

# RESILIENT MC: A ROADMAP FOR COLLEGE OPERATIONS POST-COVID-19







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## Introduction

Montgomery College is steadfastly committed to strategically and assertively meeting the challenges presented by the coronavirus/COVID-19 pandemic by providing leadership, resources, assurance, and inspiration to ensure that we continue to be a Resilient MC community. As we respond to the evolving circumstances of coronavirus, Montgomery College works diligently to continue to empower students through higher education and serve our community. We are committed to leading in collaboration with our partners to realize the greatest impact from our programs and serve in new ways during this unprecedented time.

The Roadmap for Resilient MC represents the contributions of many dedicated experts representing every major part of the College. This document and the *MC Covid-19 Health and Safety Plan* together offer a comprehensive and coherent path for meeting this challenge. By embracing this planning, each of us can make an important contribution as we continue to fulfill our mission for our students and our community, and remain an example of higher education excellence to the nation.



## Guiding Principles

- Adapt in response to the new environment in which we now live, learn, and work, while protecting the mission of the College: the delivery of high-quality, affordable education to meet the evolving needs of the community and local economy
- Protect the values that the College has long championed: equity, radical inclusion, respect for the dignity of our students and employees—ensure that we do not under serve the underserved
- Lead our community in reimagining and reinventing essential education, economic, and social paradigms
- Listen to our students, employees, alumni, stakeholders, decision-makers, business leaders, nonprofit partners, and many others to support the rebound of our community
- Partner actively with Montgomery County entities to expand impact and collaboration—and renew our community alliances in enhanced ways in this time of increased need
- Work to protect fiscally sustainable operations while maintaining robust stewardship of MC employees
- Communicate regularly, relevantly, compassionately, and clearly
- Practice the courageous transformation that this moment demands



# ASSUMPTIONS AND RISK FACTORS

1. The current COVID-19 pandemic will not be the last pandemic to be experienced; if not another virus, COVID-19 or a mutation may re-emerge/emerge in the fall (“How the Pandemic Will End,” The Atlantic, March 25, 2020). Its very existence is a major disruptor that will accelerate our pace of change. Moreover, moments of uncertainty demand continued focus on equity and inclusion to preserve the College’s commitment to radical inclusion and must be woven into every facet of our work.

2. The first COVID-19 related death of a Montgomery College student or employee will significantly impact the morale, mental health, and emotional capacity of an already emotional organization due to this environment. In fact, the mental health of employees as a result of stress and difficulty in adapting to a new reality will require additional resources. People stewardship, as we have defined it, will be a considerable area of focus for the foreseeable future. A formal policy and strategy regarding succession must be developed and approved by the board.

3. MC 2025 will need to be revisited in response to the environment in which the College now resides. Are we ensuring mission relevance in a post-COVID-19 Montgomery County? Who is the new “student”? What jobs survive this pandemic—and how will the College retrain and upskill dislocated workers? What county and state strategies can the College advance to put people back to work in targeted industries?

4. Enrollment will remain uncertain for the foreseeable future as the trajectory of the virus is not yet understood. As such, enrollment strategies for spring 2020, summer 2020, and fall 2020 will need

to demonstrate deep care for students, reflect a potential significant shift in student profiles, and embrace a renewed intention of flexibility, agility, and innovation. Additionally, significant opportunities for growth are in dual enrollment/Early College programming with MCPS. Possible scenarios:

- Economic uncertainty will drive students away and enrollment will contract significantly in summer sessions and fall semester. Unlike traditional recession models, we may see an enrollment contraction more significant than the last five years. WDCE enrollments will significantly decline as summer youth programming and contract training will likely be nonexistent.
- Economic uncertainty will drive students to the College and enrollment will expand somewhat in summer, but more in the fall semester. Reflecting traditional recession models, more vulnerable and economically unstable students will see their community college as the most viable option for economic mobility. Reverse transfer may also provide opportunities for increased enrollment by college and university students who need to recoup credits lost at their home institutions. Additionally, demand for Summer II courses may be particularly high for lab courses.
- Economic stress and public health concerns will drive students from their four-year colleges and universities to their local community college. Summer session enrollments and fall semester enrollment will increase as these students and their families select options closer to home in response to the pandemic. As a result, transfer course offerings will rapidly fill and will need to be expanded.

5. County and state funding will shrink as COVID-19 expenses and aftermath mount; it is unlikely the county and state will have the revenues to support the College at the level expected/desired/needed. Additionally, revenue from auxiliary functions will nearly disappear as more faculty embrace OERs, as outside rental opportunities diminish, and as food services contracts diminish due to fewer internal gatherings, limited external rentals, and decreased student enrollment. As such, the College will develop “triggers” with planned contingency responses that may include, but not be limited to, delays or freezing of hiring in most areas, enhanced protections in policy and practice of current employees, delays in major expenditures/procurement, engaging with our unions to reshape parts of the contracts to fit the new circumstances, and defining conditions for declarations of formal financial exigency.

6. Human resource decisions, such as employee talent acquisition, onboarding, and career development, must be examined within the context of a new work environment that may be leaner, more technologically savvy, and less physically connected to the organization.

7. Reliance on more complex analytics—about all facets of the organization—and an enhanced commitment to data-based decision-making must figure prominently in a portfolio of leadership strategies.

8. Online delivery of instruction, student services, and operations will have to expand significantly as the pandemic changes College attendance and the functions needed to support the student experience. It is likely that demand for high-tech offerings and specific programs of study will rise (e.g., AI, VR, data science, cloud computing, machine learning). How MC markets itself as a high-quality, robust, reliable, and innovative deliverer is imperative as consumers consider the possibility of future pandemics or other emergency circumstances. Additional market research will be needed to reposition the College’s value proposition post-pandemic.

9. Montgomery College has never experienced an epidemic of this scale or a pandemic; consequently, organizational learning is paramount. Professional development and training must be significantly expanded to ensure a cadre of well-prepared faculty for increased online instruction, advising, and counseling; staff to deliver primary and secondary services,

operations, and support; and managers to lead and manage large numbers of employees for excellence and innovation in a remote working environment.

10. Some current projects and key initiatives will be delayed in light of this pandemic.

11. Significant competence and capacity are needed in IT to automate business processes and functions, expand network infrastructure capacity, and respond to maintenance and support expectations. The implementation of both Workday and Banner 9 likely will be delayed as a result of the College adapting to the new environment and preparing for the future implications of our current work.

12. Montgomery College advocacy efforts will deepen and expand to advance our role in a post-COVID-19 Montgomery County, directly taking on our role as a workforce development engine and safety net supporter. Montgomery College adds value to the community by improving quality of life in Montgomery County for those who live here and our ability to advocate for initiatives to advance economic opportunity through education and training. As a result, MC will need to strive to minimize budget reductions from tax-supported revenue sources to protect affordable tuition.

13. The world of philanthropy has been upended as traditional stewardship strategies are unable to be executed. It is likely that significant philanthropy to the College will come from those committed to supporting the basic needs of the most vulnerable and by those committed to accessibility of higher education as a workforce/economic development lever. Additionally, and critically important to the College’s flexibility and responsiveness to multiple populations of students, the volatile investment market will impact the Montgomery College Foundation’s endowment revenue. Finally, the world of grants will change as grant makers demand more technologically based grant management systems and will likely fund grants with different areas of focus.

14. Institutional P&P must be systematically reviewed and revised to ensure organizational effectiveness in a post-COVID-19 environment—a new phenomenon for which we are underprepared.



# ORGANIZATIONAL DECISION-MAKING PROTOCOL

Throughout the ongoing COVID-19 pandemic, Montgomery College has made decisions by prioritizing the health and safety of its students and employees. Institutional and organizational decision-making have been informed by several sources, which include the briefings and directives of Maryland’s Governor Larry Hogan, the Montgomery County Council, and/or public health advice; state and federal regulations; state and national regulatory compliance; and College policies and procedures. Concomitant to these sources, the framework for decision-making is guided by six organizational protocols and principles and identifies four key roles and functions—those responsible, accountable, consulted, and informed illustrated in Figure 1: Organizational Decision-Making Protocol Matrix (on the following page).

- 1. Context and Clarity.** Identify the issue/information for which a decision is to be made. Determine and clarify the issue or problem that needs to be addressed and the purpose of the decision.
- 2. Expediency and Efficacy.** Decisions may need to be made expediently by those within the institution who have positional or organizational authority and responsibility for effectively responding to planned and unplanned operational issues. Once decisions are made, determining who is responsible to implement or act upon the decision for optimal and timely impact is imperative to its efficiency and effectiveness.
- 3. Authority and Accountability.** Decision making is most effective when it is clear who has the authority to decide (or make part of a decision) and has responsibility for outcomes and implementation.

As appropriate, decisions will be made at the lowest administrator level to the extent scope and potential impact is contained to that area. If broader, then the next level administrator will be the decision maker. Good decision making doesn’t end with the decision, it ends with the implementation.

**4. Consultation, Communication, and Closure.**

Seek input, consider (alternative) options, evaluate consequences, and identify potential barriers from those who logically can provide value. The objective is to make informed and timely decisions. If there are too many people providing input, it is likely some of them aren’t making a meaningful contribution. Document the decision made and why it was made, particularly in cases where multiple options were offered and viable. Support decisions made by others.

**5. Information Accuracy, Assessment, and Analysis.**

Decision making will be informed by the best available information, evidence, and analysis to determine decisions potential impact. As needed, present and deliberate on the information at hand, sort out important facts, and make the best decision with the information available at the time.

- 6. Fair, Ethical, and Lawful.** Decision making will be guided by ethical expectations, considering what is in the best interest of the College, its students, and employees. Determine relevant College P&P, Standard Operating Procedures; COVID-19 related guidance from the College, state, and county; review established contracts (i.e., labor, goods or services) or external governance in place to inform the decision at hand.

Figure 1: Organizational Decision-Making Protocol Matrix

Scope	Accountable	Responsible	Consulted	Informed
A decision that affects current scope of authority and responsibility.	Administrator with direct responsibility for the function (lowest level in the organizational structure).  The decision can be pushed down to the next management level at the discretion of the administrator with appropriate oversight and guidance.	Same as Accountable	COVID-19 planning workgroups <sup>1</sup>  Those who can logically provide value to the decision.	Affected parties if decision has noticeable impact.  Next level Administrator/Senior Vice President as needed
Decision affecting broader scope than current authority and responsibility; multi-issues and multi-levels of impacts.	Administrator with next level of authority, responsible for multiple unit or campus responsibility (typically the vice president level).	Senior administrator with direct responsibility for the function (lowest level in the organizational structure)	COVID-19 planning workgroups  Those who can logically provide value to the decision.	Affected parties if decision has noticeable impact.  Senior Vice President
A decision that has the potential for institutional strategic impact (e.g., financial, operational, reputational, risks, legal, governance, etc.)	President	SVP	SALT	Affected parties  President

KEY

**Accountable**  
The decision maker and person ultimately accountable for the work or decision being made, and accountable for the success of the decision and associated task(s).

**Responsible**  
The person who is responsible for doing the actual work or task(s) associated with the decision. This can be the same person as the accountable person. It is optimal if there is one person "responsible" for implementing the decision/task(s).

**Consulted**  
The person(s) who must be consulted prior to a decision being made and/or the task being completed. Those consulted might provide critical details and additional information. Typically, the person(s) or team to be consulted will be the subject matter experts.

**Informed**  
The person(s) and organizational associates who need to know about the decision and provided major updates. Typically, this is senior leadership.

<sup>1</sup> Workgroups considering broad "cross-cutting" issues that affect the entire institution, including the return to campus by faculty and staff, safe use of College facilities, and monitoring the public health to make informed decisions about College operations, policies, practices, and other related College functions.

# TACTICAL PLAN

In the shadow of the COVID-19 crisis, Montgomery College has prioritized the health and safety of its students and employees above all else. As the College envisions its future and moves into the next phase of teaching, learning, and working, the *Roadmap to Resilient Transformation: A Thriving Montgomery College Post-COVID-19* and *MC2025 Strategic Plan and Operation Plan* will continue to guide our strategic planning and decisions. The world is a different place since the *MC2025* strategic plan was approved in June 2019, and as a result of these changes, the College has accelerated some priorities and re-examined the focus of others. The *Roadmap's* guiding principles and assumptions aligned with *MC2025* will inform institutional priorities during the next six to nine months. Furthermore, these guiding principles provide the context for tactically responding and mitigating potential institutional risks resulting from the COVID-19 pandemic.

- Adapt in response to the new environment in which we now live, learn, and work, while protecting the mission of the College: the delivery of high-quality, affordable education to meet the evolving needs of the community and local economy.

- Protect the values that the College has long championed: equity, radical inclusion, respect for the dignity of our students and employees—ensure that we do not under serve the underserved.
- Lead our community in reimagining and reinventing essential education, economic, and social paradigms.
- Listen to our students, employees, alumni, stakeholders, decision-makers, business leaders, non-profit partners, and many others to support the rebound of our community.
- Partner actively with Montgomery County entities to expand impact and collaboration and renew our community alliances in enhanced ways in this time of increased need.
- Work to protect fiscally sustainable operations while maintaining robust stewardship of MC employees.
- Communicate regularly, relevantly, compassionately, and clearly.
- Practice the courageous transformation that this moment demands.

## Equity and Inclusion

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Provide flexible testing options and extended time for testing (i.e.,time, structure/format) (e.g.,offer options for projects, videos, alternative assignments)	✓			<b>Goal 1:</b> Empower Students to Start Smart and Succeed	<b>1.2:</b> Define, articulate, and implement guided pathways approach for all programs, considering MCPS initiatives, credit-for-prior-learning, transfer and articulation, and noncredit to credit transition, to increase success and completion
Offer free virtual study group/support options to assist students with IC final grades during summer 2020		✓		<b>Goal 2:</b> Enhance Transformational Teaching Practices and Learning Environments	<b>2.1:</b> Identify and remove barriers to student participation in and faculty and staff implementation of transformational teaching and learning practices.
Provide emergency funds/resources	✓			<b>Goal 6:</b> Protect Affordability	<b>6.5:</b> Increase the number and amount of scholarships available to both credit and noncredit students.
Update study on students who received emergency assistance from the College to better understand our students and advance equity in our support of students	✓			<b>Goal 6:</b> Protect Affordability	<b>6.5:</b> Increase the number and amount of scholarships available to both credit and noncredit students.
Determine assessment and placement procedures for incoming students	✓			<b>Goal 1:</b> Empower Students to Start Smart and Succeed	<b>1.2:</b> Define, articulate, and implement guided pathways approach for all programs, considering MCPS initiatives, credit-for-prior-learning, transfer and articulation, and noncredit to credit transition, to increase success and completion
Continue to communicate updates to keep the College community abreast of important information/changes	✓	✓	✓	<b>Goal 4:</b> Build, Engage, and Strengthen Community Partnerships	<b>4.1:</b> Identify and address community college perceptions and marketing gaps to better promote academic, career, and life-long learning opportunities, especially for underserved and underengaged populations.

# Tactical Plan (continued)

## People Stewardship

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Ensure clear, consistent, and effective communication through dialogue with the College and community and provide opportunities for relevant feedback	✓	✓	✓	<b>Goal 4:</b> Build, Engage, and Strengthen Community Partnerships	<b>4.1:</b> Identify and address community college perceptions and marketing gaps to better promote academic, career, and life-long learning opportunities, especially for underserved and underengaged populations.
Identify employee mental health wellbeing initiatives (short-term and longer term)	✓	✓	✓	<b>Goal 5:</b> Invest in Our Employees	<b>5.4:</b> Improve employee onboarding, engagement, incentives, and performance evaluation
Hire ombuds	✓			<b>Goal 5:</b> Invest in Our Employees	<b>5.4:</b> Improve employee onboarding, engagement, incentives, and performance evaluation
Define employee skills sets—existing and what is needed; do organizational analysis and then provide employees with the opportunities	✓			<b>Goal 6:</b> Protect Affordability	<b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Implement succession planning by completing workforce planning assessment	✓			<b>Goal 5:</b> Invest in Our Employees	<b>5.5:</b> Implement a strategic talent management plan, including succession planning, to ensure career development and growth and anticipate the operational needs of the College.
Assess the College's employee leave and recognition programs (cross reference in P&P)	✓	✓	✓	<b>Goal 5:</b> Invest in Our Employees	<b>5.4:</b> Improve employee onboarding, engagement, incentives, and performance evaluation

## MC2025 Revision

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Identify the goals and objectives: confirm priorities among goals and objectives within those goals (through Q2)	✓	✓	✓	<b>Goal 6:</b> Protect Affordability	<b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Align budget with revised MC2025 priorities.		✓	✓	<b>Goal 6:</b> Protect Affordability	<b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.

## Enrollment Management

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Conduct analysis of students who enroll in Summer I, Summer II, and fall semester to inform our enrollment management practices and understand the demographic of our current students	✓			<b>Goal 1:</b> Empower Students to Start Smart and Succeed	<b>1.3:</b> Leverage the Strategic Enrollment Plan.
Change current enrollment operational practices to be responsive to the current environment		✓		<b>Goal 1:</b> Empower Students to Start Smart and Succeed	<b>1.3:</b> Leverage the Strategic Enrollment Plan.
Develop Strategic Enrollment Management Plan		✓		<b>Goal 1:</b> Empower Students to Start Smart and Succeed	<b>1.3:</b> Leverage the Strategic Enrollment Plan.
Hire the ASVP for Enrollment Management			✓	<b>Goal 1:</b> Empower Students to Start Smart and Succeed	<b>1.3:</b> Leverage the Strategic Enrollment Plan.

# Tactical Plan (continued)

## Fiscal Sustainability

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Define "digital first" strategy		✓		<b>Goal 6:</b> Protect Affordability	<b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Devise "digital first" strategy			✓	<b>Goal 6:</b> Protect Affordability	<b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Monitor and respond to budget reductions, cost savings, and enrollment projections	✓	✓	✓	<b>Goal 6:</b> Protect Affordability	<b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Identify new revenue-generating opportunities	✓	✓	✓	<b>Goal 6:</b> Protect Affordability	<b>6.3:</b> Identify new operational funding streams through innovative entrepreneurial activities.
Assess and update employee compensation procedures	✓			<b>Goal 5:</b> Invest in Our Employees	<b>5.4:</b> Improve employee onboarding, engagement, incentives, and performance evaluation.

## Operational Processes

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Finalize the continuity of operations plan (COOP)	✓			<b>Goal 6:</b> Protect Affordability	<b>6.6:</b> Maximize operational efficiencies through leveraging existing resources and community partnerships in support of student success.
Develop requirements and guidance for remote work a. Which jobs can be done remotely part-time or full-time and which jobs are not suited for remote work b. Examine how to onboard and train faculty and staff for moving to and working in a remote environment and to adapt in crisis situations c. Emergency remote as a requirement and remote work as an employee desire (define distinctions) d. Identify skills that translate to remote work and ensure onboarding and training are directed to support this effort		✓ ✓ ✓ ✓		<b>Goal 5:</b> Invest in Our Employees	<b>5.1:</b> Develop staff, faculty, and administrators by supporting professional development and clearly articulated career paths.
Safeguard personally identifiable information (PII) (e.g., define encryption standards)	✓			<b>Goal 6:</b> Protect Affordability	<b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Enhance institutional capacities to take advantage of current and future potential grants explosion across all division	✓	✓	✓	<b>Goal 6:</b> Protect Affordability	<b>6.4:</b> Enhance targeted fundraising and sustainable grants to support student success.
Develop IT Master Plan to ensure alignment with institutional priorities and industry best practices as articulated by EDUCAUSE (Educause Top 10 issue)		✓		<b>Goal 6:</b> Protect Affordability	<b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Identify current manual processes that can be technology enabled with a focus on direct employee and student services	✓	✓	✓	<b>Goal 6:</b> Protect Affordability	<b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Inventory critical unit duties and systematically document or develop departmental operational processes and performance expectations			✓	<b>Goal 5:</b> Invest in Our Employees	<b>5.4:</b> Improve employee onboarding, engagement, incentives, and performance evaluation.
Reimagine the College's professional development framework based on the current environment	✓	✓		<b>Goal 5:</b> Invest in Our Employees	<b>5.4:</b> Improve employee onboarding, engagement, incentives, and performance evaluation.



# Tactical Plan (continued)

## Data Analytics

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Develop internal and external triggers for determining if we need to move to remote working/teaching due to a pandemic resurgence	✓			<b>Goal 6:</b> Protect Affordability	<b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Develop better methods for tracking attendance and centralized data for student logins at learning centers and other support areas to aid in contact tracing		✓		<b>Goal 2:</b> Enhance Transformational Teaching Practices and Learning Environments	<b>2.4:</b> Enhance institutional capacity for and use of student success data analytics to improve the student experience.
Use predictive analytics along with historical trends to determine which courses can be offered in each term and in which formats	✓	✓	✓	<b>Goal 1:</b> Empower Students to Start Smart and Succeed	<b>1.1:</b> Design and implement flexible and responsive scheduling, including a multiyear schedule to decrease time to degree completion.
Implement Data Governance structure and reporting		✓	✓	<b>Goal 2:</b> Enhance Transformational Teaching Practices and Learning Environments <b>Goal 6:</b> Protect Affordability	<b>2.4:</b> Enhance institutional capacity for and use of student success data analytics to improve the student experience. <b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Design a robust virtual Data Summit and develop some data short courses for employees as part of ELITE		✓	✓	<b>Goal 2:</b> Enhance Transformational Teaching Practices and Learning Environments <b>Goal 6:</b> Protect Affordability	<b>2.4:</b> Enhance institutional capacity for and use of student success data analytics to improve the student experience. <b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Deploy new versions of the ICAT, Employee Engagement/Ethics/Inclusion surveys to better gauge the current campus climate and to help drive change		✓	✓	<b>Goal 5:</b> Invest in Our Employees	<b>5.3:</b> Leverage employee feedback to develop and implement targeted, needs-based training and ongoing dialogues in multiple modalities around civility, ethics, and equity and inclusion.

## Online Delivery

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Deliver Comprehensive professional development for faculty a. Online training for various delivery modes b. Consultation with external online pedagogy experts and discipline experts c. Incorporation of embedded supports, such as learning centers, embedded coaches, library services d. Enhancement of discipline connection in online courses		✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	<b>Goal 5:</b> Invest in Our Employees	<b>5.1:</b> Develop staff, faculty, and administrators by supporting professional development and clearly articulated career paths.
Develop online labs based on national best practices by exploring emerging technologies, such as virtual reality, to enhance online lab experiences			✓	<b>Goal 2:</b> Enhance Transformational Teaching Practices and Learning Environments	<b>2.1:</b> Identify and remove barriers to participation in transformational teaching and learning practices.
Develop high quality (Quality Matters Approved) Common Courses in top 15 highly enrolled courses through discipline-based open pedagogy and other national best practices to be considered for implementation, such as the AAC&U high-impact practices in Common Courses			✓	<b>Goal 2:</b> Enhance Transformational Teaching Practices and Learning Environments	<b>2.3:</b> Implement equitable co-curricular student experiences.
Develop Virtual Campus framework a. Gap analysis compared to SNHU, UMGC, ASU, and Rio Salado CC completed b. Provide comprehensive recommendations for Virtual Campus for College's consideration c. Expand virtual tutoring, embedded coaching, ATPA mentoring, counseling and advising, library services d. Hire dean for Virtual Campus e. Hire professional development director for ELITE f. Hire faculty for Virtual Campus in top five highly enrolled courses	✓	✓ ✓ ✓	✓ ✓ ✓	<b>Goal 2:</b> Enhance Transformational Teaching Practices and Learning Environments	<b>2.2:</b> Expand and enhance wrap-around academic support to create a "virtual campus."

# Tactical Plan (continued)

## Professional Development

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Reimagine the College's professional development framework based on the current environment	✓			<b>Goal 5:</b> Invest in Our Employees	<b>5.1:</b> Develop staff, faculty, and administrators by supporting professional development and clearly articulated career paths.
Educate and raise awareness on remote work models as well as define skills required to remote work by employee group and job class; provide appropriate training)	✓			<b>Goal 5:</b> Invest in Our Employees	<b>5.1:</b> Develop staff, faculty, and administrators by supporting professional development and clearly articulated career paths.
Identify technology toolkit required to ensure productive remote work environment	✓			<b>Goal 5:</b> Invest in Our Employees	<b>5.4:</b> Improve employee onboarding, engagement, incentives, and performance evaluation.
Review current job descriptions for relevancy and technology skills expectations.	✓			<b>Goal 5:</b> Invest in Our Employees	<b>5.4:</b> Improve employee onboarding, engagement, incentives, and performance evaluation.

## Stop-Delay Initiatives

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Delay some portions of Banner 9 functional implementations until IT Master Plan is complete		✓		<b>Goal 6:</b> Protect Affordability	<b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Delay implementation of new African American Males Scholars Program in order to create a sustainable funding strategy		✓		<b>Goal 6:</b> Protect Affordability	<b>6.4:</b> Enhance targeted fundraising and sustainable grants to support student success.
Stop in-person new student orientation, travel, large get-togethers (until further guidance is received from the state and county)	✓			<b>Goal 6:</b> Protect Affordability	<b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Redirect planned expenses from on-campus commencement to directly aid students	✓			<b>Goal 6:</b> Protect Affordability	<b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Changed the delete for non-payment to not impact students once the term has begun		✓		<b>Goal 6:</b> Protect Affordability	<b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Delayed hiring	✓	✓		<b>Goal 6:</b> Protect Affordability	<b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.



# Tactical Plan (continued)

## IT Infrastructure

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Implement Augusoft (WDCE registration)	✓	✓		<b>Goal 1:</b> Empower Students to Start Smart and Succeed	<b>1.1:</b> Design and implement flexible and responsive scheduling.
Develop an implementation timeline for the SVP project priorities	✓			<b>Goal 6:</b> Protect Affordability	<b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Enhance cybersecurity and security protocols enhanced for remote work and learning, as necessary	✓			<b>Goal 6:</b> Protect Affordability	<b>6.2:</b> Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
Assess and define network capacity needs in order to support the development of the Virtual Campus and the fourth campus (foundation–support for the virtual hub)	✓			<b>Goal 2:</b> Enhance Transformational Teaching Practices and Learning Environments <b>Goal 4:</b> Build, Engage, and Strengthen Community Partnerships	<b>2.2:</b> Expand and enhance wrap-around academic support to create a "virtual campus." <b>4.6:</b> Explore feasibility of expanded campus locations.

## Advocacy

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Continue current advocacy tactics for FY21. Pivot messaging to note the College's role in an economic recovery generally. Highlight relevancy of homegrown talent, flat tuition and affordability of pay raises in current crisis environment	✓			<b>Goal 6:</b> Protect Affordability	<b>6.1:</b> Commit to limiting tuition as a percentage of revenues of no more than 30 percent.
Initiate enhanced federal advocacy—continue tracking of CARES Act guidance, engage in efforts to obtain funds in fourth round of Congressional stimulus legislation and advocate for legislation to provide grant funds to community colleges to help repair the economy	✓			<b>Goal 6:</b> Protect Affordability	<b>6.1:</b> Commit to limiting tuition as a percentage of revenues of no more than 30 percent.
Track state and county revenues. Work to position the College to protect access, affordability, and employees given likely budget cuts from the state and county		✓		<b>Goal 6:</b> Protect Affordability	<b>6.1:</b> Commit to limiting tuition as a percentage of revenues of no more than 30 percent.
Advocate for and facilitate public conversations for a specific county recovery plan, not just to reopen, but to repair the economy and bolster the economic security of families—including a specific role for the College—help residents gain employment through education/training and close skill gaps to restore stability and advance economic growth	✓			<b>Goal 3:</b> Fuel the Economy and Drive Economic Mobility	<b>3.3:</b> Partner with business and industry to develop stackable credentials and recognized microcredentials that cut across industry sectors and emerging skills, and respond to labor market needs.
Plan specific FY22 advocacy efforts—foundational priorities include: protect capacity to serve, affordability and employees			✓	<b>Goal 6:</b> Protect Affordability	<b>6.1:</b> Commit to limiting tuition as a percentage of revenues of no more than 30 percent.
Convene business leaders in key labor markets, both small businesses and large businesses, to better understand their talent needs as they relate to today's economy and to design new curricula and revise current credit and noncredit curriculum to respond to economic environment		✓		<b>Goal 3:</b> Fuel the Economy and Drive Economic Mobility	<b>3.3:</b> Partner with business and industry to develop stackable credentials and recognized microcredentials that cut across industry sectors and emerging skills, and respond to labor market needs.
Convene community partners to ensure the delivery of educational and workforce development services to populations affected by the current economic environment			✓	<b>Goal 4:</b> Build, Engage, and Strengthen Community Partnerships	<b>4.2:</b> Engage in strategic and ongoing dialogues with students and communities to address emerging educational and training needs and public policy issues that intersect multiple communities.

# Tactical Plan (continued)

## Philanthropy

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Set philanthropic priority		✓		<b>Goal 6:</b> Protect Affordability	<b>6.4:</b> Enhance targeted fundraising and sustainable grants to support student success.
Develop strategies to mitigate market impact on fundraising and endowments	✓			<b>Goal 6:</b> Protect Affordability	<b>6.4:</b> Enhance targeted fundraising and sustainable grants to support student success.

## Policies and Procedures

Priority	Q4	Q1	Q2	MC2025 Goal	MC2025 Objective
Conduct a systemic review and revision of policy/procedure and a policy review prioritization plan including how MC responds to a pandemic	✓			<b>Goal 6:</b> Protect Affordability	<b>6.6:</b> Maximize operational efficiencies through leveraging existing resources and community partnerships in support of student success.
Modernize policy and procedure language and website to enhance understanding and employee engagement with the P&P review process		✓	✓	<b>Goal 6:</b> Protect Affordability	<b>6.6:</b> Maximize operational efficiencies through leveraging existing resources and community partnerships in support of student success.

## MC2025 Goals and Objectives and Roadmap Priorities

MC2025 Goal	MC2025 Objective	# of Roadmap Priorities
<b>Goal 1:</b> Protect Affordability	<b>1.1:</b> Design and implement flexible and responsive scheduling, including a multiyear schedule to decrease time to degree completion.	<b>2</b>
<b>Goal 1:</b> Protect Affordability	<b>1.2:</b> Define, articulate, and implement guided pathways approach for all programs, considering MCPS initiatives, credit-for-prior-learning, transfer and articulation, and noncredit to credit transition, to increase success and completion.	<b>2</b>
<b>Goal 1:</b> Protect Affordability	<b>1.3:</b> Leverage the Strategic Enrollment Plan.	<b>4</b>
<b>Goal 2:</b> Enhance Transformational Teaching Practices and Learning Environments	<b>2.1:</b> Identify and remove barriers to student participation in and faculty and staff implementation of transformational teaching and learning practices.	<b>2</b>
<b>Goal 2:</b> Enhance Transformational Teaching Practices and Learning Environments	<b>2.2:</b> Expand and enhance wrap-around academic support to create a "virtual campus."	<b>2</b>
<b>Goal 2:</b> Enhance Transformational Teaching Practices and Learning Environments	<b>2.3:</b> Implement equitable co-curricular student experiences.	<b>1</b>
<b>Goal 2:</b> Enhance Transformational Teaching Practices and Learning Environments	<b>2.4:</b> Design and implement flexible and responsive scheduling, including a multiyear schedule to decrease time to degree completion.	<b>3</b>
<b>Goal 3:</b> Fuel the Economy and Drive Economic Mobility	<b>3.3:</b> Partner with business and industry to develop stackable credentials and recognized microcredentials that cut across industry sectors and emerging skills, and respond to labor market needs.	<b>2</b>
<b>Goal 4:</b> Build, Engage, and Strengthen Community Partnerships	<b>4.2:</b> Engage in strategic and ongoing dialogues with students and communities to address emerging educational and training needs and public policy issues that intersect multiple communities.	<b>2</b>
<b>Goal 4:</b> Build, Engage, and Strengthen Community Partnerships	<b>4.6:</b> Explore feasibility of expanded campus locations.	<b>1</b>
<b>Goal 4:</b> Build, Engage, and Strengthen Community Partnerships	<b>4.1:</b> Identify and address community college perceptions and marketing gaps to better promote academic, career, and life-long learning opportunities, especially for underserved and underengaged populations.	<b>1</b>



# Tactical Plan (continued)

## MC2025 Goals and Objectives and Roadmap Priorities (continued)

MC2025 Goal	MC2025 Objective	# of Roadmap Priorities
Goal 5: Invest in Our Employees	5.1: Develop staff, faculty, and administrators by supporting professional development and clearly articulated career paths.	4
Goal 5: Invest in Our Employees	5.3: Leverage employee feedback to develop and implement targeted, needs-based training and ongoing dialogues in multiple modalities around civility, ethics, and equity and inclusion.	1
Goal 5: Invest in Our Employees	5.5: Improve employee onboarding, engagement, incentives, and performance evaluation	8
Goal 5: Invest in Our Employees	5.5: Implement a strategic talent management plan, including succession planning, to ensure career development and growth and anticipate the operational needs of the College.	1
Goal 6: Protect Affordability	6.1: Commit to limiting tuition as a percentage of revenues of no more than 30 percent.	4
Goal 6: Protect Affordability	6.2: Examine and modify College service levels and student financial support systems to support student success and meet financial realities.	20
Goal 6: Protect Affordability	6.3: Identify new operational funding streams through innovative entrepreneurial activities.	1
Goal 6: Protect Affordability	6.4: Enhance targeted fundraising and sustainable grants to support student success.	4
Goal 6: Protect Affordability	6.5: Increase the number and amount of scholarships available to both credit and noncredit students.	1
Goal 6: Protect Affordability	6.5: Maximize operational efficiencies through leveraging existing resources and community partnerships in support of student success.	3







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