Welcome to Montgomery College!

New Faculty Orientation
January 8 – 12

Facilitators:

Monique Davis
Dean, Health Sciences, Health, and Physical Education

Tom Cantu
Instructional Designer
Office of E-Learning, Innovation and Teaching Excellence (ELITE)

MONTGOMERY COLLEGE

Outcomes

At the conclusion of this orientation participants will be able to:

- Identify two or three MC colleagues to whom they can turn for information and support

- Access essential resources for students and faculty

- Describe MC's culture of radical inclusion and student success

MC
MONTGOMERY
COLLEGE

2.1 Deep Dive with MC Data

Office of Institutional Research and Effectiveness (OIRE)

https://www.montgomerycollege.edu/offices/institutional-research-and-effectiveness/index.html

John Hamman, Chief Insights Officer

MC
MONTGOMERY
COLLEGE

Deep Dive with MC Data

John Hamman, Chief Analytics & Insights Officer
Debbie Van Camp, Director of Policy & Planning

January 11, 2024

MONTGOMERY COLLEGE

Transformation Aspirations

▪ ACCESS

o Deliberate work in the community to create a college-going culture.

▪ COMPLETION

o Ensure that credentials the College offers provide experiences of economic, social, and community impact.

▪ POST-COMPLETION SUCCESS

o Ensure students have skills to ensure success on their journey and the ability to earn a family sustaining wage.

Transformational Aspirations Dashboard

The bold set of transformational aspirations that will guide the College for the next decade focuses on engagement with internal and external stakeholders and identifies social, economic, and community impacts that will transform lives and society. These aspirations can be broken into three components: **access**, **completion**, and **post-completion success**.

- **Access** is not simply opening the doors of the institution to those interested in attending. Instead, it is deliberate work in the community to create a college-going culture across the county, and especially in those areas where going to college has historically been the exception instead of the expectation.
- **Completion** is not just about earning degrees. The College must ensure that all credentials that the College offers provide experiences of economic, social, and community impact.
- **Post-completion success** is our institutional ability to transform lives. When students leave MC, whether they are transferring to another school or entering the workforce, they need to have mastered skills that will ensure success on their journey and allow them to earn a family sustaining wage.

Each aspiration is accompanied by aims—that is, specific and measurable targets, which we want to realize in 10 years. These aspirations are ambitious, big ideas that will have a deep and lasting impact on the communities of Montgomery County.
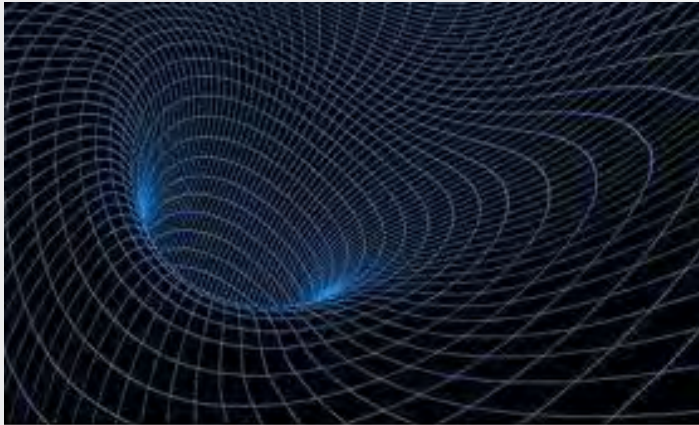
Outcomes!

3 Goal	2 Supporting Strategies	1 Intended Outcomes
	4 Indicators	
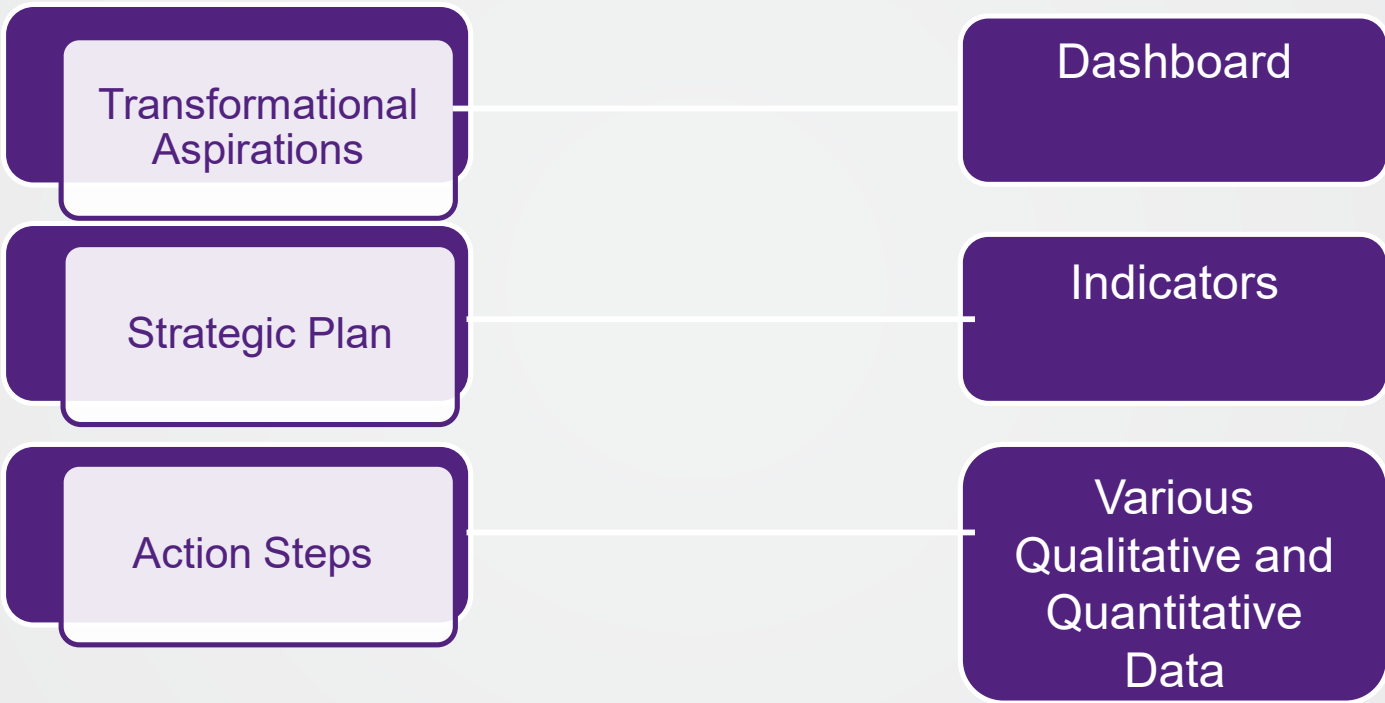
Enhance connections between MC and our community

Unduplicated fiscal year headcount	39,757
Unduplicated students taking courses at the East County Education Center	0
Students enrolled in dual enrollment	1,506
Percentage of 6th grade MCPS students that have attended an MC outreach event	0
Percentage of students with an academic plan for the current year	
Voting rate of MC students	58%
Percentage of MC students facing any basic needs insecurity	57%

Cultivate a sense of belonging for everyone at the College

Graduation Rate	18%
Transfer rate to baccalaureate institutions	43%
Employee engagement	62%
Student satisfaction surveys	
Percentage of students participating in extracurricular or co-curricular activity	
Annual retention rates for employees	84%
Annual retention rates for students	66%

Enhance educational and organizational effectiveness

Annual average number of qualified applications per position advertised	16
Percentage of positions filled by current college employees	40%
Annual general education proficiency rates	
Number of sections cancelled during ongoing registration	
Annual number of employee non-retirement separations from the College	97

Increase economic impact for our students and community

Graduation rate	
Licensure pass rate	78%
Annual number of students participating in internships, experiential learning, or apprenticeships	
Annual number of students having completed both credit and noncredit courses at MC	972
Percentage of credentials that map to family sustaining wages within five years of completion	

Why focus on data?

Analytics Can Save Higher Education. Really.

A Joint Statement on Analytics from:

AIR   EDUCAUSE   NACUBO

We strongly believe that using data to better understand our students and our own operations paves the way to developing new, innovative approaches for improved student recruiting, better student outcomes, greater institutional efficiency and cost-containment, and much more.

Data don't speak for themselves, and they never talk to strangers!

We All Need to Be Data People

By Archie P. Cubarrubia | OCTOBER 13, 2019

Although there is a lot of institutional, state, and federal data that could be used to improve student success, few people at colleges know how to make sense of it. More important, even fewer know how to use it effectively.

What does our student body look like?

MONTGOMERY COLLEGE

17,780
Total Number of Credit Students

Change From Previous Year
▲ 3.8%

3,566
First Time Ever in College

Change From Previous Year
▲ 9.4%

65.1%
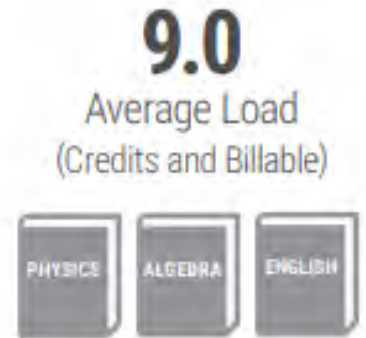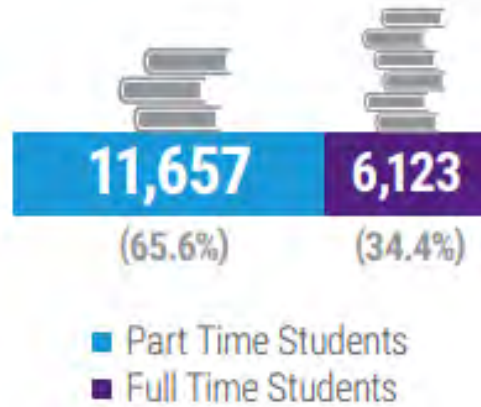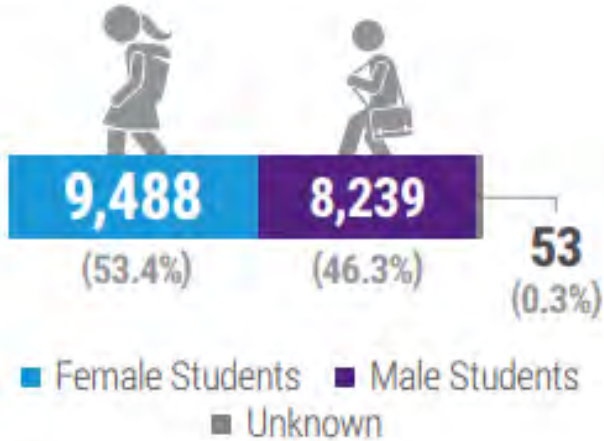Fall 2022 to Fall 2023 Retention of New Students

MC FALL REGISTRATION

1,965
High School Dual Enrollment

23.1
Average Student Age

montgomerycollege.edu/offices/institutional-research-and-effectiveness

Fall Headcount Percentages over time
5 largest race/ethnicities

Fall Headcount – Fall 18 to Fall 23

24
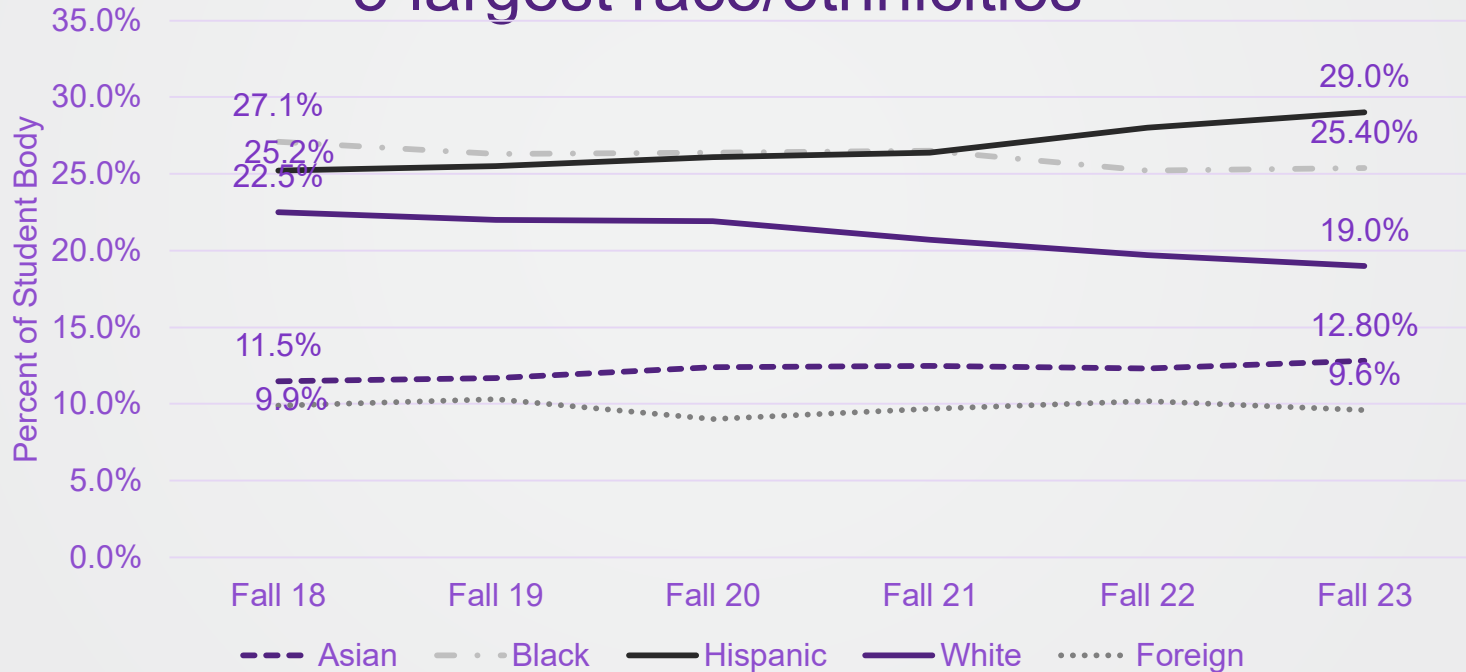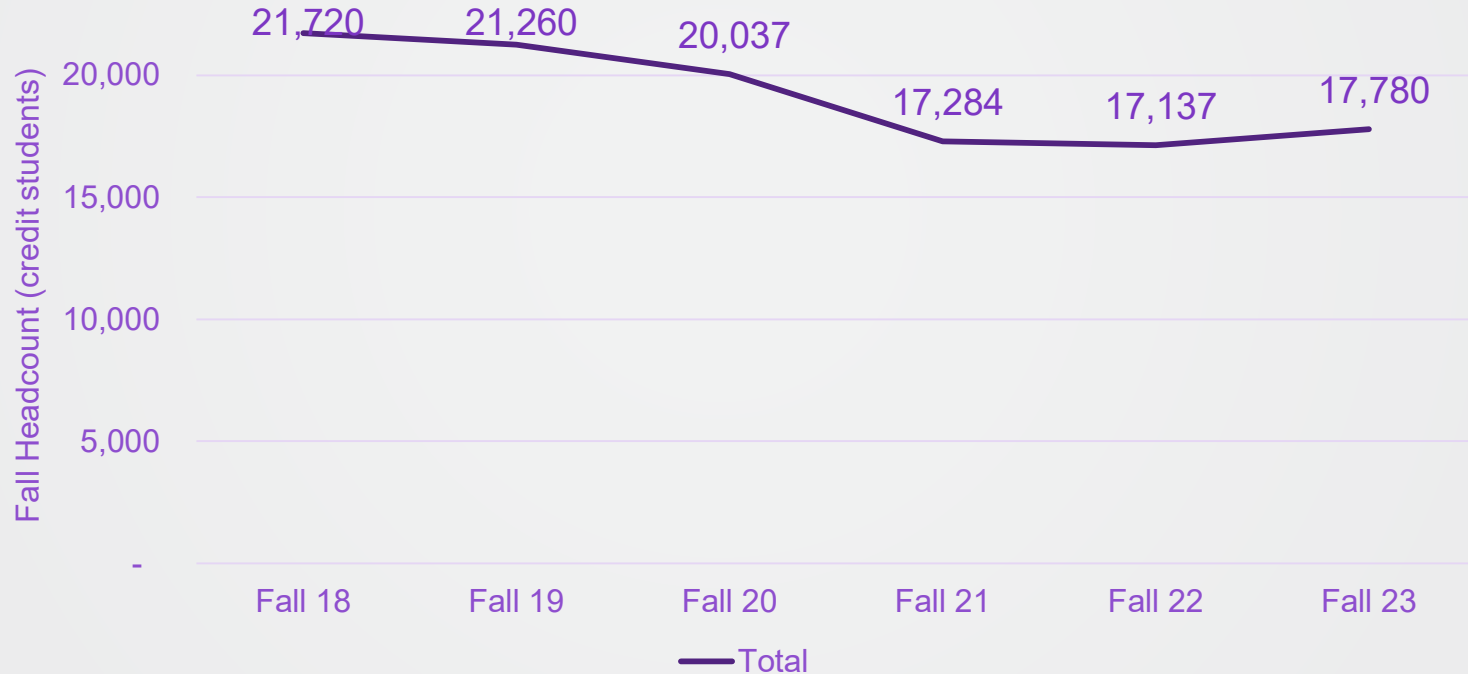
Fall Headcount – Fall 18 to Fall 23

Fall Enrollment by 3rd Week
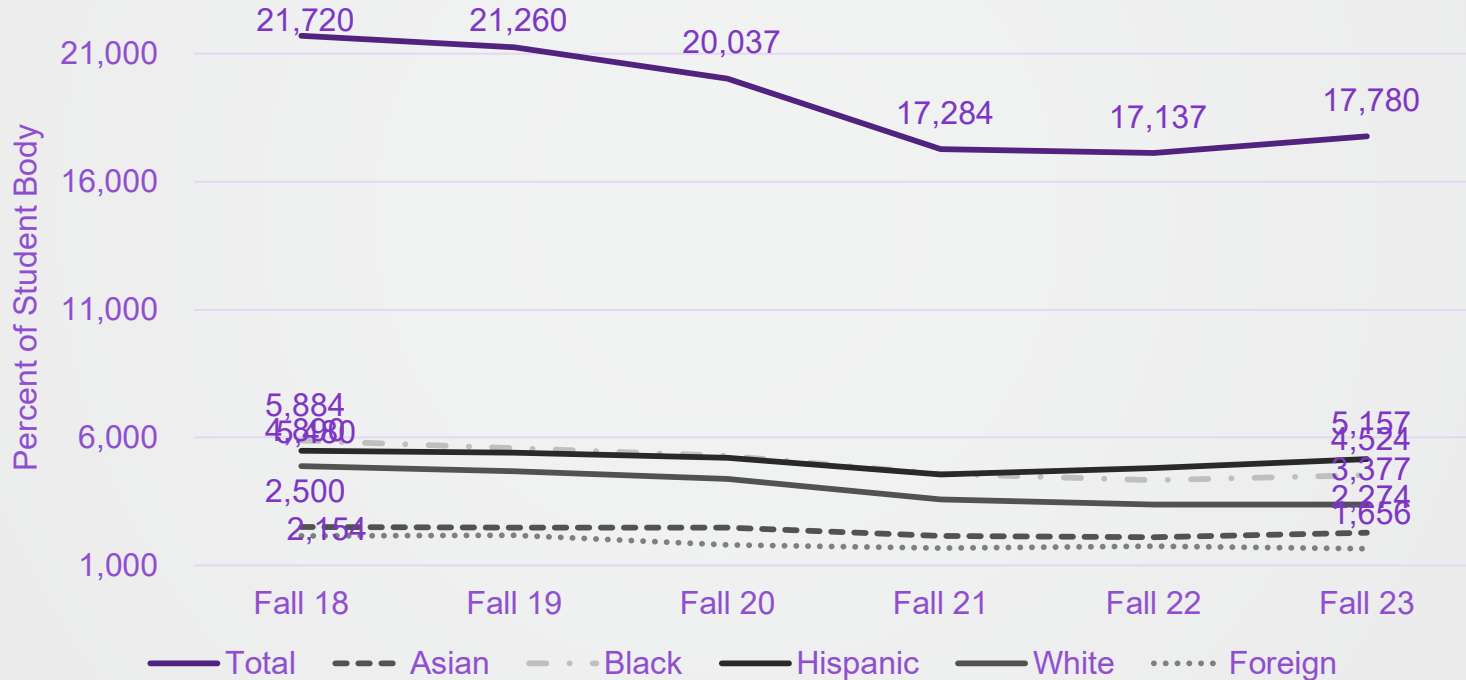
2014FA	2015FA	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA	2022FA	2023FA
25,617	25,326	25,318	22,979	21,720	21,280	20,037	17,288		

✓ Keep Only ⊘ Exclude ♀

Term: 2023FA
Count of Student: 17,780

Enrollment by Program (100+ student)

006, Business

611B, General Studies - STEM

611C, General Studies - SSAH

107, Computer Science

570, Gen Ed/Pre Clinical Nursing

611A, General Studies - HACL

356A, Cybersecurity AAS

412F, AS in Science-Biological

400, Nursing

530, Gen Ed/Pre

What about our employees?

Employee Dashboard

MC INFO

Montgomery Col

Contact the IT Service Des

Offices · Resources

HOME / OFFICES / HUMAN RESOURCES AND STRATEGIC TALENT MANAGEMENT / EMPLOYEE DATA DASHBOARD

Employee Data Dashboard

The Office of Human Resources and Strategic Talent Management takes care to keep generalized information about the people it employs. In an effort to provide total employee data* on a regular basis and encourage self-service to on-demand information and resources, we will update this dashboard on a monthly basis.

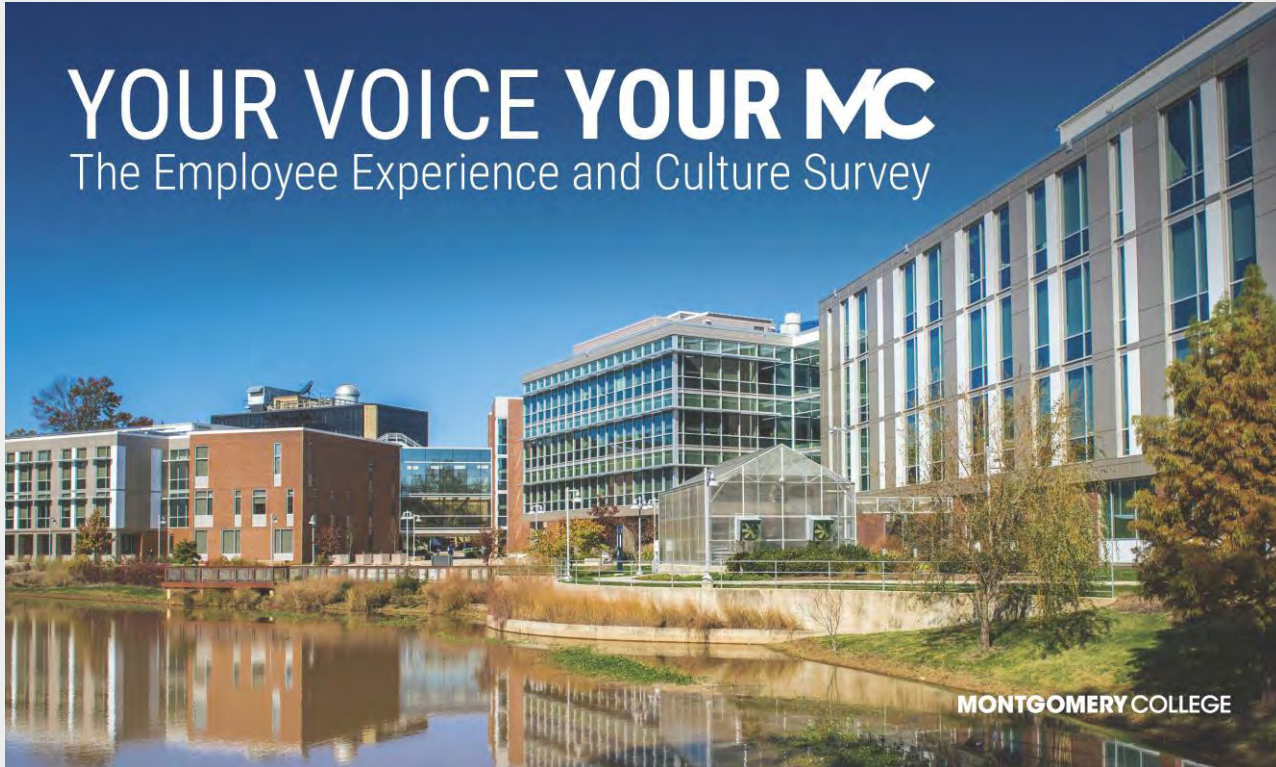**The data below is as of January 9, 2024.**

*Headcounts include all employees in an active job as of the report effective date.

Current Employee Headcount
2,421

CONSTITUENCY TYPE	AMERICAN INDIAN/NATIVE ALASKAN	ASIAN	BLACK	HISPANIC	NATIVE HAWAIIAN /PACIFIC ISLANDER	TWO OR MORE RACES (NOT HISPANIC)	WHITE	TOTAL %	TOTAL HEADCOUNT
Administrators	0.0%	7.3%	41.5%	4.9%	0.0%	0.0%	46.3%	100%	82
Casual Temporary	0.6%	11.1%	23.2%	15.5%	0.0%	3.3%	46.4%	100%	181
Department Chairs	0.0%	2.7%	21.6%	10.8%	0.0%	2.7%	62.2%	100%	37
Full-time Faculty	0.8%	11.7%	22.4%	6.1%	0.0%	1.7%	57.3%	100%	478
Full-time Staff	0.4%	15.1%	31.0%	16.8%	0.3%	1.9%	34.5%	100%	1,083
Part-time Faculty (*credit*)	0.0%	13.7%	28.1%	7.7%	0.0%	1.3%	49.2%	100%	313
Part-time Staff	0.0%	15.4%	19.2%	19.2%	0.0%	7.7%	38.0%	100%	26
Student Workers (*work study & aides*)	0.0%	22.3%	34.4%	25.4%	0.7%	2.1%	15.1%	100%	291
Temporary with Benefits	0.0%	12.1%	33.3%	27.3%	0.0%	3.0%	24.2%	100%	33
WDCE Instructors (*non-credit*)	0.0%	10%	26.4%	15.2%	0.30%	3.0%	45.5%	100%	330
Total Count	9	395	818	409	6	58	1,159		2,854

Main Themes (Percent Positive)

| Theme	Percent
Collaboration	58%
Communication	55%
Confidence in Senior…	54%
Equity & Inclusion	76%
Ethics & Compliance	71%
Faculty & Staff Well-Being	68%
Job Satisfaction & Support	69%
Manager Effectiveness	74%
Mission & Pride	80%
Performance Management	49%
Professional Development	66%
Shared Governance	60%

32
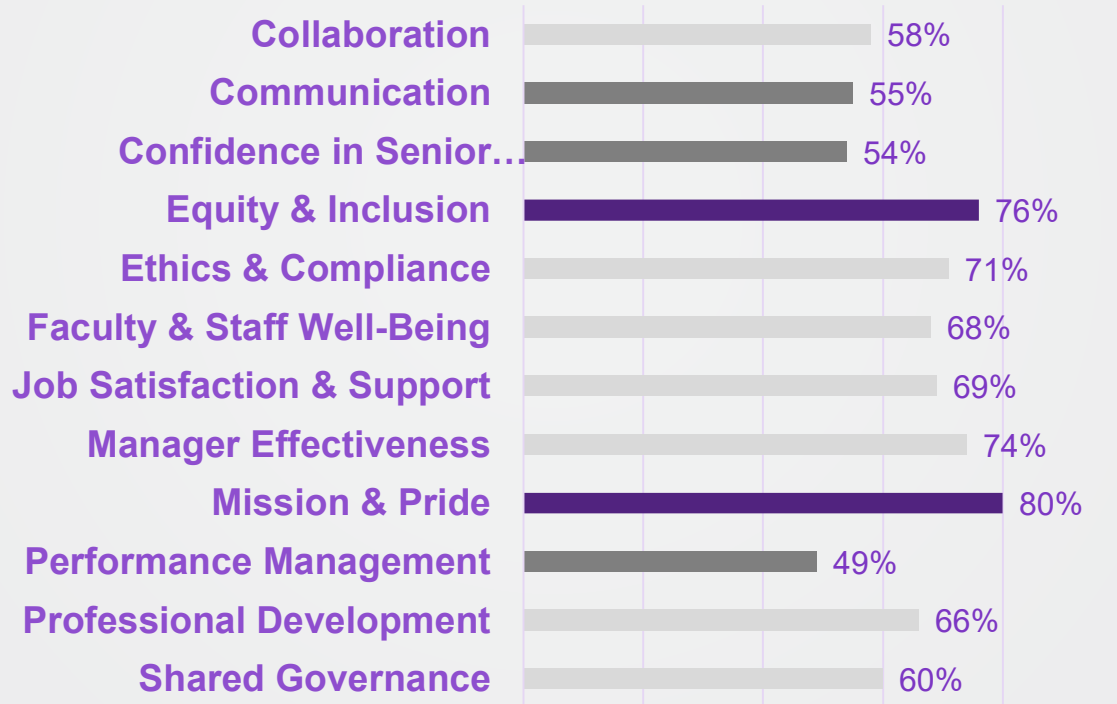
Highest Positive Responses

Collegewide

- I have a general understanding of the College's Code of Ethics and Employee Conduct. **95/01**

- I understand how my job contributes to the College's mission. **92/01**

- I am treated with respect as related to my sexual orientation. **91/02**

- I am treated with respect as related to my religion. **89/04**

- I have a clear understanding of Montgomery College's mission, vision and values. **88/02**

- The work I do is meaningful to me. **87/02**

- In my unit, we welcome diversity in all of its forms.**87/04**

Looking toward the future

Fiscal Year Bill Hours

Actual (shaded) & Projected
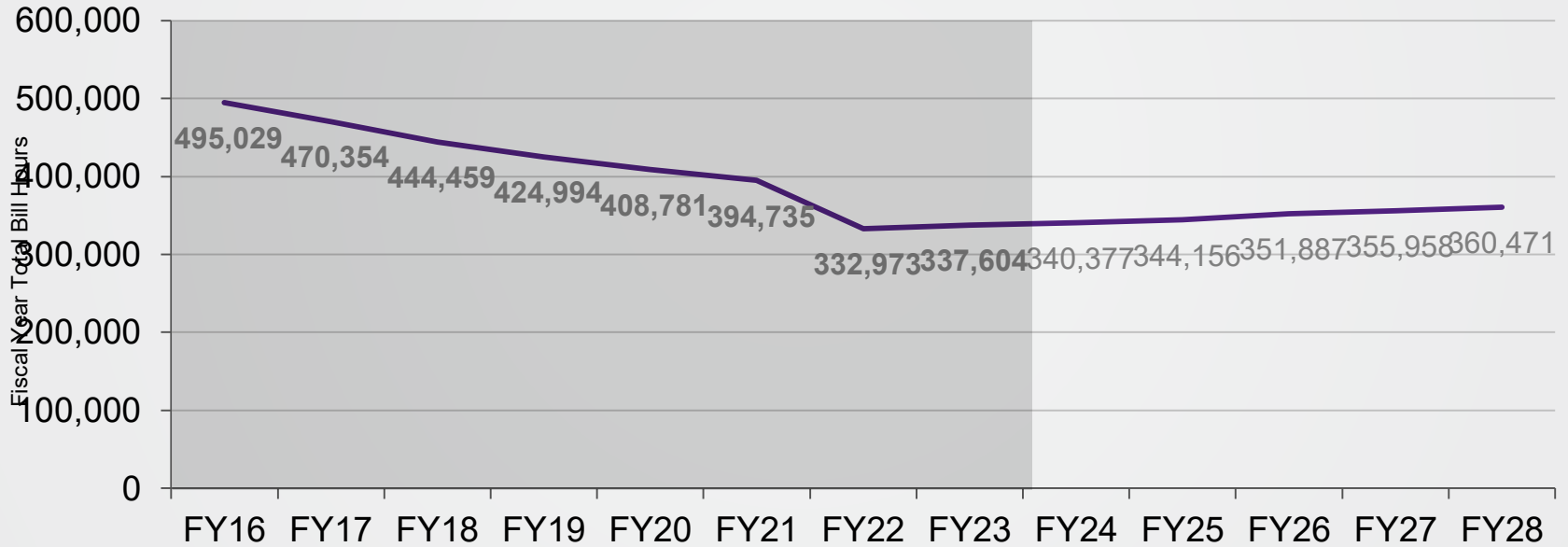
Source: MC Office of Institutional Research & Effectiveness

TOP 25 COLLEGES AND UNIVERSITIES TO WHICH MONTGOMERY COLLEGE STUDENTS TRANSFER
FISCAL 2018 TO FISCAL 2022

RANK*	College	FY2018	FY2019	FY2020	FY2021	FY2022	5-Year Total*	5-Year Avg
1	UNIVERSITY OF MARYLAND, COLLEGE PARK	1,599	1,465	1,616	1,682	1,469	7,831	1,566
2	UNIVERSITY OF MARYLAND, BALTIMORE COUNTY	514	466	401	394	353	2,128	426
3	UNIVERSITY OF MARYLAND GLOBAL CAMPUS	471	453	422	387	346	2,079	416
4	TOWSON STATE UNIVERSITY	455	408	342	412	293	1,910	382
5	UNIVERSITY OF MARYLAND - BALTIMORE	138	128	133	113	120	632	126
6	SALISBURY STATE UNIVERSITY	134	114	89	98	52	487	97
7	GEORGE WASHINGTON LAW	71	80	87	74	42	354	71
8	PENNSYLVANIA STATE UNIVERSITY	75	68	60	67	60	330	66
9	VIRGINIA POLYTECH AND STATE UNIV	48	38	37	51	53	227	45
10	UNIVERSITY OF BALTIMORE	55	41	46	47	26	215	43
11	BOWIE STATE COLLEGE	57	56	33	35	6	187	37
12	WASHINGTON ADVENTIST UNIV.Columbia Union	35	61	39	36	14	185	37
13	HOWARD UNIVERSITY	48	26	41	34	29	178	36
14	ST MARYS COLLEGE OF MARYLAND	37	40	28	41	31	177	35
15	AMERICAN UNIVERSITY	42	40	35	36	21	174	35
16	UNIVERSITY OF THE DISTRICT OF COLUMBIA-	43	37	33	29	19	161	32
17	FROSTBURG STATE COLLEGE	45	39	37	24	14	159	32
18	CATHOLIC UNIVERSITY OF AMERICA	44	34	26	19	24	147	29
19	HOOD COLLEGE	30	29	26	21	29	135	27
20	TRINITY UNIVERSITY	32	34	17	30	19	132	26
21	UNIVERSITY OF MARYLAND, EASTERN SHORE	61	28	33	9		131	26
22	MORGAN STATE UNIVERSITY	30	32	27	18	20	127	25
23	MOUNT SAINT MARY'S COLLEGE	19	29	25	25	27	125	25
24	MARYMOUNT UNIVERSITY	22	36	28	22	16	124	25
25	WEST VIRGINIA UNIVERSITY	35	27	17	18	15	112	22

Career Projections

Where do you fit in?

Where did all this fascinating data come from?

- Transformational Aspirations

- Strategic Plan

- Office of Institutional Research and Effectiveness (OIRE)

- Human Resources and Strategic Talent Management

- InsideMC

- Department Webpages

2.2

- Achieving the Promise Academy
- ACES

Academic Coaching with Montgomery College's Achieving the Promise Academy

Nik Sushka, Director

ACHIEVING THE PROMISE ACADEMY
MC MONTGOMERY COLLEGE

ACADEMIC COACHING SUPPORT AT NO COST FOR ALL MC STUDENTS

" I always leave my meetings with my coach feeling better than when I come in. Whenever I am feeling overwhelmed she is always [...] helping me come up with a plan.

linktr.ee/atpa

ACHIEVING THE PROMISE ACADEMY
MC MONTGOMERY COLLEGE

Hi! We're the Achieving the Promise Academy.

0:04 / 2:39

WHAT IS THE ACHIEVING THE PROMISE ACADEMY?

We'll help you *achieve* your goals. It's a *promise*.

MC's academic coaching program, created to ensure every student has the assistance, opportunities, and tools they need to succeed in college

We offer embedded academic coaching ***at no cost*** to students in historically hard-to-pass courses, as well as personal academic coaching until students graduate or transfer.

Our Core Services

- Embedded Academic Coaching for Course Success

- Personal Academic Coaching for College Success

- Drop In Coaching

- ATPA Learning Community

ONE PROGRAM, FOUR COACHING SUPPORTS

Personal Academic Coaching for College Success (~450 students)

- Personal coach until graduation or transfer
- Support across all classes to achieve long-term goals
- Regular coaching sessions focus on skills, habits, and mindsets
- Support for tuition, academic supplies, and laptops, if eligible

Embedded Academic Coaching for Course Success (300 sections, ~4000 students)

- Specialized coach for that semester
- Support in specific classes that are historically harder to pass
- Weekly coaching sessions help students persist, prep for exams and assignments, and master specific academic content

Common Benefits

Coaching for holistic academic success
Developing academic and life skills
Fostering academic belonging
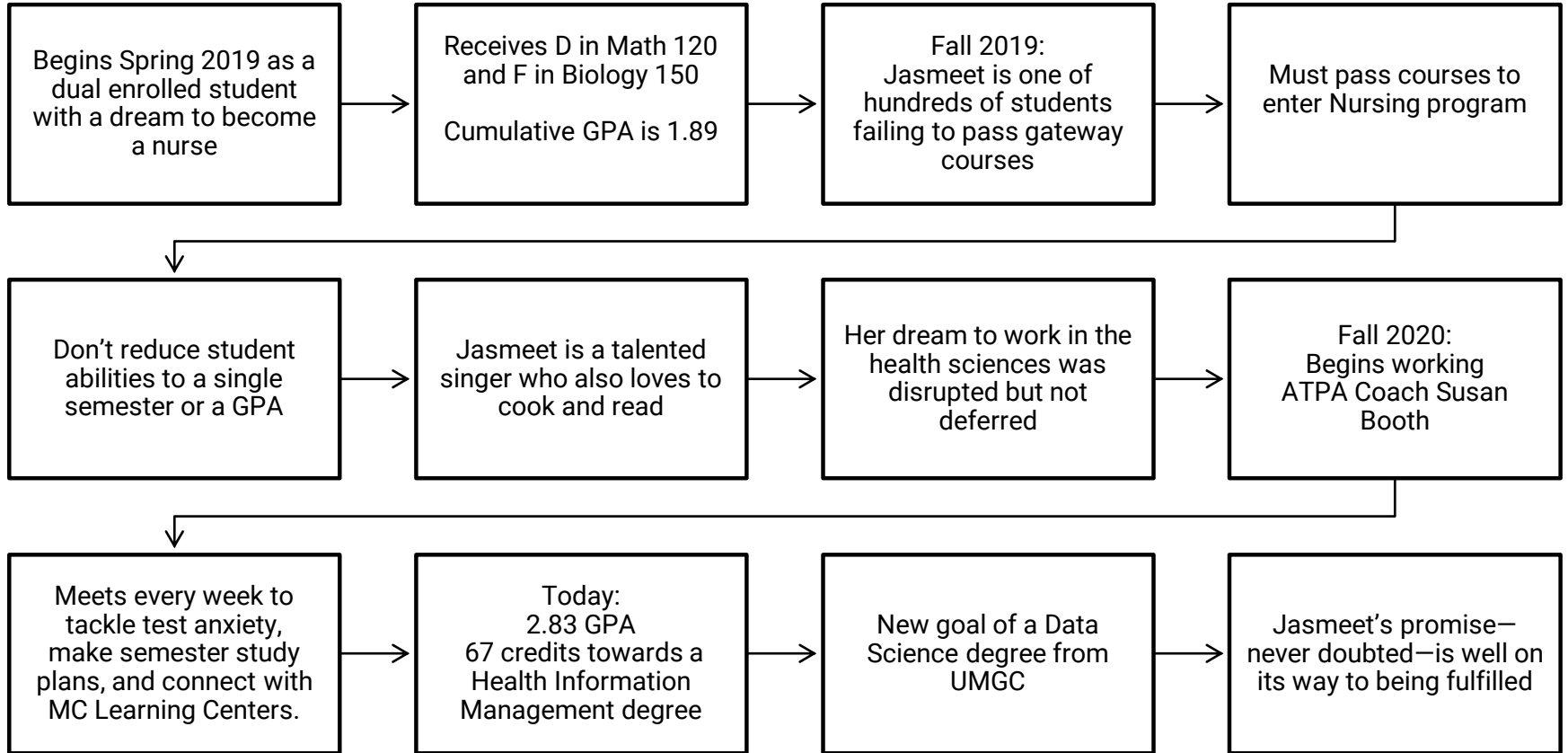Connecting to College resources

Drop-in Coaching (~200 students)

- Drop-In, immediate coaching support in Zoom
- Support for one-time or short-term student needs
- Coaching conversations focused on problem solving and action planning
- Support to request a personal academic coach, find embedded support classes, or connect to college resources

ATPA Learning Community

- Monthly Learning Community Hour (LCH)
- Annual Student Retreat
- Self-paced academic workshops with action planning worksheets
- Student GroupMe chat

JASMEET'S JOURNEY

Begins Spring 2019 as a dual enrolled student with a dream to become a nurse	Receives D in Math 120 and F in Biology 150 Cumulative GPA is 1.89	Fall 2019: Jasmeet is one of hundreds of students failing to pass gateway courses	Must pass courses to enter Nursing program
Don't reduce student abilities to a single semester or a GPA	Jasmeet is a talented singer who also loves to cook and read	Her dream to work in the health sciences was disrupted but not deferred	Fall 2020: Begins working ATPA Coach Susan Booth
Meets every week to tackle test anxiety, make semester study plans, and connect with MC Learning Centers.	Today: 2.83 GPA 67 credits towards a Health Information Management degree	New goal of a Data Science degree from UMGC	Jasmeet's promise—never doubted—is well on its way to being fulfilled

ACADEMIC COACHING IN HIGHER EDUCATION

In higher education, academic coaches employ active listening, powerful questioning, and continuous feedback to assist students in:

- examining their own learning environment

- identifying factors that impact student academic progress

- Becoming engaged in academic activities

- Increasing self-awareness, personal responsibility, reflection, and goal setting

- Making appropriate plans and take action to achieve goals

Pechac, S, &. Slantcheva-Durst, S. (2019).
Coaching Toward Completion: Academic Coaching Factors
Influencing Community College Student Success.
Journal of College Student Retention: Research, Theory & Practice
23(3), 722-746.

ACHIEVING THE PROMISE ACADEMY
MONTGOMERY COLLEGE

ACADEMIC COACHING IN HIGHER EDUCATION

Academic coaching **IS:**

- Distinct from but complementary to teaching, tutoring, mentoring, or advising
- A partnership between coach and student
- A powerful and evidence-based strategy to empower students to grow and achieve their full potential

Academic coaching **IS NOT**:

- Academic advising or counseling
- Only useful for students in crisis or on academic probation
- Doing it *for* the student
- A crutch (or is it…? What's wrong with crutches?)

A COACHES ROLE DEPENDS ON WHERE THE LEARNER IS AT

HOW DOES AN ACADEMIC COACH PROVIDE EMBEDDED SUPPORT FOR COURSE SUCCESS?

Supports students during class in collaboration with host faculty

Sends weekly messages to students recapping course content, reminding about deadlines, and referring to resources

Connects with students out-of-class during coaching sessions

Creates and shares coaching session reports with host faculty and ATPA to coordinate ongoing support

WHAT DOES EMBEDDED COACHING HELP STUDENTS DO?

Understand course content → Keep up with course goals and deadlines → Hone study skills and identify new strategies for success → Use academic planning tools

Prepare for exams and other assessments → Adapt and persist as they encounter setbacks → Connect with MC resources that can remove barriers and support academic success
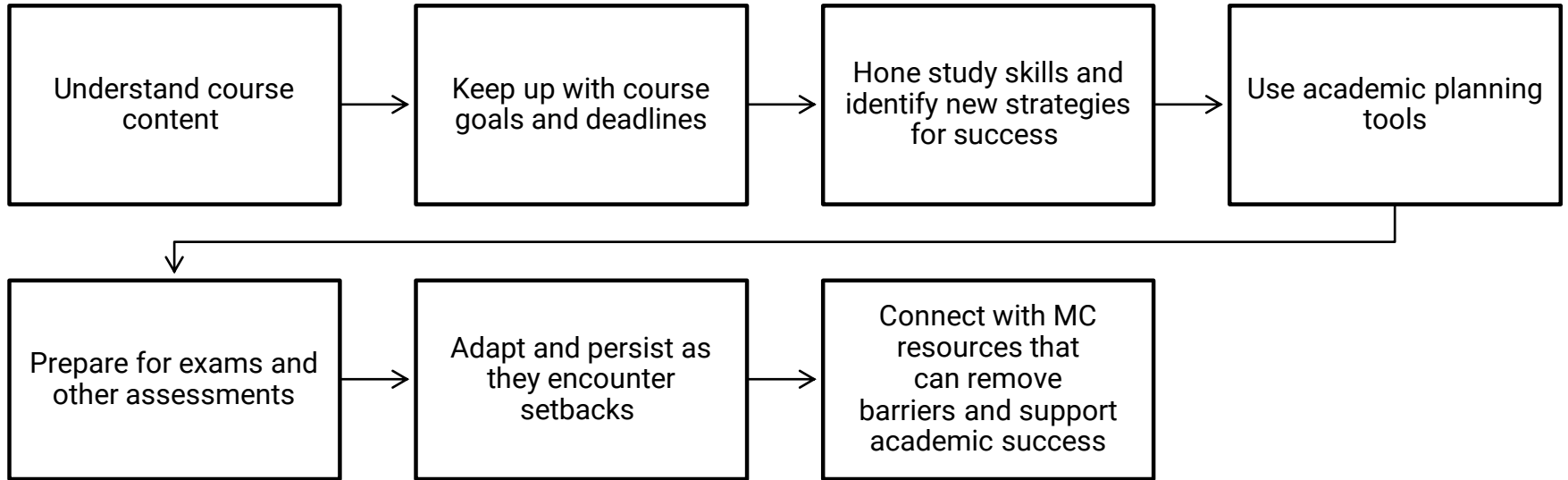
Hi! I'm your Biology 150 Academic Coach. How do I help students like you succeed?

Dr. Soheila Ebrahimian
PhD, Medicinal Chemistry
& Biochemistry

soheila.ebrahimian
@montgomerycollege.edu

- ❑ circulate through the lab and offer my ==support==

- ❑ hold academic ==coaching sessions== outside of class/lab

- ❑ demonstrate ==critical reading== and ==note taking skills== for biology

- ❑ make ==connections== across course topics

- ❑ suggest time management and academic planning ==strategies==

- ❑ model healthy academic ==habits==

- ❑ share my ==passion== for learning and biology

- ❑ review important course concepts for ==exams== and other assignments

MC
ACHIEVING
THE PROMISE
ACADEMY
We've got your back

WHAT CAN YOU WORK ON WITH A PERSONAL ACADEMIC COACH?

Creating a personalized academic success plan

Balancing school, work, home, and other commitments

Setting goals and developing better habits to achieve them

Making the most of MC by connecting with students, professors, and departments

MC ACHIEVING THE PROMISE ACADEMY
MONTGOMERY COLLEGE

IMPACT OF ACADEMIC COACHING AT MC

87.5%

Percent of students working with personal academic coaches since 2016 with a cumulative 2.0 GPA or above, maintaining good academic standing and access to financial aid

4.0
3.95 to 3.0
2.98 to 2.0
below 2.0

852

Students working with a personal academic coach in FY23, ATPA's largest group yet

77.5%

Course pass rate for students working with a personal academic coach

IMPACT OF ACADEMIC COACHING AT MC

4.75/5
Students' overall satisfaction with embedded academic coaching

76%
Students who had weekly or bi-weekly in-class coaching

5+ sessions
38% of students met with a coach more than 5 times outside of class

4.2/5
Host faculty overall satisfaction with embedded academic coaching

PROVING PROACTIVE, PERSONALIZED ACADEMIC SUPPORT

How Students & Coaches Connect

In Class	Out of Class	Via Text/Email

> [My Coach] is excellent! She helped us to understand more concepts easily. She also provides many sessions for students based on the student's convenient times.

> [My Coach] is the best. She always responds to my text and calms me down with a positive attitude and I think she push me to be better for success!!

5 WAYS TO CONNECT STUDENTS TO ACADEMIC COACHING

1. Promote academic coaching to **all** students

2. Encourage students to request a personal academic coach or book a coaching session

3. Invite us to present to your class

4. If your discipline offers embedded support, collaborate with your part-time colleagues to connect your students to additional support

5. Share ATPA events and services to students on your syllabus: https://linktr.ee/atpa

**Finals are tough.
But so are you.**

MC ACHIEVING THE PROMISE ACADEMY
MONTGOMERY COLLEGE

2.2A ACES

BRIEF HISTORY

Established in 2013 **at 10 high schools in Montgomery County, ACES is a collaborative partnership between** Montgomery County Public Schools, Montgomery College **and the** Universities at Shady Grove (USG) **to provide individualized support and interventions that** increase college enrollment and completion, **specifically targeting student groups that are** underrepresented **in higher education.**

acesmontgomery.org
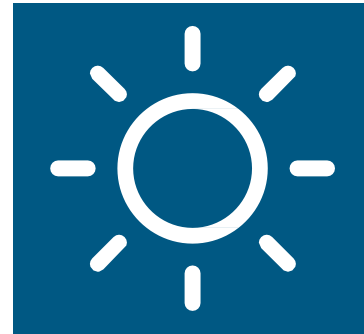
PROGRAM BY THE NUMBERS

2653
CURRENTLY ENROLLED ACROSS THE ACES PATHWAY

White
2%

Asian
9.5%

Black/AA
29.3%

Latino
56.4%
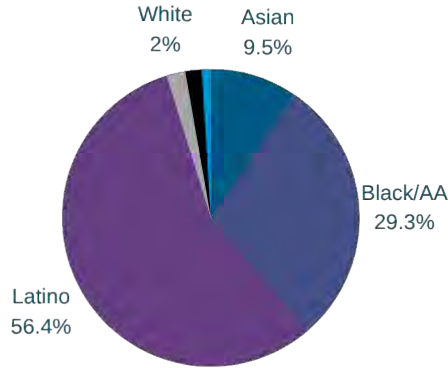
STUDENT PARTICIPANTS
BY RACE

1ST GEN TO COLLEGE
84%

SINGLE PARENT HOUSEHOLD
26%

LOW-INCOME
80%

EMERGENT MULTI-LINGUAL LEARNERS
15%

USG
3.9%

MC
36%

MCPS
60.2%
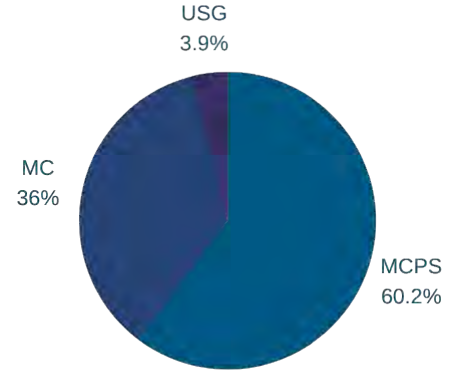
PATHWAY PERCENTAGES

*This slide is a collection of ACES Data
(data is self reported by students)

ACES
Achieving Collegiate
Excellence & Success

acesmontgomery.org

92%
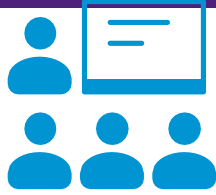
of credits attempted are completed by ACES students at MC

OUR IMPACT
ANNUAL RETENTION RATES

98%

ACES HS Graduation rate compared to 89% MCPS wide

3.4

average GPA of ACES students at USG

90% **98%**

for MC ACESStudents   for USG ACESStudents

31%

ACES students who receive FARMS earned an associate's or bachelor's degree within four years (compared to a matched group 18.6%)

acesmontgomery.org

ADMINISTRATIVE TEAM

KAREN
CALLENDER-PRICE
**FOUNDING
DIRECTOR**

ANDRES MALDONADO
**ASSOCIATE
DIRECTOR
(CAMPUS OPS & PROG.)**

TERRE THOMAS
**ASSOCIATE
DIRECTOR
(HS OPS & PROG.)**

THERESA HOLTON
**PROGRAM SUPPORT
COORDINATOR**

DESARAI CABRERA
**ADMINISTRATIVE
AIDE**

HIGH SCHOOL COORDINATORS

MINJOTE MEKONEN
JAMES H. BLAKE
HIGH SCHOOL

DWAINE BROWN
MONTGOMERY BLAIR
HIGH SCHOOL

BLAIR BULLOCK
NORTHWOOD
HIGH SCHOOL

CARMEN SALAZAR
PAINT BRANCH
HIGH SCHOOL

CRISTIAN PINEDA
SPRINGBROOK
HIGH SCHOOL

BELVEY RUSS
ALBERT EINSTEIN
HIGH SCHOOL

AMANI DADZIE
JOHN F. KENNEDY
HIGH SCHOOL

DANIELLE JORDAN
COL. ZADOK MAGRUDER
HIGH SCHOOL

BRITTNEY WALKER
ROCKVILLE
HIGH SCHOOL

TRACI JOHNSON
WHEATON
HIGH SCHOOL

BRITTANY BECKWITH
CLARKSBURG
HIGH SCHOOL

PATRICIA POLIMADEI
SENECA VALLEY
HIGH SCHOOL

JENNIFER MOXLEY
WATKINS MILLS
HIGH SCHOOL

BRITNEY CARTER
GAITHERSBURG
HIGH SCHOOL

MC CAMPUS
COORDINATORS

TIFFANY SHAW
TAKOMA PARK/SILVER SPRING CAMPUS

KRISTINA LITTLE
TAKOMA PARK/SILVER SPRING CAMPUS

MELISSA GUDIEL
ROCKVILLE CAMPUS

SYLENA ELLISON
ROCKVILLE CAMPUS

SHAWN CARR
GERMANTOWN CAMPUS

ROLE OF ACES COORDINATOR

ONE-STOP, INDIVIDUALIZED SUPPORT MODEL FOR STUDENT SERVICES AND ACADEMIC SUPPORT. THIS INCLUDES, BUT IS NOT LIMITED TO:

Navigating Academic and Test Prep Resources
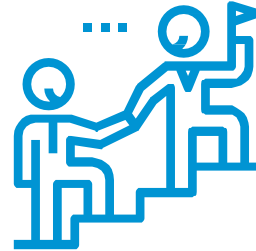
Comprehensive College and Career Guidance
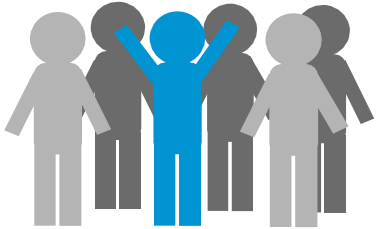
Leadership Development

Financial Aid and Scholarship Guidance

Basic Needs Referral

acesmontgomery.org

ACES MC STUDENT PERSISTENCE PATH

0 Credits

1-45 Credits

46-60+ Credits
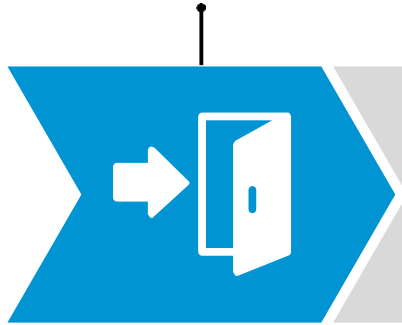
Support students in HS to successfully onboard them at Montgomery College

-
  - HS Visits (February)
  - MC Field Trips (March - MC Spring Break)
    Make Your Move Summer Orientation (June)

Retain students and help them persist with guidance and access to resources

-
  - Transfer Planning
  - Career Workshops
  - Scholarship Support
    Academic Interventions

Support students through the transfer and graduation process at MC

-
  - Transfer Application Support
    USG ACES Orientation

acesmontgomery.org

ACES BANNER CODING

ACES Program Hold (AC) - Hold automatically added to ACES HS seniors who apply to Montgomery College. To have the hold removed, students will need to complete and MC ACES Scholar Agreement and meet with their ACES Campus Coordinator one-on-one. Once this hold is removed, an ACES Cohort tag is added to the student's account under SGASADD.

AC	ACES Program		12/18/2023	12/31/2099

▾ STUDENT COHORT					Insert	Delete	Copy	Filter
From Term	202420		Maintenance		To Term	999999		
Cohort Code *	Description					Inactive	Reason	
ACES23	ACES Student 2023 grads					☐		

ACES Transfer Planning Hold (AT) - Hold added to students who have completed 30+ credits to help us identify/assist with transfer plans. To have the hold removed, students will simply need to complete an ACES Transfer Planning Survey that will be sent to their Montgomery College email from our EMMA messaging account (The ACES Program <reply@mcemail.org>). This hold will be added/removed manually by our Program Coordinator.

ACES Warning Hold (AW) – Hold added to students who become ineligible for ACES Scholarship opportunities or need to see an ACES Coordinator prior to course registration. The student must see an ACES Campus Coordinator to have this hold removed. This hold will be added/removed manually by our Program Coordinator or an ACES Coordinator.

AW	ACES Warning Hold		08/22/2023	12/31/2099

acesmontgomery.org

CONTACT INFORMATION

- aces@montgomerycollege.edu

- www.acesmontgomery.org

240-567-2022

2.3 AAUP

Tito Baca

Aj.Baca@montgomerycollege.edu

See https://mcaaup.org/

Welcome!

MC aaup
AMERICAN ASSOCIATION OF
UNIVERSITY PROFESSORS

American Association of University Professors
Affiliation to the American Federation of Teachers (AFT)

MC-AUPP Executive Committee

- **Elected officers**

- **Bylaws / Terms of Office / Roles**

- **Annual Meetings / Regular forums / Faculty gatherings**

- **Email Updates**

- **Monthly collaborations with Management**

- **Negotiate the Contract**

About Us

The Montgomery College Chapter of American Association of University Professors

Who We Are

The full-time faculty at Montgomery College are represented by the American Association of University Professors via the MC-AAUP Chapter and are also affiliated with the American Federation of Teachers (AFT). The MC-AAUP Chapter is a non-partisan labor organization that represents all our diverse full-time faculty and their interests at the College.

Our Vision

We will remain steadfast in our commitment to duly represent all full-time faculty at Montgomery College. Our commitment is to the ongoing support, enhancement, and protection of the work of our faculty such that they can thrive and meet the needs of our students.

Our Mission

We collectively bargain in good faith on behalf of our members; effectively collaborate with Management to plan and problem solve; promote equity and inclusion across The College; regularly engage with our members to keep them informed; and coordinate with other college, county, and national labor groups to promote sound labor practices to support the best interests of The College and our members.

Ultimately, we protect our Contract, the rights of our members, and the academic freedom afforded in higher education. In doing so, we align with the Mission of The College to help students discover their passions and unlock their potential to transform lives, enrich the community, and change the world.

An AAUP / AFT Primer

"Voice of the Profession" since 1915 / New affiliation with AFT as of 2022

•"Redbook" of fundamental policy documents and reports

•Most widely recognized and respected national organization in higher education

•Monthly magazine – "Academe"

•Access to group insurance, including Professional Liability coverage

•National and State level support in Chapter legal and lobbying efforts

•http://www.aaup.org/membership/memben.htm for more information

Collective Bargaining exclusive representative at MC since 1980

• Negotiate a contractual agreement in good faith on behalf of all full-time faculty with college management on terms and conditions of employment for full-time faculty (includes various types of appointments, and the conditions for termination, salaries and benefits, types of leave, workload, and channels for grievance resolution).

• Active participation with campus and college-wide governance groups and task forces to help ensure faculty have a voice in matters related to instruction and the workplace.

• Represent full-time faculty as whole and individually as needed on matters related to employment and working conditions

• Promote a unified faculty response to many other related areas of professional concern, which may or may not be currently covered by the explicit terms of a bargained agreement.

The Executive Committee Officers

President	AJ "Tito" Baca - Health Sciences - TP/SS	240-567-1448
Secretary	Carrie Fitzgerald - Astronomy - G	7-1448
Treasurer	Kush Jenkins – Accounting – RV	7-5148
VP - G	Denise Dewhurst - Psychology - G	7-7721
VP - R	Melissa Lizmi – Media Arts and Tech – R	7-4392
VP – T	Karl Smith - History Political Science. - TP/SS	7-1353
Past President	Harry Zarin - Counseling - G	7-7767
At-Large-G	Kay Ahmad - AELP - G	7-1804
At-Large-T	Rupa Das - Business/Economics/Mgmt. - TP/SS	7-1398
Grieve Officer	Tim Kirkner - Counseling - R	7-5049

Work Group Leads

Negotiating Team / Focus Group Co-Chairs:
Rick Penn – RV / Carrie Fitzgerald – TPSS

Lobby Work Group:
David Fallick

Outreach and Engagement Work Group:
Michael LeBlanc

Mentoring Work Group:
(Under construction)

Strength in Numbers

- **We are stronger when unified and represent Everyone**

- Full Membership:

- Voting privileges for MCAAUP related Parliamentary Action

- Eligible for Executive Committee Membership

- Active voice in all we do

- Strengthen our collective voice and yours

- Stay more in tune with Labor related activities on your behalf

- Dues deducted directly from paycheck over 10 months

- **Please join today!**

- Service Fee Membership (Lower fees but no voting privileges and not eligible for E.C. elected office)

Reach out to explore the possibilities

MC AAUP online: www.mcaaup.org

AJ "Tito" Baca   aj.baca@montgomerycollege.edu
ajbjr12@gmail.com

Best wishes and Good luck!!!!!

Student Affairs Division

August 2023

Seven Truths for a Common Student Experience

Office of the Sr. Vice President

Dr. Melissa F. Gregory,
Assoc. Sr. VP for Student Affairs

Dr. Kimberly McNair
Interim Assoc. Sr. VP for
Student Affairs/ Enrollment Management

Ms. Karen Callender
Director of Achieving Collegiate
Excellence and Success (ACES)

Dr. Carmen Poston Travis
Director of Student Affairs
and Initiatives

Dr. Ja'Bette Lozupone
Director of Student Affairs,
Ascend Parent Initiative

MONTGOMERY COLLEGE

MC MONTGOMERY COLLEGE

Deans of Student Affairs

Mr. Marcus Peanort
Student Access and Germantown Student Affairs

- Assessment Centers
- Raptor Central
- Records and Registration
- Recruitment

- Counseling and Advising
- Disability Support Services
- SHAW Centers
- Veterans/C2C

Ms. Janeé McFadden
Student Engagement and Takoma Park/Silver Spring Student Affairs

- Athletics
- Student Life
- Student Career and Employment Services

MONTGOMERY COLLEGE

MONTGOMERY COLLEGE

Do You Know Student Affairs?

1. Multi-campus = multi-hours
2. Mentoring/Support Initiatives
3. Career & Employment Services
4. Student Mental Health
5. SHAW Center Mobile Market
6. Assessment & Testing Centers – Academic Testing
7. Raptor Central
8. Records and Registration
9. Engagement/Sense of Belonging Matters
10. "To infinity and beyond" – SA Assessment

MC MONTGOMERY COLLEGE

Classroom Management and the Blurred Lines of Student Behavior

Presented by

The Office of the Deans of Student Affairs

Janeé McFadden
Collegewide Dean of Student Engagement and
TPSS Student Affairs

Who We Are

Germantown Campus	
Mr. Marcus Peanort *Interim Dean of Student Access and Germantown Student Affairs*	**Mr. Marcus Peanort** *Associate Dean of Student Access*

Rockville Campus	
Dr. Tonya Mason *Dean of Student Success and Rockville Student Affairs*	**Dr. Sue Haddad** *Interim Associate Dean of Student Success*
Vacant *Student Conduct Program Coordinator*	

Takoma Park/Silver Spring Campus	
Ms. Janeé McFadden *Dean of Student Engagement and Takoma Park/Silver Spring Student Affairs*	**Ms. Alice Santoro** *Associate Dean of Student Engagement*

Learning Objectives

By the end of this presentation, we hope that you...

- Understand the implications of student behavior as it relates to the Behavioral Intervention Team (BIT) and/or the Student Code of Conduct (SCOC).

- Become more familiar with the resources available at the College.

- Understand the different approaches used to respond to the blurred lines of student behavior.

Behavioral Intervention Team (BIT)

What should be reported?

- **Behaviors of concern –** *think threat and/or risk*

- **Examples can include:**

  - Bizarre thoughts

  - Depression

  - Excessive anxiety

  - Mood swings

  - Inappropriate display of emotions

Behavioral Intervention Team (BIT)

the reporting process…

- **Step 1:** Incident report filed
- **Step 2:** Determine if BIT appropriate case or other
- **Step 3:** If a case, inform BIT team

BIT Reporting Form
http://www.montgomerycollege.edu/IncidentReports

MONTGOMERY COLLEGE

Behavioral Intervention Team (BIT)

Behavioral Intervention Team (BIT)
the response process…

- **Step 4:** Background investigation
- **Step 5:** BIT conducts threat level assessment
- **Step 6:** Intervention recommended
- **Step 7:** Intervention takes place & follow up, as needed

BIT Reporting Form
http://www.montgomerycollege.edu/IncidentReports

MONTGOMERY COLLEGE

QUESTIONS?

https://giphy.com/explore/any-questions

Student Code of Conduct (SCOC)

an overview…

The student conduct program is committed to an *educational and developmental* process that balances the interests of individual students with the interests of the College *community*. While the process is *not intended to be punitive*, it does challenge, through appropriate sanctions, those whose behaviors are not in accordance with community standards and College policies.

All faculty are encouraged to put a statement
in their syllabi referencing the Student Code of Conduct. Check out
the Faculty Handbook online (see link below).

Faculty Handbook
http://info.montgomerycollege.edu/faculty/resources/handbook

MC MONTGOMERY COLLEGE

Student Code of Conduct (SCOC)
core values & general violations...

Responsibility — alcohol; drugs; prescription meds

Respect — Threatening behavior; (cyber)bullying; stalking

Social Justice — discrimination; harassment; hostile environment

Community — Disruptive behavior; smoking; weapons

Integrity — academic misconduct; stealing

Full SCOC in P&P
https://www.montgomerycollege.edu/pnp

MC MONTGOMERY COLLEGE
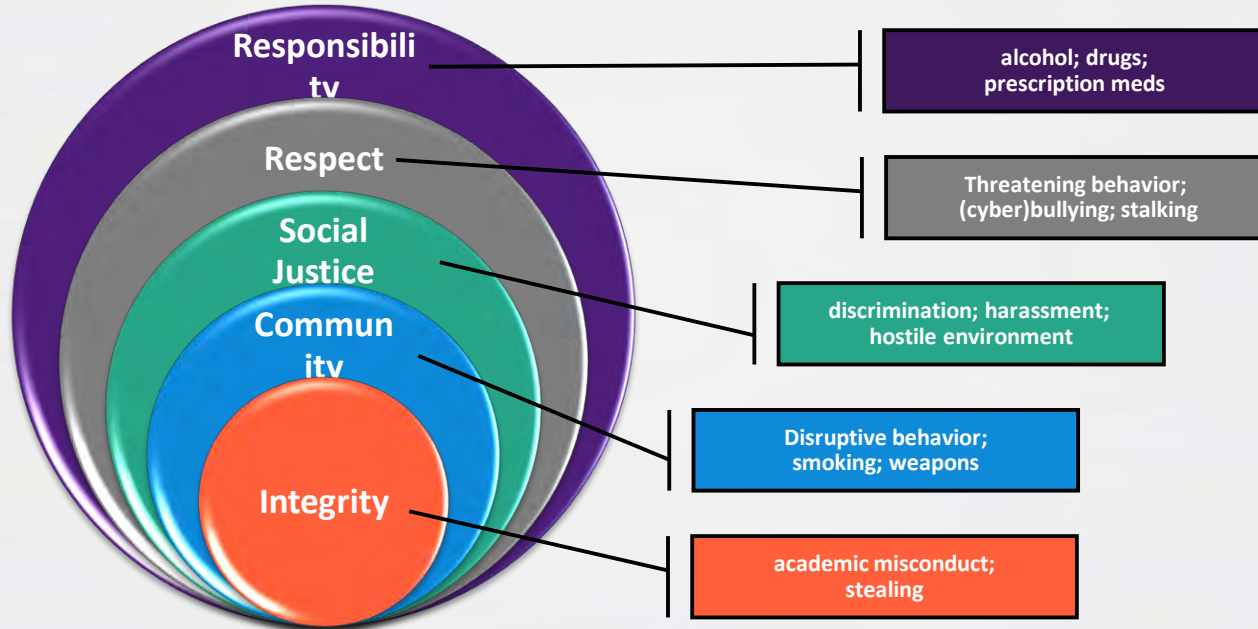
Student Code of Conduct (SCOC)

the reporting process…

ACADEMIC INTEGRITY/DISHONESTY

- The faculty member is responsible for determining academic violations.

- Prompt notification to the student, especially if a warning given. Hold a conference with the student. *Please use online reporting form.*

- Faculty imposed sanctions range from:

  - *Grade of 'F' on assignment/exam*

  - *Grade of 'F' in the course*

- Can refer to the Office of the Dean of Student Affairs or WDCE for additional sanctions.

- Appealable to the appropriate campus or WDCE Vice President and Provost.

SCOC Reporting Forms
http://www.montgomerycollege.edu/IncidentReports

MONTGOMERY COLLEGE

Student Code of Conduct (SCOC)

the reporting process…

ALL OTHER VIOLATIONS

- Complete the online reporting form to include:
    - *Student(s) info*
    - *Info about the incident/violation*
    - *One-time vs. reoccurring*
    - *Have you talked with the student?*

- Once a report is filed with the Office of the Dean of Student Affairs, they take the lead
    - *Dean's Conference vs. Hearing Panel*
    - *Sanctions range from <u>warning</u> to <u>disciplinary probation</u> to <u>suspension</u> or even <u>expulsion</u>.*
    - *Appealable to the Senior Vice President for Student Affairs.*

SCOC Reporting Forms
http://www.montgomerycollege.edu/IncidentReports

MONTGOMERY COLLEGE

Classroom Management

*typical issues can include...

- Inappropriate cell phone & technology use

- Continual tardiness

- Uncivil behavior (e.g., yelling/arguing, offensive/inappropriate language, etc.)

- Disruptive behaviors

Classroom Management

the basics...

Faculty are the authority within the physical and virtual classroom environment, primarily responsible for its equitable management.

Setting clear and fair expectations upfront is imperative.

Use your syllabus and follow it.

Important policies & class expectation to cover:

excessive absences, plagiarism/academic dishonesty, cell phone & technology use, withdrawal policy, etc.

- Create a safe space for sensitive topics.

- Be proactive, address it posthaste, & document it! A conversation can go a long way.

- **Resources to consult can include:**
  - Your department chair/coordinator
  - Counselor/DSS Counselor, *as appropriate*

Faculty Handbook
http://info.montgomerycollege.edu/faculty/resources/handbook

MC MONTGOMERY COLLEGE
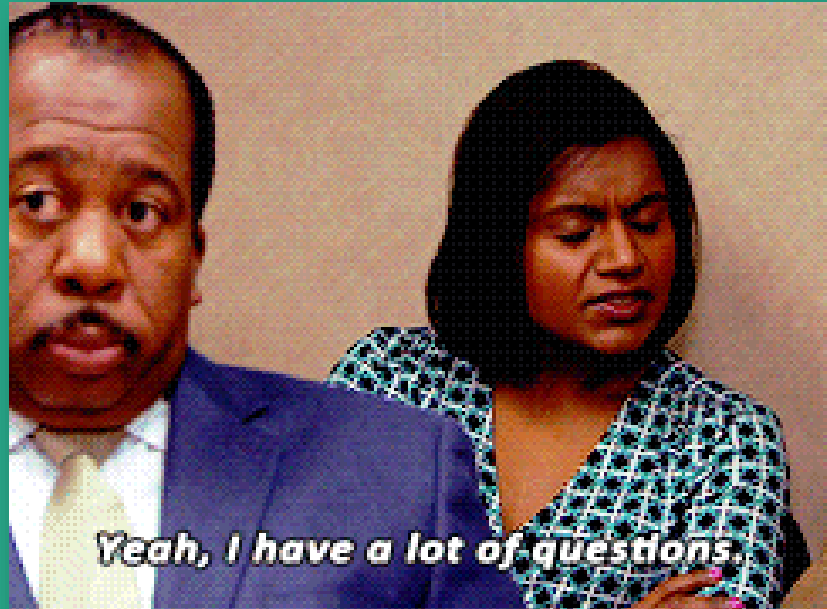
https://giphy.com/gifs/DUrdT2xEmJWbS
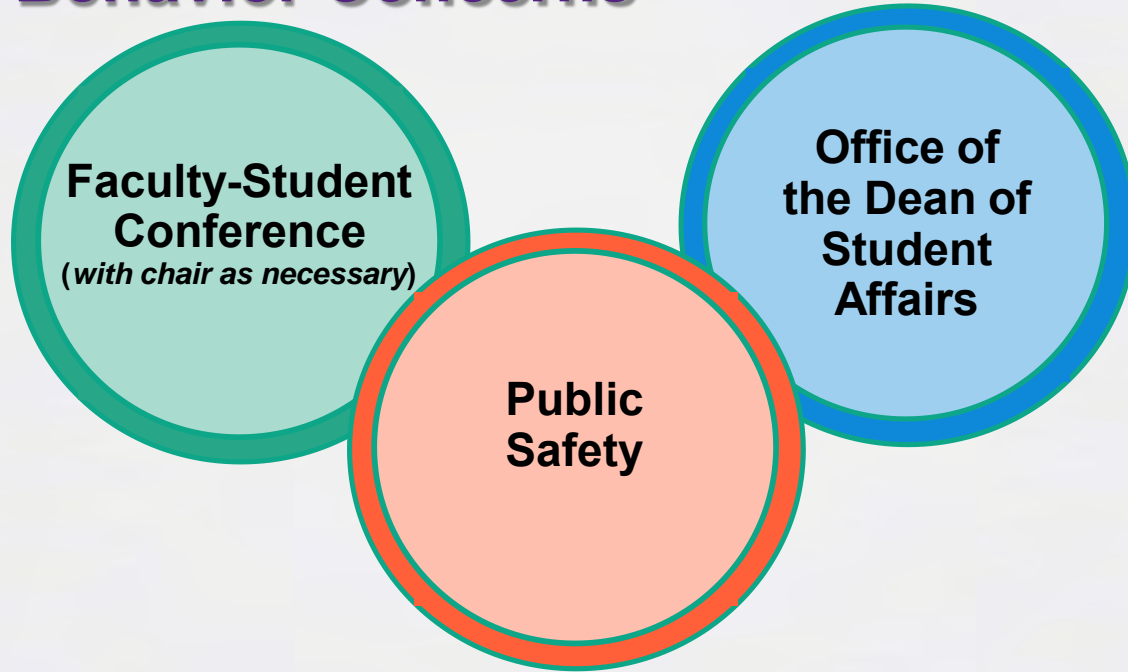
Contact Us

Germantown Campus	
Mr. Marcus Peanort *Interim Dean of Student Access and Germantown Student Affairs*	**Mr. Marcus Peanort** *Associate Dean of Student Access*
Rockville Campus	
Dr. Tonya Mason *Dean of Student Success and Rockville Student Affairs*	**Dr. Sue Haddad** *Interim Associate Dean of Student Success*
Vacant *Student Conduct Program Coordinator*	
Takoma Park/Silver Spring Campus	
Ms. Janeé McFadden *Dean of Student Engagement and Takoma Park/Silver Spring Student Affairs*	**Ms. Alice Boatman** *Associate Dean of Student Engagement*

2.5 MC Library

See the Library Resources Packet on the NFO page at

https://www.montgomerycollege.edu/offices/elite/resources.html#cust-00-collapse-d13e137-7-content

A Partner for Success:

Library Tools & Services Designed to Support You and MC Students

Presented by:

Elizabeth Schlackman, Librarian for Health Sciences, Communications, and Special Programs

Elizabeth.schlackman@montgomerycollege.edu

A Welcome Message from Ms. Suzette Spencer, Library Director
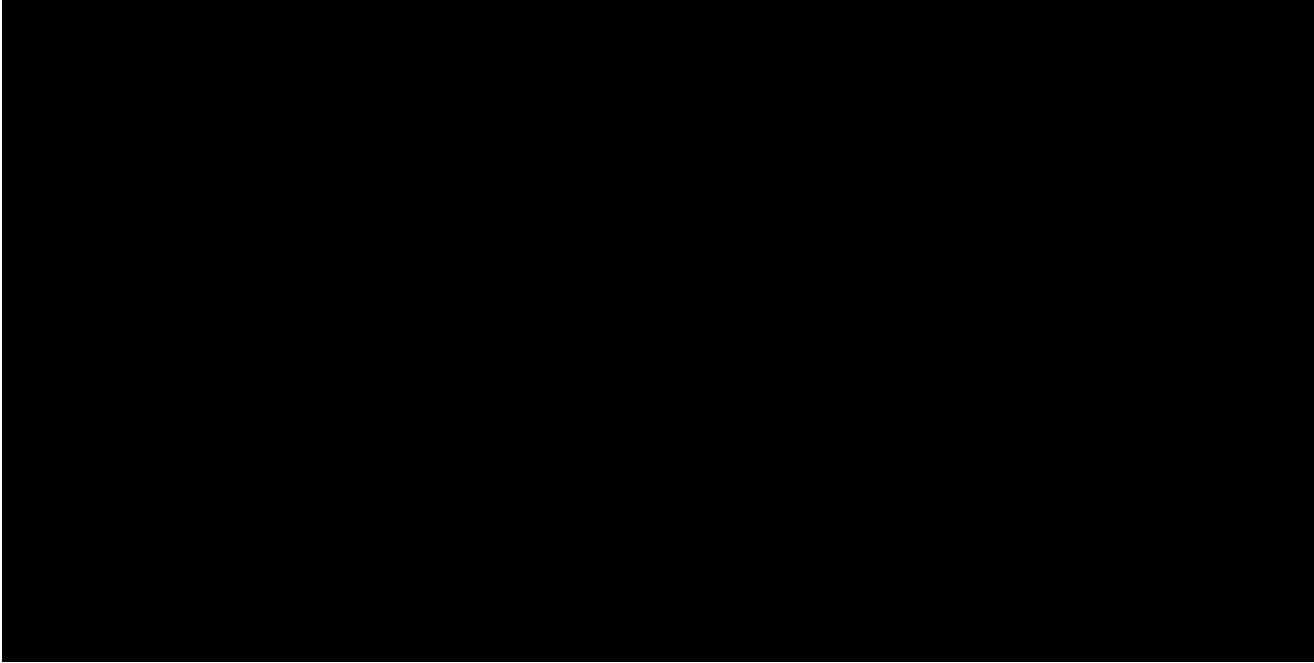
Today we will cover:

- Locations
- Services
- Resources
- Library support for faculty & students

Location, Services, and Librarian Teams

Montgomery College Library

CAMPUS LIBRARY LOCATIONS

Germantown
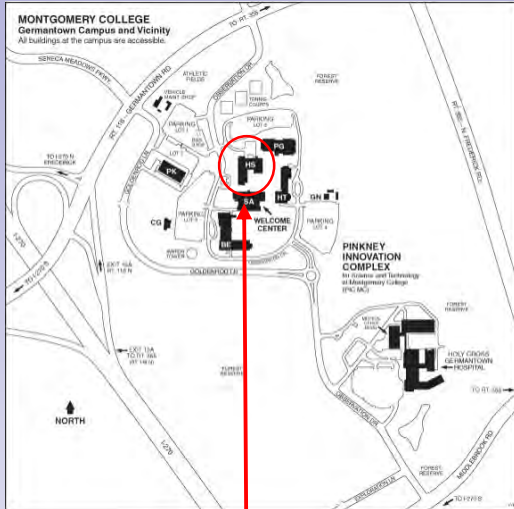
Humanities and Social Sciences Building
110

Rockville
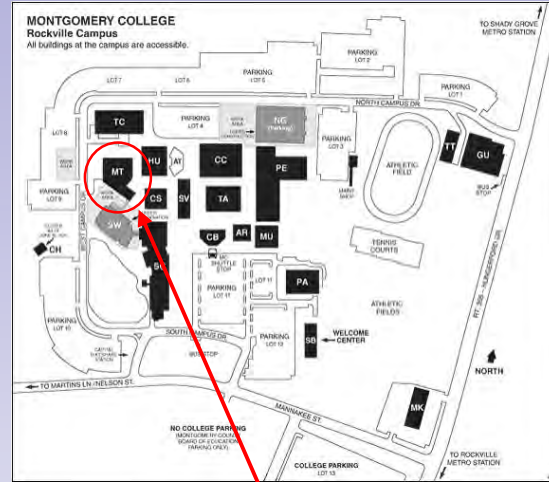
Macklin Tower
110

Takoma Park / Silver Spring
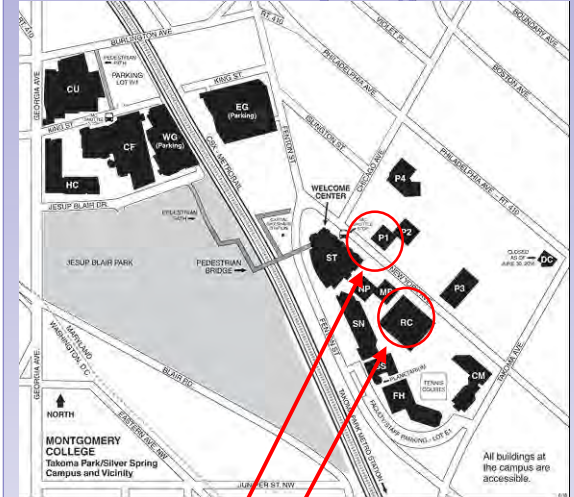
Resource Center 215
Closed for renovation
Temporarily located in P1 1st floor

LIBRARY SERVICES

Group Study Rooms can be booked by faculty for student appointments when faculty do not have other options

Course reserves textbooks, books, and other physical items are available for students to borrow for 2 hours in the library

Research appointments with librarians are available online or in person

Regular walk-in research support and online chat services are also available.

Library instruction available online, in person, and asynchronously

Instruction Request Form
- Please select the subject or discipline area that best fits your course.

Discipline Liaison Librarian Teams

4 teams of librarians that support:

- Arts and Humanities
- Business and Social Sciences
- Health Sciences, Communications, and Special Programs
  - ELAP, WDCE, Student Affairs and MORE!
- Science, Technology, Engineering, and Math

See your packet or https://library.montgomerycollege.edu/research/find-your-librarian.html to find the contact information for your team!

Resources

Montgomery College Library

The Collection

And growing with your assistance!

A SNAPSHOT OF THE LIBRARY:

225,000+ Print Books & over 60,000 e-books
Over 200 Databases & Resources
100,000+ E-Periodicals (Journals, Magazines, & Newspapers)
More than 75,000 Streaming E-Videos
Over 4 million Historical & Current Events Photographs
1 million+ Art Images
3,000+ Music Scores
650,000+ Sound Files
150+ Library Course Pages & Research Subject Guides
Digitized special collections

MC Library Website

https://library.montgomerycollege.edu/

RaptorSearch

This search and discovery tool simultaneously searches many of the existing library databases and the library catalog for relevant results!

Allows one
information

Default option is RaptorSearch

Help Available!

Montgomery College Library

RaptorSearch

Find articles, books, videos, & more

Help with RaptorSearch ⧉   Looking for a specific database? **A-Z List of Databases** ⧉

A Variety of Resources at Your Fingers!

- Video resources
  - Documentary and Feature Films
- Specialized content
  - Statistics, Plays, Business and Industry, Polls, and more
- Citation tools
- A menu of options to support your teaching needs
  - Embeddable Videos, Tutorials, and Quizzes on a variety of information literacy skills
- Discover an e-textbook or OER for your class with Faculty Select
- Let's dive a little bit deeper into Faculty Select...

Faculty Select Database: Enhanced OER & E-book Access

- **Faculty Select –** library database that streamlines access to OERs and rights-free e-textbooks

- Search and access open textbooks, Open Educational Resources (OERs), and unrestricted library e-books from academic publishers.

- Obtain access to free open materials and low-cost library-licensed resources to reduce the cost burden for students.

- **Faculty Select -**https://library.montgomerycollege.edu/faculty-support/adopt-e-textbook-z-courses.html

Search for Your Topic

Refine Your Results

Montgomery College Library

View an Ebook

Request an Ebook

- **Purchased by the library**
- **Link provided to embed in Blackboard**
- **Added to Course Reserves for your class**

Faculty Select – Recent Data

- Spring 2023 had 165 active e-textbooks
  - Fall 2023 had 187 active e-textbooks
- Students clicked into the e-texts over 36,000 times during Spring 2023 semester
- Estimated textbook savings for students using e-textbooks (vs. buying their own print):
  - ➢ Based on the list print price for each e-book in the top 20 most used e-textbook titles, the library potentially saved over $321,964 in textbook costs for the 3,503 enrolled students

Data provided by Beth Thoms, Collection Development Librarian/Resources and Collections Division

Information Literacy Instruction

Montgomery College Library

GenEd Information Literacy Rubric

Updated in March 2022 and applies to all GenEd courses

Librarians are happy to assist you with incorporating learning activities for any of the categories (Research, Use, Evaluate, Attribute)

Faculty should feel free to make an appointment with a librarian – "research" appointments are not just for students.

Any faculty can also take advantage of this, not just GenEd faculty – Information literacy is a set of skills that all MC students should continue to develop for their college coursework and their personal lives

Research Skills Guides and Tutorials, Videos, and Quizzes already exist that address many of these skills and are an easy way to incorporate into your class

Information Literacy Library Instruction

Librarian-led class sessions to facilitate student understanding of the need for and how to use reliable research resources effectively

Sessions can be flipped or traditional and can be delivered on campus or online to accommodate classes

A variety of tutorials and videos on many library and research concepts are available to incorporate into your course content or assignments

Helps students develop critical thinking skills

Request a session online: https://library.montgomerycollege.edu/faculty-support/instruction-request.html

Embedded Course/Subject Research Guides

- Tailored content for one stop research for your students
- Content comes from collaboration between faculty and librarians
  - Want something added? Reach out to your discipline liaison librarian team!
- Updated regularly
- Already linked in your Blackboard Course Shell
- Find it under the Research Help menu link
  - Don't see the link? Contact your librarian for assistance or see https://library.montgomerycollege.edu/_documents/faculty-support/add-library-content-to-blackboard-menu.pdf
- **Tools to make it easier to find applicable resources by your students = student success!**

Technology and Finding Help

Technology in the Library

- Macs and PCs
  - Students log into the computers by their M# and last name. The sessions are for 2-hour blocks of time, for a maximum time of 6 hours per day.
  - **We strongly encourage students to use a USB drive or cloud storage to save their work!**
- Laptops for in-library use
- Scanners (including high-speed overhead)
- One Button Studio

Artificial Intelligence
@ MONTGOMERY COLLEGE LIBRARY

MC Library and Artificial Intelligence

- MC Library has created an online guide to Artificial Intelligence (AI) to help the MC community understand what AI is and strategies for using it effectively and appropriately in an academic setting.
  - The guide also includes information about common concerns and considerations when using AI, including bias, misinformation, and hallucinations.
  - **https://libguides.montgomerycollege.edu/ai**
- Students or faculty can get help using AI, including confirming and citing sources, by visiting any campus library or calling, texting, chatting, or booking an appointment with a librarian.

MC MONTGOMERY COLLEGE

Finding Help

"Ask Us"

https://libfaqs.montgomerycollege.edu/

- 24/7 web chat
- Visit a library – librarians available during regular operating hours (until 8 PM Monday-Thursday)
- Appointments, for students and faculty, in person or Zoom
- FAQs
- Text a question, 240-654-1728

What's in Your Packet?

Recap of the Most Important Points!

The MC Library is more than books and MC has EXTENSIVE resources to help students to succeed
- Can be overwhelming, so point your students to librarians!
- Don't forget to reach out yourself – we are here to help

Many asynchronous tools already exist that address **information literacy skills** for your students – ask us about them
- We also love to instruct students live, online or in person – fill out the instruction request form ASAP to schedule a session!

We want to work with you – we welcome your input for materials and resources, as well as tailoring our guides to help your students succeed.

We need your help to reach students – please remember we have textbooks and research assistance available for students, and refer them to us!

Questions?

Montgomery College Library

Thank you and Good luck at MC!

Elizabeth Schlackman, Librarian for Health Sciences, Communications, and Special Programs

Elizabeth.schlackman@montgomerycollege.edu

Library Instruction request form
https://library.montgomerycollege.edu/faculty-support/instruction-request.html

2.6 Equity & Inclusion

Sharon Wilder

Chief Equity and Inclusion Officer

sharon.bland@montgomerycollege.edu

240-567-3080

https://www.montgomerycollege.edu/about-mc/equity-and-inclusion/index.html

MC MONTGOMERY COLLEGE

NEW FACULTY ORIENTATION

THURSDAY, JANUARY 11, 2024

OFFICE OF EQUITY AND INCLUSION

Sharon Wilder, CEIO
sbland@montgomerycollege.edu
301-706-0586 mobile

OEI'S Role:

To provide leadership in creating an inclusive, anti-racist, civil and respectful college community that achieves equity for all.

The Vision

- The Office of Equity and Inclusion in the Office of the President, and The President's Advisory Committee on Equity and Inclusion (PACEI) are designed to be an integral part of every academic discipline, administrative unit, and partnerships, and will become commonplace in our practices and policies.

Framework Towards Change

AWARENESS
Acquire knowledge of a situation and facts, listen, recognize inequities, ask questions, participate in equity and inclusion programming and events

UNDERSTANDING
Perceive the meaning of equitable and inclusive actions, practice being mindful of them; dialogue with others; seek knowledge and training; do research

EMBRACING
Acknowledge inequities and social justice issues exist and decide to adopt and wholeheartedly accept that equity and inclusion work is paramount

COMMITMENT
Get involved; do the work necessary to eradicate inequities and create inclusive environments; be accountable; be dedicated

ACTION
Identify and execute plans to continually drive equity and inclusion inside and outside of the classroom and within communities

CHANGE
Review policies, practices, and action plans to continually contribute to being a more equitable and inclusive community; document, evaluate, and strengthen outcomes

OFFICE OF EQUITY AND INCLUSION

Sharon Wilder, Antonio Montaño, María Cevallos Rodríguez

PACEI Chair: Dr. Nancy Newton
Faculty Support: Dr. Andraé Brown

SVP Liaisons (Implementing the Roadmap):
AA – Andrea Foster & James Hodge
AFS – Terry Evelyn & Judy Zhu
OACE – Rose Garvin Aquilino, La Verne Gordon & Vanessa Zambrano
SA – Dr. Carmen Poston-Travis & Stacey Gustavson

Inclusion Centers, LGBTQIA+ Center, HSI Task Force, Antiracist Roadmap Management, and Antiracism Badge (All OEI Staff)

Surveys, Evaluations, Assessment, White Papers, and Pizza For Your Thoughts (Antonio Montaño, OIRE, SVP Liaisons, George Rice, and Sharon Wilder)

PACEI Meetings, Trainings, Monitoring Roadmap, Annual Updates and Townhalls (Dr. Nancy Newtown, PACEI Co-chairs, SVP Liaisons, and Sharon Wilder)

Search Advocates (Andrea Foster, George Rice, HRSTM, and Karen Penn de Martinez)

Let's Talk! Series/ Antiracism and Educational Journeys (Dr. Zenobia Garrison, Dr. Andraé Brown, Javon Inman, Dr. Carol Moore, Dr. Nancy Newton, George Rice, III, Dr. Katya Salmi, Karl Smith, and Sharon Wilder)

Faculty Collaborations, Dialogues, Equity Week and Equity Summits (All OEI Staff)

Student Affairs - Let's Talk!, SJILI, SJILI Badge (Antonio Montaño, Dr. Carmen Poston-Travis, Stacey Gustavson, and Sharon Wilder)

Newsletter Development, Website Maintenance, Social Media, and Let's Talk! Toolbox (Antonio Montaño & Maria Cevallos Rodriguez)

Trainings, Coaching, Peer Mentoring, Pop-ups (Sharon Wilder, Antonio Montaño, Dr. Carol Moore, and SVP Liaisons)

MC
MONTGOMERY COLLEGE

OEI Work 2023-24

- Complete all employee collegewide E&I training focusing on anti-racism

- Create standard operating procedures tool for partnership on programmatic efforts and place it on our website that allows departments and organizations to utilize. This will help us solidify partnerships with campus and community organizations that includes partnering on grant funding opportunities.

- 5 signature programs (1) Lets Talk! Dialogue Series, (2) Equity Week April 5-9, 2024 and Excellence in Equity Awards Wednesday, April 7, 2024, (3) Social Justice Inclusive Leadership Program February-April 2024, (4) E&I Training focusing on Antiracism (ongoing), and (5) Fall Equity Dialogue - October 2024 and Spring Equity Dialogue – May 2024

- Track and regularly report our metrics (including attendance at events and outcomes that we have established)

- Manage OEI's unified collegewide calendar with all relevant celebrations/acknowledgements that are in alignment with other college priorities

- Serve as Executive Convener for the Hispanic Serving Institution (HSI) Taskforce

PACEI VISION FOR 2023-24

As ambassadors, advocates, and advisors, PACEI identifies, addresses, and improves upon the current inequities in our College environment and helps usher in systemic change for an inclusive, civil, respectful, equitable community where all thrive and succeed.

Vision:

- Through an equitable lens, PACEI will examine the current Roadmap for Success and will help shepherd the entire College community towards implementation of designated goals and objectives outlined in the Roadmap for Success. PACEI will continue to serve as an ongoing advisory body to the president and senior leadership on critical E&I issues.

Theme:

- **"FACE** IT. **EMBRACE** IT. There is no eq**ui**ty and incl**usi**on without U&I."

Equity and Inclusion Roadmap for Success Goals

GOAL ONE:
Student Experience

GOAL TWO:
College Workforce

GOAL SIX:
Antiracism Strategy
"MC will develop a strategy to become an antiracist institution in policy, practice, and promise."
BOT Goal 2020-21

Roadmap for Success
2020-2025

GOAL THREE:
College Culture

GOAL FIVE:
Community-wide Opportunities

GOAL FOUR:
Multicultural Teaching/Learning

Goal One: Student Experience

WHAT'S THE TARGET?

To remove barriers, seen and unseen, from the path of all students and employees affected by the culture, climate, and expectations at Montgomery College

WHAT ADJUSTMENTS HAVE CONTRIBUTED TO THE PROGRESS OF THIS OUTCOME?

- As a result of the pandemic more classes have been offered virtually which has increased access to class registration, attendance and course completion.

- The credit limit per semester for those students on Academic Restriction was removed

- Laptop access to first-year students

- Virtual learning has removed the barriers of travel challenges (distance, mode of transportation and cost) and assisted the schedule adjustment of those students who work and attend MC

- Launched the Presidential Scholars Program for Black and Latinx males

2023-24 METRICS TO TRACK

- The number of Black and Latinx Male students who enrolled during the height of the pandemic, their course load, GPA range, average and graduated in '20, '21, '22, & '23

- The number of Black and Latinx Male students who work and attend MC

- The number of Black and Latinx Male students who took advantage the laptop program, DSS, Tutoring services.

- The number of Black and Latinx Male students who are in WDCE vs. Certificate and AA programs

- Climate survey for Black & Latinx Male students related to their experience

Goal Two: College Workforce

WHAT'S THE TARGET?

- To recruit, develop, and retain highly qualified faculty & staff who embrace and exemplify MC's vision of multiculturalism, radical inclusion, and racial equity and reflect the diversity of the student body and the Montgomery County population.

WHAT ADJUSTMENTS HAVE CONTRIBUTED TO THE PROGRESS OF THE DESIRED OUTCOME?

- MC has implemented the Search Advocate training along with a coordinator of and committee for the Search Advocate training and administration process

- 95 MC employees have been trained as Search Advocates since it's implementation and 14 Search Advocates have served on searches since July, 1, 2021.

- OEI has partnered with ELITE to and will begin developing MC's own Search Advocate Program with a trainer the trainer component by or before June 2024

What would we like to see in 2023-24?

- Expanded strategies to effectively integrate diversity, equity, and inclusion practices in recruitment, hiring, orientation, onboarding, and employee engagement processes including ensuring that 30% of search committees will include a trained/certified search advocate who will work on the process from creating the position description through the hiring/onboarding phase

- Multiple departments create temporary positions for minority faculty interns, allowing these individuals to become familiar with College practices and to become more competitive candidates for permanent positions

- Develop additional strategies to effectively integrate diversity, equity, and inclusion practices to address implicit bias in hiring and strengthen our commitment to excellence and radical inclusion including revising and strengthening implicit bias training

Goal Three: College Culture

WHAT'S THE TARGET?

- To intentionally and fully include people with disabilities and create a pathway toward inclusion and equity from a social justice perspective for persons with disabilities at Montgomery College.

- To implement the Anti-Racism Strategy.

- To understand and be responsive to the needs of our LGBTQIA+ community

WHAT ADJUSTMENTS HAVE CONTRIBUTED TO THE PROGRESS OF THE DESIRED OUTCOME?

- A 91% response rate from students with disabilities from the 2020 survey helped to further enhance and shape the policy and scope of services college-wide.

- Programming for students, faculty and staff that informs the college community about life from a disabled person's perspective and the importance of empathy and advocacy.

- Development of a robust Universal Design Center

- Developed and continue to deliver collegewide anti-racism training and anti-racism microcredential badge

- Develop and continue to deliver the Social Justice microcredential badge through the Social Justice Inclusive Leadership Institute (led by OEI)

WHAT WOULD WE LIKE TO KNOW FOR 2023-24?

- What resources have been utilized most frequently by disabled students?

- What additional marketing and communications efforts are needed to adequately inform incoming disabled students about resources that will assist in their college transition?

- What ongoing strategic partnerships make sense when it comes to educating the MC community about the needs of our disabled population (students, faculty and staff)?

- Analysis of impact of two years holding Safe Zone training

What would we like to see in 2023-24?

- An Inclusion Center on the Rockville Campus

- Continued responsiveness to local and national issues that impact our college community including E&I pop ups and Let's Talk! sessions

- Over 2500 employees completing the Equity and Inclusion Antiracism training session

Goal Four: Multicultural Teaching and Learning

WHAT'S THE TARGET?

- To improve pedagogical and related practices carried out by faculty by delivering intrusive instructional training advice that focus on meeting the learning needs of the College's diverse students.

- To improve multicultural learning experiences outside of the classroom

WHAT ADJUSTMENTS HAVE CONTRIBUTED TO THE PROGRESS OF THE DESIRED OUTCOME?

- Promoting that a Diversity and Equity statement to be placed on each syllabus

- The proposal by the PACEI committee to realign rubrics considering implicit bias

- Developing the Social Justice Inclusive Leadership Institute

What would we like to see in 2023-24?

- Further discussion with the collegewide committee on rubrics to tackle continued implicit bias.

- A survey regarding whether MC students find rubrics effective in reducing bias been developed and administered.

- An annual professional development workshop on tactics to mitigate implicit bias

Goal Five: Community-Wide Opportunities

WHAT IS THE TARGET?

- Support diversity and inclusion in our staff, faculty, students, community and business populations and provide increased opportunities for the college's communities to foster equity and economic empowerment.

WHAT ADJUSTMENTS HAVE CONTRIBUTED TO THE PROGRESS OF THE DESIRED OUTCOME?

- Adopt a standard inclusive syllabus template to help ensure culturally relevant/ responsive course-specific syllabi.

- Submitted proposal for approval for all department chairs to market Equity & Inclusion courses once they are recognized and offered.

- Cultural celebrations and heritage months now appear on the MC Master Calendar.

What would we like to see in 2023-24?

- A statement related to E&I learning modules added to 100% of syllabi by the end of 2024

- 50% of faculty assigning learning modules for E&I courses by the end of 2024 and 100% of faculty assigning learning modules for E&I courses by the end of 2024

- A 25% increase in frequency of heritage celebrations

Goal Six: Antiracism Strategy

WHAT IS THE TARGET?

- Continue to embrace Montgomery College's journey towards becoming an antiracism institution in policy, practice, and promise through education and training

WHAT ADJUSTMENTS HAVE CONTRIBUTED TO THE PROGRESS OF THE DESIRED OUTCOME?

- OEI's First Fridays Book Discussion Series since Spring 2021 that has covered 5 books; How To Be Antiracist & 400 Souls by Ibram Kendi and Caste by Isabel Wilkerson; From Equity Talk to Equity Walk by Tia Henderson; We Want to do More Than Survive by Bettina Love.

- The development of the Collegewide Antiracism Training as well as the Antiracism Microbadge Credential
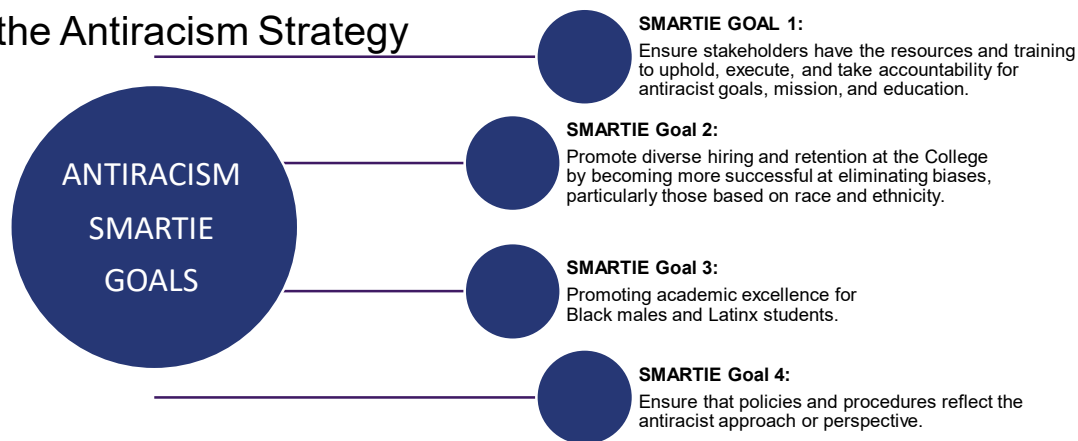
Goal Six: Antiracism Strategy

CONTINUED BOARD OF TRUSTEES FOCUS:

- Promote social justice, radical inclusion, and racial equity within the College and the broader community and continue the Board focus on the journey to being an antiracist institution (BOT FY22 Institutional Goal)

- Continue the board's attention to becoming an antiracist institution and supporting social justice, radical inclusivity, and equity for all within the College and the larger community. (FY23 Institutional Goal)

WHAT HAS CONTRIBUTED TO THE PROGRESS OF THE DESIRED OUTCOME?

- Implementing the Antiracism Strategy

ANTIRACISM SMARTIE GOALS

SMARTIE GOAL 1:
Ensure stakeholders have the resources and training to uphold, execute, and take accountability for antiracist goals, mission, and education.

SMARTIE Goal 2:
Promote diverse hiring and retention at the College by becoming more successful at eliminating biases, particularly those based on race and ethnicity.

SMARTIE Goal 3:
Promoting academic excellence for Black males and Latinx students.

SMARTIE Goal 4:
Ensure that policies and procedures reflect the antiracist approach or perspective.

2023-24 Metrics TO TRACK:

•Over 2500 MC Employees complete the collegewide Antiracism Training

•Train and graduate our sixth cohort of 25 individuals earning the Antiracism Badge Microcredential

•College wide identification and implementation of policies, practices and procedure that exemplify an Antiracist Institution in practice and promise.

Hispanic Serving Institution Presidential Taskforce

HSI is charged with:

1. Identifying, analyzing, and discussing gaps in student access, completion, and post-completion success between Hispanic students and their peers.

2. Attending meetings with senior leaders and community groups to learn how the College can more deeply partner with the community to address gaps.

3. Collaborating with the Office of Grants and Sponsored Programs and other key individuals to ensure an HSI grant is submitted.

4. Providing recommendations by February 2024 to senior leaders that are focused on eliminating gaps, while simultaneously increasing student success at the College through a lens of inclusive excellence.

OEI Calendar FY 2024

1. REQUIRED <u>Antiracism Training</u> – **DUE JUNE 30, 2024 (extended)**
2. <u>Safe Zone Training</u> (LGBTQIA+ and Allies)
3. Antiracism Badge 5th Cohort (February, March, April, May)
4. Social Justice Inclusive Leadership Institute (February-April)

January 2024
- Applications for SJILI
- Antiracism Required Training (Professional Week)

February 2024
- Black History Month Celebration
- Mid-Year Equity and Inclusion Report memo
- Equity Week Marketing
- First Fridays Book Discussion (2/2/24)
  We Want to do More Than Survive – Bettina Love
- SJILI Program start
- Antiracism Required Training

March 2024
- Irish Heritage Month
- National Women's History Month
- PACEI: SVP/Chairs Meeting (3/7/24)
- E&I Spring Newsletter
- First Fridays Book Discussion (3/1/24)
- Woman's History Month Discussion
- Antiracism Required Training

OEI Calendar FY 2024

April 2024
- Arab Heritage Month
- National Deaf History Month
- Spring Equity Week (April 15 -19, 2024)
- First Fridays Book Discussion (4/5/24)
- Antiracism Required Training
- E&I Spring Newsletter

May 2024
- Asian Pacific American Heritage Month
- Jewish American Heritage Month
- SJILI Graduations (4/24/24)
- First Fridays Book Discussion (5/3/24)
- Antiracism Required Training
- Spring Equity Dialogue – Topic: TBD

June 2024
- Caribbean Heritage Month
- Juneteenth
- Pride Month
- MHEC Cultural Diversity Report approval by BOT
- E&I Annual Report
- PACEI end-of-the-year meeting
- PACEI: SVP/Chairs meeting (6/6/24)
- Antiracism Required Training

THANK YOU

- Contact the Office of Equity & Inclusion

Thank you for your participation!

Please reach out to us with any questions or concerns:

Monique Davis

Monique.Davis@montgomerycollege.edu

240-567-5622

Tom Cantu

tom.cantu@montgomerycollege.edu

240-567-6006

MC
MONTGOMERY
COLLEGE