TOMPKINS CORTLAND COMMUNITY COLLEGE
COLLEGE SENATE AGENDA
March 26, 2021
Virtual Meeting

CALL TO ORDER
> ➢ Roll Call
> ➢ Introductions
> ➢ Welcome Guests
> ➢ Public Comment (if any)

UPDATES
College Senate Chair(s) update

APPROVAL OF MINUTES
March 12, 2021

REPORTS
Executive Branch Representative

FCCC Representative Update

ACTION ITEMS
ENGL210 in Core Requirements, Presentation and Vote

Campus Morale Ideas

ADJOURNMENT

FOCUS FOR THIS YEAR
Implement new by-laws of the College Senate

Next College Senate Meeting
Friday, April 9, 2021
12:30pm
Virtual Meeting

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Tompkins Cortland Community College
College Senate
Unapproved Minutes
VIRTUAL MEETING
March 12, 2021

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CALL TO ORDER
- A. Ahola called the meeting to order at 12:34 p.m.
- M. Lopez did roll call.
- A. Ahola welcomed the guests.
- No public comment

Roll Call

Present: A. Ahola, D. Bethoney, K. Block, A. Decker, D. Doskal, C. Goodwin, G. Isaacs, M. Lopez, A. Palumbo, J. Moricette, B. Rice, R. Sarachan, J. Walz-Koeppel

Unexcused: A. Mathers

Guests: K. Campbell, G. McCalley, S. Thompson, P. Tvaroha

UPDATES
A Ahola, M. Lopez and J. Walz-Koeppel met with Dr. O on March 10th. There was not much to update on. Letters will be sent for staff to get the COVID vaccine.

APPROVAL OF MINUTES
Via electronic vote, the minutes from February 12, 2021 were approved with changes.

Executive Branch Report
G. McCalley is still working on things related to COVID. SUNY has mandated that 100% of students are tested every week. There is a struggle with residential students. Approximately 20 students will have their swipe card turned off in the coming week. They have been contacted regularly. TC3 has a Tic Toc video to do the testing with directions on how to test.

FCCC Report
P. Tvaroha shared that SUNY will be discontinuing the use of Blackboard and switching to BrightSpace by December 2022. Training will take place. Budget news is positive, with the COVID relief, they are hopeful that funds will be sent to Community Colleges. April 8 and 9 is the Spring Plenary. There is a Shared Governance program next Thursday at Noon with the FCCC President, Kristi. Patty will re-send the link and will share if the program will be recorded.

A. Decker asked if there has been guidance for Fall. G. McCalley shared that guidance has not been received yet, but they do anticipate having all on-campus classes as much as possible. They are hearing that students want to be back on-campus. P. Tvaroha is hearing the same.

Mid-Winter Day Update
S. Thompson shared that 166 employees attended, an increase of about 30 participants. More sessions were offered in different tracks/themes than in the past. Feedback was received well. We received more information and feedback this year prior to planning. All sessions were virtual.

Presenters had the option of presenting from campus. S. Thompson shared documentation of how planning took place as well as comments received. BINGO was a big hit as well as the change and mental wellness sessions. One of the comments S. Thompson received was: "nice/better diversity of offerings this year". There was still some confusion of lists vs. calendar and the difference from Fall to Spring. Next time, S. Thompson plans to have links in a document, a calendar with appointments as well as links in the channel on Teams. We did use external presenters for this Mid-Winter Day and are open to any ideas and suggestions. If anyone has any themes or practical needs, please do share them.

ACTION ITEMS
Campus Morale Ideas
A consolidated list of suggestions shared with College Senate. A thought that came out of discussion was that some suggestions are requested, but how much will people actually participate? An example given was the College Corner – it was created, but is rarely used. A. Decker mentioned that we need to apply solutions to problems. Perhaps we should look at why morale is low – work, COVID, changes happening… what should the solutions address? G. McCalley also mentioned that morale stems from different issues. We need to address the issue and then address morale. S. Thompson also agreed. There are good solutions to connectivity suggested. We have been apart for a year, normalcy is not there. He also shared that there is a Paint and Sip program coming up that staff can attend. Information will be coming out next week. Supplies will need to be purchased personally. The list in its entirety will be sent out to the College Senate. Please email A. Ahola, M. Lopez and/or J. Walz-Koeppel if there are comments and/or other thoughts.

ADJOURNMENT
R. Sarachan made a motion to adjourn the meeting at 1:11 p.m.

ENGL 210

Faculty Meeting
March 19, 2021
Angela Palumbo
Anndrea Mathers

Adding ENGL 210 to Core Requirements

- Right now ENGL 201 Public Speaking and ENGL 204 Interpersonal Communication are core requirements
- While developing ENGL 210, the goal was for the course to fit the same requirements as 201 and 204
- ENGL 201 and 204 were revised to align with SUNY Gen Ed Basic Communication requirements
- ENGL 201, 204, and 210 have been approved as SUNY Gen Ed Basic Communication courses; can be offered online; and are Humanities electives
- Approval needs Level 3 vote

Information for Advisors & Chairs

ENGL 201 Public Speaking

- Most skill-focused of the three
- Logic, fallacies, argumentation, and persuasion in this course
- Creating and evaluating arguments
- Student comments: this course helped them in all facets of "speaking up," from group work and classes to interviews and presentations.

Information for Advisors & Chairs

ENGL 204 Interpersonal Communication

- draws heavily on psychology, emotional management, and relationship building
- academic vocabulary for the processes of communication, such as the stages of listening, the aspects of verbal and nonverbal communication, and cultural differences
- student comments: this course helped their relationships with friends and family.

Information for Advisors & Chairs

ENGL 210 Intercultural Communication

- Students identify and describe their own communication patterns, and to recognize the connection between those patterns and culture
- Define culture more broadly and more specifically, including race, class, gender, sexual orientation, ability, religion, and region
- Increases the students' capacity to discuss sensitive issues around identity
- Supports the Sustainability ILO: "Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people."

Basic Communication SUNY Gen Ed – Oral Communication, Humanities Courses

	ENGL 201 Public Speaking	ENGL 204 Interpersonal Communication	ENGL 210 Intercultural Communication
Course Description	Public Speaking is designed for students from any discipline at any level to improve skills for speeches and oral presentations. Analyzing and adapting to different audiences, purposes, and situations is required. A primary focus of the course will be selecting and organizing information into effective and ethical speeches while using available technology to enhance presentations. The course offers an opportunity for practice and discussion of the use of research, diversity in civic life and public discourse, and delivery strategies. Prerequisites: Prior completion of, or concurrent enrollment in, INTD 095 or prior completion of, or concurrent enrollment in, ENGL 098 if required by placement testing.	This course is an introduction to the basic principles of interpersonal communication for students in all degree programs. Theoretical perspectives are presented and integrated with practical applications. The focus is on developing awareness and knowledge that contributes to effective interpersonal communication. Topic areas include relational development, self-awareness, interpersonal perception, listening, social roles, and conflict management. Emphasis is placed on class participation and application of content. Prerequisites: ENGL 100, RDNG 116 if required by placement testing.	This course is designed for students in any program and is an introduction to the theories and practices of communicating across different cultures. It expands the understanding of culture to include national heritage, race, gender, religion, class, and sexual orientation and explores not only cultures across the globe but also the interaction of values, beliefs, traditions, identities, and contributions of cultural groups in the United States. These concepts will be applied to personal, social, and institutional settings. Students will explore their own cultural formation with the explicit goal of mastering ethical, mindful, and self-reflexive intercultural practices. The course will rely on diverse readings, examples from popular culture and media, writing assignments, class discussions, and research activities. Prerequisites: ENGL 100, RDNG 116 if required by placement testing.
SLOs	- Create an organized and supported oral presentation that adapts to a specific audience, situation, and purpose. - Deliver oral presentations with clarity and confidence. - Analyze speeches using basic communication theory. - Identify the characteristics of valid arguments and ethical discourse.	- Explain the communication process, including the impact of gender and culture on interpersonal communication. - Identify common obstacles to effective interpersonal communication. - Use principles of interpersonal communication to examine personal experience. - Relate interpersonal skills to professional and personal situations.	- Demonstrate ethical speaking as they approach fellow classmates with different cultural sensitivities -Evaluate cultural myths, ethnocentrism, and stereotypes that surround intercultural communication -Develop proficient and effective oral communication skills.

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