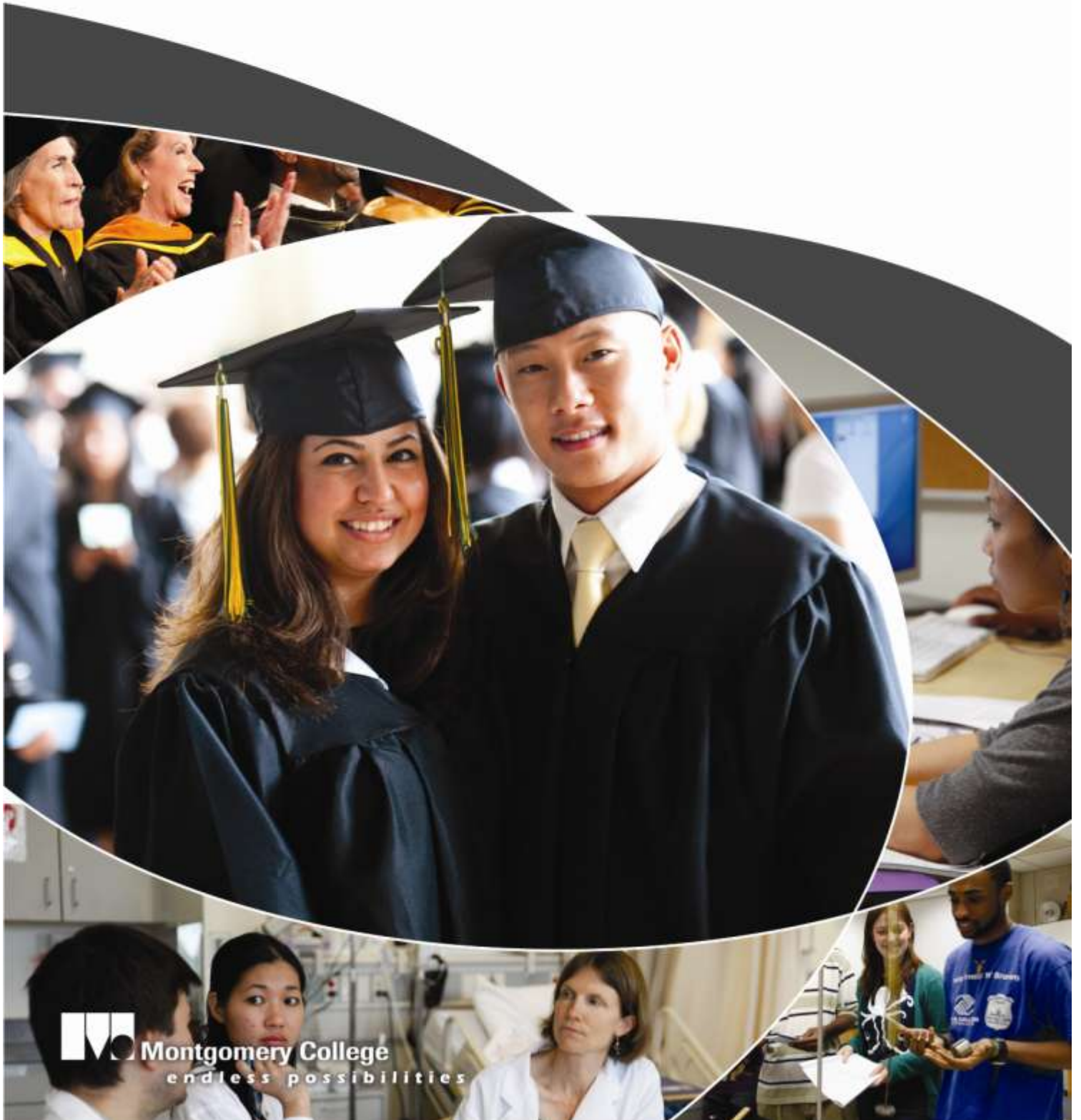


# PRESIDENT'S REPORT TO THE BOARD

September 2010



Montgomery College  
endless possibilities



DeRionne P. Pollard, Ph.D.  
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In the past, monthly reports to the Board of Trustees have served as a public accounting for activities and results of the president and the College. While this remains an important function of my report, I also wish to convey topics that may result in significant policy decisions for the Board and impact priorities at Montgomery College.

In my first formal report to the Board, I would like to examine policy implications of the “Completion Agenda.” As the name suggests, the agenda is the focus of national and state education policy makers on increasing the number of college students who complete a degree or certificate program.

In early August at the University of Texas, President Obama stated that more than one-third of college students—and more than half of minority college students—do not earn a degree even six years after entering college. The president has announced publicly his desire for the nation’s colleges and universities to double the number of college graduates by 2020.

At Montgomery College, the Completion Agenda will have a direct impact on our approach to, and evaluation of, student success. As a community college, completion takes on a different, nuanced meaning. Graduation, transfer to a four-year institution, workforce development, and personal enrichment are all benchmarks that define student success here.

Last April at the annual meeting of the American Association of Community Colleges, six influential community college organizations signed a commitment to boost student completion rates by 50 percent over the next decade. Later this year, Maryland community college presidents will reconvene and sign a charter committing our institutions to a modified version of the Completion Agenda. That version will allow for the various qualifiers of academic success: transfers, continuing education enrollment, and lifelong learners, as well as the focus of this entire effort—our graduates.

Right now, we have an opportunity to capitalize on top-level government support and a groundswell of national energy to bring about changes in the traditional architecture of education.

As our next step, Montgomery College must identify existing examples of services and practices that contribute to student success, especially those that can be replicated, expanded, or used in new ways to promote graduation. We also need to look for barriers to success and student completion and eliminate them without sacrificing quality.

As we consider graduation and transfer initiatives, I was pleased to learn recently that the College will be launching a new, interactive articulation database this fall. The public-access database will contain details on where the College has transfer articulation agreements, the provisions of those agreements, and in what programs such agreements exist. It will also assist colleges and universities in submitting requests for crafting new agreements.

This is an example of the kind of innovation that we need in order to improve our students' chances of reaching their full potential. I am encouraging everyone at Montgomery College to be inventive as we seek to make information more readily available, as we encourage students to graduate from MC with a degree or certificate, and as we help students transfer to four-year institutions or find jobs in career fields that need qualified workers.

The change in focus from "access" to "completion" represents a shift in the way community colleges conduct business. Just a few areas requiring consideration include: flexible course offerings for adults who may only require a few credits to complete a degree; prerequisite courses, developmental education, and general education requirements, which may not count towards graduation requirements and/or may not be required for transfer; and perhaps most importantly, academic support services, which must not fall victim to budget cuts.

I ask the Board to consider the following questions:

1. What are the guiding principles that should inform a collegewide approach to the Completion Agenda at Montgomery College?
2. What are the policy implications associated with the Completion Agenda and student success issues (*i.e.*, What directives from the Board currently influence institutional practice)?

### **From the Field: Completion Agenda in Practice**

The completion agenda impacts both credit and noncredit offerings at community colleges. Montgomery College is no exception.

The Workforce Development & Continuing Education programs at the College engage in this effort by designing pre- and post-degree options that serve new entrants to the workforce, incumbent workers, and those returning to the workforce after a period of time. Course formats are flexible to meet the needs of working students, since the majority of the students are attending Montgomery College on a part-time basis. Course formats include short-term certification-based courses, long-term incumbent worker formats, such as apprenticeship-related instruction programs, and multi-year basic adult education and English as a Second Language programs.

Many programs feature a progression of courses that lead to industry-recognized credentials, that link to College degree programs, or that provide post-degree continuing education learning opportunities for individuals to remain current in their career areas. Many programs feature connecting points or transition linkages given this educational continuum design.

One example of a noncredit-to-credit transition program would be WD&CE's transition initiative that connects students who are near completion of the College's adult basic education or English as a Second Language grant-funded course series with other credit-bearing College programs. One particularly promising program is



that of contextualized English for Speakers of Other Languages (ESOL) that combines language skill acquisition with introductory career program courses.

Another example of noncredit to credit can be found in the College's health sciences or construction sciences programs, where students can begin their curricula with a short-term training program and achieve a credential sufficient for a new job or advancement in an existing job. The career credential is achieved through the same academic department that provides one-year certificates and two-year degrees. WD&CE administrators encourage students to work toward these additional programmatic goals as their time and resources allow.

While the national dialogue about student goal completion continues, we are conducting a deliberate internal review of Montgomery College academic credit programs and their student achievement profiles.

At the request of the interim senior vice president for academic and student services, the deans are reviewing a list of all College curricula requiring more than 60 credit hours for graduation. Given the College's large numbers of students who seek to transfer to four-year colleges and universities, and that most of these schools will not accept more than 60 credits from a community college in transfer, any program requiring more than 60 credits may present challenges in terms of goal completion.

While the list of curricula exceeding 60 credits at the College includes approximately 65 curricula/tracks, a good number of those are mandated at higher credit hours because of outside accreditation requirements. This is particularly true in health sciences programs. In addition, some requiring more than 60 credits are tied to particular transfer majors, such as engineering. The deans will report their findings in October to the interim senior vice president.

A second initiative is underway to review College programs with no graduates in the past two years. The programs on this list are those that have been in effect prior to 2008 and do not have recent graduates. There are approximately 30 programs on this list. The deans are reviewing the information and will work with faculty to determine the reasons for this phenomena and how it might be rectified, possibly through curricula adjustments or other means. These findings will also be reported to the interim senior vice president in October.

Another initiative, scheduled to launch in November, will promote the importance and value of "graduation" to all current students and former students who have transferred and subsequently completed their requirements. Admissions and Enrollment Management will contact students who have reached an earned credit hour threshold to ensure they know they must apply to graduate. They will also inform students about any remaining degree requirements.

Admissions and Enrollment Management will also contact transfer students to remind them that they still have the opportunity to apply for graduation at Montgomery College if they have completed the necessary remaining courses at their transfer institution. Many students leaving the College are not aware of this procedure.

The campuses are also promoting retention among the general student population and among targeted student groups. Each campus approaches graduation and transfer initiatives differently, but all have developed academic and co-curricular programs to elevate the student experience.

Collegewide, course redesign of developmental math will be implemented for the fall 2011 semester. The Collegewide Developmental Math Task Force determined many math courses (developmental and college-level) as *barrier* courses, which prevent or stall student academic advancement. The task force proposed changes based on findings and recommendations from The Carnegie Foundation, the National Center for Academic Transformation (NCAT) and the Lumina Foundation. The changes include shortening the pathway



through college-level math. and using technology in combination with faculty instruction and support to help under-prepared students succeed.

Preparation including curriculum proposals, facility work, and professional development for faculty continues this academic year.

The Germantown Campus Mathematics Department has required developmental math students to do online homework since spring 2005. The department, which has actively participated in the collegewide Developmental Math Task Force that convened in July 2009, will pilot a modified math course this spring at the Germantown Campus and will revise course curricula to develop a two-semester pathway to complete the college-level math requirement.

The Germantown English Department offers three options that accelerate the developmental English writing pathway. All options save time for successful students; one option reduces textbook expenditures. For the last three years, the department has offered a one-semester sequence beginning with a seven-week EN 002 course and continuing with another attempt at EN 002 or EN 101A for students who successfully complete Basic English II. Students who are exempt from the developmental reading requirement may take Principles of English Grammar (EN 105) concurrently. Those who need College Reading Skills II (RD 099) take it during the first seven weeks. Students who need RD 099 and EN 101 have the option to take the two seven-week courses in the same semester. The schedules allow students to move through developmental EN and RD rapidly and responsibly, thereby increasing the likelihood of student success. Early skeptics of this redesign now understand its value and support it.

Plans are underway to expand the use of SCALE-UP active-learning pedagogy in the sciences. It is currently being piloted in a section of PH 203 and is expected that this pedagogy will be used in the redesign of CH 101 as part of a Lumina Foundation grant in Maryland. A workshop for faculty in the sciences on SCALE-UP is planned for this fall.

The College's arts programs are also initiating pilot programs, including specialized tutoring for music theory students (second semester of the pilot) and study skills workshops for art history students (second semester of pilot). Coaching and intervention programs are planned this academic year for speech, dance, and theatre majors whose grades drop below a C at midterm.

At the Rockville Campus, additional history and political science classes are offered online or in an alternate schedule format, giving students more options to complete these courses.

In the Rockville Business, Information Sciences, and Hospitality Management area faculty members announce the importance of degree completion at the first class meeting and distribute forms for declaring a major. Information about degree completion is readily available to students on department bulletin boards and Web sites. Chairs and faculty in this unit are engaged in thoughtful discussions about additional strategies and steps that can be taken to increase the graduation rate.

Combat2College continues to assist veteran and active/reserve military students in making a connection to the College through the DS 107 First Year Experience college-readiness course. The students are required to develop an education plan and participate in mandatory advising sessions with the counseling faculty member teaching the course.

The deans of student development are working on a number of collegewide efforts including: implementing an academic early alert system utilizing the Maxient Tracking Software by spring 2011; revisiting the idea of



requiring the DS 107 First Year Experience course for students testing into developmental reading and English classes; and planning to implement an official degree audit when students complete 30 credits.

Regarding the College's adult population, all three campuses offer targeted student development services, which include a targeted monthly newsletter, a listserv, an adult open house and orientation, and a variety of adult-centered programs throughout the year. At Germantown, the Germantown Options for Adult Learners program is completing its first year and already has an active contact list of 1,753 students.

Counselors and student development professionals also take a lead role in publishing transfer planning information and creating student-friendly advising worksheets. At Germantown, the number of students advised during summer registration increased 9% this year, with a record number of 7,259 students being helped during the four peak months. In addition, programs across the College that have expanded recently to help connect students to the campus and the community include service learning, student leadership workshops, student clubs, and a hands-on and inclusive approach to advising students by all campus community members. Research has shown that students who engage with the college community through co-curricular activities have a higher retention rate than other student counterparts.

In addition, the Germantown Campus has a growing academic coaching program that consists of mandatory pre-registration advising sessions, mandatory enrollment in a two-credit course, DS 106, a Success Group, and a follow-up with individual counseling. The addition of a counselor to work with pre-developmental students (such as Pathways and WD&CE) contributed to an increase last year of 16% of eligible students enrolling in a pre-developmental course. Other ways of supporting at-risk students include regular communications from the Dean's Office and a bookstore loan program.

Cohort honors program learning communities, such as the Montgomery Scholars and Macklin Scholars programs, graduate a significant number of their students in two years (95% for Montgomery Scholars). The collegewide honors program is also conducting student workshops at all three campuses to help students prepare their transfer applications and write successful transfer essays.

International students also receive targeted advising assistance. The Center for International and Multicultural Students at Germantown assists with admissions, advising, and first year transition of Germantown's international and multicultural students. Germantown counselors provide IMAP (International Montgomery Advising Program) sessions, DS 104 Seminar for International Students courses, and a variety of programs and activities throughout the year to promote cultural awareness, communication, information-sharing, and connections to the campus and community.

To support first year student retention, the collegewide First Year Experience (FYE) Program is available. FYE is a set of orientation experiences that include assessment placement advising sessions, new student orientation, and campus-specific activities. The cornerstone of the FYE Program is the DS 104/107 First Year Seminar course. Last year, collegewide, new students who completed a DS course in the fall semester returned at an 8.1% higher rate than all new students. Highlights of the Germantown Campus FYE program, which leads the collegewide effort, include a Student Ambassador Program, where second year students assist with the First Year Seminar and provide mentoring and role models through various activities throughout the year. A primary focus of the First Year Seminar is the development of an education plan and the establishment of a connection with the campus and a counselor.

Individual and group tutoring is also available in writing, reading, and language development.

Faculty professional development and inclusion of current issues in the general education curriculum spark interest among students, resulting in a higher success rate.





To that end, Montgomery College is collaborating with Dickinson College and three Pennsylvania community colleges to improve teaching and learning about global climate change in their liberal arts programs. This will be coordinated through NASA's Cooperative Agreement Notice (CAN): "Global Climate Change Education: Research Experiences, Teaching and Learning" program. Montgomery College faculty are working to build teacher competency for interdisciplinary teaching about climate change, enhancing and implementing a core curriculum of climate change-focused courses throughout the liberal arts curriculum. Six faculty members participated in summer workshops and will spend this semester revising their curriculum.

To improve student completion of the entire English composition sequence from developmental English through the general education composition, a task group will be convened to examine learning outcomes alignments and curriculum design.

Experiential learning opportunities help increase student success rates. Many four-year schools are offering and even requiring first-year students to participate in opportunities of in industry, research labs, or the community. The College offers several experiential learning programs including a partnership with The Howard Hughes Medical Institute (HHMI) Precollege and Undergraduate Science Education Program. Montgomery College is collaborating with Georgetown University to develop creative, research-based courses and curricula and paid research opportunities for Montgomery College students in university labs. Life science students will be introduced to current scientific issues, thereby encouraging them to pursue four-year degrees as well as graduate degrees in science. The program with Georgetown will be developed this academic year with summer research opportunities beginning in summer 2011; it will be funded by a \$250,000 grant over four years. Seven students will be funded each summer.

Economic growth in the county and state are also being harnessed to meet the demands for healthcare workers and, as cited in the Governor's STEM Task Force, the growing need for STEM-capable employees. Current efforts to make the Germantown Campus Science and Technology Park a reality, which include a hospital located on the campus, will lead to opportunities for experiential learning that link academics to application as well as internship and job opportunities for students. This campus expansion will permit health science program growth allowing more students to achieve their goal of earning a degree in this field and/or transferring. The interdisciplinary nature of many complex problems requires students to develop strong communication and teamwork skills. Employers prefer candidates who have demonstrated these abilities and who have some understanding of their organization's needs. The Park and Innovation Center will permit students to combine classroom knowledge with cutting-edge technology.

At the Takoma Park/Silver Spring Campus, programs such as Writing in the Disciplines, Learning Communities and Service Learning underscore the campus' intentional commitment to best practices for student retention and completion.

The Health Sciences programs demonstrate the campus commitment and integrated approach to student success. When nursing licensure exam (NCLEX) pass rates were low, the department "value-engineered" the admissions, curriculum, and support services to improve student scores and success. Admission into the program now requires minimum competency levels for reading, English, math, and science as measured by the Test for Essential Academic Skills (TEAS). Students are counseled on remediation if they fail to achieve competency levels and those accepted into the program are assured that they possess the skills to be successful. All deans and departments collaborate on best methods to prepare students for the rigorous program demands.

Once accepted into a health sciences program, students receive clear expectations and directions, deficits are remedied with early interventions, and students receive continual evaluations of their progress. Nursing labs are open days, evenings, and weekends to provide open opportunities for skills practice and simulations. Meds pub software was purchased to provide students with simulated NCLEX licensure experiences. As a result, the pass rate during the first quarter of 2010 was 98%.



The results extend beyond nursing into all of the Health Sciences programs. The Fire Sciences program has developed a distance education course offering and has created online practice tests for students. Skills development sessions are held to ensure student comprehension and success, and the program is in the midst of developing a library of materials and “simulation” boards for practical exercises and fire scenarios. The summer cohort of EMT–B students passed both the written and practical state exam with a 100% pass rate.

In radiologic technology, strategies include open labs for positioning and diagnostic imaging practice and mentoring of the first year students by second year students in radiographic procedure classes. All lectures are recorded using Elluminate so students can replay the lectures and view PowerPoint and other images, and time management workshops are held at the start of each new class. The pass rate in radiologic technology for all students who have taken the licensing exam is 100%.

Across the College, units and programs demonstrate a commitment to engaging students where they are and using appropriate technology and support services to increase learning outcomes. By creatively preparing students to achieve their goals, student success is dramatically increased in a measurable way.

### **Presidential Transition: Statewide and National Orientations**

Five new Montgomery College trustees—Gloria Aparicio Blackwell, student Christina Cieplak, Dr. Kenneth Hoffman, Dr. Leslie Levine, and Marsha Smith—and I had the opportunity to attend the Governance Leadership Institute on August 9 in Washington, D.C. Hosted by the Association of Community College Trustees, the Governance Leadership Institute is designed to accelerate the contributions of new trustees and acclimate them to the fundamentals of governance at public community colleges.

In early August, Maryland’s community college presidents gathered for the annual Maryland two-year presidential retreat in Annapolis. At the retreat, the presidents approved the capital budget priorities for submission to the state, which included \$12 million for the renovation of the Science East building on the Rockville Campus. Clay Whitlow, executive director of the Maryland Association of Community Colleges (MACC), shared the news that U.S. Senator Barbara Mikulski has secured \$1.2 million for science, technology, engineering and mathematics equipment, which will be distributed through MACC (the implementation plan is still in development).

### **Community Engagement**

The Montgomery College Lifelong Learning Institute, a branch of WD&CE, is offering classes at Montgomery County public libraries to senior residents age 50 and older. This partnership allows the Lifelong Learning Institute to bring classes into the communities where seniors live, and free up much needed classroom space on campuses.

The Lifelong Learning Institute is also offering two sessions: The History of the Capitol, and Art and Architecture of the Capitol. Both sessions will take place at the U.S. Capitol Historical Society (USCHS) offices on Capitol Hill and will end with a private tour of the Capitol. Speakers for the sessions include the House and Senate historians and other specialists.

The College community is preparing for a presidential inauguration ceremony on Friday afternoon, October 29, in the large gym on the Rockville Campus. An inauguration committee representing students, faculty, staff, administrators, trustees, and other volunteers has been formed to create the program for the event. The special events staff has been very resourceful in identifying cost-saving measures. Initial estimates indicate that this





inauguration will cost significantly less than the 2008 inauguration, while still highlighting the best of Montgomery College. More than 1,000 guests are expected to attend the event.

## **Celebrating Students**

The Maryland chapter of the American Institute of Architects (AIA) held its annual design awards competition this summer. This year for the first time, at the encouragement of Professor Randy A. Steiner, AIA Maryland established an award for the Outstanding Community College Architectural Student Design with a \$1,000 prize. Two MC students who graduated from the architectural technology program in May 2010 won one prize as a team. The two students, *Joey Gandrell '10* (honors) and *Alex Cruz '10*, submitted their design for an urban park, boathouse, and visitors' center that they completed during their CT 201 course, *Introduction to Architectural Design*, with Professor Shorieh Talaat.

A former Montgomery Scholar recently became the first Montgomery College honors program graduate to become a medical doctor. *Adam Weidenhammer '02* received a B.S. in biological sciences from Georgetown University in 2004, and an M.D. from New York College Medical School in 2010. Weidenhammer currently works as an anesthesiology resident at Stoney Brook, N.Y. To date, the first seven cohorts of Montgomery Scholars include: a doctor, a pharmacist, a dentist, one Ph.D., and 23 master's degree recipients.

This summer's diverse group of 21 students in the Emergency Medical Technician–B course at Takoma Park/Silver Spring included a mix of older students and students from Germany, Iran, and Pakistan. Twelve of them plan to attend medical school or a physician assistant program, two are applying to nursing school this fall, and one is applying to law school. All 21 passed the course and the state written test, with an average score of 86. Twenty of the twenty-one passed the state practical exam on the first attempt; the remaining student, who retests September 10 and is expected to pass, will make a 100 percent pass rate for the group.

Germantown Baseball Team members—*Sam Bender, Brian Brusoe, Matthew Civetti, Jose Sanchez, and John Wagner*—were named to the Region XX All-Tournament Team. John Wagner was selected as the Most Valuable Player of the All-Tournament Team.

## **Celebrating College Faculty, Staff, and Administrators**

*Stephen Anyanah*, in Germantown's Student Development Office, graduated from the University of Maryland College Park on May 15, 2010, receiving a bachelor of science in accounting.

*Dr. Wayne Barbour*, associate dean of student development at Germantown, graduated from Morgan State University on May 15, 2010, receiving a doctor of education in higher education–community college leadership. On June 18, Dr. Barbour gave a presentation to the statewide vice presidents and deans of student services on the use of CAS standards (Council for the Advancement of Standards in Higher Education) within career services in community colleges.

*Patty Cooper*, in Student Development at Germantown, represented Montgomery College's 17<sup>th</sup> Leadership Development Institute graduating class as the graduation ceremony class speaker. Her project presentation was entitled, "Test Preparation Tips–Reducing Test Anxiety."

*Dr. Lori Kelman*, biotechnology professor and chair of natural sciences at Germantown, received the 2009 Yokely Faculty Service Award at the TriBeta Biennial Convention held in Durango, Colorado, May 19–23. Dr. Paul Yokely, for whom the award is named, presented the award to *Dr. Kelman*.



Germantown Professor and Chair *Jackie Middleton*, delivered several motivational speeches last summer to several groups, including leadership offices in the federal government and international broadcasting institutions. She spoke on the subjects of diversity and civility in the workplace.

*Dr. Karen Roseberry*, student development dean at Germantown, has been named chairperson of the Maryland Community College Chief Student Affairs Officers for 2010–11.

*Dr. Sanjay Rai*, vice president and provost of the Germantown Campus, moderated a panel discussion on “Women, Girls, and Technology” at the 40<sup>th</sup> Annual National Association of Commission for Women Conference on July 25 in Rockville. Panelists included Dr. Susan Klein, education equity director, Feminist Majority Foundation; Rachel Scott, executive officer, Iowa Commission on the Status of Women; and Dr. Andresse St. Rose, research associate, American Association of University Women. Panelists shared data and discussed gender equity issues, successful models, and strategies that promote gender equity in education and the workplace.

*Project Portal to Success in Engineering* was featured on the cover of the latest U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) news bulletin. The four-year project, under the leadership of *Dr. Sanjay Rai*, principal investigator, and *Dr. Muhammad Kehnemouyi*, chair of the Department of Physics, Engineering, and Geosciences, was funded by FIPSE. Its aim to increase the number of underrepresented, under-prepared students in the engineering baccalaureate pipeline proved successful: FIPSE students show a 96-percent retention rate in college and a 75-percent retention rate in engineering. At their transfer institutions, they have garnered academic scholarships and awards, presented papers at international conferences, and secured competitive research opportunities.

*Dr. Judy E. Ackerman*, Rockville Campus vice president and provost, was accepted to the Core Program of Leadership Montgomery for 2010–11. Leadership Montgomery selects participants who will use their leadership for the long-term benefit of the community. Dr. Ackerman also attended the U.S. Department of Education STEM Partners Meeting on June 23 in Annapolis and represented the American Mathematical Association of Two-Year Colleges (AMATYC).

The Montgomery County Executive, with County Council approval, selected *Miriam J. Carter*, assistant to the deans, to serve a three-year term as a member of the Montgomery County Commission for Women, which is both an advisory board and a county department. The advisory board comprises 15 community volunteers and focuses primarily on identifying inequities in laws, policies, practices, and procedures; conducts research and investigations, and provides education on women's issues in the community; holds hearings; and sets priority projects annually.

*Dr. Barbara Hoberman*, chair of the Biology Department, was the recipient of a Recognition Travel Award from the American Society of Plant Biologists, to attend the Plant Biology 2010 meetings in Montreal.

*Dr. Muhammad Kehnemouyi*, chair of the Department of Physics, Engineering, and Geosciences, attended the American Society of Engineering Education (ASEE) annual meeting in Louisville, Ky., in June. He spoke at the Journal of Engineering Education (JEE) advisory board meeting, where he is currently serving a five-year (2009–2014) term.

*Dr. Lucy E. Laufe*, coordinator of the Collegewide Honors Program, was invited to serve as a final reader for the Hites Transfer Scholarship, a new national scholarship initiated by the Phi Theta Kappa International Honors Society on August 6, 2010. Dr. Laufe, one of six readers, will help select five winners for the \$7,500 scholarship from among 26 applicant finalists.



*Professor Clif McKnight*, from the Rockville Counseling and Advising Department, recently published a book that he researched and wrote during his sabbatical last year. *If You Can't Calm the Waters Learn To Ride the Waves: How To Succeed in Turbulent Times* is published and in circulation.

*Professor Sharon Ward*, Rockville Biology Department, attended a workshop on Global Climate Change Education, sponsored by NASA.

*Karla Nabors*, program director of Developmental Education and Workforce Access, was selected to The Maryland Autism Commission Taskforce. The commission, created to make recommendations to the governor, General Assembly, and state agencies about services for individuals with autism spectrum disorders, will develop a comprehensive statewide plan on an integrated system for the training, treatment, and services for children and adults with autism spectrum disorders. A progress report is due June 1, 2011.

*The Nursing Program* received its official letter of reaccreditation from the National League for Nursing Accrediting Commission for the maximum eight-year award, with no interim reports due.

The latest edition of *Takoma Park/Silver Spring Biology Professor Gail Jenkins'* anatomy and physiology textbook appears in the Adam Sandler movie, *Grownups*. When a female character is reminded to go study, Jenkins' textbook, *Human Anatomy and Physiology: From Science to Life, 2nd Edition*, is clearly shown. Professor Jenkins' textbook, now used by more than 100 higher education institutions in the United States, the U.K., and Asia, was also adopted last month by ITT Technical Institute (with more than 100 locations) for a new health sciences coursework.

The Health Sciences Boot Camp, which ran for two weeks this summer with Montgomery County Public School (MCPS) students, concluded a successful three-year grant project that involved many dedicated health sciences full-time instructors, writing in the discipline faculty, and health sciences support staff. With the grant funding, *Scott Youngblood* from MCTV and *Rose Aehle*, Boot Camp coordinator and the Radiologic Technology program coordinator, created a video, which has since won a Telly Award and Communicator Awards of Excellence in the categories of educational institution film/video and editing.

*Dr. Rita S. Kranidis*, Takoma Park/Silver Spring English professor, spent the summer as an external reviewer of proposals for the 2010 Fund for the Improvement of Postsecondary Education (FIPSE) Comprehensive Grant Competition. Dr. Kranidis was asked to serve in this important role by the Department of Education, which administers these grants.

Part-time professor *Lorain Hutchins* co-edited (with H. Sharif Williams) and published a special issue of the peer-reviewed *Journal of Bisexuality* on bisexualities and spiritualities. She is also working with co-editor Lani Ka'ahumanu and an intern from Towson University on a 20th anniversary update of the anthology, *Bi Any Other Name: Bisexual People Speak Out*. This book, which has been in print almost 20 years and is cited in many interdisciplinary college-level courses, was chosen as one of the 100 most influential LGBT books of 20th century.

*The Renaissance Scholars Honors Program* at Germantown received double the customary number of applications for the 2010–2011 program. This year's scholars range in age from 18 to 57 and represent a wide range of majors and geographic origin. Three students have participated in the Paul Peck Humanities Institute at the Library of Congress and the U.S. Holocaust Memorial Museum. One has starred in Broadway shows, including *Raisin in the Sun*, *Dream Girls*, *The Wiz*, and *Two Gentlemen of Verona*, and she teaches artistic methodologies at the BlackRock Center for the Arts. In addition, two scholars are veterans of the U.S. Navy and the Marine Corps.



Joan Naake, English professor, and Nancy Nyland, electronic resources/periodicals librarian, received a Make-It-Happen Innovation Grant (MIHIG) to fund educational enrichment experiences for the Renaissance Scholars. The Shakespeare play, "As You Like It," will be the first event, followed by a Saturday field trip to Mt. Vernon in October. Another excursion will include a museum visit in Washington, D.C.

## Speakers and Events

The Takoma Park/Silver Spring Campus hosted a cabinet meeting of Maryland Governor Martin O'Malley and his team. The group viewed the redeveloped downtown Silver Spring from the dance studio in the Cultural Arts Center. Concluding the meeting, Governor O'Malley declared Silver Spring "Capital for a Day." Students, faculty, and staff showed state legislators and cabinet members around the campus. Dr. Pinkney welcomed the governor to the campus, then met with Secretary of Education Lyons about higher education in Maryland.

On August 6, the Germantown Campus hosted a 20-member delegation of faculty and administrators from Sichuan Engineering Technical College (SETC), located in Deyang City, China. SETC has more than 12,000 students and 800 faculty. The SETC delegation learned how Montgomery College prepares students for the workplace. Vice President and Provost Sanjay Rai; Dr. Karen Roseberry, dean of student development; Dr. Collins Jones, Germantown biotechnology professor; Dr. Muhammad Kehnemouyi, Rockville engineering professor; and Dr. Barbara Hoberman, Rockville biology professor participated in the presentation, which included information about the Germantown Innovation Center (business incubator) and the planned Science and Technology Park.

The twelfth annual Chautauqua event "Beyond Boundaries," was held in Germantown July 7–9, 2010. The event featured actor-scholars in the roles of Supreme Court Justice Thurgood Marshall, landscape architect Frederick Law Olmstead Sr., and Sacagawea, interpreter and guide for the Lewis and Clark expedition. Sponsored in partnership with the Maryland Humanities Council and coordinated by Cindy Ray and Dr. Joe Thompson of the Germantown Humanities, Social Sciences, and Education Division, the event drew more than 650 people to the campus over the three evenings. Additionally, performances were broadcast via MC's Cable Channel 10, making them available to more than 210,000 Montgomery County households.

The Paul Peck Humanities Institute has been selected for the third year in a row to co-host the One Maryland/One Book Author Tour. This year's event features the novel *Outcasts United* by author Warren St. John. St. John will speak at the Montgomery College Cultural Arts Center at the Takoma Park/Silver Spring Campus on Tuesday, September 28 at 7 p.m. A book signing and opportunity to meet the author will follow.

## Grant/Development Support

Montgomery College received a grant from the U.S. Department of Education of up to \$1,192,480 to continue services to students over the next five years through the Student Support Services TRIO program. The grant provides academic and other support services to low-income, first generation, or disabled college students to increase retention and graduation rates, facilitate transfers from two-year to four-year colleges, and foster an institutional climate supportive of the success of low-income and first generation college students and individuals with disabilities. The Grants Office plans to secure \$8–\$10 million in public grants in FY11.

Montgomery College has recently been awarded \$195,229 by the National Institutes of Health for FY11 funding of our successful Biomedical Scholars Program. This is the program's tenth year of funding, according to Dr. Barbara G. Hoberman, principal investigator and director of the program.



The family of Sandra “Sandy” Shmookler, a longtime Montgomery County Public Schools (MCPS) educator who passed away in April, made a \$25,000 scholarship endowment gift to the Montgomery College Foundation.

Nancy Aldous, a former MCPS staffer, has made a \$50,000 gift annuity to the Foundation. Nancy and her late husband were involved in automotive education at MCPS.

Montgomery College recently secured a two-year grant totaling \$200,000 from The NASDAQ OMX Educational Foundation to support an existing endowed scholarship fund for students participating in the Gordon and Marilyn Macklin Business Institute Honors Program (MBI) at Montgomery College. This is the foundation's second grant to Montgomery College. The NASDAQ OMX Educational Foundation started an endowed scholarship fund with the Montgomery College Foundation in 2008, in memory of Gordon Macklin, the former president of the National Association of Securities Dealers and founder of The NASDAQ Stock Market. The NASDAQ recognized this sizable donation earlier last month by displaying the College logo prominently on the NASDAQ MarketSite Tower in New York City's Times Square.

The College has also been awarded a \$15,000 grant from the Community College Caregiver Training Grant, funded by MetLife and administered by the International Longevity Center. It will provide funding for program and scholarship support in WD&CE Health Sciences for a Home Companion and Dining Assistant course.

Montgomery College will use a \$10,000 grant from the Verizon Foundation to support scholarships for students studying for a career in education. With this funding, the College will award a total of 20 scholarships worth \$500 each to students working toward associate's degrees in early childhood education, elementary education, and secondary education, or to students planning to transfer to four-year institutions to pursue bachelor's degrees in teaching.

