

Faculty Handbook 2025 - 2026 New Faculty Orientation

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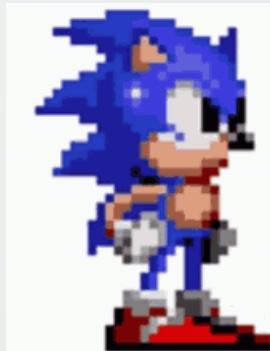
Welcome and Congrats!

- Which disciplines do we represent?
- What brought us to MC?
- What are you most looking forward to?
- What is your favorite experience as an educator?



What are the keys to your success @ MC? TIPS & TRICKS

- **Never forget that student success is #1**
- **Faculty's health & wellness:**
 - if you aren't well then you can't support your students
- **Creative thinking/problem solving:**
 - try new things
 - stay updated on your discipline
- **Collegiality and collaboration**
- **What tips do you have as an educator?**



Goals

(Strategic Plan in practice)

1. Community + College
2. Support and defend diversity and “belonging”
3. Innovate and increase effectiveness
4. Make it practical; make it “real” (philosophers, don’t start.)

**What are some ways to do this in your classroom?
Or, in your department?**



Our Values

- **WE** are a community that emphasizes belonging. We believe in giving every individual what they need to succeed (**Equity and Inclusion**).
- **WE** conduct our teaching and service duties with distinction (**Excellence**) in an ethical and trustworthy manner (**Integrity**).
- **WE** are dedicated to social justice and updating learning environments, the curriculum, and student services (**Innovation**) to meet the changing needs of our community (**Adaptability**).
- **WE** respect and sustain the environment (**Sustainability**).
- **WE** conduct ourselves with civility, courtesy, and professionalism in all our interactions (**Respect**).

Curriculum, Syllabus, Pedagogy

Let's talk about what we do: TEACH.

- Why do you do what you do?
- Degrees: Associate's, Associate of Arts (AA), Associates of Science (AS), " of Applied Science (AAS), " of Arts in Teaching (AAT), " of Fine Arts (AFA), and multiple Certificates.
- What's a community college?
- **Transfer VS Vocational:**
 - What does the student want?
- Advise, advise, advise



Curriculum, Syllabus, Pedagogy

Let's talk about what we do: TEACH.

- **Curriculum:** multidimensional from courses, content, experiences, design, philosophy; discipline, curriculum committee, administration; assessment
- **Syllabus:** template available; discipline/dept sharing course outline; goals, **outcomes, description**, policies, procedures. Be precise.
- **College Catalog:** outcomes and description



Curriculum, Syllabus, Pedagogy

GDES 210 - Graphic Design I



An introduction to visual thinking with an exploration of graphic design principles and practices, concept development, typography, composition, process, vocabulary, materials, and methods. Students develop problem-solving skills, creating, combining, and manipulating text and images while employing traditional and electronic design techniques. **PREREQUISITE(S): ARTT 100 and ARTT 102, GDES 116**, or consent of department. *Assessment Level(s): ENGL 101/ENGL 011. Two hours lecture, three hours laboratory each week.*

3 semester hours

Course Outcomes:

Upon completion of this course, a student will be able to:

- Apply the creative process of making thumbnail sketches, roughs, and comprehensives.
- Employ formal elements and principles of art and design.
- Utilize the specialized language of art and design when discussing one's own work as well as the work of others.
- Analyze type and image selection and appropriateness for individual projects.
- Use traditional and digital graphic design tools to create effective visual communications.
- Identify the importance of grid systems and hierarchy of information in visual communication.
- Apply measurement systems and terminology used by typographers and graphic designers.
- Evaluate the creative accomplishments of other people and cultures, past and present in the development of graphic design.

This is the formal curriculum that **MUST** be included in the syllabus by all those who teach the course.

Assignments? Schedule?

Syllabus vs Common Course – Discipline Dependent

Curriculum, Syllabus, Pedagogy

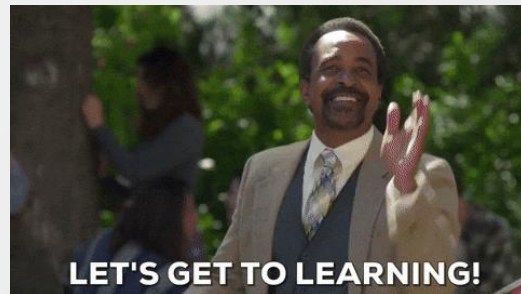
So what is Pedagogy?

- **Oxford says:**
 - Instruction, discipline, training; a system of introductory training; a means of guidance.
 - The art, occupation, or practice of teaching. Also: the theory or principles of education; a method of teaching based on such a theory
 - Theory & Praxis
 - **How will you teach according to the course description and achieve the outcomes?**

Teaching

Flip it, keep it fresh, collaborate, offer students choices, be creative, consider neurodivergent learners (good for everyone!)

- How have you done this in the past?
- What plans do you have to change things up?
- It's ok and better if the course is in **YOUR VOICE; TAKE OWNERSHIP.**
- Universal Design Learning (MC Center)



Teaching

- Universal Design Learning (MC Center)



Equitable Use

The design is useful and inviting to people with diverse physical and mental abilities, ensuring that everyone can benefit equally.



Flexibility in Use

The design accommodates a wide range of individual preferences and abilities, allowing users to choose how they interact with it.



Simple and Intuitive Use

The design is easy to understand, regardless of the user's experience, knowledge, or concentration level.



Perceptible Information

The design communicates necessary information effectively, regardless of ambient conditions or the user's sensory abilities.

Teaching

- Universal Design Learning (MC Center)



Tolerance for Error

The design minimizes hazards and the adverse consequences of accidental or unintended actions.



Low Physical Effort

The design can be used efficiently and comfortably, with minimal fatigue.



Size and Space for Approach and Use

The design provides appropriate size and space for approach, reach, manipulation, and use, regardless of the user's body size, posture, or mobility.

Teaching

Multiple Means of Engagement

Engage learners by stimulating their interests, offering them choices, and creating environments that are motivating and supportive. By considering the varied preferences and emotional connections of learners, this principle helps maintain their motivation and perseverance.



Neuroscience:

The brain's affective networks in the limbic system control emotions and motivation, influencing how learners connect with the material, sustain engagement, and persevere in learning.

— Real-Life Examples

- Teaching and Learning: Guiding students to find real-world examples and case studies that relate to both the content and their future career paths.
- Staff: Providing options to participate in training sessions in various formats, such as in-person workshops, live webinars, or self-paced online courses.

Multiple Means of Representation

Present information in different ways to address the diverse sensory and cognitive needs of learners. This principle helps ensure that all students with multiple learning styles can perceive, understand, and internalize the material.



Neuroscience:

The brain's recognition networks in the occipital and temporal lobes process and interpret sensory information. These networks help learners identify, categorize, and understand the material, enabling them to perceive and grasp content presented in various formats.

— Real-Life Examples

- Teaching and Learning: Using a combination of text, videos, diagrams, spoken explanations, and hands-on manipulatives to teach a concept.
- Staff: Providing manuals and policy updates through both live workshops, written documentation, and interactive online modules.

Teaching

Multiple Means of Action and Expression

Provide learners with various options for demonstrating what they know, accommodating different abilities and preferences. This principle supports the development of strategic skills and allows students to express their understanding in ways that align with their strengths.



Neuroscience:

The brain's strategic networks located in the frontal lobes are responsible for planning, organizing, and executing actions. These networks enable learners to set goals, problem-solve, and demonstrate their understanding in diverse ways, allowing them to effectively express what they know.

— Real-Life Examples

- **Teaching and Learning:** Offering students different assignment options aligned to a common rubric, such as a presentation, essay, or creative project.
- **Staff:** Encouraging staff to complete required training by engaging in role-playing scenarios, taking quizzes, or working on collaborative projects enables them to demonstrate their learning in ways that suit their skills and work styles.

Classroom Management



Classroom Management / Policies

Some other important things:

- **Textbooks:** unless required by your discipline, keep cost down!
- **Exams:** see online calendar/schedules for mid-term and final exam schedules
- **Attendance policies:**
 - **Instructors:** contact Chair and Dean; Workday Request
 - **Students:** excessive absence is defined as one more absence than the number of classes per week during a fall or spring semester

Classroom Management / Policies

Some other important things:

- **Student behavior and concerns:** Stay calm; Speak to your Chair; BIT (Behavior Intervention Team)
- **Use of e-mail:** only use work e-mail with colleagues and students

Team Organization

It's... complicated. But, here's an example:

If you are requesting an absence from your course:

- **CHAIR:** Let your Chair know (with as much of a heads up as possible; together you will discuss alternatives for your course; find a substitute, etc.
- **DEAN:** Then, request the absence in Workday system – your Dean is your supervisor and will approve
- The Chair is your strongest supporter and your link to administrators, as well as to your colleagues and students. Do not hesitate to reach out to them for support. You are not alone.

Team Organization

Example:

STUDENTS!!!!

Department: Visual and Performing Arts Department @ TPSS campus

Faculty

Chair – supervisor of Part-time Faculty, staff

Dean Trezza – supervisor of Full-time Faculty and Chair

- **AREA:** Visual, Performing and Media Arts (VPMA)
 - **Containing:** Art and Design, Performing Arts, departments College-wide
- **VP Campbell** – supervisor of Dean
- **ACADEMIC UNIT:** Liberal Arts and Education
 - **Containing:** areas of VPMA, Education and Social Science, English Language and Communication, English and Reading,

EDUCATING IS PRAXIS



Emory Douglas, 2017, former artist of the Black Panther Party



MONTGOMERY COLLEGE

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