



Provost and Vice President of Academic Affairs
Position Profile

**TOMPKINS
CORTLAND**
COMMUNITY COLLEGE

<https://www.tompkinscortland.edu>


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ACADEMIC SEARCH CONSULTING

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College Overview



Since its founding in 1968, Tompkins Cortland Community College (TC3) has grown from humble roots housed in a former high school located in Groton, New York, to a multi-faceted institution that is an integral part of the Tompkins County and Cortland County communities. Located on a 220-acre picturesque setting in the hills of Dryden, New York, TC3 is one of 30 community colleges in the State University of New York, and offers degrees, certificates, and microcredentials in more than 40 academic programs including nursing, business administration, criminal justice, chemical dependency counseling, new media, sport management, culinary arts, sustainable farming and food systems, and liberal arts programs, including education and general studies. The College has been a leader in educating students for a global society for more than 30 years, with a dedication to international education that has featured partnerships with education institutions in several countries and study abroad opportunities for our students. TC3 is known for its commitment to academic rigor, transferring graduates into top four-year universities, as well as its dedication to providing the focused workforce training business and industry need today. A hallmark of the College is its passionate commitment to providing comprehensive student support services, including a model on-campus food pantry, services for students from a wide array of backgrounds and abilities, and mental health services. Find out more at tompkinscortland.edu.



History of the college:

When Tompkins Cortland Community College first opened its doors in September of 1968, 180 students were registered to attend. Classes were held in Groton in the former high school building. The library's shelves were freshly stocked with 5,000 volumes, and the College catalog listed 34 courses in business and the liberal arts. Faculty members, drawn together from diverse areas of higher education, were bursting with innovative ideas. Since that first day of classes, Tompkins Cortland Community College has been a place of excitement and promise, committed to serving the growing and changing educational needs of its students and sponsoring communities.

Quickly outgrowing the space in Groton, the College opened a new campus in Dryden in September 1974, welcoming more than 2,000 students. In 1978, the Tompkins Cortland Community College Foundation was incorporated to support the ongoing work of the College and to accept private donations to support the institution's mission. Over the next decade, the College grew to serve nearly 5,300 students, and the Foundation has played a significant role in the growth by creating opportunities and increasing accessibility.

Through the 1990s and 2000s, TC3's reach expanded beyond the walls in Dryden. TC3 was honored as a Learning College Champion by the League for Innovation, supported by the Foundation opening extension centers in the cities of Ithaca and Cortland, the establishment of a Global Initiatives program that saw the College partner with institutions around the world, becoming one of the first community colleges in the state to offer on-campus housing, and by serving as a SUNY leader in embracing distance learning through online courses and degrees.

The College entered the 21st century with rapid enrollment growth, the development of a complete residential life program, and the expansion of academic offerings. The campus master plan brought the first major construction to campus in more than 30 years, producing a new learning commons, student center, and the College's first dedicated athletics facility.

The forward-thinking that has become the trademark of the College continued into the new century with the establishment of the Farm-to-Bistro program that includes a working farm on campus and professional restaurant in Ithaca, both providing exceptional practical learning opportunities for students in several academic programs. The expansion of

the College's distinguished nursing program and the opening of a new, expanded childcare center both addressed needs in the community as well as the needs of its students. In recent years, the ability to quickly respond to the region's changing economic climate has led to the creation of employment-focused microcredentials that are already having a positive impact on the local workforce.

TC3 has long been dedicated to sustainability, dating back to signing the American College and University Presidents Climate Commitment in 2008. Through the years this commitment has shown itself with education modules, the installation of solar panels on campus, and resource-saving practices. Currently, the College is actively aligning with the United Nations' Sustainable Development Goals (SDGs), which are an international call to end poverty, protect natural resources, and ensure that all people enjoy peace and prosperity.

More than 50 years later, TC3 has continued to advance its founding promise. The commitment to students and community has produced more than 23,000 alumni through the years, with many entering the local workforce. For others, TC3 provided avenues to continue their education at transfer institutions before making their mark on their community. The lasting impact of TC3 alumni, for several generations so far and many more to come, is the enduring indicator of the College's true value to this community and beyond.



Vision, Mission, and Values

Our 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 society.

Our Vision:

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

Our Values:

Learning

Learning is the most important outcome of our work. We are all learners and we know that teaching and learning happen both inside and outside the classroom. Each of us is responsible for our own learning and for supporting the learning of others.

Excellence

Exceptional teaching, programs, and service are critical to our success. We believe that excellence must be built on a foundation of integrity, honesty, and academic freedom. We achieve it by focusing on strengths, learning from experiences, and assessing our work.

Opportunity

Education transforms lives. We value access to education as a fundamental right. Our students can start here and go anywhere.

Innovation

Change creates vitality. We value active pursuit of thoughtful innovation and continuous improvement. We empower and challenge ourselves to create, innovate, take risks, and nurture an environment of trust.

Relationships

Relationships are the heart of our work. We value a caring, supportive community built on integrity, openness, honesty, and respect. Our internal

and external relationships are flexible, collaborative, and interdependent.

Diversity

Diversity enriches our learning. We embrace diversity in all of its contexts, including strengths, perspectives, and people. We seek to increase our capacity to understand issues of difference, power, and privilege and to constructively resolve conflict.



Commitment to Strengthening Academics through Governance:

The next Provost will be versed in teaching and necessary supports for faculty in the classroom and online as well as have the ability to engage and lead faculty in the effort to strengthen the academics of TC3. Initial priorities include the provost working with academic staff and faculty to update and align curriculum to better serve the needs of the community and students, strengthen teaching and learning, and provide leadership for the Middle States accreditation site visit that is scheduled for 2026/27. The next Provost will have previous experience leading in a healthy and high functioning shared governance environment and will work to strengthen TC3's governance processes. They will also be an effective communicator able to lead faculty and staff through critical conversations, make decisions about the academic future of TC3 based on those discussions, and communicate decisions in a clear and transparent manner. Lastly, the Provost will be a collaborative leader who will be able to advocate for faculty and academic departments with colleagues across campus while having the administrative experience to ensure the academic core of the College is well-managed, properly resourced and committed to best practices.

Systems and Process Oriented with a Global Mindset:

The next Provost will excel at managing project details and keeping everyone organized and on track, while also maintaining a broad vision for academic excellence at TC3. This Provost will appreciate clear and sensible processes while having the leadership capabilities to develop and implement such processes at TC3. They will also be able to simplify systems and processes to help faculty to focus on the core mission of teaching and meeting the needs of students. In addition, the Provost will value the expertise of faculty and staff while leading academics to change in ways that will best serve the changing needs of students and ensure the academic programs align with the data that demonstrates the needs of the service area and global communities within an ever-changing, diverse world.

Partnerships:

The next Provost at TC3 will demonstrate the interpersonal skills necessary to develop and maintain strong collegial relationships and external partnerships that support the college's goals. Externally, the Provost will work to strengthen AA/AS transfer and create meaningful articulation agreements with 4-year institutions of higher education that support student success and reflect the value of the Associate degree. In addition, the Provost will lead stakeholders and connect with employers to ensure that TC3 graduates are meeting the needs of local businesses and industries and that students possess the skills and knowledge to be employed, make sustainable living wages, and enjoy a high-quality of life in the region. Internally, the Provost will develop collegial relationships with faculty and staff that are rooted in trust and communication. These relationships will lead to an environment where change management moves TC3 into the future with the development of increasingly relevant and sought-out programs. The Executive Council at TC3 is a high functioning team. The Provost will work closely with senior leadership, ensuring the academic core mission is elevated and advocated for through ongoing analysis and strategic planning. In addition, the Provost will work closely with senior leadership to take on challenges faced by the institution, such as student retention, strengthening workforce development programs, decision-making with limited resources and increasing employee morale.

Finally, TC3 is seeking a Provost with a sense of humor, compassion, and a genuine desire to be at a small college such as TC3. This is an excellent opportunity for a leader who enjoys leading a college through change and can immerse themselves in the work of a Provost at multiple levels. Enjoying outdoor activities and winter would be a bonus for the incoming candidate for life in the finger lakes region.

Summary:

Serves as the College's Chief Academic Officer. Working in an environment where all faculty and most staff are covered by collective bargaining contracts, the Provost provides institution-level, strategic leadership, and day-to-day operational leadership for program development and assessment, teaching and learning, faculty appointments, professional development, and development and administration of academic policy and procedures. Leads the development and implementation of data-informed strategies to strengthen college access, retention, progression and graduation. Demonstrates best practices of shared governance to engage faculty in the strategic vision, goal-setting and decision-making processes to provide students with clear pathways to further education and prepare for the workforce. Leads the development and implementation of a vision that advances access, prioritizes excellence in teaching and learning, strengthens equity, and supports student success in all academic areas. Leads innovation throughout Academic Affairs, actively supports professional development and provides visible and effective leadership for faculty and effective management of the Office of the Provost. Serves as a senior institutional leader and member of the President's Executive Council and Cabinet.

Essential Duties and Responsibilities:

1. Responsible for the development and implementation of the academic core of the College, including curriculum and course content consistent with applicable requirements and regulations of the State University of New York, State Education Department, and the U.S. Department of Education.
2. Provides leadership for the faculty to align teaching practice with different learning styles, and maintains current on research and best practices relative to teaching, learning and assessment, as well as optimal student success practices.
3. Leads the development, implementation, and assessment of academic programs and academic support services, demonstrating commitment to evidence-based practices, data-driven decisions, policies and compliance.
4. Exercises professional, clear and consistent communication, including written and oral communications, with faculty, senior leadership, campus community, external community, etc.
5. Implements the Academic Master Plan and short- and long-range departmental plans to include comprehensive and periodic reviews, initiation of new and/or revised programs to meet student, transfer and workforce needs, best practices in academic support services, and clear pathways, articulation and transfer agreements to support long-term student success.
6. Leads effective services that support students' academic success, including library services, College Teaching Center, tutoring services, and services for students with different abilities and needs, as well as the Registrar's office and Academic Records.
7. Facilitates effective practice and review relative to areas that directly impact student progression and completion, including program design, course scheduling, and advising.
8. Generates and leads collaboration across the institution and with other institutions to develop and implement mutually beneficial partnerships that advance the College's mission, vision and goals.
9. Maintains strong working relationships with other senior leaders, including Student Affairs, Enrollment Management, Campus Technology, and Finance & Administration.
10. Serves in a lead role relative to Middle States Accreditation and applicable program accreditation, in conjunction with leadership and the campus community.
11. Meets with faculty periodically to review their practices and supports professional development opportunities to further educational excellence.
12. Recommends to the President personnel decisions including hiring, promotion and granting of permanent appointment, as well as assigning teaching load and as necessary, administering disciplinary actions.
13. Ensures efficient use of material resources by assessment of department needs, development of budget recommendations, and management of the department within the budgetary constraints of the College.
14. Represents the College as necessary in its interactions with the State University of New York, New York State Education Department, and the Middle States Commission on Higher Education. Serves as the College's representative to the SUNY Chief Academic Officers.

Essential Duties and Responsibilities (Continued):

15. Directs the staff of the Provost's Office. Ensures the effective use of human resources by recommending hiring, disciplinary, and other administrative actions, together with the training, motivating, evaluating, and counseling of assigned personnel. Conducts all personnel matters in accordance with federal, state, and local Equal Employment Affirmative Action Laws, other applicable laws, regulations, and collective bargaining agreements.
16. Serves as the final appeal in all student academic discipline concerns.
17. Represents the President, as requested, both internally and externally, and serves as a designated campus point of contact (POC) in the President's absence.
18. Performs all additional position-related tasks as assigned.

Minimum Qualifications:

Earned doctorate from an accredited institution. Minimum of eight years of professional experience in an accredited institution of higher education, which includes classroom teaching experience and at least four of the eight years in a two-year community or junior college. Demonstrated experience in accreditation and in academic assessment at the program and course level.

Other Requirements

Ability and willingness to work nights/weekends as needed and to travel as needed.



Application Process

Apply online at <https://paullygroup.com/positions/?apply=provost-1> and click on “Apply Now” for Tompkins Cortland Community College, Provost.

Attach the following three items: A cover letter that addresses the Characteristics listed in the Opportunity Overview on page five and the Qualifications on page seven of this profile, a current resumé, a list of three professional references’ names and contact information.

Please direct all confidential inquiries and nominations to the College’s search consultant,

Dr. Angela Provart, President
Pauly Group Inc.
3901 Wood Duck Dr. Suite E, Springfield, IL 62711
Phone: 217-241-5400
Email: aprovart@paullygroup.com

The committee will begin review of applications immediately. Applications will be accepted until the position is filled, with materials submitted by **Thursday, October 3rd, 2024** receiving priority consideration. All applications are confidential and references will not be contacted without the expressed authorization of the applicant.

Tompkins Cortland is an Affirmative Action and Equal Opportunity Employer.

