carr, Kyle	Coverage for Communications Cage	Adjunct	N/A	1,941.30	1/21/10 - 5/14/10
Church, Kelly	NURS 225-M24	Adjunct	N/A	1,358.91	1/21/10 - 5/14/10
DeBolt, Amanda	NRUS 120-M22	Adjunct	N/A	4,152.50	1/21/10 - 5/14/10
Doty, Diana	NURS 120-M23	Adjunct	N/A	1,449.00	1/21/10 - 5/14/10
Gammage-Sikora, Gina	Foreign Language lab work, tutoring, etc.	Adjunct	N/A	3,939.60	1/21/10 - 5/14/10
Hamlisch, Betty	NURS 225-M24	Adjunct	N/A	5,417.50	1/21/10 - 5/14/10
Harris, Kevin	NURS 225-M22	Adjunct	N/A	8,305.00	1/21/10 - 5/14/10
Howard, Kara	NURS 225-M23	Adjunct	N/A	1,358.91	1/21/10 - 5/14/10
Kuck, Carol	NURS 120-M27	Adjunct	N/A	1,358.91	1/21/10 - 5/14/10
McGee, Louise	NURS 225	Adjunct	N/A	5,417.50	1/21/10 - 5/14/10
McGill, Kelly	NURS 120-M26	Adjunct	N/A	1,358.91	1/21/10 - 5/14/10
Miller, Jennifer	NURS 225-M25	Adjunct	N/A	1,358.91	1/21/10 - 5/14/10
Myers, Deb	NURS 225-M21	Adjunct	N/A	1,358.91	1/21/10 - 5/14/10

February 18, 2010
Presented to the Board of Trustees

Employee	Department	Title/Rank	Grade	Salary	Employment Dates
January 2010 continued					
Myers, Melissa	Cornell AESP Program	Adjunct	N/A	1,132.50	1/21/10 - 5/14/10
Rumsey, Christy	NURS 120-M24	Adjunct	N/A	8,305.00	1/21/10 - 5/14/10
Rumsey, Christy	Nursing Meetings	Adjunct	N/A	647.10	1/21/10 - 5/14/10
Schafer, Patricia	NURS 222-M21	Adjunct	N/A	8,855.00	1/21/10 - 5/14/10
Wilson, Suzanne	NURS 120-M26	Adjunct	N/A	8,305.00	1/21/10 - 5/14/10
Wilson, Valerie	NURS 120-225	Adjunct	N/A	2,717.82	1/21/10 - 5/14/10
Wright, Rachael	NURS 120 FLD	Adjunct	N/A	1,358.91	1/21/10 - 5/14/10
Zusman, Neil	Adjunct Reference Librarian	Adjunct	N/A	8,051.25	1/22/10 - 5/14/10
Rosekrans, Linda	Provide reading, grading srvs. etc. for Dr. Pukstas	Adjunct	N/A	1,688.40	1/27/10 - 5/14/10
February 2010					
Plumeau, Margaret	Borg Warner Math Review	Adjunct	N/A	160.00	2/05/10 - 2/06/10
Donlick, Christel	Borg Warner Math Review	Adjunct	N/A	160.00	2/05/10 - 2/06/10
Gutierrez, Norma	InDesign CS3 Level I workshop	Adjunct	N/A	480.00	2/05/10 - 2/19/10
Maus, Maureen	Borg Warner Math review and testing	Adjunct	N/A	2475.00	2/05/10 - 2/13/10
DeGaetano, Margaret	Master Course Syllabus Revision METR 101	Adjunct	N/A	27.73	02/09/10
Hesse, Ralph	Master Course Syllabus Revision PSYC 218	Adjunct	N/A	27.73	02/09/10
Kidder, Jennifer	Master Course Syllabus Revision GEOL 101	Adjunct	N/A	27.73	02/09/10
Ryan, Jessica	Master Course Syllabus Revision SOCE 201	Adjunct	N/A	27.73	02/09/10
Gutierrez, Norma	InDesign CS3 Level II workshop	Adjunct	N/A	480.00	2/26/10 - 3/12/10

*Annual salary to be prorated

Appt of Personnel Feb 2010

**TOMPKINS CORTLAND COMMUNITY COLLEGE
RESOLUTION 2009-2010-25**

RESTORATION OF PROPOSED STATE BUDGET CUTS AND CHANGES TO TAP

WHEREAS, Tompkins Cortland Community College and other New York community colleges continue to experience a strong demand on the part of students, their parents, and others in our community who rely on us for educational programs to upgrade their skills for employment purposes, to retrain for different workforce and employment opportunities, and to prepare for transfer to four-year institutions, and

WHEREAS, Tompkins Cortland Community College has grown nearly 100 percent in enrollment over the course of the last 13 years and in fall 2009 experienced a 14½ percent growth in enrollment, and in spring 2010 an additional eleven percent growth in enrollment, and

WHEREAS, this demand for our services requires that we provide a high quality, cost effective range of academic programs to meet our local workforce needs and economic development demands, and

WHEREAS, State support for our community colleges has remained at the same level for three years in a row and during the current budget year, that rate was decreased by \$130 per FTE (a five percent cut) during the middle of the academic year, and

WHEREAS, the Governor's proposed 2010-2011 budget further reduces our base aid by \$285 per FTE, for a total of a fifteen and a half percent cut over the 2009-2010 budget year, and

WHEREAS, the total impact of the combined cuts is over \$1.6 million in lost revenue for TC3 for 2010-2011, and

WHEREAS, the Governor's proposed 2010-2011 budget cuts the maximum award for the State's Tuition Assistance Program (TAP), a program on which nearly eighty percent of our students rely for helping them to pay for tuition, and

WHEREAS, the impact of the Governor's proposed cuts potentially reduces access for students to attend community colleges, as well as their access to higher education, so vitally needed in this time of economic uncertainty, and

WHEREAS, the proposed cuts would have a devastating impact on Tompkins Cortland Community College's ability to sustain instructional, academic, and non-academic support services to our students and our communities, be it therefore

RESOLVED, that the Board of Trustees of Tompkins Cortland Community College strongly encourages the State to restore the Governor's proposed \$285 cut to our community colleges, and be it further

RESOLVED, that the Board of Trustees of Tompkins Cortland Community College strongly advocates for the restoration of the proposed cuts and changes to the State's Tuition Assistance Program, and be it further

RESOLVED, that the Board of Trustees of Tompkins Cortland Community College authorizes its Chairperson to convey these sentiments to our State legislative representatives.

STATE OF NEW YORK:

SS:

COUNTY OF TOMPKINS:

I, CATHY A. NORTHROP, CLERK of the Board of Trustees of Tompkins Cortland Community College, **DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 25th day of February 2010, and the same is a complete copy of the whole of such resolution.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 25th day of February 2010.

Clerk of the Board of Trustees
Tompkins Cortland Community College

**TOMPKINS CORTLAND COMMUNITY COLLEGE
RESOLUTION 2009-2010-30**

SUSTAINABILITY/ENERGY STAR PROCUREMENT POLICY

WHEREAS, members of the Sustainability Council have recommended that Tompkins Cortland Community College adopt a Sustainability /Energy Star Procurement Policy as a tangible action in the fulfillment of the American College and University President's Climate Commitment, and

WHEREAS, the attached Sustainability/Energy Star Procurement Policy has been reviewed and recommended by the College Forum, be it therefore

RESOLVED, that the Board of Trustees of Tompkins Cortland Community College hereby approves the adoption of the Sustainability/Energy Star Procurement Policy as written.

STATE OF NEW YORK:

SS:

COUNTY OF TOMPKINS:

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

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

Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 25th day of February 2010, and the same is a complete copy of the whole of such resolution.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 25th day of February 2010.

Clerk of the Board of Trustees
Tompkins Cortland Community College

Date: February 15, 2010

To: Blixey Taetzsch

From: Kevin Caveney

Re: Sustainability/Energy Star Procurement Policy Proposal

In June, 2009 members of the Sustainability Council presented the attached **Sustainability/Energy Star Procurement Policy Proposal** to the Provost's Council. The proposal was endorsed and agreed upon by the council, and it was recommended that it be shared with the College Forum. The council did not feel that conducting a public forum was necessary. On November 18th, 2009, the proposal was presented to the College Forum and was unanimously approved by members of the Forum. The goal of this proposal is to implement a written policy which addresses the area of sustainability as part of the decision making process in regard to procurement. The proposal was created as a tangible action in fulfillment of The American College & University President's Climate Commitment. The goal of the Commitment is to move toward climate neutrality – whereby the College is not impacting the environment in a negative manner. The Sustainability Council recommends the adoption of the attached proposal as a procurement policy for Tompkins Cortland Community College.

Kevin Caveney
Purchasing, Member of Sustainability Council
Tompkins Cortland Community College

Sustainability/Energy Star Procurement Policy Proposal

In April 2008 President Carl Haynes signed The American College & University President's Climate Commitment. According to the Implementation Guide of the Commitment, we must establish and implement several 'tangible actions'. One of the tangible actions recommended by the Sustainability Council is the establishment of a Sustainability/Energy Star Procurement Policy.

Our goal is to incorporate sustainability and environmental impact as part of the decision making process for all types of procurement at TC3, provide leadership, and promote awareness in the area of sustainability. The Sustainability Committee recommends that TC3 adopt a policy as follows:

In an effort to meet the goals of the Climate Commitment to reduce energy usage, lower the negative impact on the environment, and to realize long term cost savings, TC3 will purchase when applicable and whenever possible, ENERGY STAR* rated products in all areas for which the ENERGY STAR ratings exist. Items with the ENERGY STAR rating will be purchased in preference to those items without the rating unless there is substantial evidence or reasoning as to why a similar item without the rating should be purchased. Such reasoning will be documented and must be approved by the Dean of Operations and Enrollment Management. Furthermore, efforts will be made by the College to procure environmentally friendly goods and services where the Energy Star rating may not be available. The College will make efforts to obtain goods and services which feature 'green', environmentally beneficial attributes.

Examples include the purchase of:

- Products produced using wind, solar, or other sustainable energy sources;
- Products which provide energy savings, products containing recycled materials;
- Products which are free of hazardous or toxic chemicals; and
- Purchasing from vendors who are making efforts in the area of environmental responsibility.

As part of the request for proposal or bid processes, when applicable, the College will ask potential vendors to demonstrate their efforts in the area of sustainability. There are currently more than 50 categories for ENERGY STAR rated products. The Purchasing Office will be available to assist departments to determine if desired product categories are ENERGY STAR eligible.

*ENERGY STAR ® is a program that was first developed in 1992 by the US Environmental Protection Agency (EPA) as a method to identify and promote products that are energy efficient. (http://housewares.about.com/od/majorappliances/f/energystar_RO.htm) Requirements to earn the rating vary among categories but typically have a 10% – 50% energy savings from standard products, resulting in both long term and short term energy cost reduction and in less harmful effects on the environment. The ENERGY STAR website (<http://www.energystar.gov/index.cfm?c=home.index>) is a source for general and product information.

**TOMPKINS CORTLAND COMMUNITY COLLEGE
RESOLUTION 2009-2010-26**

ACCOUNTING A.S. DEGREE PROGRAM

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

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

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

<p>STATE OF NEW YORK:</p> <p style="text-align: center;">SS:</p> <p>COUNTY OF TOMPKINS:</p>	<p>I, CATHY A. NORTHROP, CLERK of the Board of Trustees of Tompkins Cortland Community College, DO HEREBY CERTIFY the foregoing resolution is a true copy of a resolution duly adopted by the Board of Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 25th day of February, 2010, and the same is a complete copy of the whole of such resolution.</p>
------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

IN WITNESS WHEREOF, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 25th day of February 2010.

Clerk of the Board of Trustees
Tompkins Cortland Community College



**PROGRAM ANNOUNCEMENT
For Undergraduate Programs**

Name of Institution: Tompkins Cortland Community College

Date: 02/11/2010

Proposed program title: Accounting

Proposed degree or other award: Associate in Science

Total Credits: 62-66

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

Academic unit(s) that will offer program: Business

Proposed HEGIS code: 5002

Proposed beginning date: Fall 2010

Program summary: See attachment

Projected enrollment:	When the program begins	After five years
Full-time students	8	25
Part-time students	2	5

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

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

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

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

How much? Will vary each year

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

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

For more information, contact the following academic officer:

Name: Jane F. Hammond

E-mail: hammonj@tc3.edu

Title: Associate Dean of Curriculum

Voice: (607) 844-8211 Ext. 4459

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

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

Curriculum Accounting - A.S.

LOWER DIVISION

Course Title	Cr
ACCT 101 Principles of Accounting I	4
ACCT 102 Principles of Accounting II	4
BUAD 201 Business Law I	3
BUAD 202 Business Law II	3
CAPS 111 Introduction to Word Processing	1
CAPS 121 Introduction to Spreadsheets	1
CAPS 131 Introduction to Databases	1
ECON 120 Principles of Microeconomics	3
ECON 121 Principles of Macroeconomics	3
ENGL 100 Academic Writing I*	3
ENGL 101 Academic Writing II	3
ENGL 102 Approaches to Literature	3
ENGL 201 Fundamentals of Speech	3
SUNY GEN ED Lab Science Elective	3-4
Science Elective	3
MATH 132 College Algebra & Trigonometry OR MATH 135 Precalculus Mathematics OR MATH 201 Calculus I	3-4
MATH 200 Statistics	3
SUNY GEN ED Restricted Elective**	3
SUNY GEN ED Restricted Elective**	3
ACCT, BUAD, OR Liberal Arts Elective	3-4
ACCT, BUAD, OR Liberal Arts Elective	3-4
Unrestricted Elective	3
TOTAL	62-66

UPPER DIVISION (if applicable)

Course Title	Cr

A “C” or better grade is required in ENGL 100, and all ACCT and BUAD courses.

* A student exempted from ENGL 100 must substitute a three credit Liberal Arts Elective.

** Select courses that satisfy two of the following SUNY GEN ED requirements: 4-American History, 5-Western Civilization, 6-Other World Civilization, 8-The Arts, or 9-Foreign Language.

Note: Course requirements satisfy at least seven SUNY General Education requirements: 1- Mathematics; 2- Natural Sciences; 3- Social Sciences; 7-Humanities; 10- Basic Communication; and two of the following: 4-American History, 5- Western Civilization, 6-Other World Civilizations, 8-The Arts, or 9-Foreign Language. One or more of the remaining three requirements could be satisfied by the other elective courses.

Tompkins Cortland Community College Accounting (A.S.)

Program Summary

The purpose of the proposed Accounting A.S. program is to offer students a conceptual framework in accounting, business, economics and general education classes and to prepare them to transfer into a baccalaureate/masters program in Accounting. This curriculum is designed to prepare students for upper level accounting and business courses, to reduce or eliminate credits lost transferring to four year colleges and universities, and to meet full compliance with TC3 and SUNY General Education requirements. The proposed A.S. in Accounting draws from the existing course offerings. No new courses will have to be developed.

Trends in accounting education support programs that are more tailored to the specific needs of the accounting student. The emphasis on mathematics provides a solid foundation to help students succeed in the numerous quantitative courses and meets SUNY General Education requirements. The proposed program also places an emphasis on Business Law and Economics because they are standard curriculum requirements for accounting programs at four year colleges and universities. These courses provide the conceptual framework that students need to understand the role that they will play in an organization and the importance of the accounting profession in the economy and global business environment. The two ACCT, BUAD, or Liberal Arts electives offer flexibility for advising and course selection for transfer students.

There is clearly a strong demand for accounting graduates entering the workforce. The U.S. Department of Labor website reports "Strong growth of accountants and auditor jobs over the 2006-2016 decade is expected to result from stricter accounting and auditing regulations, along with an expanding economy. The best job prospects will be for accountants and auditors who have a college degree or any certification, but especially a CPA. Employment of accountants and auditors is expected to grow by 18 percent between 2006 and 2016, which is faster than the average for all occupations. This occupation will have a very large number of new jobs arise, almost 226,000 over the projections decade." In a September 29, 2009 news release published by the National Association of Colleges and Employers, Accounting (public) and Accounting (private) are two of the top 10 jobs offered to 2009 graduates with average starting salary offers at \$49,437 and \$45,859 respectively. Certifications include CPA (certified public accountant), CMA (certified management accountant), CFE (certified fraud examiner), CFM (certified financial management), and CIA (certified internal auditor).

The mission of Tompkins Cortland Community College is to serve our community by meeting educational needs, creating an environment for student success, and preparing our students and for citizenship in a global society. Encouraging our students to continue their education and providing transfer opportunities creates an environment for student success. Offering an A.S. in Accounting is consistent with our mission and values.

**TOMPKINS CORTLAND COMMUNITY COLLEGE
RESOLUTION 2009-2010-27**

CHEMICAL DEPENDENCY COUNSELING CERTIFICATE PROGRAM

WHEREAS, as a result of various studies indicating community interest and need, a proposal has been developed for a Chemical Dependency Counseling Certificate Program, and

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

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

STATE OF NEW YORK:

SS:

COUNTY OF TOMPKINS:

I, CATHY A. NORTHROP, CLERK of the Board of Trustees of Tompkins Cortland Community College, **DO HEREBY CERTIFY** the foregoing resolution is a true copy of a resolution duly adopted by the Board of Trustees of Tompkins Cortland Community College at a regular meeting of said Board on the 25th day of February, 2010, and the same is a complete copy of the whole of such resolution.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 25th day of February 2010.

Clerk of the Board of Trustees
Tompkins Cortland Community College



**PROGRAM ANNOUNCEMENT
For Undergraduate Programs**

Name of Institution: Tompkins Cortland Community College **Date:** 02-11-2010

Proposed program title: Chemical Dependency Counseling

Proposed degree or other award: Certificate **Total Credits:** 26

If a baccalaureate degree is proposed, will a waiver of external review be requested: (Y/N) N.A.

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

Proposed HEGIS code: 5506

Proposed beginning date: Fall 2010

Program summary: {As an attachment to this cover, summarize (in 400 words or fewer) the purpose, content, and structure of the proposed program and its relationship to the mission of the institution. Also, complete the draft list of required and elective courses in the major, on the reverse.}

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

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

By completing the required coursework, a student will have fulfilled the education and training requirement for New York State CASAC (Credentialed Alcohol and Substance Abuse Counselor).

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

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

If Yes, at what address? Extension centers or online

How much? Scheduling will vary each semester with sections of the required courses possibly offered at one or more of the following locations: the main campus, the Ithaca and Cortland Extension Centers.

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

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

For more information, contact the following academic officer:

Name: Jane F. Hammond

E-mail: hammonj@sunytccc.edu

Title: Associate Dean of Curriculum

Voice: 607-844-8211 x 4459

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

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

**Curriculum
Chemical Dependency Counseling - Certificate**

LOWER DIVISION

Course Title	Cr
CDSC 101 Intro. To Chemical Dependency Counseling	3
CDSC 200 Chemical Dependency Field Work I	4
CDSC 201 Chemical Dependency Counseling Theory	3
CDSC 220 Chemical Dependency Field Work I	4
CDSC 225 Family Counseling and Chemical Dependency	3
HLTH 207 Drug Studies	3
HLTH 208 Alcohol and Alcoholism	3
PSYC 103 Introduction to Psychology	3
TOTAL	26

UPPER DIVISION (if applicable)

Course Title	Cr

Tompkins Cortland Community College
Chemical Dependency Counseling (Certificate)
Program Summary

Presently, Tompkins Cortland Community College offers an A.A.S. program in Chemical Dependency Counseling. This degree program provides graduates with 350 clock hours of New York State Office of Alcohol and Substance Abuse Services (OASAS) approved specific coursework that is needed to obtain a NYS Credentialed Alcoholism and Substance Abuse Counselor (CASAC) credential. In addition to the 350 clock hours of education, a student must complete one to three years (depends on the highest degree completed) of specific work experience in the Chemical Dependency field. The proposed certificate will similarly provide the 350 clock hours of required coursework.

In the past several years, the program chair has received requests from individuals who:

- a) Have a terminal degree, but are seeking addiction specific hours
- b) Are requesting a certificate program, but are disinterested in the degree program
- c) Have broader interests in addiction beyond the counseling courses
- d) Want to complete coursework for the NYS CASAC (Credentialed Alcohol and Substance Abuse Counselor).
- e) Want to complete course requirements entirely or partially online

In addition, the Chemical Dependency Counseling program chair has recently submitted and received approval from the New York State Office of Alcohol and Substance Abuse Services for funding for ten eligible, per the American Recovery and Reinvestment Act, students to pursue this educational certificate program.

This program is not meant to replace or compete with the existing degree program. It is intended to provide options for individuals who are seeking career paths in the Chemical Dependency field. All of the required courses will count towards the A.A.S. degree in Chemical Dependency Counseling.

The mission of Tompkins Cortland Community College is to serve our community by meeting educational needs, creating an environment for student success, and preparing our students for success in a global society. Encouraging students to continue their education for professional career advancement in the Chemical Dependency Counseling field contributes to our communities, and prepares students for success in a global society.

**TOMPKINS CORTLAND COMMUNITY COLLEGE
RESOLUTION 2009-2010-28**

ENTREPRENEURSHIP A.A.S. DEGREE PROGRAM

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

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

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

STATE OF NEW YORK: **I, CATHY A. NORTHROP, 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 25th day of February, 2010, and the same is a complete copy of the whole
of such resolution.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the official seal of Tompkins Cortland Community College to be hereunto affixed this 25th day of February 2010.

Clerk of the Board of Trustees
Tompkins Cortland Community College



**PROGRAM ANNOUNCEMENT
For Undergraduate Programs**

Name of Institution: Tompkins Cortland Community College

Date: 02-11-2010

Proposed program title: Entrepreneurship

Proposed degree or other award: Associate in Applied Science

Total Credits: 62-65

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

Academic unit(s) that will offer program: Business

Proposed HEGIS code: 5004

Proposed beginning date: Fall 2010

Projected enrollment:	When the program begins	After five years
Full-time students	5	15
Part-time students	3	12

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

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

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

If Yes, at what address? The supervised internship will take place at a variety of off-campus small businesses.

How much? Three credits

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

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

For more information, contact the following academic officer:

Name: Jane F. Hammond

E-mail: hammonj@tc3.edu

Title: Associate Dean of Curriculum

Voice: (607) 844-8211 Ext. 4459

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

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

**Curriculum
Entrepreneurship - A.A.S.**

LOWER DIVISION

Course Title	Cr
ACCT 101 Principles of Accounting I	4
ACCT 102 Principles of Accounting II	4
BUAD 103* Entrepreneurship I (formerly BUAD 218)	3
BUAD 108* Sales and Sales Management	3
BUAD 201 Business Law I	3
BUAD 204 Principles of Marketing	3
BUAD 207* Entrepreneurship II	3
BUAD 208 Principles of Management	3
BUAD 212 Quality Customer Service	3
BUAD 264* Entrepreneurial Internship	3
CAPS 121 Introduction to Spreadsheets	1
CAPS 131 Introduction to Databases	1
CAPS 152 Web Page Design	1
ECON 120 Principles of Microeconomics OR ECON 121 Principles of Macroeconomics	3
ENGL 100 Academic Writing I**	3
ENGL 101 Academic Writing II	3
ENGL 201 Fundamentals of Speech OR ENGL 204 Fundamentals of Interpersonal Communication	3
Humanities Elective	3
Restricted MATH Elective (select from MATH 109, MATH 132, MATH 135, MATH 200, OR MATH 201)	3-4
Natural Sciences Elective***	3-4
ACCT, BUAD, OR ECON Elective	3-4
Unrestricted Elective	3
TOTAL	62-65

UPPER DIVISION (if applicable)

Course Title	Cr

A “C” or better grade is required in ENGL 100, and in all BUAD courses.

* New or revised course

** A student exempted from ENGL 100 must substitute a three credit Liberal Arts Elective.

*** SUNY GEN ED Natural Sciences course, or ENV5 102 - Technology and the Environment recommended.

Note: With careful selection of elective courses, a student who decides to transfer to a SUNY institution will be able to satisfy five SUNY General Education requirements: 1- Mathematics; 2- Natural Sciences; 3- Social Sciences; 7-Humanities or 8- The Arts or 9 – Foreign Language; and 10- Basic Communication.

Tompkins Cortland Community College

Entrepreneurship (A.A.S.)

Program Summary

Tompkins Cortland Community College proposes an associate in applied science degree program in Entrepreneurship. The program is designed to promote the acquisition and development of entrepreneurial knowledge and skills. Students will learn how to evaluate, create and successfully develop business opportunities of relevance to them. Graduates of the program will be prepared to begin the exploration of their own new business, or to become intrapreneurs for other business owners.

The curriculum consists of a core of business and entrepreneurial courses in accounting, marketing, economics, customer service, business law and small business management. Specialized courses include Entrepreneurship I, Entrepreneurship II, and Sales and Sales Management. Students will also gain on-the-job experience through the required Entrepreneurial Internship, to be completed in the fourth semester. Overall, the core and specialized courses are intended to provide students with a solid foundation in business with a focus on the development of analytical and problem solving skills. In addition, the development of effective written and oral communication skills, and the ability to function and lead as a member of a team will be emphasized.

One third of the required coursework will be from the liberal arts and sciences including courses in written and oral communication, the humanities, mathematics, the natural sciences and the social sciences.

This program has been developed in response to the dramatic increase in this subject throughout the entire U.S., especially with young people. The Kaufman Foundation, one of the leading entrepreneurial foundations, estimates that in the United States there are over 370,000 entrepreneurial businesses owned by people under the age of 25, and this number is expected to double over the next five years. Recent statistics indicate only 27% of college graduates found jobs this past year. As a result, many young people are turning to entrepreneurship as a means to employment.

The proposed program is closely aligned with the mission statement of Tompkins Cortland Community College, "We service our community by meeting educational needs, creating an environment for student success, and preparing our students and ourselves for citizenship in a global society". The need for the program, both locally and regionally is based on the tremendous growth in entrepreneurialism that is currently occurring. This growth is coming from recently displaced workers, disenfranchised workers from the corporate world, retirees, individuals currently employed, and young people looking to be in charge of their own career and life. Entrepreneurs are crucial to our community's economic vitality since successful entrepreneurs create and develop sustainable enterprises that contribute to more employment opportunities and overall economic growth.

**TOMPKINS CORTLAND COMMUNITY COLLEGE
RESOLUTION 2009-2010-29**

PARALEGAL STUDIES CERTIFICATE PROGRAM

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

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

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

STATE OF NEW YORK: I, CATHY A. NORTHROP, 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 25th day of February, 2010, and the same is a complete copy of the whole
of such resolution.

IN WITNESS WHEREOF, I have hereunto set my
hand and caused the official seal of Tompkins
Cortland Community College to be hereunto affixed
this 25th day of February 2010.

Clerk of the Board of Trustees
Tompkins Cortland Community College



**PROGRAM ANNOUNCEMENT
For Undergraduate Programs**

Name of Institution: Tompkins Cortland Community College **Date:** 02-11-2010

Proposed program title: Paralegal Studies

Proposed degree or other award: Certificate **Total Credits:** 32

If a baccalaureate degree is proposed, will a waiver of external review be requested: (Y/N) N.A.

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

Proposed HEGIS code: 5099

Proposed beginning date: Fall 2010

Program summary: {As an attachment to this cover, summarize (in 400 words or fewer) the purpose, content, and structure of the proposed program and its relationship to the mission of the institution. Also, complete the draft list of required and elective courses in the major, on the reverse.}

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

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

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

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

If Yes, at what address?

How much

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

Required courses will be offered in an on-line format.

For more information, contact the following academic officer:

Name: Jane F. Hammond

E-mail: hammonj@sunyccc.edu

Title: Associate Dean of Curriculum

Voice: 607-844-8211 x 4459

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

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

**Curriculum
Paralegal Studies - Certificate**

LOWER DIVISION

Course Title	Cr
PARA 101 Introduction to Paralegalism	3
PARA 130 Legal Research and Drafting	3
BUAD 201 Business Law I	3
PARA 205 Litigation/Civil Procedure*	3
PARA 210 Real Estate/Property Law*	3
PARA 215 Family Law/Domestic Relations	3
PARA 220 Wills, Trusts, Estate Planning	3
PARA 230 Paralegal Internship	2
PARA 231 Paralegal Seminar	3
PARA Elective**	3
PARA Elective**	3
TOTAL	32

UPPER DIVISION (if applicable)

Course Title	Cr

A "C" or better grade is required in all courses, and a minimum 2.0 GPA is required to complete the certificate.

* Since Paralegal electives are offered once per year, with permission of an advisor a student may defer PARA 205 and or PARA 210 until the second semester and take one or two PARA Electives in their place in the first semester.

** PARA Electives: Students should select an elective course from a subject area in which they intend to seek employment or have a special interest. PARA 213 Constitutional Law, PARA 216 Legal Aspect of Evidence, PARA 226 Bankruptcy, Collections & Foreclosures, PARA 225 Criminal Law or Procedure, or BUAD 202 Business Law II can be taken to satisfy these requirements. With advisor permission, a student can choose a relevant non-PARA class in place of a PARA elective.

Tompkins Cortland Community College

Paralegal Studies Certificate

Program Summary

Tompkins Cortland proposes a 32 credit certificate program in Paralegal Studies. Many students with baccalaureate degrees seek paralegal training to enhance their employment and professional opportunities. In the past 12 months, the Chair of the A.A.S. degree program in Paralegal has received approximately 40 unsolicited inquiries from students eligible for this proposed program. Some of these students are employed full-time and seek to upgrade, others are looking for employment. In addition, many are engaged in family care, all of which make it difficult for a potential student to find the time and obtain the finances to complete an A.A.S. degree. These students have satisfied the non-law and general education requirements in their undergraduate degree. A two semester certificate would meet their needs of a shorter time frame and fewer credits than an A.A.S. while providing new professional opportunities. For a student with a baccalaureate degree, a Paralegal A.A.S. and a Paralegal Studies Certificate offer similar benefits.

Students with baccalaureate degrees have excelled in paralegal classes at Tompkins Cortland, even when taking an ambitious course load. But these students usually need at least three semesters to complete the degree program because of the sequence of the courses, the prerequisites for both law and non-law classes, and the non-law requirements- even when prior course work transfers. The Paralegal Studies Certificate would offer a two semester program, law courses only, completed in any two consecutive semesters- fall-spring or spring-fall.

Design of the proposed two-semester program is based upon 20 years' empirical observation of post-baccalaureate students' successes in waiving prerequisites in the A.A.S. program. In comparison, other students usually struggle or fail when allowed to waive prerequisites. Similarly, post-baccalaureate students who carry four or five paralegal courses in a single semester have a remarkably higher success rate than other students. With that experience in mind, the Paralegal Studies Certificate will require a baccalaureate degree for admission.

No new courses or expenditures are required. The program is not meant to replace or compete with the A.A.S degree program and will hopefully attract students who would otherwise not enroll at TC3.

The mission of Tompkins Cortland Community College is to serve our community by meeting educational needs, creating an environment for student success, and preparing our students for success in a global society. Encouraging students to continue their education for professional career advancement in the Paralegal field contributes to our communities, and prepares students for success in a global society.