Board of Trustees’ Work Session and Board Meeting Materials

April 27, 2016
6:00 pm
The Rouse Company Foundation Student Services Hall
RCF-400
1. Board members practice respectful dialogue that serves the best interests of the college.

2. Each board member works to integrate servant-leadership into the board culture.

3. Each board member has the opportunity to speak uninterrupted.

4. Board members come prepared – board chair needs to understand what is required and set time and material appropriately.

5. Board chair acts as caretaker for the board – acts as filter, evaluates agenda for time well spent.

6. Board chair speaks for the board to the media.

7. Consent materials are available 10 days in advance; remaining board materials are available seven days in advance.

8. Board members should route any requests for additional information to the board chair or the president at least two business days prior to the board meeting.

9. Board members may utilize email to communicate individually; however, email communications among a quorum of the board or the full board such as “reply all” responses are restricted in compliance with Maryland’s Open Meetings Law.
Howard Community College’s
*Dragon Principles*

We promise to help our students, employees, and community members “get there from here.”

We pledge to...

Be friendly
Be helpful to our students and community
Be considerate of each other

And we pledge to…

**Strive for excellence in everything we do**
Board of Trustees’ Meeting Agenda  
April 27, 2016  
The Rouse Company Foundation Student Services Hall  
RCF 400

Work Session and Dinner 6:00 p.m. (A light dinner will be served at 5:30 p.m.)

I. Introduction of New Employees
II. Introduction of Alternative Break Participants
III. Information Session: East Parking Garage Expansion Construction Update

Regular Meeting – Immediately following the work session

A. Approval of April 27, 2016, Agenda
B. President’s Report
C. Board Member Comments
D. Board Priority Items
   1. Key Performance Indicator (Board Core End): Leadership
   2. Financial Statements
   3. Cultural Diversity Plan
   4. Fiscal Year 2017 Capital Budget Reallocation and Approval
E. Approval of Board Meeting Minutes
   1. March 23, 2016, Work Session
   2. March 23, 2016, Regular Session
   3. April 14, 2016, Special Budget Meeting
F. Consent Items
   1. Proposed New Hires
   2. Candidates for Commencement
   3. Faculty Promotions for Fiscal Year 2017
   4. Office Supplies Contract
   5. Electricity and Natural Gas Delivery Services
   6. Subcontracted Audio/Visual Services for the Science, Engineering, and Technology Building
G. Discussion Items
   1. Audit Services
H. Information Items
   1. Board Calendar
   2. Agreements Signed by the Board Chair Disclosure
   3. Fiscal Year 2017 Operating Budget
   4. Personnel Summary

Closed Session
I – Introduction of New Employees

For the trustees’ information, newly hired employees approved by the board at its March 23, 2016, meeting will be introduced to the trustees by Dr. Hetherington and area vice presidents.
II – Introduction of Alternative Break Participants

People being introduced:

2016 Alternative Winter Break – “Take a Bite Out of Hunger” Participants

1. Jose Calderon  7. Juliette Ludeker (advisor, English faculty member)
2. Elijah Davis  8. Kevin Moreno
4. Amal Hassan  10. Andrea Padilla
5. Rick Leith (advisor, English faculty member)  11. Emily Pavuk

2016 Alternative Winter Break – “Make a Child Smile” Participants

1. Patricia Anderson  8. Jacob Gallagher
4. Hasyrah Bradley  11. Laura Sessions (advisor, Nursing faculty member)
5. Taaj Amira Clark  12. Lauren Tart
6. Brionna Clinkscale
7. Maura Dunnigan (advisor, Rouse Scholars Sophomore Coordinator)

2016 Alternative Spring Break – “Rescue Me” Participants

1. Katrina Bowers (advisor, PROD office associate)  6. Jacob Gallagher
2. Brittany Budden (advisor, service learning director)  7. McKenzie Gallagher
3. Christopher Drexel  8. Tory Hubbard
5. Emily Forbus  10. Briana Pervaiz
6. Trisha Scotton

Background: Alternative break (AB) trips provide students the opportunity to travel to different communities and engage in direct service to benefit their host community. AB trips strive to promote a lifelong service ethic by encouraging students to examine their roles in the community.

This past January, the Center for Service Learning sent two outstanding groups of students on alternative winter break trips with the mission of making a difference in the lives of others.
The first alternative winter break group traveled to San Francisco on January 10-15, 2016, to volunteer with a variety of hunger-relief and poverty support organizations. The group started their week by volunteering with the San Francisco Food Bank where they helped create meal packs for distribution to those in need. The group then moved on to volunteer with Glide, the largest hunger-relief meal service in the city of San Francisco, where they helped serve dinner to over 600 people. On Tuesday, the group spent the day volunteering at two different senior lunch programs operated by Project Open Hand where they prepared and ate lunch alongside seniors served by the program. Half of the group continued to volunteer at Project Open Hand’s headquarters later that night where they prepared meals for distribution to home-bound individuals. The other half of the group prepared dinner at Grace Cathedral, a renowned San Francisco landmark, whose services date back to 1849. Later in the week the group traveled to Oakland to volunteer with Building Opportunities for Self Sufficiency, where they prepared transitional housing apartments for occupation and visited the Homeless Prenatal Project to learn about the challenges expectant mothers endure when they are without stable housing. The group also returned to Glide two more times to serve breakfast. Along with their service, the group was able to visit some historic sites of San Francisco, experience the vibrant culture of the Bay area, and witness the dichotomy of wealth and opportunity within the region.

The second alternative winter break group traveled to Bowling Green, Kentucky via Nashville, Tennessee, January 20-25, 2016, to support children with autism and other special needs. The trip started with a full day of service at New Beginnings Therapeutic Riding Center where the group helped with a variety of farm chores. Unfortunately, the plans for the rest of the trip were disrupted by winter storm Jonas. The group intended to spend another day with New Beginnings before moving on to act as camp counselors for a special weekend camp for children with autism and their families at the Center for Courageous Kids. Due to the changing and increasingly threatening weather forecast, the Center for Courageous Kids canceled the weekend camp the day before it was scheduled to begin in order to keep their volunteers and visiting families safe. With plan B in mind, the group traveled back to Nashville and tried to fly back to Baltimore before Jonas wreaked havoc on our area, only to have their flight canceled minutes before boarding the plane. However, nothing was going to keep the group down. Their high spirits continued throughout the weekend as they made the most of their snowy time in Nashville by immersing themselves in the country music capital before safely flying back home.

The alternative spring break participants traveled to Nashville on March 28-April 1, 2016, to volunteer with the Nashville Humane Association (NHA), one of the oldest non-profit organizations in the city. The NHA is devoted to finding responsible homes for rescued cats and dogs, controlling pet overpopulation, and promoting the humane treatment of animals. During the week, the group spent time assisting with a variety of animal care, animal training, community outreach, and event development tasks in support of several NHA programs. The group began their week with a special orientation session and then spent time training numerous high-energy dogs recently rescued from the floods in Mississippi. The group helped care for and facilitate
adoptions of the many cats in residence at NHA. In between time with their furry friends, the group created several new activities to be used in the children’s area during the NHA’s annual adoption and fundraising festival. Overall, the week of service allowed the group to not only contribute to the mission of the NHA, but also understand how poverty, mental health, and education are connected to the issues of animal abuse, neglect, and abandonment.
III – East Parking Garage Expansion Construction Update

**Background:** The purpose of this project is to design and construct a parking garage of approximately 750 spaces. The structure is being constructed on the east side of the campus directly adjacent to the existing east garage. In addition to the structure, there are new vehicle, bicycle, and pedestrian connections to improve the movement into, out of, and through the campus. Design features include a new entrance to the campus, vehicle and pedestrian bridges linking the new and existing garage together, and integrated connections to Columbia’s pathway system. The HCC facilities department has responsibility for managing this project.

Desman Associates was hired to provide architectural and engineering (A/E) services in August 2014. Donley’s Inc. was hired in September 2014 to provide preconstruction services during the schematic design phase. Initial site work and modifications to the existing east garage began in November 2015 and substantial construction began with the issuance of the grading permit in late February.

Design services were contracted at $970,000 and a guaranteed maximum price for construction at $13,787,000. Total current encumbered project costs including additional related design and construction work is presently $15,323,000. Completion of this project will increase parking from 2,771 spaces to 3,511, a 26 percent increase in parking capacity to the campus. The contracted finish date is February 15, 2017. The best early finish date is completion before the beginning of the spring 2017 semester.

Representatives from Desman Associates and Donley’s Inc. will attend the board meeting to present the progress of the project.

The presentation agenda will include a PowerPoint presentation detailing the following:

- Location
- Design principles
- Connectivity with the existing campus
- Connectivity with the community
- Project status
- Project logistics
- Project schedule
A – Approval of April 27, 2016, Agenda

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Closed Session
B – President’s Report

AACC Award
I had announced earlier that HCC was one of four finalists for the 2016 American Association of Community Colleges (AACC) Safety Planning and Leadership award of excellence. I am pleased to announce that HCC won the national award at the awards gala at the AACC convention on Monday night. This award applauds exemplary practices and innovation in campus safety and emergency response strategies, programs, and procedures. HCC was selected for its comprehensive campus safety initiatives, which include collaboration among the health and safety and emergency operations teams, the student services division, the public safety department, and the public relations and marketing department. Congratulations and many thanks to all HCC employees who are a part of making the college a safe environment in which to work and learn.

Faculty and Staff Kudos
Congratulations to Jennifer Kling, associate professor of physical sciences, who has been selected by the Gulf of Mexico Foundation to participate in an Intracoastal Waterways Wetlands Expedition (IWWE) in June 2016. This competitive grant-funded program, which is limited to 24 participants from around the country, introduces educators to coastal habitats and geology as they travel on a live aboard boat from Texas to Louisiana. The expedition is led by trained naturalists who discuss a range of topics such as the economy, ecology, sustainability, water quality, and population dynamics of the area. For more information about this program see http://www.gulfmex.org/education-training/iwwe/.

Congratulations to Payge Jennings, English Language Center (ELC) program assistant, who has been accepted to the Fulbright program. She has been awarded an English Teaching Assistant Grant for the 2016-2017 academic year and will serve in South Korea beginning this July. In addition to helping local South Korean English instructors teach English, Payge will also serve as a cultural ambassador for the U.S. We are excited for Payge and the excellent opportunity the Fulbright experience will not only afford her, but her future colleagues and students in South Korea, as well.

Congratulations to Georgene Butler and Missy Mattey for being selected as Melvin Jones Fellows. This Fellowship Award, bestowed by Lions International and named for its founder, Melvin Jones, is the highest form of recognition and honors individuals who embody humanitarian ideas consistent with the nature and purpose of Lionism. The award, which usually goes to members of the Lions Club, was presented to Georgene and Missy for the work they do with students at HCC.
Congratulations to **Tamara Jones**, English Language Center (ELC) intensive program coordinator, on her selection as a TESOL “Up and Comer” during TESOL’s 50th Anniversary year. As the main professional organization for teachers of English as a second language (ESL), this is an honor for Tamara as well as HCC.

As part of TESOL’s 50th Anniversary, TESOL is acknowledging professionals in the field in two different categories:

1) 50 top professionals over the 50-year history of the organization; and
2) 30 top next generation (“up and comers”) professionals.

The “up and comers” represent “the next generation in research, teaching, publishing, and leadership.” Tamara is one of 30 honorees who are expected to “shape the future of both the association and the profession for years to come.”

**HCC Receives National Awards**
The season brochure for the Horowitz Visual and Performing Arts Center, designed by **Sarah English**, won a Silver Paragon award from the National Council for Marketing and Public Relations (NCMPR).

NCMPR presented the award to Sarah at its national conference on March 13, 2016. NCMPR Paragons recognize outstanding achievement in communication at community and technical colleges. This is the only national competition that honors excellence exclusively among marketing and public relations professionals at community colleges. NCMPR serves more than 1,700 members from more than 550 colleges and is one of the largest affiliates of the American Association of Community Colleges.

Thank you to **Dave Beaudoin, Janelle Broderick, Katie Turner,** and **Christi Tyler** for their contributions to the award-winning brochure.

In addition, the new HCC website won a Silver Accolades award from District II of the Council for Advancement and Support of Education (CASE). CASE is an international association serving alumni, communications, and development professionals at more than 3,670 colleges and universities, independent and secondary schools, and nonprofits.

Congratulations to staff from the **public relations and marketing, web services,** and **continuing education marketing offices,** and thank you to all the college staff and faculty who contributed content and provided feedback in preparation for the website launch.

**HCC Cyber Defense Club Participates in the CCDC Competition**
On February 26, 2016, the cyber defense club participated in the qualifying round of the Mid-Atlantic Regional Collegiate Cyber Defense Competition (CCDC). The mission of the CCDC is to provide institutions with a controlled, competitive environment to assess students’ depth of understanding and operational competency in managing the
challenges inherent in protecting a corporate network infrastructure and business information systems.

Student team members Rich Engler, Alex Gorinson, Alexandr Kholyavko, Roston Moore, Yuliya Morrison, Al Pappadia, and Andrew Valliere participated alongside 10 community colleges and 22 universities in the region. Thank you to faculty member Richard Hidalgo, cyber lab manager Athar Rafiq, as well as Brian Burgess and Nicholas Holland of iSystematics for preparing the students for the competition.

MCRC Helps Staff at Mount Hebron High School
The Mediation & Conflict Resolution Center (MCRC) was invited to provide support to Mt. Hebron High School (MHHS) staff using restorative practices after a video, which made local and national news, of a MHHS student dismissing the “Black Lives Matter” movement hit the internet. As the video sparked student response at several Howard County high schools, the MHHS community was the most directly affected, and continue to work to heal the situation as much as possible. The MCRC team designed and facilitated a morning session where all 180 MHHS staff members participated in facilitated small circle discussions.

Thanks to Kathy Rockefeller for designing and leading the process used for this successful session, and to the MCRC school circle team volunteers for serving the MHHS community as it works to heal together.

HCC Hosts Business Focus Group
On March 1, 2016, the business and computer systems division and the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant team held a business community focus group on campus. Through a facilitated session, Howard County business leaders provided insight on how to reach regional businesses for the purpose of developing partnerships to support the expansion of HCC’s cyber technology programs, and how to create internships, apprenticeships, and work-related experiences.

The grant team will utilize the recommendations to develop innovative opportunities for students within cyber technology programs. Thanks to Joyce Danzig, Tiffany Goins, and Betty Noble for coordinating the event, as well as Jean Anderson, Awilda Velazquez, and the Sodexo staff for their assistance with the event.

Diversity Week
Diversity Week was celebrated the week of March 7-12, 2016, offering a wide range of programs for faculty, staff, students, and the community. The theme of the week was “Unity in Diversity.” The weeklong program kicked off with keynote speakers Diane Schumacher and Georita Frierson, Ph.D., from Rowan University, associate professor-director of clinical training, psychology department, who focused on engaging students, employees, and the community to take a closer look at the visible and invisible attributes that define personal diversity. The weeklong series of events was filled with sessions promoting conversation, exchange, and increased awareness of the unique
talents and contributions of all people in a global community. There were movies; dance demonstrations; drum circles; and discussions on working with diverse students, exploring bias and one’s cultural lens, fighting local poverty, the Syrian refugee crisis, the innovation of Native Americans as mathematicians, and more. A total of 24 events were showcased and 624 people attended the events. As part of the week’s activities, food was also collected to support the HCC Food Pantry.

Special thanks go to diversity week co-chairs Mary Ann Carroll and Heather Joseph, and diversity committee co-chairs Brandon Bellamy and Zakia Johnson. Special appreciation goes to the diversity week committee members: Denelle Alton, Christele Cain, Evelyn Del Rosario, Crystal French, Elizabeth Higgins, Nooshin Nejat, Narinder Sharma, Neetika Sharma, Eva Surowiec, and Rehana Yusaf for working tirelessly to plan and execute educational and cultural awareness programs within the theme of “Unity in Diversity.” Additionally, we appreciate the work of everyone involved in making diversity week a success: Cruzkaya Barbosa (student), James Bailey, Maria Bell, Janelle Broderick, Danielle Brown, Brittany Budden, Patty Bylsma, Christele Cain, Nancy Calder, Geoffrey Colbert, Kevin Cooper, Jay Coughlin, Brad Coverdale, Tabatha Cuadra, Evelyn Del Rosario, Candace dePass, Cynthia Paige Desai, Maura Dunnigan, Sara English, Michelle Franz, Schnell Garrett, Cari Godin, Natasha Gray, Patty Grim, Farida Guzdar, Elizabeth Higgins, Deborah Isner, Dave Jordan, Jessica Klug, Stacy Korbelak, Shawn Lamb, Christy Lewis, Janice Marks, Rita Mayhew, Tim McKay, Hsien-Ann Meng, Melanie Moore, Christina Pabon-Buck, Cindy Paige-Desi, Linda Schnapp, Parul Shah, Heather Stone, Roger Stott, Eva Surowiec, Christi Tyler, Fahimeh Vahdat, Mari Wepprecht, Marie Westhaver, and Terrell Willis (student), and the entire diversity committee. We would also like to thank our presenters: Krystal Andrews, Brandon Bellamy, Heber Brown III, Brittany Budden, Patty Bylsma, Shelly Caldwell, Tabatha Cuadra, Candace dePass, Johnika Dreher, Maura Dunnigan, Georita Frierson, Schnell Garrett, Natasha Gray, Carol Howald, Zakia Johnson, Joan King, Shawn Lamb, Greg Lazzaro, Sang Lim, Mike Long, Christina Packard, Abdellrahim Salih, Diane Schumacher, Shobha Subramanian, Lamont Vaughn, Awilda Velazquez, Charisse White, and Linda Wu.

Early Childhood Development Workshop
The teacher education department held an Early Childhood Development Workshop on March 11, 2016 students. The one-hour program consisted of three sessions and featured five guest speakers. Over twenty students learned about getting and keeping a job in child care and the child care credentialing process. The event concluded with a panel of past and present HCC students currently working in different roles in the child care field. The panel members discussed the best and most surprising aspects of their jobs and how HCC prepared them for these jobs.

Thanks to Cindy Scruggs, early childhood development mentor, who organized the workshop. A special thank you to Fran Kroll who acted as moderator, and Kate Kenney and Mimi Heimsoth who helped with planning and set-up.
The workshop was a success due to presenters Jodi Fishman, executive director at Bet Yeladim Preschool; Joan Johnson, early childhood specialist at the Howard County Office of Children’s Services; and panelists Lynda Celmer, director at Glen Mar Early Learning Center; Virginia Dee, family child care provider and president of the Howard County Family Child Care Association; and Ruth Smith, child care teacher at The Young School.

Spring 2016 Job Fair
On March 11, 2016, the office of counseling and career services hosted its annual spring job fair. Seventy-two employers registered and approximately 500 job seekers attended the event. The employers represented industries such as computer and information systems, customer service, science and technology, health services, and sales and marketing. Several major organizations supported the event including: Allen and Shariff, Columbia Academy, Giant Food, Howard County General Hospital, Howard County Public School System, Howard Tech Advisors, Maryland Live Casino, U.S. Customers and Border Protection, and the U.S. Secret Service.

Thanks to staff from plant operations, public safety, housekeeping, student life, and the public relations and marketing for their invaluable assistance and support. Special thanks to counseling and career services, including Raul Arrunategui Chavez, Geoffrey Colbert, Jay Coughlin, Amy Crawford, Beth Evans, Mary Fuller, Kassy Hargadon-Zester, Sheri Hawes, Ashley Luster, Janice Marks, Maureen Marshall, Paul Martin, Lorraine Maxwell, Epiphany Moon, Shannon Morgan, Rosine Nsah, Irma Rosado, Joy Stephens, David Tirpak, and Meagan Vargas who exemplified collaboration and teamwork to make this event a great success.

Student Self-Service Planning
I am pleased to announce that Ellucian’s student self-service planning tool went live on March 15, 2016, with the start of cohort registration for summer and fall terms, 2016. Through this self-service tool, students will have the opportunity to view their progress toward degree completion, create their academic plans, request unofficial transcripts, and register online. The office of admissions and advising is offering training on an ongoing basis to faculty and staff who wish to use the tool with students. This is the primary tool for students to use to complete credit registration.

The implementation of student self-service planning represents the work of many staff members throughout the college community. Many thanks to Jillian Ball, Emily Bonham, Alison Buckley, Cheryl Cudzilo, Michelle Franz, Tom Glaser, Lori Hartley, Beth Homan, Marcia Holpuch, Steve Horvath, Danielle Johnson, Linda Kazanow, Amy Chase Martin, Greg MacPhee, Margie McDonald, Catherine Mund, Cindy Peterka, Sharon Pierce, Dorothy Plantz, Malena Schmidt, Jane Small, Katie Turner, and Linda Wu for collaborating over the past several months to bring this project to fruition. Thanks also to more than 150 faculty and staff who have received training on this tool.
Edcamp at HCC – A Great Success
On Saturday, March 19, 2016, the English/world languages division hosted Edcamp Howard CC. Edcamp is an organic professional development event where the agenda and conversation topics are chosen on the morning of the event by the participants. This learning model is very popular in education today since it is a participant-driven experience that is created by teachers, for teachers. Edcamp Howard CC included HCC full-time and adjunct faculty, and teachers from the Howard County Public School System. The theme for the day focused on the many aspects of language, teaching, and students. The participants held discussions and built meaningful connections throughout the day. Sample topics included encouraging critical thinking and risk taking, providing effective writing feedback, utilizing language teaching technology, and building community within the classroom. At lunch, prizes donated by various sponsors were raffled off. Special thanks go to David Buck for organizing this meaningful day of learning and community building and to the many volunteers from the division who helped keep the day running smoothly.

2016 Dean's Ceremony
On March 22, 2016, Sharon Pierce hosted the annual Dean’s Ceremony, which recognized 1062 students who, through academic excellence, were named to the Dean’s List for the first time for the spring and/or fall semester in 2015 and received an honors pin in recognition of their achievement. The dean’s list students, joined by their friends and families, were acknowledged by Sharon Pierce, Cindy Peterka, HCC’s inspiring faculty member, Allison Bell and me. A big thank you to all who helped make this event a success - Janelle Broderick, Donna Brunne, Debra Butler, Polly Coles, Kevin Collins, Patty Grim, Carla Hairston, Awilda Velazquez, housekeeping staff, plant operations, print shop staff, public safety staff, Smith Theatre staff and the Sodexo staff.

Barnes and Noble
Barnes and Noble College (BN) took over the management of the college bookstore on November 2, 2015. The bookstore was previously an independent Howard Community College-owned bookstore and BN assumed operations of the bookstore through a request for proposals process.

The new bookstore manager, Ms. Amanda Martinez has been employed by BN since 2001, and was previously the general manager of BN's University of Baltimore store and had been at that location since 2007. She has gotten off to a good start at HCC and has a number of ideas for future improvements with an emphasis on savings to students.

As part of the transition, former HCC employees were offered the option of staying as college employees or becoming BN employees. One of the four HCC employees opted to become a BN employee and was made the assistant manager of the store. The remaining three employees stayed on HCC’s payroll and are now booksellers with BN. BN reimburses the college for HCC employee salaries. In addition, BN retained all interested part-time student employees on staff at the time of transition and has since added several others.
BN bought the college-owned inventory at cost for all textbooks and merchandise that were adopted for the following term and purchased the excess inventory at the wholesale price totaling $148,413.15.

Since starting with the college, Amanda and Kevin Collins, HCC’s director of auxiliary services, have met with all the academic divisions to talk about the various programs BN has to support faculty and assist with ordering books for the store. BN also stresses to faculty things to consider in saving students money.

As enrollment figures for the fall and spring were down 3.1 percent and 3.4 percent in FTEs, respectively, it is anticipated that total net bookstore sales for the period November through February will also be down.

Also anticipated as a result of the transition was the far greater ability by BN to offer a majority of required course materials in the rental format. Not only can BN offer a vast array of rental titles, it offers students the option of renting in either new or used condition. As is evident in the sales figures reported below, BN experienced a considerable increase in revenue within the rental category. BN has captured preliminary data resulting from the most recent spring term that indicates that students benefited from a 44 percent savings or $180,399 versus having purchased the same materials at full value retail. This, however, did have a direct impact on the total sales revenue within the Total Book Merchandise category due to the reduced price point when compared to new full value textbooks.

In addition, the digital format is a completely new offering to HCC students and the impact of these particular sales also further reduced the overall sales revenue. As a cumulative figure, when one takes into consideration the decline in enrollment, as well as the savings to students resulting from the benefits of rental and digital, BN is actually showing a favorable net sales figure compared to the HCC bookstore store sales figure last year. They appear to have arrested a steady and constant five-year decline in sales that the college was experiencing in the bookstore.

Year-to-date sales figures are as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>FY15 HCC Prior Year Nov.14 - Feb.15</th>
<th>FY16 BN Current Year Nov.15 - Feb.16</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Format</td>
<td>$0</td>
<td>$6,122</td>
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</tr>
<tr>
<td>New Full Value Textbooks</td>
<td>$1,052,007</td>
<td>$816,557</td>
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<td>Textbook Rentals</td>
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<tr>
<td>Trade Books</td>
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<tr>
<td>Used Textbooks</td>
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<td>$98,486</td>
<td></td>
</tr>
<tr>
<td><strong>Total Book Merchandise</strong></td>
<td><strong>$1,197,957</strong></td>
<td><strong>$1,076,051</strong></td>
<td><strong>$121,906</strong></td>
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<tr>
<td>Convenience</td>
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<tr>
<td>Cards</td>
<td>$1,009</td>
<td>Reported in Other</td>
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<tr>
<td>Computer Supplies</td>
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<td>$30,573</td>
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<tr>
<td>School Supplies</td>
<td>$154,054</td>
<td>$71,256</td>
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<tr>
<td>------------------</td>
<td>----------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Emblematic Clothing/Gifts</td>
<td>$6,920</td>
<td>$11,327</td>
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<tr>
<td>Accessories</td>
<td>$10,029</td>
<td>Reported in Other</td>
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</tr>
<tr>
<td>Other</td>
<td>$2,548</td>
<td>$6,563</td>
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<tr>
<td>Cost</td>
<td>$84</td>
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<tr>
<td><strong>Total General Merchandise</strong></td>
<td>$181,013</td>
<td>$124,979</td>
<td>$56,034</td>
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<tr>
<td><strong>Less BN Adjustments</strong></td>
<td>-</td>
<td>-10,352</td>
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</tr>
<tr>
<td><strong>Total Sales</strong></td>
<td>$1,378,970</td>
<td>$1,190,678</td>
<td>$188,292</td>
</tr>
</tbody>
</table>

*Note that the $180,399 in reported student savings resulting from the rental format has in fact offset the majority of the $188,292 variance in sales revenue loss showing above.*

**Bikeshare Program**

Howard County plans to establish, operate and maintain a pilot self-service bike rental system (Bikeshare) modeled off of similar programs around the region. Individuals would be able to stop on campus, pick up a bike (using their credit card) and ride to other destinations in the county. With the addition of the new path in front of the college, this will make use of bikes more attractive to our students and county residents. The college is excited about the program and has agreed to host a bike docking station on campus.

The program will provide approximately eight bikeshare docking stations. In addition to the college, it is anticipated that docking stations will be located in Downtown Columbia, Wilde Lake Village Center, Oakland Mills Village Center, the first phase of the Crescent development, and Blandair Park. All stations will be established at the same time, and the pilot is expected to run for a minimum of six years. At the end of the pilot period, the program will be evaluated to determine if it should be continued or expanded.

The program will be owned and managed by Howard County and operated and maintained by a private sector Bikeshare operations vendor.

**Development Update**

The Howard Community College Educational Foundation, Inc. held its board of directors meeting on April 13, 2016. At the meeting, the board approved the endowment and scholarship spending for fiscal year 2017, and had a productive discussion about building connections for untapped fund raising opportunities.

All indications are that this year’s Vino Scholastico will be the most successful and innovative one yet. Local restaurants are donating specialty food from their establishments for the evening, and HCC culinary students are providing desserts. Ticket sales have surpassed all estimates and a full house of guests and donors are expected.
<table>
<thead>
<tr>
<th>March Foundation Revenue</th>
<th>Gifts and Pledges Only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016</td>
</tr>
<tr>
<td>March monthly total[1]</td>
<td>$147,839</td>
</tr>
<tr>
<td>March endowment revenue</td>
<td>$5,938</td>
</tr>
<tr>
<td>March scholarship revenue</td>
<td>$55,328</td>
</tr>
<tr>
<td>March grant revenue</td>
<td>$4,973</td>
</tr>
</tbody>
</table>

[1] Endowment, scholarship, and grant revenues reflect ONLY funds that have been restricted to those specific types of accounts. The monthly total includes all revenue, including in-kind, and therefore is not a sum of the numbers indicated for endowment, scholarship, and grant funds.

**Capital Update**

**Science, Engineering, and Technology Building**

Key accomplishments this past month include installation of window systems, installation of roofing on lab wings, installation of major mechanical equipment, and installation of electrical systems.

The onsite inspections continue for concrete, steel, steel framing, and fireproofing operations. All inspections have been successful and the construction manager is pleased with the progress to date. County inspections will be ongoing through final testing and then owner occupancy.

The construction manager recently completed the bid process for the building’s collaborative learning spaces. In accordance with the agreed scope of work for the project, the audiovisual equipment including installation and integration will be awarded to the specialty subcontractor and managed by the construction management firm as part of the building infrastructure. The construction manager continues to monitor adherence to the project schedule by all trade contractors. Substantial completion remains on track for January 2017.

**Renovations to Nursing and ST Renovations**

The project design continues to progress as scheduled. The project has moved to the construction document (CD) phase and is nearing 75 percent CDs. This is a common checkpoint or milestone for the project. The CDs describe the quality, configuration, size, and relationship of all components to be incorporated into the project. CDs must be consistent with the project program and adhere to the construction budget and the project schedule. As the construction document phase continues, the drawings and specifications establishing the requirements for renovation is developed.

The next milestone is the 95 percent construction documents followed by development of the guaranteed maximum price (GMP). The final set of construction documents must be reviewed and approved by the Maryland Higher Education Commission (MHEC), the Maryland Department of General Services (DGS), and the Maryland Department of
Budget and Management (DBM) prior to the college’s request for the allocation of state funds for the start of construction. The design team continues to study existing conditions and develop the CDs that best meet the needs of the college within the parameters of the approved program.

**Facility Renewal and Renovation Projects**
The college prioritizes and schedules its renovation needs as documented in the facilities condition assessment, facilities master plan, and identified by the renovations assessment committee. The current renovation projects in progress and those that have been recently completed are listed below.

Recently completed:
- 3D Innovation Lab; and
- Hickory Ridge Network Infrastructure Replacement.

Projects in progress:
- Parking Lot A benches;
- Duncan Hall keyboard tray replacements and computer lab chair repairs; and
- Hickory Ridge HVAC replacement.
C – Board Member Comments
D-1 Board Key Performance Indicator (Core End) Leadership

**Background:** This report addresses the board core end, *Leadership*. HCC aligns its operations with the two Educational Excellence criteria for this category. Measures were selected by the board in 2003. The administration now presents the dashboard as a vehicle to summarize the information. Green – signals that HCC is operating above the benchmark, yellow – performance is at the benchmark, and red – the operating level is still below the benchmark. Detail pages follow the dashboard. Any updates are indicated in blue. Information concerning benchmarks is in purple.

At its August 24, 2011, meeting, the trustees reset and approved all of the current five-year benchmarks for the most recent list of required Maryland Higher Education Commission (MHEC) indicators; hence, some of the dashboard lights will be red.

Once viewed by the board, this report will be posted on the college’s website so that members of the college community can become familiar with the measures that are part of the board core end (key performance indicator) system. The website address is: [http://www.howardcc.edu/about-us/leadership/board-of-trustees/key-performance-indicators/](http://www.howardcc.edu/about-us/leadership/board-of-trustees/key-performance-indicators/)

The administration and relevant staff review the details of all the reports that contribute to these measures. Plans for improvement are developed and included in appropriate core work and/or strategic planning for the next integrated strategic planning and budget development cycles.

**Purpose:** Report on the progress of the institution

**Timeline:** Annual

---

**Recommendation**

This item is for information only and requires no board action.

**Compliance:** This report is in compliance with Board Bylaw VII – Board Execution and Evaluation of Policy: Suggested Timeline for Important Tasks.
# Category 1 - Leadership

This category examines how the college’s senior leaders guide and sustain the college. HCC’s governance is also examined in this category, as well as how the college addresses its ethical, legal, and community responsibilities.

<table>
<thead>
<tr>
<th>Source</th>
<th>Item</th>
<th>Current</th>
<th>Benchmark By 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External Quality Feedback</strong></td>
<td>Senior Leadership</td>
<td>How do senior leaders guide and sustain the organization? How do senior leaders communicate with our workforce and encourage high performance?</td>
<td>Baldrige 2015 50-65%</td>
</tr>
<tr>
<td></td>
<td>Governance and Social Responsibility</td>
<td>What is our governance system and approach to leadership improvement? How does the organization address its responsibilities to the public, ensure legal and ethical behavior, fulfill its societal responsibilities and support its key communities?</td>
<td>Baldrige 2015 50-65%</td>
</tr>
<tr>
<td><strong>MHEC</strong></td>
<td>Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions*</td>
<td>* (less than 55% is better in this measure)</td>
<td>52.2%</td>
</tr>
<tr>
<td></td>
<td>Percentage of expenditures on instruction</td>
<td></td>
<td>50.5%</td>
</tr>
<tr>
<td></td>
<td>Percentage of expenditures on instruction and selected academic support</td>
<td></td>
<td>56.9%</td>
</tr>
<tr>
<td><strong>QUEST (Employee Survey)</strong></td>
<td>Express open viewpoints</td>
<td></td>
<td>3.74</td>
</tr>
<tr>
<td></td>
<td>Overall ratings of the VPs as a team</td>
<td></td>
<td>3.87</td>
</tr>
<tr>
<td></td>
<td>Overall rating of the Board of Trustees</td>
<td></td>
<td>3.90</td>
</tr>
<tr>
<td></td>
<td>Overall rating of the President</td>
<td></td>
<td>4.21</td>
</tr>
</tbody>
</table>
External Measures

The college prepared and submitted the National Malcolm Baldrige Performance Excellence Award application. The most recent results are indicated below.

### National Baldrige Performance Excellence Award Application
(Expressed as a percent)

<table>
<thead>
<tr>
<th>Month</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2011</td>
<td>31.4-46.4</td>
</tr>
<tr>
<td>Criteria enhanced</td>
<td></td>
</tr>
<tr>
<td>November 2014</td>
<td>36.0-51.0</td>
</tr>
<tr>
<td>Criteria enhanced</td>
<td></td>
</tr>
<tr>
<td>December 2012</td>
<td>41.8-56.8</td>
</tr>
<tr>
<td>Criteria enhanced</td>
<td></td>
</tr>
<tr>
<td>November 2013</td>
<td>39.2-54.2</td>
</tr>
<tr>
<td>Criteria enhanced</td>
<td></td>
</tr>
<tr>
<td>October 9, 2015</td>
<td>38.4-53.4</td>
</tr>
<tr>
<td>Criteria enhanced</td>
<td></td>
</tr>
</tbody>
</table>

Baldrige Criteria
1000 points

<table>
<thead>
<tr>
<th>Category 1: Leadership 120 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9%</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>1.1</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1.2</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Action:** HCC receives a detailed feedback report in late fall delineating strengths and weaknesses in each category. The president’s team reviews the opportunities for improvement and charters process improvement teams to pursue those initiatives. After winning the U.S. Senate Productivity Award (Maryland Performance Excellence Award - 2007), HCC was a finalist and hosted a site visit in October 2008 for the Baldrige award. A team created and submitted a Baldrige application in May 2015. HCC was not chosen for a site visit this year. **The college will submit a new application in May 2016.**

**Benchmark:** In April 2009, the board accepted the administration’s recommendation to increase the benchmark: HCC will receive a 50-65 percent rating for category #1 of the performance excellence criteria by 2016. The college met this benchmark.
The following three measures are mandated by the Maryland Higher Education Commission (MHEC). Note: Peer colleges are the College of Southern Maryland, Harford Community College, and Frederick Community College.

### Ratio of community college tuition and fees for full-time service area students to average tuition and fees for full-time resident undergraduates at Maryland public four-year colleges and universities.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions</td>
<td>54.0%</td>
<td>53.35%</td>
<td>53.8%</td>
<td>52.9%*</td>
<td>52.2%*</td>
<td>55.0%</td>
</tr>
<tr>
<td>n=$4,063</td>
<td>n=$4,168</td>
<td>n=$4,343</td>
<td>n=$4,378</td>
<td>n=$4,448</td>
<td>$7,528</td>
<td>$7,821</td>
</tr>
<tr>
<td>Peer AVG:</td>
<td>45.4%</td>
<td>44.8%</td>
<td>45.2%</td>
<td>46.0%</td>
<td>46.9%</td>
<td></td>
</tr>
<tr>
<td>State AVG:</td>
<td>45.4%</td>
<td>44.8%</td>
<td>44.8%</td>
<td>45.4%</td>
<td>45.7%</td>
<td></td>
</tr>
<tr>
<td>Best in State:</td>
<td>36.6%</td>
<td>35.2%</td>
<td>36.2%</td>
<td>37.3%</td>
<td>35.6%</td>
<td></td>
</tr>
</tbody>
</table>

*Lower than 55% is better.

### Percentage of total unrestricted (Educational and General) expenditures that goes to instruction.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of expenditures on instruction</td>
<td>51.7%</td>
<td>51.1%</td>
<td>51.3%</td>
<td>51.6%</td>
<td>50.5%</td>
<td>51.0%</td>
</tr>
<tr>
<td>Peer AVG:</td>
<td>44.7%</td>
<td>45.4%</td>
<td>44.6%</td>
<td>44.7%</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>State AVG:</td>
<td>43.9%</td>
<td>43.6%</td>
<td>42.7%</td>
<td>42.5%</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Best in State:</td>
<td>53.5%</td>
<td>53.0%</td>
<td>52.4%</td>
<td>51.6%</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

HCC was best in the state in fiscal year 2014.

### Percentage of total unrestricted (Educational and General) expenditures that goes to instruction plus the percentage of total unrestricted expenditures that goes to all areas of academic support including academic administration.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of expenditures on instruction and selected academic support.</td>
<td>57.7%</td>
<td>56.9%</td>
<td>57.3%</td>
<td>57.7%</td>
<td>56.9%</td>
<td>58.0%</td>
</tr>
<tr>
<td>Peer AVG:</td>
<td>53.9%</td>
<td>55.0%</td>
<td>54.4%</td>
<td>53.8%</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>State AVG:</td>
<td>54.6%</td>
<td>54.5%</td>
<td>54.3%</td>
<td>54.3%</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Best in State:</td>
<td>67.3%</td>
<td>66.5%</td>
<td>66.7%</td>
<td>66.3%</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

The fiscal year 2015 peer average, state average, and best in state numbers are not yet available for either of the last two measures.
The administration believes that HCC’s percentage of expenditures on instruction and selected academic support is less than the best in state due to the fact that with the addition of new facilities on campus, instructional technology has been funded by capital money during construction and not operating funds.

**Internal Measures**

The QUEST (QUality Evaluation of Service Trends) survey is arranged by the Malcolm Baldrige Performance Excellence categories. Ratings shown below for the items in category 1 are on a five-point quality scale, with 5 being the highest (excellent) and 1 the lowest (poor).

### Category One: Leadership 2013-2015 QUEST Ratings

<table>
<thead>
<tr>
<th>Measure</th>
<th>2015</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know HCC's mission.</td>
<td>4.5</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Overall Rating on the President.</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Overall Rating on Board of Trustees.</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Overall Rating on Vice Presidents as a Team.</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>My organization asks what I think.</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Satisfaction with the freedom to express viewpoints.</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
</tbody>
</table>

All measures exceeded the **HCC Benchmark of 3.50**.

### Talking Points for the Board of Trustees

- HCC directs the majority of its resources to instructional activity. The college works to keep the tuition and fees affordable to its students.
- HCC employees rate the board of trustees and senior leadership highly and indicate that a positive climate in which to express their ideas exists at the college.
D-2 Financial Statements

**Background:** In May 2009, the college agreed to distribute the monthly financial statements to the county within four to six weeks of the end of the month. Since it normally takes two weeks to close out the books for the month, the board has typically received the financial statements two months in arrears due to the timing of the distribution of the board materials. In order to ensure that the board receives the statements prior to the distribution to the county, the financial statements are now sent electronically to the board with a paper copy of the statements distributed at the meeting. The March statements will be posted and available for board review on April 25, 2016.

**Purpose:** Disclosure to the board of trustees

---

**Recommendation**

This item is for information only and requires no board action. Lynn Coleman, vice president of administration and finance, will briefly review the financial statements with the board.

**Compliance:** The financial statements are submitted in support of Board Bylaws Article II – The Board of Trustees Responsibilities and Powers.
Howard Community College
Financial Results
for the period ending March 31, 2016
**SOURCE OF FUNDS**

<table>
<thead>
<tr>
<th>Term</th>
<th>Actuals As of March FY16</th>
<th>Approved Budget FY16</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition and Fees</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer I</td>
<td>$48,131</td>
<td>1,326,218</td>
<td>4%</td>
</tr>
<tr>
<td>Summer II</td>
<td>1,067,932</td>
<td>$1,036,353</td>
<td>103%</td>
</tr>
<tr>
<td>Fall</td>
<td>12,848,858</td>
<td>13,194,952</td>
<td>97%</td>
</tr>
<tr>
<td>Winter</td>
<td>907,572</td>
<td>888,323</td>
<td>102%</td>
</tr>
<tr>
<td>Spring</td>
<td>11,414,062</td>
<td>11,759,508</td>
<td>97%</td>
</tr>
<tr>
<td>Fees</td>
<td>3,656,634</td>
<td>3,872,277</td>
<td>94%</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Tuition and Fees</strong></td>
<td>$29,943,187</td>
<td>$32,077,631</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Governmental</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local (Howard County)</td>
<td>$23,250,213</td>
<td>$31,000,287</td>
<td>75%</td>
</tr>
<tr>
<td>State of Maryland</td>
<td>10,035,893</td>
<td>13,381,190</td>
<td>75%</td>
</tr>
<tr>
<td>Other</td>
<td>169,112</td>
<td>133,400</td>
<td>127%</td>
</tr>
<tr>
<td>Continuing education contribution</td>
<td>473,047</td>
<td>630,729</td>
<td>75%</td>
</tr>
<tr>
<td>Unrestricted appropriations</td>
<td>1,513,901</td>
<td>2,018,534</td>
<td>75%</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>$35,442,166</td>
<td>$47,164,140</td>
<td>75%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$65,385,353</td>
<td>$79,241,771</td>
<td>83%</td>
</tr>
</tbody>
</table>

**USE OF FUNDS**

<table>
<thead>
<tr>
<th>Function</th>
<th>Actuals FY16</th>
<th>Approved Budget FY16</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$31,498,549</td>
<td>$37,307,912</td>
<td>84%</td>
</tr>
<tr>
<td>Public service</td>
<td>620,243</td>
<td>723,943</td>
<td>86%</td>
</tr>
<tr>
<td>Academic support</td>
<td>3,627,743</td>
<td>4,653,116</td>
<td>78%</td>
</tr>
<tr>
<td>Student services</td>
<td>7,515,141</td>
<td>9,075,381</td>
<td>83%</td>
</tr>
<tr>
<td>Facilities</td>
<td>9,114,889</td>
<td>10,548,874</td>
<td>86%</td>
</tr>
<tr>
<td>Institutional support</td>
<td>12,748,720</td>
<td>15,506,776</td>
<td>82%</td>
</tr>
<tr>
<td>Scholarships/waivers</td>
<td>987,039</td>
<td>1,425,769</td>
<td>69%</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>$66,112,323</td>
<td>$79,241,771</td>
<td>83%</td>
</tr>
</tbody>
</table>

**TOTAL**

<table>
<thead>
<tr>
<th></th>
<th>Actuals FY16</th>
<th>Approved Budget FY16</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>$66,112,323</td>
<td>$79,241,771</td>
<td></td>
<td>83%</td>
</tr>
</tbody>
</table>

**Change in fund balance**

|               | ($726,970)   | 0                    |

---

New information is shown in **GREEN**.

No enrollment increase was budgeted for FY16, however, an overall decline in enrollment has occurred.

The summer I term begins on May 31st. This revenue is for pre-registrations for that term.

Summer II had a 2.3% FTE decrease from the prior year, headcount was flat. Out-of-county and out-of-state enrollments caused higher revenues than budget.

Fall FTEs are down 3.1% and headcount was down 2.5%. A February adjustment for the state manpower program was made, reducing fall revenue. Lower than previously anticipated credits were submitted for reimbursement from the state when the actual review and billing was completed.

Winter had an 5.7% increase in FTEs and a 5.3% increase in headcount.

Spring had a 3.4% decrease in FTEs and headcount was down 2.2%.

Fees are lower than anticipated due to overall lower enrollments.

Areas are tracking as budgeted. No increase was received from the county for FY16.

Areas are tracking as budgeted. A 2% increase was received from the state for FY16.

Area represents investment income and miscellaneous revenues. Interest rates have increase from the prior year (.35 versus .06 at the Maryland Government Investment Pool.) In addition, sales of excess inventory, service revenue, and donations to programs from the college's foundation are higher than anticipated in the budget.

Continuing education's contribution to the operating budget - area tracking as budgeted.

Area tracking as budgeted.

The percentage of expenditures to date is equal to the prior year.

Overall delays in hiring vacant positions and delaying some expenditures were done to make up for the revenue shortfall.

Encumbrances for annual budgeted salaries and open purchase orders are included in the actuals shown here.

Area tracking as budgeted. Percentage spent and committed to date is the same as last year.

This function has a high percentage of salaries that are fully committed for the year, as opposed to other functions.

Faculty development will occur later in the year; area has several vacant positions.

Area tracking as budgeted. Snow removal costs are now included in expenditures. In addition, various renovation projections are being covered in this function as no county renovations funds were received for FY16. Utility savings is covering these additional costs charged to this function; the function is still on track to be within budget.

Area tracking as budgeted.

Scholarships are running lower due to lower enrollments and the Pathways Scholarship funding. Additional awards are being planned for disbursement to students for the summer term.

The percentage of expenditures to date is equal to the prior year.
All areas are comparable with the prior year expenditures with the exception of academic support, facilities, and scholarships and waivers. Academic support has several open positions as compared to last year. Facilities is spending utility savings for renovation projections and snow removal costs. Scholarships and waivers are lower due to lower enrollment and the Pathways Scholarship funding.
### SOURCE OF FUNDS

<table>
<thead>
<tr>
<th></th>
<th>Actuals As of March 2016</th>
<th>Approved Budget FY16</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition and Fees</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credit</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>$</td>
<td>5,500</td>
<td>0%</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>5,500</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Noncredit</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer (all sessions)</td>
<td>676,958</td>
<td>$734,346</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>1,172,531</td>
<td>1,774,284</td>
<td>66%</td>
</tr>
<tr>
<td>Winter</td>
<td>578,053</td>
<td>760,587</td>
<td>76%</td>
</tr>
<tr>
<td>Spring</td>
<td>613,564</td>
<td>758,444</td>
<td>81%</td>
</tr>
<tr>
<td><strong>Sub-total noncredit tuition</strong></td>
<td>3,041,106</td>
<td>4,027,661</td>
<td>76%</td>
</tr>
<tr>
<td><strong>Fees</strong></td>
<td>1,476,492</td>
<td>2,014,000</td>
<td>73%</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Tuition and Fees</strong></td>
<td><strong>$4,517,599</strong></td>
<td>$6,052,661</td>
<td><strong>75%</strong></td>
</tr>
<tr>
<td><strong>Governmental</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State of Maryland</td>
<td>1,450,204</td>
<td>1,933,605</td>
<td>75%</td>
</tr>
<tr>
<td>Other</td>
<td>165,709</td>
<td>259,140</td>
<td>64%</td>
</tr>
<tr>
<td>Continuing education contribution</td>
<td>(473,047)</td>
<td>(630,729)</td>
<td>75%</td>
</tr>
<tr>
<td>Unrestricted appropriations</td>
<td>55,413</td>
<td>276,772</td>
<td>20%</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>$1,198,279</strong></td>
<td>$1,838,788</td>
<td><strong>65%</strong></td>
</tr>
<tr>
<td><strong>AUXILIARY REVENUE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$5,715,878</strong></td>
<td><strong>$7,891,449</strong></td>
<td><strong>72%</strong></td>
</tr>
<tr>
<td><strong>USE OF FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>$5,513,903</td>
<td>$7,118,999</td>
<td>77%</td>
</tr>
<tr>
<td>Scholarships/waivers</td>
<td>692,704</td>
<td>772,450</td>
<td>90%</td>
</tr>
<tr>
<td>Contingency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>$6,206,607</strong></td>
<td><strong>$7,891,449</strong></td>
<td><strong>79%</strong></td>
</tr>
<tr>
<td><strong>AUXILIARY EXPENSES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$6,206,607</strong></td>
<td><strong>$7,891,449</strong></td>
<td><strong>79%</strong></td>
</tr>
<tr>
<td>Change in fund balance</td>
<td>($490,729)</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

New information is shown in **GREEN**.

- No additional credit training for the Baltimore City Fire Department will occur this year.
- No other credit classes will occur this year.
- Summer FTEs are down by 14% and revenue is down 6%. Adult Basic Skills courses that ran late in FY15 rather than early in FY16 and a decline in government contracts caused the decline.
- Fall FTEs are flat as compared to the prior year, but revenue is ahead of last year by 5%. The credit area eliminated Math-060 and transferred these courses to noncredit causing an increase along with the English as a Second Language program increases.
- Winter FTEs are currently down 5% from the prior year, however, revenue is higher by 4%. Math-060 courses are causing the increase in revenue, but government contracts and the English Language Center courses have declined and reduced the FTEs.
- Spring term runs April through June and this represents pre-registrations.
- Overall noncredit revenues are 2% higher than this time last year.
- Fees are attached to specific classes and pay for materials and other direct costs.
- There was no increase in state funding in this area due to lower growth the prior year.
- Area is tracking under budget; however, revenues are not earned evenly during the year.
- Continuing education's contribution to the operating budget - area tracking as budgeted.
- The Hickory Ridge network infrastructure has been charged to the capital fund and funds will be transferred from this fund to the capital fund. To-date expenses are running $327,318.
- Encumbrances for annual budgeted salaries and open purchase orders are included in the actuals shown here.
- Area tracking as budgeted.
- Waivers for classes are running higher than last year, but within budget. Open enrollment and adult basic education courses waivers are higher.
Instructional expenses are tracking as planned. Waivers are higher than the prior year in general open enrollment and adult basic education courses.
Tuition and fees shown here are primarily from the Laurel College Center (LCC) and the Mount Airy College Center for Health Care Education (MACCHCE). Budgets in this fund include spending authority, should enrollment grow unexpectedly.

Summer I will occur at the end of the year. Credit represents refunds for the prior year.

At the LCC, summer II FTEs had a 16.8% increase and headcount was up 15.9%. At the MACCHCE, summer II FTEs had a 41.2% increase and headcount was up 41.2%. Total FTEs were 97.5 and 9.433, respectively.

At the LCC, fall FTEs had a 2.3% increase and headcount was up 3.8%. At the MACCHCE, fall FTEs had a 15.5% decrease and headcount was down 17.2%. Total FTEs were 62.167 and 6.267, respectively.

At the LCC, winter FTEs had a 41.7% decrease and headcount was down 41.7%. There were no FTEs reported for the MACCHCE in winter. Total FTEs were .233.

At the LCC, spring FTEs had a 11.6% decrease and headcount was down 6.0%. At the MACCHCE, spring FTEs had a 7.8% decrease and headcount was up 4.7%. Total FTEs were 62.167 and 6.267, respectively.

Noncredit FTEs and revenues are down at both the LCC and MACCHCE as fewer registrations are occurring.

Fees are tracking ahead of budget due to the positive growth in FTEs in summer and fall.

There is no county support for programs in this fund.

Areas are tracking as budgeted. Funding is for FTEs generated in FY14 by Project Access, the LCC, and MACCHCE.

Other income is from service or program revenue. Primary programs include international education, youth arts programs, various camps, music arts, and the theater programs. The high budget allows potential growth for all programs in this fund including the LCC, and the MACCHCE.

This actual amount is the current fund balance that programs require to pay their expenditures at this time.

High budgets in this fund include spending authority for the special programs and the general fund, should enrollments exceed expectations. Encumbrances for annual budgeted salaries and open purchase orders are included in the actuals shown here.

Expenditures include the LCC, the MACCHCE, international education programs, youth arts programs, instructional camps, the music arts programs, and various other instructional program-related expenses.

Expenditures are comparable to the prior year at this time.

Expenditures include costs associated with the college’s radio station. Spending authority increased in this function, therefore, the spending variance is lower in FY16.

Expenditures include costs associated with the library programs. Technology that supports instruction is also included in this function. Expenses to upgrade instructional technology were higher in the prior year.
<table>
<thead>
<tr>
<th>Function</th>
<th>FY15 Expenditures</th>
<th>FY16 Expenditures</th>
<th>Change</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student services</td>
<td>733,349</td>
<td>3,664,322</td>
<td>20%</td>
<td>Expenditures include Project Access, Howard P.R.I.D.E., special accommodations for students, the job fair program, sports programs, and special testing. New programs added in FY16 include Ambiciones and Early College. These programs are causing a higher percentage of budget spent in FY16 as compared to last year.</td>
</tr>
<tr>
<td>Facilities</td>
<td>276,392</td>
<td>3,447,413</td>
<td>8%</td>
<td>Expenditures include campus signage, non-capital maintenance projects, the shuttle service, and security expenses related to managing parking. Maintenance projects and parking costs are lower as compared to last year.</td>
</tr>
<tr>
<td>Institutional support</td>
<td>746,219</td>
<td>3,109,838</td>
<td>24%</td>
<td>Expenditures are primarily for technology upgrades done to support the administrative area. Previous year expenses included departmental staffing support for administration that was no longer required in FY16.</td>
</tr>
<tr>
<td>Scholarships/waivers</td>
<td>33,091</td>
<td>710,000</td>
<td>5%</td>
<td>Scholarship awards for the STEM program are new in this function in FY16. This increased expenses over the prior year.</td>
</tr>
</tbody>
</table>

**SUBTOTAL**  
$4,391,748 | $21,673,098 | 20%  

**TOTAL**  
$4,391,748 | $21,673,098 | 20%  

**Change in fund balance**  
$0 | $0
Special Funds - Comparison of Operating Budget Encumbered for March Fiscal Year 2015 and Fiscal Year 2016

Expenditures in the special funds are for various programs throughout the college. Most programs are self-supported, however, some are supported by the college's fund balances on a temporary basis until permanent funding in the operating budget can support them. In addition, changes to spending authority in the special funds skews these percentages spent to date. See the expenditure explanations for variances shown in the graph.
Howard Community College  
Children's Learning Center 
Fiscal Year 2016 Third Quarter

<table>
<thead>
<tr>
<th>Description of account</th>
<th>FY16 3rd Quarter</th>
<th>FY16 3rd Quarter</th>
<th>Budget</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actuals</td>
<td>Variance</td>
<td>Budget</td>
<td>Budget</td>
</tr>
<tr>
<td>Tuition - child care/other</td>
<td>747,335</td>
<td>16,685</td>
<td>974,200</td>
<td>102%</td>
</tr>
<tr>
<td>Educational foundation</td>
<td>25,000</td>
<td>-</td>
<td>25,000</td>
<td></td>
</tr>
<tr>
<td>Instructional support</td>
<td>73,566</td>
<td>(63,623)</td>
<td>182,918</td>
<td></td>
</tr>
<tr>
<td>Student services/operating</td>
<td>73,567</td>
<td>(63,622)</td>
<td>182,919</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>8,173</td>
<td>-</td>
<td>8,173</td>
<td></td>
</tr>
<tr>
<td>Revenue before contingency</td>
<td>919,468</td>
<td>(104,310)</td>
<td>1,365,037</td>
<td>90%</td>
</tr>
<tr>
<td>Contingency for full capacity</td>
<td>0</td>
<td>-</td>
<td>220,800</td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>919,468</strong></td>
<td><strong>1,023,778</strong></td>
<td><strong>1,585,837</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th>FY16 3rd Quarter</th>
<th>FY16 3rd Quarter</th>
<th>Budget</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actuals</td>
<td>Variance</td>
<td>Budget</td>
<td>Budget</td>
</tr>
<tr>
<td>Hourly</td>
<td>28,300</td>
<td>1,700</td>
<td>40,000</td>
<td></td>
</tr>
<tr>
<td>Overtime</td>
<td>3,015</td>
<td>1,700</td>
<td>6,000</td>
<td></td>
</tr>
<tr>
<td>Budgeted wages</td>
<td>600,448</td>
<td>13,968</td>
<td>819,222</td>
<td></td>
</tr>
<tr>
<td>Benefits</td>
<td>241,950</td>
<td>36,348</td>
<td>371,085</td>
<td></td>
</tr>
<tr>
<td>Contracted services</td>
<td>1,186</td>
<td>3,114</td>
<td>6,000</td>
<td></td>
</tr>
<tr>
<td>Advertising/recruitment</td>
<td>100</td>
<td>275</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>General office supplies</td>
<td>1,788</td>
<td>(288)</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>Instructional supplies</td>
<td>2,512</td>
<td>(262)</td>
<td>3,000</td>
<td></td>
</tr>
<tr>
<td>First aid and diaper supplies</td>
<td>1,942</td>
<td>(67)</td>
<td>2,500</td>
<td></td>
</tr>
<tr>
<td>Snack foods</td>
<td>4,760</td>
<td>(1,385)</td>
<td>4,500</td>
<td></td>
</tr>
<tr>
<td>Classroom supplies: food</td>
<td>149</td>
<td>414</td>
<td>750</td>
<td></td>
</tr>
<tr>
<td>Classroom supplies: non-food</td>
<td>807</td>
<td>2,193</td>
<td>4,000</td>
<td></td>
</tr>
<tr>
<td>Kitchen supplies</td>
<td>1,715</td>
<td>(21)</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>Cleaning supplies</td>
<td>935</td>
<td>565</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>Special supplies</td>
<td>2,641</td>
<td>(1,516)</td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td>Portable communications</td>
<td>1,109</td>
<td>16</td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td>Postage</td>
<td>76</td>
<td>111</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Conferences and meetings</td>
<td>1,405</td>
<td>95</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>Travel-local</td>
<td>-</td>
<td>188</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Catering</td>
<td>135</td>
<td>240</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Dues and subscriptions</td>
<td>99</td>
<td>276</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>11,979</td>
<td>51,771</td>
<td>85,000</td>
<td></td>
</tr>
<tr>
<td>Liability insurance</td>
<td>10,417</td>
<td>(2,917)</td>
<td>10,000</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>2,000</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Expenses before contingency</td>
<td>919,469</td>
<td>104,309</td>
<td>1,365,037</td>
<td>90%</td>
</tr>
<tr>
<td>Contingency for full capacity</td>
<td>-</td>
<td>-</td>
<td>220,800</td>
<td></td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td><strong>919,469</strong></td>
<td><strong>1,023,778</strong></td>
<td><strong>1,585,837</strong></td>
<td></td>
</tr>
</tbody>
</table>

Net balance of account          | 0                | 0                | 0      |
D-3 Cultural Diversity Plan Report

**Background:** Effective January 1, 2013, Maryland Education Article §11-406 requires each public institution of higher education in Maryland to submit a plan regarding its program of cultural diversity to its governing body on or before July 1 of each year. If an institution already had a program in place, the institution of higher education needed to develop and implement a plan for improving the program. The governing body, by September 1 of each year, must then submit a progress report regarding the institution’s implementation of its plan to the Maryland Higher Education Commission (MHEC).

**Purpose:** To ensure that HCC is adhering to Maryland State Education Article §11-406 by disclosing the college’s diversity plan report to the board and to obtain board approval

**Timeline:** Annual submission to the board by July 1 of each year and progress report submitted to the Maryland Higher Education Commission by September 1 each year

**Recommendation**

The administration requests that the board of trustees approve the college’s diversity plan report.

**Compliance:** This item is in compliance with State Education Article §11-406, Plan for Program of Cultural Diversity.
Howard Community College (HCC) has had a diversity plan in place for over 25 years. The diversity plan sets forth guidelines for ensuring equal opportunity and improving cultural diversity in recruitment, employment, academics, and the overall experience at the college. It mandates that HCC’s diversity programs will provide opportunities for the college community to engage in understanding, awareness, and respect of differences in age, gender, sexual orientation, race, religion, ethnic backgrounds, and ability/disability, as well as the values of equal rights, equal access, and equal treatment. To oversee diversity activity, the plan calls for the college to continuously maintain a diversity committee appointed by the president. The committee is required to annually review and update the diversity plan as appropriate.

HCC is proud of its diversity plan and ongoing diversity programming on campus. Cultural diversity continues to be addressed in a number of ways, including the following, among others:

- A multitude of diversity/culture educational and awareness events are offered to employees and students throughout each year, including films, musical performances, lectures, and discussions, highlighted by an annual “Diversity Week” each spring.
- Each budgeted staff member and full-time faculty member is required to participate in at least two diversity educational sessions per year.
- All employees are required to take periodic anti-harassment training that addresses all forms of harassment. New employees must take the training immediately, and existing employees re-take it every three years.
- Recruitment efforts and personnel actions are monitored to ensure equal opportunity and non-discrimination.
- Academic options are offered within the interdisciplinary studies major in the subjects of diversity studies and women’s studies.
- The admissions and advising office has close working relationships with schools, community organizations, and other institutions that enhance the college’s ability to attract diverse populations. The college works with groups such as Conexiones, a community-based organization that helps Hispanic students in Howard County achieve academically; high school clubs for Hispanic students; the Black Student Achievement Program; Alpha Achievers, a support group for African-American males in the Howard County Public School System; and FIRN, the Foreign-born Information and Referral Network, a Howard County nonprofit that helps immigrants and refugees. The admissions and advising office works with the college’s English Institute and credit-free English as a Second Language (ESL) programs to enhance student access to HCC. The admissions and advising office participates in many fairs for diverse populations, conducts its own fairs, such as the Historically Black Colleges and Universities College fair, and forms partnerships with a broad range of colleges and universities to incorporate access to the next step following HCC.
Examples of innovative academic programs include the Silas Craft Collegians Program, which provides a highly-supported learning community for students whose past academic performance does not reflect their true potential, and Step UP, a program that pairs students with faculty/staff coaches who provide one-on-one support for managing the challenges of college. Many students in these programs are from underrepresented groups, often first-generation college students.

TRIO-Student Support Services (TRIO-SSS) is a U.S. Department of Education grant-funded academic support program that serves 225 first-generation, low-income and students with documented disabilities. The program provides one-on-one support for managing the challenges of college and prepares students to graduate and transfer from HCC. The TRIO-SSS project is funded through 2020.

Career Links is an institutionally-funded program that serves 120 students who are displaced homemakers over the age 35, single parents (male or female), or single pregnant women who are unemployed/underemployed and committed to earning a college degree or certificate leading to a career. The program provides counseling, support group, advising and financial literacy education for its participants.

Project Access is a program designed to significantly facilitate the transition of high school students with disabilities into postsecondary education, to increase the success rate and retention of freshman students with disabilities at HCC, and to improve career counseling and job placement services for students with disabilities.

The Global Distinction Program is an academic enrichment program open to students in all degree programs. To earn global distinction, students must: take 15 credits of globally intense coursework (including world languages) and earn a “C” or higher; participate in a globally enriching event each semester; either study abroad or complete an internship that provides experiential global learning; and demonstrate their learning in a portfolio.

INSPIRES Global Perspectives is a year-long faculty and staff professional development program that allows employees to study, reflect on, and incorporate a global perspective into their core work.

Howard P.R.I.D.E. is a leadership program that encourages the continued academic, professional, and personal development of black and minority male students, with an emphasis on improving educational outcomes such as academic standing, graduation, and transfer. Participants of Howard P.R.I.D.E. have the following resources available: tutoring, mentoring, service learning, leadership seminars, individualized academic advising, academic monitoring, and personalized career and academic plans.

The HCC Safe Zone, developed through collaboration between the college’s wellness center and the counseling and career center, is a network of allies committed to providing a welcoming, supportive, and safe environment for lesbian, gay, bisexual, and transgender (LGBT) students, staff, and faculty. Comprehensive training is provided to allies who provide visible support through the display of the Safe Zone logo and agree to be supportive of LGBT students and employees.

HCC’s Hispanic student success completion program, Ambiciones, promotes Hispanic/Latino student success by recruiting Hispanic students and implementing initiatives to focus on retention of these students. The project also links Hispanic/Latino
students to the academic support services to foster student success, retention, and completion.

- The Women of Color Initiative is underway and the goal is to welcome women of color to the HCC community through a series of programs that will be of interest to them and can help with their personal and academic development.

According to Education Article §11-406, an institution that already has a program of cultural diversity must develop and implement a plan for improving the program. A number of recommendations were made in last year’s report to the board of trustees. The following are some outcomes.

- An orientation for new Diversity Committee members was provided to help them understand the goals and responsibilities of the committee.

- Increased training for the Diversity Committee members and college community was offered including featured training on: Underrepresented Minorities in Agriculture/STEM Research Programs; Refresher on Search Committees; Microaggressions in the Workplace; Working with At-Risk/At-Promise Students and Programs; and Working with Minority Students.

- Statewide Diversity Roundtable meetings have provided a strong platform for networking, as well as learning about other diversity programs.

While the HCC diversity plan is already very comprehensive, and is enhanced each year, there are some additional improvements that can be explored. The following are recommendations for improving HCC’s Diversity Plan by May 1, 2017:

1) Explore changes to the committee’s composition to include key student leaders, appointed faculty representatives from each academic division, and staff representing key areas impacted by the work of the Diversity Committee.

2) Increase the offerings of future diversity trainings and workshops. Suggested topics for future expansion include: issues of privilege and oppression; use of language and microaggressions; mental health; lesbian, gay, bisexual, transgender, questioning, intersex, and asexuality; immigration/international education; multicultural counseling; cross-cultural understanding; and coaching for diverse groups of people.

3) Coordinate more diversity events/programs in conjunction with the Hispanic Student Success Committee, the Women of Color Initiative, and student clubs to increase the scope and variety of programs.

4) Increase online diversity trainings and programs to expand diversity training opportunities to a larger group of the college community.

5) Continue to seek out additional meeting times, locations and partnerships for diversity events to accommodate the growing needs of the college. Staff meetings are also a possible time to hold a diversity activity, particularly for smaller offices where coverage may be an issue.
6) Continue supporting the office of student life and counseling and career services on “Food for Thought,” a monthly discussion series on diversity related topics for the campus community.

7) Advocate to appropriate offices for the need to increase students’ exposure to historically black and minority serving institutions.

8) Expand opportunities for faculty/staff discussions on diversity related topics, including sponsoring faculty-led reading circles on topics including: Middle-Eastern/Islamic Culture, Immigration, Multicultural Awareness, At-Promise students, and Privilege.

9) Develop a working guide with tips for cultural sensitivity, inclusive language, and positioning for social justice.

Education Article §11-406 also requires the institution to describe its process for reporting campus-based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. HCC currently posts all campus crime statistics, including hate crimes, on its public web page in its Campus Crime Report, which can be found at http://www.howardcc.edu/services-support/public-safety/. The report shows the previous three years of data, during which time there were no reported hate crimes on campus.

And finally, the statute asks each institution for a summary of any resources, including state grants, needed by the institution to effectively recruit and retain a culturally diverse student body. The following is a list of possible uses for grant money, which would help the college in its diversity initiatives:

- **STEM Opportunities:** Programs and scholarships that increase opportunities for underrepresented students in the science, technology, engineering, math (STEM), and critical language programs.
- **Assistive Technology:** Funding for educational technology that enhances learning and supports the access and success of students with disabilities.
- **Transition to college/employment for students with disabilities:** As mentioned previously, HCC provides support to a large number of students with disabilities, including a summer enrichment/transition program for high school students with disabilities and a career series program geared specifically for employment opportunities for the disabled. Additional funding will be needed for the expansion of these programs as space is currently limited and the demand is rising consistently each year.
- **Additional funding for TRIO-Student Support Service’s individualized academic support for low-income, first-generation college students:** The college currently has a successful grant (TRIO-SSS) used to provide academic and personal support to disabled, low-income, and/or first-generation college students. During the previous grant cycle (2010-2015), the base grant was flat-funded in 2010 and reduced annually by over five percent in subsequent funding years. The grant was flat-funded using FY
2012 appropriations for the new grant cycle (2015-2020). The college must secure additional funding to support increased staffing levels and/or long-term sustainability.

- Child care: Additional funding will be needed to assist low-income and unemployed parents with supplementing the cost of child care.

- More funds for early college awareness and preparedness programs: The college would like to build upon its outreach efforts to include students in the younger grades, including upper elementary through the ninth grade. Funds including grant funding to expand this effort would be helpful particularly for youngsters who are first-generation college students, those from low-income homes, foster children, Title I schools, and others who may be disadvantaged from an early age to recognize that college is a possibility for them. There are many forms such programs could take including but not limited to: on-campus summer programs, partnering with county health and nutrition programs to integrate preventative health care into early college awareness, cohort groups where youngsters advance on to college as a group starting from the fourth or fifth grade, tutoring and mentoring, parental and parent-child educational programs, camp scholarships, and transportation. School dropout rates are higher for some children than others. As a result, programs that promote persistence to postsecondary education are critical.

A progress report toward implementation of the recommendations in this report will be prepared for submission by the board of trustees to the Maryland Higher Education Commission by September 1, 2016.
D-4 Fiscal Year 2017 Capital Budget Reallocation and Approval

Background: The college received the County Executive’s fiscal year (FY) 2017 proposed capital budget. Below is a summary of the college’s original capital request and the capital funds recommended by the county and state.

<table>
<thead>
<tr>
<th>Projects Requested</th>
<th>Capital Funds Requested by College</th>
<th>Capital Funds Recommended by County Executive &amp; Governor</th>
<th>Funding Request Difference</th>
<th>Final Capital Funding (pending approval by County Council &amp; General Assembly)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-0543 Science, Engineering, Technology</td>
<td>$10,314,000 (county) $10,314,000 (state)</td>
<td>$10,314,000 (county) $10,314,000 (state)</td>
<td>$0 $0</td>
<td>$10,314,000 (county) $10,314,000 (state)</td>
</tr>
<tr>
<td>M-0550 Systemic Renovations</td>
<td>$4,228,000 (county)</td>
<td>$2,228,000 (county)</td>
<td>($2,000,000)</td>
<td>$2,228,000 (county)</td>
</tr>
<tr>
<td>Total Funds</td>
<td>$14,542,000 (county) $10,314,000 (state) $24,856,000 (total)</td>
<td>$12,542,000 (county) $10,314,000 (state) $22,856,000 (total)</td>
<td>($2,000,000)</td>
<td>$12,542,000 (county) $10,314,000 (state) $22,856,000 (total)</td>
</tr>
</tbody>
</table>

Based on the County Executive’s proposed capital budget, the funding request for systemic renovations was reduced by $2,000,000. The college reviewed the original list of projects and prioritized them based on the facilities condition assessment that was completed in 2015 and the 2015-2025 facilities master plan.

Ranking criteria was applied to establish necessary actions by the college in prioritizing the projects. Recommendations are made for repair, restoration, or replacement of building systems and components that have reached or exceeded their useful life cycle or are not performing adequately. Priorities are designated to provide a point of reference for maintenance, operations, and capital project planning and budgeting. Consideration is also given to barriers that impede student learning, operations and services, and effective job performance. The priority definitions are as follows:
Priority 1 – Currently Critical (0-1 year):

Conditions in this category require immediate action.

- Life safety hazards
- ADA compliance
- Building code violations and ability to resist all loads
- Critical infrastructure
- Return facility or equipment to operations
- Required by contract

Priority 2 – Potentially Critical (1-2 years):

Conditions in this category, if not corrected expeditiously, will become critical in a year.

- Potential life safety hazard
- Rapid deterioration that will lead to loss of facility operations
- Accessibility to facilities and areas within buildings

Priority 3 – Necessary Not Yet Critical (2-5 years):

Conditions in this category represent necessary improvements to prevent critical conditions.

- Energy efficiency projects and maintenance
- Repairs to preclude predictable deterioration, potential downtime, replacement of building components, and high maintenance costs
- Site improvements projects

Priority 4 – Recommended (5-10 years):

Conditions in this category include items that represent sensible improvements to existing conditions. They are not required for the most basic functions of the facility, but improve overall usability and reduce long-term maintenance costs.

Based on the priority definitions, the following projects are being recommended for funding in the FY17 capital budget as part of the M-0550 Systemic Renovations:
The final FY17 capital budget as proposed by the County Executive is subject to County Council approval.

**Purpose:** To obtain board approval of the revised FY17 capital budget request

**Timeline:** July 1, 2016 – June 30, 2017

---

<table>
<thead>
<tr>
<th>FY17 Capital Budget SYSTEMIC RENOVATIONS</th>
<th>Original Amount</th>
<th>Recommend Amount</th>
<th>(Decrease)/ Increase</th>
<th>Funding Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Café renovations</td>
<td>500,000</td>
<td>150,000</td>
<td>(350,000)</td>
<td>1</td>
</tr>
<tr>
<td>Hickory Ridge HVAC</td>
<td>520,000</td>
<td>-</td>
<td>(520,000)</td>
<td>NA</td>
</tr>
<tr>
<td>Hickory Ridge elevator</td>
<td>-</td>
<td>160,000</td>
<td>160,000</td>
<td>1</td>
</tr>
<tr>
<td>Hickory Ridge duct cleaning/sealing/lining</td>
<td>-</td>
<td>75,000</td>
<td>75,000</td>
<td>1</td>
</tr>
<tr>
<td>Cable television upgrades</td>
<td>150,000</td>
<td>150,000</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Phased audiovisual upgrades</td>
<td>75,000</td>
<td>75,000</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Phased deferred maintenance</td>
<td>160,000</td>
<td>205,000</td>
<td>45,000</td>
<td>1</td>
</tr>
<tr>
<td>Concrete repairs</td>
<td>20,000</td>
<td>25,000</td>
<td>5,000</td>
<td>1</td>
</tr>
<tr>
<td>CLC exterior wall</td>
<td>20,000</td>
<td>25,000</td>
<td>5,000</td>
<td>1</td>
</tr>
<tr>
<td>AF bldg remedial repairs</td>
<td>30,000</td>
<td>50,000</td>
<td>20,000</td>
<td>1</td>
</tr>
<tr>
<td>AF pool repairs/upgrades</td>
<td>50,000</td>
<td>55,000</td>
<td>5,000</td>
<td>1</td>
</tr>
<tr>
<td>RCF and HVPA stone coping</td>
<td>40,000</td>
<td>50,000</td>
<td>10,000</td>
<td>1</td>
</tr>
<tr>
<td>Interior improvements</td>
<td>180,000</td>
<td>180,000</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>IT upgrades and modifications</td>
<td>150,000</td>
<td>150,000</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Integrated library system upgrade</td>
<td>130,000</td>
<td>-</td>
<td>(130,000)</td>
<td>3</td>
</tr>
<tr>
<td>Phased public restroom upgrades</td>
<td>53,000</td>
<td>128,000</td>
<td>75,000</td>
<td>2</td>
</tr>
<tr>
<td>Athletic track resurfacing and field drainage</td>
<td>350,000</td>
<td>350,000</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Athletic storage and utilities</td>
<td>510,000</td>
<td>270,000</td>
<td>(240,000)</td>
<td>2</td>
</tr>
<tr>
<td>HVPA studio LED lighting and fiber connectivity</td>
<td>150,000</td>
<td>100,000</td>
<td>(50,000)</td>
<td>2</td>
</tr>
<tr>
<td>Admissions and advising modifications</td>
<td>1,250,000</td>
<td>-</td>
<td>(1,250,000)</td>
<td>3</td>
</tr>
<tr>
<td>Phased signage installation</td>
<td>50,000</td>
<td>75,000</td>
<td>25,000</td>
<td>2</td>
</tr>
<tr>
<td>Digital sign</td>
<td>-</td>
<td>160,000</td>
<td>160,000</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL BUDGET</strong></td>
<td><strong>4,228,000</strong></td>
<td><strong>2,228,000</strong></td>
<td><strong>(2,000,000)</strong></td>
<td></td>
</tr>
</tbody>
</table>

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**The administration requests that the board of trustees approve the revised fiscal year 2017 capital budget.**

**Compliance:** This request is in support of the board of trustees’ policies and Governance Process: Board’s Role and Presidential Boundaries: Budgeting/Forecasting.
E – Approval of Minutes

1. March 23, 2016, Work Session
2. March 23, 2016, Regular Session
3. April 14, 2016, Special Budget Meeting
I. Introduction of New Employees

Elizabeth Homan, executive director of public relations and marketing, introduced Jason Hamilton, web content producer.

Sharon Pierce, vice president of academic affairs, introduced Justin Thomas, research and instruction librarian.

Cindy Peterka, vice president of student services, introduced Chelsea Durbin, admissions and academic advisor, nursing and allied health; and David Tiscione, associate director of student conduct and compliance, Title IX deputy.

II. United Way Contributions from Students

Cindy Peterka, vice president of student services, asked Schnell Garrett, acting director of student life and advisor to the student program board (SPB) and student government association, gave an overview of the SPB’s United Way fundraising events. Students Siavash Aarabi, Danielle Arkorful, Abdulmajid Arnous, Jose Egea, George Garzon, Ashleigh Johnson, Afsoon Kelarestaghi, Kathryn Latona, Ezimma Onwuka, and Mai-Phuong Trinh from the SPB presented a check for $469.30 to the board chair.

III. Recognition of Howard Community College’s Fall and Winter Athletic Teams

Cindy Peterka introduced Steve Musselman, assistant director of facility and athletic operations, who introduced the coaches. The coaches gave an overview of their teams and their accomplishments. Student athletes introduced themselves and mentioned their majors.

IV. Information Session: Learning Outcomes Assessment (LOA)

Zoe Irvin, executive director of planning, research, and organizational development, introduced the LOA staff and presenters. Dr. Alex Barr, assistant professor, physics; and Rehana Yusaf, assistant professor, mathematics, gave a presentation
on scientific and quantitative reasoning. Dr. Maureen Schuler, chair, behavioral sciences, associate professor, psychology, gave a presentation on PSYC-101 general psychology course review. Student Stephanie Carras talked about her experience at HCC.

The work session adjourned at 6:58 p.m.

The above constitutes the official minutes of the March 23, 2016, work session of the Howard Community College Board of Trustees as approved on April 27, 2016, and is a true and correct copy of the same.

Kathleen B. Hetherington, secretary/treasurer
The Board of Trustees of Howard Community College (HCC) met in regular session on Wednesday, March 23, 2016, in The Rouse Company Foundation Student Services Hall (room 400) at Howard Community College, Columbia, Maryland. Chair Edmund S. Coale, III brought the regular session to order at 7:04 p.m. Other board members present included trustees Kevin J. Doyle, Mamie J. Perkins, Kevin F. Schmidt, and Courtney Watson. Kathleen B. Hetherington, secretary-treasurer, was also present. Vice chair Dennis R. Schrader was absent.

A. Approval of March 23, 2016, Agenda

A recommendation to approve the March 23, 2016, agenda, was moved by Trustee Watson seconded by Trustee Perkins, and unanimously approved.

Chair Coale noted that there was no need to have a closed session.

A recommendation to approve the March 23, 2016, agenda, with the closed session removed, was moved by Trustee Watson seconded by Trustee Doyle, and unanimously approved.

B. President’s Report

President Hetherington congratulated Sharon Pierce, vice president of academic affairs (VPAA), on her selection as the next president of Minneapolis Community and Technical College.

President Hetherington gave a legislative update including the weekly legislative meetings of the Maryland Association of Community Colleges, and testifying in support of various bills. She noted that the bill for collective bargaining at community colleges is still under review. She thanked Chair Coale for testifying at the County Executive’s budget hearing.

President Hetherington informed the board that she and School Superintendent Renee Foose visited the Middle College at Prince George’s Community College and a preliminary meeting between school system and college staff has been scheduled in April to explore the possibility of having a similar initiative in Howard County.

The emergency operations team held a tabletop exercise on power outages. By coincidence, the Hickory Ridge building experienced a power outage and staff responded appropriately.

President Hetherington noted that the Silas Craft Collegians (SCC) fundraiser at Hunan Manor raised almost $27,000 for the SCC program. She mentioned that she met with the constituency groups as she does every semester and gave a budget update and responded to questions. She noted that the spring enrollment overview
is included in her written report. Spring break is March 28 – April 1, 2016. The following week she will co-present at the American Association of Community Colleges (AACC) with Dr. Dawn Lindsay, president, Anne Arundel Community College, on leadership development programs at the two schools.

C. Board Member Comments

Trustees Perkins and Doyle congratulated Sharon Pierce on her new presidency.

Chair Coale congratulated Sharon Pierce as well, and noted that he is happy for her and that she will be missed at HCC. He noted that the learning outcomes presentation showed the amount of work that goes into assessment and the willingness of faculty and staff to do it.

D. Reports to the Board of Trustees

Chair Coale gave an update on the audit and finance committee meeting.

E. Board Priority Items

1. Board Core End: Operating Focus

   Zoe Irvin, executive director of planning, research, and organizational development, gave an overview of the board core end.

2. Financial Statements

   Lynn Coleman briefly reviewed the financial statements for the period ending February 29, 2016.

3. Fiscal Year 2017 Budget Priorities

   President Hetherington gave an overview of the budget deliberations that occur prior to the presentation to the board of budget priorities.

   Lynn Coleman reviewed the three budget priorities. The board asked for a dollar figure for each priority and amounts for each item within the three priorities. The board agreed to hold a special meeting to review and approve the budget priorities.

F. Approval of Board Meeting Minutes

   A recommendation to approve the February 24, 2016, work session, regular session and closed session minutes, was moved by Trustee Doyle, seconded by Trustee Perkins, and unanimously approved.

G. Consent Items

1. Proposed New Hires
2. Audit Services
3. Professor Emeritus Recommendations
4. Semi-Annual Non-Purchasing Agreements
5. Investment Policy
6. STARTALK Course Fees and Waiver of Program Application Fee
7. Purchasing Reports Modifications

A recommendation to approve the consent items was moved by Trustee Watson, seconded by Trustee Perkins, and unanimously approved.

H. Information Items

1. Board Calendar

Linda Emmerich highlighted upcoming calendar items, noting the County Council budget hearing on April 25, 2016, at 7:00 p.m.; the board meeting on April 27, 2016, and Vino Scholastico on Friday, April 29, 2016.

This item was for information only and required no board action.

2. Agreements Signed by the Board Chair Disclosure

There were no items for the board chair to approve during this time period.

3. Personnel Summary

This item is for information only and required no board action.

Adjournment

A recommendation to adjourn the regular session was moved by Trustee Doyle, seconded by Trustee Schmidt, and unanimously approved.

The regular session was adjourned at 8:05 p.m.

The above constitutes the official minutes of the March 23, 2016, regular meeting of the Howard Community College Board of Trustees as approved on April 27, 2016, and is a true and correct copy of the same.

Kathleen B. Hetherington, secretary/treasurer
The Board of Trustees of Howard Community College (HCC) met in special session on Thursday, April 14, 2016, in McCuan Hall (room MH-256) in the Frederick K. Schoenbrodt Boardroom at Howard Community College, Columbia, Maryland. Vice chair Dennis R. Schrader brought the special session to order at 5:23 p.m. Other board members present included trustees Kevin J. Doyle, Kevin F. Schmidt, and Courtney Watson. Kathleen B. Hetherington, secretary-treasurer, was also present. Chair Edmund S. Coale, III and trustee Mamie J. Perkins, were absent.

A. Approval of Agenda

A recommendation to approve the April 14, 2016, special meeting agenda was moved by Trustee Watson seconded by Trustee Doyle, and unanimously approved.

B. Special Fiscal Year 2017 Budget Meeting

Trustee Doyle commented that in the past the board’s role has been to give general strategic guidance on reducing the budget and empower the administration to present the proposed budget based on that guidance, rather than get involved in more detailed budget cutting. He noted that this year’s more detailed involvement is a slightly different tact for the board, and that the board can determine moving forward which process works best for the trustees and the college.

Trustee Watson commented that with two new board members, it is important to go through the process in more detail to gain a better understanding of the process to make a well-informed decision.

President Hetherington reported that the county executive has included a four percent increase to the college’s operating budget in his budget compared to the college’s requested 9.15 percent increase. The president’s team reviewed the budget to see where decreases could be made, with merit increase and tuition in mind. She noted that Lynn Coleman, vice president of administration and finance, will present the team’s best thinking on the proposed revised budget.

Ms. Coleman reviewed the list of proposed cuts. Maintaining the focus on employees and students, the revised proposed budget includes a three percent merit increase at mid-year and a $2 tuition increase. Start dates for new positions will be staggered to keep costs down.

Board members discussed the board’s fiduciary responsibility to consider future funding scenarios when making current budget decisions, keeping in mind the possibility of decreased funding from the county and state in subsequent years.
Additionally, trustees discussed the importance of maintaining affordability for students and supporting faculty and staff in difficult times. Trustee Watson suggested continuing this discussion at a future board retreat, and other members were in general agreement.

A recommendation to approve the proposed budget as revised was moved by Trustee Watson seconded by Trustee Doyle, and unanimously approved.

Adjournment

A recommendation to adjourn the regular session was moved by Trustee Doyle, seconded by Trustee Schmidt, and unanimously approved.

The regular session was adjourned at 6:13 p.m.

The above constitutes the official minutes of the April 14, 2016, special meeting of the Howard Community College Board of Trustees as approved on April 27, 2016, and is a true and correct copy of the same.

Kathleen B. Hetherington, secretary/treasurer
F – Consent Items
Board of Trustees’ Consent Materials

April 27, 2016
6:00 pm
The Rouse Company Foundation Student Services Hall
RCF-400
1. Board members practice respectful dialogue that serves the best interests of the college.

2. Each board member works to integrate servant-leadership into the board culture.

3. Each board member has the opportunity to speak uninterrupted.

4. Board members come prepared – board chair needs to understand what is required and set time and material appropriately.

5. Board chair acts as caretaker for the board – acts as filter, evaluates agenda for time well spent.

6. Board chair speaks for the board to the media.

7. Consent materials are available 10 days in advance; remaining board materials are available seven days in advance.

8. Board members should route any requests for additional information to the board chair or the president at least two business days prior to the board meeting.

9. Board members may utilize email to communicate individually; however, email communications among a quorum of the board or the full board such as “reply all” responses are restricted in compliance with Maryland’s Open Meetings Law.
Howard Community College’s
Dragon Principles

We promise to help our students, employees, and community members “get there from here.”

We pledge to...

Be friendly
Be helpful to our students and community
Be considerate of each other

And we pledge to...

Strive for excellence in everything we do
1. Proposed New Hires
2. Candidates for Commencement
3. Faculty Promotions for Fiscal Year 2017
4. Office Supplies Contract
5. Electricity and Natural Gas Delivery Services
6. Subcontracted Audio/Visual Services for the Science, Engineering, and Technology Building
1 – Proposed New Hires

**Background:** The following item is a summary of the proposed new hires for Howard Community College. Each employee’s salary is determined by objective analysis of the job skills of the position and by placement in the appropriate salary range, as approved by the board.

**Purpose:** To obtain board approval for new hires

**Timeline:** March 1, 2016 — April 4, 2016

---

**Recommendation**

The administration requests that the board of trustees approve:

**Item:** List of new hires

**Source of funds:** The position and/or the funds are in the FY16 budget as approved by the board at its April 22, 2015, meeting.

**Compliance:** This request is in compliance with college procedure 63.02.03, Selection of Faculty and Staff, and within the presidential boundaries related to compensation, fiscal conditions, and other appropriate limitations.
BUDGETED HIRES (Position Control Positions)¹

### March 2016

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Position Control</th>
<th>Grade</th>
<th>Range for Grade²</th>
<th>Compensation²</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Services Technician</td>
<td>Plant Operations</td>
<td>Existing Position Replacement</td>
<td>3</td>
<td>$25,536-$41,572</td>
<td>$25,912</td>
<td>Pen, Dyna</td>
<td>03/21/16</td>
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<tr>
<td>Floor Care Technician</td>
<td>Plant Operations</td>
<td>Existing Position Replacement</td>
<td>4</td>
<td>$27,729-$45,143</td>
<td>$27,729</td>
<td>Pich, Polivan</td>
<td>03/21/16</td>
</tr>
</tbody>
</table>

### April 2016

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Position Control</th>
<th>Grade</th>
<th>Range for Grade²</th>
<th>Compensation²</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Accounting Manager</td>
<td>Development and Alumni</td>
<td>Existing Position Replacement</td>
<td>14</td>
<td>$59,334-$96,579</td>
<td>$65,200</td>
<td>Bernoi, Verna</td>
<td>04/04/16</td>
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<tr>
<td>Enterprise Systems Administrator</td>
<td>Student Computer Support</td>
<td>Existing Position Replacement</td>
<td>14</td>
<td>$59,334-$96,579</td>
<td>$59,334</td>
<td>Solomon, Daniel</td>
<td>04/11/16</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>Disability Support Services Counselor</td>
<td>Existing Position Replacement</td>
<td>13</td>
<td>$54,644-$88,931</td>
<td>$54,644</td>
<td>Davis, Kara Megan</td>
<td>04/18/16</td>
</tr>
</tbody>
</table>

¹Position control position hires are those employees hired who are budgeted employees of the core workforce.
²Annual salary is shown for exempt employees; estimated annual compensation is shown for non-exempt employees since official compensation is an hourly amount (not shown); the employee’s salary may reflect part-time or ten-month employment.
³Ranges shown are taken from the published salary schedules, which include only 12-month salaries for full-time staff. Faculty ranges may be 10- or 12-month as applicable.
2 – Candidates for Commencement

**Background:** The following item is a list of proposed candidates for graduation who are expected to complete degrees or certificates at the conclusion of spring. These candidates are being cleared by the office of records, registration, and veterans’ affairs. The attached list of 670 graduates will be reviewed and approved prior to conferring the degrees and certificates.

**Purpose:** To obtain board approval to graduate eligible students

**Timeline:** Degree conferral – spring 2016

---

**Recommendation**

The administration requests that the board of trustees approve the list of proposed graduates for spring 2016 and empower the college president with the authority to make the necessary adjustments following clearance by the office of records, registration, and veterans’ affairs.

**Compliance:** This request is in compliance with college procedure 10.04.01, Graduation Requirements.
ASSOCIATE OF ARTS

Arts and Sciences - Arabic
Robert T. Herriotts Nancy G. Khoury

Arts and Sciences - Art
Nicole Irene Anthony Savanah Ashley May Homeira Nazariyan

Arts and Sciences - Art History
Elizabeth Marie Von Buhr

Arts and Sciences - Athletic Training
Andrew C. Kostas

Arts and Sciences - Communication Studies
Amy Wight Barber Andrea Gissel Padilla Colomer Stephen James Siettmann
Ivonne Guadalupe Aparicio Rashanna Indigo Lee Christopher Daniel Tulp
Cerrato Michael A. Fernandes Pecas Anna Lynn Whipple
Andrea Gissel Padilla Colomer
Rashanna Indigo Lee
Michael A. Fernandes Pecas
Michelle L. Sanders

Arts and Sciences - Conflict Resolution
Tressa Jacquelyn Waller

Arts and Sciences - Criminal Justice
Cody James Bannar Russell Baugher Hobson Karen G. Perez
Tiffany N. Brown Chelsea N. Howser Freddy Ramirez
Karen Camille Condor Ashley Nicole Jacobs Jihye Shin
Jonathan Mark Conklin James A. Jimmy Jr. Jonathan D. Shinholt
Katelyn Elizabeth Ellis Nancy Renee Jones Cody Allen Smorse
Nwamaka Omotola Fasuyi Patrick Mooney Ajla Topic
Sydney Janei Foskey Syed Raza Naqvi Timothy Steven Williams

Arts and Sciences - Dance Performance
Aria Richelle Rucker Bria Ashley White

Arts and Sciences - Digital Arts
Stevyn Perry Gough

Arts and Sciences - Exercise Science
Alec Morrison

Arts and Sciences - Film and Video Pre-Production
Aric C. Zaky

Arts and Sciences - Gaming and Simulation Design
Nicholas F. Dennis Trevor J. Piedmont
Willow C. Hendershot Morgan Leanne Spaulding
Arts and Sciences - Graphic and Interactive Design

Nwadiuto Esuru Anyanwu  Elizabeth Rose Frank  Hye Seung Lee
Isaiah A. Christian  Karina Kotyleva  April L. Tennyson

Arts and Sciences - Graphic Design

Jordan C. Irby

Arts and Sciences - Health Care Management

Darwin R. Duarte-Castillo  Channon D. Olivo  Tyeshia M. Thomas

William David Guinane

Arts and Sciences - History

Kristin Jenel Watson

Arts and Sciences - Human Services

Betsy Marie Herron  Christine M. Kirchner

Arts and Sciences - Liberal Arts

Anna Filatova  Anthony Ryan Schartz

Arts and Sciences - Life Sciences

Brenna Mary Doherty  Patrick Eric Marshall  Brandon Wesley Sauls
David J. Koolbeck

Arts and Sciences - Mathematics

Samuel Dixon  Caitlin M. Gilbert  William S. Paddock

Arts and Sciences - Music

Jill Lindsay Kitko Bernard  Dylan P. Mogavero  Shabnam Niroomand
Jerard Paul Reyes Garcia

Arts and Sciences - Nutrition

Carlye Karin Brooks  Nicholas W. Wilt

Arts and Sciences - Photography

Mohamed Amin Omer El-Zein  Anh Dao N. Nguyen  Christopher William Schwarz

Arts and Sciences - Political Science

Aaron A. Agustin  Chukwudi Luke Onwuka  Chan Song Yoo

Arts and Sciences - Pre-Allied Health
Arts and Sciences - Pre-Dentistry

Noor M. Aljuboori
Yusra S. Khan

Arts and Sciences - Pre-Medicine

Patrisha LeeAnn Koehler de Almeida
Selam Z. Gulelate
Kyle Thomas Marano
Joselyn Marie Poulin
Pooja Singh

Arts and Sciences - Pre-Pharmacy

Joselyne Cantoral
Furo Dublin-Greene
Sonya Hayle Gebregezabher
Shelby Brooke Holstein
Jensen Kalampnayil
Nana Akua T. Shalom

Arts and Sciences - Pre-Veterinary Medicine

Dannial Siddiqui

Arts and Sciences - Psychology

Danielle Renee Arnold
Darius Lawrence Boris
Jessica L. Chapple
Jose Armando Cova Araujo
Janelle Amber Crawley
Nikki Donboli
Dawn N. Fedorka
Irene Guadalupe Gomez
Sundiate Keita Mansell
Sherry N. Martin
Adam D. Miller

Arts and Sciences - Social Sciences

Melody A. Barger
Christopher H. Bell
Adam C. Chick
Katelyn Elizabeth Ellis
Karen Lorena Gaitan
Sanjay Michael Ghosh
Blair M. Grooms
Meiling Liu
Stevia A. Morales
Hulon Marshall Morgan
Masooma Hasshain Naqvi
Michaela Mae Pariso
Daniela Rosales
Lea Marie Williams

Arts and Sciences - Social Work

Elizabeth A. Aniakwa
Vilma Bonilla
Tashika Cranshaw
Anna N. Rivera

Arts and Sciences - Sociology

Callah Marie Delanko

Arts and Sciences - Spanish

Gayle Fraser
Rhonda Michelle Holmes

Arts and Sciences - Television and Radio

Clifford J. McCormick

Arts and Sciences - Theatre

Adrianne Nicole DuChateau
Warren Christopher Harris
Christian Thomas Preziosi

Arts and Sciences - Women's Studies

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Accounting
Jamese V. Cobb
Yousuf Fallah
Daniela Milkova Haralampieva
Zinnia Sahi

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Kenneth G. Abel
Mirza Rayyan Baig
Annie Cao
Neha Hassan
Sinhae Cha
William Dalton Hawkins
Hudson Richard Howard
Janetta LaSeanda Jagroop
Michael Xavier Franks
Helen Rose O'Dell
Sarah Elizabeth Connelly
Arthur Selkirk Crafton
Erica N. Kittlesen
Aidan Timothy Cunningham
Nicolette Kelsey L. Lazaga
Scott C. Deibler
Michael Lee

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Brett Michael Allen
Evan R. Falkenstine
Kathleen Hsin Ying Hsieh

Computer Forensics
Hannah Louise Mary Guirola
Sidra Shaukat Shaikh

Computer Science
Phillip Joseph Aye
Jenna J. Balderson
Alexander D. Bisant
Connor Hyun Sung Chun
Kyle Andrew Clabough
Clark Donald French
Scott A. Guthier
Neha Hassan
Gregory Burton Hotchkiss
Tucker L. Howard
Alex M. Irizarry
Joseph P. Jenkins

Cybersecurity
Sean Hamilton
Felix Oyinloye

Engineering
Chandler Scott Baird
Steven Cale
Benjamin H. Cramer
David Eidelman
Kevin B. Klein
Kevin Joel Moreno
Michael J. Staggers
Jonathan Van Eck

General Studies
Daphne Takem Abange
Gabriel C.C. Alexander
Corey Michael Andrews
Cathryn K. Apted
Regan G. Beck
Cleveland Braswell, III
Valentina A. Cabrera Caicedo
Taryn E. Carter
Abigail C. Caspar
Yi Huei Chu
Jonathan M. Daisey
Alerique D. Dariso
Brian C. Davis
Amanda Irene Day
Christopher E. Dugan
Destiney Marie Dunn
Connor G. Dunnigan
Nicholas David Eakin
Ali Nihat Ertenu
Marc A. Fectueau
Eric T. Fiege
Briana Leigh Franco
Alexander Daniel Geerman
Stephanie Rebecca Goldberg
Daniel Matthew Goldstein
Cameron Edward Harrison
Zakia Hassnain
Edward Anthony Hobbs
Tierra N. Hopkins
Stacey Lynn House
Sandra S. Kindete
Christine M. Kirchner
Kerianne Elizabeth Kleinhen
Elizabeth N. Kline
Rachel A. Knowles
Emma Jane Lawell
Matthew David Leibowitz
Lucas A. Lengrand
Jonathan Robert Lockhoff
Nicole Jean Madden
Vanessa P. Martinez-Chacon
Jill M. Matthews
Julia Anne McCoy
Lauren E. McQuarrie
Alisa M. Metzger
Tuyen T. Phan
Daniel Everett Ressler

Raymond X. Rodriguez
Michael L. Russell
Dylan R. Shackelford
Leah Ellen Staub
Sophie G. Stevens
Makenzie R. Stewart
Paige B. Strickland
John Robert Strupp
Knowlej N. Thomas

John Michael Vaillancourt
Heather C. Veli
Christopher Joyner Ware
Danise C. Williams
Gregory T. Wilson
Laura Ashley Wines
Sarah Elizabeth Winneberger
Aleksandra Wypych
Collin Cecil Young

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General Studies - Business/Technology Emphasis

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<th>Name</th>
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<td>Kyle E. Benesch</td>
<td>Keayna D. Garfield</td>
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<td>Reema Walid Halboni</td>
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<td>Jihyun Park</td>
<td>Xiujuan Yang</td>
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<td>Jacob Gallagher</td>
<td>Zaina M. Patterson-Brown</td>
<td>Hongwei Zheng</td>
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General Studies - Science Emphasis

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General Studies for Certificate Students

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<tr>
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<tr>
<td>Lawrenzia Addo Darko</td>
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<td>Hardik Gohil</td>
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<td>Robert J. Gormley</td>
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<td>Maria Beatrice Molina</td>
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<td>Halaguena</td>
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<td>Lindsay N. Hammond</td>
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<td>Christopher Javier Drexel</td>
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<td>Theresa Effah</td>
<td>Camrie-London Hilton</td>
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<td>Safa Salim Hira</td>
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<td>Macaulay J. Fortin</td>
<td>Emma Catherine Horosczak</td>
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<td>Nicholas A. Fortin</td>
<td>Salim S. Inshaiwat, Jr.</td>
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<td>Astrid V. Castillo</td>
<td>David Franco Osorio</td>
<td>Anthony R. Jacobs</td>
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<td>Philana M. Fraser</td>
<td>Rhonda LeAnne Jones</td>
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<tr>
<td>Eden Chery</td>
<td>Noelle Alicia Friend</td>
<td>Heejung Kang</td>
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Fatima Tahir Khan
Sarah Ann Lamb
Nicole Larson
Taylor Ashley Laumann
Cristian Isidro Leandro Jr.
Nicole Logan
Naghmeh Mahmoudi
Christopher M. Malagar
Jeremy Jason Malen
Kimberly N. Marshall
Kathryn Erin McCauslin
Johnneil Russhane McCooty
Emily Anne Meissner
Ashley N. Miller
Matthew Patrick McLaughlin
Emily N. Nicastro
Rhoda Obeng
Emmanuel Oppong
Jemmie H. Paul-Jeremiah
William L. Refok
Jonathan M. Propst
Shawnt'e Shanee Queen
Mazbura Esha Rahman
Freddy Ramirez
Muhammad Ahsan Riaz
Conor Rice
Kendall Lauren Roberts
Kelly L. Robinson
Kellee Anne Roeder
Owen Sakala
Trisha Marie Scotton
Marissa Elizabeth Shalan
Samantha Leigh Smith
Christopher Daniel Speller

Information Technology

Feruza Abdukadirova
Mark E. Armstrong
Mauricio Benitez
Muhammet Enes Sert
Katelyn E. Smith
Samantha T. Terry

International Business

Anthony P. Coyne
Robert Charles Linton

Network Security

Anita Uche Akewusola
Ugonma Amadi-Obi
Jessica Abigail Amato
Jon Ramin Azarbal
Noelia F. Floribert
Christine Michele Blanch
Leia Rose Braggins
Heather Marie Brunson
Monica Michelle Buie
Cassandra L. Chapman
Hana Carolyn Choi
Jennifer Chong
Lindsey Marie Colbert
Patrick J. Comiskey
Paulina P. Coppia
Victoria Denise Disbrow
Rebecca Grace Dorsey
Melinda Sue Egan
Vera-Rachel Oma Liku
Christin Elizabeth Fallin
Oladapo Temitope Fapohunda
Tiara Crystal Ferguson
Ashley Catherine Fleischman
Christopher Lee Fleming
Bryan H. Gardiner
Yensy Whitney Gonzalez
Nikita Aquila Gordon
Lidia N. Gumerov
Michelle Alejandra Gutierrez
Angelique Salina Herbert
Danielle Y. Herrera-Edwards
Andrew M. Hvizdak
Sook H. Hyun
Adunola Grace Ibori
Karlene I. James
LaJasmine Renette Jefferson
Trecya Jodi Jordan
Megan Jennifer Keane
Britney Elaine Key
Katlyn Elizabeth Kincaid
Omotanbaje V. Kole
Krystal Renee Lee
Andrea Corina Lingad
Xiaoxia Liu

Nursing

Ledy G. Madilo
Salma B. Mampuya
Finda L. Moiwo
Craig Charles Moyse
Caroline W. Nganga-Kongo
Vivian Adaeeze Obijekwu
Ola Olukanni
Roseana R. Onijko
Erika Marie Palmieri
Anita J. Patel
Maire C. Prabhakar
Patricia Rennie
Stephanie A. Rivas
Calla Marie Robins
Kelly Anne Ross
Dustin Micheal Ruberto
Jennifer Sanchez
Megan Reann Sanchez
Yvonne Tamara Schmidt
Janaina J. Seixas
Gregory W. Smart
Emily Elizabeth Smith
Britney Lin Spottswood  Brigitte Catherine Towson  Tyeisha Wilkins Witherspoon
Elisha Annette Taylor  Milena Uruburo  Ademoyeke C. Wood
Danielle Kay Tharp  Meagan Renee Williams  Thiri Myat Zaw
Lisa Marie Titus  Ryan Scott Williamson

Nutrition
Joselyne Cantoral  Hannah Jo Pariso

Physical Science
Christopher G. Keats  Khang Huu Tran

Public Health
Percy Lee Watkins

Teacher Education - Early Childhood Education
Caleigh A. Brown  Sally G. Dawson  Diane L. Inman
Emma Luise Callis  Maria Jose Elvir

Teacher Education - Elementary Education
Victoria E. Krauss  Mame Akua Pokuua  Shaye Alexandria Tillett

Teacher Education - Secondary Education
Kristopher William Jefferson  Jessica Oster
Zachary Mathew Hewitt Muller  Tyler Joseph Rosenberger

ASSOCIATE OF APPLIED SCIENCE

Biomedical Engineering
Marvin Shem Anyona  Cori N. Bullock  Eliott W. Morales
Jeremy Michael Bernhardt  Gabriela Goncalves  Jolissa Ionia Tomara Wrobeh
Romain Rohan Bird  Olivier Ngor Gonifei

Business Management
La Shawn Abrew  Heidi Jenna Laakso  Malena Lyn Schmidt
Fatina R. Crabbe  Samantha Healy Leffson  Sylvia Jean Westerlund
Olivia Marie Granny  Casey Leigh Mills

Cardiovascular Technology - Invasive Technologist
Cyrielle L. Dikongue Tadjou  Patrick Kim  Allison Winslow Shultz
Jaheda Hanif-Mohammad  Julien Jules Mouroum  James John Williams
Stephen Fred Ives  Charles Njoukwe

Computer Support Technology
Andersen Alden Frost

Computer-Aided Design Technology
Samuel Thomas Cole  Justin A. Tyler
Culinary Management
Kyle P. Blucher
Caroline Ellen Haden
Patricia Marie Johnston
Batzaya Ochir
Folayinka O. Oyeneyin
Madeleine Anne Raffael
Shahzidur Rahim

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Maryam Fatima Abbas
Liliana Aviles
Bela Saini Bernstein
Brooke W. Chung
Michael M. Cieplak
Brittany Marie Fiore
Phuoc Vinh Le
Rosemary Monica Lee
Kylie Grace Ordovensky
Kelly L. Robinson
Aran Song
Laurie Kristen Stuart
Danielle Latrese Williams

Diagnostic Medical Sonography
Hakima Al-Robaie
Azra Asher
Denise Lynn Hatcher
Frederica Nyveh Kainessie
Kalaiselvan Samuel Kandasamy
Nadia Kapoor
Amritpal Kaur
Akdas Ali Mumtaz
Sari Susanna Nguyen
Nicole Y. Peet
Jaclyn Michelle Sink

Early Childhood Development
Ashley T. Jackson
Yenni Esther Kristianson
Christine Hope Meador
Kelly Alise Morgan
Ama Konadu Owusu-Boaitey

Electronics Technology
Bernard T. Beja Foretia
Andrew Crawford
Anthony M. D’Ottavio
Daniel Martin Loeb

Emergency Medical Technician - Paramedic
Daniel Wesley Besseck, III

Fire Science and Leadership
Ernesto Enrique Batenga

Health Care for the Professional
Emily Anne Counsellor

Hospitality Management
Thomasina Mary Bellofatto
Amanda Joy Danaher
Michael Ryan McDermott
Madeleine Anne Raffael
Wilai Schober

Medical Laboratory Technician
Arzoo Bassal
Elizabeth Rose Jennemann
Michelle Kathryn Ludlow
Valerie J. Rose
Zulekha I. Sayyed
Angela Kristina Serdula

Network Administration
Joel G. Bernard

Network Engineer
Darnell Watson
Office Technology
Jacqueline Diane Hopkins

Radiologic Technology
Megan Ann-Marie Buscemi
Aivy Maxell Castillo
Evan Charles Cataldi
Ashleigh Nicole Cook
Jennifer Cecilia Dubon
Amy Carissa Holt
Mahtab Khosroshahizadeh
Jan Michael C. Lim
David Lucks
Anam Mohsin
Meghan Rebecca Nugent
Jessica Marie Prager
Christina Joy Streaker
Saidou Thiam
Carlos A. Vazquez
Meaghan Anne Verleysen

ASSOCIATE OF ARTS IN TEACHING

Early Childhood Education/Early Childhood Special Education
Drexilla C. Alle
Krystal Aida Arevalo-Martinez
Mariah Louise Sade Bennett
Megan Taylor Conway
Sally G. Dawson
Jennifer Ellen Jones
Angela Jean Persing
Alexandra Kristen Proudfoot
Sheena Marie Williams

Elementary Education/Elementary Special Education
Eric Gino Cataldi
Emily Marie Earp
Anna Marie Gossage
Brittany Margaret Hawkins
Richard A. McCormick
Michael J. Moriarty
Shelby M. Plitt
David Reed Harris

Secondary Education - Physics
Sean P. Donohue

Teacher Education - Elementary Education
Sarah R. Clausen

ASSOCIATE OF SCIENCE IN ENGINEERING

Computer Engineering
Chong Tian Lin
Emmanuel C. Onwuka

Electrical Engineering
Caleb Royal Blakslee
Parthkumar H. Patel

CERTIFICATE

Baking and Pastries
Kyle P. Blucher
Madeleine Anne Raffael

Biomedical Engineering Specialist
Eliott W. Morales
Zeyar Myint

Cardiac Monitoring and Analysis
Charles Njoukwe
Certified Bookkeeping
Laura M. Bilbrey           Naghmeh Mahmoudi           Rachel L. Wilhite

Computer Support Technology
Richard B. Moser, Jr.

Computer-Aided Design Technology
Matthew Scott Demmitt       Dzung A. Doan           Lynn Joseph Johnson

Early Childhood Development
Marilis R. Caro

Electronics Technology
Ivan Romanian Stuckey

Event Management
Diana I. Frazier            Madeleine Anne Raffael     Anne M. Smith
Olaide Abiodun Odusote     Wilai Schober

Gaming and Simulation Design
Carlos Eduardo Lemus, Jr.

Hospitality Management
Madeleine Anne Raffael

Legal Office Assistant
Jacqueline Diane Hopkins

Lodging Management
Madeleine Anne Raffael

Medical Transcriptionist
Elizabeth A. Bateman        Patrice M. Coleman

Professional Coaching
Kimberly Shawn McGee

Professional Cooking
Kyle P. Blucher             Madeleine Anne Raffael
3 – Faculty Promotions for Fiscal Year 2017

**Background:** The faculty promotion system encourages continuous improvement through professional development, teaching improvement, learning outcomes assessment and curriculum development. Promotion projects are used to move forward major instructional initiatives.

The college recognizes and rewards faculty members who have achieved a prescribed level of self- and instructional development in accordance with college procedure 63.03.03, Promotion (Faculty), which describes the requirements for promotion for each faculty rank.

**Assistant Professor**
Criteria include a master's degree or its equivalent in related experience. A minimum of three years of successful college teaching experience equivalent to three years at the instructor level at Howard Community College (HCC), at an excellent or outstanding performance level, including the year of promotion, based on an analysis of student evaluations, supervisor observations, and other appropriate evidence. Satisfactory completion of all activities required of probationary faculty as outlined in the merit achievement plan. The following faculty have met these requirements:

- Bell, Allison, mathematics
- Francis, Emily, mathematics
- Hedd-Kanu, Harolda, nursing
- Milburn, David, baking and pastries
- Myers, Megan, history
- Olokodana, Adebayo, radiologic technology
- Quintero, Stephanie, office technology
- Williams, Rosemary, history

**Associate Professor**
Criteria include a master's degree or its equivalent in related experience; a minimum of a bachelor's degree is required except in highly extraordinary circumstances. Three years at the assistant professor level at HCC, at an excellent or outstanding performance level, including the year of promotion, based on an analysis of student evaluations, supervisor observations, and other appropriate evidence. Completion of a significant course or curriculum improvement project that strives to improve student learning, including elements of innovation, design and implementation of the project, and evaluation of the project, including the collection of data. Satisfactory completion of all activities required of probationary faculty when necessary. The following faculty have met these requirements.

- Beaver, Archiena, nursing
- Dugan, Claudia, Spanish
Dzubak, Jacqueline, English
Edelen, Mark, engineering
Hutchison, Nancy, English
Kirkman, Heidi, speech/communications
Lee, Sylvia, English
Ludeker, Juliette, English
McMillan, Kelly, health education
O'Brien, Krista, English
Xie, Wie, chemistry/physics

Professor
Criteria include a master's degree or its equivalent in related experience. A doctorate or equivalent is highly desirable, and evidence of extensive professional improvement. A minimum of four years at the associate professor level at HCC at an excellent or outstanding performance level, including the year of promotion, based on an analysis of student evaluations, supervisor observations, and other appropriate evidence. A significant course or curriculum improvement project, including evidence of innovation, design and implementation of the project, and evaluation of the project, including the collection of data. Satisfactory completion of all activities required of probationary faculty as necessary. The rank of professor is assigned in very exceptional circumstances. The following faculty have met these requirements and the details of their promotion projects are included.

May, Ryna: The promotion project began with an evaluation of the Schoenbrodt Scholars Program that grew in scope to include the Rouse and STEM programs, resulting in the development and implementation of an assessment plan, improvements across the honors program, and the norming of HCC honors pathway against National Collegiate Honors Council standards. As a result of this project, HCC now has coordinated efforts to prepare and communicate with honors faculty, ensures consistent course offerings, and has common goals and outcomes. National standards are applied and the college has a sustainable way to measure its efforts to meet the goals of the honors program.

Noble, Elizabeth: The promotion project was designed to create an integrating model for community college student success. This project included the enhancement of the entrepreneurship and business curriculum to increase the relevancy of the courses to student vocation including career employment, self-employment and transfer. The courses were strengthened by addition of developmental activities designed to accelerate self-awareness, leadership and other necessary integrating life skills. Students were provided support in making decisions by a team that included staff and faculty skilled in the coaching model. The project also included the development of partnerships with the business community to support experiential learning, mentoring, and internship opportunities.

Salih, Abdelrahim: The purpose of the project was to create a Middle Eastern Studies (MES) area of concentration that offers a blend of carefully selected courses to boost awareness about the Middle East, foster and promote knowledge of the region’s diverse languages, cultures, arts, philosophies, and histories, and expand students' knowledge of the contemporary discourses by providing better student resources, facilitating multidisciplinary collaboration, and complementing and adding structure to the existing
A collection of related courses in the areas of Hebrew, Farsi, Turkish, and Arabic. This program will strengthen academic partnerships and articulation agreements with other private and public higher education institutions offering Middle Eastern Studies. The goals for MES are to acquaint HCC students with the immense and strikingly diverse region of the Middle East through interdisciplinary study of the languages, literature, arts, and social studies. The MES area of study will also collaborate with the college's Global Distinction Program.

**Saxer, Sarah:** The project was focused on the contributions and challenges of an international student body. Ms. Saxer’s work takes a meaningful look at the critical thinking skills of the college’s ESL students, assessing their skills, and using these findings to design ways of infusing the ESL curriculum with additional ways of increasing critical thinking competency. Using a wide angle lens to inform teaching of international students, Ms. Saxer led an INSPIRES Global Perspectives project in which HCC faculty who were educated abroad shared their own experiences as students learning to think critically and co-facilitated a Faculty and Professional Learning Community session to research the role of critical thinking in a global world. As an additional contribution, this project addresses the new general education core goal of critical thinking. The learning outcome assessments conducted and the results obtained provided important information to other areas such as First Year Experience and psychology 101.

**Smith, Deborah:** The project developed a paramedic to registered nurse curriculum option. This option included the development of all program materials for a transition course, as well as writing the program proposal for submission to the Maryland Higher Education Commission for approval. The project is ready for implementation in fall 2016. The course map for the transitions course links the curriculum framework to both class and clinical objectives. Also developed were associated skill competencies, alternate format examination questions, and case studies to support another nursing course.

**Torcaso, Caroline:** In Ms. Torcaso’s project, the mastery learning paradigm curriculum was fully implemented in the developmental mathematics program, providing students with options for completing the program based on their learning speed and their individual needs. As part of this project, new course materials were developed that incorporated the use of recitation sessions with computer-based lessons and assessments. Extensive training was provided to prepare faculty to teach in the lab environment and strategies were investigated for improving cost effective ways to measure student success, retention, and progress toward completion of the developmental mathematics sequence and a college-level mathematics course. This work represents a key piece in the evolution of the college’s developmental program.

**Vahdat, Fahima:** Ms. Vahdat researched and assessed the viability for applying for the National Association of School of Art and Design (NASAD) accreditation of the visual arts program at HCC. This research included learning and assessment; effectiveness of instruction and curriculum; student satisfaction; and alumni satisfaction. Ms. Vahdat established and assessed the Summer Workshop Program with visiting artists for credit and noncredit courses to add visibility to the visual arts program, and established a fine art/humanities focused Middle Eastern course. Working with the visual and digital arts faculty, the self-study produced a comprehensive written analysis of the educational
resources and effectiveness of the art and design units in relation to their educational objectives. The fourth year of the NASAD review process was initiated by submission of the notice of intention to apply form. This application for membership form was submitted with the self-study report.

**Purpose:** To obtain board approval for faculty promotions

**Timeline:** FY17

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**Recommendation**

The administration requests that the board of trustees approve promotions for the following faculty members.

1. Bell, Allison to assistant professor, mathematics
2. Francis, Emily to assistant professor, mathematics
3. Hedd-Kanu, Harolda to assistant professor, nursing
4. Milburn, David to assistant professor, baking and pastries
5. Myers, Megan to assistant professor, history
6. Olokodana, Adebayo to assistant professor, radiologic technology
7. Quintero, Stephanie to assistant professor, office technology
8. Williams, Rosemary to assistant professor, history
9. Beaver, Archiena to associate professor, nursing
10. Dugan, Claudia to associate professor, Spanish
11. Dzubak, Jacqueline to associate professor, English
12. Edelen, Mark to associate professor, engineering
13. Hutchison, Nancy to associate professor, English
14. Kirkman, Heidi to associate professor, speech/communications
15. Lee, Sylvia to associate professor, English
16. Ludeker, Juliette to associate professor, English
17. McMillan, Kelly to associate professor, health education
18. O'Brien, Krista to associate professor, English
19. Xie, Wie to associate professor, chemistry/physics
20. May, Ryna to professor, English
21. Noble, Elizabeth to professor, entrepreneurship/coaching
22. Salih, Abdelrahim to professor, Arabic
23. Saxer, Sarah to professor, English as second language
24. Smith, Deborah to professor, nursing
25. Torcaso, Caroline to professor, mathematics
26. Vahdat, Fahimeh to professor, visual arts

**Compliance:** This request is in compliance with college procedure 63.03.03, Promotion (Faculty).
4 – Office Supplies Contract

**Background:** The college has been using the Mid-Atlantic Purchasing Team’s (MAPT) cooperative contract with Office Depot to purchase office supplies for the last four years. This contract allows for multi-jurisdictional participation and a corresponding discount structure based on the increased annual volume of participants in the contract. Since the inception of the contract, a number of jurisdictions have also signed up to participate in the contract, which has increased the anticipated annual volume and has led to even greater discounts for all participating entities on items such as desktop paper and toner cartridges, which are both high volume purchases for the college. As a result, the administration would like to continue to utilize the MAPT cooperative contract and purchase office supplies from Office Depot. It is anticipated that approximately $500,000 will be spent on office supplies for FY17.

**Purpose:** To obtain board approval to continue to utilize the MAPT contract to purchase office supplies from Office Depot

**Location:** Campus-wide

**Timeline:** FY17

**Recommendation**

The administration requests that the board of trustees approve:

**Method:** The use of the MAPT contract for office supply purchases from Office Depot

**Source of funds:** FY17 current, unrestricted and agency funds

**Compliance:** This request is in compliance with college purchasing policy and procedure 62.05F/62.05F.01, Cooperative Purchasing.
5 – Electricity and Natural Gas Delivery Services

**Background:** The college uses different service providers to supply electricity and natural gas. However, Baltimore Gas & Electric (BGE) owns the power and gas lines and other infrastructure that is used to deliver these utilities. As a result, BGE is the only entity that is able to provide delivery services for electricity and natural gas. The college anticipates that the delivery for both utilities will cost approximately $400,000 in fiscal year 2017.

It should be noted that this approximate amount is for FY17 only. It is anticipated that the value of the purchase in future fiscal years will be approximately the same. The final cost of these services during a particular year will depend on the growth of the campus during the specified time frame. In keeping with college policy, if the purchase for a given year is anticipated to exceed the previous year’s estimated purchase amount by $50,000 or more, then the increase will be brought to the board for approval.

**Purpose:** To obtain board approval to designate BGE as a sole source vendor and to purchase electricity and natural gas delivery services

**Timeline:** FY17- FY21

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**Recommendation**

The administration requests that the board of trustees approve:

**Method:** The designation of BGE as a sole source vendor and the purchase of electricity and natural gas delivery services

**Source of funds:** Operating budget for the appropriate fiscal year

**Compliance:** This request is in compliance with college purchasing policy and procedure 62.05C/62.05C.01, Sole Source.
6 – Subcontracted Audio/Visual Services for the Science, Engineering, and Technology Building

**Background:** The college awarded the contract for construction management services for the science, engineering, and technology (SET) building to Gilbane on January 23, 2013. At the time of the award, Gilbane was only contracted to perform preconstruction services, with the expectation that the contract would be amended to include construction services with a guaranteed maximum price (GMP). On November 19, 2014, the board approved the construction phase of the project with Gilbane for the approximate amount of $62,400,000. The GMP includes the price for the materials and work to be performed in construction of the building by various trade specialties. Gilbane is required to manage all of the subcontractors, including the audio/visual (A/V) subcontractor, and ensure that the cost of the project stays within the GMP.

In the allocation of capital funds for the SET project, the State provided funding for the A/V components of the project in both the construction budget and in the furniture and equipment (F&E) budget. As the funding was split between the phases, the college only allowed Gilbane to include $1.2 million within the GMP, as the college had not received approval for the F&E budget, and thus the full funding of the A/V package. The college has now received approval for the F&E budget, including the remaining amount of $1.4 million for A/V. As a result, the college would like to amend the contract with Gilbane to reflect the entire cost of $2.6 million for A/V. This modification is not a change in scope for the project, as the A/V package was always part of the original scope of work. The college was just unwilling to contractually obligate for the total amount until the full funding had been secured with the State. The total cost of the change order is approximately $1.4 million.

**Purpose:** To obtain board approval to adjust the construction contract to include the total cost of the A/V work

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**Recommendation**

The administration requests that the board of trustees approve:

**Method:** The change to the construction contract with Gilbane to include the total cost of A/V for the SET project that was originally procured through the request for proposals method.

**Source of funds:** SET capital project

**Compliance:** This request is in compliance with college purchasing policy and procedure 62.05.03, Purchasing Authority.
G-1 Discussion Item: Audit Services

Background: On March 27, 2013, the board approved the award of the audit services request for proposal (RFP) solicitation to BDO USA, LLP to perform the annual audit of the college and the educational foundation. As provided in the RFP, the term of the contract was for one year with four additional one-year options to renew, for a total five-year contract. As part of the solicitation process, firms were required to provide pricing for each year of the potential five-year contract period. Each renewal option is approved by the board before the administration enters into the audit management letter, as provided by board policy. For the past three years, BDO has performed the contract to the satisfaction of the college. Given the satisfactory performance, the administration recommended exercising the option for the fourth year, and the board approved the fourth option for the contract on March 23, 2016.

On April 13, 2016, the administration was informed by Laurie De Armond, the managing partner of the audit engagement, that BDO was unable to perform the audit and meet its contractual obligation unless the college paid approximately $35,000 in additional compensation for BDO’s services over BDO’s proposed price for fiscal year (FY) 2016 of $60,045. As a result, BDO’s total compensation for the FY16 audit would be approximately $95,000. The administration believes that the sudden demand for increased compensation is a breach of contract terms by BDO, as the contract very clearly states that contract prices are to remain fixed as proposed during the entire term of the contract. The administration is also unwilling to negotiate any modification in cost given the demand of almost 50 percent more compensation.

The college is required by the county and the state to perform a financial audit each year for the prior fiscal year. The completed audit is generally due in the beginning of October each year. To reach this deadline, the audit firm does preparatory work at the college, including financial aid testing, at the end of May and in the beginning of June. As a result, the administration needs to secure audit services as quickly as possible to ensure that the audit is completed by the required deadlines.

SB & Company, LLC, provided audit services for the college prior to this current contract and were ranked second during the 2013 solicitation process. As there is insufficient time to complete an entirely new RFP before the audit work needs to start, the administration determined that services need to be secured on an emergency basis and reached out to Graylin Smith, the managing partner of SB & Company, LLC, to determine if SB & Company, LLC would be able to perform the audit for the college for FY16. Mr. Smith provided the administration with a proposal to perform the audit work for the amount of $60,500.
The first year of an audit with a new firm takes considerable administrative time and effort to explain the college’s internal processes to allow the firm to test appropriately. The administration includes this additional time in any year that a new contract is being awarded. As the FY16 audit was anticipated to be part of the current contract, the administration did not include the additional time in the audit schedule for training of a new firm. As a result, SB & Company’s familiarity with the college from past audit work is another valuable component of this emergency procurement.

Given the totality of the situation, the administration recommends that the college utilize the audit services of SB & Company, LLC for the FY16 financial audit through an emergency procurement. The administration will then issue an RFP in the fall for a new five-year contract.

**Purpose:** To obtain board approval to utilize the services of SB & Company, LLC for the FY16 financial audit

**Timeline:** FY16

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**Recommendation**

The administration requests that the board of trustees approve:

**Method:** The purchase of audit services from SB & Company, LLC as an emergency procurement

**Source of funds:** FY16 operating budget

**Compliance:** This request is in compliance with college purchasing policy and procedure, 62.05E/62.05E.01 – Emergency Procurement.
# H-1 Board Calendar

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Event/Location</th>
<th>Tentative Agenda Items/Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>April 2016</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| April 29, 2016  | Vino Scholastico HSB                         | • Trustee Attendance Encouraged  
• Fundraiser for Student Scholarships                                                            |
| **May 2016**    |                                               |                                                                                                   |
| May 3, 2016     | Entrepreneurial Celebration RCF-400/401       | • A Competition of Entrepreneurial Students’ Business Ideas                                          |
| May 5, 2016     | Student Awards Banquet Sheraton Columbia      | • Trustee Attendance Required**    
• Trustees Invited and Participate in Presenting Awards                                               |
| May 10, 2016    | Audit and Finance Committee RCF-401           | • Committee Member Attendance Required**    
• Quarterly Reports  
• Meeting with Auditors                                                                            |
| May 18, 2016    | Work Session / Regular Meeting / Closed Session Athletic and Fitness Center | • Trustee Attendance Required**    
• Information Session: Fitness Center Tour  
• Election of FY17 Board Officers  
• Mission, Vision, Values, and Strategic Goals  
• Approval of Audit Areas for Review  
• Full-time/Part-time Enrollment Ratios by Division  
• Authorization for Board Chair to Approve on Behalf of Board until next Regular Meeting |
<p>| May 19, 2016    | Dragon Athlete Awards Banquet Sheraton Columbia | • A Celebration of Student Athletes                                                                |
| May 24, 2016    | Nursing Recognition Ceremony UMBC             | • Recognition Ceremony                                                                            |
| May 24, 2016    | Reception for Platform Party UMBC             | • Trustee Attendance Required**                                                                  |
| May 24, 2016    | Commencement UMBC                             | • Trustee Attendance Required**                                                                  |
| May 26, 2016    | Pre-Convocation Lunch Café on the Quad        | • Lunch Followed by Innovation Fair                                                               |</p>
<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Event/Location</th>
<th>Tentative Agenda Items/Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 26, 2016</td>
<td>Spring Convocation</td>
<td>• <strong>Board Chair Attendance Required</strong></td>
</tr>
<tr>
<td>Thursday</td>
<td>Smith Theatre</td>
<td>• Welcome from Board Chair</td>
</tr>
<tr>
<td>1:30 pm</td>
<td></td>
<td>• Recognition Event for Retired Employees, Degree Recipients, and Career Service Awards</td>
</tr>
</tbody>
</table>

**June 2016**

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Event/Location</th>
<th>Tentative Agenda Items/Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1, 2016</td>
<td>Board Retreat</td>
<td>• <strong>Trustee Attendance Required</strong></td>
</tr>
<tr>
<td>Wednesday</td>
<td>RCF-401</td>
<td>• Agenda – TBD</td>
</tr>
<tr>
<td>8:30 am-3:00 pm</td>
<td></td>
<td>• Presidential Year-End Evaluation</td>
</tr>
<tr>
<td>June 8, 2016</td>
<td>Current and Former HCC</td>
<td>• <strong>Board Chair Attendance Required</strong></td>
</tr>
<tr>
<td>6:00-8:00 pm</td>
<td>Boards Social</td>
<td>• Current and Former Board of Trustees, Current and Former HCCEF Board Members, and Former Capital Campaign Council Members Invited</td>
</tr>
<tr>
<td></td>
<td>RCF-400</td>
<td>• Clark Medal Awarded to Ed and Fern Hamel</td>
</tr>
</tbody>
</table>

**Notes:**
Additional audit and finance and legislative and community relations committee meetings may be necessary during the course of the year.

In addition to the tentative agenda items noted above, the following routine agenda items will be addressed at each work session/regular meeting of the Board of Trustees: introduction of new employees (work session); agenda; minutes; new hires; non-purchasing agreements signed by the board chair; monthly financial statement and monthly personnel summary.

Special work sessions will be scheduled as necessary should the occasion arise.

Red denotes information changed from original posting. NEW! denotes item not on last calendar.

**A "Required" event is one in which trustees play an integral part (i.e., board meetings, commencement, etc.) and which all trustees should make every effort to attend.

Shaded meetings and events are included in the attendance calculation to determine individual trustee compliance with Maryland State Government Annotated Code § 8-501.
H-2 Agreements Signed by the Board Chair Disclosure

**Background:** The agreements included in this disclosure are non-purchasing agreements and pass through contracts of $100,000 or more signed by the board chair in compliance with signature limits established at the May 2010 board meeting.

**Purpose:** To disclose to the board the list of non-purchasing agreements and pass through contracts that have been signed by the board chair since the last board meeting.

**Timeline:** March 10, 2016, through April 12, 2016

<table>
<thead>
<tr>
<th>Agreement Name</th>
<th>Agreement Type</th>
<th>Owner</th>
<th>Sent to Attorney</th>
<th>BOT Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barnes and Noble Agreement to Purchase Inventory, Rental Library, and Assets from Howard Community College</td>
<td>Non-Purchasing</td>
<td>Coleman</td>
<td>No</td>
<td>04/07/15</td>
</tr>
</tbody>
</table>
H-3 Fiscal Year 2017 Operating Budget

Background: At the special board meeting held on April 14, 2016, the board of trustees reviewed the FY17 operating budget revisions based on the revised funding for FY17 that the college received from the County Executive. The college will be receiving a four percent increase from Howard County for FY17, pending County Council approval. The college had previously requested an increase of 9.15 percent, or $2,837,312 from the county. Based on this change the college will reduce the budget $1,597,301 from the originally proposed FY17 budget.

To make up the shortfall in the originally proposed FY17 budget, the administration requested a $2.00 tuition increase and made a number of reductions in the budget, which the board approved at the April 14, 2016, meeting. The summary budget pages for the County budget resolution are attached. The tuition increases that were approved are as follows:

- In county tuition will go from $132 per credit hour to $134 per credit hour.
- Out of county tuition will go from $215 per credit hour to $217 per credit hour.
- Out of state tuition will go from $260 per credit hour to $262 per credit hour.

Based on the budget revisions and tuition increase approved at the April 14, 2016, meeting, the following pages show the revised total operating budget.

There were no changes to the originally proposed restricted budget or the net change in the facilities and agency budget. However, changes were included to reflect the debt service figures and the Other-Post Employment Benefits (OPEB), which the college received from the county. In addition, the facilities and agency funds changed to reflect an increase in the colleges required debt service payment and a subsequent reduction in the facility budget. These changes netted out to zero.

The following changes occurred:

<table>
<thead>
<tr>
<th>Description</th>
<th>FY2017 Original Proposed Budget</th>
<th>Changes</th>
<th>FY2017 Proposed Revised Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted Budget</td>
<td>$115,697,099</td>
<td>$(1,299,834)</td>
<td>$114,397,265</td>
</tr>
<tr>
<td>Restricted Budget</td>
<td>41,401,895</td>
<td>-</td>
<td>41,401,895</td>
</tr>
<tr>
<td>Debt and OPEB</td>
<td>8,759,975</td>
<td>9,229</td>
<td>8,769,204</td>
</tr>
<tr>
<td>Facilities and Agency</td>
<td>5,823,751</td>
<td>-</td>
<td>5,823,751</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$171,682,720</td>
<td>$(1,290,605)</td>
<td>$170,392,115</td>
</tr>
</tbody>
</table>

Purpose: Disclosure to the board
Timeline: FY17 (July 1, 2016– June 30, 2017)

Recommendation

This item is for information only and requires no board action.
## SOURCE OF FUNDS

<table>
<thead>
<tr>
<th></th>
<th>Approved Budget FY16</th>
<th>Requested Budget FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>2,362,571 $</td>
<td>2,320,759 $</td>
</tr>
<tr>
<td>Fall</td>
<td>13,194,952</td>
<td>12,967,937</td>
</tr>
<tr>
<td>Intersession</td>
<td>888,323</td>
<td>872,602</td>
</tr>
<tr>
<td>Spring</td>
<td>11,759,508</td>
<td>11,557,895</td>
</tr>
<tr>
<td>Noncredit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees</td>
<td>3,872,277</td>
<td>4,211,612</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Tuition and Fees</strong></td>
<td>32,077,631 $</td>
<td>31,930,805 $</td>
</tr>
<tr>
<td>Governmental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local (Howard County)</td>
<td>31,000,287</td>
<td>32,240,298</td>
</tr>
<tr>
<td>State of Maryland</td>
<td>13,381,190</td>
<td>15,077,766</td>
</tr>
<tr>
<td>Federal</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>133,400</td>
<td>290,710</td>
</tr>
<tr>
<td>Continuing Education Contribution</td>
<td>630,729</td>
<td>662,265</td>
</tr>
<tr>
<td>Unrestricted Appropriation</td>
<td>2,018,534</td>
<td>1,504,863</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>47,164,140</td>
<td>49,775,902</td>
</tr>
<tr>
<td><strong>AUXILIARY REVENUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>79,241,771</td>
<td>81,706,707</td>
</tr>
</tbody>
</table>

## USE OF FUNDS

<table>
<thead>
<tr>
<th></th>
<th>Approved Budget FY16</th>
<th>Requested Budget FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>37,307,912</td>
<td>38,104,964</td>
</tr>
<tr>
<td>Public Service</td>
<td>723,943</td>
<td>794,293</td>
</tr>
<tr>
<td>Academic Support</td>
<td>4,653,116</td>
<td>4,922,086</td>
</tr>
<tr>
<td>Student Services</td>
<td>9,075,381</td>
<td>9,355,271</td>
</tr>
<tr>
<td>Facilities</td>
<td>10,548,874</td>
<td>11,005,016</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>15,506,776</td>
<td>16,110,428</td>
</tr>
<tr>
<td>Scholarships/Waivers</td>
<td>1,425,769</td>
<td>1,414,649</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>79,241,771</td>
<td>81,706,707</td>
</tr>
</tbody>
</table>

## NET CHANGE IN FUND BALANCE

<table>
<thead>
<tr>
<th></th>
<th>Approved Budget FY16</th>
<th>Requested Budget FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>79,241,771</td>
<td>81,706,707</td>
</tr>
</tbody>
</table>
### SOURCE OF FUNDS

<table>
<thead>
<tr>
<th></th>
<th>UNRESTRICTED</th>
<th>RESTRICTED</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approved</td>
<td>Requested</td>
<td>Approved</td>
</tr>
<tr>
<td></td>
<td>FY16</td>
<td>FY17</td>
<td>FY16</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>$ 2,791,571</td>
<td>$ 2,820,759</td>
<td>-</td>
</tr>
<tr>
<td>Fall</td>
<td>15,262,952</td>
<td>14,886,416</td>
<td>-</td>
</tr>
<tr>
<td>Intersession</td>
<td>888,323</td>
<td>872,602</td>
<td>-</td>
</tr>
<tr>
<td>Spring</td>
<td>13,827,508</td>
<td>13,363,395</td>
<td>-</td>
</tr>
<tr>
<td>Noncredit</td>
<td>4,332,887</td>
<td>4,566,952</td>
<td>-</td>
</tr>
<tr>
<td>Fees</td>
<td>6,061,757</td>
<td>6,261,796</td>
<td>-</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUBTOTAL - Tuition and Fees</td>
<td>$ 43,164,998</td>
<td>$ 42,771,920</td>
<td>$</td>
</tr>
<tr>
<td>Governmental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local (Howard County)</td>
<td>$ 31,000,287</td>
<td>$ 32,240,298</td>
<td>$ 128,000</td>
</tr>
<tr>
<td>State of Maryland</td>
<td>15,723,055</td>
<td>17,411,556</td>
<td>4,613,246</td>
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<tr>
<td>Federal</td>
<td>-</td>
<td>-</td>
<td>33,931,749</td>
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<tr>
<td>Other</td>
<td>4,655,059</td>
<td>4,851,428</td>
<td>2,721,250</td>
</tr>
<tr>
<td>Unrestricted Appropriation</td>
<td>14,262,919</td>
<td>13,846,864</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUBTOTAL</td>
<td>$ 65,641,320</td>
<td>$ 68,350,146</td>
<td>$ 41,394,245</td>
</tr>
<tr>
<td>AUXILIARY FUNDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ 6,767,962</td>
<td>$ 3,275,199</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>$ 115,574,280</td>
<td>$ 114,397,265</td>
<td>$ 41,394,245</td>
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### USE OF FUNDS

<table>
<thead>
<tr>
<th></th>
<th>UNRESTRICTED</th>
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<th>TOTAL</th>
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<tbody>
<tr>
<td></td>
<td>Approved</td>
<td>Requested</td>
<td>Approved</td>
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<tr>
<td></td>
<td>FY16</td>
<td>FY17</td>
<td>FY16</td>
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<tr>
<td>Instruction</td>
<td>$ 52,243,012</td>
<td>$ 53,309,814</td>
<td>$ 6,087,747</td>
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<tr>
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<td>Academic Support</td>
<td>7,427,272</td>
<td>7,666,292</td>
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<tr>
<td>Student Services</td>
<td>12,739,703</td>
<td>12,929,140</td>
<td>1,485,973</td>
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<tr>
<td>Facilities</td>
<td>13,996,287</td>
<td>13,997,429</td>
<td>500,000</td>
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<tr>
<td>Institutional Support</td>
<td>18,616,614</td>
<td>19,145,731</td>
<td>611,000</td>
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<tr>
<td>Scholarships/Waivers</td>
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<td>3,028,099</td>
<td>30,666,979</td>
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<tr>
<td>SUBTOTAL</td>
<td>$ 108,806,318</td>
<td>$ 111,122,066</td>
<td>$ 41,044,245</td>
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<tr>
<td>AUXILIARY FUNDS</td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>$ 6,767,962</td>
<td>$ 3,275,199</td>
<td>$</td>
<td>$</td>
</tr>
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<td></td>
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<tr>
<td>TOTAL</td>
<td>$ 115,574,280</td>
<td>$ 114,397,265</td>
<td>$ 41,394,245</td>
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</tbody>
</table>

### NET CHANGE IN FUND BALANCE

|                      | $  -        | $ -         | $  -    | $ -        | $  -    | $ -         |
## Howard Community College
### Combined All Funds
#### Fiscal Year 2017

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>Tuition and Fees</th>
<th>Governmental</th>
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<tbody>
<tr>
<td>Summer</td>
<td>$2,791,571</td>
<td>$31,128,287</td>
</tr>
<tr>
<td>Fall</td>
<td>$15,262,952</td>
<td>$20,336,301</td>
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<tr>
<td>Intersession</td>
<td>$888,323</td>
<td>$33,931,749</td>
</tr>
<tr>
<td>Spring</td>
<td>$13,827,508</td>
<td>$7,376,309</td>
</tr>
<tr>
<td>Noncredit</td>
<td>$4,332,887</td>
<td>$4,332,887</td>
</tr>
<tr>
<td>Fees</td>
<td>$6,061,757</td>
<td></td>
</tr>
</tbody>
</table>

| Net Change in Fund Balance | $- $ | $- $ | $- $ | $- $ | $- $ |

<table>
<thead>
<tr>
<th>Use of Funds</th>
<th>Instruction</th>
<th>Public Service</th>
<th>Academic Support</th>
<th>Student Services</th>
<th>Facilities</th>
<th>Institutional Support</th>
<th>Scholarships/Waivers</th>
<th>Contingency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$58,330,759</td>
<td>$58,857,608</td>
<td>$8,899,818</td>
<td>$14,225,676</td>
<td>$14,496,287</td>
<td>$19,227,614</td>
<td>$33,575,198</td>
<td>$1,000,000</td>
</tr>
</tbody>
</table>

| Subtotal     | $156,968,525 | $155,799,160  | $8,759,975       | $15,262,952     | $888,323   | $13,827,508          | $4,332,887          | $6,061,757   |

| OPEB         | $- $         | $263,300       | $4,332,887       | $1,000,000      | $7,496,675 | $3,607,199           | $33,575,198         | $1,000,000   |

| Total        | $156,968,525 | $155,799,160  | $8,759,975       | $15,262,952     | $888,323   | $13,827,508          | $4,332,887          | $6,061,757   |

| Contingency  | $1,000,000   | $1,000,000     | $1,000,000       | $1,000,000      | $1,000,000 | $1,000,000           | $1,000,000         | $1,000,000   |

### COUNTY DEBT, CONTINGENCY & OPEB

<table>
<thead>
<tr>
<th>Approved Budget FY16</th>
<th>Proposed Budget FY17</th>
<th>Approved Budget FY16</th>
<th>Proposed Budget FY17</th>
<th>Approved Budget FY16</th>
<th>Proposed Budget FY17</th>
<th>Approved Budget FY16</th>
<th>Proposed Budget FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>$6,767,962</td>
<td>$3,275,199</td>
<td>-$</td>
<td>-$</td>
<td>-$</td>
<td>-$</td>
<td>$6,767,962</td>
<td>$3,275,199</td>
</tr>
</tbody>
</table>

| Total County Resolution | $156,968,525 | $155,799,160  | $8,759,975       | $15,262,952     | $888,323   | $13,827,508          | $4,332,887          | $6,061,757   |

| Net Change in Fund Balance | $- $ | $- $ | $- $ | $- $ | $- $ | $- $ | $- $ | $- $ |
H-4 Personnel Summary

Background: The following document contains personnel summaries.

Purpose: Disclosure to the board

Timeline: March 2016

Recommendation

This item is for information only and requires no board action.
Howard Community College  
SUMMARY OF PERSONNEL ACTIVITY  
March 1 – March 31, 2016

Section I – Change in Status  
ASSOCIATE DEAN APPOINTMENTS (3-YEAR TERM)

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Position Control Status</th>
<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation¹</th>
<th>Name</th>
<th>Effective Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor, English; Associate Dean, English/World Languages</td>
<td>English/World Languages</td>
<td>Appointment</td>
<td>Associate Dean</td>
<td>$76,008-$123,701</td>
<td>$81,252</td>
<td>Yoo, Laura</td>
<td>07/01/13</td>
<td>06/30/16</td>
</tr>
<tr>
<td>Professor, Medical Laboratory Technology/Director, Medical Laboratory Technician Program; Associate Dean, Health Sciences; Chair, Medical Laboratory Technician</td>
<td>Health Sciences</td>
<td>Reappointment</td>
<td>Associate Dean</td>
<td>$76,008-$123,701</td>
<td>$94,627</td>
<td>Calder, Nancy</td>
<td>04/01/14</td>
<td>06/30/17</td>
</tr>
<tr>
<td>Professor, Mathematics; Associate Dean, Mathematics</td>
<td>Mathematics</td>
<td>Reappointment</td>
<td>Associate Dean</td>
<td>$76,008-$123,701</td>
<td>$100,970</td>
<td>Bunyard, Guy</td>
<td>07/01/14</td>
<td>06/30/17</td>
</tr>
<tr>
<td>Associate Professor, Entrepreneurship and Coaching; Associate Dean and Chair, Business and Computer Systems</td>
<td>Business and Computer Systems</td>
<td>Reappointment</td>
<td>Associate Dean</td>
<td>$76,008-$123,701</td>
<td>$92,298</td>
<td>Noble, Elizabeth</td>
<td>07/01/14</td>
<td>06/30/17</td>
</tr>
<tr>
<td>Associate Professor, Biology; Associate Dean, Science, Engineering, and Technology</td>
<td>Science, Engineering, and Technology</td>
<td>Appointment</td>
<td>Associate Dean</td>
<td>$76,008-$123,701</td>
<td>$80,811</td>
<td>Chandran, Bhuvana</td>
<td>07/01/15</td>
<td>06/30/18</td>
</tr>
</tbody>
</table>

¹Annual salary is shown for exempt employees; estimated annual compensation is shown for non-exempt employees since official compensations are an hourly amount (not shown).
<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Status</th>
<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation a</th>
<th>Name</th>
<th>Effective Date</th>
<th>End Date</th>
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</thead>
<tbody>
<tr>
<td>Interim Senior Producer/Director</td>
<td>Arts and Humanities</td>
<td>Grant Funded</td>
<td>13</td>
<td>$54,644-$88,931</td>
<td>$58,730</td>
<td>Garcia, Louis</td>
<td>05/21/12</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Interim Special Populations Lead</td>
<td>Continuing Education and</td>
<td>New Position (Temporary with</td>
<td>12</td>
<td>$50,317-$81,888</td>
<td>$54,471</td>
<td>Gold, Sheryl</td>
<td>07/01/13</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Instructor</td>
<td>Workforce Development</td>
<td>Benefits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acting HCC Concert Coordinator</td>
<td>Arts and Humanities</td>
<td>New Position</td>
<td>13</td>
<td>$54,644-$88,931</td>
<td>$54,644</td>
<td>Huang, Wei-Der</td>
<td>07/01/14</td>
<td>Undetermined</td>
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<tr>
<td>Acting Arts Collective Office Manager</td>
<td>Arts and Humanities</td>
<td>New Position</td>
<td>10</td>
<td>$42,674-$69,433</td>
<td>$42,674</td>
<td>McKeiver, Darius</td>
<td>07/01/14</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Acting Television Production Assistant</td>
<td>Arts and Humanities</td>
<td>New Position</td>
<td>8</td>
<td>$36,175-$58,871</td>
<td>$36,175</td>
<td>Stovall, Matthew</td>
<td>07/01/14</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Interim Youth Services Specialist</td>
<td>Continuing Education and</td>
<td>Existing Position (Temporary with</td>
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<td>$50,317-$81,888</td>
<td>$50,317</td>
<td>Cohen, Brenda</td>
<td>11/10/14</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Instructor</td>
<td>Workforce Development</td>
<td>Benefits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acting Instructional Technician</td>
<td>Teaching and Learning Services</td>
<td>Existing Position Replacement</td>
<td>10</td>
<td>$42,674-$69,433</td>
<td>$42,674</td>
<td>Fan, Benjamin</td>
<td>01/01/16</td>
<td>Undetermined</td>
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<tr>
<td>Acting Director of Student Conduct and</td>
<td>Student Services</td>
<td>Existing Position Replacement</td>
<td>16</td>
<td>$69,989-$113,905</td>
<td>$87,568</td>
<td>Esters, Liatetra</td>
<td>06/22/15</td>
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<td>Executive Associate to the VPSS</td>
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<tr>
<td>Acting Director of Student Life</td>
<td>Student Life</td>
<td>Existing Position Replacement</td>
<td>16</td>
<td>$69,989-$113,905</td>
<td>$72,911</td>
<td>Garrett, Schnell</td>
<td>06/22/15</td>
<td>Undetermined</td>
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<tr>
<td>Acting Instructional Designer</td>
<td>Teaching and Learning Services</td>
<td>Existing Position Replacement</td>
<td>13</td>
<td>$54,644-$88,931</td>
<td>$54,644</td>
<td>Phillips, Angela</td>
<td>07/01/15</td>
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<td>Acting Office Associate V, IDEA Specialist</td>
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<td>Existing Position Replacement</td>
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<td>$36,175-$58,871</td>
<td>$36,175</td>
<td>Simon, Sarah</td>
<td>07/01/15</td>
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<tr>
<td>Interim Office Associate IV</td>
<td>Bookstore</td>
<td>New Position (Temporary with Benefits)</td>
<td>7</td>
<td>$33,297-$54,209</td>
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<td>Velazquez, Awilda</td>
<td>09/01/15</td>
<td>Undetermined</td>
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<tr>
<td>Interim Assistant Project Manager,</td>
<td>Business and Computer Systems</td>
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<td>Undetermined</td>
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<td>TAACCT Grant</td>
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<td>(Temporary with Benefits)</td>
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<td></td>
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<td>Interim Project Manager, TAACCT Grant</td>
<td>Business and Computer Systems</td>
<td>Existing Position Replacement</td>
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<td>$75,000</td>
<td>Danzig, Joyce</td>
<td>09/16/15</td>
<td>Undetermined</td>
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</tbody>
</table>
### Howard Community College

**SUMMARY OF PERSONNEL ACTIVITY**  
March 1 – March 31, 2016

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verratti, Naomi</td>
<td>Continuing Education and Workforce Development</td>
<td>13</td>
<td>$54,644-$88,931</td>
<td>$57,296</td>
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<td>Engleman, Thomas</td>
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<td>N/A</td>
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<tr>
<td>Durbin, Chelsea</td>
<td>Admissions and Advising</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>01/19/16</td>
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<tr>
<td>Hollander, Gail</td>
<td>Teaching and Learning Services</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>01/25/16</td>
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<tr>
<td>McNair, Rayburn</td>
<td>Arts and Humanities</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>03/01/16</td>
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<tr>
<td>Webster, Noel</td>
<td>Arts and Humanities</td>
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<td>N/A</td>
<td>N/A</td>
<td>03/07/16</td>
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<tr>
<td>Harris, Vassiliki</td>
<td>Children’s Learning Center</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>03/07/16</td>
</tr>
<tr>
<td>Mangrum, Natalie</td>
<td>Student Support Services</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>03/10/16</td>
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<tr>
<td>Setter, Paul</td>
<td>Test Center</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>03/18/16</td>
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### SEPARATIONS

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Status</th>
<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Specialist/Advisor</td>
<td>Student Support Services</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Mangrum, Natalie</td>
<td>03/10/16</td>
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<tr>
<td>Testing Coordinator</td>
<td>Test Center</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Setter, Paul</td>
<td>03/18/16</td>
</tr>
</tbody>
</table>

### CHANGE IN TITLE ONLY

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<tr>
<th>Old Title</th>
<th>New Title</th>
<th>Department</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor, History</td>
<td>Associate Professor, History; Chair, Historical Sciences</td>
<td>Social Sciences/Teacher Education</td>
<td>Bianchi, Hanael</td>
<td>01/01/16*</td>
</tr>
<tr>
<td>Associate Professor, History; Chair, Historical Sciences</td>
<td>Associate Professor, History</td>
<td>Social Sciences/Teacher Education</td>
<td>Campbell, Frederick</td>
<td>01/01/16*</td>
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</tbody>
</table>

*Notification received after March 2016 board meeting

**Section II – Leaves**  
04/04/16

Regular Materials Page 59
## LEAVE WITHOUT PAY

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Beginning Date of Leave</th>
<th>Ending Date of Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean, Aneela</td>
<td>Teacher IV</td>
<td>02/26/16</td>
<td>03/03/16</td>
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</tbody>
</table>

## SABBATICAL LEAVE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Beginning Date of Leave</th>
<th>Ending Date of Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garroway, Margaret</td>
<td>Professor, English; Co-Chair, English</td>
<td>01/01/16</td>
<td>06/10/16</td>
</tr>
<tr>
<td>Sessions, Laura</td>
<td>Professor, Nursing</td>
<td>08/10/15</td>
<td>06/10/16</td>
</tr>
</tbody>
</table>
Resolution for Board of Trustees to Meet in Closed Session on April 27, 2016

WHEREAS, The board of trustees of Howard Community College is authorized by Section 10-508 of the State Government Article of the Annotated Code of Maryland to conduct certain portions of its meetings in closed session.

NOW, THEREFORE, BE IT RESOLVED, that the board of trustees of Howard Community College hereby conduct its meeting in closed session beginning on April 27, 2016, at the conclusion of the regular meeting in The Rouse Company Foundation Student Services Hall, room 400 to discuss the acquisition of real property for a public purpose and matters directly related to the Mount Airy College Center for Health Care Education, as permitted under Section 10-508 and that such meeting shall continue in closed session until the completion of business.