



HOWARD

COMMUNITY COLLEGE

You Can Get There From Here.

***Board of Trustees’
Consent Materials***

February 22, 2006
Kittleman Room – 6:00 pm

GROUND RULES

1. Board members practice respectful dialogue that serves the best interests of the college.
2. Each board member works to integrate servant-leadership into the board culture.
3. Each board member has the opportunity to speak uninterrupted.
4. Board members come prepared – board chair needs to understand what is required and set time and material appropriately.
5. Board chair acts as caretaker for the board – acts as filter, evaluates agenda for time well spent.
6. Board chair speaks for the board to the media.
7. Consent materials are available 10 days in advance; remaining board materials are available seven days in advance.
8. Board members should route any requests for additional information to the board chair or the president at least two business days prior to the board meeting.



HOWARD
COMMUNITY COLLEGE

You Can Get There From Here.

**Board of Trustees
Advanced Consent Agenda**

February 22, 2006
Kittleman Room – ILB 100

1. **Proposed New Hires**
2. **Grants and Scholarships**
3. **Schedule of Credit Classes Printing**
4. **Professor Emeritus Recommendations**
5. **Master Plan Change Order**
6. **Horowitz Center Construction Budget Add Alternate #2 - Card Access System**
7. **Baltimore Regional Cooperative Purchasing Committee Energy Procurement**

1 – Proposed New Hires

Background: The following is a summary of the proposed new hires for Howard Community College. Each employee's salary is determined by objective analysis of the job skills of the position and by placement in the appropriate salary range, as approved by the board.

Purpose: To approve new hires.

Timeline: New hires from the period of January 5, 2006, through February 1, 2006.

Recommendation

The administration requests that the board of trustees approve:

Item: List of new hires.

Source of funds: The position and/or the funds are in the FY06 budget as approved by the board at its April 27, 2005, meeting.

Compliance: This request is in compliance with college procedure, Selection of Faculty and Staff – 63.02.03, and within the presidential boundaries related to compensation, fiscal conditions, and other appropriate limitations.

Howard Community College
PROPOSED NEW HIRES

For February 2006 Board Meeting

BUDGETED HIRES (Position Control Positions)¹

January 2006

Title	Department	Position Control Status	Grade	Range for Grade ³	Compensation ²	Name	Effective Date
Associate Director of Counseling & Career Services	Counseling & Career Services	Existing Position Replacement	14	\$54,471-\$87,154	\$59,656	Putman, Alissa ⁴	1/10/06
Sous Chef	Belmont Conference Center	Existing Position Replacement	8	\$32,333-\$51,733	\$34,494	Ledesma, Michael	1/16/06
Accounting Clerk/Cashier	Finance	Existing Position Replacement	6	\$27,173-\$43,477	\$27,173	Jones, Maria	1/17/06
Payroll Assistant/Accounting Clerk	Finance	Existing Position Replacement	5	\$24,911-\$39,857	\$24,911	Surette, Karen	1/25/06
Reference Assistant (18.75 hours)	Teaching & Learning Services	Existing Position Replacement	6	\$27,173-\$43,477	\$13,585	Hisky, Brigitte	1/31/06

February 2006

Title	Department	Position Control Status	Grade	Range for Grade ³	Compensation ²	Name	Effective Date
Associate Director of Development	Development	Existing Position Replacement	14	\$54,471-\$87,154	\$54,471	Sikorski, Cynthia ⁴	2/01/06
Continuing Education Assistant	Continuing Education	Existing Position Replacement	6	\$27,173-\$43,477	\$27,173	Innerbichler, Carole ⁴	2/06/06
Continuing Education Assistant 1-B	Continuing Education	Existing Position Replacement	5	\$24,911-\$39,857	\$24,911	Lyon, Gina	2/06/06
Admissions & Advising Information Specialist (Outreach) (25 hours)	Admissions & Advising	Existing Position Replacement	8	\$32,333-\$51,733	\$21,476	Lewis, Tricia	2/13/06

¹ Position Control position hires are those employees hired who are budgeted employees of the core workforce.

² Annual salary is shown for exempt employees; estimated annual compensation is shown for non-exempt employees since official compensation is an hourly amount (not shown); the employee's salary may reflect part-time or ten-month employment.

³ Ranges shown are taken from the published salary schedules which include only 12-month salaries for full-time staff. Faculty ranges may be 10 or 12-month as applicable.

⁴ Current employee of the core workforce who successfully competed for a vacant position within the college.

2 – Grants and Scholarships

Background: The board of trustees' policies gives the college authority to “apply for and accept any gift or grant from the federal government or any other person.” Every six months (August and February), the administration will bring grants awarded to the college to the board of trustees for its approval.

Purpose: To obtain board of trustees' approval for all grants and scholarships received from July through December 2005.

Timeline: July – December 2005

Recommendation

The administration requests that the board of trustees approve the receipt of grants and scholarships:

Amount: Grants: \$4,988,317 (detail follows)
Scholarships: \$107,329

Compliance: This request is in compliance with board policy: Governance Process – Board's Role, #8.

Competitive Grants Awarded - July 1, 2005 - December 31, 2005

Project	Description	Grantor		Amount of Award	Start Date	End Date
Rep Stage *	To provide quality theatre for the Columbia community.	Columbia Foundation	Kasi Campbell	\$5,000	7/1/2005	6/30/2006
Rep Stage *	To provide quality theatre for the Columbia community.	Maryland State Arts Council	Kasi Campbell	\$39,865	7/1/2005	6/30/2006
Rep Stage *	To provide quality theatre for the Columbia community	Howard County Arts Council	Kasi Campbell	\$14,999	7/1/2005	6/30/2006
Mediation and Conflict ResolutionCenter	To provide operating assistance for the Mediation and Conflict Resolution Center.	Howard County Government	Tu Van Trieu	\$20,000	7/1/2005	6/30/2006
Child Care Tuition - Community Development Block Grant (CDBG) *	To provide child care tuition for low and moderate income students.	Howard County, Maryland	Kim Pins	\$40,000	7/1/2005	6/30/2006
Child Care Training - Community Development Block Grant (CDBG) *	To provide child care training program for senior staff and group leaders.	Howard County, Maryland	Marilyn Estes	\$63,531	7/1/2005	6/30/2006
Community Outreach - Community Development Block Grant (CDBG) *	For Pinnacle Career Resources, Inc. to provide intensive career coaching, career preparation training and employment referral services.	Howard County, Maryland	Becky Lessey	\$106,180	7/1/2005	6/30/2006
RENEW: A Nursing Career Ladder for Paraprofessionals - Community Development Block Grant (CDBG) *	To establish a RENEW: Nursing Career Ladder for Paraprofessional.	Howard County, Maryland	Genie Wessel	\$137,137	7/1/2005	6/30/2006
Student Support Services (TRIO)	Federal program to offer support to developmental students.	U. S. Department of Education	Janice Marks	\$325,734	9/1/2005	8/31/2006
GED/External Diploma	To provide scholarships for high school credentialing.	Maryland Association for Adult, Community and Continuing Education	Becky Lessey	\$800	7/1/2005	6/30/2006
Accelerated Nursing Program*	To help cover expenses for the new accerated nursing program.	Howard County General Hospital	Sharon Pierce and Erin Marek	\$50,000	7/1/2005	6/30/2007
Growing Our Own Nurse Faculty	Faculty mentoring program to enhance retention and recruitment by providing senior faculty mentoring to entry level faculty.	Maryland Association of Community Colleges	Sharon Pierce	\$12,000	7/8/2005	3/1/2006
Entry Level Child Care Worker	Develop 90-hr course curriculum for adults with developmental disabilities.	Arc of Howard County	Becky Lessey	\$4,000	7/1/2005	6/30/2006
Career Links - Displaced Homemakers*	To help cover operating expenses for the Career Links Program.	Bruno Family Foundation	Janice Marks	\$10,000	7/1/2005	6/30/2006

* Funds granted to HCC Educational Foundation, Inc.
All other funds granted to HCC

Competitive Grants Awarded - July 1, 2005 - December 31, 2005

Project	Description	Grantor	Amount of Award	Start Date	End Date	
BIGSTEP (subgrant)	To conduct a three-year formative and summative evaluation that will provide semi-annual feedback to the BIGSTEP constituents.	Johns Hopkin's University/NSF	Zoe Irvin	\$79,154	7/1/2005	6/30/2008
Family Literacy	To purchase material and supplies for the ConEd ESL Family Literacy Program.	Wal-Mart Foundation	Becky Lessey and Elizabeth Coppolino	\$1,500	8/29/2005	8/29/2006
Private Outside Scholarships	To provide scholarships to designated students. Funds indicated are sum of scholarships provided by various groups.	Various businesses in the area. Groups include community organizations such as Kiwanis, Rotary, Lions, as well as individuals and businesses.	Katherine Allen	\$24,000	7/1/2005	6/30/2006
Teach for the Health of It	Received in conjunction with Howard County General Hospital to fund the expansion of the nursing program including student scholarships and to send nursing faculty for necessary credentials.	Maryland State Department of Education	Sharon Pierce and Erin Marek	\$5,560	7/1/2005	6/30/2006
Innovative Technology Grant	Matching grant from the State of Maryland.	State of Maryland	Tom Glaser	\$100,816	7/1/2005	6/30/2006
Consolidated Adult Education and Literacy Services Continuation Grant	To teach adults the necessary skills for Adult Basic Education, GED and External Diploma.	Maryland State Department of Education	Becky Lessey	\$309,563	7/1/2005	6/30/2006
Howard Community College Lecture and Cultural Series*	To provide guest speakers on various topics to the community. (\$75,000 over three years)	Howard Bank	Randy Bengfort	\$25,000	7/1/2005	6/30/2008
Expansion of Nursing Education Programs	To expand the accelerated nursing program to allow Fall 05 students to complete the program in 12 months and add a mid-year class to the Spring 06 semester.	U.S. Department of Health and Human Services Health Resources and Services Administration (HRSA)	Sharon Pierce	\$294,619	9/1/2005	8/31/2006
Tobacco Cessation and Prevention Programs	To provide presentations to students on tobacco prevention and cessation.	Howard County Health Department	Llatetra Brown and Tara Rupp	\$15,000	7/1/2005	6/30/2006
Belmont Center*	For the restoration of the Belmont Center Stone Bank Barn	The Howard Heritage Fund at the Columbia Foundation	Anne Johnson	\$1,000	7/1/2005	6/30/2006

* Funds granted to HCC Educational Foundation, Inc.
All other funds granted to HCC

Competitive Grants Awarded - July 1, 2005 - December 31, 2005

Project	Description	Grantor		Amount of Award	Start Date	End Date
Alcohol and Substance Abuse Programs*	For general educational programs on substance abuse and targeted programs for high-risk students	Horizon Foundation	Llatetra Brown	\$10,000	1/1/2006	12/31/2006
Women as Leaders	To support 6 Russian women leaders visiting the US through a Library of Congress program to expose them to American government and culture through professional and social meetings.	Academy for Educational Development	Farida Guzdar	\$7,500	9/1/2005	8/31/2006
Future Inventor, Researchers and Scientists as Teachers (subgrant)	To conduct a summative evaluation for the activities designd and hosted by the JHU-National Inventors Hall of Fame project.	Johns Hopkins University/National Inventors Hall of Fame	Zoe Irvin	\$15,392	11/4/2005	6/30/2006
Howard Community College Lecture and Cultural Series*	To bring John Izzo to campus to speak about servant leadership and provide an in-depth workshop on the subject.	Horizon Foundation	Erin Marek	\$10,000	9/1/2005	8/31/2006
Wellness Center*	To expand the Wellness Center to enhance the academic curriculum of health science programs; three year grant total is \$60,000	Kaiser Permanente	Erin Marek	\$25,000	10/1/2005	9/30/2006

Foundation Grants*	\$539,212
College Grants	\$1,214,138
TOTAL	\$1,753,350

Non-Competitive Grants Awarded - July 1, 2005 - December 31, 2005

Project	Description	Grantor	Project Manager	Amount of Award	Start Date	End Date
Cable Administration	Howard County allocation to fund HCC's TV cable studio.	Howard County Government	Margaret Kahlor/Valerie Lash	\$236,357	7/1/2005	6/30/2006
English Second Language (ESL) Credit	State funding granted per FTE for English language classes.	Maryland Higher Education Commission	Jean Svacina	\$65,824	7/1/2005	6/30/2006
English Second Language (ESL) NonCredit	State funding granted per FTE for English language classes.	Maryland Higher Education Commission	Becky Lessey/Rebecca Price	\$294,653	7/1/2005	6/30/2006
Perkins/Vocational Education	Support for vocational education and state planning.	Maryland State Department of Education	Janice Marks/Margaret Garroway	\$171,420	7/1/2005	6/30/2006
Supplemental Educational Opportunity Grant (SEOG)	Federal grant funds for students who demonstrate financial need.	U.S. Department of Education	Katherine Allen	\$116,707	7/1/2005	6/30/2006
Federal Work Study	Federal funding to provide jobs for students with financial need.	U.S. Department of Education	Katherine Allen	\$140,115	7/1/2005	6/30/2006
Maryland State Scholarship-Part Time Student Grant *	State funding for student scholarships.	Maryland Higher Education Commission	Katherine Allen	\$129,457	7/1/2005	6/30/2006
Pell Grant *	Federal grant funds for FY2006 students who demonstrate financial need.	U.S. Department of Education	Katherine Allen	\$1,741,455	7/1/2005	6/30/2006
Pell Grant	Federal grant funds from end of FY2005 for students who demonstrate financial need.	U.S. Department of Education	Katherine Allen	\$4,791	7/1/2005	9/30/2005
Campus-Based Educational Assistance Grant	Maryland State funding for new student scholarships.	Maryland Higher Education Commission	Katherine Allen	\$41,938	7/1/2005	6/30/2006
Maryland State Scholarships	Scholarships are granted to students from various sources (e.g., District 13, Senatorial Group, State Delegates.	State of Maryland	Katherine Allen	\$292,250	7/1/2005	6/30/2006

* Numbers for these grants vary throughout the year based on student enrollment. Final numbers will be available September 30, 2006.

Total **\$3,234,967**

3 – Schedule of Credit Classes Printing

Background: Each year the college's public relations and marketing office solicits bids for the printing of the credit and noncredit class schedules. Tapco won the bid for the printing of the 2005-06 credit schedules for \$94,460. The board of trustees approved the awarding of the bid at the May 2005 session. Tapco went out of business November 7, 2005, after completing the first in the series of four credit schedules. The next lowest bidder, Engle Printing, agreed to honor their original bid price to complete the remaining three editions. Payment has been made for \$35,768 for the winter/spring edition to Tapco. The cost per Engle's bid to print the remaining three editions is \$69,235.

Purpose: The credit schedules list and describe credit classes offered during the semester and registration information. They are mailed to all Howard County residents prior to established registration and advising dates to assist students in registering and to market college programs and classes.

Location: Schedules are placed in the welcome centers, office of admissions and advising, records and registration office, other campus sites and locations and are dropped at business and government sites throughout the county.

Timeline: FY06

Specifications: **Credit Class Schedules**
Quantity: 110,000 for summer and revised fall editions; 15,000, advance fall edition
Size: 8 x 10 ½"
Number of Pages: summer, 100; advance fall, 100; revised fall, 128 (includes covers)
Stock: Cover, 50# white offset; text pages, 35# bright white newsprint
Ink: 4-color covers on all editions except advance fall (2-color), text pages, black ink
Saddlestitch

Bids: \$69,235

Recommendation

The administration requests that the board of trustees approve:

Amount: \$69,235.

Vendor: Engle Printing Company

Source of funds: Public relations and marketing budget

Compliance: This request is in compliance with college procedure, Purchasing – 62.05.01.

4 – Professor Emeritus Recommendations

Background: College procedure 10.15 outlines the criteria under which a retiring faculty person will qualify for professor emeritus status, including:

- Ten continuous years as a member of the full-time faculty of Howard Community College.
- Recognition by peers and supervisors as having made an outstanding contribution to the quality of instruction at Howard Community College.
- Recognition as having contributed significantly to the quality and growth of the college as a whole.
- Substantial contributions to the community, profession, and/or discipline.
- Holding the rank of associate or full professor.

The professor emeritus candidate is nominated by his or her division chair and recommended by the full faculty, the vice president of academic affairs, and the president.

Professors emeriti are eligible for privileges that include continued faculty listing in the catalogue, tuition waiver, standing invitation to participate in institutional functions, faculty rates for institutionally-sponsored events, limited use of institutional resources like the library and computer labs, and the opportunity to participate in health and insurance programs at group rates.

Purpose: Professor emeritus rank is bestowed by the board of trustees to recognize and reward the professional excellence and contributions of a retiring faculty person.

Timeline: The division chair nominates a qualified faculty person on his or her retirement.

Recommendation

It is requested that the board of trustees approve the nominations to professor emeritus of Dr. Robert Levene and Ms. Carolyn B. Lovell in recognition of their contributions to the quality of instruction, growth of the institution, the community, and their disciplines.

Compliance: This request is in compliance with college procedure, Professor Emeritus – 10.15.

Dr. Bob Levene
Professor Emeritus Nomination

- 1. The faculty member will have served ten continuous years as a member of the full-time faculty of HCC.**
 - Dr. Levene has been a full-time faculty member since September 1971. He retired in May 2005.

- 2. The faculty member shall be recognized by peers and supervisors as having made an outstanding contribution to the quality of instruction at HCC.**
 - Bob Levene was originally hired as a counselor. He served in this capacity for fifteen years. During that time he became the director of the counseling center and earned a doctorate in counseling from George Washington University. When the counseling center model was dissembled during the instructional reorganization of the college, Dr. Levene moved to the social sciences division and shared the teaching of American history with Larry Madaras. Immediately, Dr. Levene restructured his classes, putting them into a discussion and primary document mode. He was among the first to introduce the Internet into his classes, using this mechanism for pictures, maps and primary sources. Dr. Levene also taught himself Asian history. He took courses, read widely and traveled to Asia in preparation for his HIST 211 course. Dr. Levene has often taught this course as an interactive class, sharing it with Frederick Community College and later with Carroll Community College. Drs. Levene and Madaras were among the first faculty to do a course outcome assessment. They examined the treatment of minorities in American history. On occasion Dr. Levene helped out with the teaching of HMDV courses.

- 3. The faculty member shall be recognized as having contributed significantly to the quality and growth of the college as a whole.**
 - Dr. Levene has served on a number of internal governance committees. He was a long-time member of the re-admittance committee, curriculum and instruction committee, library advisory committee and the college council. In the counseling center he ran a multitude of college-wide workshops. The ones that made the greatest impression were level-two counseling and advising, Myers-Briggs testing and behavioral objectives in the affective domain. Recently, Drs. Bob Levene and Jim Bell researched and assembled a class-management guide manual for adjunct instructors. They

have run at least three workshops over the last few years. Dr. Levene has also participated in the college's diversity programs. Before the college ever had an English as a second language (ESL) program, Dr. Levene was doing research and workshops with these students. Recently, Dr. Levene has been working with the social studies coordinator of the Howard County Public School System (HCPSS) to better prepare high school students for college.

4. Substantial contributions to either community, profession, and or discipline of the faculty member shall have made.

- Dr. Levene has worked closely with the HCPSS in preparing Asian students for college. This initially led to his work with the college's nascent ESL program. He judged speech competitions and worked with Dr. Madaras on the early archive and picture project at HCC. As the director of the counseling center, Dr. Levene worked closely with the HCPSS counselors. He also worked with Dr. Madaras in setting up conferences on local history. Dr. Levene was particularly active in mentoring, working with adjunct history instructors.

5. The faculty member shall have earned the rank of Associate or Full Professor at HCC.

- Dr. Levene holds the rank of full professor of history

Carolyn B. "CB" Lovell
Professor Emeritus Recommendation

1. The faculty member will have served ten continuous years as a member of the full-time faculty of Howard Community College.

- Date of Hire – August 1979 and currently holds the rank of professor of English

2. The faculty member shall be recognized by peers and supervisors as having made an outstanding contribution to the quality of instruction at Howard Community College.

- In her 27 years at Howard Community College, CB Lovell has not only taught thousands of developmental students in reading and writing, but her ideas, leadership, initiative, and effort were *essential* to the design, development, and growth of this thriving program.
- She has taught more of the college's most challenging student population than any other instructor; for example, notes from a previous merit achievement plan (MAP) indicate that in one semester, CB worked closely with student services to do her best for students with a wide variety of disabilities: in this typical semester, she had students who were hearing-impaired, autistic, faced severe health challenges, had short-term memory deficiency, were suffering severe depression, and several with Attention-Deficit/Hyperactivity Disorder. In the 1980s, one of her supervisors noted, "Students in the developmental courses approach these courses with resentment, hesitation, and low self-esteem. They do not leave [CB's classroom] that way..."
- CB has had numerous leadership roles in developmental education: She was the chair of the communications division on several different occasions; she effectively facilitated coordination between the developmental education program and college areas, such as the counseling center, special services, continuing education, and basic skills. More specifically, early on she chaired the developmental writing task force that focused on the transition to computerized classrooms and how best to help part-time faculty adapt to the technology. Her supervisor noted that she was able to see the future of computerized instruction as early as 1984, "CB has become familiar with computers (the Apple IIc in particular) and investigated possible uses in our developmental courses...CB has

increasingly used the word processing function and seen it being increasingly used by our students.” With Sue Frankel, CB co-authored an educational foundation grant to use computers in the reading and writing programs.

- CB was also instrumental in hiring counselors to be in the developmental writing classrooms, especially during the labs, to help students with the personal challenges that affect their ability to learn. Today, HCC provides all of the developmental reading and writing students with classroom assistants to facilitate best practices in one-on-one conferencing and instructional technology assistance.
- Her MAPs archive reflects a consistently high-achieving professional who was always up-to-date in her discipline, active in professional development as a conference attendee, presenter, and organizer. For example, she organized an in-service conference on writing on holistic grading and conferencing techniques long before this was recognized as a “best practice.”
- CB was instrumental in building the program, including such service as being on the search committee member to hire fellow outstanding professor Sue Frankel.
- CB’s supervisors have been consistently laudatory in their descriptions of their visits to her classrooms over the years: “On the whole this was one of the best classes I observed all year...”, “CB has a natural grace in the classroom,” and “CB’s enthusiasm for and love of her work are very obvious and she is an excellent teacher.”
- More recently, CB has continued to innovate and make a wonderfully positive impact on the quality of instruction as a pioneer in linking classes with content areas and most impressively, in her leadership of the first-year experience program.

3. The faculty member shall be recognized as having contributed significantly to the quality and growth of the College as a whole.

- Approximately 1,200 students a year take developmental reading and writing courses that CB was instrumental in designing and developing.
- Over the years, CB has worked closely with student services staff – counselors, tutors, and advisors – to develop the best practices for developmental education at HCC. She was also an important part of the

first "Writing Across the Curriculum" efforts, including the establishment of the college's first writing room. A former supervisor notes, "CB has done much to encourage the fostering of a spirit of common goals and institutional unity."

- CB has always been an active participant and leader across the campus, for example, as faculty forum president, and director of the first-year experience initiative, which is the campus-wide approach to student success and retention.
- Her devotion to reading extended itself beyond the classroom and led her to found and chair HCC's first book discussion group, the "Bookworms," and later to be a founding member of the current HCC book connection project committee.
- CB is admired and respected by her faculty colleagues; one says, "She's lent an air of dignity, kindness, thoughtfulness, expertise, grace, and humor to our division --- she is grounded in her values and acts with integrity using them as her guide."

4. Substantial contributions to either the community, profession, and/or discipline of the faculty member shall have been made.

- CB has presented regularly over the years at national and international conferences on teaching innovations in developmental education and first-year student success, including a team presentation in Bath, England. Also, as noted previously, she has contributed significantly to regional development in the discipline with her service and organization of state and regional conferences.

5 – Master Plan Change Order

Background: When the college originally bid the master plan, it included a pre-established number of meetings with college staff, the community, and outside agencies in the request for proposals (RFP). Additionally, it did not include the development of a long-range telecommunications plan for the main campus.

Design Collective won the bid for this contract and based its services on a specified number of meetings as well as the tasks outlined in the RFP. To date, the college has stayed on track with the meeting schedule established for the main campus but the meetings required for Belmont Conference Center have more than doubled since the original bid proposal. In addition to the meetings, each meeting often led to additional renderings and write-ups that Design Collective was required to prepare.

Furthermore, as the main campus master plan evolved, it became clear that a long-term telecommunications plan, outlining short and long-term goals was also necessary. DCI developed this plan, addressing voice, data, video, radio, and security issues.

The bid for the main campus was \$149,700 and the bid for Belmont was \$69,700 for a total of \$219,400. However, based on the added meetings required for Belmont, Design Collective has incurred an additional expense of \$25,000.

Since the college recognizes the extra work that Design Collective has incurred, the administration is recommending that the contract be increased to \$244,400 to accommodate this added work on Belmont.

Purpose: To obtain board approval for additional master plan work.

Location: Main Campus and Belmont Conference Center master plan

Timeline: FY05-FY15 Master Plan

Specifications: The facility master plan establishes the framework for the development of all major capital improvements to support the role and mission and educational plans of the college and the Belmont Conference Center. The plan covers a minimum period of ten years with a twenty-year land use plan.

Recommendation

The administration requests that the board of trustees approve:

Amount: \$25,000 (increase contract to \$244,400)

Vendor: Design Collective, Inc.

Source of funds: FY06 Capital Budget – Systemic Renovations

Compliance: This request is in compliance with college procedure, Purchasing – 62.05.01.

6 – Horowitz Center Construction Budget Add Alternate #2 – Card Access System

Background: Construction on the Peter and Elizabeth Horowitz Visual and Performing Arts Center began on August 17, 2004. The base construction budget for the project was \$20,180,431 and at the November board meeting the administration requested the board increase this amount by \$453,000 for the contingency and \$141,881 for add-alternate number one – the stage rigging and draperies. The administration anticipates \$669,945 to be added to the project for all the add alternates and these funds were included in the budget request to the county.

The administration now has the pricing for add-alternate number two, which is the security system for the building and includes the card access and CCTV control system. The administration is now asking the board to approve this second add-alternate at a cost of \$89,953. After this item, \$438,111 will remain in the add-alternate budget.

Purpose: To obtain board approval for the second add-alternate for the card access system, which includes the card access control system from Simplex Grinnell and the CCTV equipment from Comm-Tronics, along with the wire pull.

Location: Peter and Elizabeth Horowitz Visual and Performing Arts Center

Timeline: The add-alternate for the card access system will be added to the current contract for the building, which is expected to be completed by August 2006.

Recommendation

The administration requests that the board of trustees approve:

Amount: \$89,953 for the card access system

Vendor: Riparius Construction, Inc.

Source of funds: FY07 Capital Budget, arts and humanities instructional laboratory building

Compliance: This request is in compliance with college procedure, Purchasing – 62.05.01.

7 – Baltimore Regional Cooperative Purchasing Committee (BRCCPC) Energy Procurement

Background: Twenty agencies within the Baltimore area joined together as one entity to form the Baltimore Regional Cooperative Purchasing Committee (BRCCPC). Representatives of all agencies that serve on BRCCPC agreed to pursue a new purchasing strategy for electricity. The new strategy established short-term and long-term goals. The short-term goal involved the development of a contract with an electricity consultant who would advise BRCCPC on an electric account portfolio procurement, risk management strategies, and the development of a portfolio management plan. It was further agreed that the electric supply services contractor would implement the portfolio management plan under the direction of the electricity consultant and BRCCPC. Acting as agent for BRCCPC, the consultant would purchase electric power on the real time, day ahead, and wholesale markets.

The procurement strategy began in March 2005 and South River Consulting, LLC was selected as the electricity consultant. After the competitive bid and negotiation process, BRCCPC intends to execute contracts with PEPCO Energy Services, Inc. as the electric supply services contractor. An energy board was created as a subcommittee of BRCCPC to administer and oversee processes with the electric consultant and the electricity supplies services contractor. Overseeing the electricity management plan includes daily procurement activity and modification of the plan as needed in response to changes in the electricity markets, sharing the costs of consulting and electric supply transactional services, adding new parties to the electricity procurement, and the future development of procurement strategies for other forms of energy. The 20 agencies forming BRCCPC include:

Anne Arundel County	City of Aberdeen
Anne Arundel Community College	City of Annapolis
City of Baltimore	City of Bowie
Baltimore City Public Schools	Community College of Baltimore County
Baltimore County	Harford County
Baltimore County Libraries	Harford Community College
Baltimore County Public Schools	Harford County Public Schools
Baltimore County Revenue Authority	Howard County
Baltimore Museum of Art	Howard Community College
Carroll County	Walters Art Gallery

The energy board subcommittee consists of members from:

Anne Arundel County	City of Baltimore	Howard County
Baltimore County	City of Annapolis	
Carroll County	Harford County	

- Purpose:** To obtain board of trustees approval to enter into contracts with South River Consulting, LLC as the electricity consultant and PEPCO Energy Services, Inc. as the electric supply services contractor.
- Location:** The college's main campus in Columbia, Maryland.
- Timeline:** Phase-out of services with Constellation Energy and phase-in of services with PEPCO Energy to begin in May 2006.
- Specifications:** To obtain a competitive electric procurement portfolio where BRCP accounts are enrolled in a separate sub-account. PEPCO provides access to the wholesale market and accounts are priced with fixed rate wholesale block purchases based on approved risk management policy. Each jurisdiction receives summary bills from the service provider that lists for each BGE account the actual consumption in kilowatt-hour (kwh), unit price, and total cost. Cost objectives include price stability, ability to manage and control price escalation, lower energy costs through efficient market execution, elimination of time and costs associated with recurring traditional RFP process, managing dollar cost average approach by staggering purchases of wholesale fixed rate blocks that cover more than one budget year, reduced transaction costs, market price transparency and efficiency, flexibility to price difference components, such as generation capacity at different times, and term lengths to exploit market opportunities. The overall shared savings is approximately \$.0045 - \$.005 per kwh and once the entire BRCP portfolio is under the structure, an annual savings of over \$5 million.
- Bids:** The two finalists under this procurement strategy were Constellation Energy and PEPCO Energy. PEPCO was selected due to the cost objectives noted above as well as its ability to offer the lowest rate per kilowatt-hour.

Recommendation

The administration requests that the board of trustees approve the contract with South River Consulting, LLC as the electricity consultant and PEPCO Energy Services, Inc. as the electric supply services contractor.

- Amount:** \$.0045 - \$.005 per kwh (the current rate is \$.056 per kwh and the annual budgeted amount for FY06 is \$812,609)
- Vendor:** PEPCO Energy Services, Inc., 1300 North 17th Street, Suite 1600, Arlington, Virginia 22209; and

South River Consulting, 1414 Key Highway, Suite L, Baltimore,
Maryland 21230

Source of funds: FY07 Plant Operating Budget.

Compliance: This request is in compliance with college procedure, Purchasing –
62.05.01.