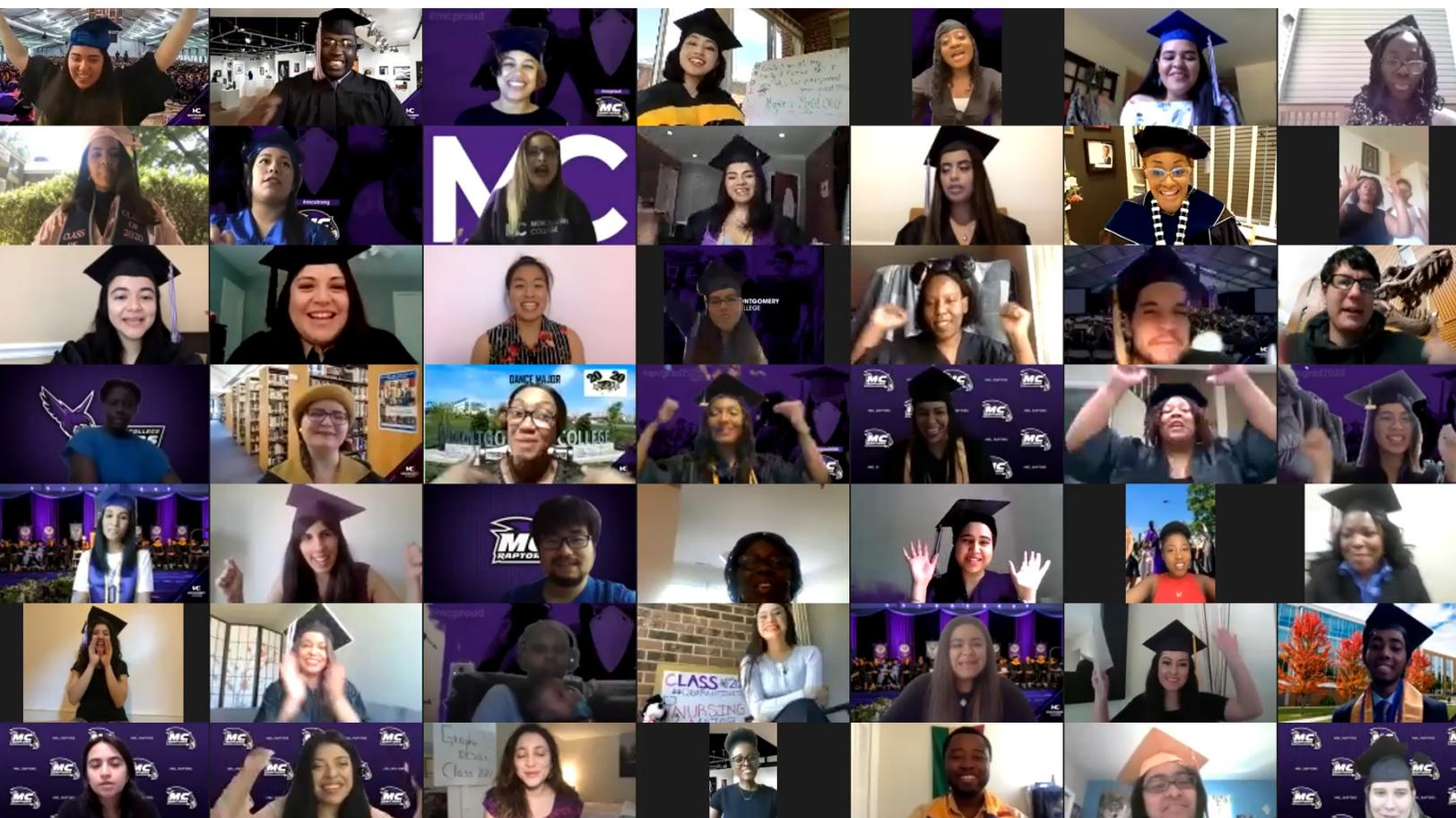


MC
MONTGOMERY
COLLEGE

MONTGOMERY COLLEGE 2020 ANNUAL REPORT



BOARD OF TRUSTEES

Gloria Aparicio Blackwell, Chair

Dr. Leslie S. Levine, First Vice Chair

Dr. Michael A. Brintnall, Second Vice Chair

Sarah Haj Hamad, Student Trustee

Dr. Kenneth Hoffman

Michael J. Knapp

Dr. Frieda K. Lacey

Robert F. Levey

The Honorable Maricé Morales

Marsha Suggs Smith

Dr. DeRionne P. Pollard, Secretary/Treasurer
and President of Montgomery College



PETE VIDAL

From left to right: Maricé Morales, Dr. Frieda Lacey, Dr. Kenneth Hoffman, Gloria Aparicio Blackwell, Dr. Michael Brintnall, Dr. DeRionne Pollard, Michael Knapp, Dr. Leslie Levine, Robert Levey, Marsha Suggs Smith, Sarah Haj Hamad

ABOUT THE COVER

MC Commencement 2020 was a virtual success. More than 600 students participated in the ceremony, providing customized slides with a photo and a personalized message. Nearly 150 students participated in a recorded Zoom meeting added to the ceremony. Overall, 2,700 students qualified for a degree or certificate.

Montgomery College is an academic institution committed to promoting equal opportunity and fostering diversity among its students, faculty, and staff.

Produced by Montgomery College
Office of the President and
Office of Communications, 8/2020

Montgomery College
9221 Corporate Boulevard
Rockville, Maryland 20850
montgomerycollege.edu

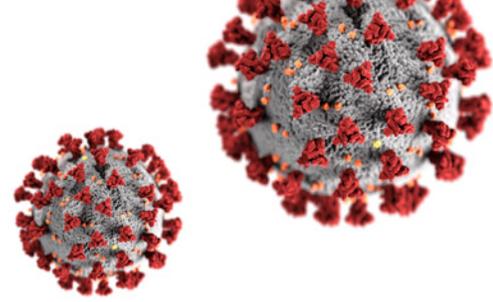


Midway through spring semester, campuses closed due to COVID-19 stay-at-home orders, and students transitioned to remote learning to finish the semester.

CONTENTS

- 4 YEAR IN REVIEW
- 6 STUDENTS
- 8 ACADEMIC HIGHLIGHTS
- 9 ACADEMIC SUPPORT FOR STUDENTS
- 11 FACULTY
- 13 GRANTS
- 14 PHILANTHROPY
- 16 COMMUNICATIONS
- 18 MC2025 STRATEGIC PLAN
- 19 ATHLETICS
- 20 EQUITY AND INCLUSION
- 22 PUBLIC SAFETY
- 23 FACILITIES
- 24 FINANCES
- 26 BOARD OF TRUSTEES
RESOLUTIONS AND RECOGNITIONS

YEAR IN REVIEW



Responses to COVID-19

The year 2020 was marked by the extraordinary transition the College made to entirely remote teaching, learning, and working in response to the COVID-19 pandemic. The arrival of the coronavirus in the United States in January 2020 was not widely reported on in mainstream media originally, but its spread abroad was a harbinger of its impact here. By March the United States had largely suspended public activities in response to the national public health emergency, restricting any activity that involved close contact among people. Public schools were closed, and many large cities were under stay-at-home orders to prevent community spread.

Maryland officially joined the ranks of states restricting public activity on March 5, when the governor declared a state of emergency. Montgomery College officially closed its physical facilities on March 16 in response to local conditions and concerns about the health and safety of students and employees. Montgomery County's public schools—as the rest in the state of Maryland—closed shortly thereafter. By the end of March the governor had issued a stay-at-home order, banned travel except for essential purposes, and called out the National Guard.

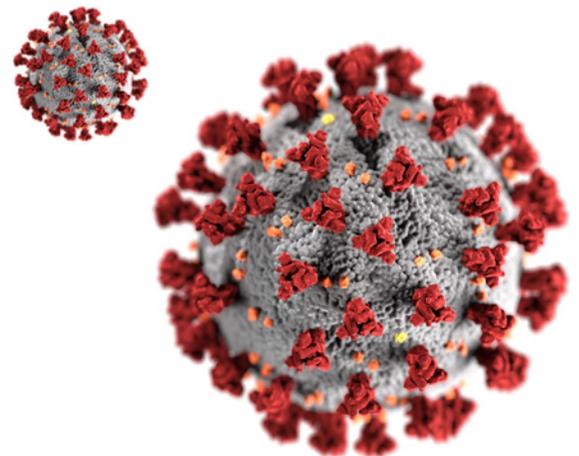
While physical access to MC's campuses and workforce development sites was prohibited, employees in public safety and information technology continued to occupy essential roles within emergency remote status, coming to campuses to attend to critical building operations and safety issues, and helping to distribute vital technology to newly remote workers in the first weeks of the stay-at-home order.

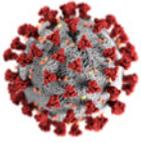
Remote Teaching/Learning/Working

The College did not, however, suspend operations or teaching. From the beginning, MC informed students that they would receive instruction remotely, and that academic services and support would continue from staff positioned at home. Although MC had never experimented with such a comprehensive, rapid transition of services, it had been exploring the nature of telework through extensive “future of the work” conversations exercised in 2018 and 2019. The Board of Trustees had encouraged this focus with a series of reports and presentations in recent years, and its vision proved prescient. The need for technology, communications, and training had been explored, and several critical steps had been previously accomplished. Among them, the College's investment in information technology hardware and services became critically important for employees' ability to continue working from home. Its creation of the Office of E-Learning, Innovation, and Teaching Excellence was essential to the training of faculty for structured remote pedagogy.

From a policy perspective, the College's work around updating and modernizing our flexible work arrangements policy and the overhaul of its procurement policy facilitated emerging dynamics in these spaces. In addition, the College's willingness to promote growing work-from-home arrangements even before the pandemic meant that many employees already had some experience working remotely. The approval of new medical examinations and fitness for duty policies also positioned the College to safely monitor the return of employees to MC facilities when conditions allow.

Finally, the College's ambitious fundraising goals through the Office of Advancement and Community Engagement allowed it to provide emergency financial support to thousands of students who were suddenly plunged into financial insecurity. At the institutional level, the College's attention to fiscal sustainability positioned it optimally to weather the county and state funding challenges that arose and hold tuition and fees steady even if enrollment fell. The re-organization of Academic Affairs allowed for enhanced coordination and streamlining of information and policy changes. The creation of a dashboard to monitor the progress of remote instruction from the first day kept faculty and staff on the same page, aware of new resources in a timely fashion and accountable for their remote teaching responsibilities in a public way. The dashboard tracked metrics such as training sessions offered to faculty, Blackboard utilizations, tutoring sessions, work in digital learning centers, and interactions with remote library services, among others.





Leadership During the Pandemic

Several important leadership structures were quickly assembled in response to the pandemic. MC President DeRionne Pollard's Executive Cabinet became a sounding board for time-sensitive decisions that required input from a wide scope of personnel. The senior administrative leadership team (SALT) continued its role in regularly advising the president about conditions in their respective divisions. Dr. Pollard created a Coronavirus Advisory Team (CAT) with representation from MC's public safety office, nursing, health sciences, communications, and student body.

The CAT quickly became a central force for the production of reliable information about state and county conditions, advice on new health and safety protocols, and responses to questions from employees and students. When the College first received notice that a student and a faculty member had tested positive for COVID in late March, the CAT took charge of communicating with the Montgomery County Department of Health and Human Services for contact tracing responsibilities. It also advised the President's Office on which details about the infections needed to be communicated collegewide immediately, while protecting the privacy of the two individuals. The CAT also made recommendations to the College on how subsequent infection reporting should be handled, and liaised with county health officials on MC's responsibilities regarding contact tracing.

When considered together, the College's response to the COVID-19 pandemic was extraordinary. The coordination and communication required to make the transitions was possible because of faculty and staff's deep commitment to our mission. That fewer students withdrew from the College in the wake of COVID-19 than had the previous spring was one of many triumphs.

Lessons Learned

Some important lessons about technology and remote working conditions were learned along the way, which will inform College planning in the future. The College scrambled to send 400 laptops and cell phones home with hundreds of employees who did not have them, causing IT to work long hours for weeks to prepare and distribute equipment. Human Resources had to create new policies overnight for reporting time from home and confront questions such as how to treat employees whose work could not be accomplished in a home setting, and whether to pay people who could not work at home. With K-12 public schools and day care closed, many employees were suddenly working remotely with young children at home or caring for other vulnerable family members with no alternative caregivers able to contribute. Balancing increased workloads and new technology requirements was a challenge for employees, but supervisors were accommodating and encouraging as employees worked in spaces not originally designed for office production.

At the same time the College was acutely attuned to the unique needs of our financially insecure students. Some students did not own computers with which to continue their course work, and some lacked internet connections at home. Others who had come to rely on the food banks at the College found themselves without food and cut off from service jobs that provided income. Our long cultivation of philanthropy filled some critical gaps overnight with College employees working dramatically long hours to secure funding and distribute it appropriately. Some creative leadership decisions allowed the College to divert funds from the original commencement plans into emergency support for students.

Student reliance on academic support services—most often conducted face-to-face—was another area of immediate concern. Counseling of students about registration, enrollment, and degree requirements was transferred to remote operations rapidly. The consolidation of Raptor Central was a valuable pre-COVID accomplishment as it streamlined the enrollment and onboarding process. With most departments lacking direct phone service at the start of remote services, Raptor Central became a virtual place that students could communicate directly with College employees about questions related to enrollment and related transactions.

Many students were prepared for remote learning, but others did not own computers or lacked Internet connections at home. They found support through emergency financial assistance, and academic and technical support provided by community donors, staff, and MC faculty.



MCTV

STUDENTS

Credit Students

In fall 2019, there were 21,260 students enrolled in credit courses at Montgomery College, with 14 percent taking classes at more than one campus. An additional 10,847 students enrolled in Workforce Development and Continuing Education noncredit courses in that semester.

The average age of the credit student was 24, and 54 percent of credit students were female. Thirty-four percent of students were enrolled full time, while 66 percent enrolled part time. Returning students constituted 71 percent of the student body. The largest portion of students lived in Montgomery County, 91 percent, with a small percentage coming from other Maryland counties (six percent), and just slightly more coming from out of state (three percent). MC students continued to represent a spectrum of racial and ethnic diversity: African American (26 percent), Hispanic (26 percent), White (22 percent), Asian (12 percent), unknown/foreign (11 percent) and multiracial (3 percent). In fall 2019, general studies and business remained in first and second place among programs with the largest enrollments at the College, followed by science/computer science and engineering. In FY19, 4,207 students with 12 credits or more transferred to four-year institutions.

Workforce Development and Continuing Education (WDCE)

Noncredit programs continued to extend the reach of Montgomery College around our communities, providing specialized job training in targeted areas. The pandemic did impact WDCE's offerings, resulting in course cancellations. FY20 enrollments, however, still reached 40,174, down from FY19, by only 3,383 enrollments. When converted to full-time enrollments (FTEs) WDCE taught 3,989 full-time equivalents, down from FY19 by only 133 FTEs. Most of these can be attributed to hands-on courses that could not be delivered remotely during the pandemic. Disciplines such as truck driving, welding, veterinary assistant training, and phlebotomy, were unable to train students remotely in the comprehensive manner required for competency.

Despite the deficits created by the pandemic, WDCE continued to provide innovative experiences for learners of all ages in FY20. Three hundred middle school students participated in a free summer computer coding camp at the College, thanks to a new partnership. Montgomery Can Code was the result of collaboration by Montgomery College, Montgomery County Public Schools, Montgomery County government, and Apple, Inc. to provide early exposure to hi-tech computer programming skills. Benefitting MCPS students in summer of 2019, the program was designed to help address educational inequities and barriers to developing STEM skills. With generous funding from the Montgomery County Council in 2020, the program scaled up to 1,100 students in summer 2020. Due to COVID-19, it will be delivered in a remote format using Zoom and the MCPS learning management system, Canvas. President Pollard traveled to the Apple, Inc. headquarters in California in January 2020 to share the promising results of the 2019 summer program.

Research scientists from around the world also benefitted from WDCE programs this year. They continued to attend Montgomery College's BioTrac programs in large numbers, with a free spring webinar series drawing more than 1,300 participants from government sectors, academic research institutions, and private industry. BioTrac was absorbed into the College in June 2019 and it trained 428 scientists over the course of 2019.

The College's long running Advanced Placement (AP) Summer Institute was offered remotely this summer with 11 modules designed to prepare current high school teachers with the tools and credentials needed to teach AP courses in their home schools. The 30-hour program included a hybrid delivery platform of real-time video meetings, online learning resources, and group activities all delivered remotely and taught by AP certified national teachers in several states.

The mid-semester spring conversion to remote instruction worked smoothly for the majority of WDCE courses, which converted to a variety of online platforms. All three program formats—open enrollment, contract training, and grants—benefitted from an array of alternate delivery mechanisms such as Zoom, Blackboard, Kahoot, conference calls, and even cell phones. In a survey of our General Education Development (GED) students, 47 percent indicated they were working on their high school equivalency through cell phones. Several hundred sections of popular hands-on courses were not able to be delivered effectively through remote platforms though, reflecting a decreased service level of approximately six percent over the prior year.



PETE VIDAL

Using Apple iPads and digital playgrounds, students in grades six through eight upped their digital game this summer. Montgomery College, Montgomery County Public Schools (MCPS), and Montgomery County Economic Development Corporation (MCEDC) partnered to bring the Montgomery Can Code camp to middle school students for no charge.

Web-based Instruction

Web-based instruction continued to grow, with 6,314 students taking a web-based class in fall of 2019. Part-time students continued to be the largest group in online classes in the fall 2019, (60 percent), while full-time students made up 40 percent. In fact, MC was ranked the top online community college in Maryland by the Guide to Online Schools. The ranking includes factors such as tuition, online offerings, and academic standards in their assessments. MC's affordability, open educational resources, and five online degrees all contributed to its high ranking.

Financial Aid Recipients

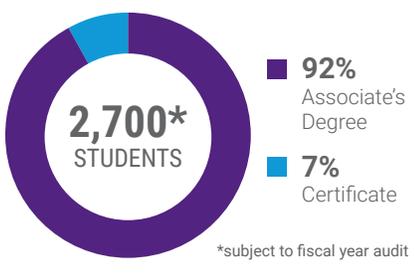
There were 15,998 financial aid recipients in FY19—7,523 of them received Pell grants—and the remainder qualified for aid such as federal Supplemental Educational Opportunity Grants, institutional grants, and guaranteed access grants, among other sources.

Degrees

During the 2019–2020 academic year, more than 2,700 students qualified for degrees and certificates. The largest portion of the graduates, 92 percent, earned associate's degrees, while seven percent were awarded certificates. The most popular programs of study among the grads were general studies, business, nursing, sciences, engineering, and cybersecurity. Among our immigrant students their most common countries of origins were Ethiopia, Cameroon, El Salvador, China, and Peru. The average age of graduates was 28, one year older than last year. MC graduates continue to be rich in diversity with more than half of them female (54 percent), and an estimated 75 percent nonwhite—13 percent Asian, 23 percent African American, 25 percent Hispanic, 25 percent White, and the remainder composed of Native American, multiracial, or foreign-born students. Fifty-four percent of the graduates came from Montgomery County Public Schools, and 33 percent took at least one course through Workforce Development and Continuing Education while at the College.

MC GRADUATES (2019–2020 ACADEMIC YEAR)

Graduation and Awards



Most Popular Enrollment Program Areas

- General Studies
- Business
- Nursing
- Sciences
- Engineering
- Cybersecurity

Most Common Countries of Origin



ACADEMIC HIGHLIGHTS



Sanjay Rai, senior vice president, academic affairs, and Darren Troxler, interim dean of admissions, George Mason University, signed a Memo of Understanding in February 2020 to create a new transfer agreement between institutions.

Awards

Despite the constraints of COVID-19, MC students continued to win numerous competitive national awards, including ones for the State Department's Critical Language Scholarship Program, (two awards to study Urdu and Arabic abroad), a Frank Karel Fellowship for minority students in public interest communications, a Johns Hopkins Bio Research Experience for Undergraduates, and a Portz Award for Outstanding Honors Student from the Maryland Collegiate Honors Council. While some of the award experiences were suspended due to COVID-19, the range of awards which our students were given continues to be impressive and often attached to significant funding. Several transfer scholarships through Phi Theta Kappa were conveyed, along with two All USA Academic Team awards of \$5,000 each, one New Century Scholar worth \$2,250, two Hites Family Foundation Scholarships worth \$7,500 each, and one Coca Cola Gold Scholarship worth \$1,500. The College also had five semifinalists for the Jack Kent Cooke Undergraduate Transfer Scholarship this year.

Student Success Score Card

In its sixth year, the Student Success Score Card data continues to examine vital metrics on students' progress and success. While the disaggregated details are delayed this year due to COVID-19 work transitions, they will be available in fall 2020. This year, a decision was made to move the publication of complete Score Card data to the fall permanently. This shift will allow for the publication of the most up-to-date figures which are not yet available in the spring. In the meantime, the three most primary factors have been tabulated and show promising results: fall-to-fall retention went up by one point to 66 percent (2019–2020); fall-to-spring retention dropped by one point to 79 percent; combined graduation and transfer held steady at 44 percent. These metrics were calculated using the Integrated Postsecondary Education Data System (IPEDS) measurement of graduation/transfer after three years. Each of these figures is rounded to the nearest whole number, so changes often consist of less than a whole percentage point.



DUSTIN GATES

Expanded Academic Programs

In FY20, the College continued to expand academic programs for students in high demand areas. In collaboration with Amazon, a cloud computing degree was created and approved by the Maryland Higher Education Commission, and a memorandum of understanding was signed with George Mason University, creating a four-year degree pathway for our cloud computing students. In the transfer space an articulation with Southern New Hampshire University that benefits students in nine degree programs.

Raptor Tank is a student-run program sponsored with profits from the student-run Macklin Business Institute Cafe on the Rockville Campus, and in partnership with the Montgomery College business program and MC Enactus. This program is designed to promote student start-up ideas and economic development by bringing together students with mentors and judges from the entrepreneurial community in a real life business challenge.

ACADEMIC SUPPORT FOR STUDENTS

ACES

In its seventh year, the ACES program—Achieving Collegiate Excellence and Success—is currently serving 2,591 students. In the spring of 2020 there were 825 seniors and 817 juniors at the partner high schools, 859 ACES students enrolled at Montgomery College, and 90 students enrolled at The Universities at Shady Grove. ACES students continue to have higher first-year, fall-to-fall retention rates than other new students at MC, by as much as 19 percentage points. Course pass rates for ACES students were also higher than non-ACES students, by as much as seven percentage points. In response to the COVID-19 transitions ACES coaches stepped up their contact with students, checking on their financial and food security statuses, as well as technology needs. Coaches made unduplicated contacts with ACES students in six weeks during the pandemic in record numbers: 86 at USG, 417 at MC, and 1,148 with high school ACES students. Student gratitude was palpable as students turned to ACES coaches for help with basic needs during the crisis such as gift cards for groceries in the amount of \$9,000 and technology purchases in the amount of \$13,000. An additional \$37,000 in scholarships were distributed to students, many of whom had parents who lost employment and were unable to cover tuition bills.



PETE VIDAL

Academic Program Advising

Academic Program Advising continued to serve students well. This past year the number of academic program guides grew from 50 to 139. More than 100 faculty are now trained to provide academic program advising, and the online program advising guides are viewed an average of 5,000 times each month.

Almost 500 students participated in the initial fall 2019 cohort of the Mandatory Advising and Assigned Counselor initiative. More than 90 percent of all First Time Ever in College (FTEIC) students see a counselor at least once during the College entry process, and FTEIC students (289) represented over one-half of the pilot cohort. FTEIC students in the pilot had higher rates of completion of gateway English and math courses and higher fall-to-spring retention rates than the rates of the full cohort of 2019 FTEIC students by July 1, 2020. Students in the advising pilot group were registering for the fall 2020 semester at a slightly higher rate than students in the full fall 2019 FTEIC cohort.

ACES students turned to coaches in record numbers during the pandemic. In addition to requests for computers to be able to finish the semester, many appealed for financial help for basic needs: groceries and rent payments.

Achieving the Promise Academy (ATPA)

ATPA continued to serve students with coaching and mentoring: 448 students enrolled in one-to-one coaching in FY20. In addition there were 293 sections with embedded coaches in FY20. The grade point averages of students who enrolled in the spring for ATPA rose by 12 percent over their fall GPAs. For the first time, the College offered embedded sections in its Summer I session.



PETE VIDAL

Montgomery County councilmember Craig Rice (center, left) toured the Engineering Department and labs in November 2019 with Dr. Pollard (center, right), Paul Bayhurst, engineering lab coordinator/shop supervisor (left) and Collegewide Dean of Science, Engineering, and Technology Muhammad Kehnemouyi (far right)

Dual Enrollment

Dual Enrollment in FY20, reached a five-year high with 4,124 credits taken by students in one of several dual enrollment programs. The success rate of dual-enrolled students remains excellent, with an overall GPA of 3.4 in MC course work, and with 90 percent earning a grade of C or better this fall.

In only its second year, Early College enrolled 151 students in 1,432 sections in FY20, tripling enrollment totals from last year. Early College students are high school students who take courses to earn an associate's degree at a MC. The program offers 10 degree pathways across all MC campuses, and the program had 30 students graduate in May of 2020.

The Pathways in Network and Information Technology Program (P-TECH) at Clarksburg High School currently has 48 students in 88 sections in FY20. P-TECH is a Middle College subprogram that focuses on a degree pathway in information technology.

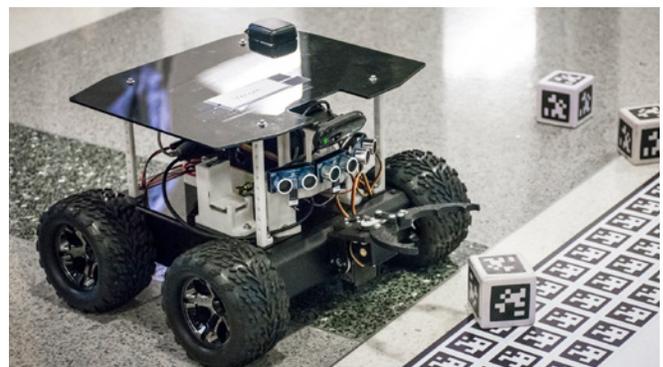
In addition, the Middle College program enrolled 159 students in 606 sections in FY20. Students in Middle College can choose one of six degree pathways, and take courses from their satellite MCPS high schools, then transition to a full-time college student by their senior year of high school. There were 17 Middle College graduates in May of 2020. In the past three years, Middle College enrollment has nearly tripled.

The general Dual Enrollment program enrolled 936 students in 1,998 sections for FY20, an increase in enrollment of 37 percent in the last five years. The general Dual Enrollment program allows students to take college courses within their high schools. While it is a non-degree program, it gives students a jump start toward higher education.

Engineering Grand Challenges Scholars Program

MC engineering students formed the first MC Grand Challenges Scholars Program cohort in fall of 2019. Montgomery College became the first community college—among 150 four-year institutions—to be accepted into the National Academy of Engineering's Grand Challenges Scholars Program (GCSP). Fourteen students were selected to participate as a cohort. The participants will work with faculty mentors across disciplines to master the five interdisciplinary competencies, as they work to solve what the GCSP program calls Engineering's Grand Challenges.

In order to successfully design and build a functional robot, MC Robotic Club members must work with a diverse group of people, plan ahead, work on a budget, manage deadlines, and learn to use and implement new technology.



PETE VIDAL

FACULTY

Professional Development

Faculty professional development took on a renewed urgency as the College was forced to remote teaching and learning in March 2020. The Office of E-Learning, Innovation and Teaching Excellence (ELITE) took the lead, providing training during spring break to prepare faculty to move their teaching online. It trained users in various platforms that helped faculty to make the transition to remote instruction and support students.

Faculty did tremendous work, and their engagement with learners kept students enrolled and committed to their academic programs. In addition, part-time faculty who were experienced with Blackboard trained fellow part-time faculty members on Blackboard Collaborate, Ultra and Learn, Microsoft applications, and Zoom.

As the spring semester continued, ELITE created a training program for faculty to move more confidently and completely to online education as needed. ELITE developed the Summer Professional Development Institute to train faculty who had not had formal distance education training in preparation for fall 2020. Seven hundred and fifty faculty registered for the training. A cadre of faculty with significant experience in the development and implementation of distance learning courses assisted faculty participating in the Summer Institute, with how to best utilize remote technologies in their disciplines.

Faculty and Staff Highlights

Despite remote emergency status, the College awarded annual honors to three employees for their exceptional commitment to students: Full-Time Faculty Member of the Year, Part-Time Faculty Member of the Year, and Staff Member of the Year. The highly competitive awards are in their fifth year and come with \$5,000 to each winner.

The Full-Time Faculty of the Year award was given to Professor Mario Parcan from architectural and construction technologies. Prof. Parcan has served at the College for 30 years, as program coordinator in construction management since 1995. Throughout his service, Prof. Parcan's top priority has been the success of his students. He spends countless hours collecting feedback from local industry leaders to improve the program and ensure that students are optimally prepared for the workforce. His extensive work on the program advisory committee, with local trade associations, and through personal contact with company executives has yielded internships, employment opportunities, and thousands of dollars in scholarship funding each year for students in the Construction Management program.

Multiple students describe Professor Parcan's tireless mentoring, including one who reports: "Professor Parcan saw something in me that I could not see in myself at a critical time in my life. He pushed me to limits I could not imagine being able to achieve. He went past the responsibilities of an educator to not only teach me industry knowledge, but also ensure that I was prepared for the real world."

Professor Parcan is credited with a professional, reliable, and caring leadership style. His outreach efforts have contributed to several articulation agreements with four-year colleges, and he is highly regarded in the construction management industry. He received the 2000 Associated Builders and Contractors John Trimmer National Excellence in Construction Education Award, and the College's Faculty Outstanding Service Award in 2001.

The Part-Time Faculty of the Year award was given to Dr. Minh Van Tran, a professor in chemical and biological sciences. A former Montgomery College student herself, she went on to earn her doctorate in pharmacy from the University of Maryland. Her teaching philosophy is straightforward, "What can I do to contribute to my students' success?" Having taught a variety of science classes, including human anatomy and physiology I and II, principles of biology, general biology, and the human body, she has never lost her spark of engagement. She even developed an online teaching course on the Human Body to make it more convenient for students who cannot come to campus.

A 50-year-old-student of Dr. Tran's wrote about overcoming her insecurity about returning to school with, "I came to Montgomery College as a nontraditional student to begin a new career as a nurse just as I turned 50. Professor Tran's energy and enthusiasm for teaching inspired me to put in 120 percent effort into succeeding. Professor Tran drilled us each day, challenging us to learn beyond the basics and to really understand the material. Surviving her class and passing with high marks convinced me that I could be successful coming back to college and getting my nursing degree." Another former student noted, "The



During the pandemic, Professor Alice Howes conducted lectures for her Modern Dance class via Zoom.

MCTV

lessons I learned in her class continue to serve me in my graduate studies. As I develop research skills, many of my questions are informed by what I learned in her class.” In addition to her teaching responsibilities, Dr. Tran provides tutoring for her biology courses through the Science Learning Center.

The Staff Member of Year for 2020 was given to Michael Mehalick, a STEM internship coordinator. Mr. Mehalick’s work in seeking out and promoting student internships in STEM curricular areas is unmatched. His energy in helping students to secure competitive internships and other career related work experiences has impacted the professional trajectories of countless students. In addition, he has created a large, complex set of academic advising documents comprised of four-to-five semester academic plans for each of the transfer engineering curricula so that students can see how an internship/job opportunity would enhance their long term academic goals. He is also credited with assistance to the information technology department in producing the Student Advisory Report, and for helping to produce a student-centered application called the Student Academic Plan for Completion. Finally, Mr. Mehalick has won endless fans in the county for leading the Maryland/District of Columbia Regional High School Science Bowl Competition held at MC, which attracts about 300 high school students from the Maryland and Washington, D.C. region.

In addition to these internal awards, another prestigious award was given to MC Professor Pruneda-Hernandez. The Association of Community College Trustees (ACCT) awarded Professor Pruneda-Hernandez the Northeast Regional Faculty Member Award. She received her award at the ACCT Annual Congress in San Francisco in October.

GRANTS

In FY20, Montgomery College was awarded just over \$6 million in new publicly funded grants for student support, program enhancement, and faculty development initiatives. Several new grants allowed MC to continue offering services to our Workforce Development and Continuing Education students. For example, the U.S. Department of Homeland Security's U.S. Citizenship and Immigration Services awarded its sixth concurrent Citizenship Instruction and Naturalization Application Services grant of \$250,000 to MC. The College's Citizenship Preparation Program offers instruction in English language, history, and civics knowledge. On the credit side, Montgomery College is a sub-recipient of National Science Foundation funds through a grant award to BioQUEST Curriculum Consortium for the five-year "Quantitative Biology in Community Colleges" project to enhance student quantitative skills. It provides biology faculty with teaching materials and professional development.

In addition, the College received approximately \$11 million in Coronavirus Aid, Relief, and Economic Security (CARES) Act funds from the Higher Education Emergency Relief Fund (HEERF) from the U.S. Department of Education. At least half of the funds, \$5.5 million, are being distributed to students who are Title IV eligible. They must have unmet financial need or expenses related to the disruption of campus operations due to the COVID-19 pandemic. The other half is for institutional use to cover costs associated with significant changes to the delivery of instruction due to the coronavirus. Montgomery College is also the recipient of additional CARES Act HEERF funds totaling more than \$44,600 as a Minority Serving Institution. While awarded in late FY 2020, the College will continue to use the CARES Act HEERF funds in Fiscal Year 2021 to meet the ongoing learning needs of students during the pandemic.

Advocacy for the College in 2019-2020 included inviting elected officials to campus. Montgomery County Executive Marc Elrich (back row, fifth from left) toured Rockville Campus in October 2019.



MARCUS ROSANO



PETE VIDAL



VANESSA ZAMBRANO

Above: Secretary of Education Betsy DeVos visited the Gudelsky Institute for Technical Education at the Rockville Campus in September.

Left: On October 21, the College honored Jonathan Diehl, construction management alumnus (2016) at an event that announced two scholarships in his memory. Matthew's parents, Cristina Rabadán-Diehl and Michael Diehl, are pictured with Construction Management Professor Mario Parcan (center) near a tree planted in Matthew's memory at Rockville Campus.

PHILANTHROPY

During the pandemic, private donors stepped up to support students in unique ways. Food insecurity became increasingly apparent as the governor's stay-at-home order continued, cutting students off from traditional food sources such as the food banks on each campus and the Capital Area Food bank's mobile markets. In addition, many students were cut off from jobs that had provided regular sources of income. In response, several generous donors made gifts to the Montgomery College Foundation, among them: the Seldin Haring-Smith Foundation (\$10,000 for food assistance to students); Dr. Mitchell Davis (\$10,000 for emergency student assistance); and Cliff and Debbie White (\$5,000 for emergency assistance to students).

Internal donations by employees were generous, totaling \$18,000 in the first month of the pandemic. The College's chapter of the American Federation of State, County and Municipal Employees' (AFSCME) members voted unanimously to ask the College to reallocate the resources for their professional development to the student assistance funds. AFSCME's Employee Assistance Program (EAP) amount was \$75,000 which went to student emergency assistance. The Colleges' chapter of the American Association of University Professors made the same request for their unused EAP funds, in the amount of \$150,000. Both of these groups ceded funds that would have been used for professional development and trainings to student need.

In addition to unexpected gifts related to specialized COVID-need, the College was hard at work inspiring support from donors for year-round scholarships and other needs. As of July 1, 2020, Montgomery College Foundation had raised over \$5.9 million in cash and pledges in FY20. This is the highest total in the last decade of the foundation's history. For the MC 2020 Campaign, the foundation raised \$31.4 million in cash and pledges to date, exceeding the original \$30 million goal to be reached by June 30, 2020. This is the single largest campaign in the foundation's history and first time a campaign has surpassed the \$30 million mark. Two of the largest gifts of the year came from the Macklin Foundation, which provided a \$1.2 million gift for the Macklin Business Institute Finance Lab, and from Kimmy Duong and Long Nguyen, who made a \$1 million commitment for the Kimmy Duong and Long Nguyen Scholarship.

Events like Mobile Markets on each campus help to address food insecurity for students. Staff volunteer to distribute food products that include fresh produce. During the first months of the COVID-19 pandemic, these events were put on hold. Donors from the College and the community helped students pay for essentials, including food and rent.



Many people donated valuable time and energy in ways that helped MC students and community members during the pandemic. One MC staffer printed face shields on a 3D printer on the Germantown Campus. Over eight weeks, Greg Downs printed 170 face shields and delivered them to front line health care workers at Holy Cross Germantown Hospital. Nonprofit Generation Hope also partnered with the College to launch Project Persist DMV, which offers students who need mentoring or coaching some extra support during the pandemic. Generation Hope's mission has been focused on helping student-parents persist in college, but it expanded services to any MC student in need during the pandemic. The bio-pharmaceutical company AstraZeneca donated 70 laptop computers to the MC Foundation for distribution to students lacking the technology during the pandemic.

The College also partnered with the Hope Center for College, Community and Justice at Temple University, in order to better measure the impact of COVID-19 on community college students. It allowed the Hope Center to distribute a Survey of Student Need to MC students. The data will be compiled with that of other colleges that participated to inform national policy on the specific needs of community college students.

In the weeks preceding the suspension of on-site classes College employees did a remarkable amount of work preparing for remote teaching, learning and operations, but they also served the county in some unique ways. They helped the College to convey more than 3,000 pieces of Personal Protective Equipment (PPE) from our Health Sciences Departments to Montgomery County's Office of Emergency Management and Homeland Security. They also advised the College on how our nursing students might respond to the call from the Maryland Institute for Emergency Medical Services System, to care for patients in a support role appropriate to their current levels of training: 31 nursing students registered for these opportunities.

The College responded to a request for laptops that county government employees could use for remote working by removing 64 from unused instructor work stations in classrooms. The College lent several biosafety cabinets to a local company, GeneDx, to facilitate its work on COVID-19 research. The College partnered with the American Red Cross to host a much-needed blood drive on its Germantown Campus in May. The pandemic had suppressed blood donations to levels that the Red Cross considered to be urgent, and the event collected blood products with the potential to serve 422 patients. In the last two weeks of June, the College's campuses were able to host three unique food distribution events, which served more than 1,500 people.

MELISSA SPRAGUE



To address the PPE shortage and respond to a need from its Montgomery County Government partners, Montgomery College donated more than 3,100 pieces of PPE to the Office of Emergency Management and Homeland Security earlier this month.

VANESSA ZAMBRANO



In May, the College took delivery of 67 Lenovo X240 laptops donated by AstraZeneca. They were distributed to students in need.

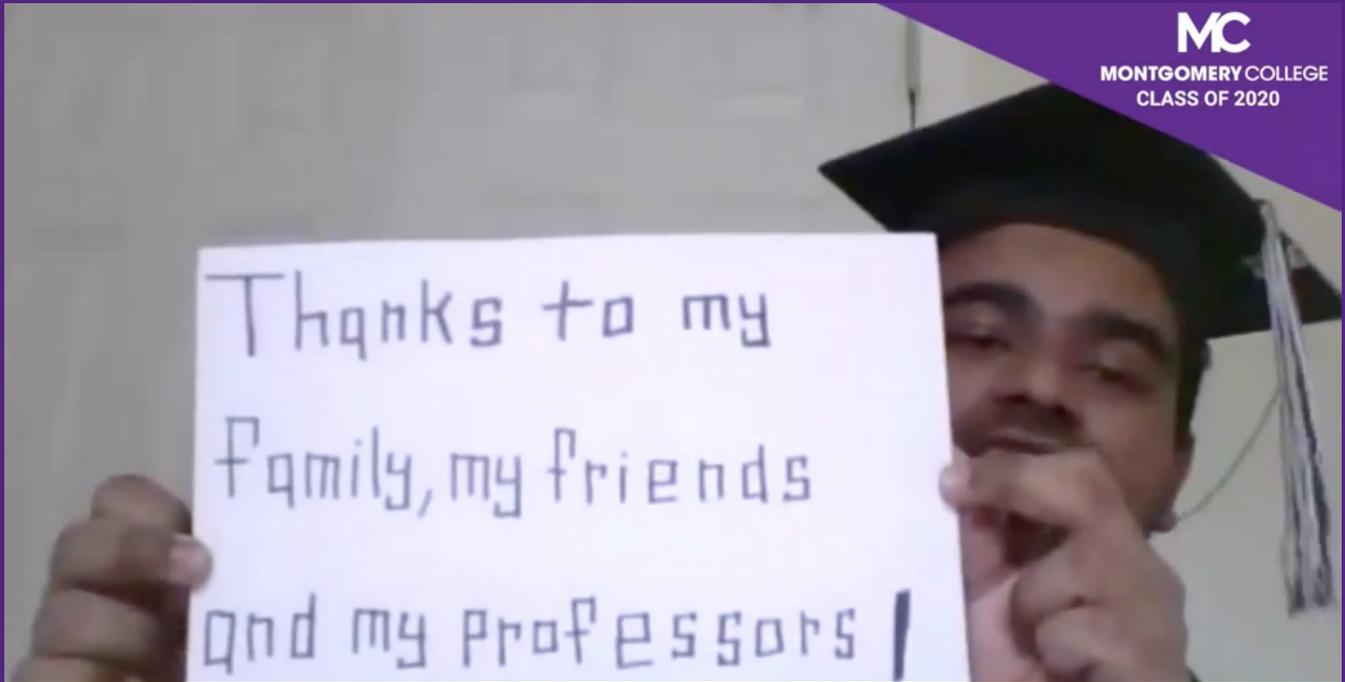
COMMUNICATIONS

Timely, accurate communication was another critical service during the pandemic. Students and employees who were suddenly working and learning remotely looked to the College for information about changes to policies and procedures, plus information about new resources that could support their health and safety. In response, the Communications team created a Coronavirus webpage with daily updates on state and county metrics, information on prevention, links to state and county resources, and mental health services. The page was viewed more than 31,800 times in the first seven weeks of remote operations. In early May a new Resilient MC web page was launched to provide expanded access to MC planning documents, guidance for specific audiences, and details about summer and fall academic sessions. In less than a month it was viewed more than 10,500 times. Two important guides were posted there: the Resilient MC Roadmap and the MC COVID-19 Health and Safety Plan. Both were combined efforts of the Coronavirus Advisory Team, senior leaders, students, faculty, and staff to provide safely and sustainably for future College operations.

Another unique community service during the pandemic was the creation of specialized COVID-19 television programming. Launched on April 20, Corona Montgomery was spearheaded by Montgomery College Television (MCTV) in partnership with the Montgomery County Council to provide 24/7 programming to residents during the pandemic. The Public, Education and Government (PEG) channels combined resources to provide public service information directly related to health and safety, access to resources, mental health assistance, COVID-19 testing, and more. The shift to programming that addressed the immediate needs of the community was accomplished by MCTV personnel who provided content, recorded interviews, and collaborated with county officials in presenting timely and accurate information. A total of 324 hours of COVID-related content were produced and broadcast on channel 10 (on Comcast, Verizon, and RCN) up to July 1, including 266 public service announcements.

An extraordinary virtual commencement ceremony was also produced by MCTV—along with the Office of Special Events. The event had more than 28,000 views online, nearly tripling the viewership record set by last year's ceremony. The live YouTube stream of the ceremony had unprecedented levels of student engagement, with comments seeing a 2,532 percent increase over 2019 and more than 11,000 views, compared to 2,000 views in 2019. Facebook Live views of the ceremony were up 276 percent over 2019, and comments were up by 665 percent over last year. The student-centered event featured several dozen students who recorded messages and 150 joining Dr. Pollard in the traditional tassel-turn to signal their official completion. There were also greetings to students from 15 elected officials and 13 celebrities. Among the most high-profile well-wishers were Director of the National Institute for Allergy and Infectious Disease Dr. Anthony Fauci, actress Julia Louis-Dreyfus, General Colin Powell, and former NBA star Jerome Williams.





The 2020 virtual commencement featured notes from graduates, and greetings and well wishes to students from elected officials and celebrities.



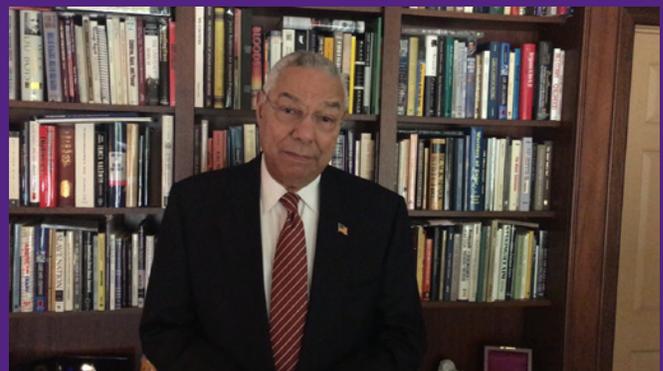
Dr. Anthony Fauci



Yumi Hogan



Julia Louis-Dreyfus



General Colin Powell

MC2025 STRATEGIC PLAN

The College moved into its new strategic plan in July of 2020. The initial plan was crafted before the pandemic changed many of the realities of instruction, operations, and finances at the College, so the planning team is aware that some reprioritization may be in order. Senior leaders have been reassessing as new realities require, while remaining faithful to the values and goals in the original plan to advance the mission of the College. While some objectives may have to be refocused, others may have to be delayed. Nevertheless, the MC2025 plan will continue to align with the master plans that have been crafted by Academic Affairs and Student Affairs, our goals in Achieving the Dream, and the accreditation requirements of the Middle States Commission on Higher Education.

MC 2025 STRATEGIC PLAN



PETE VIDAL

As part of the College's outreach and advocacy efforts, Dr. Pollard held Facebook Live events with several county elected officials and business leaders, including Martin Rosendale of the Maryland Tech Council, Hans Reimer of Montgomery County Council, and (pictured here) Gigi Godwin, alumni association trustee.



PETE VIDAL

ATHLETICS

MC ATHLETICS

The MC Raptors' 2019–2020 year marked the second year that the Montgomery College athletic program competed at the Division I and Division II (team-specific) scholarship-offering level. Of the new teams allowed to compete, most of them have remained competitive and have adjusted to the higher competition level required to advance to national tournaments, moving to the region final or semi-final games.

The women's soccer team (Division I), with a team composed primarily of freshmen, lost in the Region XX championship semi-final game and finished fourth in the conference (MDJUCO) and third in the region with a record of 7-8-1. The men's soccer team (Division I) ended the season with a 13–6 record, which earned them third in the MDJUCO and Region XX.

Women's volleyball (Division II) had another phenomenal season, ending the season as one of the top 16 teams in the nation at the Division II level. They finished their season 21-7, with their final loss taking place at the 2019 NJCAA Division II Volleyball Championship Tournament.

The men's basketball team (Division II) had a bounce-back year to finish their season 20-9 and place third in the MDJUCO. Isaiah Jennings, team starting guard, was selected to the 2019–20 NJCAA Division II Men's Basketball All-American Second Team.

The women's basketball team (Division II) also had a bounce back year in a very competitive season. They lost in the semi-finals of the region tournament championship and ended the season with a 21–6 record.

The spring teams' seasons were all altered due to COVID-19. MC's softball team (Division II) was shaping up to have a competitive season, but they were only able to play two games before the softball season was canceled. The baseball team was also gearing up for another strong season at the Division II level, but the team was only able to play 13 games before the baseball season was also canceled.

The men's and women's track and field teams were preparing for another competitive season but didn't make it out of the starting blocks before the outdoor track and field season was canceled due to COVID-19.

While the College has signed many letters of intent with prospective student athletes, the fall athletic season is still dependent on the spread of COVID-19 and the College's decisions about resuming face-to-face athletics in the fall.



Women's volleyball (Division II) ended the season as one of the top 16 teams in the nation at the Division II level.



The men's basketball team (Division II) had a bounce-back year to finish their season 20-9 and finish third in the MDJUCO.

EQUITY AND INCLUSION

Equity Dialogues

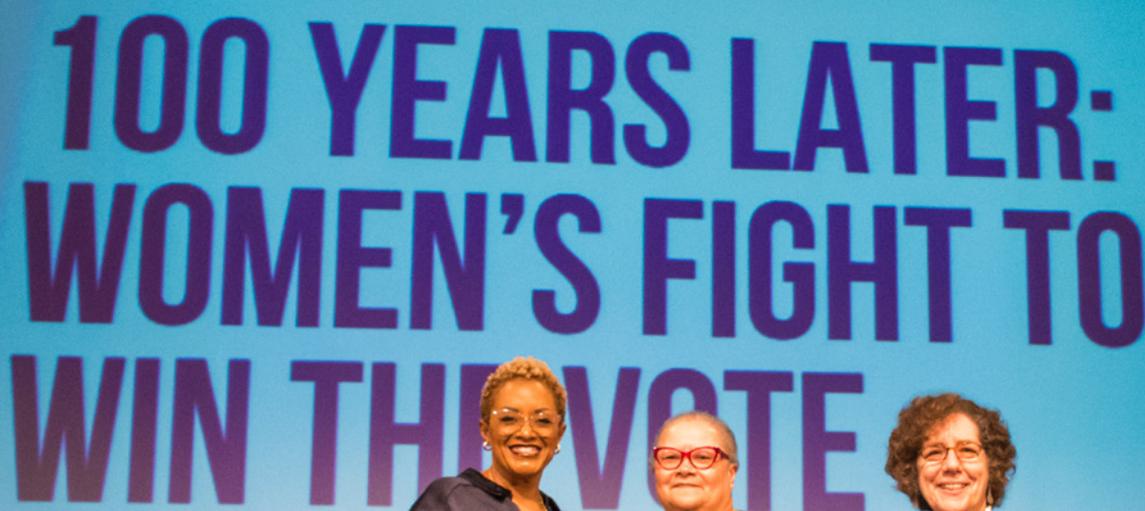
The tragic death of George Floyd, an African American man in Minnesota in police custody, sparked outrage nationally as a video of the incident was made public. In response, the College's Office of Equity and Inclusion kicked off an Equity Dialogues series addressing issues such as: white fragility, racial equity, and women who empower. Several "Let's Talk" dialogues followed the protests with hundreds participating in the virtual events. Faculty from criminal justice and psychology dialogued with students and staff at these events. MC's Institute for Race, Justice, and Civic Engagement brought the lens of American history to bear on the current movements in their own event, framing them within the 1960s protests, as well as the history of slavery in the U.S. and structural racism in the 20th century. A special virtual dialogue on police violence against women of color was also held. "Say HER Name" drew more than 250 participants.

Even before the national protests evolved, the Office of Equity and Inclusion developed a Cycle of Change model to frame the College's future work around equity and inclusion, meeting with governance and student groups to present the first pillar of the cycle, awareness. The President's Advisory Committee on Equity and Inclusion wrapped up its work crafting an Equity and Inclusion Roadmap for Success which was released in July. Several of its components were mentioned in statements by the MC president and the Board of Trustees about the institution's continued commitment to racial justice.

Presidential Dialogue Series

The Presidential Dialogue Series (PDS) is another space in which issues around racial justice and equity were communally explored. In its fourth year the 2019–2020 PDS brought several leaders and thinkers to campuses for dialogues around difference. "Through the Lens of Difference: Re-narrating the Nation," addressed three critical topics: UMBC President Freeman Hrabowski discussed access to higher education and academic success among students of color. His book, *Holding Fast to Dreams: Empowering Youth, from the Civil Rights Crusade to STEM Achievement* explored his life story and recommendations for robust, student-centered academic achievement programs. History Professor Neil Nakadate spoke about the history of Asian Americans in the U.S., particularly the internment of people of Japanese ancestry in the 1940s, and his book, *Searching for Minidoka*. Finally, Baltimore journalist Elaine Weiss and University of Maryland Professor Elsa Barkley Brown discussed the 100th anniversary of American women's right to vote, and Weiss' book, *One Hundred Years Later: Women's Fight to Win the Vote*.

Dr. Pollard's 2019–2020 Presidential Dialogue Series was themed "Through the Lens of Difference: Re-Narrating the Nation." Events featured journalist/author Elaine Weiss and University of Maryland Professor Elsa Barkley Brown (below, with Dr. Pollard); Author Neil Nakadate, Ph.D., and University of Maryland President Freeman Hrabowski.



100 YEARS LATER:
WOMEN'S FIGHT TO
WIN THE VOTE

Achieving the Dream

This year, the Student Success Network, with support from our Achieving the Dream (ATD) coaches, focused its efforts on integrating the College's four student success initiatives—comprehensive advising, scheduling for success, start smart, and guided pathways—to strengthen our work improving student outcomes and experiences. Faculty piloted the use of 'special class lists' before classes began. Providing faculty with lists that include students' program of study, academic standing, and credits, may help instructors to better guide and support students. Additionally, the expanded use of data dashboards that track leading indicators related to the Board of Trustees' Student Success goals was a major step forward. This work along with the introduction of Raptor Central has positioned the College well to streamline processes and improve the common student experience. These enhancements also positioned the College to quickly shift to remote teaching, learning and continuity of operations.

Enhancing Student Support

In support of a common student experience, the Welcome Centers and Response Center merged in February 2020 to become a new service called Raptor Central. A new gateway to the College, Raptor Central now processes a wide variety of student on-boarding issues, expanding student services while compacting it neatly into one central location at each campus. Raptor Central maintained a consistent phone presence and a comprehensive online presence with the transition to remote student services. Some of the services available at the new Raptor Central include assistance with recruiting, registration, enrollment, walk-in transcripts, academic appeals, tuition waivers and graduation.

Concern about student mental health was heightened this year by several stressors: The pandemic created conditions of isolation for students who normally interact with peers and mentors on the campuses. Many students lost jobs that provided financial stability as well as contact with others, in the wake of COVID-19. The circulation of video of the killing of George Floyd—and several other videos of police brutality—were painful reminders of unchecked racism in official capacities. In addition to the numerous dialogues and events created to help students process their emotions, the Student Health and Wellness Center for Success (SHAW) hosted 97 events to reduce of stress, anxiety and depression, with more than 650 students participating. In addition, mental health wellness support groups were created and led by clinical professionals, seeking to ease the strain. Employees were also regularly reminded to take advantage of mental health services available through the Faculty Staff Assistance Program.

The pre-COVID-19 campus scenes contrasts with the spring semester's empty corridors and walkways. Beginning March 23 through the end of the semester, classes were conducted remotely.



PUBLIC SAFETY

Public Safety continued its traditional tasks of securing the campuses but with the heightened responsibility of working on site when the large majority of employees were remote. Public Safety was called upon for hundreds of requests for building access and for updates on the condition of buildings, in case something went undetected in the absence of traditional employee-reports. Public safety officers also assisted with unique requests such as equipment and supply distribution days and events as the College made its rapid remote transition. Public Safety was assigned a significant presence on the Coronavirus Advisory Team, where two members of the Public Safety Leadership Team provided critical insights on emergency management and planning for the potential return of employees in the post-COVID era. Public Safety officers may have more COVID-related duties when personnel begin to return to on-site duties, as they will be tasked with manning check-in areas on campuses, possible screenings, and helping to secure possible areas of contamination. They will likely have a role in reporting suspected cases of infection and managing potential non-compliance with required health protocols.

In addition to their increased COVID-related duties, Public Safety staff also continued to conduct trainings for employees and students related to other threats to the campuses. More than 1,800 people took one version of the Active Shooter training, either in person or online. A total of 20,391 additional MC students and employees enrolled in the MC Alert system in FY20, bringing the total number of registered users to 40,262. The system, which also involves 135 digital signs and hundreds of LED message boards, was critical to communicating COVID-19 restrictions on the campuses as they were established by the College initially, and then by the state of Maryland and Montgomery County.



FACILITIES

Major construction projects on each campus continued this year. The Student Services Center on the Rockville Campus is 90 percent completed, with classes originally planned there before the pandemic, for fall of 2020. The Catherine and Isiah Leggett Math and Science Building at the Takoma Park/Silver Spring Campus has been designed, with hazardous material abatement at 85 percent complete and preparations underway to begin demolition of Falcon Hall and Science South. Faculty, staff, and programs had been relocated from Falcon Hall and Science South buildings before the pandemic. The building has a planned opening date of fall 2022.

The Student Affairs and Science Center on the Germantown Campus was renovated, and a third floor added, opening to students in the spring of 2020. The arrival of COVID-19 disrupted some planning around construction and maintenance. Since employees and contractors were not allowed on the campuses for several months, several deferred maintenance projects have been put on hold.

Newly renovated Science and Applied Studies (SA) Building, Germantown Campus, houses Counseling and Advising Office, Disability Support Services, Financial Aid Office, Public Safety Office, Raptor Central (admissions, enrollment, visitor services), Records and Registration Office, and Student Life Office.



FINANCES

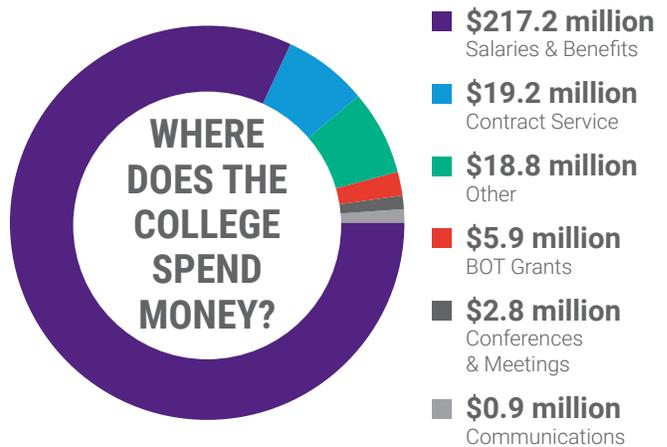
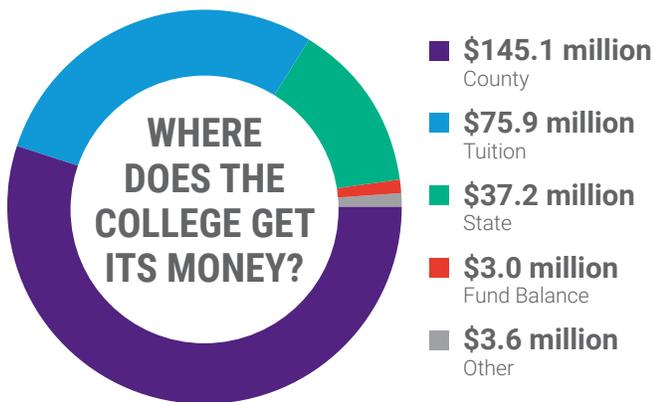
Revenue

Montgomery County continues to provide the largest component of the College’s funding—more than half. With this support, the College continues its efforts to expand access, protect affordability, and drive student success and completion. Tuition was the College’s second largest source of revenue at 29 percent in FY20, followed by state aid at 14 percent. The Board of Trustees continued to strive to maintain affordability for students but reluctantly approved a tuition increase of 2.8 percent for county residents, and about the same percentage for in-state and out-of-state students. At the request of the county executive, the College participated in an FY19 savings plan whereby \$2.8 million was used to support the FY20 budget.

Expenses

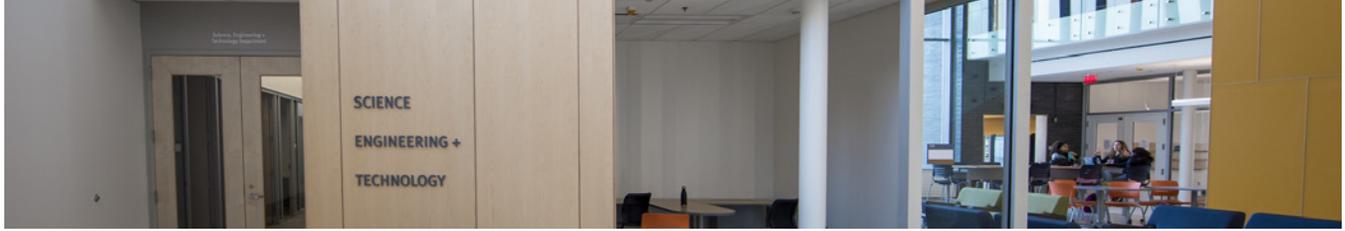
Eighty-two percent of College spending goes to salaries and benefits. It is by far the College’s largest expense, and a critical component in fulfilling the mission. Contracted services spending is a distant second, followed by utilities, supplies, Board of Trustees grants, and other expenses.

The College’s most important asset is our efforts to deliver on the promises of student success: our excellent faculty and staff who rise to meet the needs of all students to complete a postsecondary education. At the same time, because the cost of personnel is the largest one, the institution implemented a market-based compensation model in FY19 that provides for fair and sustainable compensation increases.



Emergency Funding for Interruption to Learning

During this transition to remote operations, the College has incurred unexpected expenses and may incur additional ones associated with significant changes to the delivery of instruction. Congress passed the Coronavirus Aid, Relief, and Economic Security Act, also known as the CARES Act, to address the economic and financial burden on students and educational institutions due to the COVID-19 pandemic in the United States. As of July 1, 2020, MC had distributed \$2.4 million in emergency CARES funds to students—of \$5.5 million available. An additional \$5.5 million are available to the College for the institutional costs borne by the College or to be incurred by the College for significant changes to the delivery of instruction due to the coronavirus. The College plans to use part of it to fund summer classes for MCPS graduates, under a new program called Raptor Ready. It covers the cost of one summer class plus technology assistance for 2020 graduates of MCPS.



PETE VIDAL

PIC MC

The College entered into a joint venture partnership in 2019 with Minkoff/South Duvall to develop a 120,000-square-foot commercial building to accommodate life science and technology sectors, including biotechnology, cybersecurity, IT, manufacturing, and engineering. In April of 2020, the Maryland Board of Public Works approved the Pinkney Innovation Complex for Science and Technology's (PIC MC) request for a ground lease for the 19710 Observation Drive Project on the Germantown Campus. This approval helps advance the vision of an innovation district integrating academic, businesses, and research operations. This is a major milestone for PIC MC and is the final governmental requirement. PIC MC can now move forward with implementing the development agreement and their development partner can negotiate with prospective tenants. The next steps will be confirming tenants, designing, and constructing the building.

Alumni Association

MC's Alumni Association continued to support our mission in FY20 through robust communications with alumni. The association also helped with responses to the pandemic, launching an online service in the spring, which enabled graduates to order diploma frames as commencement went virtual. It also converted its e-newsletter to a review of local responses to the health crisis.

The association supported scholarships through its Macklin Business Institute (MBI) chapter, hosting a networking reception for MBI staff and the Macklin family to preview plans for a finance lab and support a fundraising challenge appeal. In addition to 17 recipients of alumni scholarships, the association directly supported students through its mentoring program, linking them to area professionals to enhance their prospects at MC and in their future careers.

Economic Rebound

Among several other conversations occurring in the county, MC hosted one in early June with local industry leaders, employers, and nonprofit leaders to explore perspectives on what is needed to help the county respond to conditions created by COVID-19. Along with MC President DeRionne Pollard, Senior Vice President for Academic Affairs Sanjay Rai, and several other College leaders, the group engaged in a two-hour conversation about how to help Montgomery County rebound. The 24 participants engaged in thoughtful dialogue around how to spur economic recovery. Key themes emerged, including the need for child care, training to close specific skill gaps, matchmaking platforms for employers and potential employees, technical assistance for small businesses, and support for federal grant applications. Specific attention was paid to efforts by the county to leverage federal grants to advance training opportunities and enhance the productivity of local life science companies on the front line of the pandemic. A summary of the conversation was shared with the county executive and the county council for their information, as they begin to help the county reopen and recover. MC President DeRionne Pollard agreed to serve on the executive committee of the county's Economic Recovery Advisory Group, and Senior Vice President for Academic Affairs Sanjay Rai was appointed to the Maryland Higher Education Commission's Higher Education COVID-19 Advisory Group. The College is working hard to support the county's economic rebound with training, education, and partnerships.

Below, left: Montgomery County Councilmember Sydney Katz toured the newly improved Student Affairs and Science (SA) building on the Germantown Campus in January. Macklin Business Institute (MBI) students will soon have access to an educational finance lab designed to give them the real-world, real-time experience employers are seeking in today's competitive job market, made possible through a \$1.22 million donation from the Macklin Foundation.



PETE VIDAL



PETE VIDAL

BOARD RESOLUTIONS IN FY20

Academic Resolutions

19-09-099	Graduates Receiving the Associate's Degree and Program Certificates in Summer 2019
19-09-100	Creation of the Criminal Justice Area of Concentration Arts and Sciences Associate of Arts Program
19-11-127	Modification of the Network and Information Technology Associate of Applied Science
19-11-128	Creation of the Building Trades Technology Certificate
19-11-129	Creation of the Interior Design Certificate
20-04-031	Graduates Receiving the Associate's Degree and Program Certificates in Spring 2020

Board Matters Resolutions

20-03-029	Schedule of Board Meetings for Fiscal Year 2021
20-04-035	Temporary Authority to Respond to COVID-19 Emergency
20-05-037	Board Support of Temporary Authority for the President to Respond to the COVID-19 Emergency
20-06-057	Award of Bronze Medallion to Trustee Sarah Haj Hamad

Budget Resolutions

19-11-132	The Fiscal Year 2021 Capital Budget
19-12-137	The Audited Financial Statements for June 30, 2019 and 2018
20-01-011	The Fiscal Year 2021 Current, Enterprise, and Other Funds Budgets
20-04-036	Tuition and Fees for Fiscal Year 2021
20-05-044	Supplemental Appropriation Request for Fiscal Year 2020 Current Fund Budget
20-06-065	Fiscal Year 2020 Capital Budget Fund Transfer
20-06-066	Final Adoption of the Fiscal Year 2021 Current, Enterprise, and Other Funds Budgets
20-06-067	Final Adoption of the Fiscal Year 2021 Capital Budget
20-06-068	Petition for Fiscal Year 2021 State Funding
20-06-069	Supplemental Appropriation Request for the Fiscal Year 2021 Current Fund Budget
20-06-070	Non-Bargaining Compensation in Fiscal Year 2021

Collective Bargaining Resolutions

20-01-010	Memorandum of Agreement between Montgomery College and the American Federation of State, County, and Municipal Employees, AFL-CIO, Council 67, Local 2380
20-03-028	Memorandum of Agreement between Montgomery College and the American Association of University Professors, Montgomery College Chapter
20-05-043	Memorandum of Agreement, Collective Bargaining Agreement between Montgomery College and Service Employees International Union, Local 500

Contract Resolutions

19-09-103	Award of Contract, Renewal of Checkpoint Gateway Appliance Software and Support, Bid 520-002
19-09-104	Award of Contract, Renewal of F5 Network Premium Services, Bid 520-003
19-09-105	Award of Contract, Catherine and Isiah Leggett Math and Science Building Guaranteed Maximum Price Number 1–Asbestos Abatement and Air Monitoring, Takoma Park/Silver Spring Campus, Bid 619-001
19-09-106	Contract Change Order, Award of Contract, Professional Development Training Services, Bid 517-013
19-09-107	Contract Change Order, Award of Contract, Sign Language Interpreter Services, Bid 518-012
19-11-131	Award of Contract, NetApp Products and Services, Bid 520-010
19-12-135	Award of Contract, Humanities Building Central Plant Cooling Tower Replacement, Rockville Campus, Bid 620-008
19-12-136	Contract Change Order, Award of Contract, Mass Notification System Phase 2, Rockville Campus, Bid 617-010
20-01-007	Award of Contract, Americans with Disabilities Act Self-Evaluation and Transition Plan, Bid 520-007
20-01-008	Award of Contract, Audio Visual Hardware and Services, Bid 520-019
20-02-019	Award of Contract, Commencement Event Services, Bid 520-018
20-02-020	Sole Source Award of Contract, Computerized Maintenance Management System License
20-03-022	Multiple Awards of Contract, Temporary Staffing Services, Bid 519-024
20-03-023	Award of Contract, Catherine and Isiah Leggett Math and Science Building Guaranteed Maximum Price Number 2–Demolition, Site Utilities, and Earthwork, Takoma Park/Silver Spring Campus, Bid 619-001
20-03-024	Award of Contract, Collegewide Access Control System Upgrades, Bid 620-004
20-03-025	Procurement through Other Agency, Continuation of Banking Services, PTOA 20-028
20-04-032	Award of Contract, External Auditing and Tax Services, Bid 520-023
20-04-033	Award of Contract, Food, Vending, and Beverage Management Services, Bid 920-011
20-04-034	Sole Source Award of Contract, Continuation of Taleo Talent Management Services and Support
20-05-038	Award of Contract, Mannakee Center for Training Excellence, Second Floor Renovation, Rockville Campus, Bid 620-009
20-05-039	Award of Contract, Repairs to the Physical Education Center Exterior Stair, Paul Peck Art Building Structural Deck, and Gordon and Marilyn Macklin Tower Concrete, Rockville Campus, Bid 620-010
20-05-040	Award of Contract, Macklin Business Institute Finance Lab 100 in the Gordon and Marilyn Macklin Tower, Rockville Campus, Bid 620-011
20-05-041	Sole Source Award of Contract, Continuation of Interim Information Technology Leadership Services
20-06-058	Award of Contract, Printing, Binding, Mailing, Packaging and Delivery Services for the College Noncredit Class Schedule, Bid 420-009
20-06-059	Award of Contract, Office Products and Services, Bid 520-039
20-06-060	Award of Contract Pyxis Med Station Medication System, Bid 520-040
20-06-061	Award of Contract, Catherine and Isiah Leggett Building Guaranteed Maximum Price Number 3–Concrete, Structural Steel, and Waterproofing, Bid 619-001
20-06-062	Contract Change Order, Award of Contract, Leggett Building Guaranteed Maximum Price Number 1–Asbestos Abatement and Air Monitoring, Takoma Park/Silver Spring Campus, Bid 619-001

20-06-063 Sole Source Award of Contract for Continuation of the Touchnet Commerce Management System Cashiering Services Module and Professional Services

Facilities Resolution

20-01-009 Annual Status Report of the Capital Improvement Project and Technical Update to the 2013 to 2023 Facilities Master Plan for the Maryland Higher Education Commission

Personnel Resolutions

19-09-098 Personnel Actions Confirmation Report

19-10-109 Personnel Actions Confirmation Report

19-11-124 Personnel Actions Confirmation Report

19-12-133 Personnel Actions Confirmation Report

20-01-001 Personnel Actions Confirmation Report

20-02-012 Personnel Actions Confirmation Report

20-30-021 Personnel Actions Confirmation Report

20-04-030 Personnel Actions Confirmation Report

20-05-036 Personnel Actions Confirmation Report

20-06-045 Personnel Actions Confirmation Report

19-10-110 Retirement Recognition and Award of Emerita Status to Professor Pamela P. Arrindell

19-10-111 Retirement Recognition of Mr. Antonio O. Baiza

19-10-112 Retirement Recognition of Ms. Diane M. Barbaresi

19-10-113 Retirement Recognition of Ms. Janet L. Campbell

19-10-114 Retirement Recognition and Award of Emerita Status to Professor Alyson N. Escobar

19-10-115 Retirement Recognition and Award of Emerita Status to Dr. Tami Y. Isaacs

19-10-116 Retirement Recognition and Award of Emeritus Status to Professor Mark E. Kovach

19-10-117 Retirement Recognition and Award of Emerita Status to Professor Nancy B. Kropetz

19-10-118 Retirement Recognition of Ms. Tuyet Nguyen-Jackson

10-10-119 Retirement Recognition and Award of Emerita Status to Professor Cynthia L. Pfanstiehl

10-10-120 Retirement Recognition of Mr. Richard J. Servatius

10-10-121 Retirement Recognition and Award of Emerita Status and Bronze Medallion to Dr. Claudia H. Rousseau

10-10-122 Retirement Recognition and Award of Emerita Status and Silver Medallion to Dr. Mary T. Furgol

10-11-123 Tribute to Mr. Daniel L. Blumgart

20-02-013 Retirement Recognition of Ms. Jane H. Abraham

20-02-014 Retirement Recognition of Mr. Robert E. Hatfield

20-02-015 Retirement Recognition of Ms. Maria D. Lazo

20-02-016 Retirement Recognition of Ms. Sarahy Peña

20-02-017 Retirement Recognition and Award of Bronze Medallion to Mr. Mark N. Miller

20-03-026 Nomination to the Montgomery County Consolidated Retiree Health Benefits Trust Board

20-06-046 Retirement Recognition of Mr. James H. Gilbert

20-06-047 Retirement Recognition of Ms. Sandra L. Fillipi

20-06-048 Retirement Recognition of Ms. Nancy M. Nyland

20-06-049	Retirement Recognition of Ms. Dansui Pan
20-06-050	Retirement Recognition of Mr. Antonio Serrano-Solano
20-06-051	Retirement Recognition of Ms. Janette Smith
20-06-052	Retirement Recognition of Ms. Jane S. Tchen
20-06-053	Retirement Recognition of Mr. Loc V. Tong
20-06-054	Retirement Recognition and Award of Bronze Medallion to Ms. Sherri L. Thompson
20-06-055	Retirement Recognition and Award of Bronze Medallion to Ms. Usha Venkatesh
20-06-056	Retirement Recognition and Award of Silver Medallion to Ms. Nancy J. Nuell

Policy Resolutions

19-09-101	Modification of Policy 43003–Tuition Waiver for Non-Employees of the College
19-19-102	Modification of Policy 45005–Student Concerns About Athletic Programs and Activities
19-11-125	Modification of Policy 39003–Protection Against Retaliation
19-11-126	Retirement of Policy 72002–Art in College Capital Projects
20-01-002	Modification of Policy 21001–College Name
20-01-003	Modification of Policy 38001–Recognition Awards
20-01-004	Modification of Policy 63001–Procurement
20-01-005	Retirement of Policy 63002–Consultant Services
20-01-006	Retirement of Policy 66002–Contracts
20-05-043	New Policy 11006–Presidential Transition and Succession
20-06-064	Modification of Policy 31001–Sexual Misconduct

Report Resolutions

19-09-108	The 2019 Performance Accountability Report
20-06-071	Annual Progress Report on Programs of Cultural Diversity Plan

Special Honor Resolutions

19-11-130	Naming of the Finance Lab in Memory of Gordon and Marilyn Macklin
19-12-134	National and State Designated Awareness Days and Months for 2020
20-02-018	Naming of the Part-Time Faculty Fellowship Program in Honor of Dr. Robert Shoenberg
20-03-027	Naming of the Student Services Center on the Rockville Campus in Honor of Kimmy Duong and Long Nguyen



MONTGOMERY COLLEGE

MAKE YOUR MOVE®

9221 Corporate Boulevard | Rockville, Maryland 20850 | montgomerycollege.edu