Board of Trustees’
Work Session
and
Board Meeting
Materials

February 22, 2017
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 Act of the General Provisions Article of the Maryland Code.
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...

Govern with Integrity
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. Information Session: Program and Course Development and Review

Regular Meeting – Immediately following the work session
   A. Approval of February 22, 2017, Agenda
   B. President’s Report
   C. Board Member Comments
   D. Reports to the Board of Trustees
      1. Legislative and Community Relations Committee
   E. Board Priority Items
      1. End: Workforce Focus / Key Performance Indicator Report
      2. Fiscal Year 2016 Workforce Snapshot
      3. Fiscal Year 2017 Awards
      4. Financial Statements
   F. Approval of Board Meeting Minutes
      1. January 25, 2017, Regular Session
   G. Consent Items
      1. Proposed New Hires
      2. Grants and Scholarships
      3. Professor Emeritus Recommendations
   H. Discussion Items
      1. Retreat Agenda
      2. Board Bylaws Revisions
      3. Board Policies Revisions
      4. Board Ground Rules Revision
   I. Information Items
      1. Board Calendar
      2. Agreements Signed by the Board Chair Disclosure
      3. Personnel Summary

Adjournment
I – Introduction of New Employees

For the trustees’ information, newly hired employees approved by the board at its December 13, 2016, and January 25, 2017, meetings will be introduced to the trustees by Dr. Hetherington and area vice presidents.
II – Information Session:
Program and Course Development and Review

**Background:** New program and course development, as well as systematic program and course review are major functions of the academic affairs area. Responsibility is largely centered on division deans, department chairs, and faculty, but is significantly informed by Howard Community College’s (HCC) formal planning and advisory processes. The need for new programs and curriculum is rigorously vetted through approval processes that include review and endorsement by the vice president of academic affairs (VPAA), the college president, and the Maryland Higher Education Commission (MHEC). Each program is evaluated a minimum of every five years. Program evaluations are reviewed by the VPAA for acceptance and approval, and course assessments are reviewed by deans for acceptance and approval.

The Commission on the Future (COF) and formal curriculum advisory committees are major drivers behind new degree and certificate programs, and affiliated new courses. With its emphasis on collaboration between “internal and external community leaders” the COF provides for direct dialogue and the crafting of a meaningful strategic direction for HCC’s curriculum. New degree programs that emerged from the last COF process include dental hygiene, physical therapist assistant, diagnostic medical sonography, and medical laboratory technician in the health sciences division. HCC has active curriculum advisory committees for cardiovascular technology, computer forensics, dental hygiene, diagnostic medical sonography, early childhood education, emergency medical services, entrepreneurship, hospitality, medical laboratory technician, nursing, physical therapist assistant, and radiologic technology.
In consultation with the VPAA and through the HCC governance structure, the division deans, department chairs, and discipline faculty are the central initiators, managers, and assessors of curriculum for learning outcomes and effectiveness as pathways for student success toward transfer, graduation, and employment. The relevance, currentness, and effectiveness of the curriculum is a central responsibility of the deans, chairs, and faculty. The division deans play the largest role in initiating new curriculum development, allocating resources, and providing oversight for long-term impact and effectiveness.

A recent example involves the identification of “additive manufacturing” as an emerging field and need in the region. Divisions are exploring ways of leveraging faculty and
resources within the college’s existing programs as a possible means to responsively adapt HCC’s curriculum.

HCC references the MHEC criteria detailed in its official program proposal forms as specified in the Code of Maryland Regulations (COMAR) Title 13B.02.03 as a guide for program development. Those criteria include:

- Centrality to mission and planning priorities, relationship to the program emphasis as outlined in the mission statements, and an institutional priority for program development;
- Critical and compelling regional or Statewide need as identified in the Maryland State Plan for Postsecondary Education;
- Quantifiable and reliable evidence and documentation of market supply and demand in the region and service area;
- Adequacy of curriculum design and delivery to related learning outcomes;
- Adequacy of library resources;
- Adequacy of faculty resources; and
- Adequacy of physical facilities, infrastructure, and instructional equipment.

Program review is a continuing assessment of academic and professional programs as requested by the VPAA and outside accrediting agencies. These cyclical and systematic reviews examine students' data on factors including enrollment, retention, learning outcomes, course success, graduation, and transfer. The reviews evaluate the alignment among courses and their programs, general education, and college goals. Programs are reviewed a minimum of every five years. Courses that fulfill the requirements of academic programs are assessed a minimum of every six years.

Faculty:

Dr. Georgene Butler serves as dean, health sciences and will be speaking on video to the role of community involvement, often in the form of the Commission on the Future or curriculum advisory committees, in identifying potential new programs, certificates, and courses for HCC. Dr. Butler will also address the factors that prompt the ending of programs and courses from the dean’s perspective.

Susan Seibel serves as chair, dental hygiene and will be speaking to considerations for the development of new courses targeted to program needs within the context of accreditation and best practices.
A – Approval of February 22, 2017, Agenda

Regular Meeting – Immediately following the work session

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B – President’s Report

HCC and Professor Yifei Gan Honored by Howard County Arts Council
Each year, the Howard County Arts Council honors individuals and businesses for making significant contributions to the arts in Howard County with the “Howie” Awards. The Howies are presented at the Celebration of the Arts gala, where members of the Howard County’s arts, education, government, and business communities attend. This award recognizes those who support the arts and local artists. Nominees are judged on their contributions to and their impact on the artistic life of Howard County through the arts, arts education, and support of the arts.

The 2016 Howie awards were just announced. This year, a special “Legacy in the Arts” award will be presented to Howard Community College (HCC) and Yifei Gan, professor of art, will receive the “Outstanding Artist” award, which is presented to a person who has contributed a high level of talent and vision to the artistic life of the community. HCC and Yifei will be recognized at this year’s Celebration of the Arts gala on Saturday, March 25, 2017, in the Smith Theatre. Previous HCC Howie award winners include James Adkins, Dawn Cooper Barnes, Kasi Campbell, Bruce Casteel, Carolyn Kelemen, Valerie Lash, Jason Love, Bruce Nelson, Nigel Reed, and Ronald Roberson. Congratulations to Professor Gan and all of HCC’s previous Howie Award winners.

National Science Foundation Awards Grant to Theatre Department
HCC has been awarded a grant from the National Science Foundation (NSF) Advanced Technical Education program to support the training of audio and video systems specialists within the entertainment technology program. An award of $215,000 over a three-year period will fund equipment, staffing, assessment, and publication. The project titled, “Addressing the Need for Innovative Education of Audio Visual Specialists,” is a collaboration with Carroll Community College (CCC). Through a memorandum of understanding, both HCC and CCC are creating parallel programs that will share research and resources. This NSF grant will help strengthen HCC’s entertainment technology program, providing rigorous hands-on training to help meet the demand of this industry. Audio and video systems specialists are in demand to support live presentations at convention centers, educational institutions, corporate events, government events, and in theaters. The entertainment technology program offers a one-year certificate and a two-year AAS degree. Thanks to Sarah Angerer, Bill Gillett, and Valerie Lash, as well as support from CCC on the application for this grant.

HCC Receives Additional Funding for TAACCCT Grant
On January 12, 2017, Howard Community College received a second award of $174,510 for the Trade Adjustment Assistance Community College and Career Training
Grant in response to HCC’s request for additional funding to support the significant increase to the college’s cyber student population. HCC was initially awarded $824,340 in October 2014, and an additional award of $154,262 in August 2016 as part of a nearly $15 million Department of Labor TAACCCT Grant to the Cyber Pathways Across Maryland Consortium that consists of 14 Maryland Community Colleges. This increase brings HCC’s total award to $1,153,112. The four-year grant runs through September 30, 2018.

The additional funding will increase the college’s ability to prepare cyber students to obtain employment in high-demand jobs in the cyber workforce, which currently has a shortage of qualified applicants. The funding will allow the college to expand the HCC Cyber Center and hire additional staff to guide cyber students in the completion of college degrees and certifications, preparation for industry certification testing, and participation in internships and apprenticeships.

Thank you to the following individuals who provided support to the redesign of services and the funding request: Joyce Danzig, Tiffany Goins, Betty Noble, Athar Rafiq, and Sharon Schmickley.

Faculty Kudos
Congratulations to Dr. Lisa Wilde, professor of theatre, who has been awarded a Gold Medallion at the Kennedy Center American College Theater Festival (KCACTF) region 2 for her stewardship of the KCACTF2 Dramaturgy program, and mentoring students in theatre research throughout the region. Each year, the eight KCACTF regions honor individuals or organizations that have made extraordinary contributions to teaching and producing theatre and have significantly dedicated their time, artistry, and enthusiasm to the development of the KCACTF. Most importantly, recipients have demonstrated a strong commitment to the values and goals of KCACTF and to excellence in educational theatre. It is the most prestigious regional award given by KCACTF and is considered one of the highest honors in theatre education. Congratulations, Professor Wilde!

HCC Welcomes Growing Number of International Students this Spring
This spring, the English Institute (EI), a pathway program for international students learning English to transition to HCC’s associate degree programs, welcomed the highest number of new students in a spring semester since 2011, with 63 new students from 31 different countries. In addition, the international admissions office welcomed 38 new degree-seeking students from 17 different countries this semester.

HCC was named to NAFSA - the National Association for Foreign Student Advisers, now the Association of International Educators’, top 10 list of higher education institutions in Maryland for creating the most economic impact in terms of dollars and jobs generated by international students for academic year 2015-2016. Each year, the NAFSA Association of International Educators generates this list as part of its Economic Value Tool, created to analyze the economic contributions of international students and their families to the U.S. economy.
Special thanks to the staff from continuing education and workforce development, the English Institute, English and world languages, English Language Center, Global Distinction program, international admissions, and international education, who recruit, welcome, and work with international students all year long.

Getting Ahead
On January 20, 2017, the Career Links program celebrated the third graduating group from the Getting Ahead Program. Career Links and continuing education were awarded a grant by Howard County Community Resources and Services to host the Getting Ahead Group on campus. The group consisted of eleven HCC students and community members who investigated the hidden rules of poverty, middle class, and wealth to identify what causes poverty and what changes it. The group met once a week for 2-1/2 hours for 15 sessions and by the end of the sessions, members developed a concrete plan for economic security. The group was facilitated by Eileen Diggs and co-facilitated by HCC student, Kendra Ware.

Recognition and thanks go to all those who made the program possible, Kim Bohnet, Kevin Collins, Eileen Diggs, Beth Evans, Maureen Marshall, Betty Noble, Awilda Velazquez and Kendra Ware.

HCC Hosts CPAM Career Navigator Group
On Friday, January 13, 2017, Howard Community College hosted the Cyber Pathways Across Maryland (CPAM) Career Navigator Meeting. A recipient of a $15 million Round 4 Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant, CPAM is a consortium of 14 Maryland community colleges that works to expand the capacity of cyber education at each college and develop sustainable methods to support students in preparing to take their place in the rapidly growing cyber workforce.

At the halfway point in the four-year grant period, this meeting provided representatives with an opportunity to share best practices and discuss challenges in preparing students to complete college degrees and certificates, pass industry certifications, and participate in internships and apprenticeships. The event was attended by 22 representatives of 13 community colleges.

Thanks to Joyce Danzig, Tiffany Goins, Betty Noble, Kathy Norton, and Sharon Schmickley for coordinating the event, as well as Shoshanna Allaire, Jean Anderson, Awilda Velazquez, and the Sodexo staff for their hard work.

Economic Impact Study
The Maryland Association for Community Colleges (MACC) engaged the firm Emsi during fall 2016 to conduct an analysis of the economic impact of Maryland community colleges and the return on investment of education for the students and taxpayers. Since 2000, Emsi has completed over 1700 economic impact studies for education institutions in four countries. Using FY 2016 data, Howard Community College staff filled out an extensive template of information on historic and current enrollment, current expenditures, and revenues. The firm used an improved data model for the study so
results are not comparable to our 2012 and 2007 reports. MACC received an overall economic impact report and HCC received one just for our college. These executive summaries are in your packet.

Thanks to Yonas Berhane, Katrina Bowers, Lynn Coleman, Beth Homan, Zoe Irvin, Shannon Lichtinger, Janet Lombard-Cullison, Portia Logan, Stephanie May, Betsy See, and Jane Sharp.

Development Update

<table>
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<tr>
<th>January Foundation Revenue</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gifts and Pledges Only</strong></td>
<td></td>
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<tr>
<td>Monthly total[^1]</td>
<td>$49,890</td>
<td>$123,133</td>
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<tr>
<td>Endowment revenue</td>
<td>$1,478</td>
<td>$28,203</td>
</tr>
<tr>
<td>Scholarship revenue</td>
<td>$24,736</td>
<td>$43,431</td>
</tr>
<tr>
<td>Grant revenue</td>
<td>$0</td>
<td>$0</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**
The contractors achieved substantial completion of the science, engineering, and technology building and the project punch lists are currently being developed. As the punch list items are addressed in February and March, the commissioning, testing, and inspections will occur simultaneously and are expected to be completed by April.

Furniture and equipment deliveries will occur in phases with scientific equipment deliveries beginning in February and the last phase of moveable items such as soft seating and lounge furniture scheduled for delivery in April.

The new building will provide the necessary space to educate and train students in the science, engineering, and technology disciplines. The college looks forward to the opening of this state-of-the-art facility in June 2017.

**East Garage Expansion**
The college community celebrated the completion of the new garage expansion on January 27, 2017. Many of you joined me along with Howard County elected officials, business leaders, faculty, staff, and students for a ceremonial ribbon cutting. The event also featured the college mascot, Duncan the Dragon, and Tony Hoos driving through the garage in his restored 1970 Ford Torino GT. The new expansion project adds 736
parking spaces and an access road off Little Patuxent Parkway. The opening of the new garage has helped to eliminate parking congestion on campus and the need for shuttles from off-site parking.

Renovations to the N and Science and Technology (ST) Buildings
The design for the N and ST renovations is complete and the development of the guaranteed maximum price (GMP) is underway and planned for completion in April 2017. After the GMP is developed and approved by the college’s board, it will be submitted for review and approval by the Maryland Higher Education Commission (MHEC), the Maryland Department of Budget and Management (DBM), and the Maryland Department of General Services (DGS).

The submission of the GMP includes the college’s request for the allocation of state funds to start construction. The college anticipates it will receive notification to proceed in June, so that construction can start in July 2017.

College staff looks forward to continued work with the architect and construction manager as they move from the preconstruction phase to the construction phase of the project.

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. The college continues to evaluate and prioritize its list of projects to meet the needs of the college community.

Recently completed:
- Public Safety office modifications;
- Athletic and Fitness tech office renovation; and
- Hickory Ridge room 326 and room 326B modifications.

Projects in progress:
- Hickory Ridge elevator upgrade;
- Bathroom upgrades and modernization;
- Athletic track resurfacing; and
- Café renovations.

Bikeshare Pilot Project
Bikeshare is an innovative transportation program providing public bicycles at self-serve stations located throughout a community. Bikeshare is coming to Columbia as a pilot program this spring. The pilot program is expected to serve just over five percent of the County’s residents based on place of residence and place of employment.

The pilot is anticipated to provide a resource for transportation and recreation travel, connecting various activity centers including the villages of Harpers Choice, Oakland
Mills, and Wilde Lake. It also includes service to HCC, Howard County General Hospital (HCGH), downtown Columbia, Blandair Park, and Lake Kittamaqundi.

The technology is particularly exciting and includes electric assist bikes. The pilot will include 70 bikes total, with 20 of them being electric assist, and 50 of them being regular bikes. The electric assist is an outstanding feature in terms of appealing to more people and broadening the ridership. The program includes bikes, bike stations, and website access. On-the-ground operations is also included such as bike maintenance, station maintenance, and bike rebalancing.

HCC has partnered with Howard County on this program and is considered a community supporter along with HCGH, Howard Hughes, General Growth Properties, and Columbia Association. The bikeshare bikes are planned for installation on campus in summer 2017. An updated map of proposed station locations around Columbia may be accessed: https://howardcountybikeshare.files.wordpress.com/2014/03/bikeshare-map-hc-jan-2017.pdf
C – Board Member Comments
D – Reports to the Board of Trustees

- Legislative and Community Relations Committee: February 2, 2017, Meeting Notes
Present: Committee chair Dennis R. Schrader, and committee members Kevin F. Schmidt and Courtney Watson were present. Also present was Kathleen Hetherington, college president and board secretary-treasurer.

Staff: Elizabeth Homan, executive director of public relations and marketing, and Linda Emmerich, executive associate to the president.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Outcome</th>
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<tr>
<td>Chair Schrader brought the meeting to order at 8:40 a.m.</td>
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<tr>
<td>1. Update on the Legislative Session of the Maryland General Assembly</td>
<td>Dr. Hetherington gave a review of legislative matters. She reported that the community college presidents and the Maryland Association of Committee Colleges (MACC) staff are focusing their discussions with elected officials on the MACC legislative agenda, as well as specific college-level priorities. Dr. Hetherington noted that the MACC legislative committee reviews bills under consideration by the House and Senate on a weekly basis. Community college presidents and staff are providing testimony on legislation that impacts community colleges. A major issue for the community colleges is the sick leave for part-time employees because it would be an unfunded mandate. Chair Schrader asked for talking points related to the sick leave bill. Committee members also spoke about the president’s recent executive order on immigration that imposes a temporary travel ban. To date, one Howard Community College (HCC) family has been directly impacted by the ban. Senator Cardin is the legislative point person who is addressing constituent concerns related to the ban. Dr. Hetherington will continue to keep the board informed on the impact of the ban on the college and the college’s response.</td>
</tr>
<tr>
<td>2. Budget Development Dates</td>
<td>The committee reviewed key county budget development dates. Among them, the county executive will hold a hearing on March 8, 2017, and the county council will hold a hearing on April 24, 2017.</td>
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<tr>
<td>3. Fiscal Year 2017 Award Nominations</td>
<td>The committee discussed its recommendation to the full board on award recipients. The recommendation of the committee is noted below.</td>
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<tr>
<td>Honorary Degrees: Emily Slunt and Barbara Van Winkle</td>
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<td>Trustees’ Award for Outstanding Service to Howard Community College:</td>
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<td>Edmund &quot;Skip&quot; Coale, III</td>
<td>The James Clark, Jr. Medal: George L. Doetsch, Jr. The recommendation will be brought to the board of trustees for consideration.</td>
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<tr>
<td>Topic</td>
<td>Outcome</td>
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<td>approval at the February 22, 2017, regular board meeting.</td>
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<tr>
<td>4. Board of Trustees Bylaws and Policy Review</td>
<td>The trustees reviewed and accepted edited drafts of the board’s bylaws, and policies, with some additional revisions. The issue of whether the board is authorized to require a trustee who pursues an elected office to resign from the board remains unresolved. Dr. Hetherington submitted a request for advice from the office of the attorney general on this issue, but has not received a response to date. Chair Schrader will contact Secretary of Higher Education James D. Fielder to request that he contact the office of the attorney general to expedite a response. Chair Schrader will provide Dr. Hetherington with a contact at the ethics commission so that Dr. Hetherington can request information on this question. The Legislative and Community Relations Committee recommended that the drafts of the bylaws and policies be presented to the board of trustees for discussion at its February 22, 2017, meeting, and for approval at its March 22, 2017, meeting.</td>
</tr>
</tbody>
</table>
| 5. Ground Rules Revisions                                           | The committee discussed a revision to item nine of the ground rules. The following revised language will be recommended to the board of trustees for discussion at its February 22, 2017, meeting, and for approval at its March 22, 2017, meeting:  

*Email among a quorum of the board of trustees must be limited to administrative and information items and not policy discussions in order to remain in compliance with the Open Meetings Act.*

<table>
<thead>
<tr>
<th>6. Student Advocacy Day</th>
<th>Dr. Hetherington and Ms. Homan gave an update on student advocacy day, which will take place on February 8, 2017. Approximately 15 HCC students will join their peers from the state’s other community colleges to meet with elected officials. HCC students are very excited about meeting with the Howard County delegation of elected officials and advocating on behalf of HCC and community colleges statewide. Dr. Hetherington noted that she initiated the student advocacy day program, which began on February 13, 2002.</th>
</tr>
</thead>
</table>

Trustees Schmidt made a motion to adjourn the meeting, which was seconded by Trustee Watson. The meeting adjourned at 10:06 a.m.
E-1 End: Workforce Focus
Key Performance Indicator Report

**Background:** This report addresses the key performance indicators for the End: Workforce Focus. HCC aligns its operations with the criteria developed by the Baldrige National Quality Program. Monitoring measures were selected by the board in 2003. The measures include the required Maryland Higher Education Commission (MHEC) indicators. The dashboard was introduced as a vehicle to summarize the information in 2005.

Green ⬤ – signals that HCC is operating above the benchmark, yellow ⬤ – indicates that performance is at the benchmark, and red ⬤ – shows that the operating level is below the benchmark. Detail pages are included in the report. Updates are indicated in blue. Information concerning benchmarks is in purple.

At its May 18, 2016, meeting, the trustees reset and approved the five-year benchmarks for the most recent list of required MHEC indicators. For non-MHEC indicators, the trustees also approved the targets, as needed. Hence, a number of the dashboard indicators are red.

Once reviewed 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 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

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**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.
End: Workforce Focus

Key Performance Indicator Report

The following are two measures mandated by the Maryland Higher Education Commission (MHEC). Peer colleges (based on campus enrollment) are the College of Southern Maryland, Harford Community College, and Frederick Community College.

To comply with U.S. Department of Education requirements, HCC collects and reports the race and ethnicity of students, faculty, and staff in its categories. The revised MHEC definition uses the citizenship and ethnicity status of students, faculty, and staff in addition to their race to calculate minority and non-minority groups.

1. Percent minorities of full-time faculty
*Starting in fall 2010, these definitions were amended. First HCC must remove from this calculation anyone who indicated they were “foreign/non-resident alien or unknown.” Next, if anyone in the remaining cohort indicates they are Hispanic/Latino, they are automatically considered “minority.” For the group that remains, minorities are considered any person whose race/ethnicity is not “white only.”

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Benchmark Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22.7%</td>
<td>23.2%</td>
<td>22.9%</td>
<td>23.2%</td>
<td>24.3%</td>
<td>24.0%</td>
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<tr>
<td></td>
<td>n=37/163</td>
<td>n=39/168</td>
<td>n=40/175</td>
<td>n=42/181</td>
<td>n=44/181</td>
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</tr>
<tr>
<td>Peer AVG:</td>
<td>13.9%</td>
<td>14.1%</td>
<td>16.4%</td>
<td>17.5%</td>
<td>n/a</td>
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<tr>
<td>Statewide AVG:</td>
<td>17.3%</td>
<td>17.9%</td>
<td>19.0%</td>
<td>21.0%</td>
<td>n/a</td>
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</table>

2. Percent minorities of full-time administrative/professional staff
Same comment*

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Benchmark Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27.6%</td>
<td>29.9%</td>
<td>28.2%</td>
<td>27.7%</td>
<td>27.5%</td>
<td>28.0%</td>
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<tr>
<td></td>
<td>n=48/174</td>
<td>n=60/201</td>
<td>n=59/209</td>
<td>n=59/213</td>
<td>n=58/211</td>
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<tr>
<td>Peer AVG:</td>
<td>18.8%</td>
<td>18.4%</td>
<td>19.7%</td>
<td>21.1%</td>
<td>n/a</td>
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<tr>
<td>Statewide AVG:</td>
<td>24.0%</td>
<td>23.1%</td>
<td>22.4%</td>
<td>23.6%</td>
<td>n/a</td>
<td></td>
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</tbody>
</table>
This category examines how the college determines the requirements, needs, expectations, and preferences of employees.

<table>
<thead>
<tr>
<th>Source</th>
<th>Item</th>
<th>Current</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Quality Feedback</td>
<td>Workforce Environment <em>How do you build an effective and supportive work environment?</em></td>
<td></td>
<td>Baldrige 2016 30-45%</td>
</tr>
<tr>
<td></td>
<td>Workforce Engagement <em>How do you engage your workforce to achieve organizational and personal success?</em></td>
<td></td>
<td>Baldrige 2016 30-45%</td>
</tr>
<tr>
<td>MHEC</td>
<td>1. Percent minorities of full-time faculty</td>
<td>24.3%</td>
<td>24.0%</td>
</tr>
<tr>
<td></td>
<td>2. Percent minorities of full-time administrative/professional staff</td>
<td>27.5%</td>
<td>28.0%</td>
</tr>
<tr>
<td>QUEST (Employee Survey)</td>
<td>Overall job satisfaction</td>
<td>4.13</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td>Campus Climate:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have a safe campus.</td>
<td>4.51</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td>Satisfied with opportunities for job-related training.</td>
<td>3.93</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td>Recognized for contributing to improved quality.</td>
<td>4.01</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td>Satisfied with the job security of my present position.</td>
<td>3.96</td>
<td>4.00</td>
</tr>
</tbody>
</table>
External Measures

The college prepared and submitted applications to various Baldrige-based quality awards competitions.

<table>
<thead>
<tr>
<th>National Baldrige Performance Excellence Award Application (Overall Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2012: 41.8-56.8%</td>
</tr>
<tr>
<td>October 2015: 38.4-53.4%</td>
</tr>
<tr>
<td>November 2013: 39.2-54.2%</td>
</tr>
<tr>
<td>November 2016: 34.9-49.9%</td>
</tr>
<tr>
<td>November 2014: 36.0-51.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Baldrige Criteria 1000 points</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 5: Faculty and Staff (Workforce) Focus 85 points</td>
<td></td>
</tr>
<tr>
<td>5.1 Management of workforce capability and capacity; maintain safe, secure, supportive work climate 40 points</td>
<td></td>
</tr>
<tr>
<td>5.2 Engagement of workforce to achieve organizational and personal success, improvement and innovation 45 points</td>
<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 charges 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 2016; **HCC was not chosen for a site visit this year.**

Benchmark: When the benchmark was originally set, institutions receiving an overall score of 450 or more received at least site visits. In April 2009, the board accepted the
administration’s recommendation to increase the benchmark: **HCC will receive a 50-65 percent rating for category 5 of the performance excellence criteria by 2016. HCC did not achieve that benchmark. HCC’s team is working with a Baldrige Coach for this year’s application due in May 2017.**

**Internal Measures**

*Employee satisfaction* is an original board of trustees’ indicator.

HCC’s most valuable resource is its employees; therefore, the college takes steps to assure a productive, competent, up-to-date, and competitively compensated workforce. Several measures demonstrate this commitment.

- The college will monitor information about market rates every year and will propose salary scale changes to the board every two years, if needed. A major study will take place at eight-year intervals.
- Currently employed staff are given the systematic opportunity to rate their job satisfaction, college climate, and the various college services on an annual basis. **Benchmark:** *All employee groups will evaluate their job satisfaction and college climate at the 4.0 (out of 5.0) or above level.*

**Compensation**

Working with an outside consultant, the office of human resources is in the process of completing a comprehensive compensation study of faculty and staff salaries, which is expected to be completed in spring 2017. For FY15, faculty and staff were eligible for a three percent merit increase. For FY16, faculty and staff were eligible for a 1.5 percent merit increase, which was delayed to September, resulting in an effective rate of 1.25 percent. For FY17, faculty and staff were eligible for a three percent merit increase, which was delayed to mid-year FY17, resulting in an effective rate of 1.5 percent for the year. The board approved (January 25, 2017) a proposed FY18 budget that includes a three percent merit increase. However, that increase is contingent on funding approval by state legislators, the county executive, and county council. The deliberations with the county on the FY18 budget will occur during the April/May time period. Sine Die (the last day of session for the Maryland General Assembly) is April 10, 2017.
Employee Satisfaction Survey Results

The QUEST (QUality Evaluation of Service Trends) survey ratings shown below are on a five-point agreement scale, with 5.0 being the highest and 1.0 the lowest. This year's overall job satisfaction rating exceeds the 4.0 benchmark set by the board.

<table>
<thead>
<tr>
<th>Job Satisfaction - BY YEARS AT HCC</th>
<th>2012 QUEST</th>
<th>2013 QUEST</th>
<th>2014 QUEST</th>
<th>2015 QUEST</th>
<th>2016 QUEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 5 Years</td>
<td>4.21</td>
<td>4.36</td>
<td>4.30</td>
<td>4.22</td>
<td>4.21</td>
</tr>
<tr>
<td>6 to 10 Years</td>
<td>4.01</td>
<td>3.98</td>
<td>4.08</td>
<td>3.85</td>
<td>3.89</td>
</tr>
<tr>
<td>11 to 15 Years</td>
<td>4.28</td>
<td>4.24</td>
<td>4.00</td>
<td>4.12</td>
<td>4.09</td>
</tr>
<tr>
<td>16 to 20 Years</td>
<td>4.00</td>
<td>4.32</td>
<td>4.06</td>
<td>4.10</td>
<td>4.16</td>
</tr>
<tr>
<td>21 to 25 Years</td>
<td>4.61</td>
<td>4.50</td>
<td>4.29</td>
<td>4.33</td>
<td>4.12</td>
</tr>
<tr>
<td>Over 25 years</td>
<td>4.66</td>
<td>4.51</td>
<td>4.29</td>
<td>4.33</td>
<td>4.44</td>
</tr>
<tr>
<td>OVERALL RATING ON JOB SATISFACTION</td>
<td>4.22</td>
<td>4.28</td>
<td>4.17</td>
<td>4.12</td>
<td>4.13</td>
</tr>
</tbody>
</table>

**Description of the Indicator:** The QUEST survey is administered every year to all budgeted HCC employees in the fall semester. Ratings are given on a five-point satisfaction scale, ranging from "Strongly Agree" (5.0) to "Strongly Disagree" (1.0). The ratings on this chart show the mean rating on job satisfaction for each employee group. The current categories have been used since 2000.

**Benchmark:** As set by the board, the overall rating for employee satisfaction will be 4.0 for all groups.

**Performance Outcome:** For 2016, the benchmark was met for all employee groups but the support group.

**Data Source:** Data is from HCC's annual QUEST survey administered and analyzed by the planning, research, and organizational development (PROD) office.
Since 2003, the QUEST survey has been arranged by the Baldrige educational excellence categories. Ratings are shown below for all the items in category 5 – Workforce Focus – on a five-point agreement scale, with 5.0 being the highest and 1.0 the lowest. The top rated item was: I am engaged in my work at HCC.

<table>
<thead>
<tr>
<th>Category V: WORKFORCE FOCUS</th>
</tr>
</thead>
</table>

**Ratings on Workforce Focus over time**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I am engaged in my work at HCC.</td>
<td>4.55</td>
<td>4.53</td>
<td><strong>4.56</strong></td>
<td>0.03</td>
</tr>
<tr>
<td>I have a safe campus.</td>
<td>4.4</td>
<td>4.33</td>
<td><strong>4.51</strong></td>
<td>0.18</td>
</tr>
<tr>
<td>My supervisor/division head communicates with me about my performance at least the required twice a year.</td>
<td>4.47</td>
<td>4.47</td>
<td><strong>4.47</strong></td>
<td>0</td>
</tr>
<tr>
<td>I am satisfied with HCC’s support for health/wellness.</td>
<td>4.36</td>
<td>4.34</td>
<td><strong>4.41</strong></td>
<td>0.07</td>
</tr>
<tr>
<td>In the past year I received a fair evaluation of my job performance.</td>
<td>4.32</td>
<td>4.29</td>
<td><strong>4.31</strong></td>
<td>0.02</td>
</tr>
<tr>
<td>I think others in my work unit are engaged in their work.</td>
<td>4.17</td>
<td>4.22</td>
<td><strong>4.22</strong></td>
<td>0</td>
</tr>
<tr>
<td>The people I work with cooperate and work as a team.</td>
<td>3.98</td>
<td>4.22</td>
<td><strong>4.22</strong></td>
<td>0</td>
</tr>
<tr>
<td>I can make changes that will improve my work.</td>
<td>4.18</td>
<td>4.18</td>
<td><strong>4.17</strong></td>
<td>-0.01</td>
</tr>
<tr>
<td>My supervisor/division head and my organization care about me.</td>
<td>4.16</td>
<td>4.16</td>
<td><strong>4.13</strong></td>
<td>-0.03</td>
</tr>
<tr>
<td>My supervisor/division head encourages me to develop my job skills so I can advance in my career.</td>
<td>4.15</td>
<td>4.11</td>
<td><strong>4.09</strong></td>
<td>-0.02</td>
</tr>
<tr>
<td>The people who work at HCC treat each other with respect, regardless of position.</td>
<td>4.22</td>
<td>4.05</td>
<td><strong>4.05</strong></td>
<td>0</td>
</tr>
<tr>
<td>I am recognized for contributing to improved quality.</td>
<td>4.02</td>
<td>4.04</td>
<td><strong>4.01</strong></td>
<td>-0.03</td>
</tr>
</tbody>
</table>

These are the items that were rated below 4.0 this year, one of the five items showed an increase over last year (advocate for better salaries and benefits).

| My job at HCC is secure.                                           | 3.99 | 3.99 | **3.96** | -0.03                 |
| I am satisfied with the extent to which HCC provides opportunities for job-related training. | 4.12 | 3.99 | **3.93** | -0.06                 |
| The trustees and administration advocate for better salaries and benefits. | 3.82 | 3.74 | **3.76** | 0.02                  |
| Employees are fairly and consistently evaluated.                  | 3.69 | 3.71 | **3.70** | -0.01                 |
| I am satisfied with the employee appraisal process.               | 3.48 | 3.51 | **3.43** | -0.08                 |
| I am satisfied with my salary.                                     | 3.31 | 3.29 | **3.19** | -0.10                 |

This category examines the college’s efforts to build and maintain a work environment and faculty and staff support climate that is conducive to performance excellence and personal and organizational growth.
The next trend chart displays the subset of category 5 items selected to represent “Campus Climate.” HCC has met the 4.0 benchmark except in the job security and opportunities for job-related training.

### Campus Climate Trends

![Campus Climate Trends Chart]

The entire college community has access to a full report for the QUEST survey results. There are also many tables presenting different ways to look at the data for potential action; including a table listing the ratings of all campus services.

The internal measures for the professional development of HCC’s workforce will be presented to the board as part of the Fiscal Year 2016 Workforce Snapshot.

---

**Board of Trustees Talking Points:**

- The college has made progress in hiring a diverse full-time faculty (24.3 percent minorities) and administrative/professional staff (27.5 percent minorities).
- The top-rated item in an employee survey was: I am engaged in my work at HCC (4.56 on a five-point satisfaction scale).
- Throughout FY16, there were 2,764 part-time and full-time employees at HCC.
E-2 Fiscal Year 2016 Workforce Snapshot

Background: Since March 2001, the board of trustees has received a special annual report on the Howard Community College (HCC) workforce that is prepared by the office of human resources. The report is a unique and comprehensive snapshot of HCC’s faculty and staff.

The “total workforce” identifies any employee who was paid during FY16, which includes budgeted and temporary employees and adjunct faculty.

The core workforce represents the group of full- and part-time budgeted position control employees on June 30, 2016. This is an unduplicated headcount and does not include full- and part-time temporary employees.

Purpose: The purpose of the report is to give a concise graphical look at HCC’s key employee-related data for FY16.

Recommendation

This item is for information only and requires no board action.
A Special Report:

The Howard Community College FY16 Workforce Snapshot
by the Office of Human Resources

February 2017
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Introduction

Howard Community College (HCC) has a dynamic workforce that strives to provide pathways to success. It is a place to discover greatness in yourself and others. Over the years, HCC has won the “Maryland Work-Life Alliance Workplace Excellence Seal of Approval,” “TOPS! Maryland Employer of Distinction,” and Howard County’s silver and gold levels of the “Healthy Workplaces” and “Innovation” awards. For an unprecedented eighth consecutive year, HCC was named a “Great College to Work For” by The Chronicle of Higher Education.

Total Workforce

The total workforce at HCC includes full-time (FT), budgeted faculty and staff; FT, temporary with benefits (TWB) faculty and staff; part-time (PT), budgeted staff; PT, TWB staff; credit and noncredit adjunct faculty; and temporary employees who were paid in the fiscal year (FY). This methodology is used so that each employee is counted only once regardless of the number of positions the employee may have held.

- Full- and part-time, budgeted faculty and staff comprise 25 percent of the total workforce compared to 24 percent in FY15.
- The total workforce increased five percent from 2,642 in FY12 to 2,764 in FY16.
- A three percent decrease in the total workforce is reflected from FY15 to FY16.
- Salary and benefits represent 75.4 percent of the FY16 total unrestricted expenditures.

Total Workforce Paid in Fiscal Year 2016

- FT/PT Budgeted Staff, 18%
- FT/PT TWB Staff, 1%
- FT Budgeted Faculty, 7%
- FT/PT TWB Faculty, 0%
- Adjunct Noncredit, 11%
- Adjunct Credit, 31%
- Temporary, 32%
*Regardless of the number of jobs held, each employee is only counted once. An employee is placed in a work category based on earnings in the following hierarchical sequence: 1) FT faculty, 2) FT TWB faculty, 3) FT/PT budgeted staff, 4) FT/PT TWB staff, 5) adjunct credit, 6) adjunct noncredit, and 7) temporary employment. This number differs from core workforce figures since core workforce is only as of June 30 and does not include adjunct faculty or temporary employees.

**Temporary employees are “at will” employees. This group includes all other employees without benefits (i.e., temporary employees paid at a flat rate, some housekeepers, life guards, and clerical positions).

***In some cases, more than one employee held the same position.
The core workforce represents the group of full- and part-time budgeted employees who create the continuity in instructional programs and services. On June 30, 2016, the headcount of the core workforce consisted of 594 full-time and 37 part-time employees. This unduplicated headcount does not include the full- and part-time temporary employees with benefits.

Note: The following core workforce charts show headcount as of June 30, 2016. The charts do not include full- and part-time temporary employees with benefits or vacant positions (except where noted). This methodology may cause a fluctuation in the individual group numbers from year to year. Total percentages may exceed 100 percent due to rounding.

Constituency
CORE WORKFORCE BY CONSTITUENCY
(Employee Headcount on June 30, 2016)

Core Workforce: Headcount and Vacant Positions by Constituency
(on June 30, 2016)
Note: Reorganizations within the college have caused some of the fluctuations.
Key: PRES=president, VPAA=vice president of academic affairs, VPAF=vice president of administration and finance, VPIT=vice president of information technology, VPSS=vice president of student services
Age

HCC’s core workforce employees range in age from 23 to 78. The average age of the core workforce is 48, with the majority of the employees (28 percent) between ages 50 and 59.

<table>
<thead>
<tr>
<th>Average Ages of Core Workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty</strong></td>
</tr>
<tr>
<td><strong>Administrators</strong></td>
</tr>
<tr>
<td><strong>Professional/Technical</strong></td>
</tr>
<tr>
<td><strong>Support</strong></td>
</tr>
</tbody>
</table>

Core Workforce: Headcount and Vacant Positions by Functional Area

(On June 30, 2016)
Recruitment and Hiring

Howard Community College is a great place to work. The college’s “Work Here. Learn Here. Grow Here.” workforce branding, fully integrated online recruitment system, and additional ongoing recruitment training initiatives have been very successful.

FY16 yielded one and one-half new positions. There were 69 hires including 62 budgeted staff/faculty, five temporary with benefits, and two grant-funded.

Job applicants relied heavily on the HCC employment website to stay abreast of vacancies. In FY16, 48 percent of applicants learned about vacancies on the HCC employment website.

In FY16 there were:
- 347 total recruitments and 8,604 applicants
- 96 recruitments for benefit-eligible positions yielded 3,590 applicants
- 24 faculty positions, 979 applicants
- 72 staff position, 2,611
- 18 adjunct pools yielded 338 applicants
- 37 hourly/temporary positions yielded 1,728 applicants
- 69 new hires: five administrative, 11 faculty (one TWB), 39 professional/technical (six TWB, two of which are grant-funded), and 14 support
Sources of Advertising

The college purchases online subscriptions to advertise positions in *Diverse Issues in Higher Education*, *Veterans in Higher Ed*, *Hispanics in Higher Ed*, *Blacks in Higher Ed*, *Career Builder* and *The Chronicle of Higher Education*. An affirmative action email blast through *HigherEdJobs.com* is also utilized. To support diversity initiatives, human resources staff attended job fairs in the Baltimore/Washington metropolitan area held at Historically Black Colleges and Universities and other high minority schools.

![Sources of Applicants](image)

Ethnicity and Gender

HCC is fortunate to be located in a diverse demographic region allowing it to reach and attract ethnically diverse candidate pools.
Ethnicity of Applicants

<table>
<thead>
<tr>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>47%</td>
<td>49%</td>
<td>44%</td>
<td>50%</td>
</tr>
<tr>
<td>Non-Minority</td>
<td>41%</td>
<td>36%</td>
<td>39%</td>
<td>36%</td>
</tr>
<tr>
<td>Unknown</td>
<td>12%</td>
<td>15%</td>
<td>17%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Gender of Applicants

<table>
<thead>
<tr>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>61%</td>
<td>66%</td>
<td>62%</td>
<td>59%</td>
</tr>
<tr>
<td>Male</td>
<td>35%</td>
<td>29%</td>
<td>33%</td>
<td>34%</td>
</tr>
<tr>
<td>Unknown</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>7%</td>
</tr>
</tbody>
</table>
Retention Strategies and Turnover

Howard Community College values the knowledge, skills, and expertise that its employees bring to the workplace and strives to maintain a highly competitive compensation and benefits package to retain its workforce.

The compensation practices include an internal goal of being within the top one-third of Maryland community colleges for faculty compensation ranges and conducting market studies at specific intervals to ensure HCC’s salaries are competitive.

HCC’s benefit package is offered to budgeted and temporary with benefits employees. It includes comprehensive medical and dental coverage that matches to Howard County Government plans; on average, over 90 percent of medical premiums are covered by the college. The college provides ample leave time including annual, sick, and personal. College-paid holidays including winter and spring break closings are allocated as well. Employees receive basic life insurance at a level twice their annual salary and short- and long-term disability with premium costs paid by the college. To encourage lifelong learning, tuition reimbursement and tuition deferral (up to 15 credits per dependent per year) are offered. Other assorted benefits and discounts are available.

While the college strives to retain its workforce, turnover is inevitable. Turnover is defined as the number of full-time and part-time benefitted (includes budgeted and temporary with benefits) employees who leave the college because of resignation, retirement, dismissal, reorganization, or death. Turnover does not include employees who move to another job within the college.

The college is fortunate to have so many long-term employees who have dedicated themselves to achieving the mission of providing pathways to student success. These years of service have provided support to both the college’s students and the greater community.

Higher education is undergoing budget challenges, due to changing enrollment patterns, and government funding that has not kept pace with increased costs. Enrollment declined at the college in fall 2015 and local funding remained the same as the previous year. As a result, the college reviewed a number of options that offer budget savings, while also supporting employees. A one-time voluntary retirement incentive (VRI) was offered to eligible employees. Eight faculty and 12 staff took the option. Fifteen of the 20 left in 2016.

Ninety employees separated from the budgeted and temporary with benefits workforce in FY16, which included 47 resignations (12 were in lieu of termination), 31 retirements (15 were due to the VRI), two deaths, three dismissals, six non-renewals of contract, and one reduction in force.

The turnover rate for all benefitted employees at HCC was 13.9 percent.
National

The Bureau of National Affairs’ (BNA) national turnover rate for all employers for three quarters in FY16 was 8.2 percent. The BNA figures include all employers in all industries. The increase in turnover is attributed to a better job market, which likely encouraged more workers to explore their options.

Turnover Rate for All Benefitted Employees
(Fiscal Years 2012 - 2016)

Note: FY16 BNA data only had three quarters available: 3rd Q 2015, 4th Q 2015, and 1st Q 2016

Faculty and Staff Turnover

Regular Materials Page 41
Voluntary and Involuntary Turnover

Voluntary turnover is initiated by the employee such as a resignation or retirement. Involuntary turnover occurs when the employee does not initiate the separation (i.e., dismissal, death, etc.). There were 66 voluntary and 24 involuntary separations in fiscal year 2016.
Voluntary Turnover Rates

Fiscal Year 2014
- Voluntary Turnover: 1.5%, N=10
- Retiree Turnover: 3.2%, N=21
- Resignation Turnover: 1.8%, N=12

Fiscal Year 2015
- Voluntary Turnover: 4.6%, N=31
- Retiree Turnover: 4.8%, N=31
- Resignation Turnover: 5.4%, N=35

Turnover by Years of Service
Fiscal Year 2016

Voluntary turnover only includes resignations and retirements initiated by the employee.
Separation Reasons

The reasons for turnover are gathered during the exit interview process. Of the 66 employees with voluntary separations (resigned or retired), 57 completed the exit questionnaire.

Top Reasons for Separation*

<table>
<thead>
<tr>
<th>FY16</th>
<th>FY15</th>
<th>FY14</th>
</tr>
</thead>
</table>

*Employees can and do give more than one reason.

Maryland Community Colleges

Turnover data was collected from Maryland community colleges with the following results. Not all colleges provided turnover information.
Organizational/Professional Development and Wellness

The comprehensive professional development (PD) and training program is designed to deliver learning opportunities for employees to enhance their current skills, acquire and use new skills, and develop their talents, thus increasing personal and organizational effectiveness. Programs offered during FY16 covered a variety of topics including leadership, supervisory, personal enrichment, wellness, and safety.

There were 3,915 participants in 269 instructor-led programs and Star12 (a subscription package of webinars), for which paper evaluations were submitted. The number of attendees consists of employees who may have participated in multiple professional development sessions.

Every effort is made to provide professional development options in a variety of formats in order to meet the needs of employees’ diverse learning styles and preferences. To this end, there were 977 participants in an additional 140 programs. These include outside webinars (with the exception of those hosted by Star12), and instructor-led programs for which paper evaluations were not submitted. Of this total, there were 139 evaluations received for 44 webinars, with an average rating of 4.81.

Employees also took advantage of the Professional Development Media Center, which includes books, DVDs, and audio CDs. Eighty-three evaluations were received from
employees who utilized this resource. (Some titles were checked out by multiple individuals.) The overall rating for Media Center resources was 4.26.

There were 491 attendees participating in 29 wellness education programs. The number of attendees consists of employees who may have participated in multiple wellness education programs. These numbers do not include employees completing online training or wellness exercise programs.

Highlights of FY16 professional development programming include:

- **Professional Development Program Enrichments:**
  - New topics added to the overall programming include: Create Better Understanding Through Active Listening, 3 Imperatives of Becoming a Great Leader, Why Motivating People Doesn’t Work, and Build Strong Work Relationships to Boost Performance.

- **Leadership Program Enhancement:** The EXCEL Leadership Academy is a program open to faculty and staff to provide leadership development. Leading Edge is a program that provides supervisors relevant support to reinforce valued supervisory skills. These curricula were modified and enhanced with the inclusion of the following modules:
  - **EXCEL Leadership Academy:** Followership, Resiliency, Social and Emotional Intelligence, and Ears to You!
  - **Leading Edge Supervisor Training Program:** Social Intelligence, Setting Goals and Expectations, and Micro Inequities.

- **First Friday Programming:** Professional development programs were offered the first Friday of the month. These development opportunities were provided to allow for pre-planning of office coverage (if necessary) for employees who work during regular business hours and for third shift (11:00 p.m. to 7:30 a.m.) environmental services/plant operations employees. This program was modified to include programs that may count toward professional development and wellness credit in order to provide third shift employees an opportunity to participate in the Wellness Incentive Program and obtain the required wellness education component.
  - **Range of Topics Offered:** Deep Relaxation, Office Yoga, Self-Defense, and Sleep Awareness.

**Professional Development – Instructor-Led**

There were 269 professional development programs offered from April 2015 – March 2016. Of the 3,915 attendees, 2,645 completed and submitted the post-evaluation. On a five-point scale, FY16 professional development and training programs received an overall rating of 4.6 as compared to 4.55 in FY15 and 4.55 in FY14. Mean ratings received on a variety of other rating criteria for professional development and training programs and instructors are reflected in the following charts.
**Professional Development and Training Post Evaluation**

**Average Ratings of Workshop Fiscal Year 2016**

1=low    5=high

---

**Professional Development and Training Post Evaluation**

**Average Ratings of Instructor Fiscal Year 2016**

<table>
<thead>
<tr>
<th>Metric</th>
<th>FY16</th>
<th>FY15</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomplished stated objectives</td>
<td>4.60</td>
<td>4.58</td>
<td>4.55</td>
</tr>
<tr>
<td>Added to my knowledge base</td>
<td>4.57</td>
<td>4.55</td>
<td>4.55</td>
</tr>
<tr>
<td>Taught me something I can use on my job*</td>
<td>4.55</td>
<td>4.53</td>
<td>4.53</td>
</tr>
<tr>
<td>Provided useful information*</td>
<td>4.58</td>
<td>4.57</td>
<td>4.57</td>
</tr>
<tr>
<td>Met my expectations</td>
<td>4.61</td>
<td>4.58</td>
<td>4.55</td>
</tr>
<tr>
<td>Handouts: useful and easy to follow</td>
<td>4.62</td>
<td>4.61</td>
<td>4.58</td>
</tr>
</tbody>
</table>

---

**Professional Development and Training Post Evaluation**

**Average Ratings of Instructor Fiscal Year 2016**

<table>
<thead>
<tr>
<th>Metric</th>
<th>FY16</th>
<th>FY15</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explained goals and objectives</td>
<td>4.61</td>
<td>4.58</td>
<td>4.55</td>
</tr>
<tr>
<td>Communicated the material effectively</td>
<td>4.62</td>
<td>4.60</td>
<td>4.57</td>
</tr>
<tr>
<td>Was knowledgeable of the material</td>
<td>4.69</td>
<td>4.68</td>
<td>4.65</td>
</tr>
<tr>
<td>Listened and addressed questions</td>
<td>4.67</td>
<td>4.65</td>
<td>4.63</td>
</tr>
<tr>
<td>Made effective use of class time</td>
<td>4.62</td>
<td>4.57</td>
<td>4.58</td>
</tr>
</tbody>
</table>

---

*The third criteria was replaced by the fourth in FY16.*
Professional Development – Online *Required* Training

Online required training programs received an overall rating of 4.45 from 7,659 evaluations received. See the following chart for mean ratings of online training and delivery evaluation criteria.

![Chart showing online required training post evaluation overall ratings for Fiscal Year 2016 with ratings from 1 to 5, with FY14 in blue, FY15 in teal, and FY16 in purple.](chart)

Professional Development – Online *Job-Specific* and *Other* Training

Job-specific and other training programs available online received an overall rating of 4.32 from 124 participants. See the following chart for mean ratings of online job specific-training and delivery evaluation criteria.
Professional Development – Faculty

There were 3,025 full-time and adjunct faculty members who participated in 287 faculty development workshops. Of the attendees, 1,849 completed post-evaluations. Sixty-nine percent of the respondents rated programs “strongly agree” in response to a variety of post-evaluation statements.
Unduplicated Employee Participation

There were 1,941 (unduplicated) teaching and non-teaching staff who participated in professional/faculty development programs. This number does not include staff members who only participated in wellness and/or diversity programs. The following chart illustrates the percentage by classification.

Wellness

There were 29 wellness programs offered from April 2015 – March 2016. Of the 491 attendees, 403 completed and submitted post-evaluations. FY16 wellness programs evaluated received an overall rating of 4.66 compared to 4.67 in FY15 and 4.71 in FY14. Mean ratings received on a variety of other rating criteria for wellness programs and instructors are reflected in the following charts.
Wellness Program Ratings

- Accomplished stated objectives: FY14 4.67, FY15 4.69, FY16 4.58
- Added to my knowledge base: FY14 4.70, FY15 4.61, FY16 4.72
- Provided helpful/useful information: FY14 4.61, FY15 4.57, FY16 4.62
- Met my expectations: FY14 4.57, FY15 4.52, FY16 4.63
- Handouts: useful and easy to follow: FY14 4.59, FY15 4.61, FY16 4.58

Wellness Program Instructor Ratings

- Explained goals and objectives: FY14 4.63, FY15 4.65, FY16 4.58
- Communicated the material effectively: FY14 4.72, FY15 4.72, FY16 4.67
- Was knowledgeable of the material: FY14 4.73, FY15 4.67, FY16 4.62
- Listened and addressed questions: FY14 4.71, FY15 4.67, FY16 4.61
- Made effective use of class time: FY14 4.71, FY15 4.67, FY16 4.61
The college is fortunate to be located in a community of highly educated and talented professionals who continue to contribute their time and expertise as adjunct faculty members. The extensive professional and life experience adjunct faculty bring to the classroom enhances the quality of instruction students receive at the college. Adjunct credit and noncredit faculty represented 42 percent of the total workforce in FY16.

The representation of ethnic groups among credit and noncredit adjunct faculty at HCC is slightly below the general Howard County population based on the U.S. Census Bureau report as shown in the following two tables.

Faculty who report an ethnicity of Hispanic are not counted in the race categories to allow for a comparison with the following Howard County census figures. The corresponding tables on page 32 do count Hispanic as a race per Maryland Higher Education Commission (MHEC) guidelines.

Source: U.S. Census Bureau; Howard County Government
HCC also has a diverse and talented group of full-time faculty. Faculty are focused on their students and are involved with college-wide initiatives, as evidenced by the longevity of many faculty members.
*Lecturer rank was eliminated in FY13
Faculty who report a race of Hispanic were placed into the race category they identified themselves as to allow for a comparison with the previous Ethnicity of Howard County chart showing census figures. The tables in the Characteristics of College Employees section at the end of this report do count Hispanic as a race per the MHEC guidelines.

*Facility who report a race of Hispanic were placed into the race category they identified themselves as to allow for a comparison with the previous Ethnicity of Howard County chart showing census figures. The tables in the Characteristics of College Employees section at the end of this report do count Hispanic as a race per the MHEC guidelines.
Community College and Doctoral Degrees

As of October 31, 2016, there were 131 (21 percent) of the college’s 631 core workforce employees who possessed an associate degree from a community college or other institution as part of their educational growth. Of these 131 graduates, 85 percent obtained an associate degree from an institution in Maryland. In addition, 12 percent of HCC’s core workforce possesses a doctoral degree.
The college values diversity and believes its success is dependent on having a diverse workforce. One of the college’s strategic priorities has been to increase the percentage of its minority employees to 24 percent for both faculty and administrative/professional staff. The college would like the faculty and staff to reflect the demographics of Howard County. In addition, the college works with search committees each year to promote a diverse workforce in its candidate selections.

As referenced earlier in the report, the college uses a variety of advertising methods and is continuously striving to increase its diversity by trying new strategies.

### Where Employees Live

<table>
<thead>
<tr>
<th>All Employees*</th>
<th>Howard County</th>
<th>Out of County</th>
<th>Out of State</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Faculty</td>
<td>109</td>
<td>55.3%</td>
<td>83</td>
<td>42.1%</td>
</tr>
<tr>
<td>Administrators</td>
<td>40</td>
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<td>50.0%</td>
</tr>
<tr>
<td>Professional/Technical</td>
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<tr>
<td>Support</td>
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<td>61.3%</td>
<td>31</td>
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</tr>
<tr>
<td>Adjunct Faculty</td>
<td>292</td>
<td>53.1%</td>
<td>237</td>
<td>43.1%</td>
</tr>
<tr>
<td>Temporary</td>
<td>43</td>
<td>53.8%</td>
<td>36</td>
<td>45.0%</td>
</tr>
</tbody>
</table>

|               |   |        |     |        |     |        |               |       |
| All Employees*| 704| 54.2%  | 562 | 43.3%  | 33  | 2.5%    | 1,299        |       |

* data shown for employees paid on 9/15/16
Note: Adjunct faculty includes credit and noncredit
### Employees Hired FY04 to FY17*

<table>
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<th>Howard County</th>
<th>Out of County</th>
<th>Out of State</th>
<th>TOTAL</th>
</tr>
</thead>
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<tr>
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<td>%</td>
<td>N</td>
<td>%</td>
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<td>Faculty</td>
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<td>99</td>
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<tr>
<td>Support</td>
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<td>60.3%</td>
<td>27</td>
<td>39.7%</td>
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<td>Adjunct Faculty</td>
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<td>50.4%</td>
<td>215</td>
<td>45.6%</td>
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<tr>
<td>Temporary</td>
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<td>523</td>
<td>51.4%</td>
<td>464</td>
<td>45.6%</td>
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</table>

* Data shown for employees paid on 9/15/16

Note: Adjunct faculty includes credit and noncredit

### Characteristics of College Employees

Tables showing the characteristics of full-time faculty, non-teaching staff, and part-time credit faculty are accessible through the planning, research, and organizational development web page: 

The data for these tables are based on the employee data system (EDS) report submitted to MHEC as of October 31, 2016, payroll, which is fall FY17.
### CHARACTERISTICS OF PART-TIME CREDIT FACULTY
**HOWARD COMMUNITY COLLEGE**
**FALL 2012 - 2016**

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<tr>
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<tr>
<td>Nat Hawaiian/Other Pac Islander**</td>
<td>2</td>
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<td>2</td>
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Note: Non-resident aliens are included in the reported ethnicity/race category above.

### CHARACTERISTICS OF PART-TIME NONCREDIT FACULTY
**HOWARD COMMUNITY COLLEGE**
**FALL 2012 - 2016**

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</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>% Change 2015-2016</td>
</tr>
<tr>
<td>Total Part-time Faculty</td>
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<td>133</td>
<td>112</td>
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</tr>
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<td></td>
</tr>
<tr>
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<tr>
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<td>2 or More Races**</td>
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</tr>
<tr>
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</table>

Note: Non-resident aliens are included in the reported ethnicity/race category above.
### CHARACTERISTICS OF FULL-TIME CREDIT FACULTY

**HOWARD COMMUNITY COLLEGE**

**FALL 2012 - 2016**

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<th></th>
<th>2012</th>
<th>2013</th>
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<th>% Change</th>
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<td>%</td>
<td>#</td>
<td>%</td>
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</tr>
<tr>
<td>Total Full-time Faculty</td>
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<td></td>
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</tr>
<tr>
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<td>58</td>
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</tr>
<tr>
<td>Amer Indian/Alaskan Nat.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
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<td>17</td>
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<tr>
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<td>-</td>
<td>-</td>
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<tr>
<td>White</td>
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<td>-</td>
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</tr>
<tr>
<td>Other/Unknown</td>
<td>1</td>
<td>-</td>
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<td>Academic Rank</td>
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<td>58</td>
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<td>Instructor</td>
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<tr>
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<td>Years at HCC</td>
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<td>10.95</td>
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<td>&lt;1</td>
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<td>1 - 5</td>
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<td>71</td>
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<td>6 - 10</td>
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<td>41</td>
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<td>11 - 15</td>
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<td>21</td>
<td>23</td>
<td>12%</td>
</tr>
<tr>
<td>16 - 20</td>
<td>18</td>
<td>15</td>
<td>13</td>
<td>16</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>&gt;20</td>
<td>29</td>
<td>27</td>
<td>27</td>
<td>28</td>
<td>24</td>
<td>12%</td>
</tr>
</tbody>
</table>

Note: Non-resident aliens are included in the reported ethnicity/race category above.
### CHARACTERISTICS OF NON-TEACHING STAFF

**HOWARD COMMUNITY COLLEGE**

**FALL 2012 - 2016**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Total Non-Teaching Staff</strong></td>
<td>452</td>
<td>469</td>
<td>476</td>
<td>485</td>
<td>472</td>
<td>100% - 0.8%</td>
</tr>
<tr>
<td><strong>Full-time</strong></td>
<td>408</td>
<td>433</td>
<td>436</td>
<td>446</td>
<td>435</td>
<td>92% - 0.2%</td>
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<tr>
<td><strong>Part-time</strong></td>
<td>44</td>
<td>36</td>
<td>40</td>
<td>39</td>
<td>37</td>
<td>8% - 7.5%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Male</strong></td>
<td>127</td>
<td>135</td>
<td>135</td>
<td>138</td>
<td>141</td>
<td>30% 4.4%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>325</td>
<td>334</td>
<td>341</td>
<td>347</td>
<td>331</td>
<td>70% - 2.9%</td>
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<td><strong>Ethnicity</strong></td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0% 0.0%</td>
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<tr>
<td>Asian</td>
<td>43</td>
<td>41</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>10% 4.5%</td>
</tr>
<tr>
<td>Black</td>
<td>112</td>
<td>122</td>
<td>124</td>
<td>130</td>
<td>119</td>
<td>25% - 4.0%</td>
</tr>
<tr>
<td>Hispanic (of any race)**</td>
<td>10</td>
<td>11</td>
<td>15</td>
<td>14</td>
<td>15</td>
<td>3% 0.0%</td>
</tr>
<tr>
<td>Nat Hawaiian/Other Pac Islander**</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>0% 0.0%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>278</td>
<td>285</td>
<td>285</td>
<td>294</td>
<td>284</td>
<td>60% - 0.4%</td>
</tr>
<tr>
<td>2 or More Races**</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>-</td>
<td>5</td>
<td>1% -28.6%</td>
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<tr>
<td>Other/Unknown</td>
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<td>-</td>
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<td><strong>Employment Category</strong></td>
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<td>Exec/Admin</td>
<td>40</td>
<td>39</td>
<td>39</td>
<td>40</td>
<td>39</td>
<td>8% 0.0%</td>
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<tr>
<td>Other Professional</td>
<td>167</td>
<td>192</td>
<td>200</td>
<td>203</td>
<td>201</td>
<td>43% 0.5%</td>
</tr>
<tr>
<td>Tech/Paraprofessional</td>
<td>112</td>
<td>98</td>
<td>93</td>
<td>107</td>
<td>96</td>
<td>20% 3.2%</td>
</tr>
<tr>
<td>Clerical</td>
<td>63</td>
<td>63</td>
<td>65</td>
<td>55</td>
<td>59</td>
<td>13% - 9.2%</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>17</td>
<td>17</td>
<td>19</td>
<td>21</td>
<td>20</td>
<td>4% 5.3%</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>53</td>
<td>60</td>
<td>60</td>
<td>59</td>
<td>57</td>
<td>12% - 5.0%</td>
</tr>
<tr>
<td><strong>Years at HCC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Average Years</td>
<td>9.91</td>
<td>9.85</td>
<td>10.24</td>
<td>9.83</td>
<td>9.70</td>
<td></td>
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<td>&lt;1</td>
<td>34</td>
<td>51</td>
<td>37</td>
<td>41</td>
<td>48</td>
<td>10% 29.7%</td>
</tr>
<tr>
<td>1 - 5</td>
<td>117</td>
<td>137</td>
<td>143</td>
<td>145</td>
<td>151</td>
<td>32% 5.6%</td>
</tr>
<tr>
<td>6 - 10</td>
<td>129</td>
<td>115</td>
<td>119</td>
<td>122</td>
<td>91</td>
<td>19% -23.5%</td>
</tr>
<tr>
<td>11 - 15</td>
<td>72</td>
<td>69</td>
<td>72</td>
<td>65</td>
<td>68</td>
<td>14% - 5.6%</td>
</tr>
<tr>
<td>16 - 20</td>
<td>40</td>
<td>38</td>
<td>45</td>
<td>54</td>
<td>60</td>
<td>13% 33.3%</td>
</tr>
<tr>
<td>&gt;20</td>
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<td>59</td>
<td>60</td>
<td>58</td>
<td>54</td>
<td>11% -10.0%</td>
</tr>
</tbody>
</table>

Note: Non-resident aliens are included in the reported ethnicity/race category above.
Due to changes in federal and state reporting of employment categories, non-teaching staff count in the “Other Professional” and “Tech/Paraprofessional” categories, which were redistributed in 2013 to reflect the new definitions.
E-3 Fiscal Year 2017 Awards

**Background:** On February 2, 2017, the legislative and community relations committee discussed the various awards presented by the board to members of the Howard County community. These awards include Honorary Degrees, the Trustees’ Award for Outstanding Service to Howard Community College, and the Clark Medal. The criteria for each award, as well as the recipients recommended for FY17 by the legislative and community relations committee are listed below.

**Honorary Degrees**
- Recognizes an exceptional scholarly, intellectual or artistic achievement;
- Recognizes extraordinary service to the institution; and/or
- Recognizes outstanding contributions to the community
- To be presented at commencement; limited to two per year
- Recommended Recipients: Emily Slunt and Barbara Van Winkle

**Trustees’ Award for Outstanding Service to Howard Community College**
- Recognizes accomplishment or contribution to the college that year
- To be presented at fall convocation
- Recommended Recipient: Edmund “Skip” Coale, III

**Clark Medal**
- Recognizes a lifetime of achievement and service to HCC and the community
- The medal does not have to be awarded annually – only on the occasions when a particularly special person comes along who has earned it
- Recommended Recipient: George L. Doetsch, Jr.

Included on the pages following this item are a list of all previous award recipients and information on each of the nominees.

**Recommendation**

The administration requests that the board of trustees approve the aforementioned award nominees as recommended by the legislative and community relations committee of the board of trustees at its February 2, 2017, meeting.
Honorary Degree Recipients

2001 - Leola M. Dorsey
   Celonia B. Walden

2002 - Dorothye B.M. Craft
   Dr. Delroy L. Cornick (posthumous)

2003 - Peter Horowitz
   H. Elizabeth Horowitz
   Frederick A. Schoenbrodt, D.D.S
   Frederick K. Schoenbrodt (posthumous)

2004 – Patricia T. Rouse
   Senator James Clark, Jr.
   Jon M. Files

2005 - Gertrude H. Crist
   Dr. Edward L. Cochran
   Raymond S. Wacks

2006 - Joan I. Athen
   James R. Moxley, Jr.
   Richard B. Talkin, Esq.
   Scott E. Caplan (posthumous)

2007 - Joanne T. Davis
   Michael W. Davis, Esq.
   Senator Barbara A. Mikulski

2008 - Jill P. McCuan (approved 2007, awarded 2008)
   W. Patrick McCuan (approved 2007, awarded 2008)

2009 - Congressman Elijah E. Cummings

2010 - P. Michael Nagle

2011 - Steven W. Sachs
   Richard W. Story

2012 - Daniel Friedman
   Dr. Charles B. Leonard, Jr.

2013 - Vladimir G. Marinich
   Mary Ann Scully

2014 - Robert I. Jeffrey
   Edward L. Waddell

2015 - Ronald H. Carlson
   Martha A. Matlick, Ed.D.

2016 - Bernadene Hallinan-Smith
   Ronald X. Roberson

Clark Medal Recipients

2007 - Padraic M. Kennedy

2008 - Leola M. Dorsey (posthumous)

2009 - James R. & Dessie M. Moxley

2010 - Dr. Edward L. Cochran

2011 - No recipient

2012 - Victor A. Broccolino

2013 - Dr. Sydney L. Cousin


2015 - Senator James N. Robey

2016 - Ed and Fern Hamel

Trustees’ Award for Outstanding Service to Howard Community College Recipients

2003 - Anthony W. Deering (awarded 1/29/04)

2004 - (no recipient)


2006 - (no recipient)

2007 - Mary T. Armiger (awarded in 2008)
   Abigail L. Glassberg (awarded in 2008)
   Barbara E. Van Winkle (awarded in 2008)

2008 - Mary Ann Scully

2009 - (no recipient)

2010 - The Doetsch Family

2011 - Robert I. Jeffrey
   Eric R. Stein

2012 - Del D. Karfonta
   Kevin J. Kelehan

2013 - Michael M. Drummond
   Dr. Patrick L. Huddie
   T. James Truby

2014 - Kenneth C. & Elizabeth M. Lundeen
   Sigma Alumni Chapter of Phi Beta Sigma Fraternity, Inc. – Roger Barnes, president

2015 - Christopher G. Marasco

2016 - Roberta E. Dillow
   Katherine K. Rensin

Prior to the establishment of the “Trustees’ Award for Outstanding Service to Howard Community College,” a community member was given a “Gay C. Heitlinger Award.” These people are the recipients of that award:

1978 - Fred K. Schoenbrodt
1979 – C. Gloria Herrera
1980 - William Staewen
1981 - (no recipient)
1982 - Andrew N. Adams, Jr.
1983 - John C. (Jack) Whiteside
1984 - Senator James Clark, Jr.
1985 - (no recipient)
1986 - John M. Hamilton
1987 - John W. Sundstrom
1988 - Leola Dorsey
1989 - Ruth Keeton and
   Celonia B. Walden
1990 - Dorothy A. Baker
1991 - (no recipient)
1992 - (no recipient)
1993 - James W. Rouse
1994 - William Manning (posthumous)
1995 - Evelyn T. Bolduc
1996 - (none awarded)
1997 - (no recipient)
1998 - Jon M. Files
1999 - Ginni Dreier and Charles I. Ecker
2000 - Peter Horowitz
2001 - Richard G. McCauley
2002 - Hunan Manor Restaurant
Honorary Degrees

Emily Slunt

Dr. Emily Slunt joined the faculty of Howard Community College (HCC) in 1976 in the college's newly established nursing program. HCC became her work home at the same time the college was opening its new nursing instructional building. During her 29-year tenure at the college, Dr. Slunt rose through the faculty ranks, eventually earning the rank of professor of nursing, as well as being appointed as the division chair of nursing. Upon her retirement from the college, Dr. Slunt was honored by the board of trustees with faculty emeritus status in 2005.

Dr. Slunt was a personable and well-respected colleague, and considered one of the college's most energetic visionaries. Under her leadership, the health sciences division experienced significant growth in programs and enrollment. The initiatives launched under Dr. Slunt's leadership were innovative and helped to keep HCC at the forefront of other colleges and universities.

Examples of Dr. Slunt's foresight are many and impressive. During Dr. Slunt's tenure, the college began the first evening and weekend nursing associate degree program in Maryland. As a result of her vision, HCC established the first accelerated nursing associate degree program in Maryland. In an effort to expand the nursing division to include other health sciences professions needed in Maryland, the college started the first and only cardiovascular technology program in the state, as well as the emergency medical technology-paramedic program. Dr. Slunt was also instrumental in the development of the Mid-Maryland Allied Health Care Education Consortium.

It is evident that Dr. Slunt's contributions have had an enduring and significant impact on the college and the nursing and health sciences professions. In fact, she was recognized by The Daily Record in 2005 for expanding HCC's health sciences programs with innovative initiatives.

Barbara Van Winkle

Barbara “Barb” Van Winkle is a tireless promoter for students, women, and girls in Howard County. She has lived in Howard County for over 39 years, run a successful business, and raised her family here. Over the past 40 years, Ms. Van Winkle has built a highly respected reputation for Nancy Adams Personnel in Columbia by helping companies hire top-notch employees in the administrative, office support, customer service, and accounting fields, serving over 100 companies annually.

Ms. Van Winkle joined the Howard Community College Educational Foundation, Inc. board of directors in 1998, and has been a dedicated advocate for the college ever since. Her service as chair of the board of directors from 2002-2006 was marked by the near completion of the $12 million capital campaign. She served as chair of the athletic committee in 2006. Ms. Van Winkle is the chair of the Silas Craft Collegians dinner at Hunan Manor; she has been chair of the event for more than five years. Last year the event raised over $30,000 for the Silas Craft Collegians Program, an innovative learning community for recent high school graduates.

Ms. Van Winkle has given back to the Howard County community beyond the college as a board member of The Family Life Center in Wilde Lake, having served on the board from 1989-1995. She also served on the Community Foundation of Howard County Board of Directors from 2007-2015. Ms. Van Winkle currently serves on the Women’s Giving Circle Advisory Board, and has been a member and a major donor to the Women’s Giving Circle since its inception in 2002.
**Trustee Award**

**Edmund “Skip” Coale, III**

Edmund “Skip” Coale, III served on the Howard Community College board of trustees for a six-year term, from 2010-2016. During his tenure on the board, Mr. Coale served as the board vice chair and chair, as well as chaired the board’s legislative and community relations and audit and finance committees. Over his six-year term, he attended countless campus events ranging from the semi-annual Entrepreneurial Celebration to supporting fundraising events including the Grand Prix, Silas Craft Collegians Hunan Manor dinner, and Vino Scholastico. Mr. Coale was a critical member of many college teams, such as the facilities master planning committee and the Commission on the Future. He has also delivered comments at many college events including convocations, commencements, legislative breakfasts, and Clark Medal celebrations to name a few.

Mr. Coale was a powerful advocate for Howard Community College and community colleges statewide and nationally. He presented testimony on behalf of HCC’s budget to both the Howard County Executive and Howard County Council. Additionally, Mr. Coale served on the Maryland Association of Community Colleges Board of Directors for fiscal years 2015 and 2016. Finally, he has presented on a number of HCC’s programs and initiatives at the annual American Association of Community College Trustees Congress conferences.

**Clark Medal**

**George L. Doetsch, Jr.**

George Doetsch is the type of individual who is not only willing to give of his time as a volunteer in the service of the community, but who is also generous with his business and personal funds, donating to a wide array of philanthropic endeavors throughout the region. Some of the organizations he has supported in the past include: the Howard Hospital Foundation; Employers Support of the Guard and Reserve; and the American Heart Association. Mr. Doetsch currently sits on the University of Maryland Adam Crowley Shock Trauma Center Board of Visitors; the Howard County General Hospital Board of Trustees; the Howard County Police Foundation; the Rotary International; and, of course, the Howard Community College Educational Foundation (HCCEF).

Mr. Doetsch is an extraordinary supporter of the HCCEF, as a current member of the board of directors, and through a variety of initiatives including the expansion of HCC’s nursing program to serve more students through an accelerated 12-month program. He has attended countless college fundraisers such as Hunan Manor or the President’s Gala. In 2008 and 2009, Mr. Doetsch opened the doors of the Apple Ford showroom to host the foundation’s Major Donor Party. Additionally, Mr. Doetsch was a long-time sponsor of the Grand Prix, opening his Marama Farm to the HCCEF to use for the Grand Prix from 2009 through the Grand Prix’s final year in 2015, as well as co-chairing the event in both 2010 and 2015.

Mr. Doetsch is well-respected in the automotive industry and has been a member of the Howard County business community since 1994 when he relocated his automotive franchise from Baltimore to its present location in Columbia as Apple Ford, Inc. For his long and successful years as a Ford dealer, Mr. Doetsch was recognized with the Ford Motor Company Salute to Dealers Award in 2002. He was also the recipient of the 2008 TIME Magazine Quality Dealer Award. Mr. Doetsch is currently owner of Apple Ford, Inc. and a general partner of Concern Technopolis, a Russian-American business entity franchised Ford dealer.
E-4 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 formerly 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 January statements will be posted and available for board review on February 20, 2017.

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

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**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 January 31, 2017
<table>
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<th>SOURCE OF FUNDS</th>
<th>Actuals As of January FY17</th>
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</tr>
<tr>
<td>Summer I</td>
<td>(17,029)</td>
<td>1,346,040</td>
<td>-1%</td>
</tr>
<tr>
<td>Summer II</td>
<td>1,006,939</td>
<td>974,719</td>
<td>103%</td>
</tr>
<tr>
<td>Fall</td>
<td>12,926,861</td>
<td>12,967,937</td>
<td>100%</td>
</tr>
<tr>
<td>Winter</td>
<td>958,887</td>
<td>872,602</td>
<td>110%</td>
</tr>
<tr>
<td>Spring</td>
<td>11,452,348</td>
<td>11,557,895</td>
<td>99%</td>
</tr>
<tr>
<td>Fees</td>
<td>3,905,467</td>
<td>4,211,612</td>
<td>93%</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Tuition and Fees</strong></td>
<td><strong>$30,233,472</strong></td>
<td><strong>$31,930,805</strong></td>
<td><strong>95%</strong></td>
</tr>
</tbody>
</table>

### Governmental

- Local (Howard County) $18,806,844 $32,240,298 58%
- State of Maryland 8,795,364 15,077,766 58%
- Other 157,090 178,710 88%
- Barnes and Noble contribution 65,333 112,000 58%
- Continuing education contribution 386,321 662,265 58%
- Unrestricted appropriations 877,837 1,504,863 58%

**SUBTOTAL** $29,088,789 $49,775,902 58%

**TOTAL** $59,322,260 $81,706,707 73%

All new information appears in green ink.

No enrollment increase was budgeted for FY17. The per-credit hour tuition rate increased by $2.

Summer I is the first half of the 2017 summer term, and occurs at the end of FY17. The negative revenue shown here represents late refunds given in the current year for the prior year's term.

Even though Summer II had a 10.3 percent full-time equivalent (FTE) decrease from the prior year and headcount was down 9.8 percent, overall revenue exceeded budget by three percent due to out-of-county revenue, which was 12 percent higher than budget. The losses in FTE were primarily at the Laurel College Center (LCC) and the Mount Airy College Center for Health Care Education (MACHEC), which are reported in the special funds. The MACCHCE is now closed.

As of September 18, 2016, fall FTE was down 2.3 percent and headcount was down two percent. However, out-of-state revenues are 20 percent higher than anticipated in the budget. FTE losses were primarily at the LCC and the MACCHCE, which are reported in the special funds. Fall revenue includes an estimate for Manpower Shortage Programs that are reimbursed by the state at year-end. The state pays the out-of-county differential for students in those programs based on state-wide enrollments and funding is not final until late in the year.

Winter FTE was up 2.6 percent and headcount was down 2.8 percent. The higher variance to budget was caused by higher out-of-county enrollments than were anticipated in the budget.

The spring term started on January 28, 2017, however, students will continue to drop and add courses through the first part of February. Final FTE and spring revenue will be reported in the February financial statements.

Area tracking as budgeted and comparable to the prior year.

No enrollment increase was budgeted for FY17. A four percent increase was received from the county for FY17.

Area tracking as budgeted. A 10.74 percent increase was received from the state for FY17.

$90,502, or 58 percent of other income is from investment income. Higher than anticipated investment income is causing the high variance in this category. The balance of other income comes from service revenue of the Mediation and Conflict Resolution Center, the sale of excess equipment, indirect revenue from grants, or other miscellaneous sources.

Area tracking as budgeted. This represents Barnes and Noble's contribution to the operating budget. The contribution is intended to offset costs associated with the use of facilities to operate the bookstore.

Area tracking as budgeted. This represents continuing education's contribution to the operating budget.

Area tracking as budgeted. The prior year fund balance is being used to balance the FY17 budget as planned.

The percentage of revenues to date is one percent higher than the prior year.
### USE OF FUNDS

<table>
<thead>
<tr>
<th>Category</th>
<th>Budgeted</th>
<th>Actuals</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$29,790,756</td>
<td>$38,104,964</td>
<td>78%</td>
</tr>
<tr>
<td>Public service</td>
<td>579,412</td>
<td>794,293</td>
<td>73%</td>
</tr>
<tr>
<td>Academic support</td>
<td>3,338,164</td>
<td>4,922,086</td>
<td>68%</td>
</tr>
<tr>
<td>Student services</td>
<td>7,380,963</td>
<td>9,355,271</td>
<td>79%</td>
</tr>
<tr>
<td>Facilities</td>
<td>8,495,711</td>
<td>11,005,016</td>
<td>77%</td>
</tr>
<tr>
<td>Institutional support</td>
<td>12,516,276</td>
<td>16,110,428</td>
<td>78%</td>
</tr>
<tr>
<td>Scholarships/waivers</td>
<td>729,830</td>
<td>1,414,649</td>
<td>52%</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>$62,831,112</strong></td>
<td><strong>$81,706,707</strong></td>
<td>77%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$62,831,112</strong></td>
<td><strong>$81,706,707</strong></td>
<td>77%</td>
</tr>
<tr>
<td>Change in fund balance</td>
<td>($3,508,852)</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

Delays in hiring vacant positions, as well as some delayed expenditures are occurring. This is due to the overall decrease in enrollment.

Encumbrances for annual budgeted salaries and open purchase orders are included in the actuals shown here. Merit that is included in the budget was awarded in January.

Area is tracking as budgeted. Spending is in line with the prior year at this time.

Expenditures in the Mediation and Conflict Resolution Center are lower than this time last year due to reduced personnel costs. The FY16 budget variance appears to indicate that expenses were much higher than in FY17, but the functional reserve was increased in the FY17 budget to cover functional costs of employee benefits and allow some contingent spending. This change brought the FY17 spending variance in-line with the other functions.

The percentage spent and encumbered to date is two percent lower than last year. Salary savings has been experienced this fiscal year due to a period of having open positions. Faculty development costs are typically incurred at the end of the fiscal year, causing an overall lower spending variance than other functions.

Spending on hourly and institutional work-study is higher in FY17 than the prior year, but is anticipated to be within budget. Dependency on staff and hourly support around the start of the major terms causes a higher spent budget variance in this function when compared to the average spent.

The percentage spent and encumbered is one percent lower than last year due to open positions in this function. Area is tracking as budgeted. This category of the budget includes RCC scholarships, employee waivers, and state mandated waivers. Scholarship awards increased for the fall and summer terms. Offsetting some of the increase in awards is a reduction in waivers. The dependent reimbursement, which was reported in the budget as a waiver in the prior year, is now reported as an employee benefit in each functional category.

The percentage of expenditures to date is currently equal to the prior year.
Operating Budget - January Comparison of Operating Budget Encumbered for Fiscal Years 2016 and 2017

All areas are comparable with the prior year expenditures with the exception of public service, and scholarships and waivers. The public service functional budget was increased to cover contingent spending. Spending on scholarships was lower last year than normal, but FY17 is more in line with the budget.

<table>
<thead>
<tr>
<th>Fund</th>
<th>FUND 10 - PERCENT OF BUDGET ENCUMBERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>FY16: 78%</td>
</tr>
<tr>
<td>Public service</td>
<td>FY16: 83%</td>
</tr>
<tr>
<td>Academic support</td>
<td>FY16: 73%</td>
</tr>
<tr>
<td>Student services</td>
<td>FY16: 70%</td>
</tr>
<tr>
<td>Facilities</td>
<td>FY16: 68%</td>
</tr>
<tr>
<td>Institutional support</td>
<td>FY16: 77%</td>
</tr>
<tr>
<td>Scholarships/ waivers</td>
<td>FY16: 79%</td>
</tr>
<tr>
<td></td>
<td>FY17: 8%</td>
</tr>
<tr>
<td></td>
<td>FY17: 78%</td>
</tr>
<tr>
<td></td>
<td>FY17: 49%</td>
</tr>
<tr>
<td></td>
<td>FY17: 52%</td>
</tr>
</tbody>
</table>

Financials Page 4
## HOWARD COMMUNITY COLLEGE
### CONTINUING EDUCATION BUDGET FINANCIAL REPORT JANUARY
#### Fiscal Year 2017

All new information appears in green ink.

<table>
<thead>
<tr>
<th>SOURCE OF FUNDS</th>
<th>Actuals As of January FY17</th>
<th>Approved Budget FY17</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>$396</td>
<td>$5,500</td>
<td>7%</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</td>
<td>682,291</td>
<td>908,439</td>
<td>75%</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>1,106,952</td>
<td>1,447,768</td>
<td>76%</td>
</tr>
<tr>
<td>Winter</td>
<td>434,603</td>
<td>758,225</td>
<td>57%</td>
</tr>
<tr>
<td>Spring</td>
<td>475,430</td>
<td>1,301,520</td>
<td>37%</td>
</tr>
<tr>
<td><strong>Subtotal noncredit tuition</strong></td>
<td>2,699,276</td>
<td>4,415,952</td>
<td>61%</td>
</tr>
<tr>
<td><strong>Fees</strong></td>
<td>1,407,187</td>
<td>1,874,001</td>
<td>75%</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Tuition and Fees</strong></td>
<td>$4,106,859</td>
<td>$6,300,953</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Governmental</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State of Maryland</td>
<td>1,127,936</td>
<td>1,933,605</td>
<td>58%</td>
</tr>
<tr>
<td>Other</td>
<td>109,714</td>
<td>250,600</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Continuing education contribution</strong></td>
<td>(386,321)</td>
<td>(662,265)</td>
<td>58%</td>
</tr>
<tr>
<td><strong>Unrestricted appropriations</strong></td>
<td>48,545</td>
<td>210,087</td>
<td>23%</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>$899,874</td>
<td>$1,732,027</td>
<td>52%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$5,006,733</td>
<td>$8,032,980</td>
<td>62%</td>
</tr>
</tbody>
</table>

**Notes:**
- Contract credit training occurred in the fall term.
- The summer term runs during July and August. Revenue is up one percent from the prior year. Lifelong learning programs that utilized the pool were down during the term as the pool was closed due to renovations. In addition, the General Services Administration contract was awarded to HCC later than anticipated. This caused the loss of training program offerings during the summer term. Both Kids on Campus (KOC) and the Ecker Business Training Center increased enrollments during the summer term. Overall noncredit FTEs are up six percent, even with the closing of the MACCHCE, which resulted in a loss of 2.89 FTEs in summer. Summer FTEs are currently 191.94 versus 181.06 last year.
- The fall term runs September through December. Revenue for fall is currently down five percent from the prior year. FTEs are down one percent. The primary decline is due to the delay in the General Services Administration (GSA) contract award. The fall term provided about one-half of the GSA courses this year when compared to last year. There are some contract training courses pending registration at this time, however, they are not expected to materially change the fall results.
- The winter term runs January through March. Enrollments and revenue in nursing and allied health programs, adult basic education, and English as a second language (ESL), are significantly higher than this time last year. Final analysis on winter will occur in March.
- The spring term runs April through June. This revenue represents pre-registrations for the spring term.
- Overall noncredit revenues are flat as compared to this time last year. Fees are attached to specific classes and pay for materials and other direct costs. Fee revenue is currently 12 percent higher than this time last year. Newer courses with higher consumable costs have set fees to cover those costs. In addition, both the Adult Basic Education and ESL programs increased fees to cover rising material costs. Also, the higher winter enrollments are impacting the higher revenue variance as well.
- 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. Area tracking as budgeted. This represents continuing education's contribution to the operating budget. The fund balance was used to fund work-study, financial aid, and replacement of furniture and equipment, as approved in the budget.
- The percentage of revenues to date is one percent higher than the prior year.
Encumbrances for annual budgeted salaries and open purchase orders are included in the actuals shown here. Merit that is included in the budget was awarded in January.

Spending is currently down two percent as compared to the prior year. This division has had some salary savings due to open positions. Also, instructional expense for the fall term were lower due to lower enrollments.

The percentage spent to date is lower than FY16 due to lower fall enrollments.

The percentage of expenditures to date is currently two percent lower than the prior year.

<table>
<thead>
<tr>
<th></th>
<th>FY16</th>
<th>FY17</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$5,028,586</td>
<td>$7,187,530</td>
<td>70%</td>
</tr>
<tr>
<td>Scholarships/waivers</td>
<td>674,475</td>
<td>845,450</td>
<td>80%</td>
</tr>
<tr>
<td>Contingency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>$5,703,061</td>
<td>$8,032,980</td>
<td>71%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$5,703,061</td>
<td>$8,032,980</td>
<td>71%</td>
</tr>
<tr>
<td>Change in fund balance</td>
<td>($696,328)</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>
Instructional expenses are down as compared to the prior year by two percent, due to several open positions, and lower costs for the fall enrollment decline. Scholarships are also lower due to lower fall enrollments.
F – Approval of Minutes

- January 25, 2017, Regular Session
A. Approval of January 25, 2017, Agenda

A recommendation to approve the January 25, 2017, agenda, was moved by Trustee Doyle seconded by Trustee Joss, and unanimously approved.

B. President’s Report

President Hetherington thanked board members for their support over the past two months while attending college and related events, including the budget work session earlier in the month, and the trustee workshop and legislative session in Annapolis earlier in the week. She thanked the legislative and community relations committee for their work on the board bylaws and policies. She noted that the committee will have a final review at its meeting next month, and proposed revisions will come to the board for discussion at its February meeting and approval at its March meeting.

President Hetherington gave an overview of meetings she recently attended including the weekly Maryland Association of Community Colleges (MACC) meetings during the legislative session. She mentioned the sick leave bill currently under review. She talked about the meeting with representatives from the Applied Physics Laboratory (APL) on possible collaborations and the upcoming tour of APL. President Hetherington talked about the meeting with representatives from Naju City, Korea, to plan for their students coming to HCC in the summer to study English. During their visit, an art exhibit featuring Maryland’s First Lady Yumi Hogan and other artists will take place in the art gallery. Other events include the student loan forum at which Brian Frosh, attorney general of Maryland, presented; the semi-annual meeting with the Howard County Public School System; and serving as a panelist on the Howard County Chamber of Commerce Martin Luther King, Jr. week business forum on diversity and inclusion. She announced that Bob and Bach Jeffrey will chair the president’s gala on December 2, 2017. Elizabeth Sherman-Rendon will chair the next Commission on the Future. President Hetherington gave a brief update on the compensation study. She commended Dave Jordan, associate vice president of human resources; and Lynn Coleman, vice president of administration and finance, for their work on this initiative. She also mentioned the east garage expansion grand opening on January 27, 2017.
C. Board Member Comments

Trustee Watson shared highlights from past HCC board minutes on the inception of the college.

Trustee Schmidt commended the winners of the entrepreneurial celebration and their interesting projects. President Hetherington informed him that the winners will present at the chamber’s luncheon in May. He mentioned that he heard positive feedback about the college at the tech council meeting in Annapolis, and encouraged the president to continue advocating for community colleges through MACC. He suggested recognizing founding faculty members at the opening events of the science, engineering, and technology (SET) building.

Trustee Solá-Carter appreciated attending the trustee conference in Annapolis. She added that community colleges were featured in an article in the *Baltimore Sun*.

D. Reports to the Board of Trustees

1. Legislative and Community Relations Committee

Trustee Watson gave an overview of the January 13, 2017, legislative and community relations committee meeting.

E. Board Priority Items

1. Financial Statements

Lynn Coleman reviewed the financial statements ending December 31, 2016.

2. Fiscal Year 2018 Integrated Operating Budget and Strategic Plan

President Hetherington gave an update on funding from the state. Lynn Coleman reviewed changes to the HCC budget proposal based on the current funding picture and the board’s feedback at the January 11, 2017, budget work session. Based on the proposed state funding for FY18, the administration adjusted the proposed budget by cutting $160,434. Under the proposed budget, the college will request an increase of 11 percent, or $3,546,274, from the county. The costs for the SET building ($1,138,453) and insurance on the east garage expansion ($23,960) total $1,162,413, representing approximately 3.6 percent of the 11 percent request.

* A motion to approve the total proposed budget of $172,071,212, was moved by Trustee Schmidt, seconded by Trustee Watson, and unanimously approved.

F. Approval of Board Meeting Minutes

* A recommendation to approve the December 13, 2016, regular session and closed session minutes, and the January 11, 2017, budget work session minutes, was moved by Trustee Watson, seconded by Trustee Doyle, and unanimously approved.
G. Consent Items

1. Proposed New Hires
2. Natural Gas Supplier
3. Maintenance Agreement for HVAC Equipment

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

H. Information Items

1. Board Calendar

Linda Emmerich, executive associate to the president, highlighted upcoming calendar items, noting winter convocation and the east garage grand opening on January 27, 2017; the legislative and community relations committee meeting on February 2, 2017; and the board meeting on February 22, 2017. Ms. Emmerich also noted the March 13 Silas Craft Collegians event at Hunan Manor.

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

2. Agreements Signed by the Board Chair Disclosure

Chair Perkins noted that the disclosure in the board materials reflects the agreements that were signed by her during the period of November 16, 2016, through January 10, 2017.

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 Solá-Carter, and unanimously approved.

The regular session was adjourned at 7:41 p.m.

The above constitutes the official minutes of the January 25, 2017, regular meeting of the Howard Community College Board of Trustees as approved on February 22, 2017, and is a true and correct copy of the same.

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

February 22, 2017
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 Act of the General Provisions Article of the Maryland Code.
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…

Govern with Integrity
1. Proposed New Hires

2. Grants and Scholarships

3. Professor Emeritus Recommendations
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 of new hires

**Timeline:** January 4, 2017 – January 31, 2017

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**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 FY17 budget as approved by the board at its April 14, 2016, meeting

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

## January 2017

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Position Control 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>Computer Solutions Technician II</td>
<td>User/Network Services</td>
<td>Existing Position</td>
<td>10</td>
<td>$42,674-$69,433</td>
<td>$42,674</td>
<td>Jim, Ho Kiu</td>
<td>01/09/17</td>
</tr>
<tr>
<td>User Support Manager</td>
<td>Administrative Information Services</td>
<td>Existing Position</td>
<td>15</td>
<td>$64,448-$104,885</td>
<td>$79,155</td>
<td>Holpuch, Marcia</td>
<td>01/10/17</td>
</tr>
<tr>
<td>Environmental Services Technician</td>
<td>Facilities</td>
<td>Existing Position</td>
<td>3</td>
<td>$25,536-$41,572</td>
<td>$12,768</td>
<td>Sotthy, Poeurinrita</td>
<td>01/14/17</td>
</tr>
<tr>
<td>Plumber III</td>
<td>Facilities</td>
<td>Existing Position</td>
<td>11</td>
<td>$49,423-$80,430</td>
<td>$51,887</td>
<td>Sibiski, Justin</td>
<td>01/23/17</td>
</tr>
<tr>
<td>Admissions and Academic Advisor, Nursing and Allied Health</td>
<td>Admissions &amp; Advising</td>
<td>Existing Position</td>
<td>13</td>
<td>$54,644-$88,931</td>
<td>$54,644</td>
<td>Tregoning, Diane</td>
<td>01/30/17</td>
</tr>
<tr>
<td>Computer Solutions Technician II</td>
<td>User/Network Services</td>
<td>Existing Position</td>
<td>10</td>
<td>$42,674-$69,433</td>
<td>$42,674</td>
<td>Palewicz, Matthew</td>
<td>01/30/17</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 10-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.
4Current HCC employee with benefits.
5Correction to start date.
Howard Community College

PROPOSED NEW HIRES

For February 2017 Board Meeting

**February 2017**

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Position Control</th>
<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR and Risk Management Specialist</td>
<td>Human Resources</td>
<td>Existing Position Replacement</td>
<td>12</td>
<td>$50,317-$81,888</td>
<td>$52,025</td>
<td>Black, Andrea</td>
<td>02/01/17</td>
</tr>
<tr>
<td>ELC Academic Support Coordinator</td>
<td>Continuing Education and Workforce Development</td>
<td>Existing Position Replacement</td>
<td>13</td>
<td>$54,644-$88,931</td>
<td>$57,272</td>
<td>Knieriem, Bradley</td>
<td>02/01/17</td>
</tr>
<tr>
<td>Noncredit Registration and Reporting Coordinator</td>
<td>Continuing Education and Workforce Development</td>
<td>Existing Position Replacement</td>
<td>14</td>
<td>$59,334-$96,579</td>
<td>$67,203</td>
<td>May, Stephanie</td>
<td>02/01/17</td>
</tr>
<tr>
<td>System Support Technician</td>
<td>Administrative Information Services</td>
<td>Existing Position Replacement</td>
<td>11</td>
<td>$46,332-$75,404</td>
<td>$46,332</td>
<td>Stanford, Alice</td>
<td>02/20/17</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 10-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.
4Current HCC employee with benefits.
5Correction to start date.
2 – Grants and Scholarships

**Background:** The board of trustees’ policies give the college authority to “apply for and accept any gift or grant from the federal government or any other person.” Every six months (August and February), the administration will bring grants awarded to the college to the board of trustees for its approval. The February report will also include the entirety of the previous fiscal year’s non-competitive grants. Scholarships will also be disclosed on this schedule.

**Purpose:** To obtain board approval for grants and scholarships

**Timeline:**
- July-December 2016 for competitive grants and scholarships
- FY16 for non-competitive grants

**Recommendation**

The administration requests that the board of trustees approve:

**Amount:**
- Non-competitive Grants: $12,218,930 (detail follows)
- Competitive Grants: $1,723,618 (detail follows)
- Scholarships: $497,459 (detail follows)

**Compliance:** This request is in compliance with board policy, Governance Process – Board’s Role, #8.
<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
<th>Grantor</th>
<th>Project Manager</th>
<th>Amount of Award</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Second Language (ESL) Credit</td>
<td>State funding granted per FTE for English language classes</td>
<td>Maryland Higher Education Commission</td>
<td>Sarah Saxer</td>
<td>$58,320</td>
<td>7/1/2015</td>
<td>6/30/2016</td>
</tr>
<tr>
<td>English Second Language (ESL) Noncredit</td>
<td>State funding granted per FTE for English language classes</td>
<td>Maryland Higher Education Commission</td>
<td>Minah Woo</td>
<td>$430,624</td>
<td>7/1/2015</td>
<td>6/30/2016</td>
</tr>
<tr>
<td>Perkins/Vocational Education</td>
<td>Support for vocational education and state planning</td>
<td>Maryland State Department of Education</td>
<td>Janice Marks/Debra Greene</td>
<td>$268,000</td>
<td>7/1/2015</td>
<td>6/30/2016</td>
</tr>
<tr>
<td>Federal Work Study</td>
<td>Federal funding to provide jobs for students with financial need</td>
<td>U.S. Department of Education</td>
<td>Dawn Lowe</td>
<td>$227,207</td>
<td>7/1/2015</td>
<td>6/30/2016</td>
</tr>
<tr>
<td>Pell Grant</td>
<td>Federal grant funds for FY16 students who demonstrate financial need</td>
<td>U.S. Department of Education</td>
<td>Dawn Lowe</td>
<td>$10,313,056</td>
<td>7/1/2015</td>
<td>6/30/2016</td>
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<tr>
<td>Pell Grant**</td>
<td>Federal grant funds from prior years for students who demonstrate financial need</td>
<td>U.S. Department of Education</td>
<td>Dawn Lowe</td>
<td>-$47,624</td>
<td>7/1/2015</td>
<td>6/30/2016</td>
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<tr>
<td>Campus-Based Educational Assistance Grant</td>
<td>Maryland State funding for new student scholarships</td>
<td>Maryland Higher Education Commission</td>
<td>Dawn Lowe</td>
<td>$38,750</td>
<td>7/1/2015</td>
<td>6/30/2016</td>
</tr>
<tr>
<td>Maryland State Scholarships</td>
<td>Scholarships are granted to students from various sources (e.g., District 13, Senatorial Group, State Delegates)</td>
<td>State of Maryland</td>
<td>Dawn Lowe</td>
<td>$552,386</td>
<td>7/1/2015</td>
<td>6/30/2016</td>
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<tr>
<td>Cable Administration</td>
<td>Howard County allocation to fund HCC’s TV cable studio</td>
<td>Howard County Government</td>
<td>Margaret Kahlor</td>
<td>$120,000</td>
<td>7/1/2015</td>
<td>6/30/2016</td>
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</tbody>
</table>

**Adjustments to 2014-2015 Pell**

Total | $12,218,930
# Competitive Grants - July 1, 2016 – December 31, 2016

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
<th>Grantor</th>
<th>Project Manager</th>
<th>Award Amount**</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Summer Undergraduate Research Fellowship at NIST</td>
<td>U.S. Department of Commerce - National Institute of Standards and Technology (NIST)</td>
<td>Loretta Tokoly</td>
<td>$ 8,965</td>
<td>5/1/2016***</td>
<td>9/30/2016</td>
</tr>
<tr>
<td>Rep Stage*</td>
<td>To provide quality theatre for the Columbia community</td>
<td>Maryland State Arts Council</td>
<td>Suzanne Beal</td>
<td>$ 23,549</td>
<td>7/1/2016</td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Nursing and Allied Health*</td>
<td>To provide scholarships to low and moderate income and other eligible HCC students in nursing and allied health programs. Five-year grant of $125,000 (through 2016-17)</td>
<td>CareFirst</td>
<td>Georgene Butler</td>
<td>$ 25,000</td>
<td>7/1/2016</td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Nursing and Allied Health*</td>
<td></td>
<td>CareFirst</td>
<td>Georgene Butler</td>
<td>$ 25,000</td>
<td>7/1/2016</td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Student Support Services (TRIO)</td>
<td>Federal program to offer support to developmental students</td>
<td>U. S. Department of Education</td>
<td>Debra Greene</td>
<td>$ 342,173</td>
<td>9/1/2016</td>
<td>8/31/2017</td>
</tr>
<tr>
<td>Business and Computer Systems</td>
<td>Enhancing Student Success in Information Technology Course</td>
<td>Maryland State Department of Education - Perkins Reserve Fund</td>
<td>Sharon Schmickley/ Rose Volynskiy</td>
<td>$ 19,986</td>
<td>7/1/2016</td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Business and Computer Systems</td>
<td>Enhancing Student Access to Programming by Offering Python Course</td>
<td>Maryland State Department of Education - Perkins Reserve Fund</td>
<td>Sharon Schmickley/ Rose Volynskiy</td>
<td>$ 19,533</td>
<td>7/1/2016</td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Business and Computer Systems</td>
<td>Expanding Access and Completion of CPA Track Program</td>
<td>Maryland State Department of Education - Perkins Reserve Fund</td>
<td>Sharon Schmickley/ Michelle Sotka</td>
<td>$ 17,116</td>
<td>7/1/2016</td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Business and Computer Systems</td>
<td>Enhancing Entrepreneurship Students Business Outcomes and Degree Completion</td>
<td>Maryland State Department of Education - Perkins Reserve Fund</td>
<td>Sharon Schmickley/ Betty Noble</td>
<td>$ 16,901</td>
<td>7/1/2016</td>
<td>6/30/2017</td>
</tr>
</tbody>
</table>

*Foundation grants.

**Total amounts for multi-year grants are noted in the description field. Amounts in this column reflect the grant amount for this fiscal year only.

***Agreement signed 5/1/2016. Funding received in fiscal year 2017.
<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
<th>Grantor</th>
<th>Project Manager</th>
<th>Award Amount**</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Career and Professional Development</td>
<td>Provides funding to credentialed child providers to pursue a college degree in early childhood education, education for children, child development, family studies or related disciplines</td>
<td>Maryland State Department of Education</td>
<td>Mimi Heimsoth</td>
<td>$132,822</td>
<td>7/1/2016</td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Children's Learning Center</td>
<td>Judy Hoyer Early Care and Enhancement Grant</td>
<td>Maryland State Department of Education</td>
<td>Kim Pins</td>
<td>$146,880</td>
<td>7/1/2016</td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Rep Stage*</td>
<td>Community Arts Development Project Grant to support the 2016-2017 Rep Stage season</td>
<td>Howard County Arts Council</td>
<td>Suzanne Beal</td>
<td>$5,000</td>
<td>9/1/2016</td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Nursing and Allied Health</td>
<td>LPN transition program for military veterans ($299,999 over three years, through June 2017)</td>
<td>Maryland Higher Education Commission/Maryland Health Services Cost Review Commission</td>
<td>Georgene Butler</td>
<td>$127,432</td>
<td>7/1/2016</td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Science and Technology Scholarship Program (S-STEM)</td>
<td>Four-year grant of $597,088 (through June 2019) to provide scholarships in computer science, engineering, biological and physical sciences, and mathematics in order to expand enrollment, reduce economic barriers and increase student retention and transfer</td>
<td>National Science Foundation</td>
<td>Susan Bare/ Patricia Turner</td>
<td>$149,272</td>
<td>7/1/2016</td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Consolidated Adult Education and Literacy Services Program</td>
<td>To teach adults the necessary skills for Adult Basic Education, GED, Literacy Works, Family Literacy and External Diploma</td>
<td>Maryland DLLR</td>
<td>Kim Bohnet</td>
<td>$490,525</td>
<td>7/1/2016</td>
<td>6/30/2017</td>
</tr>
</tbody>
</table>

*Foundation grants.

**Total amounts for multi-year grants are noted in the description field. Amounts in this column reflect the grant amount for this fiscal year only.

***Agreement signed 5/1/2016. Funding received in fiscal year 2017.
<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
<th>Grantor</th>
<th>Project Manager</th>
<th>Award Amount**</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cybersecurity</td>
<td>TAACCCT grant for Cyber-Technology Pathways Across Maryland (CPAM) Consortium; four-year grant ends 2018; total grant award to HCC is $824,339</td>
<td>U.S. Department of Labor; subgrant from Montgomery College</td>
<td>Sharon Schmickley</td>
<td>$159,064</td>
<td>10/1/2016</td>
<td>9/30/2017</td>
</tr>
<tr>
<td>Mathematics - Statistics Pathway Project</td>
<td>Subaward of University System of Maryland First in the World project to develop a statistics pathway; four-year grant through FY19; total grant award is $129,600</td>
<td>University System of Maryland/U.S. Department of Education</td>
<td>Bernadette Sandruck</td>
<td>$32,400</td>
<td>10/1/2016</td>
<td>9/30/2017</td>
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<tr>
<td>Counseling and Career Services</td>
<td>Subaward of University of Maryland School of Medicine project to support the Maryland Suicide Prevention and Early Intervention Network program</td>
<td>University of Maryland School of Medicine/ Maryland Department of Health and Mental Hygiene</td>
<td>Jay Coughlin</td>
<td>$7,000</td>
<td>9/30/2016</td>
<td>9/29/2017</td>
</tr>
</tbody>
</table>

**Foundation Grants**

$53,549

**College Grants**

$1,670,069

**TOTAL**

$1,723,618

**FY17 Goal**

$2,400,000

% towards goal

71.8%

*Foundation grants.

**Total amounts for multi-year grants are noted in the description field. Amounts in this column reflect the grant amount for this fiscal year only.

***Agreement signed 5/1/2016. Funding received in fiscal year 2017.
<table>
<thead>
<tr>
<th>Scholarship/Endowment Name</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1919 Investment Counsel Scholarship</td>
<td>$5925</td>
</tr>
<tr>
<td>AFCEA-CMD Scholarship Endowment</td>
<td>1,050</td>
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<tr>
<td>AKA Sorority, Inc. Iota Lambda Omega &amp; Pearl Foundation Scholarship</td>
<td>5,000</td>
</tr>
<tr>
<td>Alexander Charles Gardner Endowment</td>
<td>500</td>
</tr>
<tr>
<td>Alice Conn Scholarship</td>
<td>250</td>
</tr>
<tr>
<td>Andrew Bulleri Scholarship</td>
<td>250</td>
</tr>
<tr>
<td>Angel Dental Care Endowment</td>
<td>347</td>
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<tr>
<td>Bach and Bob Jeffrey Family Scholarship</td>
<td>1,000</td>
</tr>
<tr>
<td>Baltimore Gas and Electric Scholarship</td>
<td>2,000</td>
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<tr>
<td>BB&amp;T Scholarship Fund</td>
<td>625</td>
</tr>
<tr>
<td>Beverly White-Seals Scholarship</td>
<td>2,000</td>
</tr>
<tr>
<td>Breeden Family Scholarship</td>
<td>250</td>
</tr>
<tr>
<td>Bruce Schmickley Health Sciences Scholarship</td>
<td>6,000</td>
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<tr>
<td>Bruno Family Scholarship Fund</td>
<td>1,706</td>
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<tr>
<td>Bruno Family STEM Scholarship</td>
<td>1,000</td>
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<tr>
<td>Bruno Nursing Scholarship</td>
<td>640</td>
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<tr>
<td>Business Partnership for the Arts Scholarship</td>
<td>1,500</td>
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<tr>
<td>Cardoni Waddell Scholarship</td>
<td>625</td>
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<tr>
<td>Career Links Program Scholarship</td>
<td>750</td>
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<tr>
<td>CareFirst Nursing and Allied Health Scholarship Program</td>
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<tr>
<td>Carroll-Howard Association of Insurance &amp; Financial Advisors</td>
<td>250</td>
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<tr>
<td>Casway and Yudkin Family Endowment</td>
<td>804</td>
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<tr>
<td>Charles and Dolores Klein Memorial Scholarship</td>
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<tr>
<td>Coca-Cola Refreshments Scholarship</td>
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<tr>
<td>COGS Caregiver Scholarship</td>
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<td>Columbia Association Endowment</td>
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<tr>
<td>Columbia Bank Scholarship</td>
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<tr>
<td>Columbia Film Society Endowment</td>
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<tr>
<td>Columbia Patuxent Rotary Club Endowment</td>
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<tr>
<td>Columbia Patuxent Rotary Club Scholarship</td>
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<tr>
<td>Columbia Rotary Club Scholarship</td>
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<tr>
<td>Columbia Town Center Rotary Endowment</td>
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<tr>
<td>Cyber Security and Information Technology Endowment</td>
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<tr>
<td>Daniel Friedman Scholarship Fund</td>
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<td>Delta Sigma Theta Endowment</td>
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<tr>
<td>Dorothy A. and Alva S. Baker, Jr. Endowment</td>
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<tr>
<td>Dunnigan Family STEM Scholarship</td>
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<tr>
<td>Edith &amp; Roe Burrill Endowment</td>
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<tr>
<td>Edward and Marcia Harris Scholarship</td>
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<tr>
<td>Elizabeth and Ken Lundeen Scholarship</td>
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<tr>
<td>Ellicott City - Columbia Lions Club Business/Computer Scholarship</td>
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<tr>
<td>Emerson and Celonia Walden Endowment</td>
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<tr>
<td>EMJAY Engineering and Construction Co. Scholarship</td>
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<tr>
<td>Eugene Weiss Endowment</td>
<td>500</td>
</tr>
<tr>
<td>Evelyn and J.P. Bolduc Endowment</td>
<td>7,967</td>
</tr>
<tr>
<td>Fourth Dimension Engineering Scholarship</td>
<td>1,500</td>
</tr>
<tr>
<td>Fred K. Schoenbrodt Honors Program Endowment</td>
<td>2,800</td>
</tr>
<tr>
<td>Scholarship/Endowment Name</td>
<td>Amount</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>General Endowment</td>
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</tr>
<tr>
<td>George and Eva Smith Scholarship</td>
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<tr>
<td>GPT Chamber Music Fund</td>
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<tr>
<td>Greenway Foundation Scholarship</td>
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<tr>
<td>Guzdar Family Music Endowment</td>
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<td>Hamel Builders Scholarship</td>
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<td>Harkins Builders Scholarship</td>
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<td>HCC Faculty Forum Emergency Book Fund</td>
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<td>HCC Trustees' Endowment</td>
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<td>HCCEF Book Fund</td>
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<td>HCCEF Directors' Fund Endowment</td>
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<tr>
<td>HCCEF Nursing Scholarship</td>
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<td>HCCEF Rouse Scholars Fund</td>
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<td>HCCEF Schoenbrodt Scholars Fund</td>
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<td>HCCEF Silas Craft Collegians Fund</td>
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<tr>
<td>Hoerichs Memorial Nursing Scholarship (in Honor of Alta Marie)</td>
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<td>Honeywell Endowment</td>
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<td>Howard Bank Scholarship</td>
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<tr>
<td>Howard County General Hospital Rising Business Star Scholarship</td>
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<tr>
<td>Howard County Medical Society Endowment</td>
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<tr>
<td>Howard County Muslim Council's Lady Khadijah Scholarship</td>
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<tr>
<td>Humphrey Companies HCC Scholarship</td>
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</tr>
<tr>
<td>James and Lillian Clark Endowment</td>
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</tr>
<tr>
<td>James W. Rouse Scholars Endowment</td>
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<tr>
<td>Jamie S. Ball Endowment</td>
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<tr>
<td>Jeffrey Taylor Memorial Endowment</td>
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<tr>
<td>Jill McCuan Nursing Endowment</td>
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</tr>
<tr>
<td>Jim and Patty Rouse Charitable Foundation Scholarship</td>
<td>4,000</td>
</tr>
<tr>
<td>John G. Monteabaro Endowment for Music Majors</td>
<td>1,000</td>
</tr>
<tr>
<td>John G. Monteabaro Mathematics Endowment Fund</td>
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</tr>
<tr>
<td>Kaiser Permanente Allied Health Professions and Nursing Scholarship</td>
<td>2,617</td>
</tr>
<tr>
<td>Kaiser Permanente Endowment</td>
<td>1,783</td>
</tr>
<tr>
<td>Kenneth Strobel Scholarship</td>
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</tr>
<tr>
<td>Kiwanis Club of Ellicott City Endowment</td>
<td>1,186</td>
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<tr>
<td>L. Earl and Mary T. Armiger Endowment</td>
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</tr>
<tr>
<td>Leach Wallace Associates Scholarship</td>
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</tr>
<tr>
<td>Leffler Scholarship Fund/Howard Hospital Foundation</td>
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<tr>
<td>Lewis Contractors Endowment</td>
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<tr>
<td>LG-TEK Scholarship</td>
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<tr>
<td>Linda M. Genna Nursing Scholarship</td>
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</tr>
<tr>
<td>Living the Dream - Butler Scholarship</td>
<td>1,000</td>
</tr>
<tr>
<td>Lockheed Martin IT Scholarship</td>
<td>350</td>
</tr>
<tr>
<td>M&amp;T Bank Scholarship</td>
<td>1,325</td>
</tr>
<tr>
<td>Maria Anastacia Hernandez-Amaya Endowment</td>
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</tr>
<tr>
<td>Marie K. Kittelberger Endowment</td>
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</tr>
<tr>
<td>Marion Durkan Endowment</td>
<td>3,489</td>
</tr>
<tr>
<td>Mary and Kingdon Gould Endowment</td>
<td>556</td>
</tr>
<tr>
<td>Scholarship/Endowment Name</td>
<td>Amount</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Mary Ellen Duncan Presidential Scholarship Endowment</td>
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</tr>
<tr>
<td>Mathew J. Mihelcic Endowment</td>
<td>1,000</td>
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<tr>
<td>McCuan Family Foundation Endowment</td>
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<td>Music Institute Scholarship</td>
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<td>Music Therapy Scholarship</td>
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<td>Networking Concepts, Inc. Scholarship</td>
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<td>Nithianandam Family Scholarship</td>
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<td>Nora Scanlan Memorial Scholarship</td>
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<td>Pathway Scholarship</td>
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<td>Paul Willging Endowment</td>
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<td>Rosann Smith Simberloff Endowment</td>
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<td>Rose Mayr Nursing Scholarship</td>
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<td>Ruth Keeton Endowment</td>
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<td>Sandy Spring Bank Scholarship</td>
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<td>Security Development Corporation Endowment</td>
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<td>Shanti, Inc. Scholarship</td>
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<td>Sharon Pierce Evans Scholarship</td>
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<td>Student Life Scholarship</td>
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<td>Susan Altpeter Compassionate Caregiver Scholarship</td>
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<td>The Padraic Kennedy Scholarship Endowment</td>
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<td>Van Winkle Family Endowment</td>
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<td>Van Winkle Scholarship</td>
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<td>Visual Arts: Individual Artist Grant</td>
<td>500</td>
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<td>Washington Area New Auto Dealers Association Scholarship</td>
<td>1,250</td>
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<tr>
<td>Williams Endowment</td>
<td>382</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$ 497,459</strong></td>
</tr>
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</table>
3 – Professor Emeritus Recommendations

**Background:** College procedure 10.15 outlines the criteria under which a retiring faculty person will qualify for professor emeritus status, including:

- Ten continuous years as a member of the full-time faculty of Howard Community College.
- Recognition by peers and supervisors as having made an outstanding contribution to the quality of instruction at Howard Community College.
- Recognition as having contributed significantly to the quality and growth of the college as a whole.
- Substantial contributions to the community, profession, and/or discipline.
- Holding the rank of associate or full professor.

The professor emeritus candidate is nominated by his or her division chair and recommended by the full faculty, the vice president of academic affairs, and the president.

Professors emeriti are eligible for privileges, which include continued faculty listing in the catalogue, tuition waiver, standing invitation to participate in institutional functions, faculty rates for institutionally sponsored events, limited use of institutional resources like the library and computer labs, and the opportunity to participate in health and insurance programs at group rates.

This year, two candidates have been nominated:

- **James E. Bell, Ph.D.**
  Professor, Psychology
  (1971-2016) 45 years of service

- **Russell A. Poch**
  Professor, Physical Science
  (1972-2016) 44 years of service

**Purpose:** Professor emeritus rank is bestowed by the board of trustees to recognize and reward the professional excellence and contributions of a retiring faculty person

**Timeline:** FY18
Recommendation

The administration requests that the board of trustees approve the nominations to professor emeritus of James Bell and Russ Poch in recognition of their contributions to the quality of instruction, to growth of the institution, to the community, and to their disciplines.

Compliance: This request is in compliance with college procedure, Professor Emeritus – 10.15.
H-1 Discussion Item: Retreat Agenda

**Background:** This discussion item provides the board of trustees with the opportunity to discuss possible topics for its annual retreat to be held on June 8, 2017. To assist the board in its discussion, a listing of past retreat topics follows. Additionally, some topics of interest that have been identified by trustees this year include affordability, supporting students’ mental health, and servant leadership. The board may wish to address these topics in a retreat setting.

This item is for discussion only and requires no board action.
Board Retreats 2010 - 2016

February 17, 2010
Overview of Improved Board Portal
Succession Planning
Advocacy – Best Practices and Strategic Actions

June 7, 2010
Board Governance – Dr. Alvin Schexnider

February 10, 2011
Servant Leadership
Effective Listening
Performance Excellence
In-depth Board Self-Assessment

June 6, 2011
Governance - Dr. Stuart Bounds, facilitator
Issue Bin Assessment
Sustainability
Work Sessions

May 30, 2012
Financial Outlook – Dr. Richard Clinch, Jacob France Institute
The Role of the Board in Supporting the Community College Mission in Challenging Economic Times – Dr. Narcissa Polonio, ACCT
Five-Year HCC Financial Projections

June 3, 2013
Alternative Revenue Sources at HCC: A Historical Perspective – Mr. Steve Dubin, SDA Ventures, Lynn Coleman, VPAF, and Missy Mattey, director of development/executive director of HCCEF

June 3, 2014
Overview of Succession Planning – Dr. Kathleen Hetherington, president of HCC
Review and Discussion of Board Core Ends – Ms. Zoe Irvin, executive director of planning, research, and organizational development

June 3, 2015
Rescheduled to June 18, 2015, then cancelled and not rescheduled

June 1, 2016
Policy Governance: The Role of the HCC Trustee - Dr. Patrick Huddie, Partner, Westbury Group
Economic Outlook and Its Impact on the Community College - Dr. Daraius Irani, Interim Vice President for the Division of Innovation and Applied Research at Towson University
H-2 Discussion Item: Board Bylaw Revisions

Background: The legislative and community relations (LCR) committee conducted a thorough review of the Howard Community College board of trustees bylaws over the last few months. With the support of the LCR committee, the draft bylaws are now being presented to the board of trustees as a discussion item, giving the board an opportunity to make any final recommendations. The final draft of the bylaws will then be included in the March 22, 2017, consent materials for approval.

Recommendation

The administration requests that the board of trustees discuss the bylaws with the changes recommended by the legislative and community relations committee.
Bylaws of the Board of Trustees

(Please note, the table of contents will be updated after all changes have been made and approved.)

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ARTICLE I

ARTICLE I: Board of Trustees Principles of Governance

A. GOVERNANCE PRINCIPLES
   1. In its legal and fiduciary capacity to manage the affairs of Howard Community
      College, the Board of Trustees of Howard Community College (the board) shall operate the
      college as a public trust for the benefit of the citizens of Howard County.

   2. The board shall govern the college in accordance with the constitutions of the United States of America,
      the State of Maryland, and Howard County. The board will act in accordance with the oath of office made by each
      trustee to:
      1. Support the Constitution of the United States;
      2. Be faithful and bear true allegiance to the State of Maryland and support the laws and Constitution and laws thereof;
      3. To the best of one’s skill and judgment, diligently and faithfully, without partiality or prejudice, execute the office of
         trustee, according to the Constitution and laws of this state.

B. CORE VALUES
   1. In its governance, the board’s policies and practices shall be guided by the following set of core values:

      a) Integrity. The board values responsible, accountable, and ethical behavior in order to maintain an atmosphere of
         honest, open communication and mutual respect throughout the college community.

      b) Nurturing. The board is committed to supporting an environment that serves the best interests of students,
         faculty and staff, and administration.

      c) Diversity. The board values an educational environment that promotes and nurtures a diverse student, faculty,
         and staff community.

      d) Innovation and Continuous Improvement. The board values creative risk-taking and enthusiastic pursuit of new
         ideas, including the continuous improvement of the college’s educational programs, facilities, and related
         services to advance student achievement, as well as professional development.

      e) Partnerships. The board values partnerships that advance the college’s mission in partnership with business,
         industry, government, educational systems, community organizations, and other stakeholders.

      f) Citizen Participation. The board believes that it will best carry out its mission in the public interest through
         maximum citizen participation, input, and support. The board welcomes input from the community.
Sustainability. The board values the health of the world in which we live and supports the ideals of environmental sustainability.

The board, acting in accordance with its authority and philosophy, and in keeping with its fiduciary responsibilities and public trust, shall review, modify, and update the mission and vision to reflect community values, beliefs, and needs. Further, the board is committed to defining specific objectives and priorities to facilitate the overall mission of the college.
ARTICLE II
ARTICLE II: THE BOARD OF TRUSTEES RESPONSIBILITIES AND POWERS

Article II of the board bylaws is pursuant to the Annotated Code of Maryland, Education, Division III. Higher Education, Title 16. Community Colleges, §16-103 Powers of board of trustees; §16-104 President, §16-107 Comprehensive liability insurance; defense of sovereign immunity; §16-301 Budget; §16-302 Authority to borrow money for certain purposes; §16-303 Validation of certain lease purchase agreements; §16-304 Powers of county government; §16-305 Computation of State and county aid to community colleges; and §16-315 Audits, and subject to the authority of the Maryland Higher Education Commission. This section is intended to be consistent with applicable laws of the State of Maryland; in the event of any conflict between these bylaws and state law, state law prevails.

A. GENERAL

The board of trustees shall have within its authority the power to establish policy governing the college, to maintain and exercise general control over the community college, to keep separate records and minutes, and to adopt reasonable bylaws, rules, regulations to effectuate and carry out the provision of the state law regarding community colleges pursuant to §16-103 and powers of Board/board of Trustees/trustees subject to the authority of the Maryland Higher Education Commission. Further, the board shall be responsible for adopting and safekeeping a corporate seal, as well as styling its name as Board of Trustees of Howard Community College.

Other significant responsibilities and powers include:

B. ACADEMIC PROGRAM

1. The board shall determine student entrance requirements, curriculum, and academic programs offered by the college, subject to final approval and authorization by the Maryland Higher Education Commission.

2. The board shall approve candidates for degrees and certifications who have satisfied all the requirements for the award of certificates and degrees.

C. APPOINTMENT OF PRESIDENT, FACULTY, AND STAFF

1. The board shall appoint, set compensation, and terms of employment for the president of the college (president).

2. The board shall hire qualified faculty and staff as necessary for the efficient operation and administration of the college as recommended by the president including determining salaries, tenure, and other terms of employment.

D. FUNDS

1. The board shall approve the annual operating and capital budgets of the college presented by the president.
2. **The board shall** enter into contracts and agreements with the State of Maryland or any of its political subdivisions or with the United States or with any other person, individual firm, or corporation when such agreements are deemed by the board to be necessary or advisable to the establishment, maintenance, and operation of the college.

3. **The board shall** receive and expend local, state, and federal funds to defray the cost of college programs and to accept and dispense both restricted and unrestricted gifts and grants from private persons and organizations.

4. **The board shall** oversee the management, investment, and accounting of funds, as informed by the administration.

5. **The board shall** set reasonable tuition and fees for educational programs with the aim of minimizing cost while maintaining a quality college educational and learning environment at the lowest feasible cost.

**E. FINANCIAL REPORTING**

**The board shall** engage an independent certified public accountant to conduct a financial statement audit annually to determine that the college’s financial statements are in accordance with generally accepted accounting principles and consistent with financial reporting guidelines established by the Maryland Higher Education Commission.

**F. AUTHORITY TO BORROW**

**The board shall** borrow money through multi-year financing agreements involving acquisition and purchase of personal property and equipment. The borrowing shall be secured by the personal property or revenues derived from the property on terms the board considers proper.

**G. PROPERTY**

1. **The board shall** purchase, lease, dispose of, or in any other manner acquire any property, either real or personal, it considers necessary for the operation of the college.

2. **The board shall** sell, lease, or in any manner dispose of community college assets, real or personal, at public or private sales provided that the president of the college and the chair of the board are authorized to execute legal conveyance and other documents, pursuant to an appropriate resolution of the board.

**H. ADVICE**

**The board shall** retain legal advisors, auditors, and consultants to the board.

**I. LIABILITY PROTECTION**

The board of trustees may sue and be sued. The college is insured through the Howard County self-insurance program, which includes comprehensive and professional liability insurance. The college’s officials, agents, and employees,
including the Howard Community College Board of Trustees of Howard Community College, are protected through the county self-insurance plan for issues related to performance of duty for Howard Community College (Section 23.100, Title 23, Howard County Code).

**J. RULES**

To The board shall adopt such rules and regulations for the conduct of its meetings and the management of the body corporate as it may deem proper providing those rules are not in conflict with applicable law.

To perform such duties as may be necessary or required by law.
ARTICLE III

ARTICLE III: BOARD OF TRUSTEES’ COMPOSITION, TERM OF APPOINTMENT, RESIDENCY, AND CODE OF CONDUCT

Article III of the board bylaws is pursuant to the Annotated Code of Maryland, Education, Division III, Higher Education, Title 16, Community Colleges, §16-101 Board of community colleges trustees; §16-102 Officers; meetings; §16-410 Howard County Board of Trustees, and the State of Maryland Ethics Laws Provisions. This section is intended to be consistent with applicable laws of the State of Maryland; in the event of any conflict between these bylaws and state law, state law prevails.

A. COMPOSITION OF THE BOARD

1. The board of trustees consists of seven persons appointed by the Governor of the State of Maryland with the advice and consent of the Maryland Senate to serve on the Board of Trustees for Howard Community College.

2. The president of the college shall act as secretary-treasurer to the board and chief executive officer and shall participate in board meetings and deliberations as if a member but without vote. The president shall attend all meetings except those relating to his/her salary determination and/or employment.

B. TERM OF APPOINTMENT

Members of the board are appointed for six years, on a staggered basis, by the Governor of the State of Maryland. They serve without compensation and shall be entitled to reimbursement for their authorized expenses. A member may not serve for more than two full consecutive terms.

C. RESIDENCY

At least six members of the board shall be residents of Howard County at the time of their appointment and shall maintain residency in the county throughout their terms.

D. CODE OF CONDUCT

1. The board commits itself and its members to ethical and professional conduct. This commitment includes avoidance of conflicts of interest and proper use of authority when acting as a board member. There must be no self-dealing or any conduct of private business or personal services between any board member and the organization.

2. Board members must represent unconflicted loyalty to the interests of the citizens of Howard County and the State of Maryland. This accountability supersedes any conflicting loyalty such as that may arise from associations connected with advocacy, political party, other special interest, and membership on other boards. This accountability also supersedes the personal interest of any board member acting as a consumer of the organization’s services.
3. A potential conflict of interest is a situation that involves a personal, familial, political, or business relationship between a trustee (or institutional officer) and the institution that could reasonably be expected to be perceived as a conflict of interest in fact or in appearance.

   a) All board members shall disclose any potential conflict of interest at the earliest practicable time. Such disclosure shall be made in such a manner as the board member believes to be the most effectual. Disclosures shall be made to the chair of the board chair.

A board member shall be considered to have a potential conflict of interest “in fact” if:

b) Such a board member has an existing or potential financial or other interest that impairs or might appear to impair such member’s independent, unbiased, judgment in the discharge of his or her responsibilities to the college, or

c) Such board member is aware that a member of his or her family or any organization, in which such board member (or member of his or her family) is an officer, director, employee, member, partner, trustee, or controlling stockholder, has such existing or potential financial or other interest.

d) No board member shall vote on any matter, under consideration at a board or board committee meeting, in which such member has a potential conflict of interest, nor shall such board member be counted in determining the quorum for that particular vote. The minutes of such meeting shall reflect that a disclosure was made, that the member having a potential conflict of interest abstained from voting, and that such member was not counted in determining the quorum for that vote.

E. Ethics Policy

The board complies with the ethics laws provisions of the Annotated Code of Maryland as applicable to the board, including provisions for conflicts of interest and financial disclosure. This section is intended to be consistent with the ethics laws provisions of Maryland; in the event of any conflict between these bylaws and the ethics laws provisions of Maryland, the ethics laws prevail.

1. Board members must not use their positions to obtain employment in the organization for themselves, family members, or close associates. may not intentionally use the prestige of their office or position for their own private gain or that of another. (Examples include seeking employment or seeking admission.)

2. All use of college resources, including but not limited to facilities and staff time, must be made through the president’s office. The board chair and vice chair must be notified in advance, Appropriate fees must be paid, and the use will be disclosed to the board in the monthly staff materials.
3. In the event a board member secures any employment that could reasonably be perceived as a conflict of interest with the board’s work; s/he must withdraw from board deliberation, voting, and access to applicable board information that apply to the item that poses a conflict of interest, and/or seek a leave of absence during the term of the employment. A leave of absence taken under such circumstances shall not be counted against the trustee’s required meeting attendance. If the employment is of a permanent nature and consistently creates a conflict of interest, the board member must resign.

4. (Waiting on AG opinion) In the event a board member pursues political office, s/he must resign from the board at the time s/he files for candidacy. To avoid drawing the college into unnecessary conflict, it is the expectation of the board that a board member will not pursue elected office while serving on the board. In the event that a board member does pursue elected office of any type, s/he is cautioned to keep the role of a board member separate and distinct from the role s/he assumes in a political campaign. If elected, the board member is required to obtain a state ethics opinion as to whether s/he may remain a board member while holding the specific elected position.

4. Board members shall annually disclose by April 30 in their financial disclosure statements their involvement with other organizations, with vendors, and any other associations that might produce a conflict, file a financial disclosure statement as required annually as required by the State of Maryland Ethics Commission.

5. Board members shall not attempt to exercise individual authority over the organization. In interactions with the president or with other staff, the public, press, or other entities, individual board members or a group of board members lack the authority to act or speak for the board except when explicitly board authorized.

5.

6. Board members’ interaction with the president or with other staff must recognize the lack of authority in any individual board member or group of board members except when explicitly board authorized.

7. Board members’ interaction with the public, press, or other entities must recognize the same limitation and the similar inability of any board member or board members to speak for the board.

8.6 Board members will make no judgments of the president or staff performance except as that performance is assessed against explicit board policies by the official process.

F. Confidentiality
Board members shall maintain the confidentiality of personnel and other matters reviewed at legally-held closed meetings of the board.

G. Dissent
No board member shall attempt to interfere with the implementation of any duly approved board action. However, each board member reserves the right to dissent.

**H. Public Communications**

Pursuant to a majority vote of the board, the chair alone shall speak for the board. Individual board members may only speak for themselves.

**I. Respect and Courtesy**

1. Board members shall be ethical, courteous, and respectful of fellow trustees as well as the president, the staff, the citizens of Howard County and the State of Maryland, and the public in general.

2. Board members shall refrain from interference with established lines of authority or normal procedures for the handling of personnel complaints or grievances. Any information requests from individual trustees should be made to the board chair or president. The board chair will be responsible to work with the president to ensure that a response is reasonably provided in a timely manner and shared with other board members, as appropriate. Should the board chair intend to share a response requested by an individual trustee with the full board, the board chair will consult with the trustee who initially raised the question before the response is shared with the full board.

**J. Censure**

If a board member fails to abide by the Code of Conduct, s/he may be censured or terminated upon recommendation of the chair or vice-chair, by a majority vote of the board.
ARTICLE IV

ARTICLE IV: BOARD OFFICERS AND THEIR DUTIES

Article IV of the board bylaws is pursuant to the Annotated Code of Maryland, Education, Division III. Higher Education, Title 16. Community Colleges, §16-102 Officers; meetings. This section is intended to be consistent with applicable laws of the State of Maryland; in the event of any conflict between these bylaws and state law, state law prevails.

A. OFFICERS OF THE BOARD OF TRUSTEES

1. The officers of the board shall be a chair, a vice chair, and the secretary/-treasurer (the president).
2. The board chair shall serve as the presiding officer of the board. The board chair shall review the proposed meeting agenda and make changes as appropriate including input from board members.

B. ELECTION OF OFFICERS

The chair and vice chair shall be elected annually by the board at its last public meeting for the fiscal year.

C. SPECIAL ELECTION

In the event of a vacancy prior to a regular election, the board shall conduct a special election of chair or vice chair.

D. DUTIES OF BOARD OFFICERS

1. The board chair shall:
   a) Preside at all meetings of the board;
   b) Select the members of the committees approved by the board;
   c) Decide all questions of order, subject to an appeal to the board;
   d) Sign all necessary legal instruments approved by the board;
   e) Sign all reports to be filed by law or state regulation;
   f) Negotiate the president’s compensation packet within the parameters set by the board of trustees;
   g) Call special meetings of the board;
   h) Represent the board at public meetings;
   i) Coordinate with the college president, as appropriate, trustee issues concerning the college;
   j) Chair the board’s audit and finance committee, and
   k) Perform other duties common to this office or as may be assigned him or her from time to time by the board of trustees.

2. The vice chair of the board vice chair shall:
   a) Preside in the absence of the chair;
   b) Chair the board’s legislative and community relations committee, and
   c) Perform other duties that are common to this office as may be assigned to him or her from time to time by the chair of the board chair.
3. The secretary-treasurer (the president) of the board shall:
   a) Prepare the agenda, with the chair, for meetings of the board;
   b) Send out notices and correspondence of the board;
   c) Be responsible for maintaining an accurate record of the minutes of the board, which shall be available to the public;
   d) Prepare any required reports;
   e) Prepare the annual operating budget for the office of the board; and
   f) Perform such other duties, as may be assigned to him or her from time to time by the board.

E. MEETING ATTENDANCE

In accordance with state requirements, members of the board of trustees shall be required to attend at least 50 percent of required meetings during any consecutive 12-month period. Required meetings include: work sessions, regular meetings, retreats, and special meetings. Committee meetings only for committees to which the trustee is assigned, and commencement. Any trustee who fails this requirement shall be considered to have resigned. Not later than January 31 of the year following the end of the 12-month period, the chair of the board shall forward to the Governor: (1) the name of any individual considered to have resigned; and (2) a statement describing the individual's history of attendance during the period.

Not included in the required meetings that are tracked to meet the state attendance requirement noted above, are other important meetings that require trustees' attendance. These include committee meetings for committees to which the trustee is assigned and commencement.
ARTICLE V

ARTICLE V: BOARD MEETINGS AND PROCEDURES

Article III of the board bylaws is pursuant to the Annotated Code of Maryland, Education, Division III. Higher Education, Title 16. Community Colleges, §16-102 Board of community colleges trustees; §16-102 Officers; meetings. In addition, 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 under the Maryland Open Meetings Act, Title 3 of the General Provisions Article § 3-305 to conduct certain portions of its meetings in closed session. This section is intended to be consistent with applicable laws of the State of Maryland; in the event of any conflict between these bylaws and state law, state law prevails.

A. REGULAR MEETINGS

Meetings of the board shall be held at least four times during the academic year. Unless the chair designates otherwise, the board will meet on the campus of the college. Seven days written notice of each meeting is deemed sufficient notice; such notice shall contain the agenda for the meeting. Public notice of all meetings shall be given in accordance with Maryland's Open Meetings LawAct.

B. SPECIAL MEETINGS

A special meeting may be held at the call of the chair or at the call of three members, provided that written notice of such special meetings shall be given by the secretary-/treasurer (the president) to each member of the board not less than three (3) business days in advance and shall state the matters to be considered. No other matters shall be considered at said meetings except with the consent of all the members of the board present at such meeting.

C. EMERGENCY MEETINGS

An emergency meeting may be called by the chair, or the president at the request of the chair, provided written or verbal notice is given 24 hours in advance when possible. An emergency is defined as an event that poses an imminent danger to persons and/or property or which would significantly affect the operation of the college unless immediate action is taken. In the event that a quorum of the board is unable to be convened after notifying all members, the board chair or his/her designee has the authority to act on behalf of the board. Any action(s) taken by the chair or the designee must be fully reported to the members of the board at the board's next scheduled meeting.

D. SUMMER APPROVALS

Traditionally during the summer months, June and July, the board of trustees does not hold a regular business meeting. So that the critical work of the college that requires board approval is accomplished (i.e., certain purchases, summer graduates, etc.), the board authorizes the board chair to act on its behalf. Authorization to approve summer items is granted to the board chair by the full board at its regular May regular business board meeting. Summer items are...
then brought to the board of trustees for ratification at its August regular board meeting.

E. POSTHUMOUS DEGREE AND CERTIFICATE APPROVAL
The college grants posthumous degrees and certificates with the approval of the board of trustees. Posthumous degrees and certificates are awarded at the college’s spring commencement. A request for a posthumous degree may be presented for board approval when there is no regularly scheduled board meeting that will fall prior to the spring commencement date. In these rare instances, the board chair may act on the request to approve a posthumous degree or certificate; the approval will be taken to the full board for ratification at the board’s next regular meeting.

F. PRESIDING OFFICER
The chair or, in his/her absence, the vice chair, shall preside at all meetings of the board. In case the chair and vice chair are not present at the time appointed for any meeting of the board, the president of the college shall call the board to order and a chair pro tempore shall be appointed by the board for the meeting or until the appearance of the chair or vice chair.

G. QUORUM
1. A quorum shall be defined as the majority of the appointed membership of the board, not including any vacancies. A majority of the voting members present may legally act in any manner of business that comes before the board, unless some greater number is required by statute or by the bylaws.

2. The members of the board have legal authority only when the board is in formal session and when a quorum is present, subject to the provision on emergency action.

H. REMOTE PARTICIPATION IN MEETINGS
The Maryland Open Meetings Act permits a member of a Maryland community college board of trustees to participate in a public meeting by remote connection as long as the board is in compliance with the requirements of the act. In order to ensure compliance by the Howard Community College Board of Trustees, full guidelines for remote participation are located on the board’s portal. Abridged guidelines are as follows:

1. A trustee who wishes to participate in the meeting using electronic means should notify the chair of the board and the secretary/treasurer of the board at least ten days prior to the scheduled meeting date.

2. Remote participation may take place via phone conferencing or video conferencing. The trustee may participate remotely in a meeting only if the electronic means can and will be broadcast, allowing the trustee participating remotely to hear/see and be heard/seen simultaneously by the other trustees and members of the faculty, staff, public, and press present at the meeting. The
secretary/treasurer will work directly with the trustee regarding the remote connection arrangements.

3. For closed meetings of the board of trustees at which a trustee wishes to participate remotely, electronic means will be used to ensure that all trustees and staff present can hear/see and be heard/seen simultaneously and to participate fully.

4. Any board member who participates in a meeting by electronic means will count toward the number of trustees needed to constitute a quorum for that meeting and will be permitted to consider, discuss, and vote upon any matter before the board as if the trustee were physically present at the meeting.

5. Whether a full board meeting or a committee meeting, the chair of the board chair or committee chair or the chair’s designee must be physically present to conduct the meeting.

I. AGENDA

The president shall prepare an agenda for the board’s work session, regular meeting, and, if needed, closed session, in cooperation with the board chair, and submit it to the members of the board at least one week in advance of regular meetings and three (3) business days in advance of special meetings. Board members should be given the opportunity to suggest agenda items in advance of the meeting.

J. REPORTS TO THE BOARD AGENDA ITEMS

1. The administration shall present to the board all items that require board action and approval including items that require board approval by state law, bylaws, or board policy. These matters shall be presented as CONSENT items—-in the form of resolutions or requests for approval—-including but not limited to approval of programs and degrees, annual budgets, new hires, and contracts and procurements as outlined in college policy and procedure. Consent items may be approved in a single vote if the board so chooses.

2. The board shall also receive as BOARD PRIORITY items, items that are deemed to be of particular importance. Votes will be taken on these items if necessary.

3. The board shall also receive as DISCUSSION items, items that may need further discussion by the board before a vote can be taken. A vote can take place following the discussion or at a future meeting.

4. Other items may be provided as INFORMATION items. These items will be presented for information and discussion but do not require consent of the board.

5. The board shall also receive the annual budgets approved by the county, annual audit reports, the Maryland Higher Education Commission performance accountability report, and other assessment reports as enumerated elsewhere in these bylaws.
6. Prior to the regular board meeting, a WORK SESSION is provided for the trustees. Items that are presented during the work session include the introduction of new employees, an informational presentation on topics that the board has requested or the administration has recommended to the board, and, on occasion, the recognition of special guests. The January work session is focused on the college’s proposed budget request and is scheduled two weeks prior to the regular January board meeting.

K. VOTING PROCEDURES
1. All matters coming before the board for approval shall be decided by a majority vote of a quorum present at the meeting, except those questions that, by law, by rules and regulations of the Maryland Higher Education Commission, or by the provisions of these bylaws, require a different vote and/or approval criteria. Wherever in these bylaws reference is made to a majority vote of the board, it shall refer, unless otherwise stated, to a majority vote of the trustees present at any meeting.

2. Unless otherwise directed by a majority vote of the board, meetings of the board shall be conducted in accordance with the parliamentary procedure prescribed in the latest edition of Robert's Rules of Order.

L. PUBLIC ATTENDANCE
1. The general public is invited to attend and observe any open meeting of the Board of Trustees of Howard Community College. These meetings include regularly scheduled full board meetings and board subcommittee meetings.

2. Except in instances when the public is expressly invited to engage in testimony, questions, comments, or other forms of public participation, or when public participation is otherwise authorized by law, no member of the public attending an open meeting may participate in the meeting.

3. A member of the public who wishes to present any matter of concern pertaining to Howard Community College to the board of trustees must submit a written request to the secretary/treasurer of the board at least 72 hours prior to the regularly scheduled public meeting for review and response. In emergency situations, the board may, by a majority vote, give visitors who have not presented a written request in advance an opportunity to present their concerns to the board in any regular public meeting. The board, in recognition of the need to complete its business within reasonable time, reserves the right to terminate a presentation of this nature may limit the presentation to three minutes.

A member of the public attending an open session of the Board of Trustees of Howard Community College may not engage in any conduct that disrupts the meeting or that interferes with the right of members of the public to attend and observe the meeting.
4. The presiding officer may order any person who persists in disruptive conduct or who violates any other regulation concerning the conduct of the open meeting to be removed from the meeting and may request assistance from the college’s public safety office to restore order. The presiding officer may recess the meeting while order is restored.

A member of the public, including any representative of the news media, may record discussions of the Board of Trustees of Howard Community College at an open meeting by means of any recording device if the device does not create an excessive noise that disturbs members of the board of trustees or other persons attending the meeting.

5. With 72 hours prior written notice to the secretary-treasurer of the board, a member of the public, including any representative of the news media, may record discussions and photograph or record video of the proceedings of the Board of Trustees of Howard Community College at an open meeting as long as the camera is operated without excessively bright artificial light or does not create an excessive noise, either of which might disturb members of the board of trustees or other persons attending the meeting. A representative of the news media may broadcast or televise the proceedings of the Board of Trustees of Howard Community College at an open meeting if the equipment used abides by the same rules and does not disturb members of the board of trustees or other persons attending the meeting.

A member of the public who intends to record, photograph, or broadcast any portion of an open meeting must notify the secretary-treasurer of the board in writing 72 hours prior to the open meeting during which the recording, photographing, or broadcasting will take place. Additionally, the presiding officer may restrict the movement of a person who is using a recording device, camera, or broadcasting or television equipment if such restriction is necessary to maintain the orderly conduct of the meeting.

A recording of an open meeting made by a member of the public, or any transcript derived from such a recording, may not be deemed a part of the record of any proceeding of the Board of Trustees of Howard Community College.

M. AMENDMENT TO THE BYLAWS

1. The bylaws may be amended at any meeting of the board, provided the proposed amendment was mailed, faxed, or sent electronically to all members of the board at least one week prior to the board meeting and provided it was presented for review and discussion at a prior meeting. Amendment of the bylaws requires approval by a majority of the appointed members of the board.
ARTICLE VI

ARTICLE VI: COMMITTEES OF THE BOARD

Article VI of the board bylaws is pursuant to the Annotated Code of Maryland, Education, Division III. Higher Education, Title 16. Community Colleges, §16-102 Officers; meetings. This section is intended to be consistent with applicable laws of the State of Maryland; in the event of any conflict between these bylaws and state law, state law prevails.

A. BOARD COMMITTEES
   The chair shall appoint members of committees that have been approved by the board. The appointed committees shall exercise authority as specially granted to them by formal board action.

B. AUDIT AND FINANCE COMMITTEE
   The audit and finance committee shall be a standing committee of the board. The committee shall consist of three members, appointed annually by the chair. The board chair, who is one of the three members, shall serve as chair of the audit and finance committee. All members of the board are invited and encouraged to observe meetings of the audit and finance committee.

C. Duties and Responsibilities:
   1. The committee shall discuss with the president the parameters of the budget before budget development and advise the administration on budget development. The full board will review the proposed budget at a January work session.

   2. The committee shall meet quarterly or as needed and shall determine the types and frequencies of reports necessary to monitor the college's financial operations to ensure that the expenditures comply with the budget and financial expectations.

   3. The committee may conduct a periodic review of academic and administrative policies and procedures and board policies to ensure effective controls.

   4. The committee shall recommend to the board the selection and terms of engagement of an external independent auditor. The auditor shall submit to the audit and finance committee a management letter, preliminary report, and the final audit report. The committee shall approve receive the administration's responses to the audit findings. The administration shall submit to the committee its periodic report on satisfying the audit exceptions, if necessary.

   5. The committee monitors the board functions required by state code, particularly §16-103 Powers of the Board of Trustees, and reports significant variances to the board and recommends actions to be taken by the board based on the information the committee has received.
D. LEGISLATIVE AND COMMUNITY RELATIONS COMMITTEE

The legislative and community relations committee members shall be appointed by the board chair annually. The legislative and community relations committee is chaired by the board vice chair, who is one of the three members. The committee shall review and recommend the college’s legislative plan at the county, state, and federal levels. Additionally, the committee members shall recommend recipients for the Trustees’ Award for Outstanding Service to Howard Community College, honorary degrees, and the James Clark, Jr. Medal. All board members are invited and encouraged to observe.

E. OTHER COMMITTEES

1. Upon the request of the board, the chair may appoint other committees or appoint members to serve on college advisory committees. The chair shall appoint a member of the board to act as a non-voting ex-officio liaison to the Howard Community College Educational Foundation Board. A member of the board of trustees cannot be appointed to serve as an individual on the foundation board. A member of the board can serve as a non-voting ex-officio liaison to the foundation but they must be clear that they are representing the board of trustees and not serving as an individual member of the foundation board (for further details see Appendix A from State Ethics Commission discussion).

2. The Maryland Association of Community College (MACC) is governed by a 32-member board of directors that is composed of the president and a trustee from each of the 16 Maryland community colleges. A member of the HCC board of trustees, typically the board chair, serves on the MACC board of directors. If the board of trustee’s chair is not able to serve on the MACC board of directors, s/he shall appoint a trustee from the HCC board to serve on the MACC board of directors.
ARTICLE VII

ARTICLE VII: BOARD EXECUTION AND EVALUATION OF POLICY

Article VII of the board bylaws is pursuant to the Annotated Code of Maryland, Education, Division III. Higher Education, Title 16. Community Colleges, §16-104. President. This section is intended to be consistent with applicable laws of the State of Maryland; in the event of any conflict between these bylaws and state law, state law prevails.

A. PRESIDENT

1. The board of trustees shall appoint a president of the college who shall serve as the chief executive officer of the college and secretary-treasurer for the board of trustees.

2. As the chief executive officer, the president shall be directly responsible to the board for directing the educational program in accordance with the policies established by the board. The president shall be accountable to the board for all matters pertaining to his/her responsibilities. The president shall be responsible for implementing the bylaws, resolutions, and policies of the board in accordance with state law and the limitations parameters adopted by the board.

3. The president shall use his/her best efforts to implement policies of the board of trustees and promote the development and efficient operation of the college. The president shall diligently implement policies and procedures of the board of trustees and expeditiously document and disclose all variances.

4. The president may hire, suspend, and discharge faculty and employees consistent with policies and procedures authorized by the board of trustees. In the event of termination, an employee shall be given reasonable notice of the grounds for dismissal and an opportunity to appeal to the president, who shall then notify the board of trustees, if necessary. The board, in its discretion, shall determine whether it will or will not review an employment decision.

5. The president may delegate any portion of the president’s authority to other officers of the college, subject to the right of the board of trustees to rescind or modify the delegation in whole or in part, at any time.

B. PLANNING AND BUDGETING

1. Each January, the president shall submit to the board, for preliminary approval, the college’s proposed integrated core work and strategic operating plan and budget. This plan shall be submitted to the county and state. Once funding levels are determined, the board will receive the revised plan for final approval.

2. The accompanying calendar shall serve as a guide to determine when the board addresses key issues related to the annual schedule for the board to approve decisions of operational and budgetary nature.
## Suggested Timeline for Important Tasks

| August          | • Review of prior year’s outcomes  
|                 | • Revision of current year’s plan based on funding |
| September       | • Audit and finance committee and board of trustees discuss capital budget proposal  
|                 | • Review capital budget plan  
|                 | • Report on [core end] Key Performance Indicator Report on [core end]: Strategic Planning |
| October         | • Report on [core end] Key Performance Indicator Report on [core end]: Student and Stakeholder (Customer) Focus  
|                 | • Board of trustees approves capital budget  
|                 | • Board of trustees reviews audit |
| November        | • Audit and finance committee discusses operating budget parameters  
|                 | • Key Performance Indicator Report on [core end]: Measurement, Analysis, and Knowledge Management |
| December        | • Mid-year report from the president  
|                 | • Board of trustees prepares mid-year evaluation of the president |
| January         | • Work session and meeting to review and approve the proposed integrated core work and strategic plan and budget for upcoming year  
|                 | • Mid-term meeting of board chair and president |
| February        | • Key Performance Indicator Report on [core end]: Workforce Focus |
| March           | • Key Performance Indicator Report on [core end]: Operations Focus  
|                 | • Board of trustees should approve auditor at this meeting if it has not done so at a prior meeting |
| April           | • Key Performance Indicator Report on [core end]: Leadership  
|                 | • Board of trustees approves revised operating budget (if necessary)  
|                 | • Diversity Plan Report |
| May             | • Approval of final plan and budget  
|                 | • Annual report of the president  
|                 | • Review and approval of vision, mission, values, and strategic goals for budget development for year after upcoming year  
|                 | • Approval of benchmarks for the Maryland Higher Education Commission performance accountability indicators ([approximately every five years](#)) |
| June            | • Board of trustees gives written evaluation to the president |
| Board chair meets with president |
| Board of trustees approves Maryland Higher Education Commission performance accountability plan |
C. THE PRESIDENT’S REPORTS AND PERFORMANCE EVALUATION

1. The president shall report on key performance indicators (core ends) annually. The board shall review the Maryland Higher Education Commission (MHEC) Indicators (§11-304 Performance accountability plan) submitted to the state each year.

2. The president shall submit a written report to the board in December and May reflecting information on organizational performance in terms of specific objectives set forth by the board. With advice of members of the board, the board chair shall prepare a written evaluation of the president’s performance within thirty days of reviewing the president’s report.
APPENDIX A

Dual Service on Howard Community College’s Board of Trustees and the Howard Community College Educational Foundation Board, Inc.

Conclusions from a phone call with Suzanne Fox, State Ethics Commission, December 2, 2004, 9:45 am.

Present: Roberta Dillow, Patrick Huddie, Katherine Rensin, Mary Beth Tung, trustees; Mary Ellen Duncan, president; and Erin Marek, executive associate to the president.

Principles Discussed:

• The ethics commission has found non-compensated service on State governing boards to be employment. Public Ethics Law section 15-502 prohibits an employee (in this case a member of the Howard Community College board of trustees appointed by the Governor) from being employed by an entity (sitting on another board – i.e., Howard Community College Educational Foundation) that contracts with this agency (Howard Community College), and further bars any other employment that would impair his impartiality or independence of judgment.

• A member of the board of trustees cannot be appointed to serve as an individual on the foundation board. A member of the board CAN serve as a non-voting ex-officio liaison to the foundation but they must be clear that they are representing the board of trustees and not serving as an individual member of the foundation board.

• HOWEVER, if the potential conflict exists prior to the individual’s appointment to the board of trustees (i.e., service on the foundation board occurs prior to board of trustees appointment), and if it is disclosed to the appointing authority (i.e., the Governor) prior to appointment to the board of trustees and the appointing authority sees no conflict of interest, then the individual may serve on both boards until the term that is being served on the foundation board expires. BUT, they must recuse themselves on any issues that have a potential conflict of interest with the Board of Trustees.

• A person who is serving as an individual on both boards should not be the board liaison to the foundation. Instead, another trustee representing the board’s interests should be appointed liaison (non-voting/ex-officio member) if that is so specified in the bylaws.

• University System of Maryland has special legislation waiving the prohibition against dual service.
H-3 Discussion Item: Board Policies Revisions

**Background:** The LCR committee conducted a review of the Howard Community College board of trustees policies at its February 2, 2017, meeting. With the support of the committee, the draft policies are being presented to the board of trustees as a discussion item, giving the board an opportunity to make any final recommendations. The final draft of the policies will then be included in the March 22, 2017, consent materials for approval.

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**Recommendation**

The administration requests that the board of trustees discuss the policies with the changes recommended by the legislative and community relations committee.
# Howard Community College
## Board of Trustees’ Policies

(Please note, the table of contents will be updated after all changes have been made and approved.)

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Preamble

The Board of Trustees of Howard Community College governs in compliance with the Annotated Code of Maryland, Education, Division III. Higher Education, Title 16, Community Colleges, the State of Maryland Ethics Laws Provisions, the Maryland Open Meetings Act, and other applicable laws of the State of Maryland, as well as subject to the authority of the Maryland Higher Education Commission.

In addition, the board follows Carver’s Policy Governance© as the model for its governance principles. Central to the Policy Governance model is the premise that the board governs through setting overarching institutional policy goals, known as Ends. The Ends focus on the “institution’s purpose.” Ends are measured by key performance indicators (previously termed by the college as core ends), which include external and internal outcomes, results, and impacts of the college’s work. Means are activities that accomplish the Ends. The college's key performance indicator system aligns with the Malcolm Baldrige Educational Excellence Criteria and includes the mandated Maryland Higher Education Commission (MHEC) state indicators.

The board also subscribes to the Greenleaf Servant Leadership philosophy and principles. Servant Leadership is both a philosophy supported by practices and actions that places service to constituents first in a leader’s role. A servant leader serves and ultimately leads by “putting the needs of others first, and helping people develop and perform as highly as possible.”

Both Policy Governance© and Servant Leadership shape the board’s culture and approach to governance.

*Taken from http://www.carvergovernance.com/model.htm
**Taken from https://www.greenleaf.org/what-is-servant-leadership/
POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: Governance Commitment

The board of trustees is the legal repository of authority for the operation of Howard Community College.

The purpose of governance is that the board, on behalf of the citizens of Howard County and the State of Maryland, guarantees the accountability of Howard Community College by assuring that the board: 1) achieves appropriate results for the appropriate persons at an appropriate cost; and 2) avoids unacceptable activities, conditions, and decisions.

In fulfillment of this charge, the board is committed to rigorous and continuous improvement of the college. Continuous improvement shall include:

1. A self-evaluation of the board, which is conducted on an annual basis as a means of continually improving trustee performance.

2. An effective performance evaluation system for all employees—faculty and staff—shall be maintained as a means of continually improving employee performance.

3. A institutional effectiveness system that is used to support the college's strategic planning and evaluation systems, which include the mission, vision, values, and strategic goals.

3.4. An institutional effectiveness system, which includes financial, student, program, and human resources information, and shall be maintained as a means of improving organizational performance.

4.5. Internal and external benchmarking data that are used as a component to measure effective performance and responsiveness to stakeholders.

5. The institutional effectiveness system shall also be used to support the college's strategic planning and evaluation systems, which include the vision, mission, and strategic goals.


Drafted: 11/09/1996
Adopted: 02/26/1997
Reviewed: 03/21/1998
Approved: 04/26/2000
Revised: 12/11/2000
Approved: 03/21/2001
Revised & Approved: 10/22/2008
Revised & Approved: 04/30/2014
As delineated in the Annotated Code of Maryland, Education, Division III. Higher Education, Title 16. Community Colleges, §16-103 Powers of board of trustees §16-103 Powers of board of trustees of the Annotated Code of Maryland, and subject to the authority of the Maryland Higher Education Commission, each board of community college trustees has the powers and duties set forth in this section. The board of trustees:

1. May establish and operate one or more community colleges with the approval of the Maryland Higher Education Commission.

2. Shall exercise general control over the community college, keep separate records and minutes, and adopt reasonable rules, regulations, or bylaws to carry out the provisions of this subtitle.

3. May fix the salaries and tenure of the president, faculty, and other employees of the community college.

4. May purchase, lease, condemn, or otherwise acquire any property it considers necessary for the operation of the community college.

5. May sell, lease, or otherwise dispose of community college assets or property.

6. May, with the president, execute a conveyance or other legal document under an appropriate resolution of the board.

7. With the approval of the commission, permit the county board of education to use the lands, buildings, or other facilities of the community college; and with the approval of the county board of education, use any land, buildings, assets, or other facilities of the county board of education.

8. May apply for and accept any gift or grant from the federal government or any other person.

9. May determine, subject to the minimum standards of the commission, entrance requirements and approve offerings that consist of: transfer programs offering the equivalent of the first two years of a bachelor’s degree program; career programs offering technical, vocational, and semiprofessional education; and continuing education programs.

10. May charge students reasonable tuition and fees set by it with a view of making college education available to all qualified individuals at low cost.
11. May sue and be sued.

12. May make agreements with the federal government or any other person, including agreements between counties to support a regional community college, if the board considers the agreement advisable for the establishment or operation of the community college.

13. Shall style its name as “the Board of Trustees of Howard Community College.”


Additionally, the board of trustees:

15. Shall govern the college through written policies, which address ends and presidential limitations.

16. Shall approve changes in bylaws and policies.

Drafted: 11/09/1996
Adopted: 02/26/1997
Reviewed: 03/21/1998
Revised: 04/23/1998
Approved: 01/26/2000
Revised & Approved: 10/22/2008
Revised & Approved: 04/30/2014
Howard Community College (HCC) conducts an annual systematic, integrated strategic planning and budget development process. Reviewing the mission, vision, and values, setting strategic goals and action plans, developing and allocating the budget, and assessing outcomes are critical components of HCC’s strategic planning cycle.

The decision-making process for planning and budgeting is collaborative. The planning process engages all campus groups through representation on or participation in the college’s planning council, which makes recommendations to the president and the president’s team.

The board plays an integral role in strategic planning and budgeting as it reviews, offers feedback, and ultimately approves the college’s strategic plan and budget. The board monitors organizational performance in accomplishing its strategic plan through a key performance indicator system. The board receives reports on the college’s progress on its key performance indicators at the board’s regular monthly meetings.

In addition to examining key performance indicators, the planning process also is accomplished through environmental scanning and distilling ideas from the college’s internal and external stakeholders. A major initiative that brings the larger college community together for long-term planning purposes is the Commission on the Future (commission). The commission seeks

**Purpose:**

The purpose of the Commission on the Future is to identify innovative ideas, emerging issues, and alternatives for the future of Howard Community College (HCC). Objectives for the commission include:

- Identifying innovative ideas and alternatives to be considered in preparing HCC for the future.
- Increasing HCC’s responsiveness to the emerging learning needs of Howard County.
- Establishing a process that will serve as a model for continued citizen participation in helping the college prepare for the future.
- Creating a widely understood and shared vision for the future of HCC.
- Promoting an understanding of the mission of HCC.

Every fifth year, the commission conducts its intensive examination of the college during the college’s fall semester. Selection of Members:

The commission is comprised of citizens from a variety of backgrounds and industries business and organizations with interests in the economic, cultural, and educational development of Howard County. Members of the board of trustees serve on the commission. The chair and members of the commission are appointed by the president in consultation with the board of trustees.
Process:
Every fifth year, the commission shall go through an intensive examination of the college, during which it shall meet on a monthly basis during the college’s fall semester. At the conclusion of the intensive examination period, the chair of the commission shall give a final report on the work of the commission to the board of trustees and the college community. During the intermediate years, the commission shall receive annual updates on the status of recommendations. To facilitate its functions during the extensive review, the commission members are assigned to task forces on various topics of study. The task forces conduct their inquiry through interviews of key individuals and open forums. They are encouraged to invite experts to address the issues before the task force, to identify and discuss appropriate readings, and to use web resources, national reports, and local perspectives to ensure a wide range of viewpoints on how the community college should be preparing for the future.

At the conclusion of the intensive examination period, the chair of the commission delivers a final report on the work of the commission to the board and the college community during the college’s winter convocation. The college considers these recommendations as it designs the next long-term strategic plan. During the intermediate years, the commission receives annual updates on the status of recommendations.

Drafted: 06/13/2003
Adopted: 08/27/2003
Revised & Approved: 10/22/2008
Revised & Approved: 04/30/2014

Officers:
The chair of the Commission on the Future is appointed by the president in consultation with the board of trustees.
Task Forces:

To facilitate its functions during the extensive review, the commission will develop task forces on various topics of study and appoint Howard County citizens chosen for their expertise and interest in task force topics. The chair will appoint commission members to serve as chairs or members of the task forces. Each task force will meet at will. Recommendations for participants will be made by the college and the board.

The task forces will conduct their inquiry through interviews of key individuals and open forums. They will be encouraged to invite experts to address the issues before the task force, to identify and discuss appropriate readings, and to use web resources, national reports, and local perspectives to ensure a wide range of viewpoints on how the community college should be preparing for the future.
POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: Board’s Role in Fundraising

The Board of Trustees of Howard Community College (HCC) recognizes that the Howard Community College Educational Foundation, Inc. board’s primary responsibility is to build an endowment and raise funds for HCC. The foundation operates as a separate entity and the board of trustees can choose to have no relationship with the foundation board.

However, there are some areas that the trustees should keep in mind because their actions can facilitate the ability of the foundation board to raise funds:

1. Good professional relations should be maintained between the two boards.

2. The HCC board liaison should report regularly on the work of the foundation. Additionally, the board of trustees should recognize the work of the foundation board annually.

3. The board of trustees may be able to identify potential prospects or have direct access to prospective donors. In such a case, a trustee may be willing to ask for money on behalf of the college. This should be done in cooperation with the foundation board.

4. The trustees need to recognize their “public persona.” While not involved in direct fundraising, the trustees need to recognize that people give to people they like and trust. The trustees must show spirit and enthusiasm for the college that inevitably attracts enthusiastic advocates, who often remain committed to the college for years to come.

5. The president should routinely inform the chair of the board of trustees of major gifts and pledges that are $5,000 and above. The board chair formally thanks the donors for major gifts and pledges on behalf of the board of trustees.

6. The trustees should recognize and support the president’s role in friend-raising and fundraising, including an adequately staffed development office, overseen by the president.

7. The HCC board is expected to participate in the foundation’s fundraisers to demonstrate commitment and support.

Adopted: 04/21/1999
Revised & Approved: 10/22/2008
Revised & Approved: 04/30/2014
POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: The Political Process and the Board of Trustees

The college has an obligation to inform trustees, employees, faculty, and staff, and students about local, state, and federal issues. This must be conducted in a fair, open, non-partisan manner, offering diverse views. As citizens of Howard County, Maryland, all members of the college community are encouraged to register to vote and to encourage students to register to vote.

As such, the board of trustees is especially encouraged to be informed about local and state government and is encouraged to participate in forums and read material about candidates and issues. Trustees may even become more actively involved in the political process, however, they must be careful to maintain the professionalism of their primary obligation to the college. Therefore:

1. No board member shall engage in political activity using the resources of the college (e.g., copying materials, borrowing or lending technology, using college staff, etc.). Any involvement in political activity should be as an individual, not as a member of the Howard Community College Board of Trustees and, in any case, may not involve the use of college resources, including, but not limited to, facilities and staff.

2. No board member may use any Howard Community College property or symbol (e.g., logo, signage, electronic images) in any political campaign materials or activities.

3. No board member may solicit funds for political purposes on campus. Additionally, no retribution can be taken against any employee or student who does not accept an invitation to a political event or contribute money to a candidate.

4. The board prohibits the president and vice-presidents from expending any funds (state law) for any political fundraising activity.

5. The board prohibits the president and vice-presidents from attending any political fundraisers by candidates.

6. The board prohibits the president and vice-presidents from running for political office while employed full-time at the college.

7. In the event a board member secures any employment that could reasonably be perceived as a conflict of interest, s/he must withdraw from board deliberation, voting, and access to applicable board information, and/or seek a leave of absence during the term of the employment. A leave of absence taken under such circumstances shall not be counted against the trustee’s required meeting attendance.
7. **Attendance.** If the employment is of a permanent nature and consistently creates a conflict of interest, the board member must resign.

   a. Any board member who takes a leave of absence in excess of twelve months shall be deemed to have resigned from the board.
   b. Board members on a leave of absence may receive all publicly available board documents but will not have access to confidential materials.

8. To avoid drawing the college into unnecessary conflict, it is the expectation of the board that a board member will not pursue elected office while serving on the board. In the event that a board member does pursue elected office of any type, s/he is cautioned to keep the role of a board member separate and distinct from the role s/he assumes in a political campaign. If elected, the board member is required to obtain a state ethics opinion as to whether s/he may remain a board member while holding the specific elected position.

8. In the event a board member pursues political office, s/he must resign from the board at the time s/he files for candidacy. (Subject to Attorney General advice.)
POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: International Education

The United States must remain a leader in the global community of the 21st century to maintain its educational and economic vitality. The citizenry must be prepared to engage in worldwide activities related to education, business, industry, and social interaction. To ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multi-culturally competent citizenry. Howard Community College is strategically positioned and experienced to respond to this educational and economic development imperative by educating and training individuals to function successfully in a multicultural and advanced technological environment that crosses all boundaries of education, communications, language, and business. To meet this challenge, Howard Community College provides:

- internationalized curricula;
- campus programming and activities on international issues;
- multicultural activities and programs;
- foreign language programs; opportunities for the study of world languages, both domestically and abroad, to supplement available course offerings on the HCC campus;
- cultural and ethnic studies;
- study abroad programs;
- faculty and student exchange programs;
- professional development;
- technical assistance to other countries and their businesses/industries;
- local/state/national and international forums;
- international student enrollment; and
- other appropriate education and training programs to ensure a well-trained and technically literate workforce, functioning collaboratively with other countries of the world.

Howard Community College is in a strong position to meet these international challenges with a widely dispersed national network committed to accessibility and service to the local community. The board of trustees will actively advocate this international role for Howard Community College and will articulate this mission to the many external publics that Howard Community College serves.

Adopted: 04/26/2000
Revised & Approved: 10/22/2008
Revised & Approved: 04/30/2014

(The Board of Trustees formally endorsed the American Association of Community Colleges’ (AACC) Policy Statement on International Education at its November 17, 1999, meeting. That statement was reformatted as Howard Community College board policy and approved on April 26, 2000.)
POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: Dedication/Naming of College Facilities

The board of trustees may name buildings, rooms, outdoor spaces, etc. after individuals or organizations based on the following criteria:

1. Contributed significantly to the founding or advancement of the college;

2. Contributed financially to the college; the type of space named commensurate with the gift; or

3. Contributed significantly to the community over an extended period of time.

No person currently holding elected or appointed office is eligible for naming rights.

Naming of facilities must be in compliance with state and county regulations.

The board of trustees shall be informed of naming opportunities that are part of the fundraising efforts of the Howard Community College Educational Foundation, Inc.

Drafted: 03/10/2005
Adopted: 04/27/2005
Revised & Approved: 10/22/2008
Revised & Approved: 04/30/2014
All board authority, which is delegated to staff, is delegated through the president, so that all authority and accountability of staff – as far as the board is concerned – is considered to be the authority and accountability of the president.

1. The board directs the president to achieve certain results, for certain recipients, at a certain cost or priority through the establishment of ends. **The board limits the latitude the president may exercise in practices, methods, conduct, and other means to the ends through establishment of means limitations and presidential limitations.**

1.
   a. Decisions or instructions of individual board members, officers, or committees are not binding on the president except when the board has specifically authorized such exercise of authority.
   
   b. In the case of board members requesting information or assistance without board authorization, the president may refuse such requests that require a material amount of staff time or funds or that are disruptive.

Drafted: 11/09/1996  
Adopted: 02/26/1997  
Reviewed: 03/21/1998  
Revised & Approved: 04/23/1998  
Revised & Approved: 10/22/2008  
Reviewed: 03/26/2014
POLICY TYPE: BOARD-STAFF RELATIONSHIP

POLICY TITLE: President’s Role and Constraints

The president is the chief administrative officer of the college. The president is the board’s single official link with the college as an organization. The president is accountable to the board acting as a collective body. The board will instruct the president through written policies delegating implementation to the president.

The president’s responsibilities are:

1. Satisfactory progress on the accomplishment of the key performance indicators (core ends), as measured by the key performance indicators.
2. College operation within the boundaries established in board policies and according to accepted professional ethics and good business practice.
3. Accomplishment of other annual goals and objectives established by the board.
4. Performance of the duties specified by state law.

The evaluation of the president shall be based primarily upon satisfactory progress on the accomplishment of the core ends, as measured by the key performance indicators, and meeting the board’s presidential expectations.

Additionally, the president may not:

1. Deal-Interact with students, staff, or persons from the community in an inhumane, unfair or undignified manner.
2. Make decisions except by a process where openness and fairness is maintained.
3. Permit financial conditions that do not risk fiscal jeopardy or compromise the core ends.
4. Ensure that assets are unprotected, inadequately maintained, or are unnecessarily risked.
5. Cause or allow financial planning for any fiscal period to deviate materially from alignments with the core ends, does not risk fiscal jeopardy, or fail to show a generally acceptable level of foresight.
6. Provide information to the board, community, board, or college constituencies that is knowingly untimely, inaccurate, or misleading or omits information that would be perceived by the board as relevant.
7. Fail to develop and publish an ethics policy that is consistent with the board of trustees’ code of conduct and the State of Maryland’s Code of Ethics.
POLICY TITLE: President’s Role and Constraints and Boundaries

8. Manage the college without written academic and administrative policies and procedures in accordance with the board policies.

9. Fail to report variances in board and academic and administrative policies to the board.

9. Neither alteration of variance reporting nor discouraging of variance reporting is allowed.

10. Fail to take prompt and appropriate action when the president becomes aware of any violation of any laws, regulations, academic and administrative policies, or board policies.

11. Have fewer than two other senior staff familiar with board and presidential issues, plans, problems, concerns, and processes, as well as have a written succession plan in place that is made accessible to the board, fail to inform the board at such time as there are changes to the succession plan.

Drafted: 11/09/1996
Adopted: 02/26/1997
Reviewed: 03/21/1998
Revised: 04/23/1998
Revised & Approved: 12/15/1999
Revised & Approved: 10/22/2008
Revised & Approved: 04/30/2014
Monitoring organizational performance is accomplished through the Howard Community College key performance indicator system (board core ends).

Ends (board core ends) are monitored through key performance indicators in one or more ways:

a. **Internal Report**: disclosure of compliance information to the board from the president.

b. **External Report**: disclosure of compliance information by an impartial, external auditor, inspector, or judge who is selected by and reports directly to the board. This reporting includes direct inspection of documents, activities, or circumstances directed by the board.

Drafted: 11/09/1996
Approved: 02/26/1997
Reviewed: 03/21/1998
Revised: 04/23/1998
Revised & Approved: 12/15/1999
Revised & Approved: 10/22/2008
Revised & Approved: 04/30/2014
Monitoring presidential performance is synonymous with monitoring organizational performance.

1. Annual reports on ends and key performance indicators shall be issued to the board by the president. The board considers college employees, faculty, and staff, students, and the community as important constituents in the evaluation of ends through key performance indicators. Input from all constituents will be gathered as part of the evaluation of the board's core monitoring of ends.

2. The president shall prepare a mid-year report and final self-evaluation for the board annually for discussion at the June retreat. The board will evaluate the president's mid-year review at the December board meeting, and the final review at the June retreat. The board will complete its annual evaluation of the president prior to June 30 each year. (and in mid-year)

Drafted: 11/09/1996
Approved: 02/26/1997
Reviewed: 03/21/1998
Revised: 04/23/1998
Revised & Approved: 12/15/1999
Revised & Approved: 10/22/2008
Revised & Approved: 04/30/2014
The trustees have three-four primary expectations of the president:

1. The president will administer the college to meet the **core** ends within the **limitations-boundaries** and disclosure requirements of the trustees. The president will have wide discretion to implement the programs consistent with her/his administrative style.

2. The president will provide the **trustees-board** with accurate information with respect to the role and scope of current and proposed programs and services. As the primary advisor to the board, the president will provide guidance, advice, and recommendations on the integrated strategic plan and budget presented annually to the board.

3. The president **shall-will** formulate written **academic and administrative and personnel policies and procedures** for the operation of the college in accordance with the adopted board policies.

4. The president will provide leadership at ceremonial functions that will further the college’s mission both in the community and within the college.

5. Other—In addition to the four expectations noted above, other trustee expectations may be delineated separately to the president by the board.
The president shall will create and sustain an environment for teaching, learning, and working that supports the development and realization of human potential and promotes the college’s values. Treatment of and dealing with faculty, staff, students, and persons from the community shall will be humane, fair, and dignified.

The president will:

1. Operate with written college policies and/or procedures that set forth faculty, staff, employee and student rules, provide for effective handling of grievances, ensure due process, and protect against wrongful conditions.

2. Comply with all laws, rules, and regulations pertaining to faculty, staff, and students, including those related to discrimination, equal opportunity, sexual harassment, and rights of privacy.

3. Not prevent faculty, staff, and students from using grievance procedures.

4. Acquaint faculty, staff, and students with their rights and responsibilities.

5. Use methods of collecting, reviewing, or storing client information that protect against improper access to the information elicited.

6. Not approve the hire of anyone where conflict of interest or perceived conflict of interest may exist, without full board disclosure.

Drafted: 11/09/1996
Adopted: 02/26/1997
Reviewed: 03/21/1998
Revised: 04/23/1998
Revised & Approved: 12/15/1999
Revised & Approved: 10/22/2008
Revised & Approved: 04/30/2014
With respect to the actual, ongoing condition of the organization’s financial health, the president may not cause or allow the development of fiscal jeopardy or deviation of actual expenditures from board priorities established in the board adopted budget without approval or disclosure to the board.

The president may not:

1. Authorize purchases for greater than the board-approved purchasing authorization amounts.

2. Execute non-purchasing agreements of up to $100,000 or renew ongoing agreements without disclosure to the board.

3. Allow the awarding of a single sole source contract of less than $24,999.99 or less. Cumulative sole source contracts over $24,999.99 will be disclosed to the board. All sole source contracts must meet board-approved sole source requirements.

4. Obtain authorization from the board should additional funds be anticipated or be needed for a contract in accordance with limits established in the college’s purchasing procedures and approved at the April 28, 2010, meeting of the board.

5. Disclose the name, position control position, work unit, salary scale, and wage of every “budgeted” (position control) employee at the time of appointment.

6. Disclose the name and earnings of temporary and hourly employees, if requested.

7. Allow an employee wage recommended to be outside of the board approved salary scale.

8. Charge tuition or consolidated fees that have been approved by the board.

9. Maintain a cost accounting system sufficient for program cost comparisons and comparison of college practices to best practices.

10. Ensure that there be a separation of duties, such that no person originates, controls, and approves a cost center budget or funds, and that no person, who requests or approves a purchase, verifies the receipt of that purchase.
11. **Fail to disclose** Howard Community College matching dollars for grants during the budget process, and The administration shall disclose all grants received.

Drafted: 11/09/1996
Adopted: 02/26/1997
Revised: 04/23/1998
Revised: 08/25/1999
Revised & Approved: 12/15/1999
Revised & Approved: 10/22/2008
Revised & Approved: 04/28/2010
Revised & Approved: 09/22/2010
Revised & Approved: 04/30/2014
The president **may not cause** allow compensation and benefits to employees, consultants, or contract workers, or volunteers to jeopardize that reflect fiscal integrity or and uphold the college's public image.

The president **may not** shall:

1. Change his or her own compensation and benefits. Work with the board chair in negotiating his/her salary. The board chair then informs the full board of the salary negotiations.

2.1. Promise or imply extend employment to faculty for longer than for up to a two-year period years, or and to other employees or contract workers for more than up to a one-year period and no employment shall be guaranteed.

3.2. Establish current compensation and benefits which create obligations over a longer that are fiscally sound term than revenues can be safely projected.

4. **Fail to disclose** to the board, any permanent change in any employee's compensation, other than the annual salary increase approved by the board.
The board, cognizant of its fiduciary responsibility to ensure that all college property and assets are used to achieve the college’s educational mission, authorizes the use of college property in ways strictly limited by the agreements and partnerships entered by the board in accordance with applicable law. Federal and state laws restrict the manner in which personal property and improvements acquired through tax-exempt bonds, leases, and similar governmental financing transactions may be used. The use of college equipment and employee services will be strictly limited to achieve the college’s public purposes and not misdirected to support private interests without fair and reasonable remuneration and board authorization.

The president shall:

1. **Ensure** against theft and casualty losses, including extra expenses and loss of tuition and fees, in amounts consistent with replacement values or against liability losses to board members, staff, or the college itself in amounts consistent with limits of coverage obtained by comparable organizations.

2. **Ensure unbonded only that all personnel who handle college funds are bonded** access to material amounts of funds.

3. **Ensure** facilities and equipment are properly used and maintained.

4. **Protect Unnecessarily expose** the organization, its board, or staff to claims of liability.

5. **Make any Permit purchases** or commit the organization to a purchases greater than within the authority approved by the board at its April 28, 2010, meeting.

6. **Recommend or make any purchase of new goods or services that:** a) which is not in accordance with state law and board policy; and b) wherein is free of a conflict of interest or appearance of conflict of interest has not been fully disclosed to the board.

7. Receive, process, or and disburse funds under controls that are insufficient to meet board or board-appointed auditor standards.
8. Invest or hold operating capital in violation of compliance with approved investment policy.

9. Acquire, encumber, lease, or dispose of real property without disclosure to the board and board authorization.

10. Make purchases or award contracts where conflicts of interest exist.

11. Maintain an inventory of real properties and capital equipment of value greater than $5,000 owned by the organization.

12. Protect the college’s trademarks, copyrights, intellectual property, critical information, and files from loss or damage.

13. Review annually, with each cost administrator, measures to prevent fraud, waste, and misuse of college assets.

14. Ensure facilities and equipment to be subjected to improper use or for personal benefit are properly utilized.

15. Allow the services of college employees, faculty, and staff to be used for private gain without fair and reasonable remuneration and disclosure to the board.

16. Acquire, encumber, lease, or dispose of real property without achieving fair compensation for the same and with board authorization.

17. Protect college assets from diminishing in value outside of reasonable depreciation and normal wear and tear.

18. Maintain the college’s public image or credibility, particularly in ways that would hinder the accomplishment of its mission.

19. Enter into self-dealing or self-serving agreements or agreements that appear to be self-dealing or self-serving.

Drafted: 11/09/1996
Adopted: 02/26/1997
Reviewed: 03/21/1998
Revised: 04/23/1998
Revised: 08/25/1999
Revised & Approved: 12/15/1999
Revised & Approved: 10/22/2008
Revised & Approved: 04/28/2010
Revised & Approved: 04/30/2014
The president shall support and institute financial planning that funds ends initiatives the means to achieve the ends, is fiscally responsible, and demonstrates may not cause or allow financial planning for any fiscal period to deviate from core ends, risk fiscal jeopardy, nor fail to show a generally acceptable level of foresight.

The president may not cause or allow will ensure budgeting which that:

1. Contains insufficient information to enable the board to: a) accurately project revenues and expenditures; b) separate capital and operational items; c) project cash flow; and d) understand planning assumptions.
2. Is not based upon the board-approved planning goals.
3. Is not at the fund level (e.g., fund 10, 11, 12…) and function level.
4. Does not present program budget information, comparison data, and best practices.
5. Fails to provide the annual funds for board operations.
6. Proposes a capital and operating budget that deviates from aligns with core ends and board budget guidelines.
7. Proposes a budget that does not have a broad base of input.
8. Endangers–Protects the fiscal soundness of future years or ignores–ensures the building of organizational capability sufficient to achieve make progress toward the accomplishment of the ends in future years.
9. Does not properly classify revenues and expenditures and that budgeted amounts reflect expected revenues and expenditures.
10. Fails to control expenditures based upon the board-adopted budget.
11. Fails to disclose amendments to funds and functional budget categories.
12. Fails to provide the board detailed financial information that the board, its auditor, or its consultants require.

Drafted: 11/09/1996
Adopted: 02/26/1997
Reviewed: 03/21/1998
Revised: 04/23/1998
Revised & Approved: 04/30/2014
Critically Reviewed: 09/22/1999
Adopted: 02/26/1997
Reviewed & Approved: 12/15/1999
Revised & Approved: 10/22/2008
Revised & Approved: 04/30/2014
POLICY TYPE: PRESIDENTIAL BOUNDARIES

POLICY TITLE: Communication and Counsel to the Board

With respect to providing information and counsel to the board, the president may not permit the board to be uninformed regarding the organization and its interests.

The president will:

1. Submit monitoring data required by the board in a timely, accurate, and understandable fashion, directly addressing provisions of the board policies being monitored.

2. Inform the board of relevant trends, anticipated adverse media coverage, significant external and internal changes, particularly changes in the assumptions upon which any board policy has previously been established.

3. Maintain the latest version of the board bylaws, board policies, academic and administrative policies, and academic and administrative college policies and procedures on the college’s web page.

4. Present information and provide advice to the board that is timely, complete, accurate, and relevant.

5. Provide mechanisms for official board, board officer, or board committee communications.

6. Deal with the board as a whole and respond to its officers and duly charged committees.

7. Report in a timely manner an actual or anticipated noncompliance with any policy of the board or academic and administrative and personnel college policies or procedure.

8. Supply the board with diversity of opinions and perspectives in order that the board can make fully informed board-realm decisions.

9. Make information available related to resources expended or allocated.

10. Make amendments to the academic and administrative and human resource colleges policies or procedures available.

Adopted: 02/26/1997 Revised & Approved: 10/22/2008
Reviewed: 03/21/1998 Revised & Approved: 04/30/2014
Revised: 04/23/1998
Howard Community College’s (HCC) key performance indicator system (core ends) aligns with the Malcolm Baldrige educational excellence criteria categories 1-6 (note: Baldrige category 7 - Results - are reported with the pertinent section). The key performance indicators core ends include the mandated Maryland Higher Education Commission (MHEC) state indicators. It is acknowledged that some of the chart specifics may shift as the Baldrige criteria, HCC indicators, and MHEC indicators are subject to periodic revision. The administration will denote any such modifications as the reporting cycle progresses and will conduct appropriate research to provide data for these measures. Annual reports on each of the ends with the corresponding key performance indicators core ends are issued to the board of trustees by the president.

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<td></td>
<td>b. Noncredit headcount</td>
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<td>a. Developmental students</td>
</tr>
<tr>
<td></td>
<td>b. College ready students</td>
</tr>
<tr>
<td></td>
<td>MHEC - Fall-to-Fall retention</td>
</tr>
<tr>
<td></td>
<td>a. Pell recipients</td>
</tr>
<tr>
<td></td>
<td>b. Non-recipients</td>
</tr>
<tr>
<td></td>
<td>MHEC - Developmental completers after four years</td>
</tr>
<tr>
<td></td>
<td>MHEC - Successful-persistor rate after four years</td>
</tr>
</tbody>
</table>
### Management

- College-ready students
- Developmental completers
- Developmental non-completers
- All students in cohort

**MHEC - Graduation-transfer rate after four years**
- College-ready students
- Developmental completers
- Developmental non-completers
- All students in cohort

**MHEC - Performance at transfer institutions:**
- Percent with cumulative GPA after first year of 2.0 or above
- Mean GPA after first year

**MHEC - Successful-persistor rate after four years**
- African American
- Asian, Pacific Islander
- Hispanic

### Workforce Focus

<table>
<thead>
<tr>
<th>5. Workforce Focus</th>
<th>HCC score measured against external quality award evaluation for this Baldrige category</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Workforce environment</td>
<td>HCC - Job satisfaction; Annual-annual workforce report</td>
</tr>
<tr>
<td>• Workforce engagement</td>
<td>HCC - Selected internal survey questions such as &quot;Opportunity for job training; Safe safe workplace; Employee employee appraisal process,&quot; etc.</td>
</tr>
</tbody>
</table>

**MHEC - Percent minorities of full-time faculty**

**MHEC - Percent minorities of full-time administrative / professional staff**

### Operations Focus*

<table>
<thead>
<tr>
<th>6. Operations Focus*</th>
<th>HCC score measured against external quality award evaluation for this Baldrige category</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work processes</td>
<td>HCC - Update on learning outcomes assessment projects</td>
</tr>
<tr>
<td>• Operational effectiveness</td>
<td>HCC - Licensure exam passing rate Paramedic, Cardiovascular Technology (VT), Geriatric Nursing Assistant (GNA)</td>
</tr>
<tr>
<td></td>
<td>MHEC - Licensure exam passing rate - NCLEX RN / NCLEX PN, EMT-B</td>
</tr>
<tr>
<td></td>
<td>MHEC - Associate degrees and credit certificates awarded</td>
</tr>
<tr>
<td></td>
<td>• Career degrees</td>
</tr>
<tr>
<td></td>
<td>• Transfer degrees</td>
</tr>
<tr>
<td></td>
<td>• Certificates</td>
</tr>
<tr>
<td></td>
<td>MHEC - Education programs</td>
</tr>
<tr>
<td></td>
<td>• Credit enrollment</td>
</tr>
<tr>
<td></td>
<td>• Credit awards</td>
</tr>
<tr>
<td>MHEC — Science, Technology, Engineering, and Mathematics programs</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>a. Credit enrollment</td>
<td></td>
</tr>
<tr>
<td>b. Credit awards</td>
<td></td>
</tr>
</tbody>
</table>

Adopted: 05/26/2004
Revised & Approved: 10/22/2008
Revised & Approved: 04/30/2014

*Baldrige language differs from college terms. Baldrige uses Customer instead of Student and Stakeholder, and Operations instead of Operations Focus.*
Baldrige
The Baldrige Performance Excellence Program’s goal is to help improve the competitiveness and performance of U.S. organizations for the benefit of all U.S. residents. The Malcolm Baldrige Educational Excellence Criteria is used by the college to help measure its success in achieving the defined ends of the institution.

Ends
Overarching institutional policy goals. The ends focus on the institution’s purpose.

Institutional Effectiveness
Institutional effectiveness at Howard Community College consists of a set of ongoing and systematic, institutional processes and practices that include: planning; evaluation of programs and services; identification and measurement of outcomes across all institutional units, and the use of data and assessment results to inform decision-making and resource allocation. All of these activities are accomplished with the purpose of improving programs and services to increase student success and enhance institutional quality.

Key Performance Indicators
Key performance indicators (KPI) are used to measure ends. KPI include institutional outcomes measured against internal and external benchmarks.

Means
Means are activities that accomplish the ends.
H-4 Discussion Item: Board Ground Rules Revision

Background: During the legislative and community relations committee review of the board bylaws and policies, the committee also discussed a change to the board’s ground rules, item 9. The suggested change would broaden item 9 to permit trustees to send email messages to a quorum of the board or the full board when the content of the email is in compliance with the state’s Open Meeting Act. A draft of the edited item 9 with new wording recommended by the committee is included in these materials for discussion.

Recommendation

The administration requests that the board of trustees discuss ground rule item 9 with the changes recommended by the legislative and community relations committee.
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 Act of the General Provisions Article of the Maryland Code. Email among a quorum of the board must be limited to administrative and informational items and not policy discussions in order to remain in compliance with the Open Meetings Act.
## I-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>March 2017</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| March 8, 2017  
Wednesday  
7:00 pm | County Executive Budget Hearing  
Banneker Room, George Howard Building | • Board Chair Attendance Required |
| March 13, 2017  
Monday  
5:30–8:00 pm | Silas Craft Fundraiser  
Hunan Manor Restaurant | • Trustee Attendance Encouraged  
• Fundraiser for the College |
| March 14, 2017  
Tuesday  
8:30 am | Audit and Finance Committee  
RCF-401 | • Committee Member Attendance Required**  
• Audit Areas for Review  
• Semi-Annual Non-Purchasing Agreement Disclosure  
• Review of Outstanding College Debt |
| March 22, 2017  
Wednesday  
6:00 pm | Work Session / Regular Meeting  
RCF-400 | • Trustee Attendance Required**  
• Information Session: Learning Outcomes Assessment  
• Report on Key Performance Indicator: Operations Focus |
| **April 2017** | | |
| April 10-April 16, 2017 | HCC Spring Break | • College Closed |
| April __, 2017, if needed  
5:00 pm  
TBD | Special Budget Meeting  
RCF-400 | • Hold for Special Budget Meeting, if necessary |
| April 24, 2017  
Monday  
7:00 pm  
NEW! | County Council Budget Hearing  
Banneker Room, George Howard Building | • Board Chair Attendance Required |
| April 26, 2017  
Wednesday  
6:00 pm | Work Session / Regular Meeting  
RCF-400 | • Trustee Attendance Required**  
• Information Session: Nursing/Science and Technology Buildings Renovation Project  
• Report on Key Performance Indicator: Leadership  
• Cultural Diversity Plan Report  
• FY18 Budget Approvals  
• FY18 Faculty Promotions  
• Candidates for Commencement |
| April 28, 2017  
Friday  
6:30-10:00 pm | Vino Scholastico  
HSB Lobby | • Trustee Attendance Encouraged  
• Fundraiser for Student Scholarships |
| **May 2017** | | |
| May 2, 2017  
Tuesday  
6:00-8:00 pm | Entrepreneurial Celebration  
RCF-400/401 | • A Competition of Entrepreneurial Students’ Business Ideas |
<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Event/Location</th>
<th>Tentative Agenda Items/Information</th>
</tr>
</thead>
</table>
| May 4, 2017        | Student Awards Banquet Sheraton Columbia                                       | • Trustee Attendance Required**  
• Trustees Invited and Participate in Presenting Awards |
| May __, 2017       | County Council Budget Hearing Banneker Room, George Howard Building             | • Trustee Attendance: Board Chair Required                                                        |
| May 16, 2017       | Audit and Finance Committee RCF-401                                            | • Committee Member Attendance Required**  
• Meeting with Auditors |
| May 18, 2017       | Dragon Athlete Awards Banquet Sheraton Columbia                                 | • A Celebration of Student Athletes                                                              |
| May 23, 2017       | Pre-Convocation Lunch Café on the Quad                                          | • Lunch Followed by Innovation Fair                                                              |
| May 23, 2017       | Spring Convocation Smith Theatre                                                | • Board Chair Attendance Required**  
• Welcome from Board Chair  
• Recognition Event for Retired Employees, Degree Recipients, New Employees, and Career Service Awards |
| May 25, 2017       | Nursing Recognition Ceremony UMBC                                               | • Recognition Ceremony                                                                           |
| May 25, 2017       | Reception for Platform Party UMBC                                               | • Trustee Attendance Required**                                                                 |
| May 25, 2017       | Commencement UMBC                                                              | • Trustee Attendance Required**  
• Board Members Confer Degrees |
| May 31, 2017       | Work Session / Regular Meeting RCF-400                                         | • Trustee Attendance Required**  
• Information Session: Sustainability at Howard Community College  
• Election of FY18 Board Officers  
• Mission, Vision, Values, and Strategic Goals  
• Full-time/Part-time Enrollment Ratios  
• Approval of Audit Areas for Review  
• Authorization for Board Chair to Approve on Behalf of Board until next Regular Meeting |
| June 8, 2017       | Board Retreat / Closed Session RCF-401                                         | • Trustee Attendance Required**  
• Agenda – TBD  
• Board Self-Evaluation  
• Presidential Year-End Evaluation |
| June 14, 2017      | Current and Former HCC Boards Social RCF-400                                   | • Board Chair Attendance Required**  
• Current and Former Board of Trustees Members, Current and Former HCCEF Board Members, and Former Capital Campaign Council Members Invited |
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 areas represent board meetings, committee meetings, and other activities that trustees are highly encouraged to attend.
I-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:** January 11, 2017, through February 8, 2017

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**Disclosure**

There were no items for the board chair to approve during this time period.
I-3 Personnel Summary

**Background:** The following document contains personnel summaries.

**Purpose:** Disclosure to the board

**Timeline:** January 2017

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**Recommendation**

This item is for information only and requires no board action.
**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 (12-Month)</td>
<td>$76,008-$123,701</td>
<td>$78,353</td>
<td>O’Roark, Jeremy</td>
<td>07/01/16</td>
<td>06/30/19</td>
</tr>
<tr>
<td>Associate Professor, Anthropology/Geography; Associate Dean, Social Sciences/Teacher Education</td>
<td>Social Sciences/Teacher Education</td>
<td>Appointment</td>
<td>Associate Dean (12-Month)</td>
<td>$76,008-$123,701</td>
<td>$85,626</td>
<td>Cripps, Laura</td>
<td>01/04/16</td>
<td>06/30/19</td>
</tr>
<tr>
<td>Professor, Digital Arts; Associate Dean, Arts and Humanities</td>
<td>Arts and Humanities</td>
<td>Reappointment</td>
<td>Associate Dean (12-Month)</td>
<td>$76,008-$123,701</td>
<td>$100,796</td>
<td>Beaudoin, David</td>
<td>07/01/15</td>
<td>06/30/18</td>
</tr>
<tr>
<td>Associate Professor, Biology; Associate Dean, Science, Engineering Technology</td>
<td>Science, Engineering, Technology</td>
<td>Appointment</td>
<td>Associate Dean (12-Month)</td>
<td>$76,008-$123,701</td>
<td>$85,472</td>
<td>Chandran, Bhuvana</td>
<td>07/01/15</td>
<td>06/30/18</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 (12-Month)</td>
<td>$76,008-$123,701</td>
<td>$104,850</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 (12-Month)</td>
<td>$76,008-$123,701</td>
<td>$104,542</td>
<td>Bunyard, Guy</td>
<td>07/01/14</td>
<td>06/30/17</td>
</tr>
<tr>
<td>Professor, Entrepreneurship Coaching; Associate Dean, Chair, Business Computer Systems</td>
<td>Business and Computer Systems</td>
<td>Reappointment</td>
<td>Associate Dean (12-Month)</td>
<td>$76,008-$123,701</td>
<td>$102,603</td>
<td>Noble, Elizabeth</td>
<td>07/01/14</td>
<td>06/30/17</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).
### SPECIAL ASSIGNMENTS

<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>Interim Senior Producer/Director</td>
<td>Arts and Humanities</td>
<td>Grant Funded Existing Position Replacement (Temporary with Benefits)</td>
<td>13</td>
<td>$54,644-$88,931</td>
<td>$61,476</td>
<td>Garcia, Louis</td>
<td>05/21/12</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Interim Special Populations Lead Instructor</td>
<td>Continuing Education and Workforce Development</td>
<td>New Position (Temporary with Benefits)</td>
<td>12</td>
<td>$50,317-$81,888</td>
<td>$56,987</td>
<td>Gold, Sheryl</td>
<td>07/01/13</td>
<td>Undetermined</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>$57,041</td>
<td>Huang, Wei-Der</td>
<td>07/01/14</td>
<td>Undetermined</td>
</tr>
<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>$44,546</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>$37,954</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 Workforce Development</td>
<td>Existing Position Replacement (Temporary with Benefits)</td>
<td>12</td>
<td>$50,317-$81,888</td>
<td>$52,967</td>
<td>Cohen, Brenda</td>
<td>11/10/14</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Interim Assistant Project Manager, TAACCT Grant</td>
<td>Business and Computer Systems</td>
<td>New Position Grant Funded (Temporary with Benefits)</td>
<td>10</td>
<td>$42,674-$69,433</td>
<td>$46,201</td>
<td>Goins, Tiffany</td>
<td>09/01/15</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Interim Project Manager, TAACCT Grant</td>
<td>Business and Computer Systems</td>
<td>Existing Position Replacement Grant Funded (Temporary with Benefits)</td>
<td>15</td>
<td>$64,448-$104,885</td>
<td>$77,033</td>
<td>Danzig, Joyce</td>
<td>09/16/15</td>
<td>Undetermined</td>
</tr>
</tbody>
</table>
## SPECIAL ASSIGNMENTS (continued)

<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>Professor, English; Acting Dean, English World Languages</td>
<td>English/ World Languages</td>
<td>Existing Position Replacement</td>
<td>Dean (12-Month)</td>
<td>$82,546-$134,339</td>
<td>$117,842</td>
<td>Garroway, Margaret</td>
<td>06/06/16</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Instructor, English</td>
<td>English/World Languages</td>
<td>New FY17 Position (Temporary with Benefits)</td>
<td>Instructor (10-Month)</td>
<td>$48,923-$67,132</td>
<td>$51,548</td>
<td>Adisi, Kofi</td>
<td>08/08/16</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Assistant Professor, English</td>
<td>English/World Languages</td>
<td>Existing Position Replacement (Temporary with Benefits)</td>
<td>Assistant Professor (10-Month)</td>
<td>$52,719-$75,722</td>
<td>$56,469</td>
<td>McGovern, Lisa</td>
<td>08/08/16</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Acting Continuing Education Operations Analyst</td>
<td>Continuing Education</td>
<td>Existing Position Replacement (Acting)</td>
<td>14</td>
<td>$59,334-$96,579</td>
<td>$67,203</td>
<td>May, Stephanie</td>
<td>07/01/16</td>
<td>01/31/17</td>
</tr>
<tr>
<td>Interim Instructor, Communication</td>
<td>Arts and Humanities</td>
<td>New Position (Temporary with Benefits)</td>
<td>Instructor (10-Month)</td>
<td>$48,923-$67,132</td>
<td>$50,423</td>
<td>Adams, Rachel</td>
<td>08/08/16</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Acting Director, Mediation and Conflict Resolution Center</td>
<td>Mediation &amp; Conflict Resolution Center</td>
<td>Existing Position Replacement (Acting)</td>
<td>14</td>
<td>$59,334-$96,579</td>
<td>$63,878</td>
<td>Klein, Stephanie</td>
<td>08/25/16</td>
<td>06/30/17</td>
</tr>
<tr>
<td>Acting Assistant Director of Facility and Athletic Operations</td>
<td>Athletic &amp; Fitness Center</td>
<td>Existing Position Replacement (Acting)</td>
<td>13</td>
<td>$54,644-$88,931</td>
<td>$54,644</td>
<td>Adelman, Nicole</td>
<td>01/17/17</td>
<td>Undetermined</td>
</tr>
</tbody>
</table>
## SEPARATIONS

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Position Control 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>Database/Systems Engineer</td>
<td>Student Computer Support</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Livingston, Mary</td>
<td>01/09/17</td>
</tr>
<tr>
<td>Director of Service Learning</td>
<td>Service Learning</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Budden, Brittany</td>
<td>01/13/17</td>
</tr>
<tr>
<td>Broadcast Engineer</td>
<td>Art &amp; Humanities</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Perrong, Leo</td>
<td>01/13/17</td>
</tr>
<tr>
<td>Lab Instructional Assistant</td>
<td>Health Sciences</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Weggeman, Ann</td>
<td>01/19/17</td>
</tr>
<tr>
<td>Environmental Services Technician</td>
<td>Facilities</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Fowler, Alexander</td>
<td>01/31/17</td>
</tr>
</tbody>
</table>

### Section II – Leaves

### 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>Cooper, Barbara</td>
<td>Professor, English</td>
<td>1/18/2017</td>
<td>1/24/17</td>
</tr>
<tr>
<td>McLee, Ventura</td>
<td>Floor Care Technician</td>
<td>1/23/2017</td>
<td>1/27/17</td>
</tr>
</tbody>
</table>