



**HOWARD**  
COMMUNITY COLLEGE

# ***BOARD OF TRUSTEES POLICIES***

## **OFFICE OF THE PRESIDENT**

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# Howard Community College Board of Trustees' Policies

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# PREAMBLE

The Board of Trustees of Howard Community College governs in compliance with the Annotated Code of Maryland, Education, Division III. Higher Education, Title 16. Community Colleges, the State of Maryland Ethics Laws Provisions, the Maryland Open Meetings Act, and other applicable laws of the State of Maryland, and is subject to the authority of the Maryland Higher Education Commission.

In addition, the board follows Carver's Policy Governance® as the model for its governance principles. Central to the Policy Governance model is the premise that the board governs through setting overarching institutional policy goals, known as Ends. The Ends focus on the "institution's purpose."\* Ends are measured by key performance indicators (previously termed by the college as core ends), which include external and internal outcomes, results, and impacts of the college's work. Means are activities that accomplish the Ends. The college's key performance indicators include the mandated Maryland Higher Education Commission state indicators.

The board also subscribes to the Greenleaf Servant Leadership philosophy and principles. Servant Leadership is both a philosophy supported by practices and actions that places service to constituents first in a leader's role. A servant leader serves and ultimately leads by "putting the needs of others first, and helping people develop and perform as highly as possible."\*\*

Both Policy Governance® and Servant Leadership shape the board's culture and approach to governance.

Additionally, the board of trustees shall govern the college through written policies that address ends and presidential boundaries. The policies may be amended at any meeting of the board, provided the proposed amendment was sent to all members of the board at least one week prior to the board meeting and provided it was presented for review and discussion at a prior meeting. Amendment of the policies requires approval by a majority of the appointed members of the board. Every three years, the legislative and community relations committee of the board of trustees will examine and recommend to the full board whether a comprehensive policy review is needed.

\*Taken from <http://www.carvergovernance.com/model.htm>

\*\*Taken from <https://www.greenleaf.org/what-is-servant-leadership/>

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## **POLICY TYPE: GOVERNANCE PROCESS**

**Policy Title: Governance Commitment**

The board of trustees is the legal repository of authority for the operation of Howard Community College.

The purpose of governance is that the board, on behalf of the citizens of Howard County and the State of Maryland, guarantees the accountability of Howard Community College by assuring that the board: 1) achieves appropriate results for the appropriate persons at an appropriate cost; and 2) avoids unacceptable activities, conditions, and decisions.

In fulfillment of this charge, the board is committed to rigorous and continuous improvement of the college. Continuous improvement includes:

1. A self-evaluation of the board, conducted on an annual basis as a means of continually improving trustee performance.
2. An effective performance evaluation process for all faculty and staff that is maintained as a means of continually improving employee performance.
3. An institutional effectiveness system that is used to support the college's strategic planning and evaluation systems, which include the mission, vision, values, and strategic goals.
4. An institutional effectiveness system that includes financial, student, program, and human resources information, maintained as a means of improving organizational performance.
5. Internal and external benchmarking data used to measure effective performance and responsiveness to stakeholders.
6. The board's routine monitoring of college achievement against key performance indicators as set forth in the board policy manual.

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## **POLICY TYPE: GOVERNANCE PROCESS**

### **Policy Title: The Board of Trustees and Strategic Planning and Budgeting**

Howard Community College (HCC) conducts an annual systematic, integrated strategic planning and budget development process. Reviewing the mission, vision, and values, setting strategic goals and action plans, developing and allocating the budget, and assessing outcomes are critical components of HCC's strategic planning cycle.

The decision-making process for planning and budgeting is collaborative. The planning process engages all campus groups through representation on or participation in the college's planning council, which makes recommendations to the president and the president's team.

The board plays an integral role in strategic planning and budgeting as it reviews, offers feedback, and ultimately approves the college's strategic plan and budget. The board monitors organizational performance in accomplishing its strategic plan through a key performance indicator system. The board receives reports on the college's progress on its key performance indicators at the board's regular monthly meetings.

In addition to examining key performance indicators, the planning process also is accomplished through environmental scanning and distilling ideas from the college's internal and external stakeholders. A major initiative that brings the larger college community together for long-term planning purposes is the Commission on the Future (commission). The commission seeks to identify innovative ideas, emerging issues, and alternatives for the future of Howard Community College. Objectives for the commission include:

- Identifying innovative ideas and alternatives to be considered in preparing HCC for the future.
- Increasing HCC's responsiveness to the emerging learning needs of Howard County.
- Establishing a process that will serve as a model for continued citizen participation in helping the college prepare for the future.
- Creating a widely understood and shared vision for the future of HCC.
- Promoting an understanding of the mission of HCC.

Every fifth calendar year, the commission conducts its intensive examination of the college during the college's fall semester. The commission is comprised of citizens from a variety of backgrounds and businesses and organizations with interests in the economic, cultural, and educational development of Howard County. Members of the board of trustees serve on the commission. The chair and members of the commission are appointed by the president in consultation with the board.

To facilitate its functions during the extensive review, the commission members are assigned to task forces on various topics of study. The task forces conduct their inquiry

through interviews of key individuals and open forums. They are encouraged to invite experts to address the issues before the task force, to identify and discuss appropriate readings, and to use web resources, national reports, and local perspectives to ensure a wide range of viewpoints on how the community college should prepare for the future.

At the conclusion of the intensive examination period, the chair of the commission delivers a final report on the work of the commission to the board and the college community in January of the commission year. The college considers these recommendations as it designs the next long-term strategic plan. During the intermediate years, the commission receives annual updates on the status of recommendations.

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## **POLICY TYPE: GOVERNANCE PROCESS**

### **Policy Title: Board's Role in Fundraising**

The Board of Trustees of Howard Community College (HCC) recognizes that the Howard Community College Educational Foundation, Inc. (foundation) board's primary responsibility is to build an endowment and raise funds for HCC. The foundation operates as a separate entity and the board of trustees can choose to have no relationship with the foundation board.

However, there are some areas that the trustees should keep in mind as their actions can facilitate the ability of the foundation board to raise funds:

1. Good professional relations should be maintained between the two boards.
2. The HCC board liaison should report regularly on the work of the foundation. Additionally, the board of trustees should recognize the work of the foundation board annually.
3. The board of trustees may be able to identify potential prospects or have direct access to prospective donors. In such a case, a trustee may be willing to ask for money on behalf of the college. This should be done in cooperation with the foundation board.
4. The trustees need to recognize their "public persona." While not involved in direct fundraising, the trustees need to recognize that people give to people they like and trust. The trustees must show spirit and enthusiasm for the college that inevitably attracts enthusiastic advocates, who often remain committed to the college for years to come.
5. The president should routinely inform the chair of the board of trustees of major gifts and pledges that are \$5,000 and above. The board chair formally thanks the donors for major gifts and pledges on behalf of the board of trustees.
6. The trustees should recognize and support the president's role in friend-raising and fundraising, including an adequately staffed development office, overseen by the president.
7. The HCC board is expected to participate in the foundation's fundraisers to demonstrate commitment and support.

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<b>POLICY TYPE: GOVERNANCE PROCESS</b>
<b>Policy Title: The Political Process and the Board of Trustees</b>

The college has an obligation to inform trustees, faculty and staff, and students about local, state, and federal issues. This must be conducted in a fair, open, non-partisan manner, offering diverse views. As citizens of Howard County, Maryland, all members of the college community are encouraged to register to vote and to encourage students to register to vote.

As such, the board of trustees is especially encouraged to be informed about local and state government and is encouraged to participate in forums and read material about candidates and issues. Trustees may even become more actively involved in the political process, however, they must be careful to maintain the professionalism of their primary obligation to the college. Therefore:

1. No board member shall engage in political activity using the resources of the college (e.g., copying materials, borrowing or lending technology, using college staff, etc.). Any involvement in political activity should be as an individual, not as a member of the Howard Community College Board of Trustees and, in any case, may not involve the use of college resources, including, but not limited to, facilities and staff.
2. No board member may use any Howard Community College property or symbol (e.g., logo, signage, electronic images) in any political campaign materials or activities.
3. No board member may solicit funds for political purposes on campus. Additionally, no retribution can be taken against any employee or student who does not accept an invitation to a political event or contribute money to a candidate.
4. The board prohibits the president from expending any funds (state law) for any political fundraising activity.
5. The board prohibits the president from attending any political fundraisers by candidates.
6. The board prohibits the president from running for political office while employed full-time at the college.



7. In the event a board member secures any employment that could reasonably be perceived as a conflict of interest, they must withdraw from board deliberation, voting, and access to applicable board information. If the employment is of a permanent nature and consistently creates a conflict of interest, the board member must resign.

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## **POLICY TYPE: GOVERNANCE PROCESS**

### **Policy Title: International Education**

The United States must remain a leader in the global community of the 21st century to maintain its educational and economic vitality. The citizenry must be prepared to engage in worldwide activities related to education, business, industry, and social interaction. To ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multi-culturally competent citizenry. Howard Community College is strategically positioned and experienced to respond to this educational and economic development imperative by educating and training individuals to function successfully in a multicultural and advanced technological environment that crosses all boundaries of education, communications, language, and business. To meet this challenge, Howard Community College provides:

- internationalized curricula;
- campus programming and activities on international issues;
- opportunities for the study of world languages, both domestically and abroad, to supplement available course offerings on the HCC campus;
- study abroad programs;
- faculty and student exchange programs;
- professional development;
- technical assistance to other countries and their businesses/industries;
- local/state/national and international forums;
- international student enrollment; and
- other appropriate education and training programs to ensure a well-trained and technically literate workforce, functioning collaboratively with other countries of the world.

Howard Community College is in a strong position to meet these international challenges with a widely dispersed national network committed to accessibility and service to the local community. The board of trustees will actively advocate this international role for Howard Community College and will articulate this mission to the many external constituencies that Howard Community College serves.

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(The Board of Trustees formally endorsed the American Association of Community Colleges' (AACC) Policy Statement on International Education at the its November 17, 1999, meeting. That statement was reformatted as Howard Community College board policy and approved on April 26, 2000.)

**POLICY TYPE: GOVERNANCE PROCESS****Policy Title: Dedication/Naming of College Facilities**

The board of trustees may name buildings, rooms, outdoor spaces, etc. after individuals or organizations based on the following criteria:

1. Contributed significantly to the founding or advancement of the college;
2. Contributed financially to the college; the type of space named commensurate with the gift; or
3. Contributed significantly to the community over an extended period of time.

No person currently holding elected or appointed office is eligible for naming rights.

Naming of facilities must be in compliance with state and county regulations.

The board of trustees shall be informed of naming opportunities that are part of the fundraising efforts of the Howard Community College Educational Foundation, Inc.

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**POLICY TYPE: BOARD-STAFF RELATIONSHIP****Policy Title: Delegation to the President**

All board authority, which is delegated to staff, is delegated through the president so that all authority and accountability of staff – as far as the board is concerned – is considered to be the authority and accountability of the president.

The board directs the president to achieve certain results, for certain recipients, at a certain cost or priority through the establishment of ends.

- a) Decisions or instructions of individual board members, officers, or committees are not binding on the president except when the board has specifically authorized such exercise of authority.
- b) In the case of board members requesting information or assistance without board authorization, the president may refuse such requests that require a material amount of staff time or funds or that are disruptive.

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<b>POLICY TYPE: BOARD-STAFF RELATIONSHIP</b>
<b>Policy Title: President's Role and Boundaries</b>

The president is the chief administrative officer of the college. The president is the board's single official link with the college as an organization. The president is accountable to the board acting as a collective body. The board will instruct the president through written policies delegating implementation to the president.

The president's responsibilities are:

1. Satisfactory progress on the accomplishment of the ends, as measured by the key performance indicators.
2. College operation within the boundaries established in board policies and according to accepted professional ethics and good business practice.
3. Accomplishment of other annual goals and objectives established by the board.
4. Performance of the duties specified by state law.

The evaluation of the president shall be based primarily upon satisfactory progress on the accomplishment of the ends, as measured by the key performance indicators, and meeting the board's presidential expectations.

Additionally, the president shall:

1. Interact with students, staff, and persons from the community in a humane, fair and dignified manner.
2. Make decisions by a process where openness and fairness is maintained.
3. Not permit financial conditions that risk fiscal jeopardy or compromise the ends.
4. Ensure that assets are protected, adequately maintained, and are not put at risk.
5. Monitor financial planning for any fiscal period to ensure it aligns with the ends, does not risk fiscal jeopardy, and shows foresight.
6. Provide information to the board, community, or college constituencies that is timely, accurate, and relevant.
7. Manage the college with written college policies and procedures in accordance with the board policies.
8. Report variances in board and college policies to the board.

9. Take prompt and appropriate action when the president becomes aware of any violation of any laws, regulations, college policies, or board policies.
10. Have two or more senior staff familiar with board and presidential issues, plans, concerns, and processes, as well as have a written succession plan in place that is made accessible to the board.

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**POLICY TYPE: BOARD-STAFF RELATIONSHIP****Policy Title: Monitoring Organizational Performance**

Monitoring organizational performance is accomplished through the Howard Community College key performance indicator system.

Ends are monitored through key performance indicators in one or more ways:

- a) Internal Report: disclosure of compliance information to the board from the president.
- b) External Report: disclosure of compliance information by an impartial, external auditor, inspector, or judge who is selected by and reports directly to the board. This reporting includes direct inspection of documents, activities, or circumstances directed by the board.

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**POLICY TYPE: BOARD-STAFF RELATIONSHIP****Policy Title: Trustee Expectations of the President**

The trustees have four primary expectations of the president:

1. The president will administer the college to meet the ends within the boundaries and disclosure requirements of the trustees. The president will have wide discretion to implement the programs consistent with their administrative practice, provided that practice is in line with current policies and procedures
2. The president will provide the board with accurate information with respect to the role and scope of current and proposed programs and services. As the primary advisor to the board, the president will provide guidance, advice, and recommendations on the integrated strategic plan and budget presented annually to the board.
3. The president will formulate written policies and procedures for the operation of the college in accordance with the adopted board policies.
4. The president will provide leadership at ceremonial functions that will further the college's mission both in the community and within the college.

Additional trustee expectations may be communicated to the president by the board.

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## **BOARD POLICY TYPE: PRESIDENTIAL BOUNDARIES**

### **Policy Title: Stakeholder Relations**

The president will create and sustain an environment for teaching, learning, and working that supports the development and realization of human potential and promotes the college's values. Treatment of and dealing with faculty, staff, students, and persons from the community will be humane, fair, and dignified.

The president will:

1. Operate with written college policies and procedures that set forth employee and student rules, provide for effective handling of grievances, and ensure due process..
2. Comply with all laws, rules, and regulations pertaining to faculty, staff, and students, including those related to discrimination, equal opportunity, sexual harassment, and rights of privacy.
3. Not prevent faculty, staff, and students from using grievance procedures.
4. Acquaint faculty, staff, and students with their rights and responsibilities.
5. Use methods of collecting, reviewing, or storing stakeholder information that protect against improper access to the information elicited.
6. Not approve the hire of anyone where conflict of interest or perceived conflict of interest may exist, without full board disclosure.

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<b>POLICY TYPE: PRESIDENTIAL BOUNDARIES</b>
<b>Policy Title: Fiscal Condition</b>

With respect to the actual, ongoing condition of the organization's financial health, the president shall guard against fiscal jeopardy and deviation of actual expenditures from board priorities established in the board adopted budget unless approved or disclosed to the board.

The president shall:

1. Authorize purchases within the board-approved purchasing amounts.
2. Execute non-purchasing agreements up to \$100,000 or renew ongoing agreements with disclosure to the board.
3. Allow the award of a single sole source contract of \$49,999.99 or less. Cumulative sole source contracts over \$49,999.99 will be disclosed to the board. All sole source contracts will meet board-approved sole source requirements.
4. Obtain authorization from the board should additional funds be anticipated or be needed for a contract in accordance with limits established in the college's purchasing procedures. (Approved at the April 28, 2010, meeting of the board.)
5. Disclose the name, position, work unit, salary scale, and wage of every budgeted employee at the time of appointment.
6. Disclose the name and earnings of temporary and hourly employees, if requested.
7. Allow employee wage recommendations within the board approved salary scale.
8. Charge tuition, consolidated fees, and other fees approved by the board.
9. Maintain a cost accounting system sufficient for program cost comparisons and comparison of college practices to best practices.
10. Ensure that there be a separation of duties, such that no person originates, controls, and approves a cost center budget or funds, and that no person, who requests or approves a purchase, verifies the receipt of that purchase.

11. Disclose Howard Community College matching dollars for grants during the budget process, and disclose all grants received.

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Revised & Approved:	03/22/2017
Revised & Approved:	10/25/2017
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**POLICY TYPE: PRESIDENTIAL BOUNDARIES****Policy Title: Compensation**

The president shall allow compensation and benefits to employees, consultants, or contract workers that reflect fiscal integrity and uphold the college's public image.

The president shall:

1. Work with the board chair in negotiating total compensation. The board chair then informs the full board of the negotiations.
2. Extend employment to faculty for up to a two-year period, and to other employees or contract workers for up to a one-year period. No employment shall be guaranteed.
3. Establish current compensation and benefits that are fiscally sound.
4. Disclose to the board any permanent change in any employee's compensation, other than the annual salary increase approved by the board.

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<b>POLICY TYPE: PRESIDENTIAL BOUNDARIES</b>
<b>Policy Title: Asset Protection</b>

The board, cognizant of its fiduciary responsibility to ensure that all college property and assets are used to achieve the college's educational mission, authorizes the use of college property in ways strictly limited by the agreements and partnerships entered by the board in accordance with applicable law. Federal and state laws restrict the manner in which personal property and improvements acquired through tax-exempt bonds, leases, and similar governmental financing transactions may be used. The use of college equipment and employee services will be strictly limited to achieve the college's public purposes and not misdirected to support private interests without fair and reasonable remuneration and board authorization.

The president ensures that assets are protected, adequately maintained, not at risk, and align with means or presidential boundaries.

The president shall:

1. Ensure against theft and casualty losses, including extra expenses and loss of tuition and fees, in amounts consistent with replacement values or against liability losses to board members, staff, or the college itself in amounts consistent with limits of coverage obtained by comparable organizations.
2. Ensure that all personnel who handle college funds are bonded.
3. Ensure facilities and equipment are properly used and maintained.
4. Protect the organization, its board, or staff from claims of liability.
5. Permit purchases or commit the organization to purchases within the authority approved by the board at its April 28, 2010, meeting.
6. Recommend or make a purchase of new goods or services that: a) is in accordance with state law and board policy; and b) is free of a conflict of interest or appearance of conflict of interest.
7. Receive, process, and disburse funds under controls that are sufficient to meet board or board-appointed auditor standards.
8. Invest or hold operating capital in compliance with approved investment policy.
9. Acquire, encumber, lease, or dispose of real property with disclosure to the board and board authorization.
10. Make purchases and award contracts where conflicts of interest do not exist.

11. Maintain an inventory of real properties and capital equipment of value greater than \$5,000 owned by the organization.
12. Protect the college's trademarks, copyrights, intellectual property, critical information, and files from loss or damage.
13. Review annually, the measures the college has in place to prevent fraud, waste, and misuse of college assets including but not limited to the yearly audit, supplemental audits, and business process review.
14. Ensure facilities and equipment are properly utilized.
15. Allow the services of college faculty and staff to be used with fair and reasonable remuneration and disclosure to the board.
16. Acquire, encumber, lease, or dispose of real property with fair compensation for the same with board authorization.
17. Protect college assets from diminishing in value outside of reasonable depreciation and normal wear and tear.
18. Maintain the college's public image and credibility.

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## **POLICY TYPE: PRESIDENTIAL BOUNDARIES**

### **Policy Title: Budgeting/Forecasting**

The president shall support and institute financial planning that funds the means to achieve the ends, is fiscally responsible, and demonstrates foresight.

The president will ensure budgeting that:

1. Contains sufficient information to enable the board to: a) accurately project revenues and expenditures; b) separate capital and operational items; c) project cash flow; and d) understand planning assumptions.
2. Is based on board-approved planning goals.
3. Is at the fund level (e.g., fund 10, 11, 12, etc.) and function level.
4. Presents program budget information, comparison data, and best practices.
5. Provides the annual funds for board operations.
6. Proposes a capital and operating budget that aligns with ends and board budget guidelines.
7. Proposes a budget that has a broad base of input.
8. Protects the fiscal soundness of future years or ensures the building of organizational capability sufficient to make progress toward the accomplishment of the ends in future years.
9. Properly classifies revenues and expenditures and that budgeted amounts reflect expected revenues and expenditures.
10. Controls expenditures based upon the board-adopted budget.
11. Discloses amendments to funds and functional budget categories.
12. Provides the board detailed financial information that the board, its auditor, or its consultants require.

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## **POLICY TYPE: PRESIDENTIAL BOUNDARIES**

### **Policy Title: Communication and Counsel to the Board**

With respect to providing information and counsel to the board, the president shall keep the board informed regarding the organization and its interests.

The president will:

1. Submit monitoring data required by the board in a timely, accurate, and understandable fashion, directly addressing provisions of the board policies being monitored.
2. Inform the board of relevant trends, anticipated adverse media coverage, significant external and internal changes, particularly changes in the assumptions upon which any board policy has previously been established.
3. Maintain the latest version of the board bylaws, board policies, and college policies and procedures on the college's web page.
4. Present information and provide advice to the board that is timely, complete, accurate, and relevant.
5. Provide mechanisms for official board, board officer, or board committee communications.
6. Deal with the board as a whole and respond to its officers and duly charged committees.
7. Report in a timely manner an actual or anticipated noncompliance with any policy of the board or college policy or procedure.
8. Supply the board with diversity of opinions and perspectives in order that the board can make fully informed board-realm decisions.
9. Make information available related to resources expended or allocated.
10. Make amendments to the college policies and procedures available.

Drafted:	11/09/1996
Adopted:	02/26/1997
Reviewed:	03/21/1998
Revised:	04/23/1998
Revised & Approved:	12/15/1999
Revised & Approved:	10/22/2008
Revised & Approved:	04/30/2014
Revised & Approved:	03/22/2017
Reviewed:	02/22/2023



<b>POLICY TYPE: PRESIDENTIAL BOUNDARIES</b>
<b>Policy Title: College State of Emergency</b>

The president or designee is authorized to declare a state of emergency at any Howard Community College campus or facility upon a finding by the president that:

- There exists a crisis that has caused, or seriously threatens to cause, the orderly processes of the college to break down; and
- The situation is sufficiently disruptive to require immediate and extraordinary measures to protect persons, property, or data or to maintain or resume the college's educational activities.

As soon as reasonably possible, the president shall inform the Board of Trustees of the declaration. When the president determines that the state of emergency has passed, the president shall so declare and inform the Board.

During a declared emergency, the president may place into immediate effect any reasonable emergency regulations, procedures, policies, or other measures, not contrary to law, that the president deems necessary or appropriate to meet the emergency, safeguard persons, property, or data and maintain or resume educational activities. Such emergency measures need not be consistent with established regulations, policies, or procedures.

Adopted: 02/22/2023

**POLICY TYPE: ENDS****Policy Title: Ends and Key Performance Indicators**

Howard Community College's (HCC) key performance indicators include the mandated Maryland Higher Education Commission (MHEC) state indicators. It is acknowledged that some of the chart specifics may shift as HCC and MHEC indicators are subject to periodic revision. The administration will denote any such modifications as the reporting cycle progresses and will conduct appropriate research to provide data for these measures. Annual reports on each of the ends with the corresponding key performance indicators are issued to the board of trustees by the president.

<b><i>Ends</i></b>	<b><i>Key Performance Indicators</i></b>
<b>1. Leadership</b>	
<ul style="list-style-type: none"><li>• Senior leadership Governance and societal contributions</li></ul>	HCC QUEST survey – rating of board, president, and vice presidents HCC – Selected internal QUEST survey questions MHEC – Tuition and mandatory fees a. Annual tuition and fees for full-time students b. Percent of tuition and fees at Maryland public four-year institutions
<b>2. Strategy</b>	
<ul style="list-style-type: none"><li>• Strategy development</li><li>• Strategy implementation</li></ul>	HCC – Selected internal survey questions such as satisfaction with strategic planning process MHEC – Annual unduplicated headcount enrollment a. Total b. Credit headcount c. Noncredit headcount MHEC – Market share of first-time, full-time freshman MHEC – Market share of part-time undergraduates MHEC – Market share of recent college-bound high school graduates MHEC – Minority student enrollment compared to service area population a. Percent nonwhite credit enrollment b. Percent nonwhite continuing education enrollment c. Percent nonwhite service area population, 15 or older MHEC – Annual enrollment in online/hybrid courses a. Credit, online b. Continuing education, online c. Credit, hybrid

	<p>d. Continuing education, hybrid</p> <p>MHEC – Enrollment in noncredit workforce development courses</p> <p>a. Unduplicated annual headcount</p> <p>b. Annual course enrollments</p> <p>MHEC – Enrollment in continuing professional education leading to government or industry-required certification or licensure</p> <p>a. Unduplicated annual headcount</p> <p>b. Annual course enrollments</p> <p>MHEC – Enrollment in noncredit community service and lifelong learning courses</p> <p>a. Unduplicated annual headcount</p> <p>b. Annual course enrollments</p> <p>MHEC – Enrollment in noncredit basic skills and literacy courses</p> <p>a. Unduplicated annual headcount</p> <p>b. Annual course enrollments</p> <p>MHEC – Enrollment in contract training courses</p> <p>a. Unduplicated annual headcount</p> <p>b. Annual course enrollments</p> <p>MHEC – High School Enrollment</p>
<b>3. Student and Stakeholder</b>	
<ul style="list-style-type: none"> <li>• Student and stakeholder expectations</li> <li>• Student and stakeholder engagement</li> </ul>	<p>IDEA survey report – student evaluation of instruction-course level</p> <p>HCC – Comment cards report</p> <p>HCC – Survey report - satisfaction with instruction</p> <p>MHEC- (Career) Graduates employed within one year</p> <p>MHEC – Income growth of career program graduates</p> <p>a. Median annualized income one year prior to graduation</p> <p>b. Median annualized income three years after graduation</p>
<b>4. Measurement, Analysis, and Knowledge Management</b>	
<ul style="list-style-type: none"> <li>• Measurement, analysis, and improvement of organizational performance</li> <li>• Information and knowledge management</li> </ul>	<p>MHEC – Fall-to-fall retention</p> <p>a. All students</p> <p>b. Pell grant recipients</p> <p>c. Developmental students</p> <p>d. College-ready students</p> <p>MHEC – Developmental completers after four years</p> <p>MHEC – Successful-persistor rate after four years</p>

	<ul style="list-style-type: none"> <li>a. College-ready students</li> <li>b. Developmental completers</li> <li>c. Developmental non-completers</li> <li>d. All students in cohort</li> </ul> <p>MHEC – Graduation-transfer rate after four years</p> <ul style="list-style-type: none"> <li>a. College-ready students</li> <li>b. Developmental completers</li> <li>c. Developmental non-completers</li> <li>d. All students in cohort</li> </ul> <p>MHEC – First-year GPA of 2.0 or above at transfer institution</p> <p>MHEC – Successful-persistor rate after four years</p> <ul style="list-style-type: none"> <li>a. Black/African American only</li> <li>b. Asian only</li> <li>c. Hispanic/Latino</li> <li>d. White only</li> </ul> <p>MHEC – Graduation-transfer rate after four years</p> <ul style="list-style-type: none"> <li>a. Black/African American only</li> <li>b. Asian only</li> <li>c. Hispanic/Latino</li> <li>d. White only</li> </ul> <p>MHEC-Graduate transfers within one year</p>
<b>5. Workforce</b>	
<ul style="list-style-type: none"> <li>• Workforce environment</li> <li>• Workforce engagement</li> </ul>	<p>HCC – Job satisfaction; annual workforce report</p> <p>HCC – Selected internal survey questions such as “Opportunity for job training; safe workplace; employee appraisal process,” etc.</p> <p>MHEC – Percent minorities of full-time faculty</p> <p>MHEC – Percent minorities of full-time administrative/professional staff</p>
<b>6. Operations</b>	
<ul style="list-style-type: none"> <li>• Work processes</li> <li>• Operational effectiveness</li> </ul>	<p>HCC – Update on learning outcomes assessment projects</p> <p>HCC – Licensure exam passing rate Paramedic, Cardiovascular Technology, Geriatric Nursing Assistant (GNA)</p> <p>MHEC – Credit program pass rates in licensure/certification examinations required for employment</p> <p>MHEC – Credit Awards conferred and number of graduates</p> <ul style="list-style-type: none"> <li>a. Total Awards</li> <li>b. Career degrees</li> </ul>

	c. Transfer degrees d. Certificates e. Unduplicated graduates MHEC – Adult education student achievement of: a. At least one ABE educational functioning level b. At least one ESL educational functioning level
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Adopted: 05/26/2004

Revised & Approved: 10/22/2008

Revised & Approved: 04/30/2014

Revised & Approved: 03/22/2017

Revised & Approved 02/22/2023

# GLOSSARY PAGE

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## **Ends**

Overarching institutional policy goals. The ends focus on the institution's purpose.

## **Institutional Effectiveness**

Institutional effectiveness at Howard Community College consists of a set of ongoing and systematic, institutional processes and practices that include planning; evaluation of programs and services; identification and measurement of outcomes across all institutional units, and the use of data and assessment results to inform decision-making and resource allocation. All of these activities are accomplished with the purpose of improving programs and services to increase student success and enhance institutional quality.

## **Key Performance Indicators**

Key performance indicators (KPI) are used to measure ends. KPI include institutional outcomes measured against internal and external benchmarks.

## **Means**

Means are activities that accomplish the ends.

## **Board Policies Definition**

Policies, outside of external regulation, are also needed in most cases. These are usually subject to change by the board of trustees. It is in the interest of most voluntary and non-profit organizations to limit the number of policies designated as formal "bylaws" and focus their attention on creating other key policies. This gives the board of trustees the flexibility and opportunity to identify the organizational practices that are important to them and modify them when the need arises. This is often referred to as "governing by policy." Boards, especially those governing non-profits with regular staff, should consider setting policy in the following areas:

- Organizational mission, objectives and statements of values (not usually considered "policies" but qualify as such)
- Role and responsibilities of the board
- Board chair job description
- Decision-making and meeting practices (usually covered partially by the bylaws)
- Conflict of interest
- President job description
- Financial management practices
- Personnel or human resource management practices
- Fundraising (including ethical considerations)

## **Bylaws**

Policies are known as bylaws when their scope is regulated by government.

Organizations, as a requirement of legal incorporation in most jurisdictions, are required to establish bylaws in respect to specific matters. These are usually matters that relate to the functioning of the board and its relationship to the members or shareholders and voting rights. Legislation typically identifies what issues are to be addressed in bylaws.

Adopted: 03/22/2017  
Revised & Approved 02/22/2023