



## Structured Remote Teaching (SRT) Training

As schools throughout the country prepare for the fall semester, the success of students will hinge in part on the preparedness of the faculty. Specifically, pedagogical and technological preparedness.

Montgomery College was impacted like every other educational institution by COVID-19 beginning in March. Faculty who historically had not used various online tools had to scramble to move into a remote environment. It was the Wild West of online teaching. Whatever worked to keep students engaged was fair game: video, email, telephone, texting apps, learning management system and even traditional snail mail.

Jeff Selingo, in a July 16 article in *The Chronicle of Higher Education*, said that instead of institutions worrying about Plexiglass and other virus barriers, leaders should turn their attention to embracing remote learning. "If colleges continue to succumb to shortsightedness and have nothing to offer next semester but another diminished online educational experience, the repercussions could be felt for years to come," Selingo wrote.

Playing to its strength of agility and realizing that an unfocused approach could not continue into the summer and fall, Montgomery College decided in the spring that summer and fall classes would be fully online or in a remote setting. The College embarked on a Herculean task of training all faculty who never taught online for remote teaching. As a result, a seven-week required Structured Remote Teaching (SRT) training was developed by a team of faculty, staff and administrators and offered to about 700 full-time and part-time faculty using CARES Act funding. Participants received instruction rooted in best practices and guidance from a team of instructional designers and 31 faculty mentors.

This training, offered by the ELITE, combined synchronous and asynchronous components to focus on pedagogy and technology. Course design and training

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### Online learning at MC has received high rankings and national recognition:

Ranked #1 in best online community colleges in Maryland by Guide to Online Schools (2020).

Ranked 12th best college in the nation to earn your online computer science AA degree by TheBestSchools.org (2019).

Ranked 12th in the nation among community colleges for online learning by BestColleges (2018).



were centered around student engagement, with participants being reminded throughout that students would be coming to classes with the pandemic and social unrest playing out in the world around them.

Training that were offered in SRT included Blackboard Essentials, Collaborate Ultra and Zoom, Text Editor, Assessments, Grade Center, Communication Tools, Embedded Support Resources, and Discipline-based Best Practice.

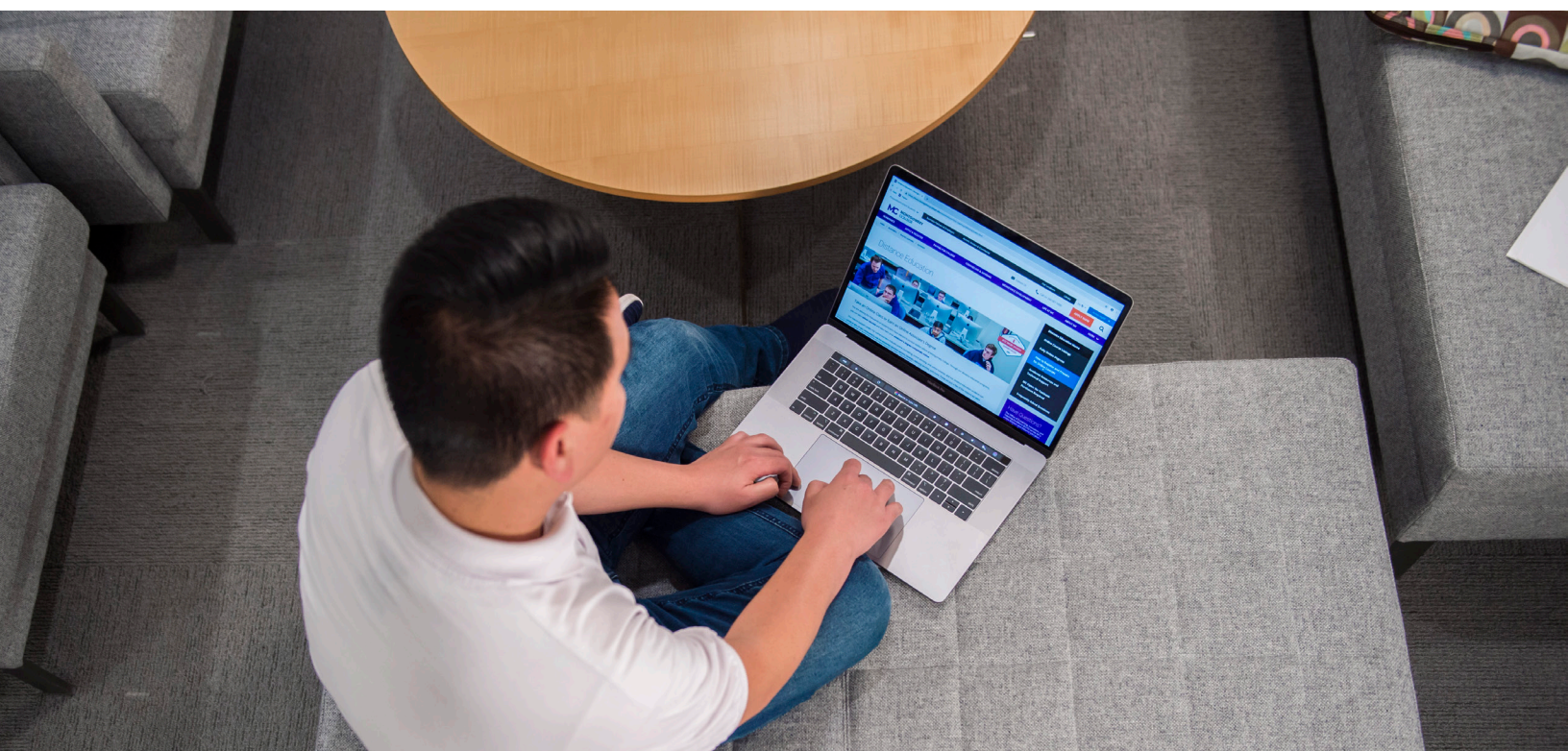
While the training was not prescriptive in nature, each section or module did require participants to complete a quiz. A capstone project had to be developed that included learning modules, communication tools and assessments. Only after completion and successful review by an instructional designer was the faculty approved to teach in the upcoming semesters.

It was important for college leadership to emphasize that while faculty were not expected to have a cookie-cutter template for each course, students would benefit from having courses that were easy to navigate. This common student experience is expected to aid in course retention and completion.

The faculty at Montgomery College responded in incredible ways. While they acknowledged the training was intense, they also understood the pedagogical transformation within their courses. One part-time faculty recently stated that he compared the course he created this summer with his emergency remote course, and the contrast was numbing. Another participant stated, "SRT training has taken face-to-face teaching to a new and higher level. Professors, even professors who would have been considered well organized in a traditional classroom setting, must think through every "move" to weave classes seamlessly so that student interest is maintained, especially in long evening classes." And yet another said, "No one likes change, but (this training has) done an incredible job at facilitating an unbelievable pivot to the future in the midst of a very trying time."

While this initial training has been successful, we realize that if we are to meet the complex needs of our students moving forward, we will have to continue to re-imagine education. SRT 2.0 will include an even stronger focus on the academic disciplines and the content faculty deliver. Program advising will be take center stage. Online support services such as tutoring and embedded coaching will be enhanced.

Montgomery College has leaned into remote learning. Post-COVID we will be an institution that will be able to boast about even stronger academics and support services.





## Professional Week Takes on New Look

With the College moving to remote teaching and learning last spring, both the May and August Professional Week schedules took on a new look, both highlighted by a speaker series that featured external and internal presenters who were engaging, thought-provoking and engaging.

Professional Week in May focused on teaching and learning in a remote environment and was attended by almost 1200 participants. Dr. Katie Linder (picture above) spoke to cultivating resilience in challenging times, Dr. John Beyers talk about teaching and learning STEM online and Dr. Thomas Bailey presented on hope and planning our outcomes. Dr. Collins Jones from Montgomery College gave an overview of COVID-19. Recordings of the presentations are available on the [ELITE Hub website](#).

Fall Professional Week also featured external and internal speakers and was attended by more than 1100 employees. Jeff Selingo talked about the changing nature of higher education in this pandemic, while Linder and Stephanie Will focused on self-care for both ourselves and our students.

The Fall Professional week also featured two panels, one of students and the other of faculty/chair/dean. The panels discussed systemic racism and how higher education can help fight the problem. Additionally, a panel of faculty who completed Structured Remote this summer demonstrated their sites as they talked about creating teacher presence in a remote environment. Several of the presentations were recorded and can be viewed on the the [Hub Professional Week - Fall 2020 webpage](#).



## **MC is Awarded a Partnership with the new United States Navy Community College (USNCC)**

Last fall, the College was invited to attend the United States Navy Industry Day in Annapolis. The Industry Day, which later took place in February, was an orientation to their proposed community college program. The stated goal of this program was to create an online “community college” for its active duty personnel.

For the Navy, the goal remained the same but the structure and process changed. After much discussion at the Industry Day, and soon thereafter, the Navy changed the focus of the program from hosting a community college to providing a network of able and willing providers of higher education to its active service personnel.

In mid-spring, both two-year and four-year colleges from around the country were invited to apply for one of the slots. In late July, Montgomery College was notified that it was awarded one of the numerous slots in this grant. Details are now being worked out to put this program in place.

It is expected that Navy/Marines/Coast Guard personnel would apply and register for instruction at MC in its existing, and perhaps expanded, online credit course offerings.

Before the ELITE Spring 2021 Newsletter is published, we may see active Navy, Marines, or Coast Guard personnel in our class rosters as a result of this initiative. This is the goal that we share with the United States Navy.

ELITE will inform the College of any developments in this program. Please stay tuned!

## **MC Offers Third United Nations (UN) Sustainable Development Goals (SDG) Open Pedagogy Faculty Fellowship**

In its deep commitment to educational accessibility, equitability, and student engagement, Montgomery College is offering the United Nations (UN) Sustainable Development Goals (SDG) Open Pedagogy Faculty Fellowship for a third year.

The conceptual framework on which this fellowship is based is the set of 17 UN goals that address a wide range of social issues, such as poverty, inequality, climate change, and peace and justice. These SDGs are designed to achieve and maintain social justice and a sustainable future, with a target year of 2030 to achieve each goal.

Montgomery College is committed to supporting global justice through international partnerships in which faculty can work across institutions to maximize global impact. The College continues to partner with Kwantlen Polytechnic University in British Columbia, Canada, and it has also added the Maricopa Community College system in Arizona and SUNY Delhi in New York to its collaboration network.

This cohort of 41 faculty fellows met over the summer to design renewable assignments aimed at combatting poverty, improving education, reducing inequalities, improving health and well-being, and many more. These fellows represent 24 disciplines and were divided into 16 interdisciplinary, cross-institutional teams. Their assignments will be deployed during the Fall 2020 semester, and a Student Showcase will be held in February 2021.

# Professional Development Announces FY21 Schedule

Cohorts will begin in the Spring semester with face-to-face classes (as of now). The Leadership Development Institute will not be offered in FY21. Watch for it in FY22!

Register for the cohort programs and pathways below using MC Learns. You must register for the cohort to obtain an application and follow the instructions.

## Cohort Programs

- [Developing the Skillful Supervisor](#) (New)
- [MC Management](#)
- [Tapestry Institute for Intercultural Intelligence](#)
- [Global Leadership Cohort](#) (New)

## Learning Pathways

- [Change Management: Moving to the Next Level](#)
- [Communicating Professionally in the Workplace](#) (New)
- [Communication and Conflict](#)
- [Customer Service](#)
- [Effective Committees](#)
- [Equity and Inclusion](#)
- [Management](#)
- [Media and Information Literacies](#) (New)
- [The Valuable Employee](#) (e-courses)

You can visit the [ELITE Employees Professional Development webpage](#) to obtain details about these cohort programs and learning pathways!







## Faculty Spotlight: A Q&A with Professor David Fallick, English Language for Academic Purposes (ELAP)

**Tell us briefly how and when you came to MC, what you teach and what campus do you teach from when you teach at MC. Are you full time or part time?**

I was teaching adult education ESL at another school and wanted to talk to somebody about making teaching ESL into a career. I called the department and was told I needed to talk to Bill Walcott, who was chair at the time (Our beloved colleague and friend, of blessed memory). During the conversation, he said I could start there and teach a couple of classes the next semester, which was Spring 1994, without me even asking about teaching at MC. I was very happy. Eventually, I went back to school for my M.Ed in TESOL and was hired to be full time (2001). I have always been thankful to Bill for giving me those classes and hiring me part-time, believing in me and giving me encouragement. I am also thankful to Kirsten Shumway (may she rest in

peace) for transferring me to Bill when she answered the phone that day I called. I teach ELAP at Rockville.

**What do you enjoy most about teaching at MC, and why?**

I enjoy most being in the classroom with my students. That is what I set out to be at the very beginning of my teaching career: an effective classroom teacher. I also enjoy it because I like working with groups of people. I hope to be able to have the opportunity to specialize in teaching students with learning disabilities in the future.

**When the COVID-19 virus spread through the country last winter and early spring did you have any thoughts about how this would affect you and specifically how it would affect your teaching?**

Not at first, but when we were notified classes were being canceled, I was stressed wondering how it was going to work. The two weeks turned into the rest of the spring semester, and I got through it with help from some incredible colleagues.

**Suddenly, you were offered a path to teach online in real time. What were your initial thoughts about that? Did you have any serious concerns about what the College was offering? Were you comfortable using online systems, in general? Were there any major obstacles in your way on this “path?”**

I am a classroom teacher first and foremost, so it was really hard for me to not be able to be in class and the whole stay-at-home thing was/is hard. I do not really enjoy using online systems in general, but I also like not being put at risk of getting infected with the Corona virus. So, I figure I'll use them until it is safe to return to campus. Being on campus is where I get my joy—from being with my students AND my colleagues. The major obstacle on this “path” of working through the Internet was not knowing how to and not being with people in person.

**It has come to our attention that you did quite well in the Structured Remote Teaching Program (SRT) that the College developed to help faculty who taught primarily in face-to-face settings to teach online. Can you tell us what you did to gain this recognition?**

I worked hard. I tried to get all the requirements in. I also used headings so that students with assistive technology would have an easier time using the course site. I also made sure to take as many notes as possible when watching the presentation videos because the steps to do things would have been impossible to remember otherwise. And when I needed help or wanted to have someone check over what I did, I asked. And, you know, the people with the expertise gladly made themselves available to help me. I am very much appreciative of that.

**We will prepare many more faculty members in the coming years to teach online so it would be great if you had any recommendations for them. Do you?**

I would recommend that they take notes, have directions printed out or otherwise readily available when working on the requirements, and ask for help when they need it. Don't hesitate to and don't be shy about asking questions or for other assistance.

**In the SRT program you were introduced to two online systems – Blackboard Collaborate Ultra and ZOOM. For you, what is the preferred platform and why?**

I was going to use Collaborate just for something new, but I will be using Zoom for the upcoming fall semester because I got some experience with it during the spring.

**As you move forward into online teaching what do you think are the biggest changes and challenges facing you and your students?**

I think the biggest changes and challenges to myself and to my students is that online teaching is not a substitute for in-person classes/education. There are things about and benefits to actually being in class in person that cannot be replicated through any technology.





# Professional Development Year In Review

July 1, 2019 - June 30, 2020

## ELITE

**882** total workshops  
**5,276** workshop completions

## MC Required Trainings

Data Security  
**2,055** completions

Diversity Awareness  
**2,080** completions

Active Threat  
**1,985** completions

## Employee Professional Development by ELITE

### Professional Development Completions

#### Academy for Teaching Transformation

Fall 2019 (5 series) — **27**

Spring 2020 (4 series) — **26**

**Blackboard (Bb) Collaborate** — **640**

**Blackboard (Bb) Essentials** — **168**

#### Cohort Programs

Dialog Circles—**56**

Leadership Development Institute (LDI) — **65**

MC Management — **45**

Tapestry — **27**

The Global Supervisor—**37**

**Learning Pathways** — **152**

**Lynda.com** — **2,447** courses completed

#### Online Teaching Training\*

7-week course for Part 2 — **27**

Accelerated independent study for Part 2 — **12**

Tested out of training — **3**

Common Courses — **12**

*\*55% completed by accelerated options, either independent study or testing out*

#### Quality Matters

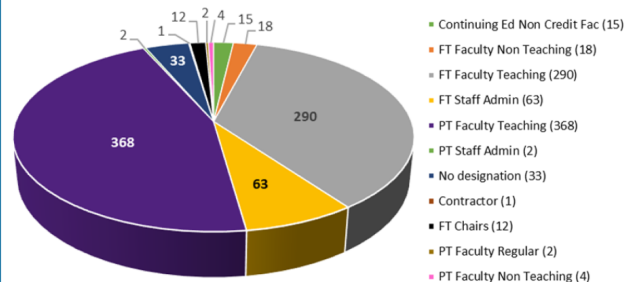
QM Course Certifications — **1**

QM Re-certifications — **1**

### In Progress/Upcoming

Additional Badging  
ELITE/GHI Partnership  
Extended New Faculty Orientation  
Faculty Fridays  
Global Partnerships/Sister Cities  
Structured Remote Teaching Training

### Participants Completing Bb Collaborate & Essentials



### Course Information

Fall 2019 distance sections — **403**

Spring 2020 distance sections — **382**

Spring 2020 % faculty using Bb — **99.7%**

Spring 2020 % students using Bb — **99.8%**

Spring 2020 Z-sections success rate compared to non-z sections\* — **80% vs. 81%**

*\*based on ABC grades*

### Successfully Completed

Additional Z-Degrees  
Ask ELITE  
Badging/Microcredentials  
Emergency Remote Teaching Training (for Covid-19)  
Hosting an Ethiopian Delegation  
Library Reorganization *plus* new Director hired  
Student Success Network & Teaching and Learning Committee  
Summer Professional Week Speakers Program  
UN SDG - Open Pedagogy Fellowship



## Upcoming Webinars from MarylandOnline

Below are descriptions of Webinars that are free to all faculty and staff from MarylandOnline.

**Tending the Teacher: Self-Care for Faculty**, Wednesday, September 23, 2020, 10:00 a.m. to 11:00 a.m.

Like many others in the academic community, faculty are experiencing high levels of stress, uncertainty, and emotional strain this year. We are juggling unusual and rapidly shifting circumstances and working to help our students adapt to changes in their lives as well. In this session, Maryland University of Integrative Health professors Bevin Clare and Camille Freeman will share tips for navigating these circumstances as smoothly as possible. Visit [Tending the Teacher FA2020](#) to register.

**Flex Courses**, Wednesday, September 30, 2020, 10:00 a.m. to 11:00 a.m.

Join us for an interactive session where presenters will discuss their journey in the development and implementation of “Flex” or “HyFlex” courses, which allow students and participants to join and attend classes in the format they prefer: face-to-face and/or online, synchronously and asynchronously, or any combination of these methods of attendance throughout the semester. Presenters will share the process, technology tools used, and lessons learned in implementing these highly accessible and flexible courses. Go to [Flex Courses FA2020](#) to register.

**Zoom In for Success**, Tuesday, October 6, 2020, 10:00 a.m. to 11:00 a.m.

Discover effective ways to use Zoom’s features to engage students. Learn about breakout rooms, white boards, screen and video sharing, polling, scheduling tips, and more! Visit [Zoom in for Success FA2020](#) to register.

**Resources to Support Remote Teaching and Learning: Using the M.O.S.T. Commons**, Tuesday, October 13, 2020, 11:00 a.m. to 12:00 p.m.

The Coronavirus pandemic continues to cause major disruptions for Maryland’s institutions, faculty, and students. We recognize the challenges of preparing programs and courses for remote delivery and are encouraging faculty and staff to consider the Maryland Open Source Textbook (M.O.S.T.) Commons as a resource for locating and collaborating around openly-licensed educational resources to support learning. During this webinar, we will showcase the new resources, features, and initiatives being supported through the M.O.S.T. Commons; discuss how it can help institutions and faculty find high-quality digital materials; and highlight the ways the M.O.S.T. team can support your efforts to provide and share quality open-licensed resources. Visit [Using the M.O.S.T. Commons FA2020](#) to register.

**MOLLI Webinar - From Surviving to Thriving with Your Online Program**, Thursday, October 29, 2020, 10:00 a.m. to 11:00 a.m.

Administrators, faculty, students, and staff were thrust into a totally remote/online learning environment last spring as a result of COVID-19. Most of us were “dancing as fast as we can” to simply survive this abrupt transition. This year, with foresight and the lessons of spring 2020 in our minds, it is possible to rebuild our remote/online learning programs to meet faculty and student expectations and achieve significant improvements in learning metrics. Join us for this informative webinar to hear from faculty, support staff, and administrators from exemplary online institutions on how to make the shift from barely surviving to thriving in the new “normal” classroom. Visit [MOLLI – Surviving to Thriving FA2020](#) to register.

**Got You, Not Gotcha: Promoting Integrity Through Best Practices in Online Learning**, Thursday, November 5, 2020, 10:00 a.m. to 11:30 a.m.

In this session, UMGC professionals from course development, curriculum design, academic integrity, writing instruction, and educational technology will share strategies to enhance the student experience and motivate students to work with greater integrity in the online environment. The team will use participant examples to demonstrate adaptation of face-to-face learning activities to high-quality online experiences. Visit [Promoting Integrity Through Best Practices FA2020](#) to register.