

Professional Development Master Plan at Montgomery College



Montgomery College has developed a Professional Development Master Plan (PDMP) with recommendations for both staff and faculty professional development. This plan is designed to incorporate student success initiatives into

staff and faculty training. It aligns with the MC 2020 Strategic Plan, the Academic Master Plan, and Student Affairs Master Plan. In addition, the plan is aligned with the seven dimensions of Achieving the Dream’s Institutional Capacity Assessment Tool in supporting a student-centered culture.

An advisory committee for the PDMP convened in April of 2017 with members representing both staff and faculty from all three campuses. The goal of the committee was to understand where MC is in terms of its professional development and the direction it should take in supporting student success initiatives.

The PDMP is organized by 12 overarching goals, under which several recommendations are made. The overarching goals can be divided into broad and targeted categories. Some of the broader goals include promoting an organizational culture that emphasizes student success, measuring the impact of staff and faculty professional development on student success, and continuing to emphasize the importance of diversity awareness and intercultural competence for all employees. More specifically, some of goals pertain to working with faculty on a departmental/discipline-specific basis in developing professional development and expanding ways for staff to give their input on professional development offerings.

The PDMP has gone through extensive feedback from both staff and faculty and has been presented to the College, Staff and Faculty Councils. It is awaiting final approval from the President’s Executive Council.

For more information about the Professional Development Master Plan, please contact Dr. Caroline Toscano.

INSIDE THIS ISSUE

Professional Development Plan at Montgomery College1
 The Personal is Pedagogical Podcast.....2
 Z-Courses and Z-Degrees2
 Lynda.com2
 DOER Fellowship Grant3
 Women Faculty of Color in STEM—Committee3
 Faculty Showcase.....4
 Scholarship of Excellence in Teaching.....5
 Blackboard Inline Grading Changes.....5
 Lecture Capture in Allied Health6
 Blackboard Course Activity6
 Online Student Pre-Assessment Tool6
 Academic Affairs Supports Faculty Guild Professional Development for Part-Time Faculty Members7
 Z-Courses Testimonials7
 Faculty Spotlights with Dr. Elise Klein.....8
 Faculty Spotlights with Ms. Kathy Andrews-Williams.....9
 Links.....10

Montgomery College's Online Learning Earns National Ranking

Montgomery College is ranked one of the top community colleges in the nation for online learning according to Bestcolleges.com. You can see where Montgomery College ranks, as well as the full list of colleges. Link is available on last page of newsletter.



The Personal is Pedagogical Podcast

MC's The Hub, a virtual space for teaching resources developed by MC faculty, will have one more addition to its blog: podcasts of MC staff and faculty who will recount how their personal history and experience have influenced their classroom practice.

The purpose of the podcasts is to give MC staff/faculty the opportunity to share and reflect upon their pedagogy in order to further the goal of student success. There will be one podcast per month, and staff/faculty are welcome to respond to and discuss their own thoughts on the podcasts.

To listen to the first podcast in this series, please visit the Hub and click on The Personal is Pedagogical: Reflections on Life and Pedagogy Podcast. Link is available on last page.

Z-Courses and Z-Degrees

In addition to formal Open Educational Resources (OERs), which carry a Creative Commons license, there is another format of "openness" that is becoming very popular at Montgomery College – "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.

Z-degrees are targeted degrees where all of the required courses are Z-courses. Currently, MC is working to complete Z-degrees in General Studies, Business, Criminal Justice, Communications, and Education. For more on Z-courses or Z-degrees please contact Dr. Buddy Muse.

Dr. Muse is representing MarylandOnline, Inc. and Montgomery College on the Executive Committee and Advisory Council of the Community College Consortium for Open Educational Resources (CCCOER).

Lynda.com - Training and Videos

Learn at your own pace with Lynda.com – Free to all MC faculty, staff, and students! Check out Lynda.com for courses and videos to get the answers you seek for just about any topic of interest.

Lynda.com offers an extensive library of courses, classes, training, and tutorials on a wide variety of topics for professional and personal advancement. All MC faculty, staff, and students have free, unlimited access to Lynda.com online training!

Information and a link to Lynda.com are available on MyMC from the Training and Professional Development.

Log in with your MyMC ID and password to access your free Lynda.com account. Access Lynda.com from anywhere you've got an online connection. Lynda.com is also available on mobile devices!

Quality Matters

Certified Courses

Quality Matters (QM) © continues to be a cornerstone for the design of online courses at MC. According to QM: Montgomery College is active with QM as there are 132 faculty/staff with MyQM accounts, as well as 107 people who have taken a QM professional development workshop. Montgomery College also has 13 peer reviewers, 3 master reviewers, 67 courses submitted for review, and reviewers who have served on 147 course reviews (MC faculty who have reviewed external courses for QM).

Training

Applying the QM Rubric (APPQMR)

June 1, 9:00 am - 4:15 pm
Rockville, MT214

QM Reviews

In addition to training online faculty about quality online course design, Montgomery College, through 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. ELITE has plans for 8 MC courses to be re-certified and 5 courses to be formally reviewed this fiscal year.

MDLA Information

Wired Wednesday

The Maryland Distance Learning Association (MDLA) sponsors a professional development series called "Wired Wednesdays". The webinars alternate between technological and pedagogical topics for online faculty.

A Wired Wednesday Webinar is offered most months. Wired Wednesday's 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.

MDLA is always looking for interesting topics. If you would like to submit a proposal to facilitate a Wired Wednesday webinar, please contact the MDLA VP for Programs. An honorarium is paid to presenters.

For more information, including the Spring 18 schedule on Wired Wednesdays, please see last page.

Spring 2018 Conference

MDLA Spring Event - The Conference Center at the Maritime Institute, 692 Maritime Boulevard, Linthicum Heights, MD 21090

Thursday, March 8, 2018
9:00 AM - 3:30 PM

You do not want to miss this popular conference featuring keynote speaker and breakout session, exhibitors, quality presentations, and a networking breakfast and lunch! See registration link on last page of newsletter for additional information.

MC's Michele Knight and Dr. Carrie Fitzgerald Win DOER Fellowship Grant

MCOPEN

Instructional Designer Michele Knight of ELITE and Associate Professor Dr. Carrie Fitzgerald

have won a DOER Fellowship grant from the Open Education Group. The grant allots \$500 to an instructional designer and \$250 to a faculty member, contingent on publishing three OER assignments.

According to the Open Education Group, "The DOER Fellows Program invites instructional designers to partner with subject matter experts to apply for small grants, supporting the creation of renewable assignments based on the principles of OER-Enabled Pedagogy and designed to be used with specific open educational resources."

The goal of this grant is to "increase instructional designer's capacities to design effective and engaging learning experiences with OER."

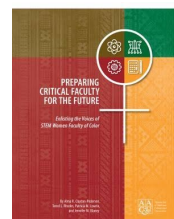
Ms. Knight and Dr. Fitzgerald developed three unique assignments to be used in Introductory Astronomy (ASTR101), a General Education laboratory course. These assignments include creation of an ePortfolio documenting astronomy studies, a student designed collaborative learning assignment, and a peer professor assignment.

To receive grant funding, they will publish these assignments for the OER community throughout the world via the openedgroup.org website.

They plan to use the grant funds for software technologies that will make OERs easily accessible and interactive for the global OER community.

Women Faculty of Color in STEM – Committee

The 2016 publication of the Association of American Colleges and Universities "Preparing Critical Faculty for the Future: Enlisting the Voices of STEM Women Faculty of Color" was the impetus for several MC STEM women faculty of color (and their MC allies) to get together and organize activities to support one another.



Starting in the spring of 2017, members of this committee have gathered for a variety of activities, addressing the "cumulative disadvantage" that these women face. Several attended The Conclave conference which focused on this underrepresented group in academia, in the fields of STEM. Round table discussions were organized on topics such as underrepresentation in Academia and STEM, biased student evaluations, and Work-Life balance.

The goal of this group is to support one another in developing a successful career in teaching STEM and attracting underrepresented students to enter the STEM fields. In addition, the women address leadership development to encourage attaining positions where systematic change in support of equity and success can be made.

New activities are being organized for the Spring 2018 semester.

ELITE Closes the Fall Semester with Powerful Presentations at the Faculty Showcase



ELITE held its annual Faculty Showcase at the Rockville campus on Friday, December 15, 2017, from 12:00 to 2:00 p.m. The showcase theme focused on Culturally Responsive Teaching (CRT) and strategies for the classroom.

The event always promises to impress the audience, and this time was no exception. Professors Chip Gladson, Joan Naake, Shinta Hernandez, and Dr. Caroline Toscano made short but powerful presentations.

Professor Gladson's presentation made an excellent case for Writing in the Disciplines, a very important topic that continues to be a challenge for every instructor teaching a diverse student body at MC. His presentation included an analysis of key elements of culturally responsive feedback, and he offered strategies to encourage and motivate students to tap into their expertise.

Professor Naake followed with her presentation on "Empowering and Engaging Students" also to tap into students' cultural expertise. Her discussion offered a variety of approaches for empowering a diverse student population because as she stated, "No one knows the experience of their culture, their country, their ethnicity, and their gender better than they do." She followed with examples of engagement through opportunities for students to share their own cultures and backgrounds.

Professor Hernandez continued with a presentation on Teaching with a Tough Empathy Pedagogy. At first glance, the term "tough empathy" sounds a bit like an oxymoron. However, she explained tough empathy pedagogy as "an educational practice that requires faculty to actively listen to students about their misunderstandings, fears, and hopes so that the appropriate guidance and resources are provided." In her presentation, she offered solid strategies to improve faculty-student engagement and discussed the benefits and challenges of a tough empathy pedagogy.

Finally, Dr. Toscano closed the event with her exceptional presentation on Microaggressions in the Classroom. She skillfully designed a series of vignettes to demonstrate critical classroom situations based on a number of diversity factors, including gender, race, and disability, among others. These videos aim to help faculty identify microaggressions; they are also intended to stimulate discussion about how to address microaggressions once they occur.

ELITE would like to thank the Faculty Showcase presenters for taking time out of their busy day to share valuable teaching strategies. Their contributions and involvement are highly appreciated and recognized by everyone in the audience. Also, thanks to all who attended and came out to support our colleagues.

Information about this session is available for viewing on the Hub website. The link is available on the last page.

For additional information about the ELITE Faculty Showcase, please contact Ms. Gloria Barron.

**Office of E-Learning,
Innovation, and
Teaching Excellence**

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.

Please feel free to contact us if you have any questions or comments.

Phone

E-Learning
240.567.6000
Teaching Excellence
240-567-2000

For general distance learning related questions, please contact Jeana Beaulieu. All other teaching related questions, please contact Sharmini Azeez. Our office is open from 8:30AM - 5:00PM, Monday - Friday.

Support

ELITE instructional designers/support staff are here to provide support for faculty and staff at Montgomery College. Each campus has an onsite support staff person to assist faculty and staff members. Many Blackboard issues can be resolved by contacting the IT Service Desk at (240) 567-7222.

Scholarship of Excellence in Teaching: Program for Transforming Student Success



In the Scholarship of Excellence in Teaching: Program for Transforming Student Success, full-time and part-time faculty, representing 12 different disciplines and all three campuses, will engage in research, reflection, and collegial discussions in the spring semester about changing their pedagogical practices to enhance student success.

They will also work with mentors who will act as guides and with whom they will interchange ideas. In the fall semester, the faculty will implement these new strategies and assess their action plan through a variety of instruments.

The faculty will also multiply their effect by sharing their successes with colleagues in and beyond their disciplines. In this program for transforming student success, faculty will be the agent of change, the agent of student transformation and success.

The idea of the Scholarship of Excellence in Teaching originated with Dr. Sanjay Rai, Senior Vice President of Academic Affairs, and it has received the support of ELITE, the collegewide deans and chairs, and the three Provosts.

Blackboard: Inline Grading Changes

On December 31, 2017, Blackboard made changes to Blackboard's Inline Grading Tool. This change occurred because the plugin that allows for Inline Grading changed from CrocDoc to software provided by Box.

The old interface for the inline grading tool was discontinued by CrocDoc on December 31st. Blackboard migrated existing documents and grading annotations to the new service, Box, on that date.

The inline grading tools will continue to render student submissions when faculty, teaching assistants, and graders access items via the Needs Grading and Grade Center. The overall grading interface is simplified.

All previous annotations made during the inline grading process were saved to the original student submission in a fixed format (PDF). Students and faculty can still access these annotations. However, these annotations cannot be modified by the new grading tools. The original grading tools are also no longer accessible as they were discontinued by CrocDoc.

See last page for link to the full PDF.

Lecture Capture in Allied Health



ELITE and IT will continue a pilot of the Echo 360 Lecture Capture and Active Learning platform by setting up several high use classrooms in the Health Sciences building on the Takoma Park/Silver Spring campus. The platform enables the following:

• Automatically record classroom lectures. Echo 360 can be set to automatically record lectures, eliminating time-consuming setup. The lectures are automatically uploaded to a course library where students can review the recordings. Students access videos through the course Blackboard site without requiring a separate login.

• Viewing the recorded lectures becomes interactive. Students can post questions anywhere along the timeline of the recording. Other students or the professor can respond.

• Create your own videos. Professors can record anything that appears on their computer screen or record from a web camera or both at the same time. Imagine narrating a PowerPoint presentation while appearing on a web camera.

• Make class time even more interactive. Echo 360 includes active learning features similar to student response systems or clickers. Quizzes, polls, and other features can be built into PowerPoint lectures. When students respond, the professor can see the results and, if appropriate, share the results with the class.

See last page for a quick overview of Echo 360.

Blackboard Course Activity

Blackboard course activity over the Fall 2017 semester has increased. Students accessed their courses more than 1.4 million times, spent more than 30 million minutes in Blackboard, submitted more than 350,000 assignments, accessed tools 76,700 times and posted 128,276 forum posts.

You can access the full report on the last page.

Online Student Pre-Assessment Tool



ELITE developed an instrument for prospective learners to pre-assess their readiness for online learning.

The instrument is a short, 12 question survey, based on attributes known to be important for distance learners. We highly encourage faculty who teach online courses to let their prospective students know of this tool.

Some faculty put the link directly into their Start Here modules in their Blackboard sites. And some faculty members ask registered students to take this pre-assessment and have results sent to them before classes begin. Contact Dr. Buddy Muse if you have any questions.

Academic Affairs Supports Faculty Guild Professional Development for Part-Time Faculty Members

Institute for Part-Time Faculty Engagement & Support



In spring of 2018, 10 of Montgomery College’s part-time faculty members will begin a 1-year fellowship across two academic terms. These faculty members will participate in the Faculty Guild. The Faculty Guild is a national organization that focuses on improving student outcomes in higher education. Montgomery College faculty will be among the initial launch group of faculty at colleges and universities across the United States to participate in the faculty-centered personalized professional development.

According to the Faculty Guild’s brochure, “What to Expect: Welcome to Faculty Guild,” participation in the 1-year fellowship will allow part-time faculty members to learn how to improve student outcomes, earn a pedagogy certification for quality classroom practices, and potentially secure additional teaching opportunities with other Guild partners. Faculty members will receive a small stipend, approximately \$500, for completing the Faculty Guild fellowship. According to Dr. Antonio “Tango” Thomas, these benefits align with both the needs of part-time faculty members and Montgomery College.

For the first academic term, part-time faculty members will spend 13 weeks in an online environment to complete their cohort-based fellowship. Each week Faculty Guild Fellowship participants will spend two hours with a circle of faculty members in a similar academic area, along with a facilitator. The professional development opportunity was introduced to Montgomery College by Dr. Michael Mills, Vice President of ELITE. The fellowship is supported by the Office of Academic Affairs.

For Spring 2018, the Faculty Guild Fellowship at Montgomery College includes collegewide faculty participation with part-time faculty members from Germantown (3), Rockville (3), Takoma Park/Silver Spring (3), and Workforce Development & Continuing Education (1). Discussions about a new cohort for Fall 2018 are underway. If the Faculty Guild Fellowship continues at Montgomery College beyond the pilot phase, an application for participation will be made available on the website for the Institute for Part-time Faculty Engagement and Support.

Links to the Faculty Guild and Institute for Part-time Faculty Engagement and Support are available on the last page.

MC Students Really Like Their Z-courses

Many Montgomery College students have benefited from taking Z-courses over the past few semesters – courses in which they paid nothing for instructional materials. The College’s MC Open initiative has helped more than 6,000 students in the Spring semester take courses without having to pay for a textbook.

See and hear some of the reactions students have to Z-courses and Z-course materials by clicking on the video at <https://cms.montgomerycollege.edu/mc-open/>

Professor Elise Klein – Faculty Spotlight



Our first spotlight for this edition of the ELITE Newsletter is Professor Elise Klein, PhD, who teaches Psychology 102 at the Rockville campus.

Dr. Klein says there are several parts of being a professor that she loves including being able to engage students with the course material so that they will think more deeply and critically about the material and the world around them. Additionally, she also enjoys mentoring students to help them achieve their goals.

Students who take her course go on to do a variety of things including majoring in the field of psychology. She explains that some students have enrolled in her class because the content relates to their chosen career path. Dr. Klein feels very fortunate that many of her students have felt comfortable sharing their aspirations and dreams for their future with her. Often, she finds herself needing to encourage students to continue their education and to hold on to their dreams. Many of her students face unbelievable challenges or hardships. She has had numerous conversations with students about getting to their destination, and that even with detours and roadblocks, they can still get there; many paths can get them to where they want to go. They need confidence and courage to keep getting up when life keeps knocking them down.

These challenges and hardships are barriers to student success. Some work the night shift and arrive to class exhausted. Some are hungry. Some arrive late or leave early due to childcare responsibilities. Some cannot afford basic school supplies. Some struggle with significant health challenges. Some did not receive a good secondary education and need extra support in reading, writing, and study skills as well as encouragement about their abilities. When this diversity is combined with tremendous ethnic, cultural, and racial diversity, she believes teachers must seek better pedagogical approaches to reach more students.

Dr. Klein's interest is in the issue of increasing student engagement. Her current thinking is that her effort to increase student engagement needs to be a two pronged approach. First, she needs to create an inclusive social climate in her classroom where students feel valued and capable. As a social psychologist she is always thinking about how the social environment influences people's thoughts, feelings, and behaviors. She is interested in developing a classroom where personal challenges are not perceived in a negative light but rather as starting point and where all viewpoints and backgrounds are welcome.

Last fall semester, she taught her first Z-course and is currently working her way through the training so that she can also teach fully-online courses as well. She thinks one of the greatest advantages of the Z-course is that students have access to the text before the first day of class and that the textbook is free.

Dr. Klein studied motivation and creativity in graduate school. Her dissertation was on how the behavior of a supervisor influenced the motivation and creativity in a subordinate under the condition of expected evaluation. Ironically, she finds herself in this position now. In a supervisory role where she is evaluating students, she continues to explore what she can do to encourage their engagement and success. Outside of the professional role, she is still a teacher. She coached girls' youth soccer for 10 years, coached several Odyssey of the Mind teams, and is the parent of two teenage daughters. She is trying to teach herself how to knit again as well as to learn new recipes using foods she didn't eat when she was a kid.

Professor Kathy Andrews-Williams Faculty Spotlight



Our second spotlight is Professor Kathy Andrews-Williams, a part-time professor of Spanish at Montgomery College.

Professor Andrews-Williams began her first teaching assignment in the fall of 2013, teaching Spanish at the Germantown campus. Currently, she teaches Spanish 101, 102 and 201.

The part of teaching that excites Professor Andrews-Williams the most is watching students learn, discover and apply new content. She believes that all students can learn regardless of ability or disability, and learn in different ways. She has implemented different teaching methodologies to support all learners. For example, she subscribes to Multiple Intelligences theory (MI) by Howard Gardner. She also strongly believes in and is a proponent of Universal Design for Learning (UDL). She finds that these strategies are very useful across all disciplines as there are many ways of teaching and learning to support not only students but also professors with teaching their discipline.

Professor Andrews-Williams first began with ELITE several semesters ago when she offered workshops on disability awareness and strategies for teaching using Universal Design. She explains as a person with multiple disabilities what she teaches is what she has learned as those strategies have helped her in her profession. She finds sharing what she knows and passing on her personal and professional experiences into the workplace and the academic environment are ways to promote scholarship and augment teaching and learning. Professor Andrews-Williams is certified in teaching Spanish and English as a Second Language for K-12. She has had the opportunity to teach students with special needs and different learning styles. She has been able to use these teaching experiences, which were also learning experiences for her, to make teaching more meaningful and fun. As she learned more about K-12 special education and exceptional learners, she was able to transfer skills and use similar strategies at the post-secondary level. She has found that learners are learners whether in K-12, post-secondary, or adult education environments. It's good to know different ways to address learners' needs as well as provide meaningful ways for them to learn and apply new materials.

Currently, Professor Andrews-Williams does not teach online, however, she completed MD COAT certification to teach online classes. Moreover, the Spanish courses have a separate portal textbook for class work and assignments. So, in many ways she has been doing some online teaching but mainly using the portal for practice and to supplement teaching in and outside of the classroom. She found that when using the Spanish textbook portal, she had to stay engaged with students to follow up with their needs for their successful learning outcomes.

Presently, she is working on her doctoral dissertation in curriculum and instruction. She is researching a case study on ways to reduce educational inequalities, lower the achievement and opportunity gaps, and ameliorate teaching and learning for marginalized students in American classrooms. In addition, Professor Andrews-Williams is collaborating with foreign language colleagues to pilot her previous dissertation topic to improve oral production and pronunciation for Spanish 101 students. She is excited about these endeavors and looks forward to report findings.

Overall, Professor Andrews-Williams is enjoying her experiences and sharing the gifts that she's been blessed with to improve teaching and learning outcomes for students and colleagues!

Links

- **Blackboard Course Activity Trend**
<http://cms.montgomerycollege.edu/WorkArea/DownloadAsset.aspx?id=101248>
- **Blackboard Inline Grading Changes**
<http://cms.montgomerycollege.edu/WorkArea/DownloadAsset.aspx?id=104950>
- **ECHO 360 Quick Overview**
<https://vimeo.com/156590259>
- **ELITE Faculty Showcase December 2017**
<http://mcblogs.montgomerycollege.edu/thehub/elite-showcase/>
- **Faculty Guild**
<https://www.facultyguild.org/>
- **I Have An Idea For A Workshop - Professional Development Proposal Form**
<http://cms.montgomerycollege.edu/elite/forms/ihiw/>
- **Institute for Part-time Faculty Engagement and Support**
<http://cms.montgomerycollege.edu/ptfi/>
- **Maryland Distance Learning Association (MDLA) Spring Conference**
<http://www.marylanddla.org/index.php/events/spring-conference>
- **Maryland Distance Learning Association (MDLA) Wired Webinars**
<http://www.marylanddla.org/index.php/events/wired-webinars>
- **Montgomery College's Online Learning Earns National Ranking**
<http://www.bestcolleges.com/features/top-online-community-colleges/>
- **Online Learning Pre-Assessment Tool**
<http://cms.montgomerycollege.edu/distance/before/preassessment/>
- **Quality Matters (QM Information)**
<http://cms.montgomerycollege.edu/WorkArea/DownloadAsset.aspx?id=101875>
- **The Hub—A Virtual Space for Teaching Resources Developed by MC Faculty**
<http://mcblogs.montgomerycollege.edu/thehub/>

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