Board of Trustees
Open Session

Tuesday, September 23, 2014
4 P.M.

Mini Conference Center
Liberty Campus
I. CALL TO ORDER (Dr. Mary Owens Southall, Chair)

II. ADOPTION OF AGENDA

III. PUBLIC PRESENTATIONS

IV. BOARD ACTIONS/CONSENT AGENDA (All actions requiring a vote.)
   A. Approval of the, September 23, 2014, Agenda .................................................. TAB 1
   B. Approval of the June 24, 2014, Minutes ............................................................... TAB 2
   C. College Contracts ................................................................................................. TAB 3
   D. Student Government Association (Mr. Olayiwola Bakare, President) ............ TAB 4
   E. Faculty Senate (Dr. Katana Hall, President) ......................................................... TAB 5
   F. AFSCME Local #1870 at BCCC (Ms. Charlene Gray, President) .................... TAB 6

   Action: Move to approve the Board Actions/Consent Agenda

V. COLLEGE POLICIES .................................................................................................. TAB 7

   (Action)

VI. BALTIMORE CITY COMMUNITY COLLEGE MISSION STATEMENT REPORT
    TO THE MARYLAND HIGHER EDUCATION COMMISSION (MHEC) .................. TAB 8

   (Dr. Tonja Ringgold, Vice President of Academic Affairs) (Action)

VII. PRESIDENT’S REPORT (Dr. Gordon May, President) ....................................... TAB 9
     A. Updates ................................................................................................................... (Information)
        • Enrollment Report (Mr. Ron Smith, Vice President of Student Affairs)
        • Middle States Update (Dr. Tonja Ringgold, Vice President of Academic Affairs)

     B. Active Search Listing ........................................................................................... TAB 10
        (Information)

VIII. MOTION FOR ADJOURNMENT

THE CLOSED SESSION OF THE BOARD OF TRUSTEES IS DESIGNED TO DISCUSS
PERSONNEL ISSUES; PENDING PURCHASE OF PROPERTY FOR THE FUTURE
NEEDS OF THE COLLEGE; AND, TO OBTAIN LEGAL ADVICE.

IX. NEXT MEETING:
   Tuesday, October 28, 2014, Business and Continuing Education Division
TAB 2
BALTIMORE CITY COMMUNITY COLLEGE
BOARD OF TRUSTEES
UNAPPROVED
OPEN SESSION MINUTES
Tuesday, June 24, 2014, 4 p.m.
Mini Conference Center-Liberty Campus

Board Members Present: Dr. Rosemary Gillett-Karam, Chair, Dr. Mary Owens Southall Vice Chair, Dr. Donald Gabriel (via conference call), Mr. Jay Hutchins, Ms. Pamela Paulk, Ms. Maria Harris Tildon, and Dr. S. Todd Yeary

Board Members Absent: None

I. PRELIMINARY PRESENTATIONS (Awards, recognitions, honors, etc.)
Dr. Tonja Ringgold, interim vice president of Academic Affairs, announced Mr. Olayiwola Bakare, president of the Student Government Association (SGA), as the Regina Lightfoot Student Service Award recipient which was presented by the Maryland Higher Education Commission (MHEC) at their monthly meeting.

II. PUBLIC PRESENTATIONS
N/A

III. BOARD ACTIONS/CONSENT AGENDA (All Actions requiring a vote.)
The Board voted unanimously to approve the April 22, 2014, consent agenda:
• June 24, 2014, Agenda
• May 27, 2014, Minutes

IV. ITEMS REMOVED FROM THE CONSENT AGENDA
None

V. COLLEGE POLICIES (Dr. Tonja Ringgold, Interim Vice President of Academic Affairs)
Action: The Board of Trustees approved the Transfer and Advance Standing Policy and Library Fines and Fees Policy.

VI. COLLEGE DIVERSITY REPORT
Action: The Board of Trustees unanimously approved the BCCC Diversity Report.

VII. PRESIDENT’S REPORT
Please see the June 24, 2014 Board Book for the full President’s Report.

VIII. ENROLLMENT UPDATE (Mr. Ron Smith, Vice President of Student Affairs)
Dr. Anderson stated that Student Affairs, Academic Affairs, and Institutional Advancement, Marketing and Research are working on a more comprehensive enrollment report to be presented at the upcoming Board retreat. Moving forward the reports will be more substantial. Vice President Smith reported that FTEs for the summer are down by 11% and headcount is down by 1%. Fall FTEs and headcount are down by 1%. Vice President Smith stated that the bulk of summer enrollment is made up of university students taking courses while on summer break. The Board asked to gather data that suggests that summer enrollment is made up of university students taking courses while home for summer break. Dr. Yeary asked how enrollment impacts the budget. Vice President Smith
will follow up. Also baseline target for FTEs for each session was discussed. Vice President Smith stated that the data will be included in the comprehensive enrollment report.

IX. **NEXT MEETING**
Board of Trustees Retreat, Thursday, July 10- Friday, July 11, 2014, Mt. Washington Conference Center

X. **ADJOURNMENT**
The Board of Trustees meeting adjourned at 5:11 p.m.

**ATTENDANCE:**
Dr. Carolyn Anderson, Interim President

**BCCC Staff Present:** Ms. Nicole Becketts, Dr. Wayne Beckles, Ms. Vera Brooks, Dr. Lesley Brown, Mr. Ric Cardall, Ms. Maureen Corneal, Dr. Maria Cazabon, Mr. Dan Coleman, Ms. Beatriz del Castillo, Mr. Edward Ennels, Mr. Christopher Falkenhagen, Mr. Jamiel Farrar, Ms. Charlene Gray, Mr. Lyllis Green, Ms. Lametria Hall, Mr. Antonio Herrera, Mr. Joe Hutchins, Dr. Bob Iweha, Ms. Michele Jackson, Ms. Nikita Lemon, Dr. Anil Malaki, Mr. Gregory Mason, Mr. Scott Olden, Mr. Patrick Onley, Ms. Stephanie Reidy, Ms. Sylvia Rochester, Dr. Tonja Ringgold, Ms. Robin Washington Scott, Ms. Sabina Silkworth, Mr. Ron Smith, Dr. Daphne Snowden, Dr. Dennis Weeks, Dr. Sheila White-Daniels, Ms. Brenda Wiley, Ms. Virgie Williams,

**Others Present:** Ms. Sally Grant, BCCC Foundation Board; Mr. Olayiwola Bakare, BCCC Student Government Association; Mr. Bryan Perry, Assistant Attorney General

**CLOSED SESSION**
The Board voted unanimously, under the Open Meeting Act, State Government Article, Section 10-508, to convene in Closed Session on June 24, 2014, at the Business and Continuing Education Division to discuss real estate, personnel and to obtain legal advice.

Respectfully submitted,

Carolyn Anderson, Ed.D.
Interim President

*Full report on file in the President’s Office*
TAB 3
NO COLLEGE CONTRACTS
BCCC Welcome Week  
**Aug 25, 2014**
The Office of Student Life and the Student Government Association welcomed students back to school with Welcome Week Greeters (student, staff and faculty volunteers) providing assistance to new and returning students. Morning and afternoon snacks were given to students making their way to and from classes as well as BCCC give-a-ways.

**Aug 26, 2014**
The Welcome Week Greeters continued their daily duties as well as providing morning and afternoon snacks. In the afternoon, a Welcome Week Service Project took place. This year’s project was the making of Flash Cards for the Children of the Clarence W. Blount Child Development Center. Students and staff stayed for hours making the flash cards. The project was well attended as the students said they enjoyed taking the time out of their schedule to do something that would benefit others, especially the children.

**BACK TO SCHOOL BASH**  
**Aug 27, 2014**
The Office of Student Life in conjunction with the Student Government Association sponsored a "Back to School Cookout," in the campus quad area. This event was very successful with students excited as there was plenty of food and drinks. There were also live performances by various artistes. The BCCC Panther was dancing on stage which was very comical and giving out hugs. Those participating in “Hug-A-Panther,” received a Welcome Week sticker as well. Finally, on this day, there was an ice bucket challenge where the President, Vice-President and a senator of the Student Government Association challenged the Student Government Association of Morgan State University, Coppin State University and University of Baltimore in a fundraising effort for Aids awareness. Donations were for Aids Action Baltimore and the Bill and Melinda Gates Foundation.

**August 28, 2014**
The Office of Student Life and the SGA continued with the Welcome Week Greeters giving out Welcome Week boxes to male and female students. The highlight of the day was the making of ice-cream sundaes where students were treated to different flavors of ice-cream and toppings. The weather was extremely hot which made the day just perfect for the event.

**August 29, 2014**
The week ended with the Welcome Week Greeters passing out more BCCC give-a-ways. It was wonderful to see bright yellow t-shirts being worn all over campus with the Welcome Week theme “ Keep Calm and Let the Panthers Handle It”.

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**Baltimore City Community College**  
**Student Government Association**  
**September Board Report**
TAB 5
The following information records selected activities of the members of the Baltimore City Community College Academy of Faculty, Faculty Senate, Senate Executive Committee Leadership and Faculty Senate President from August 4, 2014 until September 9, 2014:

From August 4th until August 23rd 2014, according to Doddle, 69 faculty members rendered approximately 420 hours of General Registration Arena Advising in the Atrium of the Student Affairs Wing of the Main Building on the Liberty Campus of BCCC. Additionally, faculty rendered approximately 621 hours of face-to-face “Intrusive Student Advising” during the same time frame. Please note that Faculty Advising continues throughout the semester for future sessions (12 week and A-2 courses), the Winter Intercession and Early Spring Registration. Faculty members make use of the platform Blackboard to communicate information to their advisees throughout the semester as well. It was most uplifting for us to see the Vice-President of Academic Affairs, Dr. Tonja L. Ringgold, join her faculty in General Registration Arena Advising sessions during the month of August.

Faculty participated in the BCCC Community Forum on Thursday, August 14, 2014 from 8:30 am - 4:30 pm in the Physical Education Center. During this forum updates related to the Strategic Plan, Accreditation Status, Institutional Divisions and the incoming President were provided. We learned that Dr. Gordon F. May would begin his tenure on September 2nd as President and CEO of BCCC. Faculty attended, presented and participated in the Faculty Academy on August 15, 2014 from 8:30 am - 5:00 pm. The day consisted of a keynote address/interactive session with Cynthia Pace, followed by 3 concurrent workshops: “Achieving Our Mission: The Importance of Adjunct Services”, “Virtual Change, Real Opportunity: Augmenting Migration from Blackboard to Canvas through Course Redesign,” “Pathway to Success: Embracing the College Completion Agenda” and “A Conversation with Dr. Katana L. Hall: Priorities and Challenges Facing the Academy of Faculty”. Following these sessions divisional meetings were held. On August 15th, the Adjunct Faculty Academy was held from 8:30 am -3:30 pm. A diverse representation of Adjunct Faculty attended this Saturday session and the Faculty Senate President brought remarks on behalf of the full-time faculty at each event.

Faculty members are represented on the Academic Council (approximately 28) which met on August 20th; on the Accreditation Monitoring Council (Professor Linda Benjamin - General Education Coordinator, Dr. Shawn Lane - CIC Chair, Professor Ed Ennels - Senate Vice-President/PREC Summer 2014 Workgroup Chair, and Dr. Katana L. Hall - Senate President) and participate in its numerous working sub-group activities. AMC meetings were held on July 22nd, August 5th and September 2nd. The sub-group Standard 7: Institutional Assessment meets every Friday commencing September 5, and the Standard 7: Work Group Project will convene its first meeting on September 10th.

Faculty are also working within the Senate Executive Committee (SEC) Standing and Ad
Hoc Committees and/or Task Forces (Program Review and Evaluation, Student Learning Outcomes and Assessment, Curriculum Instruction, Faculty Evaluation, General Education and Institutional Learning Outcomes, Grievance, Working Conditions, Task Force on Developmental Education, Task Force on Faculty Agreements and the Senate Constitution, By-Laws and Faculty Handbook Revision) to render significant leadership and contributions towards effective evidence gathering and assessment data collection in support of Standards 2- Planning, Resource, Allocation and Institutional Renewal; 3- Institutional Resources; 6- Integrity; and 7- Institutional Assessment, for the Middle States Monitoring Report due March 1, 2015 (with an internal BCCC deadline of December 19th).

Monthly meetings with the Senate President and written progress reports by each SEC Committee Chair are required. It is my sincerest hope that a culture which respects and values excellent faculty, what we bring to the table, and permits us to partake in the shared governance process has finally arrived at BCCC. It is also imperative that as faculty we understand that we must own these processes, especially those for which we are primarily responsible.

To accomplish the work ahead, as Faculty Senate President, I have increased the number of Full Faculty Meetings this semester and maintained the standing practice for SEC meetings as follows: Faculty Senate Meetings will be held from 12:00 noon - 1:00 pm on September 10th, October 8th, November 12th, December 10th 2014 and January 14th 2015. The Constitution requires the Full Senate to meet at least twice a semester. The Senate leadership representatives from each academic department (SEC) meet the 1st and 3rd Friday of each month from 1:00 - 3:00 pm. The Senate Constitution requires SEC to meet at least once a month during the semester. Special meetings may be called throughout the semester as needed, with notice.

Additional activities created and/or supported by faculty include: the Welcome Back Faculty Luncheon; Chat and Chew (Professors McNair and Constantine Fraser organized and hosted the event which 33 faculty attended on August 20th); the QUEST Journal… and the Department of English, Humanities, Visual and Performing Arts’ Quarterly Plagiarism Symposium (Professors Vance and Edwards organized and presented on August 28th) and the Completion Mentoring Passport Program Meet and Greet on September 9th (wherein faculty and staff partnered one-on-one with a student to mentor them throughout their matriculation at BCCC).

Respectfully Submitted,
Katana L. Hall
Katana L. Hall, Ph.D.
Faculty Senate President
On behalf of the bargaining unit employees and the executive leadership we would like to welcome Dr. May aboard as the President of BCCC. We look forward to working together with him to move the college forward.

1. **Labor Management Committee (LMC) (in progress)**
   Per usual practice, the LMC does not meet over the summer months, in July and August. We are scheduled to meet on the 4th Thursday of the month, so we will be meeting again on September 25th. Before we adjourned for the summer, in our LMC meetings we worked productively together to agree on 1) revising the overtime/compensation form used by various college offices so that this was accurate and in accordance with the MOU; and 2) the roll-out of the anonymous supervisor evaluation process, including the actual form. We also received from HR a brief summary of the results of this anonymous supervisor evaluation. It is our understanding this information is given to the President who shares it with President’s Staff. In general this is the process whereby the anonymous supervisor evaluation is used as a useful tool to improve the workplace climate at the college.

2. **MOU Trainings Conducted By Union Leadership & AFSCME (in progress)**
   We already agreed a while ago to offer selected portions of the MOU as training for professional development credits. We will be submitting to HR a series of new dates so that bargaining unit members can sign-up to attend such trainings to get professional development hours as well as to gain greater familiarity with existing MOUs that govern workplace conditions and processes for fair treatment of employees.

3. **Monthly Meeting With Dr. May**
   From the President’s office we are waiting to receive dates for the monthly meetings between Union Leadership and Dr. May. Meeting with the college President is a continuation of past practice; it is a gesture of good-will to assure bargaining unit employees that matters pertinent to the workplace are taken seriously at the President’s level and the Board level. We look forward to working collaboratively with Dr. May. Thank you.
NO COLLEGE POLICIES
Baltimore City Community College
Mission Statement

September 2014

Dr. Gordon F. May, President
Baltimore City Community College Mission Statement

I. Summary Mission Statement

MISSION

Baltimore City Community College provides quality, affordable, and accessible educational opportunities with comprehensive programs that meet the professional and personal goals of students while improving communities in the greater Baltimore area.

VISION

Baltimore City Community College is an innovator in providing quality education for a diverse population of students to meet the challenges in an ever-changing competitive workforce and environment.

CORE VALUES

These core values represent the most important underlying principles and beliefs that are the basis for the vision, strategies, plans, policies, and actions of Baltimore City Community College.

- **Integrity** – unwavering adherence to a strict moral and ethical standard
- **Respect** – showing genuine concern and regard for the dignity of others while practicing civility, acceptance, appreciation, and supporting individual differences
- **Diversity** – recognizing, accepting, appreciating, and supporting individual differences and lifestyles
- **Teaching** – imparting knowledge skills, and values that are essential to the success of the individual and growth of the community
- **Learning** – gaining knowledge, skills, and understanding that are useful to the individual and college community by promoting intellectual curiosity
- **Excellence** – providing excellent teaching, student services, customer services and community engagement
- **Leadership** – empowering, nurturing, and inspiring individuals to be leaders in their own sphere
- **Professionalism** – adhering to the highest standard of customer service
II. Institutional Identity

The history of Baltimore City Community College (BCCC) chronicles an institution created by visionary urbanites dedicated to ensuring that all citizens of Baltimore could attain a college education. For more than 65 years, city residents — and other Marylanders as well — have taken full advantage of the open admissions, affordability, and convenience offered by this urban oasis of higher education and career preparation. Current and former attendees also include thousands of students representing more than 100 nations. Founded as part of the Baltimore City Public School System in 1947 to provide post-secondary education for returning World War II veterans, the institution (first established as Baltimore Junior College) remains the best hope for a new generation of students and prospective students seeking a better future through higher education. As a result, the College has been a beacon of hope for nearly four generations of students, among them Academy Award winning film director and producer Barry Levinson and former Congressman and NAACP President and CEO Kweisi Mfume.

Now primarily funded by the State of Maryland, BCCC is a comprehensive, degree-granting community college with its West Baltimore campus and satellite locations throughout the city. As a state-sponsored institution, the College offers the same affordable tuition to all Maryland residents.

BCCC offers 28 associate degrees and 13 certificate programs, collectively enrolling approximately 5,000 students per semester. The largest enrollments are in the areas of allied health, business, and general studies. Enrollment in online course offerings has expanded nearly ten-fold over the past decade. As a major provider of higher education and workforce training for residents of Baltimore City and other Marylanders, the College is aggressively attempting to expand its reach to meet the needs of students and employers through targeted innovations, including the establishment of the BCCC Life Sciences Institute at the University of Maryland BioPark; the development of Maryland’s only two-year robotics technology program; and the recent introduction of new programs in engineering.

On the non-credit side, the College offers continuing education programs such as General Educational Development (GED) to students seeking a high school diploma. English as a Second Language (ESL) instruction is provided to students to strengthen their language skills and Adult Basic Education (ABE) for those wanting to gain literacy skills. The Business and Continuing Education Division (BCED) develops partnerships with local business and industry to offer cost effective, state-of-the-art contract and customized training to include apprenticeships and other workforce development training and industry certifications. In addition, BCED offers lifelong learning opportunities, as well as citizenship and refugee assistance services. All these programs contribute significantly to the economic and workforce development initiatives of Baltimore.

In the face of all these challenges to institutional sustainability, the leadership, faculty and staff of BCCC have collaborated closely not only to regain lost ground but, in other ways, surge forward. The following is a sampling of initiatives that demonstrate their focus and commitment to student success.

Achieving Innovation

To expand the reach of credit programs to accommodate the needs of students and employers, the College has developed a number of innovative approaches. The following are examples.

In fall 2008, the biotechnology programs were relocated to the new **BCCC Life Science Institute (LSI) at the University of Maryland BioPark** in response to industry workforce needs and labor projections. In 2010, the College was awarded a $1.4 million grant by the Department of Labor to support students in bioscience and arts and science transfer. At LSI students learn in close proximity to outstanding University and private industry researchers who share space at the BioPark. Significant numbers of current and former...
LSI students have been hired for jobs and paid internships. The number of BCCC STEM program degree and certificate awards has been steadily increasing; it reached 289 in FY2014, surpassing its benchmark of 226. Fall 2013 data show that enrollment in STEM programs increased to 2,535 students, an increase of nearly 2 percent from fall 2012.

BCCC was awarded a three-year Advanced Technology Education grant from the National Science Foundation to fund an Engineering/Technology (ET) project model to increase the success rates of ET students, especially among underrepresented minorities and veterans. Through the grant, BCCC created a new Associate of Science degree in engineering (with focus on electrical and mechanical engineering) as part of a statewide effort to facilitate transfer into parallel four-year engineering programs. Grant-funded scholarships for ET students became available in spring 2013. The College is also the only institution in Maryland to offer an Associate’s degree in robotics.

With a five-year, $1.5 million grant from the U.S. Department of Education, the Upward Bound program launched a summer learning program in 2013 to help local high school students strengthen their skills in math and science. Partnering with technologists from the University of Maryland and private industry, the innovative program advances a U.S. Presidential initiative to qualify urban and minority students to pursue degrees and careers in promising STEM-related fields.

The College has partnered with Year Up, a national one-year intensive training program that provides young adults with hands-on skill development, college credits and corporate internships. The collaboration has produced the first campus-based Year Up program, which has become a model for other community colleges across the nation.

In 2012, the College established the Aspiring Scholars program, a performance-based scholarship (PBS) program for graduates of the Baltimore City Public School System who are Pell-eligible and enrolled at BCCC. The purpose of the program, funded through a grant from the Abell Foundation, is to provide scholarships as an incentive for students to pursue and complete their studies at BCCC.

In fall 2011, BCCC implemented a completely redesigned developmental education program to reduce time needed to achieve successful completion. Overall, the maximum required developmental hours were reduced from 32 to 24. ACCUPLACER and writing samples are used as a diagnostic tool to identify a student’s weak skill areas, align developmental-level courses to prevent gaps in instruction, combine reading and writing courses to increase content learning, and establish math modules to address various competencies so students are not locked into 16-week courses. Data for FY 2014 show that the combined fall and spring passing rates were higher in five of the six courses when compared to FY 2012.

Among an array of new learning support and retention initiatives, the College initiated its First Year Experience Program to develop skills for success among first-time entrants by front-loading resources and services to support goal achievement. The Performance Alert Intervention System (PAIS) enables faculty to notify systematically the Student Success Center of students who might require tutoring, advising, or counseling. The Phenomenal Steps Toward Success program is helping 50 African American women per year to develop selected competencies through scheduled interaction with staff and peers. The Academic Acceleration for African American Males (4A) Program is part of the Predominantly Black Institutions (PBI) Grant and exists to accelerate degree completion for African American males in the General Studies program. The 4A Program became fully staffed in fall 2012 and recruits from city public, private, and charter schools; prison rehabilitation programs; veterans' organizations; and other foundations focused on increasing opportunities for African American males through education. Services include advising, tutoring, workshops, mentoring, a speaker series, and limited financial support to aid with books and transportation.
Accelerating Outreach to Stakeholders

Shortly after taking office as Interim President in January 2013, Dr. Carolyn Anderson launched her President’s Listening Tour (PLT) in order to ensure that the College fully recognizes and is responsive to the needs of its core constituencies. To that end, the PLT team identified and contacted internal and external organizations that contribute to, benefit from or partner with the institution and its mission. The team also devised and distributed a survey to ascertain perceptions of the college and how well (or not) it is addressing the needs of each targeted audience. Survey results provided data that is being used in updating the Strategic Plan to reflect changing needs of internal and external customers.

The Path Forward

The recent passage of the College and Career Readiness and College Completion Act of 2013 by the Maryland General Assembly, signed into law by Governor Martin O’Malley, will require the College to redesign programs to meet requirements, including the development of statewide articulation agreements in support of State-mandated efforts to increase and expedite completion among Maryland students. The College has also fully embraced the Complete College America agenda and is already heavily involved as one of only three urban community colleges identified for national attention. The Act in its entirety can be found at mgaleg.maryland.gov/2013RS/chapters_noln/Ch_533_sb0740E.pdf.
III. Institutional Capabilities

**Goal 1 – Quality and Effectiveness** – Maryland will enhance its array of postsecondary educational institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the State and the nation.

The Commission and Maryland postsecondary institutions will strengthen efforts to prepare and support students making transitions into and within postsecondary education.

- The Commission, in consultation with postsecondary institutions, will develop reports on best practices and other initiatives to encourage institutions to expand and strengthen programs supporting student populations undergoing critical transitions, including new and transfer students, first-generation students, and adult students entering or reentering postsecondary education.

**BCCC Best practices and unique initiatives to expand and strengthen student educational programs**

**Granville T. Woods (GTW) Scholars.** The Office of Student Affairs offers a program titled the Granville T. Woods Scholars Program. The program is cohort-based and has enrollment opportunities for 25 scholars in each cohort. It attracts and prepares high-achieving students primarily from Baltimore City Public Schools. The purpose of the GTW program is to challenge students at a higher level and to create an environment of interdependence which leads to greater successful outcomes. During the summer, scholars study abroad and may participate in research internships.

**Prescriptive Tutoring.** New and readmitted nursing students may experience additional support through prescriptive tutoring and focused retention efforts. A science tutoring manager arranges similar experiences for students needing specialized science assistance.

**Year Up Program.** The College is one of a select few institutions to have Year Up on its campus. The Baltimore Year Up program is an intensive training initiative to provide urban young adults, ages 18-24, with a unique combination of technical and professional skills, college credits, and an internship with a corporation or the federal government. The structured program provides entry-level students direct access to college credits applicable toward the IT Basic Skills Certificate and also articulates toward the associate degree program. A Cyber Security certificate was approved by MHEC in September 2014.

**Complete College America.** The College was selected as one of just three sites nationwide to participate in the current round of Complete College America expansion initiative. In the 2013-2014 academic year, the College launched the Complete College Baltimore initiative which included reestablishing a positive working relationship with the Abell Foundation and securing a commitment of $100,000 from the Foundation.

**External articulations**

In order to assist students as they transfer to four-year colleges or universities, the College maintains external articulation agreements with a number of institutions. These include Ashford University, Capitol College, Coppin State University, Morgan State University, Excelsior College, Johns Hopkins University, Stevenson University, University of Cincinnati, Virginia State University, and the University of Maryland School of Medicine. The College also has agreements with the Baltimore City Public Schools and private schools to allow high school students to have certain coursework approved through memoranda of understandings to receive college credit.
Internal Articulations

The Business and Continuing Education Division (BCED) and Academic Affairs are developing pathways through internal articulations that are designed to allow students who complete their non-credit level coursework at BCED, including GED, English as a Second Language (ESL), health care, telecommunications, information technology, web site development, building trades, and early childhood education, to move seamlessly into developmental or credit bearing courses and finish a degree or certificate.

These external and internal articulations ensure and support a clear path to completion for BCCC students.

Goal 2 – Access, Affordability, and Completion – Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability and completion.

The State will continue to make progress toward achieving its College completion goal which posits that 55% of adult Marylanders will hold at least an Associate’s degree by 2025.

• Through FY 2017, the Commission, in collaboration with the segments of postsecondary education, will continue to redesign developmental mathematics and gateway courses in order to increase student success rates, improve consistency and quality of instruction, infuse technology into instruction, and reduce costs.

• By July 1, 2016, the Commission, in collaboration with Maryland public colleges and universities, will create and implement a State-wide reverse transfer agreement where at least 30 credits earned toward a bachelor’s degree at a public, four-year institution in the State can be automatically transferred to any community college in the State for credit towards an associate’s degree.

BCCC Collaborations with postsecondary schools and redesign of developmental and gateway courses

To achieve compliance with the College Readiness and Completion Act of 2013, the College has reduced curriculum requirements to meet the 60 credit hour maximum for transfer degrees; to establish a clear path between high school and college for first-year students to complete developmental course work using transitional courses in the junior and senior high school years; to increase opportunities through the various Dual Enrollment / Dual Credit Memoranda of Understanding between Baltimore City Community College and Baltimore City Public Schools resulting in 160 high school students taking the ACCUPLACER exam. In fall 2013, 100 students enrolled in college-level courses while still in high school compared to 55 in fall 2010. In FY 2014, BCCC awarded 692 degrees and certificates, compared to 469 in FY 2010.

Additionally, the Act’s requirement for successful completion of developmental studies and movement to credit-bearing curriculum includes consolidating developmental writing and reading courses and creating the newly revised RENG series and making modifications within developmental math which include producing such combined accelerated offerings as MAT 87M and MAT 91M. Both the math and RENG courses with technology infused.

BCCC efforts to make higher education affordable

The College offers a variety of programs and services to create greater access through affordability. Access begins with the increasing number of students who choose to begin their college education at BCCC before they have graduated from high school. For many years, the College has provided funding specifically earmarked for high school early enrollment students. There is a variety of other funding sources that
include deferred payment plans, an emergency loan fund, athletic, and merit-based and need-based scholarships, all designed to make educational programs accessible.

Tuition at BCCC remains one of the lowest in the State for undergraduate education. There is no surcharge for non-Baltimore City residents which makes quality education affordable for all Maryland residents who choose BCCC to pursue their educational goals.

Securing adequate financial aid can often be a barrier to higher education access. To avoid that, the Office of Financial Aid has created a FAFSA (Free Application for Federal Student Aid) Lab. The purpose of the Lab is to have staff in place to assist students with completing the FAFSA to ensure its accuracy thereby lessening the likelihood of additional screening which can slow the receipt of aid.

BCCC initiatives to help students complete their educational goals

The diagnostic services offered by a licensed diagnostian through the Disability Support Services is the only such service offered by a community college statewide. Students, who may have a learning disability, can be tested to determine if a disability exists. This very unique service provides unprecedented access for an often under-represented group of citizens in Baltimore City and beyond and helps students with disabilities to complete their educational goals.

The College has created a program, “Passport to Completion Mentoring Program,” that focuses on providing students support and encouragement to complete their educational goals. The mentoring program matches students who choose to participate with volunteer members of College faculty and staff who serve as mentors. Mentors and mentees participate in a variety of on- and off-campus activities that allow them to engage each other academically and socially and provide vital links toward successful progress and graduation.

BCCC transfer and reverse transfer options

BCCC students who have successfully completed college level courses at a regionally accredited college or university receive credit toward an associate degree or certificate and may be exempt from relevant placement tests.

A total of 45 transfer credits may be applied toward an associate degree, and half of the total hours required for a certificate may be transfer credits. Students can earn up to 30 of these transfer hours through transfer of nontraditional credit (with review and approval of the Admissions Office).

The College will review only those transfer courses with a grade of C or better. BCCC accepts transfer credits with a grade of C for general education courses. Students are also eligible for reverse transfer if those students are registered at a four-year college or university and take applicable course work and transfer that work back to Baltimore City Community College in accordance with BCCC’s transfer policy above.

The College maintains accreditation with eight accreditation agencies to ensure that BCCC students graduate with accredited credentials needed to transfer to universities or transition directly into the workforce:

1. Middle States Commission of Higher Education
2. Accreditation Review Council on Education in Surgical Technology
3. Accreditation Council Business Schools and Programs
4. ADA Commission on Dental Accreditation
5. Commission on Accreditation Health Informatics and Information Education
6. Accreditation Commission for Education in Nursing
7. Commission on Accreditation in Physical therapy Education  
8. Commission on Accreditation for Respiratory Care  
9. Commission on Accreditation Allied Health Education Programs  

**Goal 3 – Diversity** – Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland’s population  

The State will encourage institutions and the segments of postsecondary education to identify and develop a plan for targeting outreach, academic, financial, and student support services to populations that are underrepresented or underperforming in comparison to the overall student body. Such groups may include, but are not limited to, individuals from low-income families, African Americans, Hispanics, men, women in STEM disciplines, veterans, or students with disabilities.

- In the 2014 institutional submissions required for the Cultural Diversity Report for Maryland Postsecondary Education, the Commission will ask public institutions to identify specific communities in need of targeted services.
- In the 2014 institutional submissions required for the Cultural Diversity Report for Maryland Postsecondary Education, the Commission will ask institutions to submit a plan for offering targeted services to specific groups and to define measurable goals for improvement on pre-identified outcomes for these groups.
- By FY 2016, the Commission will ask institutions to report on the impact of these services on student enrollment patterns, outcomes for the targeted populations, and any related achievement gaps.

**BCCC diversity initiatives**

In a global society, embracing diversity is a conscious effort that is growing in importance every day. The College is fortunate to attract and host a diverse population of students, faculty, and staff who represent and reflect global and cultural perspectives that expand the College’s world view. This focus on the importance of diversity permeates all corners of the College including the classrooms, the workplace, common social settings, the fields of athletic competition, and in faculty and staff meeting rooms. Programs like the International Students’ Thanksgiving Feast, Human Trafficking Symposium, a lecture on autism, “Lessons Learned from our Son Jimmy: Living with Autism,” the International Heritage Day, and an annual Civility, Sensitivity and Diversity Conference were opened to the College community. Students formed new clubs including a Muslim Student Association and a LGBT club. The Professional Development office in Human Resources sponsored a Cultural Diversity Awareness Workshop, and many others help to improve the cultural competency of our campus community.  

The PBI-Formula Grant program held several events that included the women of Phenomenal Steps Toward Success hosting students from the Baltimore Leadership School for Young Women for “Sisterhood Experience Day.” The Summer Bridge and Winter Experience programs served 93 minority students during 2013-2014. Book club meetings included a discussion on Their Eyes Were Watching God by Zora Neale Hurston, the noted African American author.

The PBI 4A Grant program hosted the first annual Black Men Speak conference and was attended by approximately 250 people.
Goal 4 – Innovation – Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse deduction and training opportunities that will align with state goals, increase student engagement, and improve learning outcomes and completion rates.

The Commission and Maryland Colleges and Universities will work to strengthen the quality of the student academic experience and to enhance the ease of credit transfer among public institutions in the state.

- The Commission, in collaboration with Maryland public colleges and universities, will create and implement a statewide transfer agreement whereby at least 60 credits earned toward an associate’s degree at a community college in the State are automatically transferrable to a public four-year institution in the State before July 2016.

- By FY 2018, all public colleges and universities will develop degree pathways with progress benchmarks for each academic major.

- By FY 2018, all public colleges and universities will require undergraduate students to develop and file a formal degree plan in consultation with their academic advisor.

BCCC compliance with Statewide transfer agreement obligation

The College has in place external articulation agreements that guarantee transferability of the College’s degrees and certificates. These agreements are continually reviewed and updated by both the College and the receiving institution to reflect curricular currency.

To comply with COMAR statutes, the College is undergoing revisions of its curriculum to make sure the 60 hour maximum is met. COMAR regulations, however, make certain exceptions to the 60-hour restriction if additional hours are required by outside accreditation organizations, and the College will apply for exemption in these cases.

The College has in place a policy for accepting a total of 45 credit hours completed at a regionally accredited institution that may be applied to the appropriate BCCC degree. In the case of a certificate, the College will accept up to one half of the total required certificate hours. Thirty hours of the transfer hours may be the result of accepting the allowable maximum of nontraditional credit.

BCCC degree pathways and milestones

Every entering student to the College meets with a professional advisor and is assigned to a faculty advisor in the student’s program area. At the initial meeting, the student is given an Educational Plan containing a curricular ladder identifying all the courses the student must take to complete the program. Students have to meet three credit hour milestones: the attainment of 15, 30, and 45 hours. At each milestone, the student must seek out the advisor or the student is blocked from further registration. In this way, the student is able to seek advice and meet the benchmarks on the way to completing the educational plan. The BCPS and the four-year articulations ensure and support a clear path to completion for students.

Each matriculating student meets with a professional advisor and is also assigned a programmatic faculty advisor. The student is required to file a formal degree plan upon entry to the College.
**Goal 5 – Economic Growth and Vitality** – Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.

BCCC efforts to identify and accommodate workforce training needs

The Business and Continuing Education division of the College is the primary outreach for training through non-credit coursework. As a result, it is an economic driver within the College. Supporting the economic growth and vitality of the Baltimore Metropolitan area is a key aspect of BCED programs and services. The division recently completed a vigorous market analysis including a competitive analysis to realign its workforce course offerings with the region’s workforce needs. BCED programs are focused on meeting the workforce needs of high demand industries through specialized industry-based training, customized training for individual employers, and training partnerships with specific industry sectors.

New BCCC workforce training partnerships/programs

BCED has developed a partnership with the new Horseshoe Casino Baltimore to assist in meeting their workforce needs by recruiting and training their table games dealers.

BCED is one of only eight preferred construction-trades providers state-wide for the expanded State of Maryland Red Line/Purple Line construction projects.

BCED introduced two new industry sector-based training programs (Hospitality/Tourism/Gaming and Transportation/Supply Chain Management) to meet increased employer demands in those areas and partnered on three successful EARN grants in the following industries: healthcare, energy efficiency, and hospitality.

BCED is part of a consortium of 14 other community colleges in Maryland to provide cybersecurity training and partnered with the Manufacturing Skills Standards Council to offer Certified Logistics Associate (CLA) and Certified Logistics Technician (CLT) training. BCCC is now a certified CLA/CLT testing center with an e-learning website currently under development. BCCC’s new certificate in cybersecurity was just approved by MHEC in September 2014.

**Goal 6 – Data Use and Distribution** - Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making and achievement of State goals.

Strategies within BCCC Business and Finance, Business and Continuing Education, and Academic Affairs divisions to enhance data use and distribution

All of the Business and Finance areas rely heavily upon data for their success and report such information to internal and external constituents, thus supporting the College’s data use and distribution goal. Financial Accounting analyzes present and past data to track the financial activities of the College. The Budget department creates and projects future financial data to help determine future College spending. Student Accounting relies upon student data to track and report College student financial activity. The Procurement department creates and tracks data showing how College departments are setting aside funds through the processing of budgetary-reserving purchase orders. The Facilities Department relies upon various data points in the creation of the Facilities Master Plan and in its daily campus support activities. Other areas, including Cashiers, Bookstore, Public Safety, and the Radio Station also utilize data in its support of the College.
Within the Academic Affairs division, the academic schools, the Academic Support Services Office, and the Office of Assessment make use of internal data gathered and distributed by the Office of Institutional Research to plan their respective budgets, set academic calendars and schedules, project enrollments, graduation, and retention rates. The data analysis becomes part of the Academic Master Plan as Academic Affairs determines new programs and certificates and communicates with other College divisions.

Since BCED programs are focused on meeting the workforce needs of high demand industries as identified by data from the Governor’s Workforce Investment Board, Baltimore Workforce Investment Board, the Maryland Department of Labor, Licensing & Regulations, and the US Department of Labor, data collection and analysis inform decision-making, collaborative communication, and achieving divisional, College and State goals. The division re-structured its programs to be more reflective of customer demand, course fill-rates and frequency of offerings with pricing and enrollment patterns being assessed against institutional capacity and resources. It implemented a modified zero-based budgeting process with profit and loss attached to each business unit of BCED. It also developed both internal and external partnerships and articulations that facilitated movement of BCED students to credit-based programs or more advanced training options for increased employment opportunities.
IV. Institutional Objectives and Outcomes

As a state-sponsored institution, the College offers the same affordable tuition to all Maryland residents.
BCCC offers 27 associate degrees and 15 certificate programs,

GOAL 1: Student Success
1. Increase fall-to-fall retention rate
   a. Institutionalize a comprehensive and intrusive advising model
2. Increase the number of degrees and certificates awarded
   a. Increase the number of students graduating
   b. Increase the two-year developmental completion rate
   c. Implement the College’s Developmental Education Plan
3. Adopt a completion agenda
4. Improve student life experience

GOAL 2: Community, Business & Industry, & Education Partnerships
1. Increase partnerships that address student, business & industry, training, and workforce needs
   a. Increase student internship opportunities
   b. Increase partnerships with businesses, community associations, agencies, organizations and faith-based groups
   c. Increase articulation agreements with secondary schools, colleges and universities
2. Develop at least ten new programs that are relevant and meet business and industry needs
   a. Research and identify high demand careers as identified by the Governor’s Workforce Investment Board (GWIB), Baltimore Workforce Investment Board (BWIB), Department of Labor, Licensing & Regulations (DLLR), Department of Labor (DOL), etc
3. Ensure the quality and relevance of programs and services
   a. Institutionalize student learning outcomes and assessment for credit programs
   b. Develop and institutionalize student learning outcomes and assessment for noncredit programs
   c. Develop and institutionalize student learning outcomes and assessment that address holistic needs of students
   d. Increase GED transfers to credit programs

GOAL 3: Institutional Sustainability
1. Increase non-state revenue to better serve students and the community
   a. Increase grant dollars
   b. Increase fundraising
   c. Generate revenue through special programs and projects (i.e., sports camps, Kids in College, etc.)
   d. Establish multiple revenue streams for the College
2. Ensure the physical plant effectively supports the learning environment
   a. Maintain the College’s designation as the safest college in the city
   b. Improve the environment through new and upgraded facilities, state of the art equipment and campus beautification efforts

3. Develop an institutional effectiveness and operational efficiency plan
   a. Assess and improve the College’s identified Critical Success Factors (CSFs)
   b. Review and implement cost containment measures
   c. Continuously improve outcomes on institutional surveys (Climate, Supervisor, Student, etc.)
   d. Foster positive internal College relationships
   e. Continue to strengthen diversity

4. Increase credit and noncredit enrollments
   a. Increase marketing efforts
   b. Conduct target marketing to focus on specific constituencies
   c. Implement the College’s Strategic Enrollment Management and Retention Plan

5. Ensure a highly qualified employee workforce
   a. Recruit and retain educated, trained and experienced personnel

6. Assess and improve college climate

GOAL 4: Technology
1. Implement an industry standard IT infrastructure
   a. Revise and implement the Information Technology Plan
   b. Conduct a needs assessment to determine the feasibility of an alternate email system

2. Implement a college-wide IT administrative system to more efficiently and effectively serve students, staff, and the community
   a. Establish a project team
   b. Review the scope of work and create a Request for Proposal
   c. Begin implementation of the new ERP system

3. Implement best practices in teaching and learning with state-of-the-art technology to improve student success
   a. Identify new sources of funding for technology, through grants, foundations, industry collaborations
   b. Train faculty and staff on latest technology

4. Develop and implement a comprehensive college-wide technology replacement program
   a. Conduct a needs assessment and implement a replacement plan most appropriate for the College
TAB 9
First and foremost, I again thank you for selecting me as the 12th president and CEO of Baltimore City Community College. I remain deeply humbled and honored by this opportunity. I would be remiss if I did not also thank the Presidential Search Committee chaired by Trustee Pamela Paulk.

Following nine days on the job, the items below represent some of my meetings and activities since my official start date of September 2, 2014:

a) Attended the BCCC Foundation Board of Directors meeting on September 2. In advance of my official start, I participated (through a conference call from Michigan) in the BCCC Foundation Board Finance Committee meeting.

b) Met with Business and Finance Interim Vice President Calvin Harris on the FY 2016 Budget Request prior to submittal to the Maryland Department of Budget and Management (DBM).

c) Held my initial President's Staff meeting on September 3.

d) Met with Delegate John Bohanan in Annapolis on September 5. Had a chance (but good) meeting with University of Baltimore President Kurt Schmoke who was also visiting Annapolis that day.

e) Attended an introductory dinner with members of President’s Staff, the President’s Office, Dr. Bernie Sadusky (executive director of the Maryland Association of Community Colleges/MACC) and two members from the National Council on Black American Affairs (NCBAA) (Ms. Alonia Sharps and Dr. Rhonda Spells from Prince George’s Community College).

f) Met with Department of Budget and Management (DBM) and Department of Legislative Services (DLS) staff members during their site visit to BCCC on September 8. Met with Office of Legislative Audits (DLS) staff members during their site visit to BCCC on September 8.

g) Participated in a one-hour conference call on September 9 with Secretary Catherine Shultz, acting secretary of the Maryland Higher Education Commission (MHEC), and Dr. Tonja Ringgold, Vice President of Academic Affairs, to discuss the Accreditation Monitoring Council work status towards meeting Middle States standards 2, 3, 6 and 7. Towards the end of an excellent conference call, Acting Secretary Shultz informed us that BCCC just received MHEC approval to offer a
Lower Division Certificate in Cyber Security and Assurance. More than 50 potential students are awaiting the opportunity to enroll in this new certificate program.

h) Met with BCCC Board Chair Dr. Owens Southall on September 9.

i) Met with Senator Joan Carter Conway on September 10 at her 43rd District Office in Baltimore City. She is a BCCC graduate (when the College was named Community College of Baltimore).

j) In my first of many anticipated connections with the Baltimore faith community, I attended services at Douglas Memorial Community Church on Sunday, September 7. Trustee Rev. Dr. Yeary delivered an exceptional sermon.

k) I attended the reception on Thursday, September 11 hosted by Trustee Paulk for the BCCC Board of Trustees, the BCCC Foundation Board of Directors, and the Presidential Search Committee.

l) Additionally, following transition meeting with Dr. Anderson, I have had individual meetings with President’s Staff members followed by group meetings with their respective staff members (direct reports).

News offered from members of President’s Staff:

1. On Thursday, September 11 the Office of Student Life, Office of Judicial Affairs and the Student Government Association offered a panel discussion titled 9/11: Is America Still Safe? This panel discussion will start at Noon in the Fine Arts Theater.

2. A meeting has been scheduled for me with Governor O’Malley’s Chief of Staff John Griffin and the Education Policy Director on September 22 in the State House.

3. Meetings are being arranged with Senator Catherine Pugh, Senate President Thomas V. Mike Miller, House Speaker Michael E. Busch, Budget and Management Secretary Eloise Foster, and other members of the Maryland General Assembly. Staff is also working on scheduling a meeting with Baltimore City Mayor Stephanie Rawlings-Blake.

4. The Office of Legislative Services completed the Information Technology (IT) portion of their onsite audit, meeting with the College’s management on Monday, September 8 to discuss their discussion note items.

5. The College is participating in the Soldier for Life Transition Assistance Program (TAP) to help connect employers to separating Fort Meade soldiers.

6. The substantive change request has been accepted by Middle States and will be voted upon at their first October meeting.

7. MHEC has approved three new certificate programs: IT Basic Skills, Coding Specialist and Cyber Security.
8. Since the approval and “notice to proceed” was issued by DoIT in August, the ERP Project Management Office (PMO) is now open and operational.

9. Responding to an inquiry from Trustee Gillett-Karam at the April 2014 Board meeting about the IT refresh cycle, IT services promised that 35+ classrooms would be ready to go this fall. As an update, 37 of the 40 scheduled rooms are now operational for students and faculty. Another set of 35 rooms will be scheduled for FY 2015.

10. The Facilities and Budget areas are intimately involved with the Middle States process in the creation/update of the Facilities Master Plan and budgetary projections.

11. On September 26, Baltimore City Community College and the Mayor’s Office of Employment Development (MOED) will be hosting a graduation of the first group of Accelerating Connections to Employment (ACE) training program completers on **Friday, September 26, 10:00 a.m.** in BCCC’s Fine Arts Theater at the Liberty Campus. The event celebrates the graduation of the first 43 of 180 students who are ready to begin their work as Pharmacy Technicians, Multi Skilled Medical Technicians, Medical Billers or Dietary Aides.

12. BCED has been awarded a contract with Baltimore Alliance for Careers in Healthcare (BACH). BACH is leading the Health Care initiative for the EARN (Employment Advancement Right Now) grant in the Baltimore region. EARN is Maryland’s Workforce Initiative based on industry sectors. BCED has been awarded over $94,000 to provide Certified Nursing Assistant (CNA) and Patient Care Technician (PCT) classes.

BCED has also been awarded a contract with the Mayor’s Office of Employment Development (MOED) Youth Services in the amount of $145,000 to conduct training for 25 youth. Training will consist of GED preparation and Multi Skilled Medical Technician training. The training will be conducted utilizing the MI-Best (Maryland Integrated Basic Skills Training) model.

13. Tariq Abdul-Akbar, second-year Granville T. Woods Scholar spent a part of his summer studying at the University of Geneva in Geneva, Switzerland. Tariq was engaged in research on climate change, joining students of varying religions from around the world. The program was sponsored by the World Council of Churches. As a result of his performance in the program, Mr. Abdul-Akbar has been invited to present to the Secretary General of the UN when they convene in New York, September 20 – 22.

14. On August 19, 2014, 18 students were inducted as members of Granville T. Woods cohort #13. This is a talented and diverse group of students that we are excited about having join our College Community.

15. The total combined grants (new, continuation, and renewal) for FY2015 is $4,834,371. Of that number, $1,394,942 is projected to be “new” grant dollars. To date (July 1, 2014 - September 9, 2014), $3,723,761 has been raised from new, continuation, and renewal grants. Projections for increased grant revenue for
FY2015 is +10% versus FY2014.

**Pending Grants:** $2.41 million

**Confidence:** High for $1.21 million


Launched *CareerFocus* in a print version and hard copy. Distributed 80,000 copies to targeted zip codes in surrounding areas. (Will provide samples to the Board.)
TAB 10
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