



ELITE Presents Four New Learning Pathways for Educators

ELITE has created four new learning pathways. These pathways are different from some of the other pathways currently featured by ELITE, as they focus specifically on the needs of faculty, or those who are interested in pursuing instructional roles. These four new learning pathways are:

- [Blackboard for the Educator \(Online\)](#): This pathway is a group of classes that assists those who educate students (directly or indirectly) in developing skills in using a Learning Management System effectively. Educators also develop skills in creating multimedia elements to add to the Blackboard course to promote student engagement.
- [Cool Technology Tools for Educators \(Online\)](#): This learning pathway is a series of classes that gives faculty an in-depth exploration of technology tools that can aid educators in the classroom and help students to achieve success with learning. College faculty are introduced to a wide variety of technological tools that can be used with their students. Faculty will also be provided with a framework to help them decide which technology tools to use and when such use is appropriate.
- [Creating an Inclusive Classroom \(Face-to-Face\)](#): This learning pathway is a group of workshops that guide and engage faculty in exploring different ways in which they can enhance their teaching for greater student engagement and for greater student success.
- [Integrative Learning \(Face-to-Face\)](#): The Integrative Learning pathway is a series of workshops inspired by the principles outlined in the American Association of Colleges and Universities' (AAC&U) Integrative Learning Values rubric. The workshops in this pathway will support faculty implementation of Integrative Learning in their General Education courses as well as promote integrative learning principles across the curriculum.

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Digital Learning Centers

The Digital Learning Centers (DLC) offer students open labs, individual user support, and software use workshops. Faculty can request in-class presentations.

DLC in Rockville (HU 3rd floor) and Takoma Park (ST 3rd floor) walk-in computer labs offer students Windows/Mac academic systems. DLC Lab users can access the new Office 2019 package, Office 365, the complete Adobe Suite, as well as the Chrome, Firefox, Edge, and Safari browsers. Imac systems are located in HU312 lab and in the HU314 graphics lab, which are also equipped with high-end Dell precision systems.

In addition, DLC provide user assistance with the Office Suite, as well as Blackboard, Office 365, use of browsers, cloud storage, and file management help.

This year, DLC will conduct workshops in PowerPoint Basic and Advanced Topics, Excel 2019 Charts, File Management, Using Infographic packages (Piktochart and Canva), Using WeVideo for Digital Stories, and ePortfolio setup using WordPress. Look for the [workshops schedule on our website](#), or you can locate the DLC website by entering "Learning Centers" on the College's homepage search box.

Often students have schedule conflicts that prevent them from attending our scheduled workshops. Faculty can request an in-class presentation by calling Ed Cunningham, DLC Manager, at 240-567-5191.

These pathways are also unique because they require participants to complete a capstone project. This capstone project is a practical project where the participant demonstrates their usage of the tools and techniques learned in the above pathways in the classes they are teaching.

All pathways will debut in Fall 2019. Some pathways will be fully available online, and others will be available in a face-to-face format. Online pathways will have all courses available from the start, whereas face-to-face pathways will have courses that become available throughout the year.

Each pathway has a coordinator. The coordinator is responsible for curating courses for the pathway, providing general information about the pathway, and evaluating capstone projects.

For more information, see the [Learning Pathways flyer](#).

To sign up for the Learning pathway:

1. Visit www.montgomerycollege.edu
2. Click Access MyMC in the upper right hand corner of the page
3. Click the Training and Professional Development Link
4. In the Professional Development box click the MC Learns Link
5. Click the schedule of Classes & Events button
6. Click the Pedagogy and Instruction Button
7. Look for the name of the Learning Pathway you would like to sign up for
8. Click the link of the Learning Pathway, and sign up on the sign up page

The Global Supervisor – New ELITE Cohort

The Global Supervisor cohort seeks to develop global supervisory skills and knowledge. What does that mean? Or better yet, let's consider if such a cohort is necessary. If we were born in America, and worked for an American company with people who were also born in our community, we would have no need for such a program! After all, homogeneous workplaces, with long-standing systems and shared problem-solving behaviors, are statistically highly successful. However, MC is anything but a homogeneous workplace. For good reason, diversity is a prominent MC value. Working globally, especially in a position of management or leadership, requires the ability to work transculturally, that is 'with', 'across' and 'through' cultures.

The question now is, what does transcultural skill and knowledge mean for an MC supervisor and why is it needed? Consider the following metaphor of the insider view (host) and the outsider view (guest)—both are looking at the same object; for instance, a beautiful garden, but their viewpoint is different. I might be looking at the garden from the inside (host), whereas

my colleague is looking at it from a different angle. Both interpretations of the garden are correct, but when you attempt to put their views together to make a shared picture, tensions could rise as they argue on what view is correct.

Recognizing and Respecting opposing viewpoints, and gaining the competence and competency to Reconcile differences and Root behavior changes are key to achieving transcultural supervisory skills. These 4 R's are how we begin to measure intercultural competency. In the case of the garden, Reconciliation involves taking the host and guest around the garden together so that as both see the different viewpoints at the same time, a new understanding is created. From an everyday work situation, we might replace the garden metaphor with examples of how people view and respond differently to issues of time and deadlines, direct or indirect communication styles, team-work versus individual contributions, and many more.

In addition to developing the above skills, participants of The Global Supervisor program will enjoy covering a range of technical elements of modern supervision, including using various Office tools and specialized topics of HR and Employee Relations.

Enhancing the Teaching and Learning Environment Through Community-Engaged Open Pedagogy

Department Chair Shinta Hernandez (Sociology) and Dr. Michael Mills (Vice President of ELITE) recently co-led the second cohort of the United Nations Sustainable Development Goals (UN SDG) Open Pedagogy Faculty Fellowship. During this round, MC partnered with Kwantlen Polytechnic University (KPU) in British Columbia, Canada.

Through this first-ever international partnership, some MC and KPU faculty teams worked collaboratively to create renewable interdisciplinary assignments—an example of an Open Educational Resources (OER). These assignments, being deployed in Fall 2019 courses, are centered on various UN SDG such as reducing poverty, improving well-being, increasing economic growth, and strengthening peace and justice.

Among other goals and priorities, this faculty fellowship especially helps the College achieve Goal #2 in MC 2025: Enhance transformational teaching practices and learning environments. These renewable interdisciplinary assignments engage the students in the learning process to improve their communities, while the faculty get an opportunity to implement community-engaged open pedagogy in their classrooms. In this type of educational practice, students and faculty are partners in developing the content and product, and sharing them with others for public

Need to Know

Learning Pathway

Imagine taking a series of identified classes that provides you with an in-depth exploration of a specific topic. When completed, a certificate of learning is awarded, as documentation of your commitment to pursue the study and practice of a specialized area of professional development.

Completing the designated classes over multiple years provides you time to reflect upon the concepts and integrate the skills into your work and personal lives.

The following learning pathways are being offered this year:

- [Change Management: The People Side](#)
- [Communication and Conflict](#)
- [Customer Service](#)
- [Effective Committees](#)
- [Equity and Inclusion](#)
- [Management](#)
- [The Valuable Employee](#)

Microcredentials at MC

The College is pleased to offer program, unit, and discipline areas the opportunity to create microcredentials.

Microcredentials, also known as “badges,” are ways of certifying that a list of specific competencies or skills has been achieved. They represent the mastery of certain skill sets that build up to a certificate or credential; these skills should be relevant and of value to employers.

Visit the [Microcredentials website](#) for more information.

Maryland Distance Learning Association (MDLA)

Wired Wednesday

MDLA sponsors a professional development series called Wired Webinar. These webinars alternate between technological and pedagogical topics for online faculty. A Wired Webinar is offered most months. Please see the [MDLA web site](#) for a schedule of Fall 2019 webinar topics.

Wired Webinars are FREE for MC faculty and staff (those with a Montgomery College email address) and you can participate from your computer at work or home.

And MDLA is always looking for interesting topics. If you would like to submit a proposal to facilitate a Wired Webinar, please contact the [MDLA VP for Programs](#). An honorarium is paid to presenters.

Fall 2019 Conference

This popular half-day event is a great way to meet colleagues and attend hands-on concurrent sessions that offer tips, strategies, and lessons learned. We open with an engaging keynote and move into a packed morning of sessions.

For more information on the conference and how to register, visit the [MDLA Fall Event website](#).

consumption. This high-impact educational partnership is critical for effective and meaningful deep learning. A student showcase is tentatively scheduled for February 2020 in which selected students get an opportunity to present on their work. Details are forthcoming.

This fellowship will be presented at the Open Education Conference in Phoenix, Arizona, in October 2019 and at the Open Education Global Conference in Milan, Italy, in November 2019. More institutions from across the U.S. and around the globe continue to express interest in partnering with MC on this work. This MC-KPU international partnership is simply the beginning of a collective effort to achieve global justice—faculty get to redesign their courses using community-engaged open pedagogy, and students get to cross-institutionally transform the world.

To further increase awareness of open pedagogy and how to incorporate this into the classroom, open pedagogy workshops entitled, “Using Open Pedagogy to Enhance Teaching and Learning for Student Success,” will be offered through ELITE in September 2019. Sign up for these workshops on MC Learns to get a clearer sense of how open pedagogy can contribute to increased student engagement and improved student success through a variety of transformational open pedagogy strategies.

- Monday, September 16 at Rockville in MT 214 from 12:00 to 1:00 p.m.
- Tuesday, September 17 at Takoma Park/Silver Spring in RC 211 from 12:00 to 1:00 p.m.
- Thursday, September 19 at Germantown in PK 170 from 12:00 to 1:00 p.m.

If you want more information on the fellowship, or if you want to consider using the renewable interdisciplinary OER assignments in your courses, please visit the [MC UNESCO webpage](#). You can also see some of the amazing student projects on this site.



OER Passport Online Training

To support MC Open Initiatives, ELITE designed and piloted OER Passport online training in Spring 2019. Faculty who completed the training were able to immediately apply their knowledge for OER grant submissions.

The goal of OER Passport is to inform faculty about the concept of Open Educational Resources, OER licensing, evaluating, sharing, and accessibility, and open pedagogy. The online delivery approach allows faculty to access training resources on an any time, any place basis. Three ELITE instructional designers, Qing (Alison) Yu, Angela Lanier, and Laurent Ndeze are facilitating this online training.

The Fall 2019 scheduled dates for the OER Passport training series are as follows: Sept 20 - Oct 4; Oct 18 - Nov 1; Nov 8 - Nov 22 ; and Dec 3 - 17.

If interested, please register through MC Learns.

Blackboard Updates

Blackboard Assistance

If you need assistance over the phone with your course copy, setup, grade center or other questions about Blackboard, contact our Blackboard Technician, Lucian for a 30-minute session. Please see the [booking tool](#). He is usually in the office Monday - Friday, from 9:00 am - 6:00 pm, EST.

Attendance Tool in Blackboard

The Blackboard Attendance Tool is a new feature whereby you can track attendance at class meetings and automatically turn that data into a score in the Grade Center. This tool relies on manual instructor input. This attendance data is aggregated on an ongoing basis in a single Grade Center column, updated every time the instructor adds the attendance for a new class meeting. Attendance can be marked as Present, Late, Absent or Excused. More information about the [Attendance Tool can be found on the Hub](#).

Create Recording for Feedback

An instructor can create personalized feedback recordings for individual assessment attempts or manual gradebook items. Each recording can be up to 5 minutes long and can be both video and audio. The option appears in the third row of the Content Editor as a microphone icon.

The following feedback locations are supported: Assignment, Test, Graded Discussion, Graded Wiki, Graded Blog, Graded Journal, and Feedback in a manual grade column.

Students will see icons representing recordings that they can select to start streaming playback of the video on their computer or mobile device. More information about the [Recording Feedback feature can be found on the Hub](#).

For questions, please contact Robin Cook at 240-567-6003.

Quality Matters

QM Reviews

In addition to training online faculty about quality online course design, ELITE is looking for faculty members who want to have their online courses reviewed in an official QM review.

ELITE provides considerable pre-review support, which includes training and an informal pre-review of the course, before the official review takes place.

If you are interested in having your course reviewed by an external team of qualified QM reviewers, please contact [Buddy Muse](#) at 240-567-6005.

QM Re-Certification Reviews

After five years of QM certification, faculty will need to have their course(s) re-certified for another three years if they want to maintain active certification for the course.

This is a voluntary action on the part of the faculty. If the course is not re-certified after five years, faculty should not publicize the certification as being active.

What Is the Process for Having My Course Reviewed in the QM Program?

[View PDF](#) to see the entire QM process at MC.

Mary Wall – Faculty Spotlight

In this edition of the ELITE Newsletter we are delighted to “spotlight” a faculty member who is helping to educate MC students in Mathematics.

We hear today from Mary Wall, Professor of Mathematics at the Montgomery College Germantown campus.

Let’s see what Mary has to say about her teaching, her students, and some things about her extra-curricular activities, both on-campus and off-campus.



Professor Wall has been at Montgomery College since 2012. She started out as an adjunct and then became a full-time faculty member in the fall semester of 2015. Prior to that, she taught Mathematics at Trinity Washington University, Northern Virginia Community College, and George Mason University. Additionally, she also taught a variety of courses including Statistics and Linear Algebra. Students in the Statistics courses are generally fulfilling the college’s Math requirement. She likes to teach this course and tries to find ways to make the class environment fun while engaging students to consider a Math approach to thinking.

Regarding the students, Professor Wall sees there are a few Math majors in the math sequence—and it would be great to see even more! Many of her students are studying Engineering and Computer Science. Judging by the number of recommendations she writes, as well as the exciting emails she receives from students, she believes many students go on to four-year transfer institutions. She notices in the online course she teaches that there are a number of students who may already have a bachelor’s degree and are interested in taking the course to fulfill the requirements for a graduate degree.

As far as online teaching goes, originally, she began using her Blackboard course page to update students on the content for each week in her face-to-face courses. Professor Wall saw it as a way to keep the class organized. Students knew what they were going to go over in class and could even look at some of the problems they would discuss that day prior to the class period. She began using the discussion board for class assignments, having students post results of problems they worked on. This was a great way for students to share their progress on a particular problem with each

other, and helped them to communicate with each other more effectively during class time. She was really surprised by how much students enjoyed the discussion board. Some students create their own avatar and organize study groups outside of class time. It was exciting, and she became curious about delivering the entire course online. It is really a challenge to deliver content from a distance, especially Math materials. She took a very helpful course offered at the college, and she recommends that to faculty considering online teaching. Professor Wall originally became excited about using Blackboard in order to more effectively communicate with students. As she began teaching online, she realized that she needed to develop new skills to be an effective communicator, since she could not rely on class meeting time. She uses OneNote to record class notes and share the link with the class and the app Remind to send reminders to students regarding exam dates and deadlines for projects. Professor Wall also uses Sign-Up Genius to encourage students to sign up for her online office hours, which she conducts through GoToMeeting or Blackboard Collaborate. She records the session and then shares it with the class. Additionally, she also uses the SmarterProctor system to have students sign up for time at the assessment centers to take exams. These are not difficult applications to use, yet she was resistant for a time. She can't say enough about how putting these systems in place allowed her to focus with the students on the Math content, which was a game changer.

Regarding innovation in her teaching, Professor Wall was fortunate to be a fellow in the MC Sustainable Development Goals project (see page 3). She is going to use a renewable assignment in her course in the fall, from the collaboration between Kwantlen Polytechnic Institutes and MC. Their project focused on the United Nations Sustainable Development Goal #4, "Quality Education". Students will consider the impact of innumeracy across the globe. Students will be challenged to consider roadblocks to numeracy, such as Math Anxiety and Impostor Syndrome, research resources for the community at the college and county level, and ultimately find a way to make a positive contribution locally. She is motivated by the students. It is her passion to prepare them for their next steps, and see that they experience success. She wants to deliver an educational product that has value because more than anything she wants her students to find meaningful, well-paying careers.

Sometimes she has ideas of how things can be improved, and she gets invested in making a change. More recently though, she has simply asked her students to be honest with her regarding their experience and how she can improve.

Finally, she is excited to share that she is offering all of her courses with open/free textbooks in the fall. Additionally, she is working with the ePortfolio Fellowship this academic year, and is excited to bring ePortfolios into the classroom.

Quality Matters Training

There are two (2) opportunities for Quality Matters training at MC. These are in addition to the coverage of the Quality Matters standards addressed in the On-line Teaching course.

One-Day Course

This one-day course will help inform faculty of the QM Rubric and process. This course is called Applying the Quality Matters Rubric (APPQMR), and you can register for it via the MC Learns. ELITE offers custom-delivered sessions to departments at their locations upon request.

Three-Week Online Course

This three-week online course (about 15 hours), called Peer Reviewer Certification (PRC), is a review of the content of the one day APPQMR training and provides extra information about being a QM Peer Reviewer.

This course results in QM Peer Reviewer Certification for the participant and is delivered by QM directly. QM Peer Reviewers are then added to a national database of reviewers in their discipline and may be contacted for serving on QM Reviews at other colleges. Numerous MC faculty have done this.

For those who have completed APPQMR and are qualified to be QM reviewers, ELITE will pay for this training. When you have finished the APPQMR course, you will be given specific instructions for signing up for the PRC.

Library News

Library Link in Blackboard

Starting this fall, you will notice a new Library link in your Blackboard course's left navigation menu. Clicking on this link will take you and your students to a collection of three services from the MC Library, plus a link to the library's homepage. The services are:

Library Course Reserves

This tool allows students to see any course materials on reserve in the library for your class. Faculty can use the link to add additional items, such as textbooks, articles, book chapters, films, and more.

Library Course Pages & Research Guides

This link takes you and your students to the most relevant librarian-created online guide for your class. The guide will help your students access library resources for your subject area.

Information Literacy Content: Credo Instruct & MC Library Tutorials

This link is only visible to faculty and will take you to a page where you can select information literacy learning objects (videos, tutorials, or quizzes) to embed at relevant points in your course.

For more information and support materials related to this new Blackboard content, visit the [library's Blackboard Integration page](#).

In addition, the library has undergone a reorganization this summer, with discipline-based librarian liaison teams that will support students and faculty in the areas of Arts & Humanities; Business & Social Sciences; Health Sciences, Communications, & Special Programs; and STEM. There is a new resource where students and faculty can find the liaison librarian for each campus. Visit the [liaison librarian homepage](#) for more details.

Presidential Innovation Leadership Institute

Dr. DeRionne Pollard led the second cohort of the Presidential Innovation Leadership Institute (PILI) in Spring 2019. The purpose of PILI is to give MC staff, faculty, and administrators the chance to participate as a cohort to enhance or advance their level of leadership. Twelve participants attended the program and explored topics such as cultivating culturally sensitive leadership, fostering innovation, agility and transformation, and strategic diversity leadership. As part of the cohort, participants developed ideas for innovative initiatives at the College. PILI is a collaboration between the Office of the President and ELITE.



Chi Quach – Staff Spotlight

In this edition of the ELITE Newsletter we are delighted to “spotlight” a staff member who is doing amazing things at MC with Learning Pathways.

We hear today from Chi Quach, a Library Specialist at Montgomery College and see what she can tell us about how she works with students to support their studies, with faculty for curricula development, and with professional development opportunities that add value to her and the college.

Chi Quach started at MC in June 10, 2005, as a Temporary Instructional Assistant at RV - Assessment Center. In October 2006, she worked as a Library Access Service Specialist at the Rockville campus library. Working since July of 2013 under the supervision of the former library's director and that of her own supervisor, Ms. Quach took the initiative to transfer Interlibrary Loan (ILL) duty – which used to be outsourced to external contractor – to the library's internal activity. That streamlining helped to reduce additional costs incurred

from the library's operation. She loves her job as a college-wide Library Interlibrary Loan specialist and always works with much enthusiasm and determination to help students, faculty, staff, and library users who come to the library for their needs.

MC Library offers numerous benefits to our students. Students come to the library to check out library materials such as course reserve text books, reference materials, and laptops; access the library online databases; request items through ILL or ICL; clarify their library fines and fees; seek help with their research papers; use Mac and PC computers or other equipment such as high speed scanners, One Button Studios or Collaborative Workstations; find a quiet place to focus on their schoolwork or group study rooms; and even flip through newspapers or a magazine.

Working as a Library Specialist with her core function as an Interlibrary Loan coordinator, she provides ILL services to faculty, staff, and students of the college, as well as the wider public/academic community. When seeking books/articles the library does not own, the faculty use ILL services that allow them to borrow items from another institution. These faculty interact with Ms. Quach by emailing, calling or coming in person when needed, sometimes even stopping by to thank the librarians for filling their requests. Ms. Quach is a life-long learner, and Montgomery College is great at offering staff professional development opportunities to further staff's skills. She quotes, “the Learning Pathways program includes a series of identified classes that provide staff with an in-depth study and practice of a specialized area of professional development.” The goal of the Learning Pathway Program (LPP) is that staff can apply and integrate the skills learned from the LPP into their work and personal lives.

Utilizing this learning program, she actively expanded her capabilities through training classes to optimize her work performance. The essential soft skills she learned from the LPP couple well with her job knowledge to ensure that she can deliver the best services to library users, especially students at the MC library. Having accomplished three LPP certificates including Customer Service, Communication and Conflict, and The Valuable Employee learning pathways, Ms. Quach thinks she's met the expectations of the program as well as our organizational goals and objectives.



The Hub

You can now access workshop material through The Hub, which serves as an online repository of teaching tips and strategies created by MC faculty and provides a virtual space for faculty to discuss innovative teaching ideas.

Faculty can also find other important information such as upcoming conferences and ELITE Pedagogical Discussions, as well as teaching strategies and tips from other faculty in our toolkit.

Additionally, ELITE has created a series of five-minute faculty development videos highlighting various instructional strategies by our own MC faculty. These videos focus on strategies to improve student engagement and success in the classroom.

Ask ELITE

The Ask ELITE feature allows MC faculty and staff to email their questions regarding teaching and training to the ELITE team. A team member will research the question and get back to the employee as quickly as possible with a response and possibly suggestions for next steps, as appropriate.

If you have questions about pedagogy or teaching methodology, or if you are curious about some aspect of staff development, email your questions to AskELITE@montgomerycollege.edu.

Those questions and responses that are likely to have the greatest general interest to the College community will be archived on The Hub for future reference.

[Visit the Hub.](#)

She'd like to take this opportunity to thank her supervisor for allowing her to attend the training and her coworkers for covering the desk during her absences. Without their support, she would hardly have been able to achieve these certificates.

She finds successfully assisting students and library users with their studies or research a rewarding part of her job. That also fulfills her wish of paying-it-forward to MC staff who kindly supported her during her studies as an international student at MC. More than anything else, this desire motivates Ms. Quach to go the extra mile in fulfilling library users' inquiries and requests. She enjoys applying the saying "There are no traffic jams along the extra mile" and Maya Angelou's quote "What you learn, teach; what you get, give!" to her job experiences at the MC library.

Ms. Quach always enjoys seeing red A's on students' papers when they stop by her office to thank her for the timely and efficient assistance in retrieving a book or an article they needed. It also brings her great joy to receive a thank you note from a faculty member for being able to fill his request for rare materials. She deeply appreciates their gratitude for the services the library provides. Small moments such as these bring her joy and make her job more meaningful. When looking back at what she has accomplished, Ms. Quach is grateful for simply making a difference.

Sister Cities Collaboration with Gondar, Ethiopia, Drives Educational Excellence and Cultural Growth

Fostering educational innovation and cultural exchange across 6,000 miles, MC representatives participated in a Montgomery County Sister Cities delegation visit to Ethiopia earlier this year. Led by Councilmember Craig Rice, the delegation visited Gondar, Ethiopia, and the University of Gondar.

Montgomery County established the Sister Cities Ethiopia Program in 2012 to enhance connections and cultural exchange between the county's Ethiopian community and Ethiopia. Daejeon, South Korea; Xian, China; Morazan, El Salvador; and Hyderabad, India, are also part of the Sister Cities program.

"With the large number of Ethiopian students attending MC, we wanted to strengthen our focus on connecting faculty and students from both institutions," said Dr. Michael Mills, Vice President, Office of E-Learning, Innovation, and Teaching Excellence (ELITE). "The relationship allows students at both institutions to understand their global connectedness. We want students to work on joint projects and for faculty to participate in joint professional development."

In addition to Dr. Mills, Dr. Clemmie Solomon, Collegewide Dean of Student Engagement and Takoma Park/Silver Spring (TP/SS) Dean of Student Affairs, and Dr. Mary Robinson, English and Reading professor, Germantown Campus, served as the official MC representatives for the county's delegation. Rolf Barber, Job Opportunity and Development Specialist, Student Development at the TP/SS Campus, also joined the trip.

MC's Academic Master Plan includes an initiative for expanding global partnerships and international opportunities to "provide a twenty-first century education for our students and much-needed services and expertise to our colleagues abroad." The Gondar visit in January offered an opportunity for MC to reaffirm the relationship it created with the University of Gondar in 2012.

The relationship allows students at both institutions to understand their global connectedness. We want students to work on joint projects and for faculty to participate in joint professional development

Montgomery College and the University of Gondar enjoy a strong partnership, with MC hosting several delegations from the university to share educational practices and conducting professional development webinars for Gondar faculty. Additionally, MC has conducted fundraisers to buy books for Gondar-area elementary schools and led a study abroad program for College faculty and students to Gondar.

Robinson says that one of the most important benefits of the Sister Cities relationship is "...the opportunity for our students to engage learning about the historical churches, mosques, and museums in a global community." She says it can also help learners to live and work successfully in an increasingly diverse society.

The meetings at the University of Gondar included a celebration of the life of Dr. Martin Luther King Jr. on the federal holiday. The university's theater arts faculty and students wrote and performed a play about Dr. King and Tewodros II, the emperor of Ethiopia from 1855 to 1868. The performance underscored Dr. King's pivotal impact on the U.S. and the world. "The day was very exciting, insightful and meaningful," said Robinson, adding that both Dr. King and the emperor advocated for equality and justice for all.

MC's team is already making plans to work with administrators and faculty from the University of Gondar on the next steps for enhancing the Sister Cities collaboration. "I look forward to meaningful partnerships developing as a result of this most recent trip," said Dr. Mills. "The people in Gondar and at the university opened their hearts to us."

A delegation from Gondar is expected to visit Montgomery County and Montgomery College in September. Plans include tours of the college and discussions with Ethiopian students.



Tapestry Institute for Cultural Competence

This year, the Tapestry Institute for Cultural Competence is welcoming employee participation in new ways.

On September 24, cohort members become a learning community by making the commitment to complete eight full-day class sessions plus at least one elective class. The final session is April 7, 2020.

Additionally, all employees are welcome to register for any of the Tapestry electives: Media Literacy, Multicultural History of the U.S., Multicultural History of Montgomery County, and Eco-Diversity.

Using MC Learns, apply for the cohort experience (deadline 9/13), or register for “a taste of Tapestry” with any elective.

The facilitators are diverse and lively, working in business, public agencies and higher education. All are deeply committed to the ongoing work of cultivating intercultural knowledge and skills to be good neighbors, residents and citizens and to raise the up-and-coming global generations.

“It’s hard to imagine anything more interesting than how we’re woven into the enormous tapestry of existence.” Seth Shostak (astronomer)



ELITE Staff Members Travel to UK/Ireland for Short-Term Study Abroad Program

At MC, studying abroad is not just for students. Faculty and Staff can apply to participate in these international educational experiences. If you have never considered one of the many [short-term study abroad programs](#), here are a few reasons to do so, explained by Angela Lanier and Gloria Barron, two ELITE staff members who participated in the recent UK/Ireland Short-term Study Abroad.

Learning about Other Cultures

Short-term study abroad allows us to increase our multicultural competencies by learning the history of a place from those who live there, tasting the local food and observing how the local people act and carry themselves in their own country. In addition, by interacting with the people, we learn how they view America and discuss preconceived notions. While in Dublin, we visited [St. Patrick’s Cathedral](#), once a Roman Catholic Church, adorned with priceless sculptures of saints and Gothic style architecture. During the tour, we learned much about the Protestant Reformation and the cost in lives to Irish citizens. While in London, we visited the famous [Shakespeare’s Globe](#), a playhouse where audiences enjoyed some of Shakespeare’s best-known plays. Seeing Shakespeare’s Henry V in person at the Globe was an experience of a lifetime.

Learning about Yourself and Your Own Identity

For some of us, the UK/Ireland trip was more than a chance to learn about another culture; it prompted exploration of our own identities and cultures. Visits to the [International Slavery Museum](#) in Liverpool and the [Museum of London Docklands](#) led to reflections on the long, tragic history of the Trans-Atlantic slave trade from a perspective outside the U.S. Both museums encouraged comparisons with presentations of the slave trade in museums in the United States. In addition, these experiences provoked questions and further research about personal ancestry and the connection between the slave trade of the past and the present experiences of African Americans.

Faculty, Staff and Students Learning Together

As faculty and staff at MC, we serve and teach students, but how often do we get to learn alongside them? For the Ireland/UK trip, several faculty and staff traveled with seven students to share a common learning experience.

Students, faculty and staff were co-learners as we exchanged tales of our experiences with Shakespeare while touring the Globe Theater, discovered new details about the Titanic while exploring the Titanic Museum in Belfast and helped each other navigate the maze of trains that make up London's Tube. As faculty, a short-term study abroad experience such as this can put you back in the vulnerable seat of the learner, just as your students arrive in your class with hesitations, curiosity and excitement! Since MC is a highly diverse institution with students from all over the world, traveling abroad is a wonderful way to build relationships with students and learn more about them in a non-academic setting. We not only learn with them but from them.

The short-term study abroad programs are a wonderful way to step out of your comfort zone and connect with others at the college while expanding your knowledge of different countries, their people, history, architecture, customs, and traditions. You can experience intercultural situations directly instead of just reading about them and reflect on your own culture and experiences. If any of these reasons interest you, you would be a great candidate for future excursions.

ELITE SparkLabs and One Button Studio

The SparkLabs, located in Germantown, Paul Peck Building (PK 170) and Rockville, Macklin Tower (MT 214) and Mannakee (MK 318), are designed to spark collaboration and innovation. The SparkLab is a place where you can gather to create, invent, share ideas, learn, inspire problem-solving, innovate and engage in serious play in support of student success, institutional success, and professional development. Along with the SparkLab, faculty and staff can also use the One Button Studio. The One Button Studio is a simplified video recording setup that you can use to create high-quality video projects without having any previous experience with computers, software, lights, or cameras. To book the One Button Studio or the SparkLabs, please go to the [ELITE website](#).



Open Educational Resources (OERs), Z Courses, and Z Degrees

Montgomery College, with the help of ELITE, is committed to a program of informing, orienting, and training faculty and staff regarding Open Educational Resources (OERs).

An OER is a learning material that, for the most part, is free to use by others and that has usage rights displayed that tell the user how he or she can use the information in their classes. There are many facets to using OERs: locating, evaluating, citing, developing, placement, etc. A formal OER is registered with the Creative Commons organization that recognizes and displays the level of "openness" that learning objects are associated with. To learn more about OERs check out the [MC Open page](#).

In addition to formal OERs, which carry a Creative Commons license, there is another format of "openness" that is very popular at Montgomery College called Z courses. MC defines a Z course as that in which there is no charge to students for instructional materials; the instructor has either replaced a commercial textbook with an Open Text, has dropped the former text and is now using a collection of "open" resources, is building a course with their own free materials; or any combination of these.

Departments are encouraged to contact Buddy Muse at ELITE if they would like an Overview on OERs presented to their department.

ELITE - Need to Know

Online Syllabus – Sample Template

ELITE developed a sample online syllabus, with examples, for online faculty to see and perhaps borrow from. The syllabus is based on the revised standard syllabus template, tentatively approved by MC Faculty Issues in May, 2010. It includes suggested sections for delivery in online and blended courses and contains suggested text and examples, where appropriate. [See a draft version of the Online Syllabus/ Examples document.](#)

You may borrow freely from this examples document. Additional examples from your own online syllabus are welcome and can be emailed to either Tom Cantu or Buddy Muse for inclusion in future versions of the Template/ Examples document.

Proctor Form for Online Learners

Students are often faced with changing study conditions or they need to travel during or at the end of a semester.

ELITE created a remote proctor process that faculty can make available to their students, or that students can use to request a proctor from outside MC to proctor them as they take an exam.

The proctor process is entirely voluntary.

[View the Distance Learning Proctor Information Form.](#)



The Love of Teaching: A Retreat for All Faculty

On April 27, 2019, ELITE held its annual Saturday conference, The Love of Teaching: A Retreat for All Faculty. Over 50 faculty members attended the conference.

This year's conference centered on the power of storytelling. The theme examined faculty's love of teaching and how faculty use storytelling to engage students in their courses.

Our featured speaker was Caralyn Bushey, who has over 20 years of experience in English as a Second Language and English and Foreign Languages classroom. Ms. Bushey is a frequent presenter at local, national and international conferences and served as a U.S. Department of State English Language Fellow in Moscow.

The main goal of the conference was to help faculty refresh, revitalize, renew, and re-engage through the sharing of personal stories related to teaching and learning. Faculty who were present at the event had a chance to reflect on what first inspired them to become educators and explain how or in what ways stories can be used as a powerful teaching tool.

Through various table discussions, ELITE wanted faculty to be able to recount/reuse a motivational story they heard from a colleague for motivating students and take it back to the classroom.

Professional Development Year In Review

July 1, 2018 - June 30, 2019

606 total workshops **3,184 workshop completions**

102 Diversity/Multiculturalism
978 Completions

164 Focus on Ethics—in person
1,734 Completions

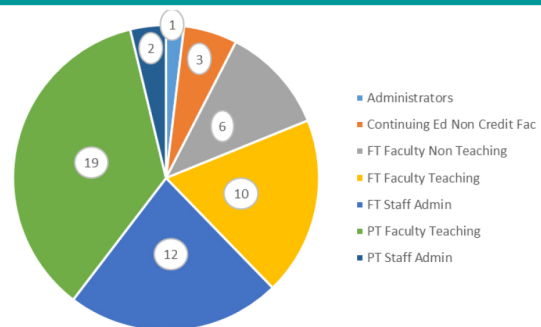
14 Prevention of Sexual Harass.
293 Completions

Employee Professional Development by ELITE

Professional Development Completions

- Academy for Teaching Transformation**
 - Summer 2018 (2 series) – 13
 - Fall 2018 (4 series) – 14
 - Spring 2019 (6 series) – 19
- Blackboard (Bb) Essentials – 53**
- Cohort Programs**
 - Leadership Development Institute (LDI) – 23
 - MC Management – 13
 - Dialogue Circles (1 & 2) – 14
 - Tapestry – 7
- Learning Pathways – 8**
- Lynda.com – 2,037 individual users**
- Online Teaching Training***
 - 7-week course – 19
 - Accelerated independent study – 7
 - Tested out of training – 3
 - Common Courses – 11
 - *34% completed by accelerated options, either independent study or testing out*
- Quality Matters**
 - QM Course Certifications – 1
 - QM Re-certifications – 3

Participants Completing Bb Essentials



Course Information

- Fall 2018 distance sections – 567
- Spring 2019 distance sections – 532
- Spring 2019 % faculty using Bb – 95%
- Spring 2019 % students using Bb – 92%
- Spring 2019 Z-sections success rate compared to non-z sections* – 79%

**based on ABC grades*

ELITE Staff Recognition - 2018 Length of Service

We want to congratulate the following ELITE staff members who achieved their MC length of service in 2018.

10 Years

Gloria Barron, Instructional Designer

Nghi Nguyen, Web and Multimedia Specialist

Laurent Ndeze, Instructional Designer

15 Years

Cynthia Lee Mauris, Training & Development Coordinator

20 Years

Robin Cook, Technical Project & Planning Analyst

Buddy Muse, Program Manager

Contact Us

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ELITE team is committed to providing excellence and leadership to the diverse MC community in the areas of instructional professional development, learning technology support, and college-wide academic initiatives. We hold ourselves accountable to seek and provide practical, innovative solutions to enhance the learning experience of faculty, staff and students.