

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, MARCH 21, 2019
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 – February 21, 2019 Regular Meeting
7. Communications
8. Presentations (routine, periodic reports or special topics of interest to the Board of Trustees):
 - a. 2018-2019 Budget/Enrollment Update
 - b. Housing Update
 - c. Strategic Plan Update
9. Provost and Vice President of Academic Affairs – Report (highlight Consent Agenda items and updates on major initiatives – written report provided)
10. Information Items:
 - a. Human Resources Updates
 - b. Compliance Report
 - c. Professional Development Report

11. Consent Agenda (Action Items):
 - a. Capital Payments
 - b. Appointment of Personnel
 - c. Approval of Position Description – Coordinator of Tutorial and Accommodation Services
 - d. Disposal of Surplus Property
 - e. Direct Support Credential

12. Standing Reports:
 - a. College Forum – Sheila Abbey and Ashley Ahola, Co-Chairs
 - b. Faculty Student Association – Greg McCalley
 - c. Tompkins Cortland Community College Foundation, Inc. – Elizabeth Burns
 - d. Chairperson’s Report – Raymond Schlather
 - e. Liaison Report (Cortland County) – Kelly Preston
 - f. Liaison Report (Tompkins County) – Michael Lane
 - g. Student Trustee’s Report – Chad Miller
 - h. President’s Report

13. Board Dialogue – Campus Climate Survey

14. Events:
 - a. Spring Day – College Closed – March 22, 2019
 - b. SUNY Chancellor Visit – March 28, 2019
 - c. Next Board Meeting – April 18, 2019 (Annual Budget Discussion – 5:00 p.m.)

15. Adjournment

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

**TOMPKINS CORTLAND COMMUNITY COLLEGE
BOARD OF TRUSTEES
FEBRUARY 21, 2019
RONALD W. SPACE BOARD ROOM
5:30 P.M.**

PRESENT: Roxann Buck, Elizabeth Burns, Judy Davison, Arthur Kuckes, Matt McSherry, Schelley Michell-Nunn, Chad Miller, Raymond Schlather, and Bruce Tytler

EXCUSED: None

ABSENT: None

COUNTY

LIAISONS: Michael Lane and Kelly Preston

STAFF: Sheila Abbey, Doni Casula, Sharon Clark, Greg McCalley, Cathy Northrop, Paul Reifenheiser, Blixy Taetzsch, Jason Thayer, Peter Voorhees

GUESTS: Craig Stevens, The Bonadio Group

- 1. Call to Order:** The meeting was called to order at 5:32 p.m. by Chairman Schlather in the Ronald W. Space Board Room at the College.
- 2. Roll Call:** Ms. Northrop called the roll.
- 3. Welcome Guests:** Chairman Schlather welcomed all guests.
- 4. Approval of Agenda:** Chairman Schlather said that President Montague and Seth Thompson are unable to be in attendance at tonight's meeting, so the dialogue session will be rescheduled and there will not be an executive session. Ms. Buck moved that the agenda be approved with these changes; seconded by Ms. Davison; carried unanimously.
- 5. Public Comment:** None.
- 6. Approval of Minutes – January 24, 2019 Regular Meeting:** Ms. Michell-Nunn asked that the spelling of her name be corrected on the minutes of the meeting. Mr. McSherry moved that the minutes of the January 24, 2019, regular meeting be approved with the correction to the spelling of Ms. Michell-Nunn's name; seconded by Ms. Davison; carried unanimously.
- 7. Communications:** None.

8. **Presentations (routine, periodic reports or special topics of interest to the Board of Trustees):** 2017-2018 Audit – Craig Stevens of the Bonadio Group spoke to the draft 2017-2018 College Audit. He stated that the College had been given an unmodified opinion with no material weaknesses. There will not be a management letter this year. Any adjustments are proposed as needed. The enrollment issues here are no different than what is being experienced by any other community college in upstate New York. He said that Tompkins Cortland did a great job of controlling costs, but with the decline in enrollment, the revenue side did show a decrease. He said it will be important to have our primary focus on increasing enrollment. This audit shows a clean opinion with no internal weaknesses and no issues with the internal control structure. Chairman Schlather stated that this clean audit reflects the strength of our staff and thanked all the staff involved.
9. **Provost and Vice President of Academic Affairs – Report:** Written report provided. Provost Reifenheiser highlighted the nursing accreditation visit and the accomplishments of our nursing program. The Provost was asked to pass along to the Nursing Faculty the thanks of the Board of Trustees and appreciation of their efforts in the successful reaccreditation. The accreditation team did like the successful collaboration between Tompkins Cortland and the Guthrie Cortland Medical Center and the fact that they are willing to fund our nursing program expansion. Provost Reifenheiser also mentioned there had been discussions about coming up with different hours for classes and/or altering our class schedule and how to determine when to offer classes. One of the things we would like to be able to do is target specific programs that can be completed at the extension centers.
10. **Information Items:**
 - a. **Human Resources Updates** – No discussion.
11. **Consent Agenda (Action Items):** Ms. Burns moved that the Consent Agenda be approved as presented; seconded by Mr. Tytler; carried unanimously.
 - a. **Capital Payments** – No discussion.
 - b. **Appointment of Personnel** – No discussion.
 - c. **2017-2018 Audit** – Presentation provided earlier in the meeting.
 - d. **Treasurer’s Report – September 30, 2018** – No discussion.
 - e. **Treasurer’s Report – October 31, 2018** – No discussion.
 - f. **Treasurer’s Report – November 30, 2018** – No discussion.
 - g. **Treasurer’s Report – December 31, 2018** – No discussion.
 - h. **Sexual and Romantic Relationship Policy** – No discussion.
 - i. **Furniture Reupholstery Services Bid Award** – No discussion.
 - j. **Preferred Name Gender and Pronoun Policy** – No discussion.
 - k. **Approval of Position Description – Coordinator of Diversity Education and Support Services** – This is not a new position, it is simply a change to an existing position to more accurately reflect the current duties.
12. **Standing Reports:**
 - a. **College Forum** – Written report provided.

- b. Faculty Student Association** – Vice President McCalley spoke to his written report.
- c. Tompkins Cortland Community College Foundation, Inc.** – Written report provided.
- d. Chairperson’s Report** – Chairman Schlather reported that he participated in a conference call with NYCCT and the primary issue is advocating in Albany to try to get them to do better for state aid and the funding formula. Another issue was to do more local advocacy and provide events/programs to showcase our campus and what we have to offer our local communities. Ms. Buck mentioned that it will be important to make an effort to advocate to our legislators within the next three weeks. The NYCCT is suggesting that we reach out to the assembly and senators in the fall to begin advocating for our community colleges when they are not in the midst of budget discussions.
- e. Liaison Report (Cortland County)** – Ms. Preston reported on the current situation at the jail. A company had contracted to rubberize the roof of the jail, but was unable to get it done because of the weather. Therefore, there was a major roof leak at the jail and New York State directed the facility to close and our inmates housed at other facilities at a cost of \$85 a day for each inmate (averaging 70 inmates a day). The sheriff’s department is taking advantage of the empty cells to make repairs and minor remodeling at the jail, trying to use contractors from Cortland County or surrounding counties to do the work. Hopefully will be able to have waivers in place in April to allow for our inmates to return to the Cortland County jail. A search committee has been developed to hire a new County Administrator and President Montague is part of the search committee. The Tompkins Cortland Community College budget was presented at the Budget and Finance Committee meeting. Area sales tax revenues are favorable.
- f. Liaison Report (Tompkins County)** – Mr. Lane asked that Cortland County meet with Tompkins County to discuss alternatives to incarceration. Mr. Lane said he is looking forward to the upcoming budget presentations. The Tompkins County airport project expansion is underway in the intake/counter area and the baggage claim area. Senator Schumer recently was in to let us know that there is more money for airport funding. Ithaca College and the City of Ithaca are putting in a sidewalk from Ithaca College into the city. Mr. Lane suggested looking at the funding source that was used to put in the sidewalk to see if there might be funding available to assist Tompkins Cortland with putting in a sidewalk to downtown Dryden. Mr. Lane said the Chair of the Legislature has inquired about the College’s strategic plan and whether the County Legislators in the two counties are going to be involved.
- g. Student Trustee’s Report** – The “Pack the House” event was well received and there were a lot of students in attendance.
- h. President’s Report** – No report.

- 13. Dialogue Session – Campus Climate Survey and Discussion of *Race in Minnesota*** – This session was deferred to a future meeting.
- 14. Executive Session (to discuss a personnel issue – no action to be taken) –**
This was deleted from the agenda.
- 15. Upcoming Events –** No discussion.
- 16. Adjournment:** Mr. McSherry moved that the meeting be adjourned; seconded by Ms. Davison; carried unanimously. The meeting adjourned at 6:36 p.m.

Respectfully submitted,

Cathy A. Northrop
Clerk of the Board of Trustees

Enrollment Overview

Enrollment Category	2017-18 Actual	2018-19 Adopted Budget	2018-19 Revised Projection	2018-19 Current Projection	FTE Change from 18-19 Budget	% Change from 18-19 Budget
Fall	993.9	970.6	892.5	892.5	(78.1)	-8.0%
Winter	16.4	15.0	19.0	19.0	4.0	26.7%
Spring	885.0	888.9	802.9	739.3	(149.6)	-16.8%
Summer	118.3	109.0	114.6	114.6	5.6	5.1%
International	26.6	36.8	34.1	28.5	(8.3)	-22.6%
Global	98.9	101.2	98.1	103.9	2.7	2.7%
Concurrent	1,311.7	1,303.1	1,337.9	1,337.9	34.8	2.7%
Other*	19.0	30.0	20.0	20.0	(10.0)	-33.3%
TOTAL	3,469.8	3,454.6	3,319.1	3,255.7	(198.9)	-5.7%

* Other = Auditors, Tutoring Services Equivalent Credits, and Cross Enrolled Students.

Financial Overview – 17-18 Results

UPDATED 3/13/19		2017-2018 Approved Budget	2017-2018 Actual		2018-2019 Approved Budget
Revenues					
Tuition		18,991,051	19,357,810	1	19,033,793
Student Fee Revenue		1,395,040	1,341,605		1,327,900
State Aid		10,507,714	10,508,675	2	10,613,687
Chargebacks		4,144,535	4,049,964	3	4,471,544
Offset Revenues		761,033	544,821		606,862
Sponsoring Contributions		4,650,364	4,650,364	4	4,650,364
Allocation of Designated Reserves		161,714	161,714		0
Allocation of Surplus		246,503	246,503		45,000
Total Estimated Revenues		40,857,954	40,861,456		40,749,150
Revenue Assumptions					
1 Tuition Rate		\$4950/FTE 3.3%	\$4950/FTE 3.3%		\$4950/FTE
1 Enrollment Estimate		3,475	3,470		3,454
2 State Aid Rate		\$2,747/FTE	\$2,747/FTE		\$2,847/FTE
3 Chargeback FTE's /Rate		1,464/\$2830/FTE	1,418 /\$2830/FTE		1,452/\$3080/FTE
4 Sponsor Contribution		0% increase	0% increase		0% increase
Expenditures					
		2017-2018 Approved Budget	2017-2018 Actual		2018-2019 Approved Budget
Salaries (100's)		19,567,647	19,826,509		18,941,160
Equipment (200's)		61,714	76,792		200,000
Contractual (400's)		12,586,899	12,722,945		13,144,950
Contractual Offsets		0	0		0
Fringes (900's)		8,641,694	8,216,460		8,463,040
Total Estimated Expenditures		40,857,954	40,842,705		40,749,150
Return (Use) of Fund Balance		0	18,751		

Financial Overview - 2018 -2019 Projections

UPDATED 3/13/19		2018-2019 Approved Budget	2018-2019 Projected Budget	2018-2019 Approved vs. Projected	Comments
Revenues					
Tuition	1	19,033,793	13,384,807	(5,648,986)	Approximately \$4.5M due to accounting change for Concurrent Enrollment; \$1.1M shortfall due to reduction in FTE's from 3,454 budget to 3,255 estimate
Student Fee Revenue		1,327,900	1,193,680	(134,220)	Technology Fee
State Aid	2	10,613,687	10,624,086	10,399	Minor adjustment due to 17-18 final enrollment
Chargebacks	3	4,471,544	4,004,000	(467,544)	Reduction in FTE's from 1,452 budget to 1,300 estimate
Offset Revenues		606,862	588,800	(18,062)	
Sponsoring Contributions	4	4,650,364	4,650,364	0	
Allocation of Designated Reserves		0	0	0	
Allocation of Surplus		45,000	45,000	0	
Total Estimated Revenues		40,749,150	34,490,738	(6,258,412)	
Revenue Assumptions					
1 Tuition Rate		\$4950/FTE	\$4950/FTE		
1 Enrollment Estimate		3,454	3,255		Reduction in total FTE's of approximately 200 from budget
2 State Aid Rate		\$2,847/FTE	\$2,847/FTE		
3 Chargeback FTE's /Rate		1,452/\$3080/FTE	1,300/\$3080/FTE		Reduction in chargeback FTE's of approximately 150 from budget
4 Sponsor Contribution		0% increase	0% increase		
Expenditures					
Salaries (100's)		18,941,160	18,651,948	(289,212)	Estimated reductions in spending thus far - primarily savings in instructional costs due to lower enrollment.
Equipment (200's)		200,000	200,000	0	
Contractual (400's)		13,144,950	8,351,493	(4,793,458)	Approximately \$4.5M due to accounting change for Concurrent Enrollment. Remaining \$290k is estimated reductions in spending thus far.
Contractual Offsets		0	0	0	
Fringes (900's)		8,463,040	8,472,434	9,394	
Total Estimated Expenditures		40,749,150	35,675,875	(5,073,275)	
Return (Use) of Fund Balance			(1,185,137)	(1,185,137)	

Financial Overview

- 2018-2019 Available Reserves
 - Available fund balance \$1,196,090
 - Available reserves \$518,358
- 2019-2020 In Development Process

TO: Board of Trustees

FROM: Paul Reifenheiser, Ph.D.
Provost and Vice President of Academic Affairs

DATE: March 19, 2019

SUBJECT: Provost Report March 2019

Faculty Meeting: We held a faculty meeting on 2/15/19. We reviewed the recommendations from Middle States as they pertained to assessment, and we discussed the Direct Support Micro-Credential. Malvika and I are going to create a standing committee devoted to assessment. They will be tasked with some short and long-term goals. Two top priorities include revising assessment of our SUNY General Education Categories of our Institutional Learning Outcomes as well.

Micro-Credentials: Carrie Whitmore set up a meeting that included myself, Malvika, Sophia Georgiakaki, and some potential business partners in the electrical technology field. The meeting was to explain our Micro-Credentialing process and to ask about their needs. There were four groups, and they were interested in working with us. I had four take-aways from the meeting. First, there are a lot of people who would like to work with TC3 in some way. Second, these groups are very interested in our ability to train their current staff. Third, they would like us to bring the training to them. Fourth, they want us to teach all our students interpersonal skills and problem-solving skills. Overall, I felt like we have some great potential to create Micro-Credentials to help train current employees in this field, and we should seriously look at a Micro-Credential that works on problem solving and soft-skills. It feels like we've got a few people on base now, but we need to drive them home. This will be just the first of more meetings where we talk with business partners about micro-credentials. I don't think that any of our Micro-Credentials will be massive per se, but each of them will play a role and can add up.

Noel Levitz: VP Greg, Dr. O, and I met with the folks from Noel Levitz as part of their consulting visit to our campus. They were focused on recruiting, and they will be back to focus on other areas of enrollment. I think their outside input/coaching will prove helpful. We have to do the work, but I want to hear their advice.

Negotiations: We had our first formal meeting for negotiations with the Faculty Association. I don't believe this is an appropriate forum to discuss those meetings, so I will only note when we did meet in my reports to the BOT.

Guided Pathways: A team of us (Hal Brown, Katrina Campbell, Lisa Ford, Greg McCalley, Heather Stevens, and Sue Stafford) attended the 5th Guided Pathways Institute at Monroe Community College. The focus was on career and transfer. The next (and final) institute will be the capstone, and it is going to be held here at TC3 in June. Also, at Mid-Winter day, I provided an update on our progress for Guided

Pathways. There are four key pillars for this work: Clarify paths to student end goals; Help students choose and enter a path; Help students stay on a path; Ensure that students are learning. We have made strides in all areas, but there is much work that remains. Finally, we have been soliciting proposals from faculty and staff for some grant money (\$15,000) that we have available as well.

The Dominican Republic: Maria Barrero and I visited the Dominican Republic to meet with students and staff from Pontificio Universidad Catolica Madre y Maestra, a school with whom we have had a partnership for over 20 years. Colloquially it is called PUCMM, which is pronounced roughly Poo Ka My Ma. Most of our students in our Summer Global program are from PUCMM. PUCMM is a Catholic University, whose main campus is in the town of Santiago. They have a “satellite” campus in Santo Domingo, though we get more students from Santo Domingo. In Santiago, they had a sprawling campus that reminded me some of the campus at Florida State University, where I got my Ph.D. It was a mixture of older (since the 1960s) with newer buildings (like a massive new fitness center). Much of our activity on the campus was at night, as most of their classes happen after 4 p.m., because so many of their students work during the day. In Santiago, the campus was smaller, but they had a state-of-the-art new 12-story building, with great views from the top. In Santiago, we had a wonderful meeting with the Rector of the College (AKA the President). We talked about different styles of education in Europe, the DR, and the United States. We talked also about how this particular Catholic University was not associated with an order of some kind, and that his appointment as Rector essentially came directly from the Vatican. The rector also took over from a man who was in charge for 45 years, at a time when the strategic plan of the campus was expiring. That sounded oddly familiar, but I couldn’t quite put my finger on why. 😊 The Rector talked about being proud of our program, especially because it has been in place for so long. I left with the knowledge that they very much want to work with us, that they appreciate it greatly whenever we come to visit, and that we are welcome there. Later when we had dinner with the Director of International Relations, I asked if there was anything we could do to help that we hadn’t covered yet. I was very pleased to hear that they wanted to create opportunities for the less fortunate to be able to take advantage of our program. That fits in quite well with the mission of both colleges, and study-abroad should not be available only to the affluent.

Global Program: I learned a lot about the Global Program from the perspective of representatives of PUCMM, including department chairs. They are concerned about cost, but that is consistent for all study-abroad programs. They noted as well that they would like to see more internship possibilities. Furthermore, they would like to start promoting it earlier in the academic cycle, and they want to ensure that all presentations are done in Spanish, even though the students speak English. At this point, I double checked to make sure that they absolutely didn’t need a Provost who spoke no Spanish to come on a regular basis. Alas, I was told that wasn’t really necessary for recruiting purposes. What became clear was that they have changed their academic semester to three (3) 14-week semesters. That means, essentially, that it is necessary for students to attend in the summer. Thus, our summer program creates an enhanced risk that students won’t be able to graduate in the typical four years. This, they noted, has been

the largest concern for students and has resulted in some decreasing numbers. It was clear to us that rectifying this was the largest issue we need to tackle together. We can work on that. I should note that this trip is not going to improve numbers for this summer (as they were all recruited in the Fall), but it is a start for our next recruiting cycle.

Maria Barrero: I'd like to take a moment to praise Maria. I don't speak Spanish, so Maria had to translate for me throughout the trip to the DR. Also, she was on hand to talk – in Spanish – to parents and students and answer questions about our program for the students who are coming this summer. She knew it all. She was incredible, especially during the visit with the Rector because he did not speak English (though he could understand it some). The meeting went well because of Maria's translations. Those who know me, know that I like to make playful jokes to put people at ease. That is tough to do when you don't speak the language, but Maria was able to make it work. I must admit that it is hard to make a joke and then have to wait for the translation for the other person to laugh. But it was nice to see him smile and laugh after Maria translated. And you know humor is tough to translate. However, it wasn't just her translating skills that impressed me. It was her commitment to the College and to the program, and it was her insights into all that we do. Plus, she is just delightful to be around. When our students at PUCMM saw her, their reaction was extraordinary. They were so thrilled to see her and hugs were abundant. Along the way she displayed kindness at all turns, easily striking up conversations with strangers, and she has a wonderful attitude. I don't get to work with Maria on a daily basis, but this trip was enough to showcase her immense value to the College.

TOMPKINS CORTLAND COMMUNITY COLLEGE

Human Resources Updates - Status of Open Positions

as of March 21, 2019

UNCLASSIFIED STAFF

<u>POSITION</u>	<u>DESIRED EMPLOYMENT DATE</u>	<u>ADVERTISED</u>	<u>APPLICATION DEADLINE</u>	<u>CURRENT STATUS</u>
Clinical Counselor	August 2019	November 5, 2018	Ongoing until Filled	Accepting Applications
Director of Student & Residence Life	March 2019	January 30, 2019	March 4, 2019	Reviewing Applications

CLASSIFIED STAFF

<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DESIRED EMPLOYMENT DATE</u>	<u>CURRENT STATUS</u>
Administrative Assistant (1.0 FTE Provisional)	Continuing Education and Workforce Development Office (BIZ)	February 2019	Offer Extended
Enrollment Services Specialist (1.0 FTE Provisional)	Student Success: Advising, Career and Transfer	January 2019	Checking References
Project Assistant	Global Initiatives	January 2019	Hired: Caroline Krendel (01/17/19)
Project Assistant	Library Services	February 2019	Hired: Jared Driscoll (02/05/19)
Project Assistant	Student Success Services	March 2019	Hired: Diane Gair (03/13/19)

FACULTY STUDENT ASSOCIATION

<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DESIRED EMPLOYMENT DATE</u>	<u>CURRENT STATUS</u>
Lifeguard	Athletics & Recreation	March 2019	Accepting Applications
Graduate Assistant	Residence Life/Student Center	March 2019	Accepting Applications
Head Coach, Men's Soccer	Athletics & Recreation	March 2019	Accepting Applications

BISTRO

<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DESIRED EMPLOYMENT DATE</u>	<u>CURRENT STATUS</u>
Banquet Server	TC3 Bistro	March 2019	Accepting Applications Hired: Davon Milton (02/13/19)
Banquet Bartender	TC3 Bistro	March 2019	Accepting Applications
Banquet Supervisor	TC3 Bistro	March 2019	Accepting Applications Hired: Neal Ruparelia (02/22/19)
Bartender	TC3 Bistro	March 2019	Accepting Applications
Busser/Food Runner	TC3 Bistro	March 2019	Accepting Applications
Dishwasher	TC3 Bistro	March 2019	Accepting Applications
Line Cook	TC3 Bistro	March 2019	Accepting Applications
Server	TC3 Bistro	March 2019	Accepting Applications
Host/Hostess	TC3 Bistro	March 2019	Accepting Applications
Executive Chef	TC3 Bistro	March 2019	Accepting Applications Conducting Skype Interviews

TOMPKINS CORTLAND COMMUNITY COLLEGE

Human Resources Updates
Status of Grievances
as of March 21, 2019

COMPLAINANT	SUBJECT	DISPOSITION
CSEA Membership	Medco – Change in provider diminished prescription plan benefits	CSEA requested a waiver to time requirement to move to Stage 3 of grievance process while waiting for a response from Tompkins County.
Sylvia Ganoë	MedCo - Change in provider changed prescription co-pay.	Would like matter fully researched by Tompkins County.
FACULTY ASSOC.		
Faculty Association	Gated Parking Lot	College will close access from Bahar Drive and reactivate the arm gate to Lot #6 in mid-October.
PAA		
TC3 ADJUNCT ASSOC.		

TO: Members of the Board of Trustees

FROM: Orinthia Montague, President

DATE: March 21, 2019

RE: Compliance Report

The Colleges Compliance Report is normally presented in October. This year I refrained submitting the report at that time due to discrepancies from the previous year as we had many areas that were not in compliance. Attached is the October 2018 Compliance Report I refrained from presenting this information in order to determine what contributed to non-compliance in the following areas:

- EU General Data Protection Regulation – under review
 - Information Technology Department is currently reviewing due to regulatory changes
- PCI-DSS (Credit Card History) –
 - Strengthening compliance with outside expertise
- Gainful Employment – Not compliant, legislation changing
- Lockout/Tagout* – in progress
- Hearing Conservation* – Testing/training no longer provided
- Rabies Protection* – in progress
- Personal Protection Equipment* – in progress
- Confined Space* – in progress

*All items with asterisk are currently in progress. Due to having a new Director of Facilities we are doing a more comprehensive review of these requirements.

The College is in compliance with the areas identified below:

- Accreditation – Middle States, Nursing
- Federal – IRS, NJCAA, OSHA, Carl D. Perkins Vocational Act, Title IV, U.S.C., VA
- State – DEC, Labor, Public Law, State Education Department, Workplace Violence Protection Act
- SUNY SIRIS Student Information Survey

TOMPKINS CORTLAND COMMUNITY COLLEGE

COMPLIANCE REPORT

OCTOBER 2018

Office Responsible	Compliance Item	Reference to Law	Compliance Methods	In Compliance (Yes or No)	Actions Taken
Academic Records	Records Retention	State Education Dept. Regulation	College is mandated to permanently archive student academic records. To comply, records are being imaged, then indexed and verified internally. Access to and review of previously microfilmed records may be necessary on occasion.	Yes	
Academic Records	Enrollment and Attendance Verification	Federal and State Regulations	No-show data is collected from faculty within the first several weeks of each semester for all credit courses and entered in the student records database. This data must be verified against final grades and is reported to TAP, Higher Education Services Corp. and related agencies.	Yes	
Academic Records	FERPA	Federal Regulations	In order to be in compliance with FERPA regulations, the Academic Records Office is requiring staff to request access and sign a release form for access to student records either through Power Campus or myTC3. This information is then forwarded to the CT Department to enable the staff's profile/access.	Yes	
Academic Records	SUNY General Education Requirements/Transcript	SUNY Regulations	SUNY is now requiring that a SUNY General Education Transcript Addendum(SUNY GETA) be sent with every transcript that goes to a SUNY college. Also, the SUNY GETA is cumulative so each SUNY GETA that is received must be evaluated and credit accepted towards the student's SUNY Gen. Ed. Requirements.	Yes	
Academic Records	NYS High School Graduation Requirement to Receive Degree	State Education Department	NYS Education Department requires that all students must have a HS diploma or its equivalent prior to receiving their degree. There has been an increased number of audits and certifications for GEDs.	Yes	
Academic Records	National Student Loan Clearinghouse (NSLC)		Four file enrollment and one or two degree transfers per term to the NSLC. The NSLC does loan certifications for TC3, which makes the information readily available for lenders and keeps us in compliance with regulations regarding notification of a student's enrollment status.	Yes	
Academic Records	Instructional Calendar Survey	SUNY along with federal and state Mandates	Annual report regarding length of instruction and exam periods for fall, spring, and summer terms.	Yes	

TOMPKINS CORTLAND COMMUNITY COLLEGE

COMPLIANCE REPORT

OCTOBER 2018

Office Responsible	Compliance Item	Reference to Law	Compliance Methods	In Compliance (Yes or No)	Actions Taken
External Relations & Institutional Research	NYSED College Catalog	SUNY and NY State Education Department		Yes	
Budget and Finance	Annual Report	Article 3, Section 30 General Municipal Law	Submit year-end financial report to the Office of State Comptroller by November 1 each year.	Yes	
Budget and Finance	Operating Budget Request	State University of New York	Submit operating budget request to University Budget Office by September 1 each year.	Yes	
Budget and Finance	Single Audit	Single Audit Act & OMB Circular A-133	Submit audit to the following: County sponsors with calculation of annual contribution included (Tompkins County: Deputy County Administrator and County Administrator; Cortland County: Budget Officer and Treasurer); State University of New York (University Comptroller and University Auditor); New York State Comptroller's Office; New York State Education Department; United States Department of Education; National Clearinghouse for Single Audit Reports	Yes	
Budget and Finance	EZ-Audit	Title IV Higher Education Act	Electronic process for submitting financial aid statements and compliance audits.	Yes	
Budget and Finance	Disclosure of Foreign Payments Received	Section 1209, 20U.S.C. 1145d	Submit disclosure statement by September 1 each year.	Yes	
Budget and Finance	Payroll Reports --990 Quarterly Reports --Federal and State Tax Deposits --State New Hire Reporting --Annual W-2's	IRS New York State	Submit reports.	Yes	
Budget and Finance	Reports to TRS		Submit semi-annual reports.	Yes	
Budget and Finance	Reports to ERS		Submit monthly reports.	Yes	
Budget and Finance	1099 Form	IRS	Send 1099s by February 28 each year to contractors paid in excess of \$600 in calendar year.	Yes	
Dean of Operations	1042 Form	IRS	Send 1042s by February 28 each year to non-residential aliens receiving payment for benefits other than tuition.	Yes	Not required this year, due to not having anyone meeting this criteria.

TOMPKINS CORTLAND COMMUNITY COLLEGE

COMPLIANCE REPORT

OCTOBER 2018

Office Responsible	Compliance Item	Reference to Law	Compliance Methods	In Compliance (Yes or No)	Actions Taken
Budget and Finance	Form 5500 Pension Tax Return for Flex Benefit Plan	IRS	Submit 5500 by July 31 each year.	Yes	
Budget and Finance	All federal, state and local grants and contracts cash requests		Submit report monthly, quarterly and annually.	Yes	
Budget and Finance & Dean of Operations	Perkins/CTEA Final Grant year accounting (FS-10-F)	IRS	Submit final grant year expenditures by major effort and expenditure code.	Yes	Report was submitted by the deadline.
Buildings & Grounds	New York State DEC Pesticide Applicator Certifications & Business Registration	Article 33 of Environmental Conservation Law	Renewal of Certification every 3 years Recertification every 6 years	Yes	
Buildings & Grounds	New York State DEC Hazardous Waste	27-923 Environmental Conservation Law	No forms to file as we do not generate any hazardous materials.	Yes	
Vice President of Student Services	On-campus Voter Registration Opportunities	State University of New York	Provide voter registration information to students each year in August, September and January.	Yes	Provide registration information to students each year in August, September, and January. Send with new student information, provide forms in orientation packets, information table/recruitment, work with faculty in class distribution, publicize and promote availability of forms throughout campus. Done through Student Life and Faculty group.
Vice President of Student Services	Licensing Agencies BMI (Broadcast Music, Inc.)	New York State Law	Quarterly reports regarding on-campus musical presentations (air play) re: royalties.	Yes	Completed 1/17
Vice President of Student Services	ASCAP (American Society for Composers, Authors, and Publishers)	New York State Law	Quarterly reports regarding on-campus musical presentations (air play) re: royalties.	Yes	Completed 1/17
Vice President of Student Services	SESAC	New York State Law	Quarterly reports regarding on-campus musical presentations (air play) re: royalties.	Yes	Completed 1/17
Campus Technology	Gramm-Leach-Bliley Act Effective May 23, 2003		The Computer and Information Security Policy has been approved by the Board of Trustees. Computer Use Protocol which defines the procedures necessary to comply with this act has been approved, published on the web, and staff have been notified.	Yes	

TOMPKINS CORTLAND COMMUNITY COLLEGE

COMPLIANCE REPORT

OCTOBER 2018

Office Responsible	Compliance Item	Reference to Law	Compliance Methods	In Compliance (Yes or No)	Actions Taken
Campus Technology	Records Maintenance	Title IV of Education Law	Maintain records for 3-5 years from last date of attendance; maintain Pell records in electronic format. Campus Technology maintains the electronic backups.	Yes	
Campus Technology	Enrollment Data for Perkins Allocation	Carl D. Perkins Vocational Act of 1998	Unduplicated enrollment in vocational/applied technology degree and certificate programs over prior 12-month period. In addition, the number of students certified as economically disadvantaged students is required. This information is used to determine the VATEA allocation for the next fiscal year.	Yes	
Campus Technology	EU General Data Protection Regulation			Under review	
Campus Technology	PCI-DSS (Credit Card Industry)	Payment Card Industry		Strengthening compliance with outside expertise	
Dean of Operations	1098T	IRS	Annual tax form due 1/31 each year to students taking credit courses and 3/31 to the IRS each year.	Yes	Tax returns were filed according to requirements.
Associate Provost	Experiential Learning	SUNY Requirement	Report on Internships, service learning, field work, and related individual course activities.	Yes	Campus plan completed May 2017; we are in the process of re-evaluating and revamping the experiential learning offerings. It is going to be collaboration between External relations, and the Provost's office.
Dean of Operations and Institutional Research	Perkins /CTEA Interim Annual Report	NY State Education Dept.	Reporting on activates and articulation agreements with secondary and post-secondary institutions.	Yes	Report was filed by the required deadline
Dean of Operations	Perkins/CTEA Final Report	NY State Education Dept.	Reporting on grant year activities, expenditures and outcomes assessment.	Yes	Report was filed by the required deadline
Vice President of Student Services	New York State Post-Secondary Institution Immunization Survey	New York State Public Health Law 2165	Annual Form Reporting	Yes	Student Reporting Report Filing - completed 10/17
Vice President of Student Services	Full Opportunity Plan	State University of New York; Chapter V, Section 601.6	Annual Report - Update	Yes	Submit Report

TOMPKINS CORTLAND COMMUNITY COLLEGE

COMPLIANCE REPORT

OCTOBER 2018

Office Responsible	Compliance Item	Reference to Law	Compliance Methods	In Compliance (Yes or No)	Actions Taken
Vice President of Student Services	Sexual Assault Prevention Information	Section 1-a, Chapter 737; Laws of NYS	Form Reporting. Adding VAWA training and Title IX committee work.	Yes	Programs held during orientation and during the year. Information is included in the college catalog. - completed 8/17
Vice President of Student Services	Drug Abuse Prevention Education	Title IV of Education Law	Annual notice to all staff and students of College policy, penalties and programs.	Yes	Combination of college catalog, web site, and Health Center, Options Program, and Counseling materials. - completed 8/17
Vice President of Student Services	NJCAA Reports	NJCAA	Provide eligibility status for all student athletes each semester.	Yes	Information compiled by Athletic Director. Completed during seasons.
Vice President of Student Services	Equity in Athletics Disclosure Report	Federal Government	Annual Report	Yes	Information compiled by Athletic Director - completed 10/17
Development/ Foundation/Alumni	Audit	New York State	Submit audit to the Foundation Board of Directors and all donors.	Yes	
Financial Aid Office	Audit/E-Z Audit	Title IV of Education Law	Annual Audit	Yes	Support CPA requests
Financial Aid Office	Support PELL Payment System	Title IV of Education Law	Daily electronic transmission of origination and payments, by student, within 30 days; reconciliation monthly.	Yes	
Financial Aid Office	Fiscal Operations Report Application for Funding	Title IV of Education Law	Annual FISAP Report	Yes	
Financial Aid Office	Direct Student Loan	Title IV of Education Law	Federal Direct Student Loans have requirements for the school to process and be in compliance. This effects Subsidized, Unsubsidized student loans and Parent Loan (PLUS).	Yes	
Financial Aid Office	TAP & APTS Certification	NYSED	Periodic reporting of student eligibility to HESC; reconciliation.	Yes	
Financial Aid Office	VA Certification	Veterans Affairs	Biweekly reporting of eligibility and attendance increased required reporting for Chap 33.	Yes	

TOMPKINS CORTLAND COMMUNITY COLLEGE

COMPLIANCE REPORT

OCTOBER 2018

Office Responsible	Compliance Item	Reference to Law	Compliance Methods	In Compliance (Yes or No)	Actions Taken
Financial Aid Office, Campus Technology & Vice President of Student Services	Academic Progress	Title IV and SED	Semester review of grades progress performed by committee that included VP of Student Services, Director of Financial Aid, and Associate Director of Financial Aid. Electronic review performed by campus tech.	Yes	
Financial Aid Office	Refund Calculations	Title IV and SED	Review of attendance and attendance dates, calculate refunds owed by students.	Yes	
Financial Aid Office & Campus Technology	Financial Aid Software Setup	Title IV	Setup Powerfaids with federal compliance requirements.	Yes	Increasing number of updates that require testing before implementation.
Financial Aid Office	Program Integrity Compliance	Title IV	Review and evaluate compliance of campus wide requirements. Includes Gainful Employment and other specific requirements.	Yes	Increase reporting requirements.
Human Resources	NYS Dept. of Labor Log & Summary of Occupational Injuries and Illnesses	Commissioner of Labor Rules & Regulations (12NYCRR Part 801)	<i>Complete log and summary. Post the summary no later than February 1 and remain posted for the entire month. (This report is completed for both the College, FSA, Farm and Bistro - separate reports for each) .</i>	Yes	2017 log was posted by 2/1/18 deadline and has since been removed and filed with the OSHA recordkeeping files.
Human Resources	NYS Dept. of Labor	Occupational Employment Survey of Educational Services	Employees Occupation and Wages (These reports are separate reports for the college and FSA).	Yes	Filed Spring 2017.
Human Resources	Classified Staff Payroll Certification	Civil Service	Report wages, name, title, and grade.	Yes	Filed October 2018
Human Resources	Health Insurance Portability and Accountability Act (HIPAA) Compliance Report	SUNY Requirement	Report assessing HIPAA compliance activities.	Yes	Need updated clarification of requirements. Health services completes electronically annually.
Human Resources	IPEDS - Human Resources	20 U.S.C. 1094(a)(17)	Report statistical data on employees such as salary, tenure and race/ethnicity.	Yes	Filed Spring 2018.
Human Resources	Middle States Annual Profile	Accreditation Requirement	Report statistical data on employees.	Yes	Filed Fall 2017.
Institutional Research	IPEDS (Integrated Postsecondary Education Data System) Institutional Characteristics	20 U.S.C. 1094(a)(17)	Estimated fall enrollment, student services, disability services, distance learning & student charges/cost of attendance.	Yes	
Institutional Research	IPEDS Completions	20 U.S.C. 1094(a)(17)	Annual survey of graduates by program, gender and race/ethnicity.	Yes	

TOMPKINS CORTLAND COMMUNITY COLLEGE

COMPLIANCE REPORT

OCTOBER 2018

Office Responsible	Compliance Item	Reference to Law	Compliance Methods	In Compliance (Yes or No)	Actions Taken
Institutional Research & Human Resources	IPEDS Human Resources	20 U.S.C. 1094(a)(17)	Faculty and staff by primary occupational activity, race/ethnicity, salary level, benefits. Combines former IPEDS Fall Staff, IPEDS Salaries & Employees by job classification & IPEDS Employees by Assigned Position surveys.	Yes	Filed Spring 2018.
Institutional Research	IPEDS Enrollment, Fall	20 U.S.C. 1094(a)(17)	Enrollment by college status, age, gender, primary residence, race/ethnicity. First-time, full & part-time retention rates, student to faculty ratios.	Yes	
Institutional Research	IPEDS Graduation Rates and Graduation Rate 200% Overview	20 U.S.C. 1094(a)(17)	Completers within 100%, 150% & 200% transfers, exclusions & graduation rates by race.	Yes	
Institutional Research & Budget & Finance	IPEDS Finance	20 U.S.C. 1094(a)(17)	Assets, liabilities, revenues, expenses. Submit year-end financial report to the US Department of Commerce of IR at SUNY by January each year.	Yes	
Institutional Research & Financial Aid Office	IPEDS Student Financial Aid	20 U.S.C. 1094(a)(17)	Student financial aid for fall cohort.	Yes	IR provide cohort to Financial Aid department & responsible for locking the submission.
Institutional Research	IPEDS 12-Month Enrollment	20 U.S.C. 1094(a)(17)	Unduplicated enrollment numbers by age, gender, primary residence, race/ethnicity.	Yes	
Institutional Research	<i>IPEDS Outcome Measures</i>		<i>IPEDS has added the Outcome Measures (OM) survey to the Winter data collection during the 2015-2016 IPEDS data collection year. All degree-granting institutions are required to report on the outcomes of undergraduate students who entered their institution in a particular year.</i>	Yes	
Institutional Research	CTEA-1 formerly VTEA (Vocational and Applied Technology Education Act) Performance Reports (Part 1)	Perkins Career and Technical Education Act of 2006	Outcome data for vocational and applied technology degree and certificate programs including retention and graduation data along with transfer/employment status subsequent to enrollment at TC3 .	Yes	Report was filed by the required deadline.
Institutional Research	NYSED 1 - Academic Preparation of First-Time, Full-Time Students	Com+C152:J152missioner's Regulations-NY State Education Dept.	Annual data for first-time students regarding high school grade point average and ACT/SAT scores.	Yes	
Institutional Research	NYSED 2R - Institutional Activity Report	Commissioner's Regulations-NY State Education Dept.	Twelve-month report of credit/contact hours generated by college-level and remedial instruction. In addition, remedial course outcome data are required by subject area, course completion rates, and student retention.	Yes	
Institutional Research	NYSED 2.4 Fall Degree Credit Enrollment	SUNY and NY State Education Department	Annual report of students enrolled in fall semester - in program or non degree-seeking, first-time. Based on official numbers after the semester is over.	Yes	

TOMPKINS CORTLAND COMMUNITY COLLEGE

COMPLIANCE REPORT

OCTOBER 2018

Office Responsible	Compliance Item	Reference to Law	Compliance Methods	In Compliance (Yes or No)	Actions Taken
Institutional Research, Academic Records & Campus Technology	SUNY SIRIS Course Data File	SUNY Requirement	Reports information about the courses a campus offers, e.g., Course Catalog.	Yes	
Institutional Research, Academic Records & Campus Technology	SUNY SIRIS Term/Section Summer, Fall, Winter and Spring files	SUNY Requirement	File containing the enrollment and resulting grades, as well as non-credit state aidable for each year/term. This file replaced the former SDF/EOT files.	Yes	
Institutional Research, Academic Records & Campus Technology	SUNY SIRIS Early Student file and EOT (End of Term) student file.	SUNY Requirement	Beginning fall 2010, submit a census file and end-of-term file of demographic, education and enrollment data for TC3 students enrolled in credit courses and non-credit state-aidable activity. Early Student files for Fall and Spring semesters. EOT files for Fall, Winter, Spring and Summer semesters.	Yes	
Institutional Research, Academic Records & Campus Technology	SUNY SIRIS Degree Summer and Fall/Spring files	Federal, SUNY and NY State Education Dept.	Official degree and certificate files are submitted each year with individual graduate records including demographic information and academic characteristics.	Yes	
Institutional Research, Financial Aid Office & Campus Technology	SUNY SIRIS Financial Aid file	SUNY and Federal	Annual file of students who have been awarded merit and/or need-based financial aid by award year.	Yes	
Institutional Research	SUNY Basic Student Charges	Federal, NY State Education Dept., SUNY Regulations	Annual data regarding tuition and fees cost of attendance.	Yes	
Institutional Research	SUNY SIRIS Student Revenue file	SUNY and Federal	Bi-annual file of students who have a billing/charge.	Yes	
Institutional Research	NCIA - Non-Credit Instructional Activities	SUNY Requirement	Non-credit enrollment report covering 12-months with details on types of instructional activities, number of students enrolled, and equivalent credits generated.	Yes	
Institutional Research	Preliminary Enrollment Survey, Fall	SUNY Requirement	Preliminary enrollment report with details on the numbers of first time and transfer students enrolled as of the census date.	Yes	
Institutional Research	NYSED-8 - Off Campus Instructional Locations	NY State Education Department Requirement	Report by location of all off-campus credit courses including dual high school.	Yes	

TOMPKINS CORTLAND COMMUNITY COLLEGE

COMPLIANCE REPORT

OCTOBER 2018

Office Responsible	Compliance Item	Reference to Law	Compliance Methods	In Compliance (Yes or No)	Actions Taken
Institutional Research	State Aidable Remedial Instruction (Form 24)	SUNY Requirement	Equivalent credit hours generated by students enrolled in non-credit state aidable activities such as remedial courses, tutorial assistance activities. Filed each semester.	Yes	
Institutional Research & Counseling, Career & Transfer Services	Annual Survey of Graduates	Federal Right-to-Know Legislation and Perkins Grant	Follow-up data on employment and transfer status of graduates is gathered and compiled by individual degree/certificate program.	Yes	
Institutional Research	Middle States Institutional Profile	Accreditation Requirement	Annual report on student characteristics, degrees awarded, tuition and fees, faculty characteristics by full- v. part-time, tenure status, gender, and ethnicity; characteristics of administrator and support staff groups; library collections and transactions, special library programs; distance learning offerings and services; current fund revenues and expenditures- unrestricted and restricted; significant institutional changes for past and current academic years. Middle States will be launching the AIU (Annual Institutional Update) beginning in Sept 2018.	Yes	This information is no longer collected.
Institutional Research	Middle States Accreditation Records	Commission on Higher Education of the Middle States Association of Colleges & Secondary Schools, Accreditation Requirement	Need to provide documentation and assist with the institution's self-examination process that ensures TC3 meets the eligibility requirements and standards in order to continue accreditation status. To comply, records are being scanned and filed for later use. <i>Amount spent annually varies depending on the reaccreditation cycle.</i>	Yes	
Institutional Research	<i>Middle States Accreditation process</i>	<i>Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. Accreditation Requirement.</i>	<i>Work pertaining to Self-Study, PRR, or Site Visit for reaccreditation. The nature of activities and the amount of time that is spent varies and is based on the accreditation cycle.</i>	Yes	
Institutional Research & Access & Equity	NYSED-2H-2 Disability Survey	SUNY and NY State Education Dept.	Annual report of number of students enrolled by type of disability; graduation data; and admissions and identification procedures; student advisement, and tutorial services; facilities, equipment, and other special accommodations and services available to disabled students.	Yes	
Institutional Research & Dean of Operations	NYSED 4.1 Student Financial Aid Survey	State Ed and SUNY Requirement	Annual report on recipients and dollars awarded for grants, loans and non-work study.	Yes	Report filed by the required deadline.
Institutional Research	NYSED 2.4 Fall Degree Credit Enrollment	SUNY and NY State Education Department	Annual report of students enrolled in fall semester - in program or non degree-seeking, first-time. Based on official numbers after the semester is over.	Yes	

TOMPKINS CORTLAND COMMUNITY COLLEGE

COMPLIANCE REPORT

OCTOBER 2018

Office Responsible	Compliance Item	Reference to Law	Compliance Methods	In Compliance (Yes or No)	Actions Taken
Access & Equity	National Voter Registration Act	Federal	Voter registration for students with disabilities	Yes	
President's Office	NYSED-129-A	State Ed and SUNY Requirement	Annual report of conduct on campuses and other College property used for educational purposes.	Yes	Report submitted.
Title IX Coordinator	NYSED-129-B	State Ed and SUNY Requirement	Annual report SED Educational Law	Yes	Submitted during summer 2018
Institutional Research	NYSED-2.9 Graduation Rate and Retention Report	State Ed and SUNY Requirement		Yes	
Institutional Research & Human Resources	Administrative Salaries and Faculty Workload of Community Colleges.	SUNY Requirement	Part 1: salary data provided by Human Resources. Part 2: workload data provided by IR. Survey submitted by IR.	Yes	
Institutional Research & Human Resources	AAUP (American Association of University Professors) faculty compensation	SUNY Requirement	Aggregate data on rank, tenure, gender, salaries & benefits of instructional faculty.	Yes	
Institutional Research & Financial Aid Office	Net Price Calculator	NYS Education Dept.	Title IV institutions have to have interactive estimated cost of attendance data available on campus website.	Yes	
Financial Aid Office	Gainful Employment	Department of Education	Reporting enrollment and graduation numbers of Title IV eligible programs.	No	<i>Legislation changing.</i>
Institutional Research	SUNY Recruitment Information	SUNY requirement	General enrollment & honors enrollment numbers.	Yes	Provide numbers to Admissions
Institutional Research	Student Achievement Measures (SAM)	SUNY Requirement	Report enrollment, transfer, remedial and graduation numbers of specific credit student cohorts.	Yes	
Institutional Research	Consumer Information	Higher Education Act of 1965, Higher Education Opportunity Act of 2008 require Title IV college and university participants	Provide information about the institution, student financial assistance, health and safety, and student outcomes to students, employees, and the general public.	Yes	Information is on TC3 website
Institutional Research	Applied Learning Survey	SUNY Requirement	Provide number of sections and headcount of students in the 12 categories of applied learning activities.	Yes	
Institutional Research	SIRIS Student Information Survey	SUNY Requirement	Confidential survey of matriculated fall and spring students, age 17 and older taking at least one course on campus: first generation status, employment plans, sexual orientation, gender identity, disability, active duty/veteran	No	Have not implemented this survey on our campus

TOMPKINS CORTLAND COMMUNITY COLLEGE

COMPLIANCE REPORT

OCTOBER 2018

Office Responsible	Compliance Item	Reference to Law	Compliance Methods	In Compliance (Yes or No)	Actions Taken
Library	College and University Library Survey	Federal, SUNY, and Middle States regulations	Annual data on staff, operating expenditures, collections, loan transactions and library services.	Yes	Report submitted annually.
Facilities	Lockout/Tagout	OSHA /29CFR 1910.1030	Standard requires that the employer develop procedures for the control of potentially hazardous energy. This includes written procedures, annual training, and audits.	In Progress	Training for maintenance personnel is being updated. Periodic audits of program's use and effectiveness.
Facilities	Hazardous Materials Response	OSHA/29CFR 1910.120	Training provided to campus police personnel in defensive actions to be taken during a hazardous material incident. Training includes emergency alerting, safe distance and places of refuge, control, first aid/emergency medical treatment & response, critique and response follow-up.	Yes	Updated spill and clean-up protocol developed in 2011. Response program for campus police personnel needs to be reviewed.
Facilities	Right-To-Know	New York State Labor Law, Article 29	Training provided so that all employees are informed of the toxic effects of hazardous chemicals used in the workplace. Employer is required to establish a written hazard communication program, maintain material safety data sheets for hazardous chemicals used in the workplace, maintain record of employees who are routinely exposed to hazardous chemicals. Applicable to numerous departments.	Yes	Training for all employees instituted. Refresher training annually. Program reviewed/updated annually. Chemical inventories reviewed/updated annually.
Public Safety	Hearing Conservation	OSHA/29 CFR 1910.95	Protection measures to guard against the effects of noise exposure; applicable to grounds personnel. Protective measures include monitoring noise levels, establishing audiometric testing program, providing employees with hearing protection, training employees in the use of hearing protection.	Do not provide this testing/training any longer.	Public safety ensures that officers have hearing protection at the firing range and during fire drills.
Facilities	Rabies Protection	Public Health Law/Section 225	Applicable to grounds personnel who may have an occupational exposure to live or dead animals suspected of having rabies. Protection involves utilization of engineering controls and personal protective equipment. Reporting procedures to report rabid animals or persons who have been bitten.	In Progress	We are updating the procedures and training provided to the grounds crew.
Facilities	Personal Protection Equipment	OSHA/29CFR 1910.132	Applicable to grounds department, maintenance department, cleaning department, and shipping and receiving. Employer shall assess workplace to determine if hazards are present, or are likely to be present, which necessitates the use of personal protection equipment (PPE). If hazards are present or likely to be present employer shall select and have affected employee use the type of PPE that will protect the affected employee from the	In Progress	We are reassessing all facilities positions and creating training programs for all affected employees

TOMPKINS CORTLAND COMMUNITY COLLEGE

COMPLIANCE REPORT

OCTOBER 2018

Office Responsible	Compliance Item	Reference to Law	Compliance Methods	In Compliance (Yes or No)	Actions Taken
Public Safety	Bloodborne Pathogens	OSHA/29CFR 1910.1030	Applicable to campus police, Student Health Center, Athletics Department, maintenance, and cleaning staff who may have an occupational exposure to blood or other potentially infectious material. Train employees in engineering and work practice controls to eliminate or minimize exposure. Provide employees with appropriate personal protection equipment. Offer employees vaccination for Hepatitis B. Make clean up kits available.	Yes	Yearly on-line training for campus police staff only.
Chemical Hygiene Officer	Laboratory Safety	OSHA/29CFR 1910.1450	Applicable to employees in Biology and Chemistry Labs. Employer to determine and implement control measures to reduce employee exposure to hazardous chemicals. Requirements include: development of chemical hygiene plan, appointment of chemical hygiene officer, use of personal protection equipment, information and training on the safe use of hazardous materials.	Yes	Chemical Hygiene Officer appointed. Chemical hygiene plan reviewed annually. Waste chemicals disposed of periodically.
Facilities	Annual College Fire Inspection	New York State Education Law	The State of New York Office of Fire Prevention and Control Inspects all of the College's Facilities on a yearly basis. When necessary, corrective actions are taken and reinspections are scheduled before the State will issue a Certificate of Compliance.	Yes	Pre-inspect college buildings; accompany inspector on audit tour; take corrective actions as prescribed by State
Public Safety	Annual Personal Safety Report	State University of New York	Complete annual personal safety report for submission to Chancellor's Office. Compile minutes from health and safety committee meetings held during the academic year.	Yes	Campus Police does the Clery reporting and the Annual Security and Fire Security Safety Report
Public Safety	Clery Act	Public Law 101-542	Publish and distribute an annual report containing campus police/policies and procedures, status of security personnel, description of crime prevention/drug and alcohol abuse programs available on campus, and reporting of crime statistics.	Yes	Campus Police does the Clery reporting and the Annual Security and Fire Security Safety Report
Facilities	Confined Space	OSHA 29CFR 1910	The College has eliminated all confined spaces within our buildings. Maintenance personnel do not enter or work on exterior manholes.	In Progress	Annual refresher training for affected personnel. Annual audit of identified confined spaces.

TOMPKINS CORTLAND COMMUNITY COLLEGE

COMPLIANCE REPORT

OCTOBER 2018

				In Compliance	
Office Responsible	Compliance Item	Reference to Law	Compliance Methods	(Yes or No)	Actions Taken
Public Safety	Campus Fire Safety and Right-To-Know Act	Campus Fire Safety and Right-To-Know Act	Statistics for each on-campus student housing facility, including the number of fires and causes; number of injuries and deaths related to fires; and the value of property damage caused by fires. Descriptions of each on-campus student housing facility's fire safety systems and the number of mandatory, supervised fire drills. Policies or rules on portable electronic appliances; smoking and open flames; evacuation procedures; fire safety education and training programs provided to students, faculty and staff. Plans for future fire safety improvements, if needed and an annual report to the campus community.	Yes	Information updated annually and posted on the Public Safety/Campus Police web page. Annual statistics are also included with Clery Act requirements and provided to the Department of Education for posting on their web site.

**TOMPKINS CORTLAND COMMUNITY COLLEGE
PROFESSIONAL DEVELOPMENT REPORT**

July 1, 2018 - December 31, 2018

LEADERSHIP SKILLS/DEVELOPMENT - programs primarily geared toward supervisors, department heads, and faculty such as formal leadership development programs, supervisory training, etc.

Summary - Leadership Skills/Development

of reported events - 31

of employees - 16

0 - Bistro

4 - Classified

0 - Executive

8 - FSA

12 - Faculty

4 - PAA

3 - Adjuncts

CONFERENCE/SEMINARS - includes internal and external conferences, seminars, and workshops.

Summary - Conference/Seminars

of reported events - 93

of employees - 50

0 - Bistro

9 - Classified

9 - Executive

12 - FSA

19 - Faculty

37 - PAA

7 - Adjuncts

JOB SPECIFIC EDUCATION - Includes technical/Computer training, customer service training, legal/compliance training and other job specific programs.

Summary - Job Specific Education

of reported events - 212

of employees - 96

0 - Bistro
34 - Classified
14 - Executive
30 - FSA
37 - Faculty
67 - PAA
30 - Adjuncts

DEGREE RELATED PROGRAMS - list individuals pursuing formal degree programs at TC3 or other institutions.

Summary - Degree Related Programs

of reported events - 6

of employees - 4

0 - Bistro
1 - Classified
0 - Executive
1 - FSA
1 - Faculty
3 - PAA
0 - Adjuncts

OTHER DEVELOPMENT ACTIVITIES - various other programs attended by employees.

Summary - Other Development Activities

of reported events - 24

of employees - 14

0 - Bistro
1 - Classified
2 - Executive
5 - FSA
11 - Faculty
2 - PAA
3 - Adjuncts

**TOMPKINS CORTLAND COMMUNITY COLLEGE
CAPITAL PAYMENTS - MARCH 2019**

	AMOUNT	SUBTOTAL	GRAND TOTAL
<hr/> Childcare Facility Project			
Design/Architectural Services			
Claudia Brenner Design (PO #31685)			
Architectural Design Services			
Invoice #3112	\$14,007.75		
Invoice #3113 Related Expenses	\$352.88		
Total Design/Architectural Services		\$14,360.63	
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Civil Construction			
All Seasons Excavating (PO #32184)			
Application #10, Civil Construction	\$6,841.33		
Total Civil Construction		\$6,841.33	
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Electrical			
Blanding Electric (PO #32185)			
Application #7	\$28,633.15		
Total Electrical		\$28,633.15	
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General Construction			
Streeter Associates (PO #32183)			
Application #9, General	\$202,910.50		
Total General Construction		\$202,910.50	
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HVAC/Mechanical			
Kimball, Inc. (PO #32186)			
Application #8	\$54,578.21		
Total HVAC/Mechanical		\$54,578.21	
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**TOMPKINS CORTLAND COMMUNITY COLLEGE
CAPITAL PAYMENTS - MARCH 2019**

	AMOUNT	SUBTOTAL	GRAND TOTAL
<hr/>			
Plumbing			
Brosh Mechanical, Inc. (PO #32187) Application #7	\$30,020.00		
Total Plumbing		<u>\$30,020.00</u>	
TOTAL CHILDCARE FACILITY PROJECT			<u>\$337,343.82</u>
TOTAL CAPITAL PAYMENTS			<u><u>\$337,343.82</u></u>

Appointment of Personnel
Thursday, March 07, 2019
Presented to the Board of Trustees

Employee	Department	Title/Rank	Salary	Employment Dates
January				
Krendel, Caroline	Global Initiatives	Project Assistant	\$17.947/hr.	1/17/2019
Carey, Christopher	ENGL100 M11 ENGL275 M01	Adjunct	\$3,860.00	1/23/2019 To 5/17/2019
Christofferson, Martin	CAPS131 HY2 CAPS111 BL3 CAPS111 HY1 CAPS121 HY1 CAPS131 HY1	Adjunct	\$6,885.30	1/23/2019 To 2/26/2019
Crane, Nancy	Independent Study - SPAN202-M49C	Adjunct	\$1,629.00	1/23/2019 To 5/17/2019
Curtis, Benjamin	Independent Study - ALEX249-M03	Adjunct	\$543.00	1/23/2019 To 5/17/2019
Drake, Melvyn	MUSI118-M01	Adjunct	\$181.00	1/23/2019 To 5/17/2019
Earley, Bernard	ENGL101 BL6 ENGL100 BL3 ENGL100 BL4	Adjunct	\$10,620.00	1/23/2019 To 5/17/2019
Gammage-Sikora, Gina	SPAN102-M49C	Adjunct	\$3,540.00	1/23/2019 To 5/17/2019
Gillis, Andrew	ART290-M48 (Independent Art Studio)	Adjunct	\$543.00	1/23/2019 To 5/17/2019
Hochadel, Lisa	Independent Study - ACCT102-BL2	Adjunct	\$2,172.00	1/23/2019 To 5/17/2019
LaFavor, Erik	SOCI101 M08	Adjunct	\$2,730.00	1/23/2019 To 5/17/2019
Lipa, Thomas	CDSC200 HY1 HLTH208 BL1	Adjunct	\$4,720.00	1/23/2019 To 5/17/2019
Marie, Jill	ENGL201 IE62 ENGL204 BL4 ENGL103 HY1	Adjunct	\$10,620.00	1/23/2019 To 5/17/2019
Montgomery, Ashley	Independent Study - ENGL280-M49C	Adjunct	\$543.00	1/23/2019 To 5/17/2019
Okaru, Alfred	FITN102 M01 FITN216 M01 FITN107 M01 FITN101 M01 RECR107 M01	Adjunct	\$8,755.00	1/23/2019 To 2/26/2019
Pittsley, Jaclyn	ENGL101 M10 ENGL102 BL4	Adjunct	\$6,600.00	1/23/2019 To 5/17/2019
Price, Lee	EMT 731-ME73 - Paramedic Refresher	Adjunct	\$3,090.00	1/23/2019 To 5/17/2019
Price, Lee	EMT 729-ME73 - Critical Care Refresher	Adjunct	\$750.00	1/23/2019 To 5/17/2019
Price, Lee	Program Chair - EMT Program	Adjunct	\$2,060.00	1/23/2019 To 5/17/2019
Schrag, Kimberly	Independent Study - ART 114-M49C	Adjunct	\$543.00	1/23/2019 To 5/17/2019
Stremlin, Tatiana	MUSI127-M01, MUSI130-M01	Adjunct	\$1,086.00	1/23/2019 To 5/17/2019
Veshcherevich, Radmila	Independent Study - ESL 149-M48C	Adjunct	\$3,620.00	1/23/2019 To 5/17/2019
Veshcherevich, Radmila	Independent Study - ESL 149-M49C	Adjunct	\$3,620.00	1/23/2019 To 5/17/2019
Waffner, Marcia	HRMG220 SLC2 HRMG101 BL1	Adjunct	\$6,600.00	1/23/2019 To 5/17/2019
Wells, Frances	Independent Study - OFFC203	Adjunct	\$543.00	1/23/2019 To 5/17/2019
Wells, Frances	Independent Study - OFFC110	Adjunct	\$724.00	1/23/2019 To 5/17/2019
Young, Tammi	RECR232 M01 RECR285 BL1 BIOL232 M01 FITN170 M01 RECR112 M01	Adjunct	\$8,755.00	1/23/2019 To 5/17/2019
February				
Driscoll, Jared	Library Services	Project Assistant	\$17.947/hr.	2/5/2019
Buchanan, Patricia	One-hour training pursuant to SUNY Developmental English (098) Learning Community Grant	Adjunct	\$50.00	2/15/2019
Ellis, Rachel	One-hour training pursuant to SUNY Developmental English (098) Learning Community Grant	Adjunct	\$50.00	2/15/2019
Weed, Steve	One-hour training pursuant to SUNY Developmental English (098) Learning Community Grant	Adjunct	\$50.00	2/15/2019
Thompson, Jacqueline	Coverage/grading for NURS120-M34 in P. Schaffer absence	Adjunct	\$399.77	2/20/2019 To 2/28/2019
Veshcherevich, Radmila	Independent Study - ESL 149-M49C	Adjunct	\$724.00	2/21/2019 To 5/17/2019
Veshcherevich, Radmila	Independent Study - ESL 149-M48C	Adjunct	\$724.00	2/21/2019 To 5/17/2019
Burns, Frank	HRMG107 M01	Adjunct	\$965.00	2/22/2019 To 2/22/2019

Employee	Department	Title/Rank	Salary	Employment Dates
Caroompas, Alice	ENGL215 BL1	Adjunct	\$2,895.00	2/27/2019 To 5/17/2019
Carr, Kyle	COMM111 ME50 COMM265 M01 COMM112 ME50	Adjunct	\$6,294.12	2/27/2019 To 5/17/2019
Hemingway Jones, Kathy	One-hour training pursuant to SUNY Developmental English (098) Learning Community Grant	Adjunct	\$50.00	2/27/2019
Loop, Jill	ENGL204 BL3	Adjunct	\$3,300.00	2/27/2019 To 5/17/2019
Panzer, Nina	SOCI101 BL4	Adjunct	\$3,540.00	2/27/2019 To 5/17/2019
Pask, Margery	CAPS121 M01	Adjunct	\$1,377.06	2/27/2019 To 4/12/2019
Raethka, Timothy	HLTH205 M01	Adjunct	\$3,300.00	2/27/2019 To 5/17/2019
Wee, Chia	HUMS105 BL1	Adjunct	\$2,895.00	2/27/2019 To 5/17/2019
Ndiaye, Mame	Para-Professional Tutor - WRC	Adjunct	\$1,558.20	2/4/2019 To 5/20/2019

March

Gair, Diane	Student Success Services	Project Assistant	\$17.947/hr.	3/1/2019
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TOMPKINS CORTLAND COMMUNITY COLLEGE

Presented to the Board of Trustee

March 21, 2019

Resignations/Retirements/Separations

<u>NAME</u>	<u>EFFECTIVE</u>	<u>REASON</u>
Tammy Smith	08/31/19	Retirement

FACULTY STUDENT ASSOCIATION

None

BISTRO

None

**TOMPKINS CORTLAND COMMUNITY COLLEGE
RESOLUTION 2018-2019-28**

**APPROVAL OF POSITION DESCRIPTION
COORDINATOR OF TUTORIAL AND ACCOMMODATION SERVICES**

WHEREAS, the College has determined, based on a review and analysis of the functions within the Baker Center for Learning, that there is a need to revise the position description and title of the Coordinator of Tutoring and Accommodation Services, and

WHEREAS, the attached Coordinator of Tutorial and Accommodation Services position description is recommended by the President, be it therefore

RESOLVED, that the Coordinator of Tutorial and Accommodation Services position description be approved in accordance with the position description attached to this resolution, and be it further

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

STATE OF NEW YORK:

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 21st day of March 2019, 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 21st day of March 2019.

Clerk of the Board of Trustees
Tompkins Cortland Community College

TOMPKINS CORTLAND COMMUNITY COLLEGE

Faculty Position Title:

Coordinator of Tutorial and Accommodation Services

Organizational Unit:

Academic Affairs

Reports to:

Provost and Vice President of Academic Affairs

Approved by:

SUMMARY

Coordinates the planning, development, and implementation of the Baker Center for Learning's objectives, services, and programs related to tutorial services and provision of mandated services to students with disabilities.

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Collaborates with the Coordinator of Access and Equity Services (CAES) to coordinate the planning, development, and implementation of the Baker Center for Learning's objectives, services, and programs, specifically those related to tutorial services, provision of mandated services to students with disabilities, and other academic support services designed to meet the needs of identified special populations, such as students with disabilities and developmental students.
2. In compliance with Section 504 and the ADA, collaborates with the Coordinator of Access & Equity Services (CAES) to provide and/or supervise the provision of testing modifications, alternate format course materials, and adaptive technology. Co-supervises (with CAES) adjunct staff as they provide training in use of alternate format materials and adaptive technologies. Assumes more duties related to Access & Equity Services (backing up the CAES) during the start of each semester, final exams periods, and during extended absences of the CAES.
3. Directs the professional and peer tutoring programs, including development, hiring, scheduling, budgeting, supervision, evaluation, and training of tutors. Works with external partners to contract services for online tutoring, including participation in the STAR-NY consortium. Works with staff from other College departments to accommodate tutorial needs of specific cohorts (such as Athletics, Global Initiatives, etc.).
4. Works closely with faculty to promote and develop services and programs to ensure appropriate student academic support. Examples include:
 - Developing new support materials for the tutoring center and new training materials for the tutors to support curriculum changes.
 - Providing tutors as an in-class lab assistants or peer editors.
5. Performs duties related to special grant-funded projects, particularly those involving efforts to improve retention and maximize academic support services to high-risk populations.
6. Provides 10 hours per week direct tutorial assistance in an appropriate subject area.
7. Each five years, completes the renewal process and application with College Reading and Learning Association (CRLA) to maintain certification of Tompkins Cortland's tutor training program, which is currently certified at Level I.
8. Develops/maintains a 'tutor evaluation' survey instrument for the purpose of evaluating tutorial services each semester. Coordinates the dispersal of the survey and the analysis of its results.
9. Maintains a database of tutorial services including tutors, courses, schedules, tutor applications, alternative help sites, etc.
10. Ensures that data is collected on tutorial services (generally meaning that students sign in and out when they use the services), analyzed, and disseminated appropriately.
11. Performs assessment using data from the tutor evaluation, Student Satisfaction Survey, and tutor center usage. Collects statistics on services and presents to appropriate College staff.

12. Oversees the promotion of tutorial services to the student body via email, social media, and classroom visitation.
13. Oversees the creation/maintenance of web-based academic support for students in writing, accounting, and math, including practice materials for course placement.
14. Serves as the Baker Center for Learning's liaison to the library staff.
15. Co-manages appropriate budget(s) with the CAES.
16. Directs the staff of the tutoring area, including significant numbers of students. Assures effective use of human resources by recommending, hiring, evaluating, disciplinary, and other administrative actions, together with the training, in accordance with federal, state, and local equal employment/affirmative action laws, regulations, and collective bargaining agreements.
17. Serves on various college committees and performs other related tasks as assigned.

SUPERVISES ~7 FTE adjunct staff and up to 30 student workers Direct _____ Indirect

MINIMUM QUALIFICATIONS

MS in Education, one of the main content fields of the tutoring center (Math, Writing, or Accounting), or higher education administration, and a minimum of two years' full time experience (or part-time equivalent) in professional tutoring, academic advisement, disability support services, administration or equivalent. Fluency with spreadsheets or other data management tools. Classroom teaching experience. Supervision experience.

PREFERRED QUALIFICATIONS

Experience directing a tutoring center, including supervision of 20 or more people.
Experience with budget development and management.
Experience partnering with other academic support services, both internal and external.
Experience teaching community college developmental courses.
Experience working with students with disabilities.

**TOMPKINS CORTLAND COMMUNITY COLLEGE
RESOLUTION 2018-2019-29**

DISPOSAL OF SURPLUS PROPERTY

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

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

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

STATE OF NEW YORK:

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 21st day of March 2019, 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 21st day of March 2019.

Clerk of the Board of Trustees
Tompkins Cortland Community College

TO: Blixy Taetzsch
FROM: Kevin Caveney
DATE: March 13, 2019
RE: Disposal of Surplus Items Report

Upon advisement from and in coordination with the Buildings and Grounds Department, due to non-use and replacement reconfigurations and upgrades, 18 partition panels currently in storage have been determined to be obsolete and of no further use to the College. The Groton Public Library has requested use of approximately 12 of these panels as a donation. The remaining panels are designated for disposal and removed from the College's inventory.

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

Metal Filing Cabinets - 3 lateral, 17 vertical.

These were offered for auction through Auctions International. The 3 laterals and 8 verticals were awarded to the highest bidder for \$108.50, with a net of \$35.25 after auctioneer fees. The remaining cabinets were designated for donation to Finger Lakes Re-Use.

Additional Disposal:
12-Variou Chairs

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

105-Computers
9-Printers
23-Monitors
1-Dock
3-Scanners
2-Switches
1-Video Standards Convertor
1-DVD/VCR Player
1-Satellite Receiver
1-CD/Cassette Deck
8-Projectors
1-Elie 500 'Profold' Folder



MICRO-CREDENTIAL PROPOSAL FORM

- A micro-credential is a defined set of coursework that should “stack into” an existing degree or certificate, but can stand alone as a valuable career credential.
- All proposed micro-credentials will require campus approval in accordance with the Level III Curriculum Committee process, culminating with Board of Trustees approval.
- A new micro-credential will be active immediately following Board of Trustees approval.
- When developing a micro-credential, please refer to Curriculum Committee *Policies and Procedures* available on Sharepoint and consult with the Provost and the Registrar as needed.

CONTACT PERSON FOR THIS PROPOSAL	CREDENTIAL INFORMATION												
Faculty lead: Joseph Smith, Ph.D., LCSW-R, CASAC	Proposed title: Direct Support Credential												
Department: Social Science	Minimum credits required (Minimum = 6; Maximum = 23): 12												
Date submitted: 1/02/19	Courses: (List course code, title, and credits for each. Include any course choices allowed. Specify any minimum grade requirements. Note sequencing and semesters offered where relevant.) <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 20%;">ENGL 100 OR ENGL 101</td> <td style="width: 60%;">Academic Writing I (fall & spring semesters) OR Academic Writing II (fall & spring semesters)</td> <td style="width: 20%; text-align: center;">3</td> </tr> <tr> <td>HUMS 105</td> <td>Introduction to Human Services (fall & spring semesters)</td> <td style="text-align: center;">3</td> </tr> <tr> <td>HUMS 107</td> <td>Introduction to Disability Studies (spring semester)</td> <td style="text-align: center;">3</td> </tr> <tr> <td>HUMS 128</td> <td>The Family: Strength-Based Intervention (spring semester)</td> <td style="text-align: center;">3</td> </tr> </tbody> </table>	ENGL 100 OR ENGL 101	Academic Writing I (fall & spring semesters) OR Academic Writing II (fall & spring semesters)	3	HUMS 105	Introduction to Human Services (fall & spring semesters)	3	HUMS 107	Introduction to Disability Studies (spring semester)	3	HUMS 128	The Family: Strength-Based Intervention (spring semester)	3
ENGL 100 OR ENGL 101	Academic Writing I (fall & spring semesters) OR Academic Writing II (fall & spring semesters)	3											
HUMS 105	Introduction to Human Services (fall & spring semesters)	3											
HUMS 107	Introduction to Disability Studies (spring semester)	3											
HUMS 128	The Family: Strength-Based Intervention (spring semester)	3											
Identify others who have been involved in the design/development of this credential. Martha Hubbard <i>Director of Corporate & Community Partnerships, TCCC</i> Carrie Coates Whitmore <i>Corporate & Community Partnerships, TCCC</i> Dan Brown, Executive Director <i>Franziska Racker Center</i>	Non-credit components, if any: None												

CREDENTIAL ALIGNMENT

1. Describe how the proposed credential is aligned with or complementary to a current Tompkins Cortland program and/or certificate with respect to institutional priority, and/or expressed workforce need. List program(s)/certificate(s) with which this credential aligns.

The proposed credential is complementary with the Human Services AAS, AS, and Certificate. Students completing the credential will obtain academic credit directly applicable to the Human Services programs. This credential aims to enhance/develop existing workforce skills in an area of specialization within direct care. There is a demonstrated need for direct care professionals within the field of intellectual, physical, and developmental disabilities. Further, individuals with related training or academic preparation may apply this experience toward career advancement.

2. What is the expected student population for this credential?

The expected student population for this credential is individuals who likely have limited academic experience beyond high school, and who are working in a direct support entry-level or non-supervisory position. However, some students may have existing associate's or baccalaureate coursework. Secondly, this credential may be appealing to persons working in human services, and seeking specialized coursework.

3. Explain how this credential meets local and/or regional market demand. Include any available data regarding job outlook. Describe how external partners have contributed to development of the credential, if applicable.

This credential was developed in response to a local employer's need. The Franziska Racker Center has 'ongoing demand for direct support professionals within their tri-county program locations. Racker finds that employees in these positions, while passionate about their work with developmentally disabled clients, need to strengthen their skills in communication, writing, understanding human services, and working with families. Their need for hiring and retaining these professionals is strong, and according to the US Department of Labor, overall employment of home health aides and personal care aides is projected to grow 41 percent from 2016 to 2026, much faster than the average for all occupations. (<https://www.bls.gov/ooh/healthcare/home-health-aides-and-personal-care-aides.htm#tab-6>) According to PHI (formerly the Paraprofessional Healthcare Institute), in 2020 the direct care work force — by that point, about 5 million strong — will become the largest occupation in the United States, surpassing the number of retail salespeople. The Department of Health and Human Services (HHS) projects that there will be a need for around 1.2 million full time Direct Support Professionals by the year 2020 (1] Source: Macbeth, J.M., *Commitment, Capacity and Culture: Solutions for the Direct Support Workforce Crisis*, NADSP, August 2011).

The Racker Center is concerned with both recruitment and retention. This credential and Racker's support for their employees in achieving it, is designed to help develop and retain these critical workers. Job prospects for home health aides and personal care aides are excellent. These occupations are large and are projected to add many jobs. In addition, the low pay and high emotional demands may cause many workers to leave this occupation, and they will have to be replaced.

The Tompkins Cortland Community College Director of Corporate and Community Partnerships met with the Racker Center's leadership team and the Chair of our Human Service Degree programs in Spring 2018. Following that meeting, the credential was developed to increase the skill set of the direct support professionals, who often come to the position with little post-high school education. The courses in this credential were selected to develop skills in communication, human services, disability services, and abilities to work with families and the clients with a strengths-based approach. Feedback on the final set of four courses was very positive

4. Explain the purpose of the proposed credential and list the learning outcomes.

This credential was designed to develop the skills of direct support professionals as previously described in this application. The learning objectives are consistent with the course objectives for each of the four required courses. See Appendix A for Course Learning Objectives.

5. If applicable, describe how this credential is aligned to professional standards of a relevant professional organization. List any third-party certifications that students may earn by completing the credential.

At this point, this credential is not aligned to the standards of a professional organization. However, students may be able to apply these credits toward an AAS or AS degree in Human Services, or may use the coursework toward academic credit for Civil Service employment in related fields.

6. Additional costs above tuition and institutional fees must be identified. (Examples: OER fees, course fees, required supplies or equipment, non-credit component cost.) List any anticipated costs beyond standard institutional tuition and fees.

The Racker Center has agreed to pay the costs of all tuition, fees, and books for a cohort of approximately 20 of their employees who enroll in this credential. There are no anticipated additional costs associated with this credential.

7. Additional comments:

It is the hope of the Racker Center administration that this credential will be marketed, will help develop the work of existing employees, and will attract prospective employees.

INSTITUTIONAL SUPPORT

8. Institutional capacity must be in place for student supports in the areas of advising, registration, tutoring, library resources and any other relevant supports. Please describe the relevant supports needed for the credential.

This credential is comprised of four existing online credit courses and does not require any additional institutional support. For the Racker Center cohort, the Director of Continuing Education and Workforce Development will serve as a point of contact and will link students to any needed support services, including registration, advisement, and tutoring. Dr. Joseph Smith, Ph.D. will serve as a primary academic advisor for students enrolled in this credential. Enrollment in this program may contribute to tuition, fees, and FTEs that will support the institution.

9. Technology supports must be in place as needed. Please identify any specialized technology needs.

There are no additional technology supports beyond those provided for students currently enrolled in online courses at TC3. Students will be required to complete an online course orientation tutorial, and will be provided with contact information for their instructor and the Helpdesk. The Racker Center has indicated that they have internal IT support for their employees who may need additional assistance with technological issues.

10. Identify target market audiences for this credential.

For this specific credential, the target market is Racker Center employees who have limited or no academic preparation, and are employed full-time in a direct support position. While this credential was developed for a specific employer, it may have utility for persons seeking employment or working in entry level direct support positions in other agencies.

11. Additional comments:

None.

Appendix A

Course Learning Objectives

ENGLISH 100

Objectives

1. To understand purpose and audience in reading and writing assignments
2. To develop critical reading (understanding main point of a text and formulating response)
3. To practice using and recognizing appropriate rhetorical strategies
4. To develop writing process (planning, thesis generating, drafting, and organization)
5. To assess and develop grammar skills
6. To become familiar with revision
7. To become familiar with synthesis (integrating source material using summary, paraphrase, and quotation)
8. To develop skills in the research process (finding sources, evaluating sources, and documenting sources)

HUMS 105

Objectives

1. To recognize the need for Human Services/Social Work; and, to distinguish between the functions and scope of practice for these professions.
2. To identify institutions and agencies in varying communities which provide human services in reaction to perceived/demonstrated needs or problems.
3. To apply critical thinking to inform and guide ethical/professional judgments
4. To develop an ability to understand, communicate with, and effectively interact with people across diverse cultures, groups, and social institutions
5. To acquire an understanding of the differing levels of social work practice
6. To develop an understanding of social welfare policy and its relationship to practice

HUMS 107

1. Students will describe major cultural, historical, political, and social practices that have shaped the meanings of disability, inclusion, and accessibility
2. Students will apply critical thinking to inform and guide ethical/professional judgments
3. Students will identify and describe institutions and community resources that are available to persons with disabilities
4. Students will describe disability as an aspect of diversity, and examine how it intersects with other historically marginalized categories such as race, class, and gender
5. Students will recognize and articulate the common misconceptions/stereotypes held by mainstream society toward persons with disabilities, and recall stigmatizing language/representations in the media and in popular culture
6. Students will engage in critical inquiry around developing concepts and controversies in the disability rights community and the field of disability studies
7. Students will explore their own biases, attitudes, and beliefs related to disabling conditions and disability culture, and demonstrate knowledge and skills in practice with this population

**HUMS 128
Objectives**

1. Have a basic understanding of the many definitions of family and how elements of the ecological context affect the family system.
3. Have become familiar with and able to speak knowledgeably on a variety of issues concerning the complex problems faced by contemporary families.
4. Have become familiar with, and able to make suggestions for, and appropriate Human Service response to family problems.
5. Be able to research a topic in a university library and prepare a summary type research paper
6. Have studied an area of interest related to the American family and made an oral presentation to the class.



Direct Support Credential

Student's Name:

Advisor's Name:

Placement testing is required for students without prior college coursework. Test scores may indicate that student must take INTD 095 *Integrated Developmental Reading/Writing* before registering for courses required for this credential.

Course Requirement	Course Title	Credits	Min. Grade	Grade Earned T - Transfer	Completed
ENGL 100 OR ENGL 101	Academic Writing I OR Academic Writing II	3			<input type="checkbox"/>
HUMS 105	Introduction to Human Services	3			<input type="checkbox"/>
HUMS 107	Introduction to Disability Studies	3			<input type="checkbox"/>
HUMS 128	The Family: Strength-Based Intervention	3			<input type="checkbox"/>

Minimum Credits Required for Certificate of Completion: 12

Notes:

- Required courses completed successfully
- Waivers for any required course substitutions approved
- Cumulative Tompkins-Cortland GPA 2.0 or higher



College Forum Report
Board of Trustees
March 13, 2019

The College Forum bylaws ad hoc committee met on February 22 and March 8. Their next meeting will take place on March 15.

A College Forum meeting took place on March 8. Joe Smith, Professor of Human Services, and Katrina Campbell, Registrar, presented the Direct Support Micro-Credential proposal for a Level III vote. The Forum voted and approved to move the micro-credential forward to the President and Board of Trustees. There was brief discussion on the SUNY Community College proposal information sheet. The formation of a nomination committee for new members next year is a work in progress. The change in the bylaws may affect how this committee proceeds. The ad hoc committee gave an update of how far along the bylaws are. There is a timeline of presenting a draft to the Forum for review by March 29 so that revisions can be made and the new bylaws can be presented to the College for a vote by mid-April.

The next meeting is Friday, March 29 at noon.



Foundation Report

Board of Trustees

March 21, 2019 Meeting

On Friday, March 8th the Spring Scholarship Ceremony took place and the Foundation awarded over \$59,000. Over 70 people attended the luncheon, and as always, a highlight is hearing from the student panel sharing their stories.

The alumni committee is accepting nominations for the 2019 Distinguished Alumni award to be presented at Commencement on May 23rd. Nomination forms can be obtained through the alumni and development office.

Our next communication piece will be sent in April and will focus on College highlights.

Upcoming meetings:

Executive Committee – April 1

Board Meeting – April 9

Alumni Committee – April 16

Investment Committee – April 25

Student Trustee Report – Chad M. Miller
Board of Trustees Meeting
March 2019

- LGBT is now registered as a club
 - Hosting an ice cream social on March 27, 2019
- SGA was inactive but is now fully restored
 - Hosted an open house with 18 in attendance
- Take Pride Awards
 - Nominations are coming in
- SUNY Chancellor's Awards – two students are receiving the award
 - Nicholas Brown
 - Austin Julas
- Search Committee for Director of Student and Residence Life
 - Now going through applications



TO: Board of Trustees
FROM: Orinthia Montague, President
DATE: 3-21-19
SUBJECT: Report to the Board

Childcare

Construction of the Childcare Center continues to move forward. The two most recent issues of concern were the fire access road and exterior insulation not being installed to code. Several of us from the College met with Dryden Fire regarding the access road issue and we were able to resolve that with minimal change. The exterior insulation issue was addressed by adding extra insulation to the interior walls. We are currently on schedule to receive the building by June 15th.

Collective Bargaining

Negotiations are moving forward. The first meeting with the Faculty Association was held last week. Both teams presented matters for consideration. Meetings with the Adjunct Association and the Professional Administrators Association will begin in the second week of April.

Strategic Planning

The Strategic Planning Survey collection closed on March 4th. Our Consultant has analyzed the data into various themes. The Steering Committee will now conduct focus groups with selected stakeholders (students, internal and external), including members of the Board of Trustees and the Foundation.

Budget/Enrollment

As of enrollment census date, the College had a fiscal deficit of \$1.6 million dollars primarily due to returning student enrollment. Institutional Research has been carrying out some data analysis in order to better parse the issues that are affecting student retention, which seems to have the largest impact on the budget. Malvika will be sharing some of the findings from that effort at the meeting. However, in an effort to begin addressing the operating deficit we have been able to:

- Reduce adjunct overload (\$290K)
- Reduce contractual spending (\$260K)

That leaves the current fiscal shortfall at \$1.1 million. It is important to note that we still have summer enrollment to consider. I will continue to provide updates regarding budget as we move along.



Miscellaneous

- 1/24 Attended TCAD Board Meeting
- 1/31-2/5 Bereavement Leave
- 2/7 Legislative Breakfast @ Onondaga Community College
- 2/7 & 8 SUNY NYCCAP Meeting – Utica
- 2/11 Participated in Cortland BDC Meeting
- 2/11- 14 Nursing Accreditation Team campus visit
- 2/13 Ithaca College Board of Trustees Dinner Meeting
- 2/14-15 Ithaca College Board of Trustees Meeting
- 2/19 Cortland County Budget Committee Presentation
- 2/20 Facilitated Cortland County Transit Meeting with Assemblywoman Lifton & Senator Seward
- 2/22 Participated in SUNY Got Your Back Event
- 2/25 Met with Greek Peak regarding collaborations
- 2/25 Attended Tompkins Chamber FAB5 Young Professional Awards Ceremony
- 2/26 Attended Cortland County Administrator Search Committee Presentation & Meeting
- 2/27 Participated in meeting with Dryden Fire Department
- 2/28 Presented to Tompkins Council of Governments
- 3/4 Met with CenterState Corporation for Economic Development
- 3/5 Toured Intertek and discussed possible collaborations
- 3/5 Attended Foundation Scholarship Ceremony
- 3/8 Toured Tompkins Center for History and Culture
- 3/12 Participated in Cortland County Administrator Search Committee Meeting
- 3/15 Tompkins County Budget, Capital & Personnel Committee Meeting presentation
- 3/18-21 Vacation