Board of Trustees’
Work Session
and
Board Meeting
Materials

April 24, 2018
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 questions or requests for additional information to the board chair or the president at least two business days prior to the board meeting.

9. 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.
Howard Community College’s
Dragon Principles

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

We pledge to...

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

And we pledge to...

Strive for excellence in everything we do
Work Session and Dinner 6:00 p.m. (A light dinner will be served at 5:30 p.m.)

I. Introduction of New Employees
II. Introduction of Alternative Break Participants
III. Information Session: Division of Continuing Education and Workforce Development

Regular Meeting – Immediately following the work session
A. Approval of April 24, 2018, Agenda
B. President’s Report
C. Board Member Comments
D. Reports to the Board of Trustees
   1. Howard Community College Educational Foundation Board of Directors
E. Board Priority Items
   1. End: Leadership – Key Performance Indicator Report
   2. Financial Statements
   3. Cultural Diversity Plan
   4. Fiscal Year 2019 Capital Budget Reallocation and Approval
   5. Fiscal Year 2019 Operating Budget
F. Approval of Board Meeting Minutes
   1. March 28, 2018, Work Session
   2. March 28, 2018, Regular Session
   3. April 12, 2018, Special Budget Session
G. Consent Items
   1. Proposed New Hires
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   3. Personnel Summary

Adjournment
I – Introduction of New Employees

For the trustees’ information, newly hired employees approved by the board at its March 28, 2018, meeting will be introduced to the trustees by Dr. Hetherington and vice presidents.
II – Introduction of Alternative Break Participants

Groups being introduced:

2018 Alternative Winter Break – “Building Bridges in the Southeast” Participants

1. Ariel Anderson
2. Jose Calderon
3. Maridian Garcia
4. Grace Grossman
5. Sally Jones
6. Brandon Laing
7. Precious Onuoma
8. Anna Schuster
9. Kailey Toler
10. Martin Viteri-Lopez
11. Rick Leith (co-advisor)
12. Juliette Ludecker (co-advisor)

2018 Alternative Spring Break – “Lend a Hand in the Midwest” Participants

1. Tiye Carter
2. Helen Cordero
3. Jordan Corley
4. Ezekiel Fernandez
5. Heeyon Kim
6. Markeem Lateef
7. Stephen Lawton
8. Naomi Narat
9. Kimberly Perez-Lemos
10. Gabrielle Robinson
11. Geoffrey Colbert (co-advisor)
12. Cindy Nikodemus (co-advisor)

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

The Alternative Winter Break group traveled to Immokalee, Florida from January 14-20, 2018, to volunteer with a variety of organizations supporting the migrant farmworker community in the region. The group started its week by working with Immokalee
Friendship House, an organization that operates a shelter, meal service, and various support programs within the community. The group was able to engage continuously with this organization throughout the week. They built great relationships with clients and staff as they helped with donation sorting, preparing and serving meals, and participating in a weekly community session designed to help those whom they serve become more independent. The group also engaged with Guadalupe Social Services, a local arm of Catholic Charities. They helped with sorting donations in the food pantry and were able to speak with a caseworker to better understand the living conditions of the organization’s clients. As the week went on, the group spent time volunteering at the Guadalupe Center, where they assisted in supporting outreach and after-school programs. Finally, the group rounded out the week by learning from the staff at the Coalition for Immokalee Workers, a grassroots organization that strives to support and empower the migrant community to create change. In between all of its service, the group also visited the Everglades, as well as the Naples area, where they were able to enjoy the amazing culture and scenery of Central Florida.

The Alternative Spring Break participants traveled to Chicago, Illinois from April 2-7, 2018, to volunteer with various non-profit organizations working to empower and engage youth and their families in the city. The group began its week engaging with the Lakeview Food Pantry, which works not only to meet the immediate hunger needs of the community, but also to educate the people it serves. Additionally, the group was able to serve meals at the Cornerstone Community Center, which serves the community as a resource and gathering point for families. The group also spent a significant amount of time volunteering with the Chicago Youth Programs, which support early childhood programs during the day and after-school programming for high schoolers in the afternoons. The group also was able to spend some time with Gardeneers, a community organization striving to make sure every young person in the Chicago area has access to green space. Finally, the group enjoyed a meal with Inspiration Kitchen, a non-profit job training program that seeks to support those in the community who are transitioning from homelessness to stability, and in some cases, as they are coming out of the judicial system.
III – Information Session: Division of Continuing Education and Workforce Development

Background: The division of continuing education and workforce development (CEWD) shares the college's mission, vision, and values in addition to the goals of the academic affairs strategic plan. CEWD is self-supporting and is responsible for generating sufficient revenue to cover all divisional expenses including staff salaries and fringe benefits, equipment, instructor salaries, marketing, and maintenance and support of the Charles I. Ecker Business Training Center. The division is also expected to contribute to the college's overall operating budget. In fiscal year 2017 (FY17), CEWD contributed $662,265 to the college’s operating budget and/or fund balance.

The division is staffed by 48 full-time and 19 part-time staff. The majority of the professional/technical and administrative staff have master's degrees or higher and experience in instruction, curriculum design, and needs assessment, as well as specific subject matter expertise. Staff expertise in their subject matter ensures that students receive top quality education and the program can respond quickly to new standards, regulations and trends in the field. Also, a number of employees are active in a variety of local, state, and national organizations and initiatives. Since some of the positions are grant-funded, the staffing structure can change from year-to-year, and will also change based on the demands of new markets.

Program/Department: CEWD provides a comprehensive selection of quality courses and services that meet the personal and professional needs of the general public, reflect the diversity of the community, and address the specific needs of adult learners. The division offers enrichment opportunities for specific populations such as elementary, middle, and high school students, the developmentally disabled, senior adults, and non-native English speakers. The division contributes to the workforce development of the county and region through open enrollment classes for the public and customized contract training for businesses and organizations.

In FY17, the division offered 2,829 classes generating 29,761 noncredit enrollments representing 15,674 individual students. Of these students, 62 percent are female, 37 percent are minority, and they range in ages seven to 94 with the median age being 35.

Benchmarks/Results: FY17 CEWD highlights include:

- Produced 1,353.33 full-time enrollments (FTE), which is approximately 18 percent of the overall college’s FTE;
• Generated $5.4 million through tuition and fees with a net revenue of $1.17 million;
• Received $1,085,733 in grants;
• Awarded $53,913 in financial aid to 50 students for workforce development courses;
• Had a 35 percent increase in enrollment in nursing and allied health licensure and certification programs. Howard Community College is the only Maryland Board of Nursing approved site to deliver a hybrid Certified Nursing Assistant (CNA) program;
• Reported a 93 percent completion rate on workforce development course or series of courses tracked on the statewide completer report;
• Served 30 businesses and organizations to offer 456 customized training sessions to 5,300 employees;
• 126 students earned their Maryland high school diplomas from General Education Development (GED®) and National External Diploma Program (NEDP);
• 712 students transitioned from continuing education to credit classes in FY17 of which 260 students are still enrolled in credit classes in the spring 2018 semester. 353 of the 712 students (50 percent) came from the Kids on Campus program. Of the current 9,299 credit spring 2018 enrollment headcount, 1,472 students (16 percent) transitioned from continuing education; and
• 56 students matriculated from the English institute to the undergraduate programs and 21 of these students graduated with an average GPA of 3.35 in FY17. Of all the students who matriculated from the English Institute to credit programs, 135 students are still enrolled in classes this semester and 103 students have graduated with an average GPA of 3.34. 47 percent of the international students with F1 visas studying in the credit program this semester transitioned from the English Institute.

Accreditations: The division of continuing education and workforce development is approved to offer American Nursing Association contact hours and also continuing education units (CEUs) for specific professions, as well as for the general population. The Maryland Board of Nursing has approved its Certified Nursing Assistance, Refresher Nursing, and the new Nursing Assistant Instructor Training courses; the Maryland Board of Pharmacy has approved its Pharmacy Technician Training course; and the Maryland State Board of Dental Examiners has approved its Introduction to Dental Assisting and Radiology course. The division is an approved Motor Vehicle Administration (MVA) Motorcycle Safety Program Licensed Training Center. The division is the only community college provider of instructor-led training on the General Services Administration (GSA) Schedule 69 in Maryland.

Strategic Plans/Goals: The division regularly assesses the community and student needs, developing trends, and a changing marketplace to offer diverse and relevant programming to support the college’s strategic plan and to ensure the division’s growth and continued success. Some of the new strategic initiatives include:
• Diversifying contract training to include more businesses and populations. For example, providing contract training to Next Day Blinds supplemented through the Maryland Business Works Program to its foreign-born workforce;

• Capitalizing on the location of the college to offer short-term international programming such as the English camp to students from Naju, South Korea; short-term English and business trainings to master of business administration students from the British Institute of Management and Technology, Ivory Coast; and teacher training workshops to the University of Maryland visiting scholars through its Office of China Affairs;

• Developing and promoting more pathways from noncredit to credit through the guided pathways initiative in order to make transitions easier and more appealing to the adult learner by exploring guaranteed entry into certain programs and awarding credit for prior learning; and

• Building on current successes and preparing for the changing demographics and needs of the students and the community, and reviewing the current organizational structure to examine if the division is positioned to meet future demands.
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B – President’s Report

HCC Received Marks of Distinction
Howard Community College (HCC) received a Marks of Distinction award from the President’s Climate Leadership Commitments for staying “On Track” to reduce the college’s carbon footprint each year to reach the goal of being climate neutral by 2050. This is the goal set in the college’s Climate Action Plan developed by the Facilities and Sustainability Team (FAST). The college reduces its footprint each year by saving energy, saving water, and reducing waste across campus. Increasing recycling, growing native plants, promoting electric cars, hybrids, carpooling, riding bikes, and public transportation also help.

TAACCCT Grant Team Hosts A Speed Interviewing Event
On Friday, March 2, 2018, the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant team hosted a Speed Interviewing event. The team invited partnering local employers from Angels Who Care Home Health Services, Daly Computers, Inc., G2, Inc., Hawkeye MedTech, Inc., IntelliGenesis, LLC, Northrop Grumman Corporation, Ocean Riders Engineering, Inc., and SecuLore Solutions to meet and interview a group of the grant’s information technology students. The participating students were nominated to participate in the event after completing a vigorous application process.

The goal of the team was not only to foster new employment opportunities, but to showcase the talent coming from the college’s cyber programs. Many thanks to the grant team members Tiffany Goins, Diane Freedman, Kathy Norton, Alicia Wilmes, and Sweetie Zubar for their work to make this a successful event.

Spring 2018 Job Fair
On March 23, 2018, the Office of Counseling and Career Services hosted the spring 2018 job fair. The event was sold out as eighty-eight employers and approximately 500 job seekers attended this event. The employers represented industries such as computer and information systems, customer service, science and technology, health services, and sales and marketing. Several major organizations supported the event including: Apple Retail, Daly Computers, Defense Contract Audit Agency, EN Engineering, Howard County General Hospital, the Howard County Public School System, Howard Tech Advisors, Live Casino and Hotel, Springfield Hospital Center, Turf Valley Resort, United States Secret Service, and Wegmans.

I want to thank the staff from facilities, information services, public relations and marketing, public safety, and student life, for their assistance and support. Special thanks to counseling and career services, including Jay Coughlin, Amy Crawford, Christina Daniels, Shiva Deljookorani, Genele Godana, Kelly Fewster, Mary Fuller, Kassy Hargadon-Zester, Josh Kim, Janice Marks, Paul Martin, Lorraine Maxwell,
Shannon Morgan, Irma Rosado, Joy Stephens, Tanja Swain, David Tirpak, and Jamie Wright, who exemplified collaboration and teamwork to make this event a great success. Lastly, thank you to the student and community volunteers for their supportive efforts throughout the day.

Girl Power and STEM Night
Ever curious about how far you travel when taking a vacation? Members of the mathematics division helped those participating in Girl Power at the Johns Hopkins Applied Physics Laboratory on March 11, 2018, and at STEM Night at Swansfield Elementary School on March 15, 2018, answer that question. The division sponsored a table where participants used a map of the United States with a known scale and a ruler to determine how far they would travel on a dream vacation. HCC mathematics students also joined the division team at the Swansfield STEM Night. Thanks to all who worked the Girl Power or Swansfield events including Kristina Cain, Sunhee Kim, Catherine LaFerriere, Mike Long, Donna Noyes, Michael Nyagol, Jenny Penniman, McKenzie Robbins, Jane Wenstrom, and Christel Wohlfaka.

HCC Student, Junghoon Park, Wins Rising Stars Competition
HCC student, Junghoon Park, won the Howard County Arts Council’s 2018 Rising Stars competition. The competition took place during the Arts Council’s 21st Annual Celebration of the Arts on Saturday, March 24, 2018, in the Horowitz Visual and Performing Arts Center. The evening included a reception and silent auction followed by a presentation in Smith Theatre. The main stage program honored leaders in the arts and culminated in the Rising Stars competition, showcasing young talents in the genres of music, theatre, and dance. The audience of over 450 guests voted live that evening; Junghoon walked away with the $5,000 grand prize for his performance of “Etude No. 4” by Earl Wild based on “Embraceable You” by George Gershwin. Junghoon is a recent graduate of the University of Maryland, Baltimore County who studies piano with HCC faculty member, Dr. Kristina Suter.

Walk A Mile
The Teaching with Poverty in Mind Faculty and Professional Learning Community co-facilitators participated in the United Way of Central Maryland’s Walk-A-Mile program on March 16, 2018, in Linthicum, Maryland. Cindy Nicodemus and Stacy Korbelak spent the morning learning how a two-shift worker family with young children and limited English skills might survive in central Maryland on a limited income. The program is designed to challenge participants to make life decisions while overcoming a lack of resources and an unfamiliar and sometimes confusing support system.

2018 Women’s Studies Salon: Revolutionary Women
Monteabaro Recital Hall was close to capacity on March 16, 2018, for the 18th annual Women’s Studies Salon. In keeping with the Horowitz Center’s season theme of Revolution, the audience of students, faculty, staff, and community members met a series of revolutionary women. Guests were greeted with a montage of slides representing the work of students in the college’s women’s history courses, taught by adjunct women’s studies instructor Teresa Bass Foster.
Faculty, staff, and community members participated in the salon by appearing as revolutionary women from the past. In the first half of the salon, the audience met community leader Barbara Peart as Nanny of the Maroons, a national hero of Jamaica. Professor Helen Mitchell spoke as Almira Hart Lincoln Phelps. Dean of arts and humanities Valerie Lash appeared as Susan B. Anthony. Staff member Colette Roberts spoke as Jeanne Manford.

The second half of the event featured three performances. Professor Tara Hart was the poet Hilda “H.D.” Doolittle. Adjunct instructor of dance Desiree Koontz-Nachtrieb performed a dance inspired by Isadora Duncan. The finale featured professor Hsien-Ann Meng at the piano, accompanying soprano and adjunct music faculty Lorriana Markovic in an exploration of musical compositions by Amy Cheney Beach.

Thank you to the faculty and staff who made the event possible. Helen Mitchell created, produced, and directed the salon. Janelle Broderick and Mark Smedley provided technical support. The cookies (custom made by Touche Touchet) reflected the design of the event program created by Sarah English.

2018 Dean’s Ceremony
On March 27, 2018, the office of the Vice President of Academic Affairs hosted the annual Dean’s Ceremony, which gave recognition to the 1,065 students who, through academic excellence, were named to the Dean’s List for the first time in the spring and/or fall semester in 2017. The Dean’s List students, joined by their friends and families, were acknowledged by Cindy Peterka, Jean Svacina, HCC’s Inspiring Faculty member, Megan Myers, and me. The students received an honors pin in recognition of their achievement.

A big thank you goes to all who helped make this event a success. This included Janelle Broderick, Donna Brunne, Debra Butler, Polly Coles, Kevin Collins, Carla Hairston, Julie Jones, the environmental services staff, plant operations staff, print shop staff, public safety staff, Smith Theatre staff, and the Sodexo staff.

Development Update

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<thead>
<tr>
<th>March Foundation Revenue Gifts and Pledges Only</th>
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<tr>
<td>2018</td>
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<tr>
<td>Monthly total[^1]</td>
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<tr>
<td>Endowment revenue</td>
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<tr>
<td>Scholarship revenue</td>
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<td>Grant revenue</td>
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[^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

Renovations to N and ST Buildings
The construction phase of this renovation project is progressing as scheduled. The above ceiling work and floor finishing in all areas are complete. The exterior and interior storefront installations are complete with the aluminum doors yet to be installed.

The exterior curtain wall at the N building bridge was installed at the end of March along with the interior lecture hall seating installation and final painting. The casework installation is complete in both the N building and Clark Library Hall and was finalized at the beginning of April.

The college received its use and occupancy permit for the N building the first week of April. The planned move back to the N building is scheduled to begin on April 18, 2018.

The work associated with the ST building is moving forward with demolition on the ground floor at 80 percent complete. The ductwork installation is also underway and the next phase is being scheduled following the move-out in May based on the approved logistics plan.

The college’s facilities department continues to monitor the phasing schedule for the renovation in coordination with the architects and construction manager. The team works diligently with the goal of sequencing the work to reduce costs, minimize disruptions to class, and maximize the capacity of temporary swing space during the renovation.

The renovation project remains on schedule and within budget. The project schedule consists of five phases, which began in June 2017 and is scheduled to conclude with the final phase to be completed in September 2019.

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

Recently completed:
- Hickory Ridge Emergency Clock installation;
- Hickory Ridge elevator repair; and
- Café renovations.

Projects in progress:
- Phased public restroom upgrades;
- Athletic storage and utilities;
- Phased signage installation;
- Digital sign;
- East garage car counting system; and
- HVPA academic studio repurposing.
C – Board Member Comments
D – Reports to the Board of Trustees

- Howard Community College Educational Foundation Board of Directors Meeting, April 18, 2018
E-1 End: Leadership
Key Performance Indicator Report

**Background:** This report addresses the board end, Leadership. HCC aligns its strategic planning operations with the performance excellence criteria developed by the Baldrige Performance Excellence 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 performance is at the benchmark, and red – shows that the operating level is still below the benchmark. Detail pages follow the dashboard. Any updates are indicated in blue. Information concerning benchmarks is in purple.

At its May 18, 2016, meeting, the trustees reset and approved the five-year benchmarks for the most recent list of required Maryland Higher Education Commission (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 (board end) system. The website address is: [http://www.howardcc.edu/about-us/leadership/board-of-trustees/key-performance-indicators/](http://www.howardcc.edu/about-us/leadership/board-of-trustees/key-performance-indicators/)

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

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

**Timeline:** Annual

**Recommendation**

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

**Compliance:** This report is in compliance with Board Bylaw VII - Board Execution and Evaluation of Policy: Suggested Timeline for Important Tasks.
This category examines how the college’s senior leaders guide and sustain the college. HCC’s governance is also examined in this category, as well as how the college addresses its ethical, legal, and community responsibilities.

<table>
<thead>
<tr>
<th>Source</th>
<th>Item</th>
<th>Current</th>
<th>Benchmark By 2016</th>
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</table>
| **MHEC**                      | 1. Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions  
* (less than 55% is better in this measure) | 51.7%* | 55.0%             |
|                               | 2. Percentage of expenditures on instruction                          | 50.4%   | 51.0%             |
|                               | 3. Percentage of expenditures on instruction and selected academic support | 56.5%   | 58.0%             |
| **External Quality Feedback** | Seniors Leadership  
*How do senior leaders lead the organization?* | Baldrige 2017 70-85% | 50-65% |
|                               | Governance and Social Responsibility  
*How do you govern your organization and fulfill your societal responsibilities?* | Baldrige 2017 70-85% | 50-65% |
| **QUEST**                     | Express open viewpoints                                               | 3.96    | 3.50              |
| (Employee Survey)             | Overall ratings of the VPs as a team                                  | 4.13    | 3.50              |
|                               | Overall rating of the Board of Trustees                               | 4.06    | 3.50              |
|                               | Overall rating of the President                                       | 4.34    | 3.50              |
The following are three 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.

<table>
<thead>
<tr>
<th>Ratio of community college tuition and fees for full-time service area students to average tuition and fees for full-time resident undergraduates at Maryland public four-year colleges and universities.</th>
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<tbody>
<tr>
<td>1. Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions</td>
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<tr>
<td>FY13</td>
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<td>n=$4,343/8,073</td>
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<td>FY14</td>
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<td>n=$4,378/8,280</td>
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<td>FY15</td>
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<td>n=$4,448/8,519</td>
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<td>FY16</td>
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<td>n=$4,620/8,849</td>
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<td>FY17</td>
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<td>n=$4,680/9,052</td>
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<tr>
<td>Peer AVG:</td>
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<td>State AVG:</td>
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<tr>
<td>Best in State:</td>
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*Lower than 55% is better.

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<th>Percentage of total unrestricted (Educational and General) expenditures that goes to instruction.</th>
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<tr>
<td>2. Percentage of expenditures on instruction</td>
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<td>State AVG:</td>
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<tr>
<td>Best in State:</td>
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HCC devotes a higher percent of budget to instruction compared to its peers and the state average.

<table>
<thead>
<tr>
<th>Percentage of total unrestricted (Educational and General) expenditures that goes to instruction, plus the percentage of total unrestricted expenditures that goes to all areas of academic support including academic administration.</th>
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<tr>
<td>3. Percentage of expenditures on instruction and selected academic support.</td>
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<td>---------------------------------</td>
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<tr>
<td>FY13</td>
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<tr>
<td>Peer AVG:</td>
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<td>State AVG:</td>
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<td>Best in State:</td>
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</tbody>
</table>

**The fiscal year 2017 peer average, state average, and best in state numbers are not yet available for either of the last two measures.

HCC devotes a higher percent of budget to instruction and selected academic support compared to its peers and the state average. The administration believes that HCC’s percentage of
Expenditures on instruction and selected academic support is less than the best in state due to the fact that with the addition of new facilities on campus, instructional technology has been funded by capital money during construction and not operating funds.

**External Measures**

The college prepared and submitted applications to the Baldrige quality award competition.

### Malcolm Baldrige National Quality Award Application

*Overall Score*

<table>
<thead>
<tr>
<th></th>
<th>December 2012: 41.8-56.8%</th>
<th>October 2015: 38.4-53.4%</th>
</tr>
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<tbody>
<tr>
<td>November 2013: 39.2-54.2%</td>
<td>Criteria enhanced</td>
<td></td>
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<tr>
<td>November 2014: 36.0-51.0%</td>
<td>November 2016: 34.9-49.9%</td>
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<tr>
<td>November 2017: 58.2-73.0%</td>
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<table>
<thead>
<tr>
<th>Baldrige Criteria 1000 points</th>
<th>Overall Score</th>
<th>0-9%</th>
<th>10-29%</th>
<th>30-49%</th>
<th>50-69%</th>
<th>70-89%</th>
<th>90-100%</th>
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<tbody>
<tr>
<td>Category 1: Leadership 120 points</td>
<td>1.1 Senior Leadership 70 points</td>
<td>10-29%</td>
<td>30-49%</td>
<td>50-69%</td>
<td>70-89%</td>
<td>90-100%</td>
<td></td>
</tr>
<tr>
<td>1.2 Governance and Social Responsibilities 50 points</td>
<td>10-29%</td>
<td>30-49%</td>
<td>50-69%</td>
<td>70-89%</td>
<td>90-100%</td>
<td></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 charters process improvement teams to pursue these 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 2017: HCC was chosen for a site visit this year and received best practice recognition in categories 3, Customer, and 6, Operations.

**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 1 of the performance excellence criteria by 2017. HCC achieved that benchmark.
HCC will submit an application for the Malcolm Baldrige National Quality Award in April 2018.

**Internal Measures**

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

**Category One: Leadership 2015-2017 QUEST Ratings**

<table>
<thead>
<tr>
<th>Category</th>
<th>2017</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know HCC’s mission</td>
<td>4.7</td>
<td>4.5</td>
<td>4.3</td>
</tr>
<tr>
<td>Overall Rating on the President</td>
<td>4.3</td>
<td>4.2</td>
<td>4.0</td>
</tr>
<tr>
<td>Overall Rating on Board of Trustees</td>
<td>4.0</td>
<td>3.8</td>
<td>3.6</td>
</tr>
<tr>
<td>Overall Rating on Vice Presidents as a Team</td>
<td>4.1</td>
<td>4.0</td>
<td>3.9</td>
</tr>
<tr>
<td>My organization asks what I think</td>
<td>4.0</td>
<td>3.8</td>
<td>3.6</td>
</tr>
<tr>
<td>Satisfaction with the freedom to express viewpoints</td>
<td>3.9</td>
<td>3.7</td>
<td>3.5</td>
</tr>
</tbody>
</table>

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

**Talking Points for the Board of Trustees**

HCC strives to keep college affordable and directs the majority of its resources to instructional activity and support.

HCC employees rate the board of trustees, the vice presidents, and the president highly and indicate that a positive climate in which to express their ideas exists at the college.
E-2 Financial Statements

**Background:** In May 2009, the college agreed to distribute the monthly financial statements to the county within four to six weeks of the end of the month. Since it normally takes two weeks to close out the books for the month, the board 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 March statements will be posted and available for board review on April 23, 2018.

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

---

**Recommendation**

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

**Compliance:** The financial statements are submitted in support of Board Bylaws Article II – The Board of Trustees Responsibilities and Powers.
Howard Community College
Financial Results
for the period ending March 31, 2018
## SOURCE OF FUNDS

<table>
<thead>
<tr>
<th>Source</th>
<th>Actuals As of March FY18</th>
<th>Approved Budget FY18</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition and Fees</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer I</td>
<td>$555,002</td>
<td>1,388,258</td>
<td>40%</td>
</tr>
<tr>
<td>Summer II</td>
<td>1,132,048</td>
<td>964,721</td>
<td>117%</td>
</tr>
<tr>
<td>Fall</td>
<td>13,113,234</td>
<td>12,909,992</td>
<td>102%</td>
</tr>
<tr>
<td>Winter</td>
<td>925,437</td>
<td>953,524</td>
<td>97%</td>
</tr>
<tr>
<td>Spring</td>
<td>11,758,766</td>
<td>11,627,595</td>
<td>101%</td>
</tr>
<tr>
<td>Fees</td>
<td>4,128,069</td>
<td>4,293,927</td>
<td>96%</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Tuition and Fees</strong></td>
<td>$31,612,555</td>
<td>$32,138,017</td>
<td>98%</td>
</tr>
<tr>
<td><strong>Governmental</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local (Howard County)</td>
<td>$25,473,852</td>
<td>$33,965,130</td>
<td>75%</td>
</tr>
<tr>
<td>State of Maryland</td>
<td>11,741,019</td>
<td>15,654,692</td>
<td>75%</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Governmental</strong></td>
<td>$39,566,025</td>
<td>$52,645,736</td>
<td>75%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$71,178,579</td>
<td>$84,783,753</td>
<td>75%</td>
</tr>
</tbody>
</table>

All new information appears in **green ink**.

No enrollment increase was budgeted for FY18. The per-credit hour tuition rate increased by $2.

Summer I is the first half of the 2018 summer term, and occurs at the end of FY18. The revenue shown here represents preregistrations for the term that begins May 29, 2018.

As of July 18, 2017, summer II had a 5.2 percent FTE increase from the prior year and headcount was up 7.3 percent. The FTE at the Laurel College Center (LCC), whose revenue is reported in the special funds, increased .9 percent, therefore increasing FTE in the operating fund higher than 5.2 percent. Revenue is also higher than budget due to more than anticipated out-of-county and out-of-state enrollments.

As of September 12, 2017, fall FTE was down 2.2 percent and headcount was flat. The LCC's FTE are tracking 10.6 percent lower than last year, meaning that the decline in FTE was lower than the overall decline of 2.2 percent in the operating fund. Out-of-county and out-of-state enrollments were higher than anticipated in the budget. In addition, an estimate is included in fall revenue for the reimbursement due from the State of Maryland for the Manpower Shortage Program. This program allows students from other counties to attend HCC at in-county rates. The state then reimburses a percentage of the out-of-county differential at year-end, once all community college enrollments are reported and the reimbursable amount is determined. State funding is not sufficient to reimburse 100 percent of the difference for the Manpower Shortage Programs.

Winter FTE from the January 6, 2018, census report was down 4.7 percent, or 9.6 FTE. Out-of-state revenues were higher than the prior year, causing a lower revenue shortfall than anticipated due to the enrollment decline.

As of February 16, 2018, spring had a 2.3 percent decrease in FTE as compared to the prior spring term. Headcount increased .6 percent. Higher out-of-state revenues have caused revenue to exceed the budget. In addition, an estimate is included in spring revenue for the reimbursement due from the State of Maryland for the Manpower Shortage Program. See the explanation for this program in fall revenue above.

Fee revenue is tracking three percent higher than the prior year at this time, when compared to budget.
## USE OF FUNDS

<table>
<thead>
<tr>
<th>Area</th>
<th>FY21 Actual</th>
<th>FY22 Budget</th>
<th>% Encumbered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$33,250,813</td>
<td>$39,441,607</td>
<td>84%</td>
</tr>
<tr>
<td>Public service</td>
<td>519,788</td>
<td>669,700</td>
<td>78%</td>
</tr>
<tr>
<td>Academic support</td>
<td>3,967,087</td>
<td>5,052,488</td>
<td>79%</td>
</tr>
<tr>
<td>Student services</td>
<td>8,354,128</td>
<td>9,859,147</td>
<td>85%</td>
</tr>
<tr>
<td>Facilities</td>
<td>9,889,905</td>
<td>11,820,825</td>
<td>84%</td>
</tr>
<tr>
<td>Institutional support</td>
<td>13,673,949</td>
<td>16,719,963</td>
<td>82%</td>
</tr>
<tr>
<td>Scholarships/waivers</td>
<td>963,860</td>
<td>1,220,023</td>
<td>79%</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>$70,619,530</strong></td>
<td><strong>$84,783,753</strong></td>
<td><strong>83%</strong></td>
</tr>
</tbody>
</table>

**TOTAL** $70,619,530 $84,783,753 83%

**Change in fund balance** $559,049 $0

**Overall expenditures:**

Encumbrances for annual budgeted salaries and open purchase orders are included in the actuals shown here. The FY17 merit is now included in the prior year figures; it was awarded in January 2017.

<table>
<thead>
<tr>
<th>Area</th>
<th>FY21 Actual</th>
<th>FY22 Budget</th>
<th>% Encumbered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area tracking as budgeted.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships/waivers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>$70,619,530</strong></td>
<td><strong>$84,783,753</strong></td>
<td><strong>83%</strong></td>
</tr>
</tbody>
</table>

**TOTAL** $70,619,530 $84,783,753 83%

**Change in fund balance** $559,049 $0

Scholarships are awarded six weeks after the start of term, and most awards are posted in the September/October and March/April time frame. The expenditures shown here are for summer, fall and spring waivers and scholarships. Most scholarships for spring were disbursed in March, however, disbursements will continue into April.

The percentage of expenditures to date is currently **one** percent higher than the prior year.
In FY17, the public service function experienced lower expenditures to the budget because of the closing of the Mediation and Conflict Resolution Center at the college at the end of the year. Academic support had open positions in the prior year, causing a lower spent variance as compared to FY18. Facility expenses were lower in the prior year due to a mild winter. Scholarships and waivers disbursements are actually lower than the prior year, however, a reduction in the FY18 budget is causing a higher spending variance over the prior year. All functions will be within budget for the year.
### CONTINUING EDUCATION BUDGET FINANCIAL REPORT MARCH

**Fiscal Year 2018**

All new information appears in green ink.

<table>
<thead>
<tr>
<th>SOURCE OF FUNDS</th>
<th>Actuals As of March FY18</th>
<th>Approved Budget FY18</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition and Fees</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credit</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>$</td>
<td>$ 10,468</td>
<td>0%</td>
</tr>
<tr>
<td>Spring</td>
<td>-</td>
<td>10,468</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Noncredit</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>889,674</td>
<td>956,943</td>
<td>93%</td>
</tr>
<tr>
<td>Fall</td>
<td>1,200,963</td>
<td>1,436,480</td>
<td>84%</td>
</tr>
<tr>
<td>Winter</td>
<td>568,936</td>
<td>831,556</td>
<td>68%</td>
</tr>
<tr>
<td>Spring</td>
<td>612,205</td>
<td>1,381,978</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Subtotal noncredit tuition</strong></td>
<td>3,271,779</td>
<td>4,606,957</td>
<td>71%</td>
</tr>
<tr>
<td><strong>Fees</strong></td>
<td>1,844,085</td>
<td>1,918,000</td>
<td>96%</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Tuition and Fees</strong></td>
<td>$5,115,864</td>
<td>$6,545,892</td>
<td>78%</td>
</tr>
<tr>
<td><strong>Governmental</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State of Maryland</td>
<td>1,450,322</td>
<td>1,933,763</td>
<td>75%</td>
</tr>
<tr>
<td>Other</td>
<td>219,979</td>
<td>277,657</td>
<td>79%</td>
</tr>
<tr>
<td>Continuing education contribution</td>
<td>(521,534)</td>
<td>(695,378)</td>
<td>75%</td>
</tr>
<tr>
<td>Unrestricted appropriations</td>
<td>26,458</td>
<td>233,785</td>
<td>11%</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>$1,175,225</td>
<td>$1,749,827</td>
<td>67%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$6,291,089</td>
<td>$8,295,719</td>
<td>76%</td>
</tr>
</tbody>
</table>

The summer term runs during July and August. Revenue is up $207,393 or 30 percent above the prior year. Enrollment was higher in Kids on Campus programs, personal enrichment programs, continuing professional education classes, and business training contracts. In courses eligible for state funding, FTEs are up slightly, .57 percent.

The fall term runs September through December. As compared to this time last year, revenue is up eight percent, or $92,674 from the prior fall term. FTE increased 4.18 percent. Enrollment was higher in allied health, childcare certification, professional and business training, government contracts, and for the English Language Institute. Adult basic education math classes, literacy, and senior courses had lower enrollments for fall.

The winter term runs January through March. As compared to this time last year, revenue is down four percent, or $23,976 lower than the prior year. FTEs are down .44 percent. Enrollment was lower in government contracts and business training contracts. Government budget uncertainties have caused the decline. In addition, a health conference was held in FY17 that was not repeated in FY18.

The spring term runs April through June. The revenue shown here represents preregistrations for the spring term. Overall noncredit revenues are eight percent higher than this time last year, due to higher enrollments in summer and fall.

Fees are attached to specific classes and pay for materials and other direct costs. Tracking similar to tuition, noncredit fees are 12 percent higher than the prior year.

There was only a slight increase in state funding in this area as compared to the prior year. Area is tracking ahead of budget, however, revenues are not earned evenly during the year. A summer contract with Naju City that provided a cultural and instructional experiences for students occurred early in the year. Area tracking as budgeted. The represents continuing education's contribution to the operating budget. The fund balance was used to fund work-study, financial aid, as approved in the budget. In addition, funds are available for furniture and equipment replacement.

Revenue is two percent higher than the prior year at this time, when compared to budget.
Overall expenditures:

<table>
<thead>
<tr>
<th>USE OF FUNDS</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$5,757,996</td>
<td>$7,443,920</td>
<td>77%</td>
</tr>
<tr>
<td>Scholarships/waivers</td>
<td>676,264</td>
<td>851,799</td>
<td>79%</td>
</tr>
<tr>
<td>Contingency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>$6,434,260</td>
<td>$8,295,719</td>
<td>78%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$6,434,260</td>
<td>$8,295,719</td>
<td>78%</td>
</tr>
<tr>
<td>Change in fund balance</td>
<td>($143,171)</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

Encumbrances for annual budgeted salaries and open purchase orders are included in the actuals shown here. Last year, merit was awarded in January and is now included in the prior year's expended to date figures.

Area is tracking as budgeted.

Area is tracking under budget. The decline in waivers for adult basic education are lower in relationship to lower enrollments in that program.

Expenditures are three percent higher than the prior year at this time.
In the prior year, the division had several open positions, causing the lower spending variance. The FY18 budget is on track in the current year. As noted above, adult basic education waivers are lower than anticipated in the budget, but in line with the lower enrollments.
All information presented here is new, as this is the first report for FY18. For the next report, new information will be shown in green.

### SOURCE OF FUNDS

#### Tuition and Fees

<table>
<thead>
<tr>
<th></th>
<th>Actuals As of March FY18</th>
<th>Approved Budget FY18</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer I</td>
<td>$38,749</td>
<td>$165,000</td>
<td>23%</td>
</tr>
<tr>
<td>Summer II</td>
<td>196,341</td>
<td>335,000</td>
<td>59%</td>
</tr>
<tr>
<td>Fall</td>
<td>374,681</td>
<td>1,867,979</td>
<td>20%</td>
</tr>
<tr>
<td>Spring</td>
<td>267,892</td>
<td>1,736,000</td>
<td>15%</td>
</tr>
<tr>
<td>Noncredit</td>
<td>52,262</td>
<td>50,000</td>
<td>105%</td>
</tr>
<tr>
<td>Fees</td>
<td>211,679</td>
<td>217,980</td>
<td>97%</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Tuition and Fees</strong></td>
<td><strong>$1,141,603</strong></td>
<td><strong>$4,371,959</strong></td>
<td><strong>26%</strong></td>
</tr>
</tbody>
</table>

Tuition and fees shown here are primarily from the Laurel College Center (LCC). The LCC partnership statements will be presented for the first quarter at the November board meeting. Budgets in this fund include spending authority should enrollment grow unexpectedly.

Summer I will occur at the end of the fiscal year. The revenue shown here represents preregistrations for the summer term that begins on May 29, 2018.

At the LCC, summer II FTE had a .9 percent increase and headcount was up 1.1 percent. Total FTE were 41.70.

At the LCC, fall FTE had an 11.7 percent decrease and headcount was down 13.5 percent. Total FTE were 81.367.

At the LCC, spring FTE had an 11 percent decrease and headcount was down 7.9 percent. Total FTE were 58.233.

Noncredit revenue is earned at the LCC and in the project access program; both are down from the prior year, however, revenue is higher than anticipated in the budget.

Tuition and fees are tracking on budget given preregistrations have occurred for summer.

#### Governmental

<table>
<thead>
<tr>
<th></th>
<th>Actuals</th>
<th>Approved</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local (Howard County)</td>
<td>$0</td>
<td>$0</td>
<td>75%</td>
</tr>
<tr>
<td>State of Maryland</td>
<td>282,617</td>
<td>376,822</td>
<td>75%</td>
</tr>
</tbody>
</table>

There is no county support for programs in this fund.

Area is tracking as budgeted. Funding is for FTEs generated in FY16 by Project Access and the LCC.

#### Other

<table>
<thead>
<tr>
<th></th>
<th>Actuals</th>
<th>Approved</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>1,203,948</td>
<td>4,356,614</td>
<td>28%</td>
</tr>
<tr>
<td>Unrestricted appropriations</td>
<td>1,842,522</td>
<td>12,753,254</td>
<td>14%</td>
</tr>
</tbody>
</table>

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

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

#### SUBTOTAL appropriations

<table>
<thead>
<tr>
<th></th>
<th>Actuals</th>
<th>Approved</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$3,329,866</td>
<td>$17,486,690</td>
<td>19%</td>
</tr>
</tbody>
</table>

#### TOTAL

<table>
<thead>
<tr>
<th></th>
<th>Actuals</th>
<th>Approved</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$4,470,689</td>
<td>$21,658,649</td>
<td>20%</td>
</tr>
</tbody>
</table>

The percentage of revenues to date is two percent lower than the prior year.
USE OF FUNDS

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

<table>
<thead>
<tr>
<th>Function</th>
<th>Actuals 2018</th>
<th>Budgeted 2018</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$1,995,015</td>
<td>$8,328,147</td>
<td>24%</td>
</tr>
<tr>
<td>Expenditures include the LCC, international education programs, youth arts programs, instructional camps, the music arts programs, and various other instructional program-related expenses. Expenditures at the LCC are down due to the lower enrollment, and also because of one-time expenditures last year that included the web redesign work and upgrades to computers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public service</td>
<td>64,243</td>
<td>251,268</td>
<td>26%</td>
</tr>
<tr>
<td>Expenditures include costs associated with the college's radio station. Expenditures also include FY17 year-end purchases committed in the budget but not received until FY18, and therefore included in this year's expenditures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic support</td>
<td>765,616</td>
<td>2,707,206</td>
<td>28%</td>
</tr>
<tr>
<td>Expenditures include HCC's community theater, music, and library programs. Technology that supports instruction is also included in this function. Expenditures for HCC's community theater are higher in FY18 than in the prior year; ticket sales are higher as well and cover the additional costs. Expenditures also include FY17 year-end purchases committed in the budget but not received until FY18, and therefore included in this year's expenditures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student services</td>
<td>629,604</td>
<td>3,717,407</td>
<td>17%</td>
</tr>
<tr>
<td>Expenditures include Project Access, Howard P.R.I.D.E., special accommodations for students, the job fair program, sports programs, and special testing. FY17 expenditures included coverage in financial aid services due to two staff members out on short term disability.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>305,148</td>
<td>2,992,413</td>
<td>10%</td>
</tr>
<tr>
<td>Expenditures include campus signage, special energy projects, and non-capital maintenance projects. FY17 expenditures included shuttle parking costs that have been eliminated with the expansion of the east parking garage. In addition a new bus was purchased in FY17 that also increased the spending variance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional support</td>
<td>615,324</td>
<td>3,094,208</td>
<td>20%</td>
</tr>
<tr>
<td>Expenditures are primarily for technology upgrades done to support the administrative area. FY17 included payment for the college's compensation study, and in addition technology expenditures were higher last year at this time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships/waivers</td>
<td>95,738</td>
<td>768,000</td>
<td>12%</td>
</tr>
</tbody>
</table>

This function includes one-time scholarship funds for students who do qualify for financial assistance based on need alone. Financial assistance for appeals due to medical and other special situational circumstances are being awarded from the special funds. FY17 has a larger percentage of students who received institutional aid.

SUBTOTAL $4,470,689 $21,858,649 20%

TOTAL $4,470,689 $21,858,649 20%

Change in fund balance $0 $0

The percentage of expenditures to date is two percent lower than the prior year.
Expenditures in the special funds are for various programs throughout the college. Most programs are self-supported, however, some are supported by the college's fund balances on a temporary basis until permanent funding in the operating budget can support them. In addition, changes to spending authority in the special funds skews these percentages spent to date. See the expenditure explanations for the larger variances in public service, student services, facilities, institutional support and scholarships, shown in the graph below.
E-3 Cultural Diversity Plan Report

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

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

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

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**Recommendation**

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

**Compliance:** This item is in compliance with State Education Article §11-406, Plan for Program of Cultural Diversity.
Howard Community College (HCC) has had a diversity plan in place for nearly 30 years. The diversity plan sets forth guidelines for ensuring equal opportunity and improving cultural diversity in recruitment, employment, academics, retention of students, and the overall experience at the college. It mandates that HCC’s diversity programs will provide opportunities for the college community to engage in understanding, awareness, and respect of differences in age, gender, sexual orientation, race, religion, ethnic background, and ability/disability, as well as the values of equal rights, equal access, and equal treatment. To oversee diversity activity, the plan calls for the college to continuously maintain a diversity committee with membership approved by the president. The committee is required to annually review and update the diversity plan, as appropriate.

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

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

TRIO-Student Support Services (TRIO) is a U.S. Department of Education grant-funded academic support program that serves 232 first-generation, low-income and students with documented disabilities. The program provides one-on-one support for managing the challenges of college and prepares students to graduate and transfer from HCC. The TRIO project is funded through 2020.

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

Project Access is a program designed to significantly facilitate the transition of high school students with disabilities into postsecondary education, to increase the success rate and retention of freshman students with disabilities at HCC, and to improve career counseling and job placement services for students with disabilities. The program serves through its summer institute 80 students and employs 10 former students as peer mentors.

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

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

Howard P.R.I.D.E. is a leadership program that supports the academic, professional, and personal development of black and minority male students, with an emphasis on improving educational outcomes such as academic standing, graduation, and transfer. The 150 participants of Howard P.R.I.D.E. have the following resources available: tutoring, mentoring, service learning, leadership seminars, individualized academic advising, academic monitoring, and personalized career and academic plans.

The HCC Safe Zone, developed through collaboration between the college’s wellness center and the counseling and career center, is a network of allies committed to providing a welcoming, supportive, and safe environment for lesbian, gay, bisexual, transgender, queer/questioning, intersex, and asexual and allies (LGBTQIA) students, staff, and faculty. Comprehensive training is provided to allies who provide visible support through the display of the Safe Zone logo and agree to be supportive of LGBTQIA students and employees.
• HCC’s Hispanic student success completion program, Ambiciones, promotes Hispanic/Latino student success by recruiting Hispanic students and implementing initiatives to focus on retention of these students. The project links Hispanic/Latino students to the academic support services to foster student success, retention, and completion. Currently, the project serves 53 students with plans to significantly increase its participation during the 2017-18 academic year.

• The Women of Color Initiative facilitated by Student Life and Counseling and Career Services welcomes women of color to the HCC community through a series of programs that will be of interest to them and can help with their personal and academic development.

• The college was represented on the Howard County Executive’s MD #OneHoward Steering Committee and hosted eight HCC #USPEAK dialogues during the 2017-18 academic year.

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

• Expanded the annual diversity week program to include more co-curricular offerings by faculty and staff members.

• Began the development of the diversity working guide with tips for cultural sensitivity, inclusive language, and positioning for social justice.

• Coordinated programming on campus that included topics including: campus climate, cultural competency, LGBTQIA concerns, immigration, Islamophobia, food insecurity, and microaggressions,

• Increased programmatic synergies with Ambiciones, Career Links, Howard P.R.I.D.E., Silas Craft Collegians, and TRIO-Student Support Services.

• Sponsored the Modern African and Middle Eastern Literature Colloquium for 2017-18.

• Acquired new diversity training materials with a focus on the topics of, cultural competence, gender equity and identity, intersectionality, microaggressions, privilege, and social justice.

• Increased training for the diversity committee members and college community was offered including featured training on: All Gender Facilities, Refresher on Search Committees; Microaggressions in the Workplace; Working with At-Risk/At-Promise Students and Programs; and Working with Minority Students.

• Participated in statewide diversity roundtable meetings that have provided a strong platform for networking, as well as learning about other diversity programs.

While the HCC diversity plan is already very comprehensive, and is enhanced each year, there are some additional improvements that can be explored. The following are recommendations for improving HCC’s Diversity Plan by May 1, 2019:
1) Evaluate the role of the committee, core work responsibilities and its leadership structure to improve the ability to effectively serve the campus community as leaders in promoting a culture of diversity and inclusion.

2) Increase the offerings of future diversity trainings and workshops. Suggested topics in the upcoming academic year include: immigration, cultural competency, drug use and abuse, and diversity in the workplace.

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

4) Invite all cohort programs to produce to facilitate at least one event for diversity credit during Diversity Week.

5) Continue to seek out additional meeting times, locations and partnerships for diversity events to accommodate the growing needs of the college. Staff meetings are also a possible time to hold a diversity activity, particularly for smaller offices where coverage may be an issue.

6) Continue supporting the office of student life and counseling and career services on “Food for Thought,” a monthly discussion series on diversity related topics for the campus community.

7) Continue the expansion of programming and outreach to increase students’ exposure to historically black and minority serving institutions.

8) Expand opportunities for faculty/staff discussions on diversity related topics, including sponsoring faculty-led reading circles on topics including: immigration, multicultural awareness, at-Promise students, and privilege.

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

10) The office of human resources will begin conducting interviews with minority employees to obtain recommendations for improving minority recruitment and retention.

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

Finally, the statute asks each institution for a summary of any resources, including state grants, needed by the institution to effectively recruit and retain a culturally diverse student body. The following is a list of possible uses for grant money, which would help the college in its diversity initiatives:
• STEM Opportunities: Programs and scholarships that increase opportunities for underrepresented students in the science, technology, engineering, math (STEM), and critical language programs.

• Assistive Technology: Funding for educational technology that enhances learning and supports the access and success of students with disabilities.

• Transition to college/employment for students with disabilities: As mentioned previously, HCC provides support to a large number of students with disabilities, including a summer enrichment/transition program for high school students with disabilities and a career series program geared specifically for employment opportunities for the disabled. Additional funding would support the expansion of these programs as space is currently limited and the demand is rising consistently each year.

• Additional funding for TRIO-Student Support Services’ individualized academic support for low-income, first-generation college students: The college currently has a successful grant (TRIO) used to provide academic and personal support to disabled, low-income, and/or first-generation college students. During the previous grant cycle (2010-2015), the base grant was flat-funded in 2010 and reduced annually by over five percent in subsequent funding years. The grant was flat-funded using fiscal year 2012 appropriations for the new grant cycle (2015-2020). The college must secure additional funding to support increased staffing levels and/or long-term sustainability.

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

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

A progress report on implementation of the recommendations in this report will be prepared for submission by the board of trustees to the Maryland Higher Education Commission by September 1, 2018.
E-4 Fiscal Year 2019 Capital Budget Reallocation and Approval

**Background:** The college received the County Executive's fiscal year (FY) 2019 proposed capital budget. Below is a summary of the college’s original capital request and the capital funds recommended by the county and state.

<table>
<thead>
<tr>
<th>Projects Requested</th>
<th>Capital Funds Requested by College</th>
<th>Capital Funds Recommended by County Executive &amp; Governor</th>
<th>Funding Request Difference</th>
<th>Final Capital Funding (county portion pending approval by County Council)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-0536 N &amp; ST Buildings Renovations</td>
<td>$9,249,000 (county) $9,711,000 (state)</td>
<td>$9,249,000 (county) $9,888,000 (state)</td>
<td>$0 $177,000</td>
<td>$9,249,000 (county) $9,888,000 (state)</td>
</tr>
<tr>
<td>M-0550 Systemic Renovations</td>
<td>$6,951,000 (county)</td>
<td>$2,000,000 (county)</td>
<td>($4,951,000)</td>
<td>$2,000,000 (county)</td>
</tr>
<tr>
<td>Total Funds</td>
<td>$16,200,000 (county) $9,711,000 (state) $25,911,000 (total)</td>
<td>$11,249,000 (county) $9,888,000 (state) $21,137,000 (total)</td>
<td>($4,951,000) $177,000 ($4,774,000)</td>
<td>$11,249,000 (county) $9,888,000 (state) $21,137,000 (total)</td>
</tr>
</tbody>
</table>

The Maryland Department of Budget and Management included an additional $177,000 for the N and ST buildings renovations project’s furniture and equipment. The additional funds are based on the eligible items approved on the equipment list that was submitted to the state. The systemic renovations project was reduced by $4,951,000 per the County Executive’s proposed capital budget. With the two million dollars being funded by the county, the college reviewed the original list of projects and prioritized it based on the current facilities condition assessment and facilities master plan.

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

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

Priority 2 – Potentially Critical (1-2 years):
Conditions in this category, if not corrected expeditiously, will become critical in a year.

- Necessary for operations
- Rapid deterioration leading to loss of facility operations
- Accessibility to facilities and areas within buildings

Priority 3 – Necessary Not Yet Critical (2-5 years):
Conditions in this category represent necessary improvements to prevent critical conditions.

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

Priority 4 – Recommended (5-10 years):
Conditions in this category include items that represent sensible improvements to existing conditions. They are not required for the most basic functions of the facility, but improve overall usability and reduce long-term maintenance costs.

Based on the priority definitions, the following projects are being recommended for funding in the FY19 capital budget as part of the M-0550 Systemic Renovations:
The final FY19 capital budget as proposed by the County Executive is subject to County Council approval.

**Purpose:** To obtain board approval of the revised FY19 capital budget request

**Timeline:** July 1, 2018 – June 30, 2019

**Recommendation**

The administration requests that the board of trustees approve the revised fiscal year 2019 capital budget.

**Compliance:** This request is in support of the board of trustees’ policies and Governance Process: Board’s Role and Presidential Boundaries: Budgeting/Forecasting.
E-5 Fiscal Year 2019 Operating Budget

**Background:** At its special budget session on April 12, 2018, the board of trustees voted to approve its FY19 operating budget revisions based on the revised funding the college anticipates from the County Executive. The college expects to receive a three percent increase from Howard County for FY19, pending Howard County Council approval. The college previously requested an increase of 8.55 percent, or $2,902,896 from the county. Based on this change, the college will reduce the budget by $1,300,053 from the original proposed FY19 budget.

To make up the shortfall in the originally proposed FY19 budget, the administration added an additional one-dollar increase to in-county tuition, bringing the in-county tuition increase to two dollars per credit hour. In addition, in compliance with the formula for out-of-county and out-of-state tuition, these tuition rates will increase an additional five and 10 dollars, respectively. The tuition increases that were approved are as follows:

- In-county tuition would go from $136 per credit hour to $138 per credit hour.
- Out-of-county tuition would go from $217 per credit hour to $224 per credit hour.
- Out-of-state tuition will go from $262 per credit hour to $274 per credit hour.

Based on the tuition increases and revisions to the proposed budget approved by the board of trustees at the April 12, 2018, budget session, the following pages show the revised total operating budget.

There were no changes to the originally proposed restricted budget. However, changes were included to reflect the debt service figures and the Other Post-Employment Benefits (OPEB), which the college received from the county after the special budget session. The college has one Post Employment Benefit, which is a portion of the retiree health care cost. The subsidy is determined by length of service and employees must have been enrolled in the college’s health insurance program prior to retirement. The county pays the OPEB and a portion of the debt service. The following changes occurred:

<table>
<thead>
<tr>
<th>Description</th>
<th>Original Proposed Budget</th>
<th>Changes</th>
<th>Revised FY19 Proposed Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted Budget</td>
<td>$119,981,430</td>
<td>(1,300,053)</td>
<td>$118,681,377</td>
</tr>
<tr>
<td>Restricted Budget</td>
<td>36,070,000</td>
<td>-</td>
<td>36,070,000</td>
</tr>
<tr>
<td>Debt and OPEB</td>
<td>10,539,835</td>
<td>174,307</td>
<td>10,714,142</td>
</tr>
<tr>
<td>Facilities and Agency</td>
<td>6,214,917</td>
<td>-</td>
<td>6,214,917</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$172,806,182</td>
<td>(1,125,746)</td>
<td>$171,680,436</td>
</tr>
</tbody>
</table>
Purpose: To obtain board approval of the revised FY19 operating budget

Recommendation

The administration requests that the board of trustees approve the fiscal year 2019 operating budget revisions.

Compliance: This request is in support of board policies, Governance process; Board’s role; Presidential Boundaries; Fiscal Condition and Presidential Boundaries Budgeting/Forecasting.
## SOURCE OF FUNDS

### Tuition and Fees

<table>
<thead>
<tr>
<th>Source</th>
<th>Approved Budget FY18</th>
<th>Requested Budget FY19</th>
<th>Approved Budget FY18</th>
<th>Requested Budget FY19</th>
<th>Approved Budget FY18</th>
<th>Requested Budget FY19</th>
<th>Approved Budget FY18</th>
<th>Requested Budget FY19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>$2,352,979</td>
<td>$2,210,000</td>
<td>$</td>
<td>$</td>
<td>$500,000</td>
<td>$219,000</td>
<td>$2,852,979</td>
<td>$2,429,000</td>
</tr>
<tr>
<td>Fall</td>
<td>12,909,992</td>
<td>13,596,200</td>
<td>10,468</td>
<td>10,467</td>
<td>1,867,979</td>
<td>1,783,979</td>
<td>14,788,439</td>
<td>15,390,646</td>
</tr>
<tr>
<td>Intersession</td>
<td>953,524</td>
<td>957,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>953,524</td>
<td>957,000</td>
</tr>
<tr>
<td>Spring</td>
<td>11,627,595</td>
<td>12,293,200</td>
<td>10,468</td>
<td>10,467</td>
<td>1,736,000</td>
<td>2,060,000</td>
<td>13,374,063</td>
<td>14,363,667</td>
</tr>
<tr>
<td>Noncredit</td>
<td></td>
<td></td>
<td>4,606,957</td>
<td>4,651,449</td>
<td></td>
<td></td>
<td>4,656,957</td>
<td>4,787,449</td>
</tr>
<tr>
<td>Fees</td>
<td>4,293,927</td>
<td>3,556,070</td>
<td>1,918,000</td>
<td>1,998,950</td>
<td>217,980</td>
<td>1,056,257</td>
<td>6,429,907</td>
<td>6,611,277</td>
</tr>
</tbody>
</table>

**subtotal - Tuition and Fees**

| Source                  | $32,138,017          | $32,612,470           | $6,545,892          | $6,671,333  | $4,371,959            | $5,255,236            | $43,055,868          | $44,539,039           |

### Governmental

<table>
<thead>
<tr>
<th>Source</th>
<th>Approved Budget FY18</th>
<th>Requested Budget FY19</th>
<th>Approved Budget FY18</th>
<th>Requested Budget FY19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local (Howard County)</td>
<td>$33,965,130</td>
<td>$34,985,816</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>State of Maryland</td>
<td>15,654,692</td>
<td>16,324,006</td>
<td>1,933,763</td>
<td>2,109,676</td>
</tr>
<tr>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>340,654</td>
<td>565,186</td>
<td>277,657</td>
<td>295,658</td>
</tr>
<tr>
<td>Continuing Education Contribution</td>
<td>695,375</td>
<td>1,071,291</td>
<td>(695,378)</td>
<td>(1,071,291)</td>
</tr>
<tr>
<td>Unrestricted Appropriation</td>
<td>1,989,882</td>
<td>1,989,882</td>
<td>233,785</td>
<td>333,785</td>
</tr>
</tbody>
</table>

**subtotal**

| Source                  | $52,645,736          | $54,936,181           | $1,749,827          | $1,667,828  |

### Auxiliary Revenue

<table>
<thead>
<tr>
<th>Source</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$3,244,805</td>
<td>$3,107,115</td>
<td>$3,244,805</td>
<td>$3,107,115</td>
</tr>
</tbody>
</table>

**total**

| Source                  | $84,783,753         | $87,548,651          | $8,295,719          | $8,339,161          |

### USE OF FUNDS

<table>
<thead>
<tr>
<th>Source</th>
<th>Approved Budget FY18</th>
<th>Requested Budget FY19</th>
<th>Approved Budget FY18</th>
<th>Requested Budget FY19</th>
<th>Approved Budget FY18</th>
<th>Requested Budget FY19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$36,130,656</td>
<td>$37,109,627</td>
<td>$7,443,200</td>
<td>$7,496,262</td>
<td>$7,997,862</td>
<td>$7,000,088</td>
</tr>
<tr>
<td>Public Service</td>
<td>699,700</td>
<td>691,298</td>
<td></td>
<td></td>
<td>251,268</td>
<td>202,500</td>
</tr>
<tr>
<td>Academic Support</td>
<td>10,403,470</td>
<td>10,957,893</td>
<td></td>
<td></td>
<td>3,367,415</td>
<td>2,909,554</td>
</tr>
<tr>
<td>Student Services</td>
<td>8,114,080</td>
<td>8,275,481</td>
<td></td>
<td></td>
<td>3,387,483</td>
<td>3,152,454</td>
</tr>
<tr>
<td>Facilities</td>
<td>13,746,877</td>
<td>13,893,586</td>
<td></td>
<td></td>
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**subtotal**

| Source                  | $84,783,753         | $87,548,651          | $8,295,719          | $8,339,161          |

### Auxiliary Expenses

<table>
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<tr>
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<th>$</th>
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<td>$3,107,115</td>
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**total**

| Source                  | $84,783,753         | $87,548,651          | $8,295,719          | $8,339,161          |

### Net Change in Fund Balance

<table>
<thead>
<tr>
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<tr>
<td></td>
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Regular Materials Page 35
**SOURCE OF FUNDS**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Tuition and Fees</strong></td>
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</tr>
<tr>
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<td>$2,429,000</td>
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<td>Fall</td>
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**USE OF FUNDS**

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**NET CHANGE IN FUND BALANCE**

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### SOURCE OF FUNDS

#### Tuition and Fees

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#### Governmental

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#### SUBTOTAL - Tuition and Fees

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<th>Requested FY19</th>
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#### Auxiliary Funds

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<th>Approved FY18</th>
<th>Requested FY19</th>
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<td>$-</td>
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<tr>
<td>Public Service</td>
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<td>1,213,798</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Academic Support</td>
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<tr>
<td>Student Services</td>
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<td>$-</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td>Facilities</td>
<td>18,990,290</td>
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<td>21,038,159</td>
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<tr>
<td>Institutional Support</td>
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<td>17,817,209</td>
<td>$-</td>
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<tr>
<td>Scholarships/Waivers</td>
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#### USE OF FUNDS

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<th>Approved FY18</th>
<th>Requested FY19</th>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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<td><strong>$10,714,142</strong></td>
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#### Net Change in Fund Balance

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F – Approval of Minutes

1. March 28, 2018, Work Session
2. March 28, 2018, Regular Session
3. April 12, 2018, Special Budget Session
The Board of Trustees of Howard Community College (HCC) met in work session on Wednesday, March 28, 2018, in The Rouse Company Foundation Student Services Hall (room 400) at Howard Community College, Columbia, Maryland. Chair Mamie J. Perkins brought the regular session to order at 6:00 p.m. Board members present included vice chair Courtney Watson, and trustees Kevin J. Doyle, Christopher G. Marasco, Steven A. Joss, Kevin F. Schmidt, and Felícita Solá-Carter. Kathleen B. Hetherington, secretary/treasurer, was also present.

Dr. Hetherington invited the board of trustees’ members, and faculty, staff, students, and guests present to join her in a moment of silence to honor the memories of HCC student athlete and nursing student, Kaitlyn McDaniel, and Howard Community College Educational Foundation board of directors’ member and donor to the college, Edward Waddell, who passed away earlier in the month.

I. Introduction of New Employees

Beth Homan, executive director of public relations and marketing, introduced Brianna Tumos, social media coordinator.

Jean Svacina, vice president of academic affairs, introduced Hannah Pie, interim assistant professor, chemistry.

Cindy Peterka, vice president of student services, introduced Emily Mason, acting completion specialist – academic standing, and Laurie Moran, director, Children’s Learning Center.

Tom Glaser, vice president of information technology, introduced Crocetta Argento, project coordinator.

II. United Way Contributions from Students

Cindy Peterka introduced Schnell Reed Garrett, director of student life and advisor to the student government association (SGA). Schnell introduced Sawyer Kennell, Student Program Board vice chair, representing the SGA members who participated in the college’s annual United Way Campaign and raised $560. The board recognized the students for their efforts in crafting a successful campaign.

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

Cindy Peterka introduced Diane Schumacher, director of athletics, who gave an overview of the teams and their accomplishments. The coaches introduced themselves and the student athletes introduced themselves, noting their majors and future plans.
IV. Information Session: Learning Outcomes Assessment (LOA)

Zoe Irvin, executive director of planning, research, and organizational development, gave a brief overview of the LOA, and introduced Bill Gillett, chair of dance and theatre for Howard Community College, who gave a presentation on the LOA project that focused on the Oral and Expressive Communication General Education goal.

The work session adjourned at 6:45 p.m.

The above constitutes the official minutes of the March 28, 2018, work session of the Howard Community College Board of Trustees as approved on April 24, 2018, and is a true and correct copy of the same.

Kathleen B. Hetherington, secretary/treasurer
The Board of Trustees of Howard Community College (HCC) met in regular session on Wednesday, March 28, 2018, in The Rouse Company Foundation Student Services Hall (room 400) at Howard Community College, Columbia, Maryland. Chair Mamie J. Perkins brought the regular session to order at 6:52 p.m. Board members present included vice chair Courtney Watson, and trustees Kevin J. Doyle, Christopher G. Marasco, Steven A. Joss, Kevin F. Schmidt, and Felicita Solá-Carter. Kathleen B. Hetherington, secretary/treasurer, was also present.

A. Approval of March 28, 2018, Agenda

A recommendation to approve the March 28, 2018, agenda, was moved by Trustee Marasco, seconded by Vice Chair Watson, and unanimously approved.

B. President’s Report

President Hetherington acknowledged the board’s support over the last month, thanking Chair Perkins for testifying at the County Executive’s budget hearing and Trustee Solá-Carter for attending the budget work session, the trustees who attended the Silas Craft Collegians fundraiser at Hunan Manor, the Audit and Finance Committee members who were joined by Trustee Marasco at the March 13, 2018, committee meeting, and Chair Perkins and Vice Chair Watson for their participation in the pre-board meeting.

President Hetherington noted the success of Diversity Week, commending subcommittee co-chairs Cindy Nicodemus and Geoffrey Colbert. She also commented on the outstanding kickoff speaker, John Quiñones, host and creator of What Would You Do?, and well-known journalist at ABC News.

President Hetherington commented on recent events and meetings she attended and/or presented at including: hosting Presidential Dialogues for allied health students and DACA students; serving as a panelist at the Howard County Chamber Women’s Conference; presenting on leadership to members of the Excellence in Government Fellows Program; providing opening comments at the Annual Maryland Association of Nursing Students Conference, hosted by Howard Community College; meeting with members of the college’s four employee constituency groups, as well as governance group leaders at the monthly augmented team meeting; and chairing a recent Middle States evaluation visit. President Hetherington also noted that the college hosted and she participated in the FIRN International 5K Run. She commented that she is looking forward to presenting on the transformative influence of continuous quality improvement on March 30, 2018, at the Eastern Association of College and University Business Officers conference.
President Hetherington gave a legislative update, noting the weekly meetings of the Maryland Association of Community Colleges (MACC) legislative committee. She is providing written testimony that supports community colleges offering applied baccalaureate degrees for a small, select number of programs. Sine Die is on April 9, 2018. Governor Hogan may hold his cabinet meeting at HCC and have lunch with students on May 10, 2018.

President Hetherington noted that the spring enrollment overview is included in the president’s report write-up, and that enrollment is down .6 percent in headcount and 2.3 percent in FTE.

President Hetherington noted that the affirmative action report that will be made available to the board is being prepared for the current year, and will be provided to the board in late spring/early fall.

C. Board Member Comments

Trustee Solá-Carter applauded President Hetherington and Chair Perkins for the delivery of their testimony at the recent budget hearing. She thanked President Hetherington and the faculty and staff who hosted the Excellence in Government Program Fellows, and she noted that she received positive feedback in the community on the Ambiciones program and Sandy Cos.

Vice Chair Watson noted that the Silas Craft fundraiser was well done. Trustee Marasco noted that he enjoyed attending the audit and finance committee meeting, and congratulated President Hetherington on being named a 2018 Influential Marylander.

Trustee Joss also complimented the Silas Craft event, as well as recognized Lynn Coleman for her work on the budget and Linda Emmerich for her support of the board. Trustee Doyle recently spoke to a group of people in their thirties who are struggling with managing student debt; he noted that the struggle with student debt is a critical issue.

D. Reports to the Board of Trustees

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

E. Board Priority Items

1. End: Operations Focus – Key Performance Indicator Report
Zoe Irvin, executive director of planning, research, and organizational development, gave an overview of the board end. Trustee Doyle noted the marked improvement that has occurred with the NCLEX scores. President Hetherington acknowledged Dr. Georgene Butler, dean of the health sciences division, and her team for taking corrective actions to bolster student success on the NCLEX.
2. Fiscal Year 2019 Budget Priorities

President Hetherington gave an overview of the remaining phases of the budget development process before it is finalized by the Howard County Council in May. Lynn Coleman, vice president of administration and finance, reviewed the three tiers of priorities the administration recommends for managing future budget reductions.

The trustees had an extensive discussion about increasing tuition to help support the proposed budget. Trustee Schmidt suggested moving the tuition increase to priority three, and focusing on ways of covering the budget other than through a tuition increase.

Trustee Doyle suggested that sick leave be removed from the priorities since it is an unfunded mandate, and most be covered. He also voiced concern about the impact that increasing tuition will have on enrollment, but that smaller incremental increases are important to help students manage increasing tuition. Trustee Joss echoed the wisdom in increasing tuition incrementally.

Vice Chair Watson noted that while the proposed increase in tuition only yields $168,000, it helps to offset other cuts and expenses. She remarked that a tuition increase is one piece of the puzzle in covering the budget.

Trustee Solá-Carter spoke in favor of merit for faculty and staff, commenting that competitive pay is important in hiring and retaining high quality employees. She also commented that a tuition increase is not an unreasonable factor to consider in managing the budget.

Trustee Schmidt emphasized the importance of having the conversation regarding increasing tuition each year. The trustees concurred.

The board will hold a special budget session meeting on April 12, 2018, to review the revised FY19 proposed budget.

A motion to approve the budget priorities was moved by Trustee Doyle, seconded by Trustee Marasco, and was approved by Chair Perkins, Vice Chair Watson, and Trustees Doyle, Joss, Marasco, and Solá-Carter. Trustee Schmidt opposed the motion. The motion passed.

3. Financial Statements

Lynn Coleman briefly reviewed the financial statements for the period ending February 28, 2018.

F. Approval of Board Meeting Minutes

A recommendation to approve the February 28, 2018, work session and regular session minutes was moved by Trustee Doyle, seconded by Trustee Solá-Carter,
and unanimously approved.

G. Consent Items

1. Proposed New Hires
2. Audit Services
3. Professor Emeritus Recommendation
4. Telephone Systems Upgrade

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

H. Information Items

1. Board Calendar

Linda Emmerich, executive associate to the president, highlighted upcoming calendar items, noting the special budget session on April 12, 2018, the board meeting on April 24, 2018, the County Council budget hearing on April 25, 2018, at 7:00 p.m., and Vino Scholastico on Friday, April 27, 2018. She noted that May will be a busy month for the trustees.

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

2. Agreements Signed by the Board Chair Disclosure

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

3. Personnel Summary

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

Adjournment

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

The regular session was adjourned at 7:56 p.m.

The above constitutes the official minutes of the March 28, 2018, regular meeting of the Howard Community College Board of Trustees as approved on April 24, 2018, and is a true and correct copy of the same.

Kathleen B. Hetherington, secretary/treasurer
The Board of Trustees of Howard Community College (HCC) met in special budget session on Thursday, April 12, 2018, in The Rouse Company Foundation Student Services Hall (room RCF-400) at Howard Community College, Columbia, Maryland. Chair Mamie J. Perkins brought the special budget session to order at 5:02 p.m. Other board members present included vice chair Courtney Watson and trustees Kevin J. Doyle, Steven A. Joss, Christopher G. Marasco, Kevin F. Schmidt, and Felícita Solá-Carter. Kathleen B. Hetherington, secretary/treasurer, was also present.

A. Approval of Agenda

A recommendation to approve the April 12, 2018, special budget session agenda was moved by Trustee Solá-Carter, seconded by Vice Chair Watson, and unanimously approved.

B. Special Fiscal Year 2019 Budget Meeting

President Hetherington thanked board members for attending this special budget meeting. She reported that County Executive Kittleman will release his budget formally on April 23, 2017. The college anticipates that it will need to reduce its proposed fiscal year (FY) 2019 operating budget proposal, which initially reflected an 8.55 percent increase, in the amount of $1,300,053 to align with the County Executive’s proposed budget.

Dr. Hetherington also noted that legislation to support the College Promise Program in the amount of $15 million was passed by the Maryland General Assembly. If signed into law by Governor Hogan, the pool would be shared among the state’s community colleges for a narrowly defined group of students. This legislation should have no impact on the college’s operating budget.

Lynn Coleman, vice president of administration and finance, presented the administration’s recommendation on a $1,300,053 reduction to the proposed operating budget, based on priorities that the board approved at its March 28, 2018, board meeting. Ms. Coleman reviewed the list of proposed cuts. The revised proposed budget includes a 2.5 percent merit increase for faculty and staff, a $25 increase per teaching hour in the adjunct faculty pay rate, and a $2 tuition increase.

The trustees spoke about the importance of maintaining competitive salary rates for faculty and staff in order to continue to attract and retain highly qualified employees. Trustee Joss asked if there were other ways to reduce operating expenses, in order to give a larger merit increase. President Hetherington explained that early in the budget development process the faculty, staff, and president’s team look at ways to
reduce expenditures and reallocate costs. The proposed budget that the board reviews includes those cost containment and reduction strategies.

Trustee Doyle noted that looking at the budget for a one-year period is difficult. It is challenging to consider changes in a given year that may have a long-term impact on future years when it is impossible to predict future funding.

Vice Chair Watson noted that the 2.5 percent merit would keep the college in the upper one-third of salary rates statewide, and that health care benefits and other employee benefits help to supplement employee salaries.

Trustee Schmidt remarked that there is a concern if public funding continues to decline. Trustee Solá-Carter suggested that the trustees may need to consider advocating differently for the college’s budget in future years. Trustee Watson spoke about alternate forms of advocating for the college’s budget. Dr. Hetherington suggested that the legislative and community relations committee of the board discuss the board’s advocacy approach at its October 2018 meeting, and the board agreed.

A recommendation to approve the recommended changes to the FY19 proposed operating budget and the tuition and consolidated fee rates was moved by Trustee Doyle, seconded by Trustee Joss, and unanimously approved.

Adjournment

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

The regular session was adjourned at 6:02 p.m.

The above constitutes the official minutes of the April 12, 2018, special budget session of the Howard Community College Board of Trustees as approved on April 24, 2018, and is a true and correct copy of the same.

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

April 24, 2018
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 questions or requests for additional information to the board chair or the president at least two business days prior to the board meeting.

9. 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.
Howard Community College’s
Dragon Principles

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

We pledge to...

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

And we pledge to…

Strive for excellence in everything we do
Board of Trustees
Consent Agenda

April 24, 2018
The Rouse Company Foundation Student Services Hall
RCF-400

1. Proposed New Hires
2. Candidates for Graduation
3. Faculty Promotions for Fiscal Year 2019
4. Office Supplies Contract
5. Risk Management Program for Insurance Protection
6. Salary Schedules for Fiscal Year 2019
7. Institutional Reporting
8. Mechanical Services Contract
9. Environmental Services Supplies
10. Award of a Posthumous Associate of Arts Degree
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:** March 5 - 26, 2018

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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 FY18 budget as approved by the board at its April 17, 2017, 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.
# Howard Community College

## PROPOSED NEW HIRES

For April 2018 Board Meeting

---

### BUDGETED HIRES (Position Control Positions)\(^1\)

#### March 2018

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Position Control</th>
<th>Grade</th>
<th>Range for Grade(^3)</th>
<th>Compensation(^2)</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advisor, Graduation &amp; Transfer</td>
<td>Admissions &amp; Advising</td>
<td>Existing Position Replacement</td>
<td>13</td>
<td>$55,191 - $89,821</td>
<td>$62,637</td>
<td>Alton, Denelle</td>
<td>03/16/2018</td>
</tr>
<tr>
<td>ELC Academic Support Coordinator</td>
<td>Continuing Education &amp; Workforce Development</td>
<td>Existing Position Replacement</td>
<td>13</td>
<td>$55,191 - $89,821</td>
<td>$55,191</td>
<td>Morphew, Chris</td>
<td>03/16/2018</td>
</tr>
<tr>
<td>Nursing and Allied Health Assistant Lab Manager</td>
<td>Health Sciences</td>
<td>Existing Position Replacement</td>
<td>13</td>
<td>$55,191 - $89,821</td>
<td>$58,106</td>
<td>Minarik, Rosemary</td>
<td>03/26/2018</td>
</tr>
<tr>
<td>Assistant Director of Children’s Learning Center</td>
<td>Children’s Learning Center</td>
<td>Existing Position Replacement</td>
<td>14</td>
<td>$57,394 - $93,406</td>
<td>$57,394</td>
<td>Parrott, Jennifer</td>
<td>03/26/2018</td>
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</tbody>
</table>

#### April 2018

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Position Control</th>
<th>Grade</th>
<th>Range for Grade(^3)</th>
<th>Compensation(^2)</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
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<tbody>
<tr>
<td>General Maintenance Mechanic</td>
<td>Facilities</td>
<td>New FY18 Position</td>
<td>7</td>
<td>$35,872 - $58,380</td>
<td>$35,872</td>
<td>Ballantyne, Anthony</td>
<td>04/09/2018</td>
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<tr>
<td>Associate Registrar</td>
<td>Records, Registration and Veterans’ Affairs</td>
<td>Existing Position Replacement</td>
<td>17</td>
<td>$64,702 - $105,298</td>
<td>$64,702</td>
<td>Foehrkolb, Michael</td>
<td>04/09/2018</td>
</tr>
<tr>
<td>International Education Program Coordinator</td>
<td>Academic Affairs</td>
<td>Existing Position Replacement</td>
<td>11</td>
<td>$46,796 - $76,158</td>
<td>$50,000</td>
<td>Fatimehin, Melvin</td>
<td>04/09/2018</td>
</tr>
</tbody>
</table>

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1 Position control position hires are those employees hired who are budgeted employees of the core workforce.

2 Annual 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.

3 Ranges 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.

4 Current HCC employee with benefits.
2 – Candidates for Graduation

**Background:** The following item is a list of proposed candidates for graduation who are expected to complete degrees or certificates at the conclusion of spring. These candidates will be cleared by the office of records, registration, and veterans’ affairs. The list of 703 graduates will be reviewed and approved prior to conferring the degrees and certificates.

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

**Timeline:** Degree conferral – spring 2018

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**Recommendation**

The administration requests that the board of trustees approve the list of proposed graduates for spring 2018 and empower the college president with the authority to make the necessary adjustments following clearance by the office of records, registration, and veterans’ affairs.

**Compliance:** This request is in compliance with college procedure 10.04.01, Graduation Requirements.
ASSOCIATE OF ARTS
Arts and Sciences - Arabic

Lydia Joan White

Arts and Sciences - Art

Joshua Brandon Archer
Joseph Patrick Burke
Lindsey Snow Garza
Lynjai Sussette Jimenez

Courtney Elizabeth McCarthy
Amira S. Morsi
Erin May Yeagley

Arts and Sciences - Athletic Training

Peter T. L. Castelli

Arts and Sciences - Communication Studies

Gregory Jerome Cox
Ashley F. Dominguez

Josh Daniel Mendez
Julia E. Morgenthalau

Arts and Sciences - Criminal Justice

Michael William Altner
Christiania Marie Benton
Thomas R. Burch
Caitlin G. Colón
Gabriella Frances O'Toole Colón
Marissa Ashley Daniel
Carlos Daniel Espinoza
Alexus D. Johnson

Mary Elizabeth Murphy
Tyler Jared Pollock
Katsiaryna Russell
Samantha Renee Sweeney
Julia M. Talentino
Amber Mari Young

Arts and Sciences - Dance Performance

Zoe Elise Carr
Diamond Monique Freeman

Arts and Sciences - English

John Seton Butler
Christine Marie Roth

Arts and Sciences - Exercise Science

Darrell Antoine Waters

Arts and Sciences - Film Studies

Victoria Elizabeth Garcia

Arts and Sciences - Gaming and Simulation Design

Sydney Benjamin Brown
Marielle Nicole Fabregas
Nailah Lundy

Matthew Simon McDonnell
Laura K. Messenger

Arts and Sciences - Graphic and Interactive Design

Bei Chhasa Chhaihlo
Bonnie Luc Dang
Liam B. Garrett
Clinton Clay Harris

Ian Michael Miner
Zachary M. Poston
Jenny Lee Smith
Arts and Sciences - Graphic Design
Nicole Christiane Bulte
Matthew Everett Hornig

Arts and Sciences - Health Care Management
Stephanie A. Davis

Arts and Sciences - History
Steven T. Peck

Arts and Sciences - Human Services
Daisy Jasmin Noel

Arts and Sciences - International Studies
Kalyn Rae McGinty

Arts and Sciences - Liberal Arts
Matthew Aaron Overton

Arts and Sciences - Life Science
Baihetiya Baierna
Robin Joy Bailey
Anna Filatova
Amy Marie Green
Woo Rhee Ko

Arts and Sciences - Mathematics
Yuying Chen
Cameron Mitchell Long
Chaishangling Zhang

Arts and Sciences - Music
Graceson A. Moore
Michael P. Palmer
Michael Glenn Quillen
Brandon Martin Williams

Arts and Sciences - Nutrition
Karaline Marie Kelbaugh
Hope D. Steele

Arts and Sciences - Philosophy and Religious Studies
Gaeulsan Koh
Steven M. Whittle

Arts and Sciences - Physical Sciences
Madison Anlyn Paldary

Arts and Sciences - Political Science
Joshua Raphael Hirsh
Arts and Sciences - Pre-Allied Health
Amy Marie Green

Arts and Sciences - Pre-Medicine
Christine Claudia Beecher
Kneaira Rashon Bogues
Amy Marie Green
Alaa Mohamed Ahmed Mohamed

Arts and Sciences - Pre-Pharmacy
Afeisha Sheilma Akinsola
Phuong Duong
Amy Marie Green

Arts and Sciences - Pre-Veterinary Medicine
Amanda Rachel Bowles

Arts and Sciences - Psychology
Monica La'Shawn Mobley
Deborah Sue Rizzo-Meyer

Arts and Sciences - Social Sciences
Yasaman Babamohammadi
Devon Lacey Bodziony
Anthony James Bradley
Taylor Marie Brooks
Ian Andrew Bullinger
Emily Theresa Carter
Ariana Raquel Cisneros
Helen Abigail Cordero
Michael Benjamin Doran
Ibtissam El Marji
Eric Oscar Fernandini
Kyia Montez Fields
Julianna Gabrielle Gomez
Yazunat F. Guta
Joshua David Hengel
Victoria M. Holthaus
Ophelia Felicia Jackson
Sarah Jaouni
Mary Elisabeth Kappert
Elyse Moody
Andrew R. Moore
James Anthony Morris
Julian Norton
Tamer A. Oti
Jordan Noelle Price
Jennifer Bo Rabush
Natalie Elizabeth Rivera-Canales
Clifton Bruce Robertson, Jr.
Jairo Yamil Suarez Miranda
Brittany Marie Wartman
Wing Hei Gabriel Yang

Arts and Sciences - Sociology
Benjamin Matthew Hageage

Arts and Sciences - Spanish
Ryonna-Simone Smith

Arts and Sciences - Television and Radio
Daniel Song

Arts and Sciences - Theatre
Chania Sungia Marie Hudson
Cole Richard Watts
Accounting
Jierui Chen
Jiewei Chen
Justin Sung Kim
Enzo Ghislain Loe
Aaron Sungmok Roe

Actuarial Science
Kathrine Noble Saniel

Business Administration
Daniel Oloruntosin Adegbesan
Shoshanna M. Allaire
Astrid Andrea Cifuentes Garcia
Genessa I. Diaz-Nix
Ting Dong
Adriel Belotsi Elongo
David Ekanda Elongo
Andrew Jordan Galasso
Joseph Francis Green
Alexander Francis Hosseini
Amber Dawn Houston
Fiza Hussain
Jason Michael Kraus
Teresa Se-Jeung Kwon
Ashleigh Elizabeth Linn
Dorion S. Mitchell
Andre Nepomuceno
Kaitlin Julia Potter
Adam Seth Robinson
James J. Sirene
Joshua Webster Tomlinson
Kendra Monique Ware

Computer Science
Eric Kline Borchching
Daniel C. Brackbill
Connor Chun
Justin Del Rosario
Victor Julian Jaramillo
Tristan A. King
Zachary C. Krell
Thomas Joseph Lardner
James P. Lee
Stephen P. McGovern
Anthony Nikos Toibero
An Thien Tran
Brian Moonxia Zhu

Cyber Forensics Technology
Heather Linda Erica Glushakow
Thaddeus Dominick Patrice, Jr.

Cybersecurity
Ejiwunmi Fiwajoye Adewole
Tammie Hope Agard
Hussain G. Ahmad
Jungmi Chloe Ahn
David Matthew Arnold
Steven Kwabena Asah
Dylan James Buehler
Alexei W. Campbell
Rodney T. House
Daniel Y. Kim
Duck Joon Kim
Sazzad Mahamud
Joshua D. Morris
Todd William Raley
Trey R. Robertson
Alaa Senjab
Jinelies Y. Serrano Cuevas
Bhavleen Kaur Sodhi
Andrew Redmond Valliere

Engineering
Janghee Cho
Kevin J. Fiala
Sebastian V. Fonseka
Elliot David Hefty
Junkyu Kwon
Charles Reynold Lundelius
Kendall M. McWilliams
Luke Thomas Murphy
Michael Robert Naugler
German Felipe Nino-Sanchez
Entrepreneurship

Nicholas Le

Environmental Science

Stephen Peter Panossian

General Studies

Wilson G. Adams
Grace Afua Antwiwaa
Sofia Barrios
Kailee Noel Blackard
Maria L. Blasziw
Kavitha Jade Brunner
Catalina Belen Cabrera Caicedo
René Cerna Aguilar
Jessica R. Chandler
Donald Joseph Gray Chiarella
Todd Gary Clingerman
Delaney Danyelle Coles
Sean Patrick Collins
Esther M. Compere
Pierce A. Conner
Irene Elizabeth Cruz-Umana
Alerique D. Dariso
C’yana Tavae Denby
Christopher Rene Dinarte
Deanna Kelly Elmendorf
Antonia L. Epstein
Hope Elizabeth Ferguson
Andrew Joseph Flores
Jasmine Monet Floyd
J. A. Gates
Daniel P. Gelso
Alexander Gemple
Hannah V. Giampietro
Reina Haydee Gomez
Michael A. Hackman
Chris Daniel Hagen
Claudia Elizabeth Holder
Sarah Husain
Brittney Marie Ivie
Ophelia Felicia Jackson
Allison Mariana Jimenez
Jesamyn Latisha-Alexia Johnson
Theresa P. Johnson
Kimberly Ann Jones

Navjot Kaur
Zhiqi Lai
Michael James Lamberth
Young Hoon Lee
Irving Leon
Sarah Elizabeth Lewis
Jung Ran Lim
Robert Corbin Locke
Brian Joseph Loveless
Jasmine Nicole Lumpkin
Ryan Thomas Lynch
Laura K. R. Maddock
Dorian Nicole Mangual
Curtis Nicholas McTavish
Christine Marie Mesnard
Dianna Joanne Miller
Shannon Shanà Morgan
Herman Henry Muller
Kamtochukwu Chukwuneme Okafor
Camille I. Olney
Danielle B. Owusu
Andrea Phimphanh
Erin Marie Rafferty
Jacob Steven Rawleigh
Leslie Marie Recabarren
Rachal Samantha Rehling
Rebecca Christina Reyes
Hector O. Serra
Daniel Philip Shaner
Joseph Gene Shapiro
Neil G. Spero
Alexander Peter Stephanos
Kelli D. Steveson
Iyeisha Stratford
Chunlian Valchar
Martin Andres Viteri-Lopez
Colin Edward Wallace
Christina Mary Weston
Melvin J. Yates
General Studies - Business, Leadership, Technology

Alexander William McDonald
Joseph Antonio Oliveira

General Studies - Business/Technology Emphasis

Nicholas Bryan Dubbs
Qibin Jin
Nelson Enrique Marquez Machado
Olaniyani A. Padonu

Ryan Joseph Seidl
Lauren Nicole Serio
Robert Adel Sharalla
Robert B. Soderstrom

General Studies - Science Emphasis

Ila Patricia Balderas
Manuella Kamga Bopda
Darlene Jasmine Brown
Zoe Elise Carr
August Noelani Corso
Mayah Renee Godsey
Amy Marie Green
Addison Mae Haynie
Mary Elizabeth Jordan
Michael Thomas Kozel
Marianna D. Kurban
Lauren Elise Kurtz

Kendall M. McWilliams
Faith Opemipo Olulana
Anna Marie Schuster
Huma Shahid
Manoella Yomatcha Sindjui
Celena M. Solomon
Marlena Dolores Solomon
Jose E. Velazquez
Valentina Villota Urrutia
Kim Bao Vuong
Kaylee Williams

General Studies for Certificate Students

Ammar Yasir Ahmed
Armin Akhlaghi
Rahaf K. Alhabashi
Christian F. Alvarez
Daniel Alvarez
Pamela Alane Alves
Mansi L. Amin
Molly August Anderson
Kaitlyn Marie Arnold
Shawnna Nicole Bacon
Minje Ban
Brandon Lee Banh
Michael Thomas Barber
Autumn C. Beckett
Jordan Francis Bellido de Luna
Michael Ward Benton
Clayton Thomas Bleyer
Bridget Afriyie Boateng
Joanne Clare Brent
Amelia V. Browne
Lianne Shirley Bruni
Unique Butler
Peter Dong-Il Byun
Katherine Liliana Calderon-Jimenez
Andrea Donatae Capel
Julian Vittore Capino
Alexis A. Carroll
Jordan N. Carter

Samantha Lee Chew
Peta-Gaye A. Chin
Stephanie Cho
Carly Lynn Cokas
Helen Abigail Cordero
Malik K. Corum
Reva Nicole Cox
Joseph Darcy
Zoey De los Santos De la Cruz
Nicholas F. Dennis
Seeta Riki Deonauth
Dao Ngoc Dinh
Thao Phuong Do
Geneva A. Doody
Alexis Rose Ehrman
Ryan Easton Erb
Jessica Erin Finucane
Archibald Joseph Fobbs, III
Colin William Frazier
Nicole E. Freeman
Mercedes Skye Gallagher
George Andrew Garzon
Chance Ellis Geaney
Anne Ryan Gill
Kristina A. Gorelova
Kelly Morgan Granahan
Joseph Francis Green
James J. F. Griffin
Information Technology

Ejiwunmi Fiwajoye Adewole
Thomas Boling
Chastity Christina Carter
Adam S. Chang
Edward S. Frederick-Bittner
Jaylan Alexander Garrick
Nicholas James Gruber
Edithlynn Mechelle Jackson
Kyle Alexander Keener
Samuel B. Olaitan, II
Briahna Jzanae Richardson
Chao C. Sung
Noah H. Teshome
Shishi Wang
Alex Washington
Rhys A. Washington
Stanley Benjamin Wilson

International Business

Ting Dong

Network Security

Briahna Jzanae Richardson

Nursing

Regina Udo-Inyang Akpan
Su'ad Ilham Amatul-Malik
James Patrick Anderson
Patricia Ann Anderson
Sarah Nicole Bartolotta
Jay Adam Brilliant
Katrina Tyresha Brooks
Morgan Taylor Brown
Timothy J. A. Brown
Imani Victoria Bryan
Lauren Koehler Bucher
Katie Marie Burke
Briana Monaé Burton
Leslie Byerson
Oscar Gabriel Campos
Blake Harrison Caplan
Susanne M. Caviness
Christina Sujin Choi
Brionna Clinkscale
Sara Clare Cole
Rebeca Pasqualini De Oliveira
Cameron Clayton Diggs
Morgan Nicole Ecker
Sharita Denene Felder
Nikkiya M. Flores
Desa Jakel Foster
Lisa Marie Freeman
Anne Kagure Gitonga
Kathryn Ann Haley
Lindsay Kaye Hanna
Linda Sadji Jimmy
Shantanese L. Johnson
Sheila A. Johnson
Michael Scott Juba
Alexis Jung
Stacy Abena Kyere
Bora Lee
Tara Hochstein Lucey
Robin Fay Massie
Shannon M. Matulonis
Thomas G. McClung
Caitlin Marie McGrady
Teryn Sherliza McLeod
Shaleah Simone McQueen
Ana Stephanie Medina
Leila Naser Bigdeli
Nichelle Diane Newton
Stella Chinyere Odum
Adejoke K. Ojese
Uchechukwu Chiedozie Okoli
Stephanie Lynn Ostericher
Sarah Rose Painter
Rebecca Anne Prentice
Deepna Tara Reilly-Seivert
Linda Rinier
Jason Marcus Rush
Ismatu Denise Shaw
Justin Daniel Sizemore
Bryana C. Smith
Juwanna LaFaye Smith
Laura Rose Splitter
Idi I. Usman
Jacqueline N. Washington
Heather Allison Windish
Holly Wytko
Laurie Chandler Zimmerman
Public Health
Chandler Tiara Greene
Anam Manzoor Masih
Sanam Masih
Sarah Ann Turner
Jennifer Nicole Wiedel

Secondary Education - Social Sciences
Anna Sommer Couchenour

Teacher Education - Early Childhood Education
Rachel Elizabeth Gorton
Diana Nguyen
Seojung Shin

Teacher Education - Elementary Education
Kyli Monique Bumbray
Hope Elizabeth Ferguson

ASSOCIATE OF APPLIED SCIENCE
Biomedical Engineering
Isaac Benitez
Andrew M. Bessicks
Joseph M. Darcy
Jean Michel Damien De Kuitche Guiwou
Guy-Roger Takam

Business Management
Meagan Michaela Hitesman
Kelcie Ann Kagarise
Amanda Melissa Sparks

Cardiovascular Technology - Invasive Technologist
Courtney Ann Bishop
Tamara Ali Bitar
Eric C. Lee
Martine Staelle Mbounga Tomebe Njiomegni
Jenny Nuñez
Stephanie Dionne Phillips
Pamela Ann Proctor
Shelby Megan Spangler
Gregory Thomas Surface
Fabiana Villa

Computer - Aided Design Technology
Selenea Deianira Gibson
Zachary Kevin Miller
Matthew Brian Switalski

Construction Management
Vonnie Marie McClain Bradley
Timothy Vincent Carson
Samuel Ani Ndamukong

Culinary Management
Tyler Charese-Snipe Moultrie
Fanny K. Nawezi
Zarah Sajjad
Hwakyung Suh
Dental Hygiene

Samatha Appireddy
Jennifer Marie Ballenger
Danielle Marie Coon
Jennifer Anne Folger
Nytaasha Jones
Katryna Ann Katulski
Heather Heeyoun Lee
Amanda Nicole Ridgely
Marcus Teah
Yesenia Tolentino
Rachelle N. Wedell
Michele Laraine Wright

Diagnostic Medical Sonography

Qudsia Asif
James Michael Berardi
Jennifer Lynn Boquel
Jessica Ariel Dean
Meredith Nancy Heim
Patricia Herter
Evan Gray Johnson
Brian Hosung Lee
Jong Kyu Park
Maryam Munir
Amber Nicole Neimiller
Kasey Erin Smith
Hanna A. Welsh
Kaydian Fiona Whyte
Katie Lynn Zell

Early Childhood Development

Gifty Appiah
Virginia E. Dee
Tanajah Nicole Hairston
Petrina Miller
Pamela Pinder
Shannon Lauren Staton
Alicia J. Taylor
Breanna Leigh Terry
Kalani Alexis Williams

Emergency Medical Technician/Paramedic

Tyler Ryan Bowers
Isabel Grace Robinson

Entrepreneurship

Vergheese Panacheril

Hospitality Management

Hasyrah L. Bradley
Dahae Choi
Olaide Abiodun Odusote
Molly Janna Peters
Shemiah Faith Joy Smith

Information Systems Assurance

Jungmi Chloe Ahn
Andrew George Callan
Adam S. Chang
Johnson O. Ibironke, II
Reginald Lydell Jones
Jinelies Yadira Serrano Cuevas

Medical Laboratory Technician

Kristin Alder
Diana Marie Beckman
Jennifer Suzanne Cappelletti
Patricia Alice Chao
Natasha Shiane Hall
Tyler J. Simmons
Emily C. Smith

Physical Therapist Assistant

Michael Patrick Beeman
Stephen Edward Boretzky
Alvin Chan
Rebecca A. Clark
Demetria Denise Davis
Nelly E. Gaitan
Alta Marie Hanlon
Lauren Dayle Knauff Stacey
Kiara Donna Calimlim Lorena       Mackenzie Elizabeth Robbins
Caleb Eliot Mitzel                  Kimberly Lynn Wiley

Radiologic Technology
Alec Henry Best                     Gracious Paulina Mathi
Evelyn M. Bowen                     Jacelyn A. Mays
Logan James Crockett                Andrew L. Permison
Omar Ibrahim Daraiseh              Alicia Philipp
Paul William Heyler                 Henna Rafiq
Meredith Susan Highland            Matthew Kendall Ragsdale
Fanyal Nicole Hoskin               Summer Solis
Manpreet Kaur                      Travis Jason Woodard
Maggie Kathryn Knauer               Ashley Ann Zangla

ASSOCIATE OF ARTS IN TEACHING

Early Childhood Education/Early Childhood Special Education
Chalese Akilah Carthran             Julia Lauren Sayre
Orietta Rocio McPhun                Samantha Carter Schrickel
Patricia A. Messenger               Seojung Shin
Sonu Rajesh Patel                   Karen I. Vanisko

Elementary Education/Elementary Special Education
Ebony Marie Boozer                  Elias Ross Jack-Monroe
Diana Michelle Geer                 Sandra Kay Oh
Laura E. Harrison                   Yesenia Sheila Ponce

Secondary Education - Spanish
Esther M. Compere                   
Marcos Alexis Virella

ASSOCIATE OF SCIENCE IN ENGINEERING

Computer Engineering
Bini Koshy Varghese                
Stephen C. Otte

Electrical Engineering
Ye Hie Cho                         
Nathan P. Wray

CERTIFICATE
Baking and Pastries
Bahiya R. Abdul-Aziz              Zarah Sajjad
Fanny Kayumba Nawezi

Consent Page 18
Biomedical Engineer Specialist
Andrew Michael Bessicks
Joseph M. Darcy
Guy-Roger Takam

Cardiovascular Technology for Health Care Professionals
Stephanie Dionne Phillips

Certified Bookkeeping
Ashley Marie Melone
Erin Payne
Jeevan Raymond Pereira
Huyen T. Pham

Computer-Aided Design Technology
Benjamin Hellerman
Kevin Alexander Lopez
Valencia Renee Murray
Anthony Harley Nowicki
Lana Frances Riggins

Electronics Technology
Rogers Grace Kiriggwajjo

Entertainment Technology
Molly Louise Klezer

Hospitality Management
Hasyrah L. Bradley
Eileen Kelly Brewer
Cecily Y. Christian
Molly Janna Peters
Shemiah Faith Joy Smith

Legal Administrative Professional
Jackson Pelham Mayo

Legal Office Assistant
Emilie June Forest

Lodging Management
Cecily Y. Christian
Anne Margaret Smith

Network Security Administration
Ejiwunmi Fiwajoye Adewole
Hussain G. Ahmad
William J. Foteping
David Nikolas Howell
Sazzad Mahamud

Professional Cooking
Bahiya R. Abdul-Aziz
Kittiwat Kanyaprasankit
Tyler Charese-Snipe Moultrie
James Christian Palo

Web Developer
Kimberly Faw Miller
Monique Shirelle Robinson
Vanessa Alexandra Rodgers
Chao C. Sung
3 – Faculty Promotions for Fiscal Year 2019

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

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

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

- Brukiewa, Kelly, Physical Therapist Assistant
- Kuhlman, Adrian, Mathematics
- Levins, Michael, Culinary Art
- Scible, Kelly, Cardiovascular Technology

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

- Dahl, Shannon, Biology
- Higgins, Elizabeth, Dance
- Howald, Carol, Mathematics
- Jones, Donna, Photography
- Lee, Sandra, English and World Languages
- Liu, Yulan, World Languages
Professor
Criteria include: A master's degree or its equivalent in related experience. A doctorate or equivalent is highly desirable, and evidence of extensive professional improvement. Examples of significant professional development activities include: graduate courses, internships, community activities using professional skills, selective publications, and selective presentations at national conferences, exhibits, and performances. A minimum of four years at the associate professor level at HCC at an excellent or outstanding performance level, based on an analysis of student evaluations, supervisor observations, and other appropriate evidence. Evidence of extensive experience in the systematic development, implementation, and evaluation of curriculum is required. The following faculty have met these requirements and the details of their promotion projects are included.

Berkley, Darrin: This project focused on improving students’ use of mathematics to think critically. College-level mathematics course projects were reviewed and edited. Training sessions on the pedagogical relevance of projects and scoring processes were provided to full-time and adjunct faculty. The data review showed a strong positive association between project grades and course grades. A student learning packet, exams, and projects were developed for Howard Community College’s version of a new statewide course, Topics in Mathematical Literacy (MATH-132).

Farrell, Rachel: The purpose of this project was to assist in revising the nursing curriculum to a concepts-based curriculum to improve students’ retention, completion, and professionalism in nursing. The project has two components. The first is the revision and categorization of exam items, and the second is the development and implementation of the second course in the nursing curriculum. The course revision also included the implementation of additional classroom techniques that are focused on enhancing critical reasoning and synthesis of content, and increasing course retention.

Fleisher, Greg: This project resulted in a systematic effort among social sciences faculty to teach and assess writing in their courses. While social sciences courses at HCC have long included writing assignments, this project led to the approval of an official writing objective to be infused in 30 courses from five social sciences disciplines (anthropology, history, political science, psychology, and sociology). Preliminary outcomes assessments indicate positive student results.

Giuliano, Michael: This project has enhanced curriculum development within film studies by revising existing courses, creating new courses, and doing course-level reviews for HCC film courses. A well-respected arts journalist, Mr. Giuliano has also made a compilation of a selection of his newspaper feature articles and reviews concerning Howard Community College, as a way to chart the evolution of arts-related
activities from the 1980s to the present. This portfolio also includes a selection of Mr. Giuliano’s regional arts coverage, as a way of demonstrating how his experiences as a professional journalist informs the skill set that he has brought to the classroom experience.

**Holtackers Cannon, Greta**: This project has made the pre-algebra through elementary algebra sequence more streamlined and efficient. Basic Mathematics (MATH-060) was eliminated. Course modifications allowed most of these students to start in Basic Algebra and Geometry (MATH-061), while the students lacking arithmetic skills join the adult basic education program. After a thorough software review, a mathematics software program Assessment and LEarning in Knowledge Spaces (ALEKS) that allows for more individualized learning pathways was adopted. Course and instructor training materials were developed, and multiple professional development sessions are held before each semester. Overall, success rates in the elementary algebra sequence, Basic Algebra and Geometry (MATH-061), Introduction to Elementary Algebra (MATH-063) and Elementary Algebra (MATH-067) have increased and withdraw rates have significantly declined.

**Kim, Sunhee**: This project resulted in the development of an accelerated course blending the content of Intermediate Algebra and Pre-Calculus I. Course materials developed include a Pearson website, two Canvas sites (the college’s learning management system), five unit exams, student packet materials, and training for faculty on blended learning. Compared to standard sections, students are more successful in Intermediate Algebra (MATH-070) and Pre-calculus I (MATH-143) and more successful when they move on to Pre-calculus II (MATH-153). Dr. Kim also developed and implemented a mastery learning curriculum for Intermediate Algebra. This involved developing an Assessment and LEarning in Knowledge Spaces (ALEKS) site, a student packet, an instructor packet, and faculty training. The results of both projects have helped to inform the division’s plan for realignment of objectives for developmental mathematics.

**Kling, Jennifer**: This project focused on integrating technology-based outcomes tracking tools into physical and biological science courses to support the general education assessment requirements at course and program levels. Ms. Kling gained expertise in using assessment tools in Canvas, the college’s learning management system, and consulted with the e-learning department and the learnings outcome assessment office to build rubrics aligned with scientific and quantitative reasoning goals. She assisted with implementation of the Early College Program for Oakland Mills High School students seeking a degree in general studies, science emphasis. She served as a liaison between the division, admissions and advising, and the high school to integrate seniors into courses at HCC.

**Korbelak, Stacy**: This project researched and emphasized global competency, an HCC general education goal, as it relates to student learning. Eight key recommendations were developed along with materials that will improve the global competency of students in a variety of educational and real-world contexts. Ms. Korbelak also created
and facilitated professional development sessions for faculty and staff designed to promote global competency.

**Long, Michael:** This project redesigned the mathematics courses taken by elementary education majors to realign them with the current national mathematics education policy documents and Maryland state standards. The new curricular materials for Concepts of Mathematics I and II, (MATH-127 and MATH-128), help students build conceptual frameworks with hands-on tasks. The teaching methods incorporated into the courses are more challenging for students, but they model pedagogical strategies that future teachers will be using in their own classrooms. After the redesign, the future teachers' mathematics learning, as measured by assessment scores and course success rates, remained high.

**Roze, Jodi:** This project focused on systemically evaluating and building in full compliance and quality assurance systems for Accreditation Commission for Programs in Hospitality Administration (ACPHA) accreditation. Ms. Roze reviewed and provided a full guide for full- and part-time faculty though a Program, Accreditation, Curriculum and Course Objectives guide (PACC) for compliance issues. Integrated robust event programs and scheduling were developed to increase compliance with the Certified Meeting Planner domains appealing to the adult learner and increasing enrollments.

**Schuler, Maureen:** This project established an inquiry-based learning (IBL) approach to three 200-level psychology courses. IBL is a teaching approach whereby the instructor engages students in problem-solving of real life situations. Preliminary outcomes assessments indicate positive results with greater student engagement and better learning.

**Straube, William:** Through this project, Dr. Straube led a faculty team to develop a new program for undergraduate research in science and engineering. Four undergraduate research courses were developed. Other activities related to the successful implementation of the program included student recruitment, student mentoring, the establishment of an external advisory board, and a program assessment plan. Students were given opportunities to present their original research locally and nationally. As part of this project, research grade analytical equipment was selected and purchased to support student research in the new science, engineering, and technology building.

**Weber, Roger:** This project focused on the center for entrepreneurial and business excellence and the individualized program. Mr. Weber has assessed and made substantial improvements to the curriculum. The project focused on the needs of the target audience, expanded the topical content, and incorporated the principles of mastery learning. Not only has his work contributed to a more viable curriculum for students and potential students, the changes have opened up the target audience to small business owners to help them to grow their existing businesses.

**Purpose:** To obtain board approval for faculty promotions
**Timeline:** FY19

**Recommendation**

The administration requests that the board of trustees approve all promotions for the faculty members listed above.

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

Background: The college has been using the Mid-Atlantic Purchasing Team’s (MAPT) cooperative contract with Office Depot to purchase office supplies for the last six years. MAPT is a coordinated effort of the Baltimore Metropolitan Committee and the Metropolitan Washington Council of Governments to aggregate the purchasing power of the counties, school systems, and community colleges in the Maryland, Virginia, and Washington D.C. region. Anne Arundel County Public Schools issued the office supplies solicitation on behalf of MAPT. This contract allows for multi-jurisdictional participation and a corresponding discount structure based on the increased annual volume of participants in the contract. Since its inception, a number of jurisdictions have also signed up to participate in the contract, which has increased the anticipated annual volume. This increased volume will lead to even greater discounts for all participating entities on items such as desktop paper and toner cartridges, which are both high volume purchases for the college. As a result, the administration would like to continue to utilize the MAPT cooperative contract and purchase office supplies from Office Depot. It is anticipated that approximately $500,000 will be spent on office supplies.

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

Timeline: FY19

Total: Approximately $500,000

--- Recommendation ---

The administration requests that the board of trustees approve:

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

Source of funds: FY19 budget, including unrestricted agency and grant funds

Compliance: This request is in compliance with college policy 62.05F, Cooperative Purchasing and procedure 62.05F.01, Cooperative Procurement.
5 – Risk Management Program for Insurance Protection

**Background:** The college is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The college is insured through the Howard County self-insurance fund, which provides general liability, all-risk property, and workers’ compensation insurance. The fund is a self-insurance mechanism authorized under Maryland law by which local governments pool together to provide casualty self-insurance coverage. The college’s coverage includes up to a maximum of $1,000,000 for each general liability claim, $100,000 for each property claim, and $500,000 on each workers’ compensation claim.

The college also maintains a separate policy with the Local Government Insurance Trust (LGIT), the member-owned insurance association that administers the self-insurance fund for local governments and municipalities for automobile coverage up to a maximum of $1,000,000 for each automobile claim. LGIT was created to provide broader insurance than that available from commercial insurers, coverage that otherwise would be unavailable, and loss control and risk management services for local governments. Under the umbrella of Howard County, the college also has additional coverage of $5,000,000 through LGIT for liability, property claims, and workers’ compensation claims in excess of the coverages described above. The county pays annual premiums to LGIT for liability coverages. Settled claims have not exceeded coverage in any of the past five years.

The college makes payments to Howard County based on the premiums established by the county dependent on a combination of actuarial estimates and historical cost information. The college has no liability for covered claims other than paying the premium established by Howard County. The estimated amount to be paid to Howard County in FY19 is $514,550.

**Purpose:** To obtain board approval to make the risk management payment to Howard County

**Timeline:** FY19

**Total:** Approximately $514,550

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**Recommendation**

The administration requests that the board of trustees approve:
Method: The continuation of the risk management program through the Howard County Government for inclusion in the self-insurance fund

Source of funds: FY19 - college operating budget

Compliance: This request is in compliance with Board Bylaws – Article II: Board of Trustees Responsibilities and Powers, Item I: Liability Protection.
6 – Salary Schedules for Fiscal Year 2019

Background: The board is asked to approve any changes to the salary schedules for the next fiscal year.

The college recently completed a comprehensive compensation study with assistance from an external consultant, Evergreen Solutions. That study resulted in revised faculty and staff salary structures effective July 1, 2017. However, the research of the fall 2017 Salary and Benefits Committee found that two of the faculty salary ranges have fallen out of compliance with college policy.

Policy 63.04 (Compensation Policy) states that full-time faculty salary ranges must fall within the upper one-third of full-time faculty salary ranges in Maryland’s public community college system. The associate professor and assistant professor ranges both currently rank sixth out of sixteen schools at midpoint. The proposed changes would raise associate professor to third and assistant professor to fourth in rank. The other faculty ranges are currently in compliance and will not change.

The cost to bring all existing college faculty to the new minimums would be approximately $6,000 if no merit increase is given at the same time. If a merit increase is also approved at the same time, salaries would first be adjusted based on the original schedule for merit and then adjusted to the new minimum from the new schedule, if necessary. Under those circumstances, the cost to bring employees to the new minimums would drop and possibly be eliminated altogether. The audit and finance committee reviewed and supported the new faculty salary schedules.

The current FY18 and proposed FY19 salary schedules follow this item.

Purpose: To obtain board approval for the FY19 salary schedules

Timeline: FY19

Recommendation

The administration requests that the board of trustees approve the following proposed faculty salary schedules as recommended by the audit and finance committee at its March 13, 2018, meeting.

Compliance: This request is in compliance with Board of Trustees’ Policy: Board Role.
### Current Fiscal Year 2018 and Proposed Fiscal Year 2019 Salary Schedules

#### Current FY18 10-month faculty

<table>
<thead>
<tr>
<th>Rank of MACC schools</th>
<th>Minimum</th>
<th>Mid-Point</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$70,455</td>
<td>$88,069</td>
<td>$105,683</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$59,708</td>
<td>$74,635</td>
<td>$89,562</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$51,920</td>
<td>$64,900</td>
<td>$77,880</td>
</tr>
<tr>
<td>Instructor</td>
<td>$49,167</td>
<td>$59,000</td>
<td>$68,833</td>
</tr>
</tbody>
</table>

#### Proposed FY19 10-month faculty

<table>
<thead>
<tr>
<th>Rank of MACC schools</th>
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<tr>
<td>Professor</td>
<td>$70,455</td>
<td>$88,069</td>
<td>$105,683</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$63,000</td>
<td>$78,750</td>
<td>$94,500</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$55,000</td>
<td>$68,750</td>
<td>$82,500</td>
</tr>
<tr>
<td>Instructor</td>
<td>$49,167</td>
<td>$59,000</td>
<td>$68,833</td>
</tr>
</tbody>
</table>

#### Current FY18 12-month faculty (paid 20% higher than 10-month)

<table>
<thead>
<tr>
<th>Rank of MACC schools</th>
<th>Minimum</th>
<th>Mid-Point</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean Appointment</td>
<td>$91,729</td>
<td>$119,248</td>
<td>$146,767</td>
</tr>
<tr>
<td>Associate Dean Appointment</td>
<td>$86,121</td>
<td>$109,805</td>
<td>$133,488</td>
</tr>
<tr>
<td>Professor</td>
<td>$84,547</td>
<td>$105,683</td>
<td>$126,820</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$71,650</td>
<td>$89,562</td>
<td>$107,474</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$62,304</td>
<td>$77,880</td>
<td>$93,456</td>
</tr>
<tr>
<td>Instructor</td>
<td>$59,000</td>
<td>$70,800</td>
<td>$82,600</td>
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#### Proposed FY19 12-month faculty (paid 20% higher than 10-month)

<table>
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</tr>
<tr>
<td>Professor</td>
<td>$75,600</td>
<td>$94,500</td>
<td>$113,400</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$66,000</td>
<td>$82,500</td>
<td>$99,000</td>
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<tr>
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</table>

The cost impact is minimal. There is no impact at the associate professor level. There are five assistant professors who would have to be raised to minimum at a cost of about $6,000 but if the college also awards merit at the same time, the cost would be eliminated.
7 – Institutional Reporting

Background: The college uses the Ellucian Colleague administrative information system and associated computer systems as its database of record. To enhance the amount of information that is extracted from these systems, the college uses outside consultants to develop custom web intelligence reports for institutional enterprise reporting for research and organizational requirements.

Proposals for qualified professional consulting firms to provide end users with services to facilitate the development, implementation, support, and maintenance of instructional enterprise reporting and business intelligence software applications were solicited on January 19, 2018. These services are to be provided on an as-needed basis, with no minimum guarantee. The technical proposal submission and price proposal submission were required on February 23, 2018, in separately sealed envelopes. Only one response was received, which was from ASR Analytics.

ASR Analytics has successfully provided these consulting services to the college in the past. Although the response was carefully reviewed, it was determined that a lengthy evaluation process was unnecessary, as the firm is already known to be qualified. As a result the administration recommends award to ASR Analytics.

Purpose: To obtain board approval to award the contract for consulting services for institutional reporting

RFP Title/Number: 18P-005 – Institutional Reports

Timeline: The initial term of the contract will be for three years, beginning July 1, 2018, and ending June 30, 2021. The contract may be renewed for two additional one-year periods.

Price proposals: Price proposals were received on February 23, 2018. All work will be performed on an hourly basis. ASR Analytics proposed the amount of $180 per hour. Based on this hourly amount, it is anticipated that approximately $180,000 will be spent in FY19. The total amount for each fiscal year will depend on the specific projects that are required.

Total: Approximately $180,000
Recommendation

The administration requests that the board of trustees approve:

**Method:** The award of the contract for consulting services for institutional reporting to ASR Analytics

**Source of funds:** Information technology operating funds in the applicable fiscal year

**Compliance:** This request is in compliance with college purchasing policy and procedure 62.05B/62.05B.01, Request for Proposals.
8 – Mechanical Services Contract

**Background:** The college needs mechanical services to accomplish a number of planned projects around the campus, as well as other miscellaneous, unscheduled, and unforeseen projects that arise as needed. The college has successfully utilized an indefinite delivery/indefinite quantity mechanical services contract with Emjay over the past several years in order to streamline the procurement process and reduce the amount of time necessary from the identification of a project to the completion of a project. The previous contract with Emjay was awarded as the result of a bid solicited by the college. The administration is satisfied with the quality of this firm’s work and would like to continue to use its services.

The Howard County Public School System (HCPSS) has a contract for mechanical services with Emjay, which was publicly solicited and is available for the college to utilize. The cost of hourly work under the HCPSS contract is comparable to the pricing that the college received under the previous Emjay contract. It is estimated that approximately $400,000 will be spent for these mechanical services in FY19.

**Purpose:** To obtain board approval to utilize the HCPSS contract to purchase mechanical services from Emjay

**Timeline:** FY19

**Total:** Approximately $400,000

**Recommendation**

The administration requests that the board of trustees approve:

**Method:** The use of the HCPSS contract to purchase mechanical services from Emjay

**Source of funds:** Facilities operating budget and systemic capital budget

**Compliance:** This request is in compliance with college policy 62.05F, Cooperative Purchasing and procedure 62.05F.01, Cooperative Procurement.
9 – Environmental Services Supplies

Background: The college currently purchases the majority of its environmental services products and equipment from Daycon. Daycon has the ability to supply and deliver a wide variety of these products in bulk, including a large number of products classified as sustainable or made of “green” materials. Additionally, Daycon provides a vendor managed inventory (VMI) program, which reduces the amount of campus space necessary to maintain adequate inventory, as well as staff resources to manage deliveries. The college has also standardized most of the equipment that is used to clean the floors throughout the campus to provide efficiencies in staff training. The floor cleaning equipment is also available to purchase through Daycon.

Charles County Public Schools awarded a contract to Daycon through a competitive solicitation process, which is available for the college to utilize. To ensure that the college continues to receive the best value, last year the administration compared the price of the equipment, products, and the VMI service under this contract with the pricing available through a competitor under another available contract. The analysis verified that Daycon’s pricing is the most competitive and provides the greatest value for the college. Under the Charles County Public Schools contract, the college estimates that approximately $350,000 in environmental services equipment and products will be purchased from Daycon in FY19.

Purpose: To obtain board approval to utilize the Charles County Public Schools contract to purchase environmental services products and equipment from Daycon

Timeline: FY19

Total: Approximately $350,000

Recommendation

The administration requests that the board of trustees approve:

Method: The use of the Charles County Public Schools contract to purchase environmental services products and equipment from Daycon

Source of funds: Facilities operating budget

Compliance: This request is in compliance with college policy 62.05F, Cooperative Purchasing and procedure 62.05F.01, Cooperative Procurement.
10 – Award of a Posthumous Associate of Arts Degree

Background:  The administration recommends the awarding of a posthumous associate of arts degree in general studies for certificate students to Kaitlin McDaniel.

Purpose:   To obtain board approval to award a posthumous associate of arts degree

Timeline:    Degree Conferral – May 2018

Recommendation

The administration requests that the board of trustees approve the posthumous associate of arts recommendation.

Compliance:  This request is in compliance with college policy 61.07b, Posthumous Degrees and Certificates and procedure 61.07.02, Posthumous Recognition of a Student.
H-1 Discussion Item: Work Session Topics for Fiscal Year 2018

**Background:** During the course of the year, there are opportunities for six special work session topics to be presented at board meetings. Once the topics are developed, the appropriate areas are notified so that materials can be prepared to present to the board.

In order to help facilitate this discussion, a list of the work sessions for the past five years follows this cover sheet. Also, listed below are possible topics suggested by president’s team that may be of interest to board members:

- Learning Outcomes Assessment Project (traditionally occurs in March)
- Health Sciences (including dental hygiene)
- Open Educational Resources

**Recommendation**

This item is for discussion only and requires no board action.
Howard Community College Board of Trustees
Work Session Information Sessions (FY14-18)

FY18
• Undergraduate Research
• The Center for Hospitality and Culinary Studies
• Self Service: Online Enrollment Services for Credit Students
• Cybersecurity at Howard Community College
• Learning Outcomes Assessment
• Continuing Education and Workforce Development

FY17
• Policy Governance and Key Performance Indicators (Board Core Ends)
• Arts and Humanities at Howard Community College
• Enrollment Analysis and Projections and Update on the Early College Program
• Science, Engineering, and Technology Building Tour
• Program and Course Development and Review
• Learning Outcomes Assessment
• Update on the NST Building Renovation
• Sustainability at Howard Community College

FY16
• Title IX/Clery Act
• Strategic Marketing, Social Media and Website
• Commission on the Future Update and Internships
• SET Building
• Honors Programs/Learning Communities
• Learning Outcomes Assessment
• East Garage Expansion
• Fitness Center Tour

FY15
• Facilities Master Plan Concepts and Progress Report
• English and World Languages
• Science, Engineering & Technology Building Design Update
• Facilities Master Plan
• Dental Hygiene Program/Medical Laboratory Technician Program
• Learning Outcomes Assessment
• Engineering Program and Club/LOA
• Cyber Security

FY14
• SET Building Update
• Curriculum and instruction development process
• Entrepreneurship
• Study Abroad/Exchange Programs and Travel Faculty Grants
• Programs for At-Risk Students
• Learning Outcomes Assessment
H-2 Discussion Item: Board Retreat Update

**Background:** At its January 24, 2018, board meeting, the board of trustees provided preliminary guidance regarding its annual retreat. The guidance included a recommendation to continue the board’s focus on cultural proficiency from its FY17 retreat with CampbellJones Associates as facilitator, as well as a request for a date change. At the February 28, 2018, board meeting, Dr. Hetherington provided the board with an update on the arrangements for the retreat, as well as discussed with the board the timeline for the rescheduled June 4, 2018, retreat. At that time, the board asked Dr. Hetherington to speak again with the Drs. CampbellJones regarding the scheduling of a two half-day retreat. At the April 24, 2018, board of trustees’ meeting, Dr. Hetherington will brief the trustees on her most recent conversation with the Drs. CampbellJones, and will ask for the board’s final decision on expected outcomes for the retreat, as well as scheduling a three-hour retreat session as planned on June 4, 2018, and a three-hour follow-up session prior to the September 26, 2018, board meeting from approximately 2:00 p.m. to 5:00 p.m.

**Purpose:** To discuss the final details of the FY18 board of trustees retreat

**Timeline:** FY18

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**Recommendation**

This item is for discussion only and requires no board action.
# 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>April 2018</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 25, 2018</td>
<td>County Council Budget Hearing</td>
<td>• Trustee Attendance: <strong>Board Chair Required</strong></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Banneker Room, George Howard Building</td>
<td>• Trustee Attendance Encouraged</td>
</tr>
<tr>
<td>7:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 27, 2018</td>
<td>Vino Scholastico</td>
<td>• Trustee Attendance Encouraged</td>
</tr>
<tr>
<td>Friday</td>
<td>Health Sciences Building Lobby</td>
<td>• Fundraiser for Student Scholarships</td>
</tr>
<tr>
<td>6:30-10:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>May 2018</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 1, 2018</td>
<td>County Council Budget Hearing</td>
<td>• Trustee Attendance: <strong>Board Chair Required</strong></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Banneker Room, George Howard Building</td>
<td>• Trustees Invited and Participate in Presenting Awards</td>
</tr>
<tr>
<td>7:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 3, 2018</td>
<td>Student Awards Banquet</td>
<td>• Trustee Attendance Required**</td>
</tr>
<tr>
<td>Thursday</td>
<td>Sheraton Columbia</td>
<td>• Trustees Invited and Participate in Presenting Awards</td>
</tr>
<tr>
<td>6:30-9:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 8, 2018</td>
<td>Entrepreneurial Celebration</td>
<td>• A Competition of Entrepreneurial Students’ Business Ideas</td>
</tr>
<tr>
<td>Tuesday</td>
<td>RCF-400</td>
<td></td>
</tr>
<tr>
<td>6:00-8:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 15, 2018</td>
<td>Audit and Finance Committee</td>
<td>• Committee Member Attendance Required**</td>
</tr>
<tr>
<td>Tuesday</td>
<td>RCF-401</td>
<td>• Meeting with Auditors</td>
</tr>
<tr>
<td>8:30 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 17, 2018</td>
<td>Dragon Athlete Awards</td>
<td>• A Celebration of Student Athletes</td>
</tr>
<tr>
<td>Thursday</td>
<td>Banquet</td>
<td></td>
</tr>
<tr>
<td>6:30-9:00 pm</td>
<td>Sheraton Columbia</td>
<td></td>
</tr>
<tr>
<td>May 22, 2018</td>
<td>Nursing Recognition Ceremony</td>
<td>• Recognition Ceremony</td>
</tr>
<tr>
<td>Tuesday</td>
<td>UMBC, Retriever Athletic Center</td>
<td></td>
</tr>
<tr>
<td>10:00 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 22, 2018</td>
<td>Reception for Platform Party</td>
<td>• Trustee Attendance Required**</td>
</tr>
<tr>
<td>Tuesday</td>
<td>UMBC, location TBD</td>
<td>• Meeting with Auditors</td>
</tr>
<tr>
<td>12:30 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 22, 2018</td>
<td>Commencement</td>
<td>• Trustee Attendance Required**</td>
</tr>
<tr>
<td>Tuesday</td>
<td>UMBC, Retriever Athletic Center</td>
<td>• Board Members Confer Degrees</td>
</tr>
<tr>
<td>2:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 24, 2018</td>
<td>Pre-Convocation Lunch</td>
<td>• Lunch Followed by Innovation Fair</td>
</tr>
<tr>
<td>Thursday</td>
<td>Café on the Quad</td>
<td></td>
</tr>
<tr>
<td>12:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Location</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| May 24, 2018        | Thursday    | Spring Convocation Smith Theatre | • Trustee Attendance: **Board Chair Required**  
• Welcome from Board Chair  
• Recognition Event for Retired Employees, Degree Recipients, New Employees, and Career Service Awards |
| May 30, 2018        | Wednesday   | Work Session / Regular Meeting / Closed Session RCF-400 | • **Trustee Attendance Required**  
• Recognition of All-USA Academic Team  
• No Information Session  
• Election of FY19 Board Officers  
• Mission, Vision, Values, and Strategic Goals  
• Identity Theft Prevention – Red Flags and Payment Card Industry Compliance  
• Approval of Audit Areas for Review  
• New Academic Programs  
• Authorization for Board Chair to Approve on Behalf of Board until next Regular Meeting  
• Full-time/Part-time Faculty Ratios  
• Anticipated Summer Approvals  
• Sodexo Report  
• Barnes & Noble Report  
• Sustainability Update  
• Presidential Year-end Evaluation |
| June 4, 2018        | Thursday    | Board Retreat RCF-401 | • **Trustee Attendance Required**  
• Agenda – TBD  
• Board Self-Evaluation |
| June 13, 2018       | Wednesday   | Current and Former HCC Boards Social RCF-400 | • **Trustee Attendance: Board Chair Required**  
• Current and Former Board of Trustees Members, Current and Former HCCEF Board Members, and Former Capital Campaign Council Members Invited |

**Looking Ahead**

**HCC 5K Challenge Race – Sunday, October 14, 2018**

Notes:

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

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

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

*Red* denotes information changed from original posting.  
*NEW!* denotes item not listed on the 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, most of which are counted in the governor’s yearly attendance report.
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: March 14, 2018, through April 10, 2018

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: March 2018

Recommendation

This item is for information only and requires no board action.
### 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>Compensation(^1)</th>
<th>Name</th>
<th>Effective Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor, English; Associate Dean, English/World Languages</td>
<td>English/World Languages</td>
<td>Appointment</td>
<td>Associate Dean (12-Month)</td>
<td>$86,121-$133,488</td>
<td>$86,121</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>$86,121-$133,488</td>
<td>$87,629</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>$86,121-$133,488</td>
<td>$103,323</td>
<td>Beaudoin, David</td>
<td>07/01/15</td>
<td>06/30/18</td>
</tr>
<tr>
<td>Professor, Biology; Associate Dean, Science, Engineering, Technology</td>
<td>Science, Engineering, Technology</td>
<td>Appointment</td>
<td>Associate Dean (12-Month)</td>
<td>$86,121-$133,488</td>
<td>$92,644</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>$86,121-$133,488</td>
<td>$106,771</td>
<td>Calder, Nancy</td>
<td>07/01/17</td>
<td>06/30/20</td>
</tr>
<tr>
<td>Professor, Mathematics; Associate Dean, Mathematics</td>
<td>Mathematics</td>
<td>Reappointment</td>
<td>Associate Dean (12-Month)</td>
<td>$86,121-$133,488</td>
<td>$107,042</td>
<td>Bunyard, Guy</td>
<td>07/01/17</td>
<td>06/30/21</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>$86,121-$133,488</td>
<td>$105,117</td>
<td>Noble, Elizabeth</td>
<td>07/01/17</td>
<td>06/30/20</td>
</tr>
</tbody>
</table>

\(^1\)Annual 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>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>$55,191-$89,821</td>
<td>$62,833</td>
<td>Garcia, Louis</td>
<td>05/21/12</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Acting HCC Concert Coordinator</td>
<td>Arts and Humanities</td>
<td>Budgeted Position</td>
<td>13</td>
<td>$55,191-$89,821</td>
<td>$58,470</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>Budgeted Position</td>
<td>11</td>
<td>$46,796-$76,158</td>
<td>$47,155</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>Budgeted Position</td>
<td>8</td>
<td>$36,540-$59,467</td>
<td>$38,897</td>
<td>Stovall, Matthew</td>
<td>07/01/14</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Interim Project Manager, TAACT Grant</td>
<td>Business and Computers</td>
<td>Existing Position Replacement Grant Funded (Temporary with Benefits)</td>
<td>17</td>
<td>$64,702-$105,298</td>
<td>$67,334</td>
<td>Goins, Tiffany</td>
<td>07/01/17</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Acting Financial Aid Technical Analyst</td>
<td>Financial Aid Services</td>
<td>New Budgeted Position (Acting)</td>
<td>12</td>
<td>$50,820-$82,706</td>
<td>$51,668</td>
<td>Schultz, Cynthia</td>
<td>07/01/17</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Acting Completion Specialist – Academic Standing</td>
<td>Academic Support Services</td>
<td>Existing Position Replacement</td>
<td>13</td>
<td>$55,191 - $89,821</td>
<td>$55,191</td>
<td>Mason, Emily</td>
<td>01/29/2018</td>
<td>Undetermined</td>
</tr>
<tr>
<td>Public Safety Officer</td>
<td>Public Safety</td>
<td>New Position (Temporary with Benefits – Part-Time)</td>
<td>11</td>
<td>$46,796-$76,158</td>
<td>$31,203</td>
<td>Wheeler, Darron</td>
<td>02/27/2018</td>
<td>06/30/18</td>
</tr>
</tbody>
</table>

¹Annual salary is shown for exempt employees; estimated annual compensation is shown for non-exempt employees since official compensations are an hourly amount (not shown).

## SEPARATIONS

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Status</th>
<th>Grade</th>
<th>Range for Grade</th>
<th>Compensation¹</th>
<th>Name</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Office Associate</td>
<td>Children’s Learning Center</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Sanchez, Susan</td>
<td>03/02/18</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>Dean, Aneela</td>
<td>Teacher IV</td>
<td>02/09/18</td>
<td>03/23/18</td>
</tr>
<tr>
<td>Holland, Monique</td>
<td>Team Teacher Lead</td>
<td>02/26/18</td>
<td>Undetermined</td>
</tr>
</tbody>
</table>

### SABBATICAL LEAVE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Beginning Date of Leave</th>
<th>Ending Date of Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burba, Angel</td>
<td>Associate Professor, EMS-Paramedic; Chair, EMS Program</td>
<td>01/01/18</td>
<td>06/30/18</td>
</tr>
<tr>
<td>Yoo, Laura</td>
<td>Associate Professor, English</td>
<td>01/01/18</td>
<td>06/08/18</td>
</tr>
</tbody>
</table>