

MC
MONTGOMERY
COLLEGE

**BUILDING
THE NEXT
NORMAL**

MONTGOMERY COLLEGE 2021 ANNUAL REPORT



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ABOUT THE COVER

The College launched a pilot program, Biotechnology Boot Camp, in January to allow students to get certified and join local companies in entry-level positions. The in-person classes were held at the Bioscience Education Center on the Germantown Campus as a cohort, which met for a total of 64 hours over four weeks. The boot camp targeted displaced hospitality workers and others who experienced a pandemic-related job loss.

[photo credit: Lisa Usher]

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INTRODUCTION

As we look back on an extraordinary year, two realities have dramatically shaped the Montgomery College experience: the COVID-19 pandemic and the blight of racial injustice. They have marked our families, social lives, and professional experiences indelibly. The health crisis stimulated a rapid transformation to entirely online learning for MC students, faculty, and staff, requiring new support systems, policy changes, and logistical coordination. Keeping people safe from the virus became the College's first priority, as faculty and staff worked tirelessly to offer our first full year of almost entirely structured remote higher education. At the same time, our nation was rocked by rising racial injustice: new, public videos of police killing unarmed residents with impunity circulated, prompting new waves of public indignation and protest in cities across the U.S. The College hosted dozens of dialogues to process the emotional responses to these events, educate our community further about structural racism, and explore the nuances of implicit bias and microaggressions. Added to this stress was a contentious presidential election, which led to the U.S. Capitol being overrun by protestors-turned-rioters. The resulting fatalities aggravated political polarization and locked down the Capitol building, the most profound symbol of our democracy.

This past year was filled with fear, insecurity, and distrust. As we all lived with constant anxiety about the spread of COVID, we also wrestled with two fundamental pillars of our social identities: our multicultural makeup and our democratic values. Existing in a diverse community like MC was a balm for many, who turned to civil dialogue and engagement around racial injustice. Many found comfort in the College's tradition of radical inclusion and social justice, and its accelerated efforts towards equity and awareness of the most vulnerable. Others found solace in the College's respect for democratic principles—even in times of intense political strife. In many ways Montgomery College was uniquely prepared for the difficult national conversations that emerged this year around economic insecurity and barriers to opportunity. MC has been addressing them for decades and this year provided some new opportunities. In response to this year's events, the College continued to fulfill its mission, navigated new hurdles, accelerated some planning, and collaborated in new ways to serve evolving student and community needs.

Through this all, Montgomery College worked tirelessly to fulfill its mission within the new parameters brought on by the public health emergency, and to host public conversations about racial discord, cultural difference, and political polarization. In this process, three productive trends emerged in response to our stressful surroundings: navigation, acceleration, and collaboration. Our community was forced to navigate new realities, recognizing new areas of student vulnerability, increasing technology access, and training employees on virtual instruction and work. Collaboration proved to be the critical link in these achievements, as faculty and staff worked across divisions in new and productive ways. The result was an acceleration of several objectives that were already in planning—technology expansion, intensive employee training, strategic enrollment management, remote work policies, philanthropy, and an expansion to the East County. Also accelerated was planning: the need to respond to rapidly changing budgets at the state and county levels meant scenario planning for multiple contingencies and discussions of budgeting two and three years out. Broad planning and analyses of the College's needs were conducted to prepare priorities lists for COVID-response grant funding from state and federal sources. This planning required extensive collaboration across divisions, centering on the student experience. Broad questions were tackled around how to best serve vulnerable students with radically inclusive instruction, technology, basic needs resources, and psychological support. Logistical questions were many: from the number of classrooms needed to offer socially distanced, in-person learning experiences to communications planning needed to inform students in the event of a fellow-student's COVID infection. Such questions were just a sliver of those engaged by our planning teams, which stretched across every division of the College.

In response to requests from state and county officials, MC and its community partners opened a vaccination site at the College's Bioscience Education Center on the Germantown Campus. The site opened March 31 for appointment and walk-up service.

LISA USHER



Among other planning teams, a grants group gathered regularly to assess which projects could be funded according to the rules of the multiple funding entities, and in accordance with their timetables. This group also led in-depth discussions around the priorities selected for investment, within five categories: health and safety, access and quality, student success, community engagement and equity, and workforce development. Our Facilities team met with all divisions to discuss their instructional needs and to convey their timelines around building renovations and cost estimates. Human Resources collaborated with employees and supervisors to address the many complexities created by remote working and teaching. Academic Affairs and Student Affairs were represented in every collaborative effort, to center the student experience in each of these planning efforts. The Coronavirus Advisory Team (CAT) continued to meet regularly to provide health guidance to the Senior Administrative Leadership Team (SALT) and to evaluate discreet requests for in-person learning experiences. The CAT also integrated itself into the many cross-functional groups addressing issues around learning and teaching, training, visits to campus for supplies, and the set-up of the new Germantown Campus vaccination site. The CAT produced two seminal documents in the first months of the pandemic, consolidating the best thinking on health, safety, and protocols: MC COVID-19 Health and Safety Plan and Resilient MC: A Roadmap for College Operations Post COVID-19.

Communications were critical throughout the pandemic, as expertise of diverse leaders—both internal and external to the College—was needed to inform the College community of next steps in an evolving crisis. In-depth meetings with county officials on the planning of the vaccine site, economic development, and local business employment needs were held regularly. Check-ins with Montgomery County Public Schools leaders kept the College informed on K-12 decisions, which also impacted many MC employees. In addition, the College’s Office of Communications handled announcements of weekly updates to COVID restrictions as well as processes for registration, enrollment, advising, and bill-paying. Groups of communicators met weekly with College leaders and staff whose processes required new communications—and frequently clarifications—regarding how to accomplish remote processes.

Creative signage and social media postings encouraged COVID-19 vaccinations across the MC community.



LISA USHER

Governor Larry Hogan, Montgomery County Executive Marc Elrich, and MC President DeRionne Pollard spoke at an event inaugurating the vaccine site at the Germantown Campus.



MC MARKETING

STUDENT ENROLLMENT AND COMPLETION

The result of all this activity was a successful academic year at the College. In fact, the pandemic required the acceleration of several goals towards which the College had been progressing. Navigating the challenges of remote learning brought on by COVID was a reality for which few in higher ed spaces were thoroughly prepared. One of the most powerful tools created by MC was the summer 2020 training of 750 faculty and staff in structured remote teaching (SRT). Set up in under six weeks by MC's Office of E-Learning, Innovation, and Teaching Excellence (ELITE), faculty were trained to establish an online presence, adapt a course for remote teaching, align with disciplinary best practices, assess student learning, and integrate support resources for students. This highly successful, comprehensive seven-week SRT training program prepared faculty to teach with more tools in the summer 2020, fall 2020, and spring 2021. This training helped faculty and staff to maintain the College's academic integrity and rigor, while also supporting students in a difficult time. To account for the stress that students and employees experienced during the spring 2020 transition, two weeks at the end of the spring semester were dedicated to special academic assistance, allowing students to complete exams and assignments if they had fallen behind. Additional faculty and staff time was allotted to aid students who were struggling academically. The College resisted the call to revert to pass/fail in spring 2020—as some other higher education institutions did—but, instead provided the support that students needed. As a result of supports provided, the new students reported being much more engaged in learning than they were pre-pandemic, moving from a scaled score of 50.2 in 2018 to 62.4 in 2020, according to the Survey of Entering Student Engagement (SENSE). The first semester GPA average for these students also held steady at 2.16, the same as the previous fall semester.



MCTV

For the first summer session in 2020, the College only offered courses that had previously been offered in a distance format with instructors who had experience in that format. We had almost 6,000 students enroll in those courses. In the second session, which offered structured remote classes in addition to the distance courses, more than 7,000 students registered, making it our largest second summer session on record. In an effort to test the safety of in-person learning, the College piloted a face-to-face class in summer II in the Gudelsky Building autobay, where students attended in person with strict observance of health protocols. The autobay provided a unique opportunity due to its setting—large bay doors that could be left open during class to provide ventilation—and the natural social distancing that automotive technology courses allow. The result was very successful, with no students or instructors becoming infected with COVID-19. Introduction to Automotive Technology (AUTO 101) was conducted with close oversight from the College's Coronavirus Advisory Team (CAT), with students spaced at least 12 feet apart as they worked on multiple cars at workstations. The class met 14 times for an average of three hours per session, and none of the participants reported symptoms of COVID or positive tests 15 days



MCTV

During Summer II 2021, the College piloted an in-person class, Automotive Technology (AUTO 101). By following protocols of spacing, mask wearing, cleaning, and oversight by the Coronavirus Advisory Team, students and instructors successfully completed the term with no infections.

Nearly 6,000 students enrolled in Summer I session; and more than 7,000 in Summer II, making it the College's largest second summer semester on record.

Student Joseph Smithey, left, meets with other MC students via Zoom.

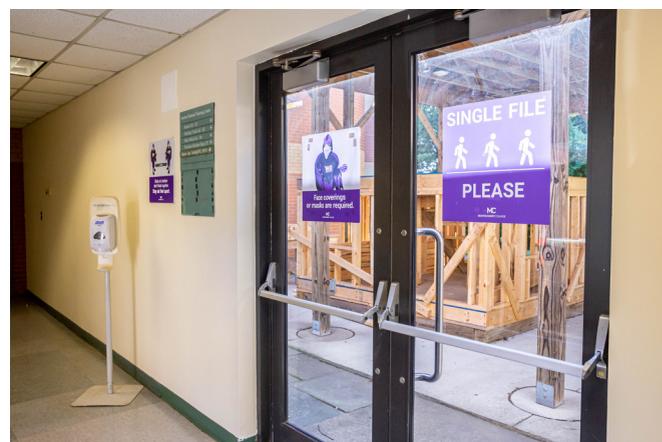
after the last class meeting. Several lessons learned were identified: strict protocols around enhanced cleaning as well as mandatory use of masks, gloves, and face shields in specific instances were enforced. All participants in the pilot had taken COVID safety training and an exam before beginning the class. Several adaptations to instruction had to be made in real time, including the use of enhanced audio so that students and professors could hear each other over the noise of fans and face shields. Finally, there was intense cleaning of workstations, and students did not share tools—as was traditionally done—to prevent possible contamination. This experience was an important step in the College’s capacity-building around creating safe, healthy instructional spaces while learning to minimize the risks of transmitting the coronavirus.

As the fall approached, the College watched the enrollment trends carefully to predict how to best offer classes to which students seem to be responding. By the end of August, fall registration for shorter classes was up more than 15 percent over previous years, while registration for 15-week classes was down about 15 percent compared to the fall 2019 semester. Students appeared to be drawn to shorter academic terms or were possibly reluctant to commit to longer terms due to uncertainties about employment, income streams, and family responsibilities. As a result, more seven-week classes were offered than in the past (about 40 percent of all classes) in response to students’ gravitation to shorter classes. The unpredictability of the pandemic—the promise of jobs returning to pre-pandemic rates—appeared to be a strong driver. Many students were also caring for K-12 children who were out of school, or older adults whose caretakers were unavailable due to the pandemic. Such seven-week classes required shorter time commitments, leaving open the possibility of students returning to work later in the semester. Ultimately, enrollment for the fall 2020 semester was down about six percent over last year, which was much lower than the average national community college enrollment decline of just over 10 percent. To encourage enrollment and answer questions about health protocols, more than 40 staff members made calls to 4,100 students who had enrolled at MC, but not paid their bills or created a payment plan for the fall semester. Staff in Community Engagement coordinated the effort with staff in Student Affairs joining with recruiters in communicating with students so that they would not lose their spots in the classes for which they registered. A freeze was put on drops for nonpayment of tuition so that students would not lose their places in classes as they waited for emergency assistance or grant funds to come through. The largest decline in enrollment was in the category of international students (15 percent) likely due to some returning home or losing income.

In addition to remote offerings in the fall, the College also offered 130 classes in person, all of them in disciplines where learning face-to-face was essential to exams or certifications such as automotive technology, nursing, phlebotomy, and other health sciences disciplines. Each class was carefully evaluated for its essential connection to in-person learning, and the Coronavirus Advisory Team (CAT) reviewed its plans for keeping students protected and informed. While a few in-person classes did have to temporarily meet remotely when a student, instructor, or staff member reported a positive COVID test, there were no reports of the virus spreading within a class. The CAT protocols for cleaning, communications, and temporary pauses in face-to-face learning appeared to have worked well.

Supporting the College’s transition to remote pedagogy was MC’s Office of E-Learning, Innovation, and Teaching Excellence (ELITE), which accelerated its offerings of training, resources, and tools to support faculty’s remote teaching efforts. ELITE was already in the remote pedagogy space when the pandemic arrived, so its experience enhanced the transition considerably. Through workshops, special events, demonstrations, and collegewide opportunities, ELITE empowered faculty to provide high quality education to students. Predictably, online learning, as reflected in the use of Blackboard, hit a new high every semester. MC’s open educational resources (OER) usage continued to expand and was recognized by the Open Education Consortium for its United Nations Sustainable Development Goals Open Pedagogy Fellowship, winning in the category of the 2020 Open Education Awards for Excellence. This year ELITE also awarded more than 100 microcredentials in the form of digital badges to MC students and employees in topics ranging from leadership development to interculturalism.

The College’s first priority throughout the year was keeping people safe from the virus. Students who attended the few in-person learning experiences encountered visual reminders to observe health protocols including social distancing, masking, and hand hygiene.



LISA USHER

HUMAN RESOURCES

MC's Office of Human Resources and Strategic Talent Management (HRSTM) took on some extraordinary work this year in response to COVID. The transition of the entire workforce to remote locations overnight required new policies and procedures, new equipment and furniture, and new accommodations for parents with young children kept out of school during the pandemic. HRSTM also took the lead in providing guidance on a host of quickly evolving procedural questions in March 2020 and, again, in June 2021 as the College planned for its return to campuses. In both phases, HRSTM handled a flood of questions about telework arrangements, requests for exemptions to return policies, health protocols queries, and employee vaccination concerns. Throughout the pandemic, HRSTM served as a focal point for decision making related to the workforce—collaborating with the College's Coronavirus Advisory Team (CAT) and Facilities to provide consistent guidance and direction to employees and recommendations to the College's leadership. Simultaneously, it cared for the mental health of employees, launching several support groups called Employee Connections and creating a vital weekly *Employee Matters* newsletter to share new information.

The Office of Human Resources and Strategic Talent Management created a weekly newsletter, Employee Matters, to share COVID-related information and workplace updates, shout-outs, and reminders with faculty and staff. Sixty editions were produced in the past year.

Music Professor Molly Donnelly, like nearly every MC instructor, taught from home during the pandemic. During summer 2020, the College's E-Learning, Innovation, and Teaching Excellence (ELITE) unit trained 750 faculty and staff in structured remote teaching (SRT).



MCTV

EMPLOYEE MATTERS

Office of Human Resources and Strategic Talent Management | Vol. 2, No. 9 | March 3, 2021



MC Employment Verification Letters Provided Upon Request for Phase 1C COVID-19 Vaccinations

Some vaccination providers, including the "mass vaccination" sites operated by the state, will vaccinate Montgomery College employees on the basis that the state has

moved to Phase 1C. This includes employees in the higher education sector, such as faculty, staff, and administrators. Providers offering the vaccine on this basis may require a verification of your employment.

Current MC employees can request an employment verification letter by sending an email from their College-issued email address to the HRSTM Virtual Help Desk. HRSTM will provide the employment verification letter in PDF format so that it can either be printed or downloaded to a mobile device.

For additional information about the COVID-19 vaccine, please visit the College's vaccine website, the County's vaccine information, or the latest from the State's CovidLINK.

MC Governance Nominations Open Through March 10

Montgomery College employees are eligible to serve on one of the 13 governance councils for the coming academic year. If you are passionate, wish to have your



voice heard, and interested in helping to make a difference at the College, you are just the person we are looking for. Every year there are vacancies on every campus council, constituent council, and functional council that need to be filled by MC employees, and this year is no exception. Nominations are open now through March 10 and elections will run from **March 29–April 9**. Refer to the [2021 Governance Nominations](#) memo for details and how to nominate. You may even nominate yourself.

Learn more about [Governance at Montgomery College](#) including how to [attend a council meeting](#)—open to all employees. The time to nominate is now. Let's do this, MC!

Important Dates

Thursday, March 4

MC Conversations with Leadership: Resilient MC livestream event. [Watch on Facebook](#) or [YouTube](#).

Friday, March 5

Timesheets due at noon

Wednesday, March 10

Last day to submit MC governance nominations

Friday, March 12

Deadline extended to submit nominations for 2021 Excellence in Equity Award [More information](#)

Weekly Stretch Breaks

Join us for virtual stretch breaks. [See schedule](#).

Talent Share Opportunities

Managers, do you need help? Or, do you have employees available to help another area of the College? [Request talent](#) or [see a list of current opportunities](#).

Is Your Contact Information Up to Date in Workday?



In alignment with the College's COVID-19 Health and Safety Plan, and to assist in contact tracing, we ask that all employees update their personal contact information in Workday. See the [job aid](#) for step-by-step instructions on updating your information.

COLLABORATIONS

Collaborations with external groups allowed the College to support students more thoroughly than it could have alone. Student technology needs were among the first places in which the College offered assistance.

Montgomery College Foundation PIC MC Foundation

The Montgomery College Foundation was approached by private donors, as well as local companies, to help meet the need for laptops and Internet connections just months into the pandemic. The foundation brokered several contributions of technology to students and issued technology vouchers to others to purchase their own. As College faculty and staff coached students through virtual learning, they discovered that many students were facing food and housing insecurity, largely due to job loss—either their own or a parent’s. The College decided quickly to work with a survey of student need during the pandemic, the #RealCollege During the Pandemic student survey conducted by the Hope Center for College, Community, and Justice at Temple University, to assess the extent of need. With 3,500 MC students responding to impacts of the coronavirus pandemic on basic needs security and related challenges, the College gained important insights from the June 2020 data: 51 percent of students were experiencing at least moderate anxiety; 47 percent were food insecure; and 42 percent were housing insecure. Among working students, 41 percent had lost employment while 33 percent had lost wages. This data helped the College to decide where to accelerate funding and how. The College began distributing emergency assistance to students in April in the form of cash grants to help students continue with classes. In combination with College funds, the foundation distributed more than \$858,000 to more than 2,300 students. Despite the pandemic, the Montgomery College Foundation surpassed \$4.5 million in cash and pledges raised in FY21.

The Pinkney Innovation Complex at Montgomery College (PIC MC) Foundation Board remained engaged and dedicated to continuing its work virtually in developing an integrated academic, business, and research campus. Pivoting to a remote environment for all committee and full board meetings, the foundation worked with greater communication, collaboration, and creativity to serve the needs of the county’s employers, our community, and our students. PIC MC continues to evolve and push the 19710 project forward. A continued collaboration between PIC MC and the Germantown Innovation Center (GIC), served students this year with a new Virtual Office Hours with Experts.

Students’ Basic Needs

The College navigated continuing challenges to food distributions as the Mobile Markets—a partnership with the Capital Area Food Bank—were restarted and then stopped several times due to COVID infections among participants. Student Affairs collaborated with some new partners, including the Up 2 Us Foundation, the Montgomery County Commission for Women, the Montgomery County Food Security Task Force, Montgomery County Public Schools (MCPS), and the Hindu American Community Services, Inc. (HACSI) to host safe, socially distanced food distribution events. One such event, in partnership with Montgomery County government, distributed more than 600 bags of free food to 615 families on the Germantown Campus. The shift from walk-up, grocery shopping style events, to drive-throughs in which food was prepackaged into bags and boxes and placed in the back of cars, minimized face-to-face contact but required more hands to package. Pop-up pantries were a new addition this year, serving hundreds of students with nonperishable food items, plus 300 additional students who received food packages delivered to their homes. Since some students were stranded without MC shuttle buses or public transportation options—limited or canceled due to COVID—Hungry Harvest food deliveries was engaged to deliver food packages. An additional new partnership with a local nonprofit organization, I Support the Girls, provided 69 students with essential items like undergarments and menstrual hygiene products, which were mailed to their homes during the pandemic.

In addition to serving students' basic needs, heightened attention to mental health this year produced support groups for students around specific issues (particularly anxiety and depression) and communications to faculty about how to watch for signs of these in students. Faculty and staff were also supported with increasing resources for counseling through the Faculty Staff Assistance Program, which was extended to part-time faculty as well. Student clubs continued remotely using virtual venues such as Zoom, GroupMe, and Blackboard communities, providing valuable social and psychological support for the isolation many students experienced. Virtual job fairs drew hundreds and student participation from their homes was robust. Innovative activities such as Raptors Eats was launched, in which local chefs help students prepare pre-delivered meal kits via Zoom. Movie nights and fitness activities helped students stay connected and inspired. Several new partnerships with local organizations were born during this time, as the College reached out for ideas and resources to help build community remotely. The participation of nontraditional students—parenting students, fully distanced learning students, and working students—was noticeably increased, a good lesson for the potential of remote activities.



PETE VIDAL

Student Health and Wellness (SHaW) Center for Success served students during special events on campus, such as Mobile Markets Grab and Go, pop-up pantries, and laptop distributions. Other services for mental health and wellness were offered online via social media and Zoom.

STUDENT HEALTH AND WELLNESS CENTER FOR SUCCESS

MC SHaW Center for Success
 Student Health and Wellness Center for Success
Nourishment for the Mind, Body and Spirit

POP-UP PANTRY

RV CAMPUS
 OUTSIDE CB

APRIL 21

2:00pm - 3:30pm - While Items Last

Curbside and Contactless

MC Students Only

EMAIL
 SHAWCENTER@MONTGOMERYCOLLEGE.EDU



PETE VIDAL

ACADEMIC HIGHLIGHTS

Extended Winter Session

With remote teaching and learning continuing through the winter of 2020, the College made the decision to offer only the five-week extended winter session. The traditional three-week, in-person winter session was replaced with the five-week extended winter session, offered in distance learning and structured remote teaching formats. More than 2,600 students enrolled in 8,800 credit hours in extended winter. This was 29 percent more students than in the previous winter and 45 percent more credit hours.

Expanding and Adapting the Curriculum

In response to enrollment and market trends, the College added new academic programs this year in criminal justice, behavioral health, digital media and web technology, and media production. New certificates in homeland security, building trades, and business communication were also approved this fiscal year. In addition, several programs were updated to reflect technology changes, such as the cloud computing and networking degree and the environmental horticulture and sustainable agriculture degree and certificate. Several degree and certificate programs expanded to include fully online options, including early childhood education, hospitality supervision and management, women's and gender studies, cybersecurity, technical writing, and web development.

Noncredit Enrollment

Overall program activity in Workforce Development and Continuing Education (WDCE) trended down during the remote learning environment brought on by the coronavirus pandemic. The year-to-year comparisons reflect a reduction of approximately 16 percent in course enrollments over the full year of primarily remote instruction. Many popular WDCE programs rely on face-to-face interactions or hands-on experiences in laboratory settings, both of which have been challenging to replicate in a remote learning environment. Performing a procedure with specialized health equipment or treating patients, for example, was difficult to simulate. In addition, since noncredit students do not receive federal financial aid and pay out of pocket at the time of registration, financial disruptions may have hit them harder and depressed registration. An additional barrier was registration, which is frequently in-person for this subset of students. Over the last 10 years, the average WDCE duplicated headcount enrollment has been 44,205. As of the end of June 2021 the WDCE enrollment for FY21 was 34,324 due to pandemic conditions. That registration equates to 3,429 full-time-equivalents (FTEs), compared to about 4,000 FTE annually in pre-pandemic years.

Fortunately, the College was able to award more than 360 student scholarships using \$1.4 million from the Governor's Emergency Education Relief (GEER) Funds in workforce development grants. These grants went directly to student tuition, fees, and technology support. The College also used a separate \$1.4 million from the state's Recovery Now Funds (RNF) to expand several programs such as biotechnology, information technology, health sciences, automotive technology, and building automation systems. Throughout this year, MC instructors brought innovation to the WDCE activity that was sustained through Zoom, Blackboard, and student work packets. The formerly summer program, Montgomery Can Code, was expanded to run during the school year and 1,000 students were served. Workers displaced by the pandemic also participated in two Biotechnology Boot Camps that were created to train entry-level lab technicians. The College is continuing to partner with community groups, county agencies, MCPS, and employer trade groups to deliver these educational opportunities that support the county's economic recovery.

Financial Aid, Counseling and Advising, Student Engagement

Several formerly face-to-face services such as recruitment, enrollment support, and financial aid were transformed to meet students' increased needs for assistance in FY21. The Financial Aid Office responded by developing an online student application process for federal Higher Education Emergency Relief Funds (HEERF) provided through the Coronavirus Aid, Relief, and Economic Security (CARES) Act. The office awarded more than \$7 million in emergency assistance to more than 10,000 students.

Already in the midst of converting to an online process to verify student eligibility for federal and state assistance, MC accelerated the new system for the 2020-2021 academic year, quickly training staff and creating tutorials for students and parents. Appointments with financial aid counselors shifted to phone and Zoom with volume increasing dramatically in the wake of in-person restrictions. While phone calls increased 116 percent from August 2019 to August 2020, emails went up by 329 percent over a year. Applications for financial aid kept pace with the previous academic year, with the College providing institutional grants to 40 percent more students in 2020-2021.



LEARNING ADJUSTMENTS

Several critical adjustments to learning and processes were made to account for the pandemic conditions. The Learning Centers, for example, adapted to student needs during the remote teaching and learning period by changing their scheduled hours to meet those times most in demand for services, which turned out to be weekday evenings and Sunday nights. In addition, tutoring and Achieving the Promise Academy's (ATPA) embedded coaching went remote, serving multiple sections in this format and maximizing their positive impact on students.

The pandemic kept many high school students from completing traditional assessment measures such as the SAT, ACT, or ACCUPLACER, so the College expanded some alternative placement processes. Formerly piloted in recent years, the College allowed students to register for college-level courses by adjusting the high school GPA requirement for college-level placement. For students who required placement, remote assessment and placement plans were developed and implemented for math, chemistry, English and reading, and English Language/ESL.

WDCE/Biotechnology Boot Camp

A new Biotechnology Boot Camp program was launched in January 2021, in collaboration with Quality Biological, Inc., Worksource Montgomery, and the county government. The four-week, 64-hour boot camp accelerated a group of students into the bio-workforce, providing needed jobs, while providing scholarships to them so that the course is accessible. Persons seeking employment through Worksource Montgomery were enrolled, and efforts to scale up the program are in progress.

Early College

The Early College program expanded again during FY21, allowing students to register for biotechnology in fall 2021 and adding additional degree programs at other campuses. For 2021, the College received 450 vetted applications for 350 available slots. In spring 2020, 33 students graduated with an associate's degree in mathematics and a high school diploma, reflecting the first cohort graduation.

Below: On the Takoma Park/Silver Spring Campus, the Leggett Math and Science Building progressed with the demolition of Falcon Hall, the planetarium, and a major portion of Science South completed.

Right: The new MC Raptors Soccer Complex provides the College's Division I sports program with a new synthetic turf soccer field and pre-fabricated grandstands, and a concession building to house locker rooms, a press box, concessions, an athletic trainer's room and support spaces.



CENTRAL FACILITIES

Facilities

In addition to their expanded work on COVID-related building assessments, several significant developments in Facilities occurred this year. On the Takoma Park/Silver Spring Campus, the Leggett Math and Science Building progressed with the demolition of Falcon Hall, the planetarium, and a major portion of Science South completed. The construction budget for the project was approved by the Maryland Department of General Services with support for the state share of 50 percent. The new Long Nguyen and Kimmy Duong Student Services Building on the Rockville Campus (*pictured, pg. 17*) received its certificate of occupancy, and significant work on the MBI Finance Lab and Mannakee Building renovations were accomplished. The Rockville Soccer Complex project was also completed.

Throughout this past year, Facilities has maintained a presence on all three campuses to provide support to those coming in for approved instructional and student service activities. Facilities has also been in close contact with the campus planning teams as the fall 2021 semester approaches. In coordination with Academic Affairs and Student Affairs, Facilities has been participating in desktop exercises on managing safety-restrictions in the fall. Facilities has been central to decisions about class scheduling in relation to space for social distancing, occupancy rates, cleaning/disinfecting methods, and shuttle service.



MICHAEL SIMONE

Public Safety

Public Safety expanded its role this year to become the Office of Public Safety, Health, and Emergency Management and established the position of public health and environmental safety director. The newly hired director will provide additional leadership and guidance in the area of environmental safety. In addition, a central dispatch communications center was opened in the Central Services Building, consolidating all calls to public safety and outgoing calls for service. New computer-aided dispatch and report management systems were added along with advanced radio communications. The center has begun providing streamlined professional customer service and support for emergency management best practices. Working closely with WDCE, a new special police officer training program was launched to provide structured training in accordance with state law to individuals seeking special police commissions.

New computer-aided dispatch and report management systems opened in the Central Services Building, along with advanced radio communications.

The Office of Public Safety, Health, and Emergency Management was also certified by the International Association of Law Enforcement Administrators as operating in agreement with national best practices and in compliance with the U.S. Department of Justice under the Safe Policing for Safe Communities order. This year, public safety officers continued with traditional tasks of securing the campuses but with the heightened responsibility of working on-site when most 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 also played an active role on the Coronavirus Advisory Team (CAT), providing critical insights on emergency management and recovery efforts. It also created COVID-19 response teams on each campus to quickly address situations where cases of positive COVID infections were reported to the College. It worked extensively with the county and state to help facilitate a mass vaccination site at the Germantown Campus where, by July 1, 63,000 shots had been administered.

PUBLIC HEALTH, SAFETY, AND EMERGENCY MANAGEMENT



Special police officer (SPO) training program (pictured below, MC officers who attended, plus students from other colleges and independent students). MC is utilizing the expertise of law enforcement and public safety instructors to prepare SPO candidates for required job-related skills that include de-escalation techniques, CPR/AED/first aid, and active shooter/incident command training.

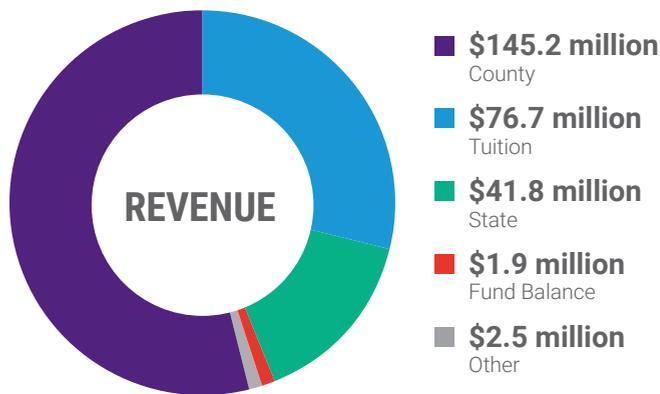
PUBLIC HEALTH, SAFETY, AND EMERGENCY MANAGEMENT



BUDGET

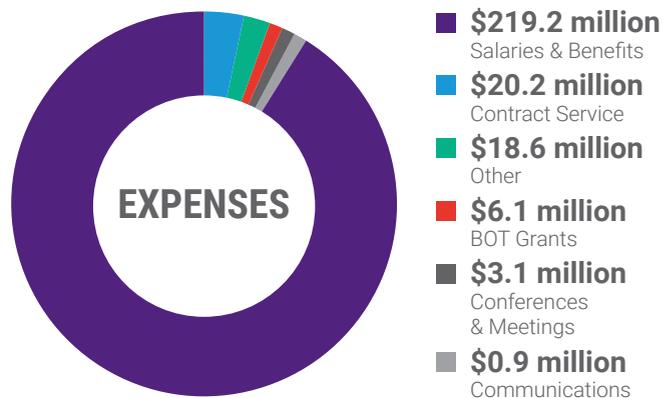
Revenue

Montgomery County continued 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. The Board of Trustees adopted an operating budget that required no additional contribution from the county and no tuition increase for students. Final action by the Maryland General Assembly funded community college state aid in accordance with the Cade Funding Formula. Tuition was the College’s second largest source of revenue at 29 percent in FY21 followed by state aid at 16 percent. The College’s contribution was \$2.4 million from fund balance and bookstore commissions.



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 excellent faculty and staff who rose to extraordinary heights this year to meet the needs of our students under some stressful conditions.



Emergency Funding

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. The Office of Financial Aid took charge of confirming students’ eligibility for emergency federal aid, through the CARES Act. These funds were created to address the economic and financial burden on students and educational institutions due to the pandemic. The College’s grant total of nearly \$11 million and was divided into two funding purposes, with at least 50 percent, \$5.5 million, designated for student emergency assistance, which was disbursed to more than 7,000 students. The remaining \$5.5 million has been utilized to offset institutional costs incurred as a result of significant changes to the delivery of instruction due to the coronavirus, including faculty professional development, course development, faculty and staff technology, virtual course simulation, and expanded Wi-Fi access on campuses.

The next round of HEERF emergency assistance funds through the federal Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) is providing another \$5.5 million to students with emergency needs, including paying outstanding tuition bills and providing technology. The CRRSAA provided a second round of Higher Education Emergency Relief Funds (HEERF II) and an additional \$23 million in institutional support for projects that address needs created by COVID. The American Rescue Plan, which generated a third round of HEERF (HEERF III) provides the College with a total of \$40.5 million. Additional smaller grants have been provided to MC as a Minority Serving Institution, totaling about \$130,000.

The new Long Nguyen and Kimmy Duong Student Services Center, opened in October 2020 on the Rockville Campus, was named to honor donors Duong and Nguyen. The center houses support services (e.g., ACES, Financial Aid Office, Scholarship and Grants Office, Student Health and Wellness Center, Combat2College) plus MBI Cafe and study and gathering spaces.



LISA USHER

ATHLETICS

In July 2020, the National Junior College Athletic Association (NJCAA) announced an adjusted plan of action for the 2020-2021 academic year, moving most sports competitions to the spring 2021 semester. Thus, student athletes spent much of the fall training remotely over Zoom. MC strength and conditioning coaches set up Zoom workout sessions for all of the teams. Athletics developed a detailed COVID practice plan that was approved by the Coronavirus Advisory Team (CAT) in late October, which allowed all sports, including indoor sports, to practice outdoors following Montgomery County and CDC guidelines. MC operations staff diligently implemented the procedures to protect athletes and staff during practices.

As the temperature dropped outdoors, athletics was approved to hold indoor practices with masks and disinfecting between practices. Only men's soccer and baseball were allowed to compete, although spectators were banned from home games. Athletics offered live-streamed games so that parents and fans could view the teams' competitions.

In March, Adrian McDaniel (below) was named new head coach of MC Raptors men's and women's track and field teams.





Unable to compete during the pandemic, women's teams did virtual workout sessions as a team and with strength and conditioning coach Zach Etheridge. The teams treated this time as an extended preseason to the upcoming 2021-2022 season.



After an excellent year for the Montgomery College Raptors men's soccer team, four Raptors earned notable post-season recognition and have been named to the 2020-2021 All-Maryland JUCO Teams.

After an abridged season for the Montgomery College Raptors baseball team, sophomore Seamus Harrigan earned Honorable Mention recognition on the NJCAA DII All-Region Team for 2020-2021 as a designated hitter as voted on by the coaches in the region.



RECOGNITIONS

2021 Awards Presented to Faculty and Staff of the Year



COURTESY MARY ROBINSON

Dr. Mary Robinson was the year's Full-Time Faculty of the Year awardee. A truly student-focused instructor, Dr. Robinson has been described as having her "heart... centered in the classroom." Colleagues describe her as a tireless instructor, a motivated collaborator, an innovative peer, and a devoted community member. She brings both depth and breadth to her service and pedagogy at the College, shepherding the redesign and rebirth of the developmental reading program into the very successful integrated English, Reading, and Writing program. Serving for four years as chair of the English and Reading Department, and another four years as chair of the American English Language, Reading, Speech, and World Language Program, Dr. Robinson has led innumerable initiatives toward student success. Her leadership is so highly valued that she became the Germantown "chair of chairs," taking on additional responsibility with efficiency and vision. Dr. Robinson's contributions collegewide have also been extensive, with service on the MC 2025 Strategic Planning Committee and the President's Advisory Council on Equity and Inclusion. She is trained to review literacy courses from all Maryland colleges, universities, and local public school systems under the Maryland Literacy Framework, and has been recognized by the Office of the Maryland State Superintendent of Schools for her distinguished service. For her excellence on so many levels—personal and professional—Dr. Robinson embodies the dedication and vision to which MC faculty aspire.



COURTESY CAROLYN SCHICK

Dr. Carolyn Schick was the year's Part-Time Faculty of the Year awardee. Dr. Schick has served in the Chemical and Biological Sciences Department since 2002, initially as a full-time faculty member, but after 10 years, as a part-time faculty member. Dr. Schick is the founder and leader of the STEM Learning Assistant Program, a nationally established organization of peer-mentor academic support. MC's program is one of the first programs to be established at a community college and grew successfully under Dr. Schick's vision into a national model at the two-year level. Her additional service to her peers at the College includes mentoring STEM faculty members as they support their learning assistants, serving as a designer of the STEM Information Center with the NSF Graduate Transfer-STEP Grant, and supporting faculty with the TIDES Grant (Teaching to Increase Diversity and Equity in STEM). Her success in helping her peer instructors adapt to remote teaching led her to partner on an article, "Teaching in the Time of COVID," which was published in the *Journal of Chemical Education's* fall 2020 special issue. One colleague observed that "Carolyn is the epitome of a passionate and caring instructor and her unwavering commitment to her students is inspiring." Dr. Schick's story is unique in that her introduction to MC was through her father, who worked here for 50 years. That Dr. Schick followed in his footsteps says much about the College's mission and its attraction of talented, dedicated employees.



COURTESY ROWENA D'SOUZA

Ms. Rowena D'Souza was the year's Staff Member of the Year awardee. Ms. D'Souza is the College's risk management coordinator and has been at the College for 30 years. In this position, Ms. D'Souza handles many duties with extraordinary patience and compassion, including all types of leave, the drug and alcohol abuse prevention program, the workers' compensation program, and the coordination of Americans with Disabilities Act (ADA) matters. Engaging regularly with employees who are experiencing stressful conditions is fundamental to her position and her calm, respectful demeanor is consistently cited by colleagues. When the coronavirus arrived, Ms. D'Souza also became a critical source for guidance on multiple human resources questions, employee concerns, and protocol constructions. She became central to the College's COVID-19 response teams as she engaged in meticulous research, mastering information about the virus, its transmission, and mitigation strategies, while also helping to develop the Families First Coronavirus Response Act (FFCRA) guidance. Ms. D'Souza worked tirelessly to respond to critical questions related to human resources as the College tried to provide guidance to employees and supervisors, discuss policy changes, and communicate with health experts in the county and state. She was a critical part of the Coronavirus Advisory Team (CAT), which met weekly to respond to evolving issues, while responding to daily inquiries about reported infections and employee concerns. Simultaneously she worked with E-Learning, Innovation, and Teaching Excellence (ELITE) to create training webinars on risk mitigation and with the Administrative and Fiscal Services' COVID response group in response to facilities planning. Ms. D'Souza's work in responding to COVID-19 at the College was invaluable and helped the institution provide consistent, thoughtful, and accurate responses to many critical needs.



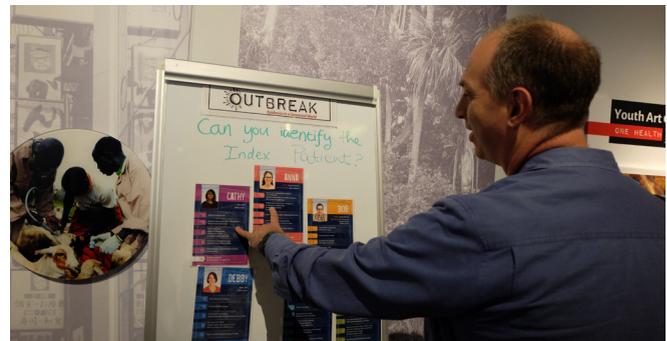
FACULTY RESEARCH

During this very challenging academic year, faculty members created community and scholarship through several academic fellowships that informed their teaching. The Paul Peck Humanities Institute offered its 23rd Smithsonian Faculty Fellowship in a virtual format with the theme, "Humans and the Footprints We Leave: Climate Change and Other Critical Challenges." Faculty projects included a meteorology focus on "The Earliest Human Footprints on Climate" and a psychology unit on "Exploring Developmental Effects of Environmental Change." The Montgomery College Community-Engaged Teaching and Learning community members worked on service-learning projects in collaboration with Campus Compact Mid-Atlantic and Youth Service America. Community-engaged learning projects included a political science focus on political polarization and the rural-urban divide, as well as chemistry citizen-science. The Community of Practice in Digital Storytelling included more than 100 MC faculty and staff. This initiative is an international partnership of Montgomery College, the Smithsonian Institution, University of Maryland Baltimore County, and the University of Loughborough in the United Kingdom. The United Nations Sustainable Development Goals Open Pedagogy Fellowship is an interdisciplinary and cross-institutional partnership aimed at supporting faculty in the development of open educational resources (OERs). Led by Montgomery College, this fellowship, now in its fourth year, includes seven institutional partners across North America. The Robert Shoenberg Part-Time Faculty Fellowship identified its first three part-time faculty recipients. These faculty members completed research projects in three areas: archeology in conjunction with a National Science Foundation-funded project in Huari, Peru; a book on visual voice in art to be distributed through the University of Chicago Press; and cell biology and wound healing at the National Institutes of Health.



PAUL PECK HUMANITIES INSTITUTE

Smithsonian Faculty Fellowship coordinator Professor Mimi Mann with a Smithsonian curator.



PAUL PECK HUMANITIES INSTITUTE

Chemistry Professor Craig Benson, a 2020 Smithsonian faculty fellow, inside the National Museum of Natural History just before the museums were closed due to the pandemic.

(left to right): Kathleen Kretz, adjunct II professor of art, Takoma Park/Silver Spring Campus; Victoria Virador, Ph.D., adjunct II professor of biology, Rockville Campus; and Barbara Wolff, Ph.D., adjunct II professor of anthropology, Rockville Campus.



K. KRETZ



V. VIRADOR



B. WOLFF

The first cohort of Shoenberg Part-Time Faculty Fellows received a full-semester sabbatical, funding support for their project, mentorship, and support with full-time opportunities, if desired.

To learn more about their projects, visit: <https://www.youtube.com/watch?v=ANxBjoejWmk>

BUILDING RACIAL JUSTICE

The Presidential Dialogues Series this year focused on building racial justice through policing, law enforcement, sentencing reform, and health equities. Four prominent guests lent their voices to robust, televised conversations with President DeRionne Pollard, which drew hundreds of viewers. In the wake of the Black Lives Matter protests, Montgomery County Police Chief Marcus Jones spoke about the challenges of police work in a multicultural county with high immigration rates. He affirmed that the county trains its officers to attend to racial equity in enforcement and interaction with community members. On a related topic, criminal sentencing and rehabilitation were the topics of two guests who brought unique perspectives to the conversation: Congressman David Trone, who has long advocated for sentencing reform and postincarceration employment, and the American Civil Liberties Union's Deputy Legal Director Jeffery Robinson, who speaks and writes passionately about racial inequities in sentencing. Finally, in the wake of the coronavirus pandemic, Montgomery County Health Director Dr. Travis Gayles spoke insightfully about the health disparities that plague Marylanders and the challenges faced by medical personnel in communities where COVID vaccine resistance is high. Dr. Gayles argued that such trends can be traced to distrust of traditional medical authorities, especially in communities of color.

Equity and Inclusion

Complementing the Presidential Dialogue Series has been the robust equity and inclusion work done this year through the "Let's Talk!" dialogue series. Topics such as hate speech, white privilege, the myth of the model minority, and women's empowerment were explored through numerous dialogues throughout the year. The President's Advisory Committee on Equity and Inclusion (PACEI) continued its work of implementing the Equity and Inclusion Roadmap for Success and two Social Justice Inclusive Leadership Institutes were convened in the spring, serving 37 students in total. Throughout FY21, equity and inclusion efforts were accelerated in response to community need, reaching more than 1,500 participants in total.



Dr. Pollard held four televised Presidential Dialogues this year exploring the theme, Building Racial Justice.

Guests included Dr. Travis Gayles, Montgomery County health director (left) and American Civil Liberties Union's Deputy Legal Director Jeffery Robinson (far right), and Congressman David Trone (right, center).

CONCLUSION

This year has been a remarkable one. Employees and students have responded to shared stressors by supporting one another with even deeper commitments. The College continued to fulfill its mission this year under some profound stressors, creating new partnerships across the College and new linkages to the community. MC employees showed flexibility and stamina as many balanced remote work with elder and child care, while still excelling in their professional responsibilities. Many of them went far beyond what was expected, to keep recruitment and enrollment services optimal, and provide students with the same level of services, even in the remote environment. Many courageous employees continued to work on our campuses at the height of the pandemic—those in facilities, information technology, and public safety in particular. The small group of instructors and staff who taught lab classes in person were models of diligence about health protocols, preventing the wider spread of the virus, even when it was identified sporadically in some on-campus sites.

After 11 years of outstanding service as president of Montgomery College, Dr. DeRionne Pollard accepted the presidency of Nevada State College in Henderson, Nevada, and begins her service there in August 2021. The Board of Trustees recognized her with a Gold Medallion and named a building in her honor on the Germantown Campus—the Dr. DeRionne P. Pollard Student Affairs and Science Building. In an outpouring of gratitude, the College community thanked her for her tireless service in several emotional Zoom gatherings. Dr. Charlene Dukes, former president of Prince George’s Community College, accepted the role of interim president while a national search is conducted to identify the next president of Montgomery College.



PETE VIDAL

Dr. DeRionne Pollard departed the College in July. In September 2020, the community celebrated her 10-year anniversary as MC president with a livestream event hosted by Dr. Scott Royal, CEO and president of Westat. Guests included Montgomery County leaders, UMBC President Freeman Hrabowski, USG Executive Director Stewart Edelstein, and others.

At its June meeting, the College’s Board of Trustees unanimously approved a resolution to name the Student Affairs and Science Building at the Germantown Campus as the Dr. DeRionne P. Pollard Student Affairs and Science Building in recognition of her commitment to student success.



BOARD RESOLUTIONS IN FY21

ACADEMIC RESOLUTIONS

- 20-09-077 Graduates Receiving Associate's Degrees and Program Certificates in Summer 2020
- 20-09-078 Hospitality Management Supervision and Leadership Certificate Change in Modality to Include Fully Online Delivery
- 21-01-005 Creation of the Media Production Certificate
- 21-01-006 Creation of the Media Production Associate of Arts
- 21-01-007 Creation of the Digital Media and Web Technology Associate of Arts
- 21-01-008 Creation of the Business Communication Certificate
- 21-01-009 Creation of the Communication for Business Certificate
- 21-01-010 Creation of the Behavioral Health Associate of Arts
- 21-01-011 New Program Titles for Landscape Technology Associate of Applied Science and Landscape Technology Certificate
- 21-01-012 Cybersecurity Associate of Applied Science, Change in Program Modality to Include Fully-Online Delivery
- 21-01-013 Substantial Modifications to the Web Development Certificate
- 21-01-014 New Title, A New Fully-Online Delivery Option, and Substantial Curriculum Modifications to Technical Writing Certificate
- 21-04-033 Graduates Receiving Associate's Degrees and Certificates in Spring 2021

BOARD AND COLLEGE MATTER RESOLUTIONS

- 21-03-028 Schedule of Board Meetings for Fiscal Year 2022
- 21-06-051 Bronze Medallion to Trustee Richelle E. Adu
- 21-06-056 Silver Medallion to Trustee Leslie S. Levine
- 21-04-043 College Expansion to East Region
- 21-06-079 Appointment of the Interim President of Montgomery College
- 21-06-080 Appointment of the Presidential Search Consulting Firm

BUDGET RESOLUTIONS

- 20-09-079 FY20 Operating Fund Functional Transfer
- 20-10-084 Supplemental Appropriation Request for the FY21 Operating Budget
- 20-11-092 FY22 Biennial Capital Budget
- 20-12-093 The Montgomery College Audited financial Statements for Year Ended June 30, 2020 and 2019
- 20-12-095 Corporate Authorization Resolution Required by Banks for Certificate of Deposit Accounts
- 21-01-017 Adoption of the FY22 Current, Enterprise, and Other Funds Budgets
- 21-04-039 Supplemental Appropriation Request for Fiscal Year 2021 Capital Budget Capital Renewal
- 21-04-040 Tuition and Fees for Fiscal Year 2022
- 21-05-047 Supplemental Appropriation Request for the FY21 Current Fund Budget
- 21-05-048 Montgomery College Report on Single Audit Year Ended June 30, 2020
- 21-06-069 FY21 Capital Budget Fund Transfer, Planning, Design and Construction Project to Collegewide Library Renovations Project
- 21-06-070 Final Adoption of the FY22 Current, Enterprise, and Other Funds Budgets
- 21-06-071 Supplemental Appropriation Request for the FY22 Other Funds Budget
- 21-06-072 Final Adoption of the FY22 College Capital Budget
- 21-06-073 Petition for FY22 State Funding
- 21-06-075 Compensation Programs in FY22
- 21-06-076 One-Time Lump Sum Award

COLLECTIVE BARGAINING RESOLUTIONS

- 21-02-023 Memorandum of Agreement, Collective Bargaining Agreement with the Montgomery College Chapter of the American Association of University Professors
- 21-02-024 Memorandum of Agreement, Collective Bargaining Agreement with the Service Employees International Union, Local 500

- 21-04-041 Memorandum of Agreement-Collective Bargaining Agreement with American Federation of State, County and Municipal Employees, Local 2380
- 21-06-074 Section 7.3(B) of the Collective Bargaining Agreement Between Montgomery College and the American Federation of State, County, and Municipal Employees, Local 2380

CONTRACT RESOLUTIONS

- 20-10-083 Contract Change Order, Award of Contract, Physical Education Building Pool Filtration System and Heat Exchanger Project, Rockville Campus, Bid 619-012
- 20-10-086 Award of Contract, Shuttle Bus Transportation Services Bid e420-008
- 20-11-091 Award of Contract, Catherine and Isiah Leggett Math and Science Building Guaranteed Maximum Price Number 4—Main Bid Package, Takoma Park/Silver Spring Campus, Bid e619-001
- 20-12-096 Award of Contract, Custodial Supplies, Bid e421-001
- 20-12-097 Award of Contract, Email Protection Software Renewal, Bid e521-014
- 20-12-098 Award of Contract, Data Analytics Software Renewal, Bid e521-016
- 20-12-099 Award of Contract, Construction Materials, Testing and Special Inspection Services, Catherine and Isiah Leggett Math and Science Building, Takoma Park/Silver Spring Campus, e621-002
- 21-01-004 Establishment of the Consultant Contract List for Architectural and Engineering Design Services for Three Campuses and Leased Facilities, Bid e620-003
- 21-03-029 Renewal of Award of Contract, Operation and Management of Montgomery College Bookstores, Bid 916-002
- 21-03-030 Award of Contract, Continuation of Workday Enterprise Resource Planning Solution Subscription
- 21-03-031 Award of Contract, Continuation of Cloud-Based Hosting Services for Asset Management Software License
- 21-04-034 Award of Contract, Athletic Supplies and Uniforms, Bid e421-002
- 21-04-035 Award of Contract, Swipe Lock Replacement Parts, Bid e421-006
- 21-04-036 Award of Contract, Cloud-Based Library Services Platform and Discovery System, Bid e521-009
- 21-04-037 Contract Change Order, Rockville Physical Education Building Pool Filtration System and Heat Exchanger Project, Rockville Campus, Bid 917- 008
- 21-04-038 Sole Source Award of Contract, Continuation of Interim Information Technology Leadership Services
- 21-05-045 Award of Contract, Collegewide Refuse and Recycling Containers and Collection Services, Bid e421-005
- 21-05-046 Award of Contract, IT Infrastructure Products and Services, Bid e521-017
- 21-06-059 Award of Contract, Collegewide Elevator Maintenance and Repairs, Bid e421-003
- 21-06-060 Award of Contract, Germantown and Rockville Campus Exterior Door Replacement, Bid e421-008
- 21-06-061 Award of Contract, Virtual Benefits Service Provider, Bid e521-024
- 21-06-062 Award of Contract, Underground Chilled and Heating Water Piping Replacement Phase 1, Rockville Campus, Bid e621-006
- 21-06-063 Award of Contract, Cafeteria Renovation, Germantown Campus, Bid e621-008
- 21-06-064 Award of Contract, Health Sciences Center Roof Section A Replacement, Takoma Park/Silver Spring Campus, Bid e621-009
- 21-06-065 Change Order, Award of Contract, Audio-Visual Hardware and Services, Bid e520-019
- 21-06-066 Sole Source Award of Contract, Continuation of Inspection and Calibration of Heating, Ventilation, and Air Conditioning Control Systems, Rockville and Takoma Park/Silver Spring Campuses
- 21-06-067 Sole Source Award of Contract, Continuation of Maintenance Services for Siemens Energy Management Systems, Germantown and Rockville Campuses
- 21-06-068 Sole Source Award of Contract, Continuation of Collegewide Maintenance and Inspection Programs for Ammonia Chillers

PERSONNEL RESOLUTIONS

- 20-09-076 Personnel Actions Confirmation Report
- 20-10-080 Personnel Actions Confirmation Report
- 20-11-088 Personnel Actions Confirmation Report

- 20-12-094 Personnel Actions Confirmation Report
- 21-01-001 Personnel Actions Confirmation Report
- 21-02-018 Personnel Actions Confirmation Report
- 21-03-027 Personnel Actions Confirmation Report
- 21-04-032 Personnel Actions Confirmation Report
- 21-05-044 Personnel Actions Confirmation Report
- 21-06-049 Personnel Actions Confirmation Report

POLICY RESOLUTIONS

- 20-10-085 Modification of Policy 32500–Flexible Work Arrangements
- 21-01-015 Retirement of Policy 32102–Allocation, Recruitment, and Appointment of Full-Time Faculty
- 21-01-016 Adoption of New Policy 32100–Allocation, Recruitment, and Appointment of Regular Employees and Temporary with Benefits Employees
- 21-02-025 Modification of Policy 51000–College Mission, Vision, and Core Values
- 21-04-042 Modification of Policy 66004–Electronic Information Technology Accessibility

REPORT RESOLUTIONS

- 20-10-087 2020 Performance Accountability Report
- 21-01-002 Annual Status Report of the Capital Improvement Projects and Technical Update to the 2013 to 2023 Facilities Master Plan for the Maryland Higher Education Commission
- 21-06-077 Annual Progress Report and Letter to MHEC on Programs of Cultural Diversity Plan, Diversity Report
- 21-06-078 College Annual Report for FY21

SPECIAL HONOR RESOLUTIONS

- 20-09-073 Tribute to Mr. Michael J. Stoianovici
- 20-09-074 Tribute to Dr. Antonio Gibbs Thomas
- 20-09-075 Tribute to Mr. Pedro Vidal
- 20-10-081 Recognition of Retirees
- 20-10-082 Award of Bronze Medallion to Mr. Michael Brown
- 20-11-089 National and State Designated Awareness Days and Months for 2021
- 20-11-090 Naming of the Provost Professor Dr. Bob Brown and Family Classroom in Honor of Dr. O. Robert Brown Jr.
- 21-01-003 Naming of the Provost Professor Dr. Bob Brown and Family STEM Focus Room in Honor of Dr. Robert Brown Jr.
- 21-02-019 Recognition of Retirees
- 21-02-020 Award of Bronze Medallion to Professor Robert J. Helsley
- 21-02-021 Award of Bronze Medallion to Professor Martha C. Vaughan
- 21-02-022 Award of Silver Medallion to Mr. John B. McLean
- 21-03-026 Tribute to Dr. Mohibullah Durrani
- 21-06-050 Recognition of Retirements
- 21-06-052 Bronze Medallion to Dr. Amy Gumaer
- 21-06-053 Bronze Medallion to Dr. David Hall
- 21-06-054 Bronze Medallion to Professor Tulin Levitas
- 21-06-055 Bronze Medallion to Ms. Martha A. Schoonmaker
- 21-06-057 Silver Medallion to Ms. Donna Schena
- 21-06-058 Gold Medallion to Dr. DeRionne P. Pollard
- 21-06-081 Naming of the Student Affairs and Science Building on the Germantown Campus in Honor of Dr. DeRionne P. Pollard



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