



# The Advance

**A Newsletter for Montgomery College Part-Time Faculty**

**Produced by the Institute for Part-Time Faculty Engagement & Support**

**Gail Youth, Editor & Layout**

**November 2015**

## ***The STEM Workforce Challenge and Adult Education Programs***

*[by Monica Bracho Handyside, Ph.D.]*

One of the key provisions of the Workforce Opportunity and Innovation (WOIA) Act is to assist adult workers in pursuing postsecondary education, explore career pathways, and promote economic growth and self-sufficiency. The WOIA also has an increased focus on serving the most vulnerable workers — low-income and youth who have limited skills, lack work experience, and face barriers to economic success. To address these issues, the WOIA act expands education and training options to help adult participants access good jobs and advance in their careers.

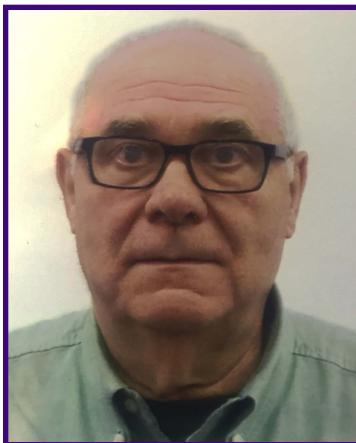
In Adult Basic Education (ABE) programs and Adult English Language Grant (AELG) programs, the focus is on literacy, numeracy and the ability to understand, speak, read and write in English. Program enrollment may include adults in a GED program or immigrants in need to developing English language proficiency. The student body includes individuals from many different backgrounds, cultures, and schooling experiences who seek their own advancement through education and career opportunities.

In order to meet adults' needs and prepare them to compete in a global economy, ESL and GED programs offer contextualized instruction with ample opportunities to integrate Science, Technology, Engineering, and Mathematics (STEM) concepts into regular instruction.



*Karin Schach*

In a competitive economy, even entry positions in the service, transportation, hospitality, and construction industries require the use of technology, mathematical calculations and an approach to problem solving. Changing expectations of the workforce in these industries make STEM knowledge critically important. Jose F. Alonso, part-time faculty at the Workforce Development & Continuing Education (WDCE) program asserts that an important outcome of the GED program is data interpretation and data manipulation.



*Jose F. Alonso*

The GED program ensures that students are able to identify factual information, make predictions, and critically predict outcomes. In addition, content is delivered using multiple representations of concepts. Students use graphs, charts, maps, and graphic organizers that aid them in understanding patterns, and developing scientific inquiry. Karin Schach, part-time faculty at the Adult English Language Grant (AELG) program, uses smartphones with web-based resources such as Google Translate or Google Images to encourage students to develop vocabulary. Karin Schach adds that the use of weather apps allow students to report the weather and become familiar with STEM vocabulary.

*[continued on page 2]*

## STEM Workforce Challenge [continued]

Schach argues that the use of social media classroom outlets allow teachers and students engage in conversations about how technology may be used to promote a support system, help adults network, find jobs and post pictures about fieldtrips. Social media and Google communities allow students to use a public setting that creates ownership. Even low skilled technology users can post pictures and make comments about them. Mobile apps may be used to create personalized vocabulary flash cards, video recordings, dictionary applications, and conduct polls that will make the STEM content meaningful. The integration of technology into classroom practice is central to the implementation of Common Core Standards for College and Career Readiness, the use of technology, including the Internet is used to produce and publish writing and to interact and collaborate with others. Technology can be used to clarify questions and build understanding of STEM concepts. Promoting student practice in making hypothesis and using the scientific method in various real-life scenarios and developing an approach to problem solving is critical in modeling the job skills that are needed to remain competitive in the 21<sup>st</sup> century.

## Wellness Program

[by Liz Feldman, Part-Time Faculty Associate ]



Did you know... Part-time faculty members are eligible to participate in the College Wellness program. Montgomery College is committed to creating an environment that supports healthier lifestyles for employees. With the support of senior management the college runs a comprehensive Wellness Program on each of the three campuses.

The College offers a wide range of programming. Some of the activities include Zumba, Total Body Training, and Aquafit. In addition, there are classes/programs offered to help people lose weight or stop smoking.

Part-time faculty members who are eligible could be reimbursed up to \$100 per fiscal year when they participate in wellness activities. However, the reimbursement is contingent on available funds. Eligibility is based on a part-time faculty member's length of service and the amount of ESH taught.

Here is a link for more information:  
<http://cms.montgomerycollege.edu/edu/departments.aspx?id=18005>

## SAVE THESE DATES

# 2015

Mon—Sun	December 14-20	Final week of classes; Exams
Mon—Wed	December 21-23	Non-instructional duty days for faculty
Thurs—Fri	Dec 24—Jan 1	Winter break; College closed
Monday	January 4	Winter session classes begin
Monday	January 18	Martin Luther King Jr. Day; College closed
Tuesday	January 19	Faculty return for professional days
Monday	January 25	Spring semester classes begin
Mon—Sun	March 14-20	Spring recess for students and faculty
Friday	March 18	Spring recess, College closed
Mon — Sun	May 9—15	Final week of classes; exams
Mon — Fri	May 16—20	Non-instructional Duty Days; Commencement
Friday	May 20	Official end to spring semester and Academic Year

# Professional Development Opportunities

[By Liz Feldman, Part-Time Faculty Associate]

Renowned physicist Albert Einstein once said, "Once you stop learning, you start dying." This quote is illustrative of why professional development is so important for educators today. Professional development helps part-time and full-time faculty members learn and develop new skills, or hone the teaching abilities they already possess.

The website *Edutopia* shares the following, "It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development helps keep teachers up-to-date on new research that explores how children learn. Professional development also can teach educators new technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture."

Montgomery College offers many opportunities for professional development. The two main departments within the College are ELITE and CPOD. ELITE is the Office of E-Learning, Innovation and Teaching Excellence. CPOD is the Center for Professional and Organizational Development. (See articles below). Collectively, the two departments provide more than 70% of Montgomery College's internal professional development programming. While they share a common mission to promote and support continuous learning for College employees, each department has content areas of focus and expertise that make them distinct from one another.

CPOD works to enhance the personal, organizational and technology skills and abilities of all individuals, teams and departments throughout the College. ELITE cultivates and supports the art and science of teaching by providing a variety of professional development opportunities that encourages faculty creativity, innovation, and continuous improvement in instruction to enhance student learning.

Besides taking classes through ELITE and CPOD, professional development can also encompass other learning experiences. Here are some examples. Faculty members can:

- 1) Attend seminars and workshops
- 2) Mentor, coach, or job shadow
- 3) Research, write, or publish
- 4) Attend conferences and institutes
- 5) Take classes and coursework in pursuit of a certificate or degree
- 6) Participate in a job reassignment or special project
- 7) Pursue a fellowship or internship

Professional development not only helps teachers improve their skills. It also is a requirement for rank advancement at the College. (See article on Rank Advancement in this issue).

The College provides financial assistance to part-time faculty members who are seeking professional development opportunities. Under the current contract, the Part-Time Faculty Professional Development Assistance Program provides up to \$600 per employee within a fiscal year as long as funds are available. Any professional development program or activity must be pre-approved and a request for financial reimbursement must be submitted to the appropriate dean for consideration.

**Did You Know...** Part-time faculty members are required to complete training by June 30, 2016 (or within 12 months of hire/start date for new employees). The training is called **'Ask Me! Level 1 Advising.'** The training is available online at MC Learns.

WDCE part-time non-credit faculty members are **not** required to complete the training.

If you need more information go to the 'Required Training for Employees' page on the Human Resources and Strategic Talent Management website. Here is the link:

<http://cms.montgomerycollege.edu/EDU/Department2.aspx?id=67683>

[By Liz Feldman, Part-Time Faculty Associate]

## **What is ELITE?**

ELITE is the Office of E-Learning, Innovation and Teaching Excellence.

## **History of ELITE**

ELITE was officially formed in July 2014 when the Office of Distance Education and Learning Technologies (DELT) and the Center for Teaching and Learning (CTL) merged into one unit.

## **Focus of ELITE**

ELITE strives to bring innovation into the classroom. It offers professional development opportunities for all faculty members in pedagogy. Training is available for faculty members who want to learn about distance education, best teaching practices for face-to-face and online classes, and how best to use technology in the classroom. Technology is a vital part of the learning environment. Students come to class today with certain technological expectations. ELITE offers courses that teach faculty members how to use technology in the classroom so they can become better teachers, and help the instructional process. Technology is a critical tool to help improve student success.

## **Types of Courses**

ELITE offers a wide range of courses such as: Blackboard training, learning technologies training, pedagogical training such as collaborative and active learning. ELITE also offers workshops on assessment techniques. ELITE also is the center for the Academy for Teaching Transformation. The Academy offers workshops that provide an in-depth look at teaching. The Academy is open to all faculty members.

## **Location**

ELITE's main office resides in Germantown; however, instructional designers are located on all three campuses. Classes are offered online as well as on the campuses.

## **Staffing**

ELITE's instructional designers provide one-on-one assistance to help the needs of College faculty members. The staff is available to provide the resources needed to improve the teaching and learning process.

## **Link to ELITE**

<http://cms.montgomerycollege.edu/elite/>

## **List of ELITE Staff:**

<http://cms.montgomerycollege.edu/elite/contact/>

Michael Mills, Vice President  
Buddy Muse, Program Manager  
Sharmini Azeez, Administrative Assistant  
Jeana Beaulieu, Blackboard Operations Assistant  
Robin Cook, Tech Project & Plan Analyst  
Nghi Nguyen, Web and Multimedia Instructional Specialist

### **Germantown**

Carolien Annink, Instructional Designer  
Gloria Barron, Instructional Designer  
Tom Cantu, Instructional Designer

### **Rockville**

Michele Knight, Instructional Designer  
Angela Lanier, Instructional Designer

### **Takoma Park/Silver Spring**

Carol Moore, Instructional Designer  
Alison Yu, Instructional Designer

## **List of ELITE Faculty Associates**

<http://cms.montgomerycollege.edu/elite/teaching/>

### **Germantown**

Bryant Davis  
Angie Lawver

### **Rockville**

Henry Caballero  
Dawn Downey

### **Takoma Park/Silver Spring**

Jackie Bateman  
Matthew Decker



# Professional Development through CPOD

[By Liz Feldman, Part-Time Faculty Associate]

## What is CPOD?

CPOD is the Center for Professional and Organizational Development.

## History of CPOD

CPOD was officially formed in 2003. It is part of the Human Resources and Strategic Talent Management unit.

## Focus of CPOD

CPOD's mission is to effectively support continuous learning, professional growth, and high performance for Montgomery College's employees. To achieve this, CPOD provides innovative training and development opportunities, consulting services, and technology solutions to enhance the knowledge, skills, and abilities of individuals, teams, and departments across all campuses. The department serves all employees at the College which includes full and part-time faculty, staff, and administrators.

## Location

CPOD is located at the 40 West Gude building, approximately 1 mile north of the Rockville Campus. Most of CPOD's programs and classes are offered at the conference and training suite at 40 West Gude, which was specifically designed as a dedicated learning space for College employees. Occasionally, CPOD will hold activities on the campuses.

**Link to CPOD:** <http://cms.montgomerycollege.edu/cpod/>

## CPOD's Main Objectives

- ◆ Promote individual and organizational effectiveness
- ◆ Enhance management and leadership skills
- ◆ Enhance technology skills
- ◆ Provide diverse and innovative opportunities for personal development
- ◆ Model effective and innovative instructional practices for adult learners



## Types of Courses

CPOD offers a wide range of courses that part-time faculty members will find very useful. Depending on the subject matter, classes can be stand-alone, one hour sessions to more intensive programs that consist of multiple, day-long sessions. Some of the learning categories include:

- ◆ Career Development
- ◆ Communications & Interpersonal Relations
- ◆ Diversity & Multiculturalism
- ◆ Leadership, Management & Supervision
- ◆ New Employee Orientation & Onboarding
- ◆ Performance Management
- ◆ Personal Development
- ◆ Policies, Operations & Legal Compliance
- ◆ Technology



## Professional Development — Rank Advancement

*[By Liz Feldman, Part-Time Faculty Associate]*

Many people have heard the expression, “It’s not how you start, but how you finish.” Rank advancement can be an important part of an educator’s career arc. A part-time faculty member’s rank determines how much he or she is paid per equivalent semester hour or ESH.

Here at Montgomery College, three tiers exist for part-time faculty members. They are Lecturer, Adjunct I, and Adjunct II. The requirements for rank advancement are the same regardless of where a part-time faculty member starts at the time he or she is hired.

Here are the requirements to help a part-time faculty member move from one tier to the next: A part-time faculty member is eligible for assignment to the next rank,

after working a minimum of six semesters and teaching 18 credits. The semesters do not have to be consecutive. In addition, part-time faculty members must participate in 18 documented clock hours of professional development (confirmed by Human Resources and Strategic Talent Management). If a part-time

faculty member moves in rank from Lecturer to Adjunct I, then the same requirements are needed again to advance to Adjunct II. The clock is reset when a part-time faculty member wants to move up in rank, so a second advancement requires working a minimum of six semesters and teaching an additional 18 credits. The semesters do not have to be consecutive. Part-time faculty members also must complete an additional 18 documented clock hours

of professional development (confirmed by Human Resources and Strategic Talent Management).

Part-time faculty members can document their training and development history. Any courses taken through ELITE and CPOD require registration in MC Learns, which means a history file will be established. This can be printed and serve as a “transcript” that will be attached to the rank advancement form. Professional development for part-time faculty members also can include outside training and development activities. Part-time faculty members must document their outside professional development by presenting a certificate or other form of evidence that proves participation or completion of the training or activity.

Employees denied rank advancement can, upon request in writing to the appropriate Dean, be granted a meeting to further explain the deficiencies upon which the denial was based. The part-time faculty member would then receive recommendations to resolve those deficiencies.



**Here is a link to the part-time faculty rank advancement form:**

[http://cms.montgomerycollege.edu/  
uploadedFiles/EDU/Departments -  
Administrative/  
Employee Engagement and Labor Relations/  
PTF%20Rank Advancement%20071615.pdf](http://cms.montgomerycollege.edu/uploadedFiles/EDU/Departments - Administrative/Employee Engagement and Labor Relations/PTF%20Rank Advancement%20071615.pdf)

## Did You Know?

[By Antonio "Tango" Thomas, Ph.D., Director, Institute for Part-Time Faculty Engagement & Support]

There are times when the Part-Time Faculty will have questions about or need to be made aware of key issues concerning Montgomery College, Community Colleges, or Higher Education. The questions/issues center on information related to Montgomery College Policy & Procedures, Federal Regulations, HRSTM, or IT just to mention a few topics. The "Did You Know?" section of the newsletter will be where Part-Time Faculty will find the latest information on the featured topic. In this issue of the Advance Newsletter, the Director for The Institute for Part-Time Faculty Engagement & Support sat down with Ms. Vicki Duggan, The Chief Compliance Officer for Montgomery College to have an in-depth conversation about Title IX Legislation. There are new compliance issues within in the Title IX Legislation. However, there is one new compliance issue that really caught the Director's attention, which happens to be the subject for this edition's "Did You Know?" topic.

### "Did You Know?"

Title IX Legislation now includes a section concerning pregnant students?

#### Question:

I have a pregnant student in my class who is frequently absent, missing a significant amount of class time and assignments. She has asked for some leniency and I am not sure what I should do.

#### Answer:

Pregnant students, who face a *pregnancy-related medical issue*, are protected under Title IX. Faculty should work with pregnant students to offer adjustments to accommodate their needs. Examples of adjustments that can be offered may include providing a larger classroom desk, allowing frequent trips to the restroom, permitting temporary access to elevators, providing opportunities for making up missed work, allowing the student to submit work after a missed deadline, all due to absences related to pregnancy or childbirth, or providing a leave of absence for a period of time. If an accommodation is necessary, colleges and universities are expected to follow the same policies as other temporary medical conditions with any special services provided. Medical documentation should be provided to the Title IX Coordinator from the student. The Title IX Coordinator will work with you to determine appropriate academic adjustments for the student.

More specific information from the U.S. Department of Education regarding supporting the academic success of pregnant and parenting students is available at this link: <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html#Toc3>. More information and materials regarding Title IX's prohibition against discrimination based on pregnancy and related conditions are available on the National Women's Law Center website at: <http://www.nwlc.org/our-issues/education-%2526-title-ix/pregnant-%2526-parenting-students>.

#### Action:

Ensure that you are always in compliance with current federal regulations. (see pg. 8)

## Supporting the Academic Success of Pregnant and Parenting Students under Title IX

The College's Equal Employment Opportunity and Non-Discrimination Policy (31006) make clear that discrimination is prohibited against persons on the basis of sex in its educational programs and activities. The legal prohibition against sex discrimination in education comes from, among other places, Title IX of the Education Amendments Act of 1972 ("Title IX"). Title IX prohibits discrimination on the basis of sex—including pregnancy and related conditions—in educational programs and activities that are eligible for federal funding. This means that the College must give all students who might be, are, or have been pregnant, the same access to school programs and educational opportunities that other students have. Thus, the College is obligated to provide the following academic adjustments, accommodations, and support:

- ◆ Absences due to pregnancy or any related conditions must be excused for as long as their doctor says it is necessary for them to be absent. When they return to school, the student must be reinstated to the status they held before their leave.
- ◆ Faculty who base grades on class attendance cannot penalize a pregnant student for their absence and must allow the student to earn back the credit from the classes that were missed.
- ◆ Students must be given the opportunity to make up missed work, with the goal of having the student graduate on time, if possible, and if desired by the student. Montgomery College is required to let students make up the work they missed while absent from class due to pregnancy or any related conditions, including bed rest or recovery from childbirth. It is recommended that for an extended absence, the student and professor work together to keep up with regularly scheduled assignments.
- ◆ With medical documentation, students may be provided with a larger classroom desk, a designated lactation room, or allowing frequent trips to the restroom.
- ◆ Students who are pregnant or dealing with any pregnancy-related conditions must be permitted to continue their off-campus work, including internships and career rotations. We cannot require a doctor to approve the continuation of these activities unless a note is required of all students with a medical condition.
- ◆ These rules supersede any school- or instructor-based attendance or other policies regarding allowable numbers of absences or ability to make up missed school work.

**In an effort to proactively provide continuing support to our faculty and students and ensure compliance; a dean, faculty member, pregnant or parenting student who needs information or assistance with arranging academic or other related adjustments and support should contact the Title IX Coordinator, Christopher Moy at 240-567-5412, [Christopher.moy@montgomerycollege.edu](mailto:Christopher.moy@montgomerycollege.edu). For questions or concerns about Title IX or other non-discrimination related compliance matters, Please contact Mr. Christopher Moy 240-567-5412.**



*Comments, questions, or are you interested in contributing to The Advance? Please contact the Editor, Gail Youth, at: [gail.youth@montgomerycollege.edu](mailto:gail.youth@montgomerycollege.edu) or 240-567-5340.*

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