MONTGOMERY COLLEGE
Office of the Senior Vice President for Academic Affairs

March 10, 2014

MEMORANDUM

To: Dr. DeRionne P. Pollard, President

From: Dr. Sanjay Rai, Interim Senior Vice President for Academic Affairs

Subject: Academic Restructuring—Final Report and Recommendations

With this memo, I submit the final Montgomery College Academic Restructuring proposal. The attached document represents the work of more than 180 individuals throughout the College who participated in an inclusive and transparent process to develop these recommendations. Following the yearlong work of the Academic Restructuring Task Force, seven work groups of faculty and staff members—nominated by their peers—convened in October 2013 to analyze the details involved in academic restructuring. Four groups were led by the College's vice president/provosts and focused on the academic units, and three groups considered the roles of chairs and deans, the opportunities surrounding collegewide co-curricular programs, and the optimum structure for the Office of the Senior Vice President for Academic Affairs. These groups worked tirelessly and submitted interim reports in December 2013, which gave the College community time to review recommendations as they were developing. Final work group reports were submitted on January 21, 2014, and were shared with the College community using a central website, group presentations to councils and chairs, and campus forums during the collegewide review period in February.

Throughout the process, faculty and staff have been encouraged to provide feedback and suggestions, and I have met personally with many individuals and groups to address concerns. Input was thoughtful, articulate, and passionate, which warranted and received careful consideration. Ultimately, it was necessary to make several difficult decisions about the structure of units, the assignment of chairs, and the placement of disciplines. The guiding principle in these decisions was to provide the best support possible to our students by providing the best possible academic support for the disciplines. I believe that the proposed structure illustrated in the report provides tremendous potential for future curriculum development and growth, as well as enhanced faculty collaboration.

In the proposed structure, the roles of the vice president/provosts, deans, and chairs also will change significantly. Chairs will have the authority to make local decisions, which will strengthen campus-based operations. At the same time, deans and vice president/provosts will have collegewide responsibilities, while also continuing to support campus goals. All of these goals will be accomplished without increasing the number of administrator positions in Academic Affairs. The proposed leadership structure provides the agility to address external

accountability measures and to seize the opportunities that define the dynamic environment of higher education today.

Once implementation begins in July 2014, the proposed academic structure will be subject to a six-month review period to ensure that the College can successfully achieve the organizational agility and collaborative mechanisms needed to support a One College experience for our students. I am confident in the flexibility and goodwill of the Academic Affairs faculty and staff to implement the recommendations and suggest adjustments when necessary.

I would like to thank all of the members of the academic restructuring work groups, especially the leaders who gave many hours to the writing and revising of their reports. Thank you to the many council leaders who helped staff the work groups and who provided opportunities to share these recommendations with the broader College community, and thank you to Faculty Council leaders for providing constructive and helpful feedback. I would also like to express my appreciation to the leaders of our faculty bargaining units for their time and support to work collegially with me through several complicated issues. Finally, I offer thanks to all of my colleagues throughout the College who offered suggestions and comments that helped to shape these recommendations.

I appreciate the opportunity to share the final Academic Restructuring proposal with you and look forward to hearing your thoughts and decisions regarding the recommendations. Thank you.

MONTGOMERY COLLEGE ACADEMIC RESTRUCTURING FINAL REPORT

Dr. Sanjay Rai

Interim Senior Vice President for Academic Affairs

Academic Restructuring Report

March 10, 2014

Executive Summary

Montgomery College is engaged in the process of redefining and restructuring its academic areas to support student success and to strengthen institutional leadership in the disciplines. By reinvigorating the College's academics, the effort will create a common student experience, pedagogical consistency, and cross-institutional leadership. With more than 117 academic programs and multiple campuses, the benefits of this type of reorganization to the College's students, faculty, and staff are many. The plan will create coherent academic units with discipline alignments that make sense both internally and externally, providing students with simplified and standardized pathways, regardless of their goal, and providing external partners with a transparent and resilient leadership structure. Additionally, the College will be better positioned to implement the requirements of the College and Career Readiness and College Completion Act of 2013 and to respond to other external drivers.

Since September 2013, nearly 200 faculty, staff, and administrators followed up on the efforts of the 2012 Academic Restructuring Task Force to augment and finalize its proposal. The volunteers worked collegially in seven cross-institutional groups to develop recommendations to strengthen and unify academic disciplines collegewide, foster interdisciplinary and integrative education, and envision a new model for discipline and department leadership. The work groups submitted their final recommendations in formal reports to the Office of the Senior Vice President for Academic Affairs on January 21, 2014. All work group reports are available online at www.montgomerycollege/academicrestructuring.

The following highlights summarize the reports from the work groups:

- Work Groups A-D studied what was needed for unit-level academic faculty, leadership and staff. These work groups proposed an academic structure to create a connected organization that fosters knowledge-sharing and ensures the highest quality, distinctive "MC" experience for our students while nurturing the capability of campuses to provide customized and unique services and programs.
- Work Group E studied the distinctions between dean and chair roles that included:
    - Position Descriptions, Compensation, Work Overload, Benefits, Selection Processes, Term Limits, Cycle Reappointments, Performance Reviews, Required/Preferred Experience, Equity among Chairs, and Training.
- Work Group F studied the College's interdisciplinary programs and proposed the development of an overarching approach that encourages excellence through communication, collaboration, and financial support.
- Work Group G studied the enhancement of the Office of the Senior Vice President for Academic Affairs to empower it to "be innovative and creative in addressing the needs of our students as well as to work collaboratively across the campuses and disciplines."

Open communication and transparency have been central features of this effort. The Office of Academic Affairs sent regular updates to the community to communicate progress and promote information-sharing opportunities. Work groups met regularly with their colleagues to seek input while creating their

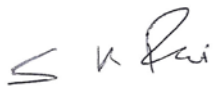
recommendations, and upon submission of their recommendations, the College entered into a one-month review period to give community members further opportunity to read the recommendations and provide their feedback. Nearly 20 council meetings and campus forums, and numerous private meetings with individuals and groups, were held during this time to allow continuous opportunity for feedback. Governance council leaders, including those of Faculty Council and Staff Council, were consulted throughout the process. They provided helpful and constructive feedback. I also want to acknowledge and express my appreciation for the involvement of the leaders of the faculty bargaining units and their willingness to engage in productive consultations, especially with regard to the new model for chair positions. Comments were also collected by e-mail. It is through this active participation by the College community that we will achieve a successful restructure. The resulting recommendations that were informed by this collaborative effort are detailed in this report.

I want to express my sincere gratitude to all work group members for their diligence and extraordinary efforts. Their superb analysis of complex issues will lead to developing a stronger, more agile, and flexible academic model that will foster collegewide consistency in delivering relevant academic offerings while at the same time encouraging and promoting student success in today's fast-changing global marketplace.

This report contains five recommendations under the following areas:

1. Leadership Structure and Discipline Alignment
2. Academic Management and Chair Role
3. Integrated Learning Programs
4. Central Academic Leadership and Functions

Respectfully submitted,



Sanjay Rai, PhD
Interim Senior Vice President for Academic Affairs

1. *Leadership Structure and Discipline Alignment*

The academic leadership structure and aggregation of disciplines has undergone several iterations. The work groups operated within the broad parameters of the 2012 Academic Restructuring Task Force, in that they retained the four-unit structure that would be led by vice president/provosts. The disciplines that would fall under each unit were first set by the task force, and then adjusted by the work groups. The final proposed structure is the result of further adjustments by the collegewide deans group and the College community.

RECOMMENDATION I: Structure academic disciplines under four units, led by vice president/provosts, as follows:

- Business and Economics, Arts, English and Reading, Social Sciences
- Applied Technologies, the Gudelsky Institute for Technical Education, Workforce Development & Continuing Education
- Science, Technology, Engineering, and Mathematics
- Communication, Health Sciences, Health and Physical Education, and Humanities

The proposed academic structure, which reflects content alignment as well as the consideration to equitable distribution of administrative responsibilities, and the current senior leadership of Academic Affairs is illustrated in Figure 1.

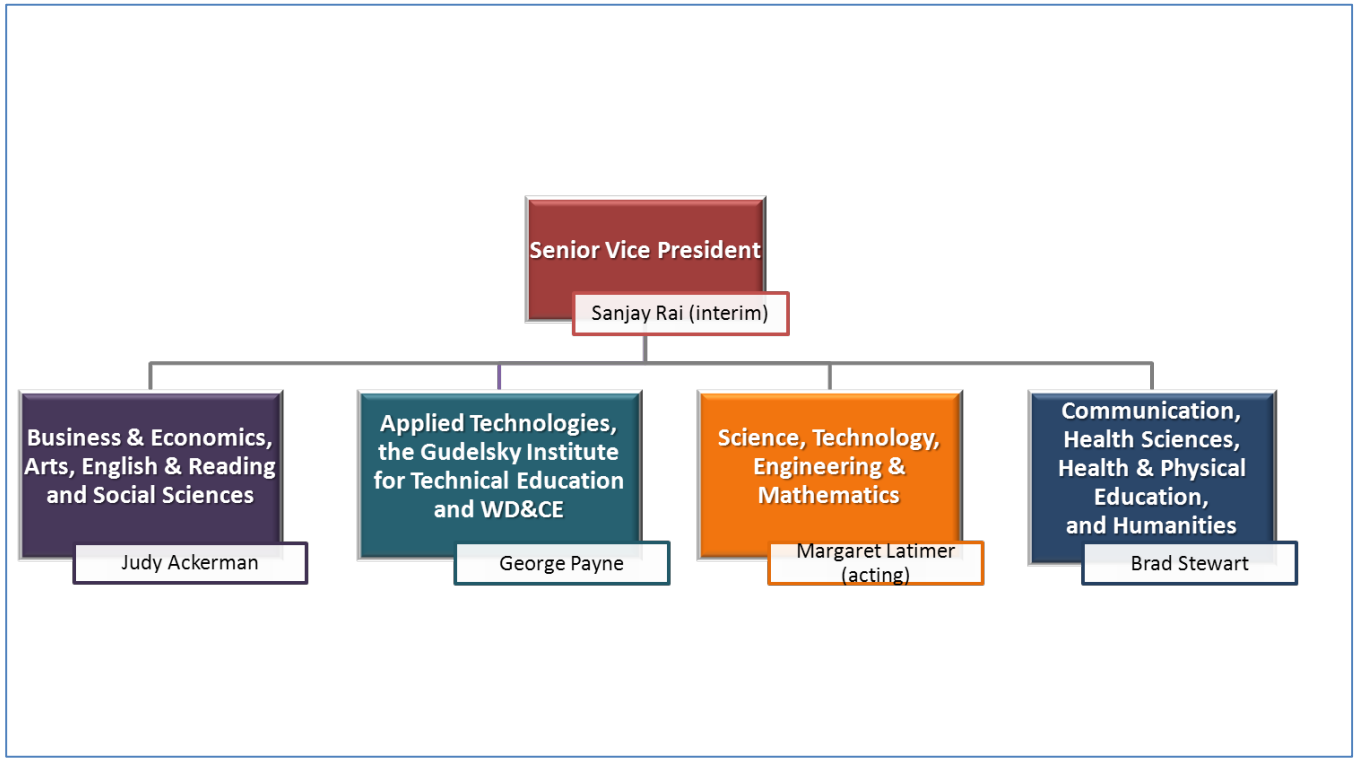


Figure 1 - Academic Affairs Senior Leadership

The College community engaged in robust, impassioned discussions regarding the placement and alignment of disciplines within the four academic units. The final breakdown is provided in Recommendation II, which was developed after hearing and considering community feedback on the various options. Some of the leading discussions include:

- Placement of economics with business or with social sciences
- Placement of speech with arts, communications, or business
- Placement of computer applications with arts, computer science, or separated into multiple disciplines
- Separation of nursing into its own department
- Placement of cybersecurity/networking with mathematics or with computer science and engineering
- Supervision of academic support centers

While there was no clear internal or external consensus on the alignment of any of these issues, strong input from the College community and supporting arguments from external sources led to the final recommendations.

ECONOMICS	The discipline can be found with the social sciences in many colleges and universities; at the same time, many institutions situate this discipline with the business curricula. The economics faculty at Montgomery College were divided about the appropriate placement, and after several conversations with them, I recommend placing the discipline with the business area because the economics courses are central to the business administration program, the degree program with the second-largest student enrollment.
SPEECH COMMUNICATION	I have pondered the placement of the speech communication discipline, which is housed with arts at the Rockville and Takoma Park/Silver Spring campuses, but with Communication and the American English Language Program (AELP) at the Germantown Campus. Because of curricular relationships and the importance of cross-cultural communication, I recommend placing speech communication with AELP to form a Communication department on each campus.
COMPUTER APPLICATIONS	This discipline overlaps several others, including business administration, graphic design, and computer science. Throughout the review process, the whole discipline placement was proposed in several areas: arts, computer science, or business. After meeting with faculty members and deans, I recommend separating computer applications into several pieces to be distributed through curriculum actions into business, arts, and computer science.
NURSING	The nursing department at the Takoma Park/Silver Spring Campus has grown to meet national and state accreditation standards as well as agreements with local health services providers. In addition, nursing and health sciences disciplines include clinical rotations that must be supervised by a dean, associate dean, and/or chair. I recommend establishing separate departments for nursing and allied health.
CYBERSECURITY/NETWORKING	While the discipline faculty acknowledged that the cybersecurity and networking degrees and certificates do not have significant math requirements, they expressed concern that alignment of these programs with

	disciplines that emphasize transfer will dilute and ultimately eliminate the certification and workplace-ready skills development that is the hallmark of their program and the AAS degree. I recommend alignment with computer science and engineering, which parallels that at other colleges and will create opportunities for the expansion of certificate programs. This alignment will also clarify, for students, the relationship between electrical engineering, computer science, cybersecurity and networking. There will be strong support for the certificate and AAS program.
ACADEMIC SUPPORT CENTERS	Many academic support centers and services throughout the College are shared among the disciplines. Moreover, their separate histories have resulted in different supervisory configurations, policies, resource allocations, and purposes at different campuses. We have seen that inconsistency of academic support services has been a main complaint of students and a major impediment to supporting a One College student experience. The learning centers require a team approach, and strong connections to the disciplines they support and to their campus. While local management of support centers will remain with the campus deans and center managers, I would like to reassign a vacant position in my unit to establish a collegewide director of learning centers. This position will work with campus leadership to develop common practices among centers that will establish consistency for the student experience. Central oversight provided by a collegewide director will ensure resource equity even as centers tailor services to meet individual campus needs.

RECOMMENDATION II: Comprise all collegewide disciplines under the four academic units as shown in Figures 2-5 below.

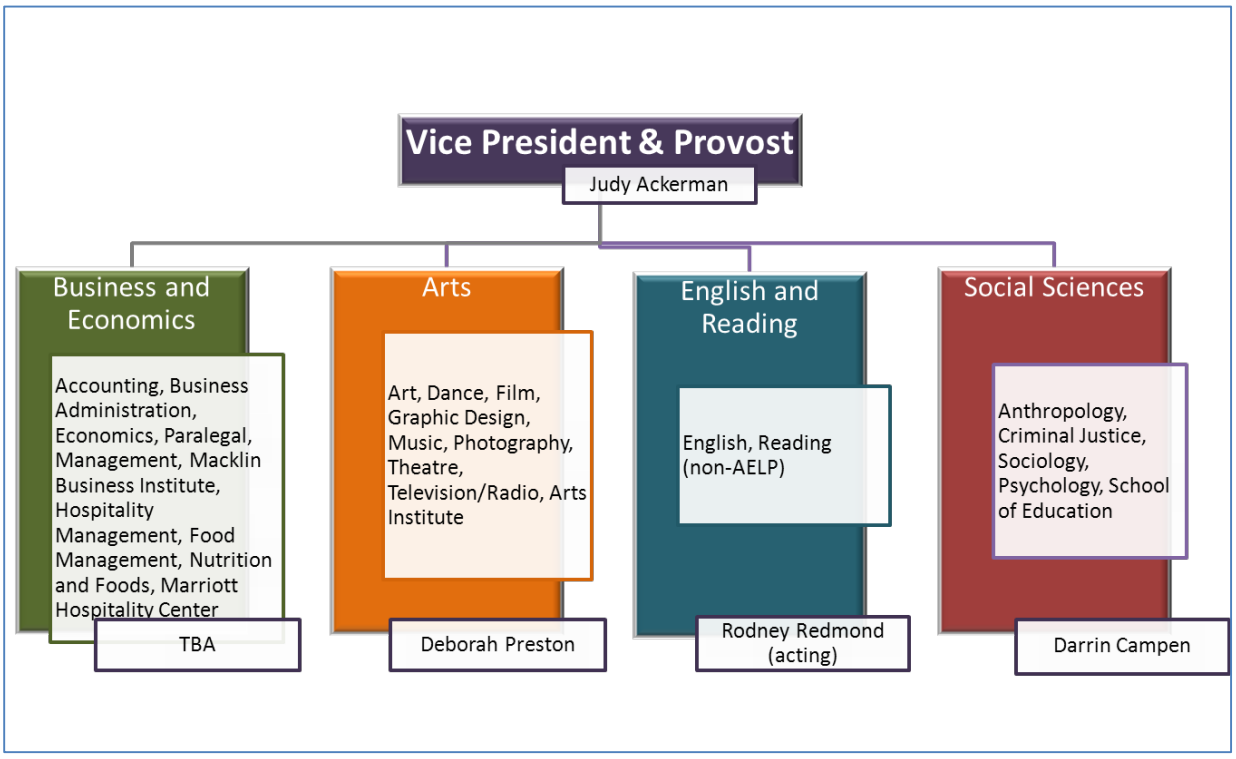


Figure 2 - BAESS Leadership

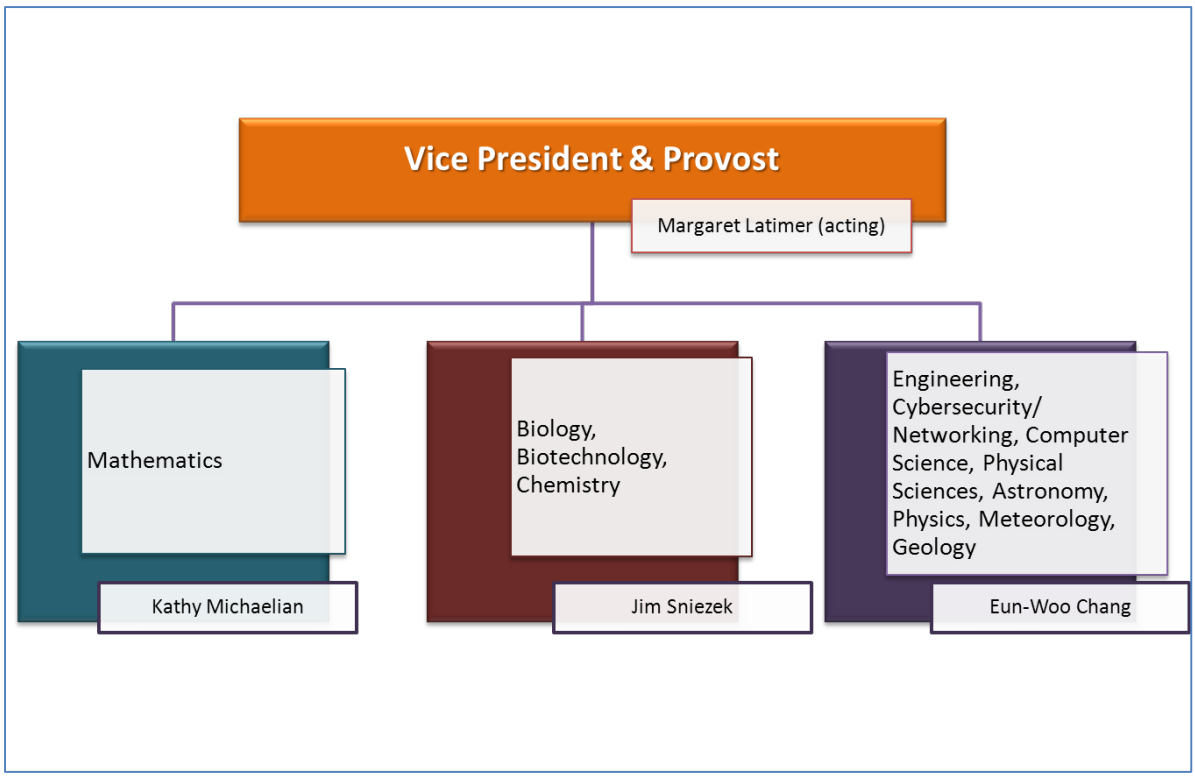


Figure 3 - STEM Leadership

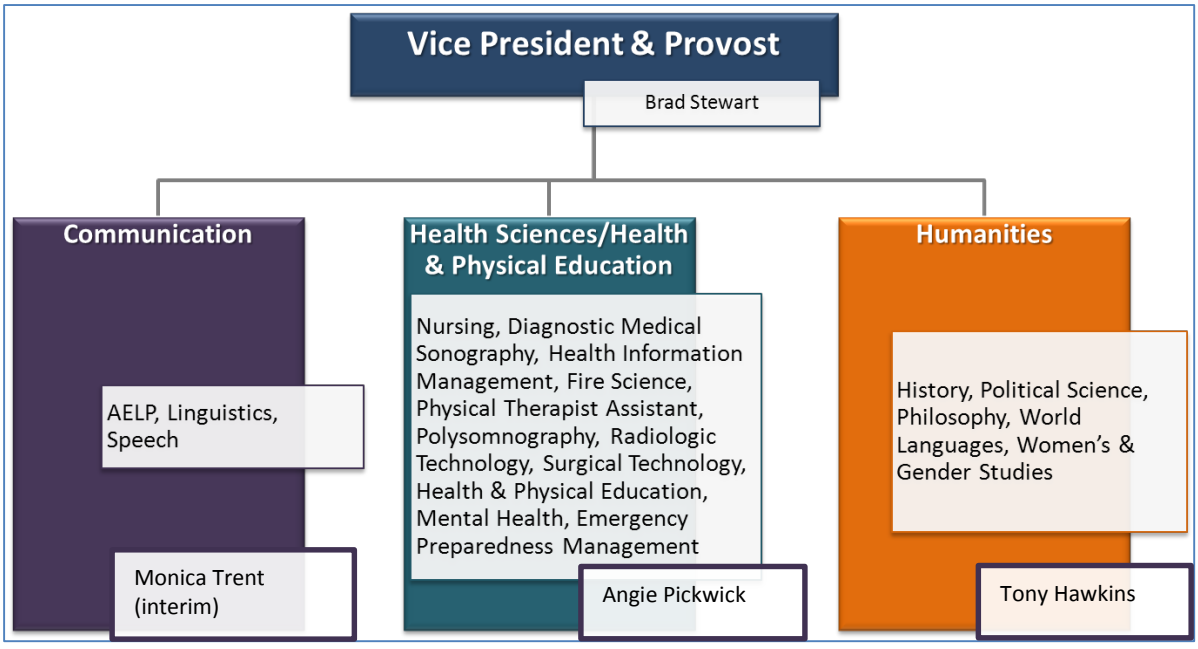


Figure 4 – COMM/HS/H&PE/HUM Leadership

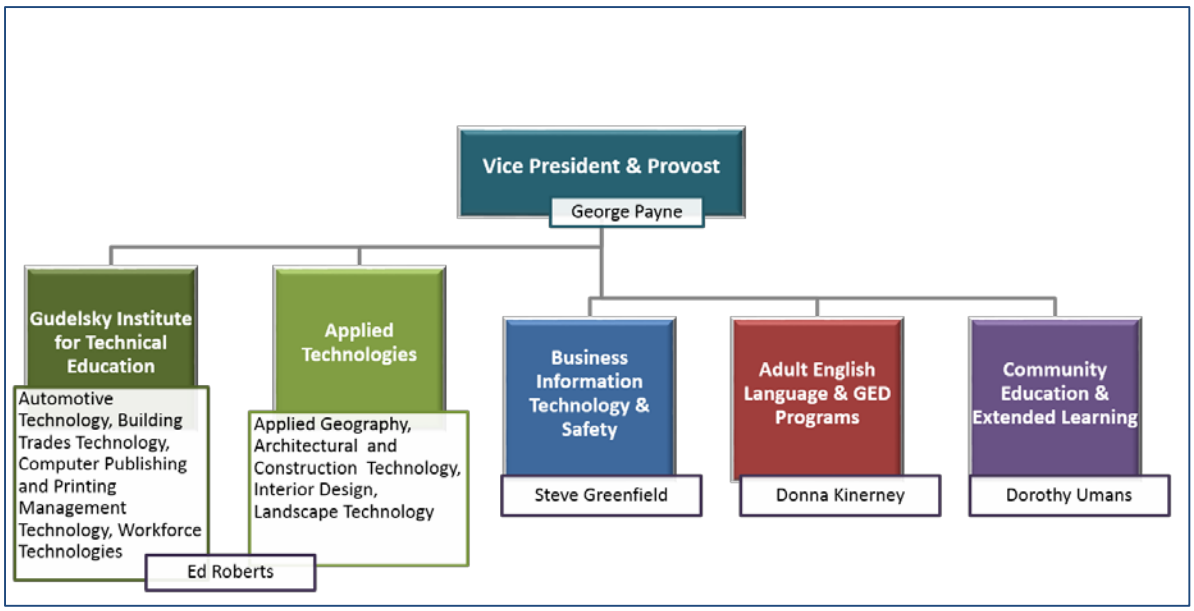


Figure 5 – Applied TECH & WD&CE Leadership

2. *Academic Management and Chair Role*

One of the hallmarks of the proposed academic structure includes a shift in discipline and department-level management. Vice president/provosts will have responsibility for collegewide, aligned disciplines; each dean will have responsibility for specific collegewide disciplines and programs; and most notably, chairs will transition to year-round positions with supervisory responsibilities, becoming the linchpin of campus-based academic leadership in the new structure.

Work Group E was tasked with studying the new chair role and developing recommendations, and a subsequent work group further refined the delineation of responsibilities and the details associated with the new chair role.

RECOMMENDATION III: Transition chairs to 12-month, non-bargaining positions that include supervisory responsibilities. This recommendation includes:

- Chairs will be selected through an open nomination process followed by meetings with the dean, presentations to department faculty and staff with input to the dean, and final selection by the dean, confirmed by the vice president/provost.
- Chairs will serve four-year terms. At the completion of the first term, the dean and department faculty will undertake a nomination process whereby the sitting chair could be nominated for a second term. A third four-year term will be possible only with the unanimous vote of department faculty and the approval of the dean and vice president/provost.
- As defined by the side letter with AAUP, chairs who are selected from the current Montgomery College faculty will step out of the bargaining unit during their terms of service and step back in when their terms expire.
- Chairs will receive three weeks (15 business days) of annual leave to be used within each academic year of service. No annual leave will carry over from year to year.

- If a chair cannot be found from within the current Montgomery College faculty, one will be recruited through an external search and appointed as chair for a finite term.
- Chairs will be distributed throughout the four academic units as illustrated in Figure 6. This breakdown designates a total of 32 chairs and five coordinators collegewide, with eight chairs and two coordinators at the Germantown Campus; 16 chairs at the Rockville Campus; and eight chairs and three coordinators at the Takoma Park/Silver Spring Campus.

Business and Economics, Arts, English and Reading, Social Sciences (13 chairs, 2 coordinators)			
Discipline	**Germantown**	**Rockville**	**Takoma Park/Silver Spring**
Business	Chair	Chair	Coordinator
Arts	Coordinator	Chairs (3)	Chair
English and Reading	Chair	Chair	Chair
Social Science	Chair	Chairs (2)	Chair
Science, Technology, Engineering, Mathematics (9 chairs, 1 coordinator)			
Discipline	**Germantown**	**Rockville**	**Takoma Park/Silver Spring**
Engineering	Chair	Chair	Coordinator
Biology, Biotechnology, and Chemistry	Chair	Chairs (2)	Chair
Mathematics	Chair	Chair	Chair
Communication, Health Sciences, Health and Physical Education, Humanities (9 chairs, 2 coordinators)			
Discipline	**Germantown**	**Rockville**	**Takoma Park/Silver Spring**
Communication	Chair	Chair	Chair
Health Sciences	Coordinator	Chair	Chairs (2)
Humanities	Chair	Chairs (2)	Coordinator
Applied Technologies, Gudelsky Institute for Technical Education, Workforce Development & Continuing Education (1 chair collegewide)			

Figure 6 – Chair and Coordinator Distribution

3. *Integrated Learning Programs*

Work Group F was charged with studying the College's co-curricular programs to determine the best way to integrate them more fully into our students' academic lives. The group proposed several recommendations aimed at creating a cohesive structure to support integrative learning and to afford more students the opportunity to benefit from the richness of multi-disciplinary, integrative studies. Their proposal includes developing a central coordination function; infusing the curriculum with integrative learning best practices and pedagogy; embedding best practices for integrative learning into the College's general studies degree program; and more.

RECOMMENDATION IV: Create strong shared leadership and renewed focus on integrative learning by forming an integrative learning council to coordinate and enhance programs, and to study the work group's recommendations and the feasibility of implementation.

4. Central Academic Leadership and Functions

Part of the restructuring process included a study of the central services provided by the Office of Academic Affairs. Work Group G developed several recommendations for strengthening the office's services thus enabling it to lead and support critical initiatives to maintain and fortify the College's academic prestige. The work group's proposal included the addition of several administrator and staff positions, citing the historic understaffing of the office as compared to the demands on the office and to similar offices at like colleges and universities.

RECOMMENDATION V: Enhance the Office of Academic Affairs to include leadership to curriculum and collegewide co-curricular programs, to learning advancement and academic planning, and to enhance communications and coordination.

Next Steps

Montgomery College has discussed and considered restructuring its academic units for more than 10 years—as a complex institution with multiple locations, it is necessary to evaluate regularly our ability to offer equitable opportunities to students no matter their home base, whether on a particular campus or in the online environment. The effort that has been undertaken during the past six months far surpasses what was achieved previously.

This report presents to Dr. DeRionne Pollard, president, five specific recommendations that would position Montgomery College to operate, academically, as a One College, student-centric institution. The proposed structure would permit the College to react to the rapidly changing academic and economic environment that characterizes higher education today. The proposal positions the College to act and react—to be resilient and relevant. To support this proposal, an implementation plan will be submitted for approval later this month. Also this month, the academic units will begin the selection process for the new chair positions. Selections are expected to be finalized in April 2014. With the president's approval, implementation will begin in July 2014 and will include regular assessment of progress and effectiveness.

Appendices

The Academic Restructuring Final Report was informed by the recommendations of the seven work groups, which were vetted by the vice president/provosts, the deans, and the College community during the collegewide review period in February. The final report is reflective of that vetting process; as such, there are significant differences between work group reports and the final recommendations outlined in this report. To offer complete transparency, work group reports are included herein as appendices.

Montgomery College

Academic Restructuring:

Workgroup A Final Report

Academic Restructuring Fall 2013

Workgroup A Final Report

Organizational Structure

Collegewide Business and Education, English and Reading, and Visual and Performing Arts Unit

Introduction

Workgroup A met for the first time on October 21, 2013; subgroups based on the assigned disciplines and programs started meeting after the first workgroup meeting. The recommendations and proposed structure in this report are those that were discussed with the entire workgroup and shared with all potential faculty and staff who may be included in the unit. After the recommendations and proposed structure were sent to potential members of the unit, feedback was offered, primarily from faculty in economics and psychology. This, along with additional feedback that is submitted when the College community can review all of the workgroup reports will inform the final decision about our academic organization and structure. Additional data included in this report relates to enrollment, degrees and transfers.

The proposed unit was initially made up of three areas. Area 1 included the following disciplines: Accounting, Business Administration, Computer Applications, Economics, Management, Hospitality Management, Food Management, Nutrition and Foods, and Education. Area 2 included Art, Dance, Film, Graphic Design, Music, Photography, Speech, and Television/Radio. Area 3 included English and Reading. As the discussions continued, it was proposed to move Computer Applications to the Arts area because of the connection with the web design and computer gaming programs. Additionally it was proposed to move Psychology and Mental Health to the Business area. Mental Health is now in the Allied Health area.

It is recognized that there is not one unique way to organize and group disciplines and that the work of each of the workgroups is related. There will be a feedback period during which all workgroup reports will be reviewed prior to final decisions on the academic organization going forward. Members of the workgroup were collaborative and offered options even though there were and still are many unknowns about related to size of departments and role of the department chair.

Workgroup A Charge and Key Principles

Charge: Create an organizational structure for the new Business and Education, English and Reading, and Visual and Performing Arts Unit that promotes academic excellence and student success and clearly defines the roles of all members of the unit to ensure that all activities necessary for effective and efficient operations are delegated appropriately. The unit includes special discipline based programs and support centers.

The new structure will:

- Focus on academic disciplines rather than location/campus.
- Support student success and completion.
- Promote the implementation of best practices in teaching, learning and academic support services.
- Foster data driven decisions.
- Promote effective communication within the unit, throughout the college, and with external groups.
- Encourage and support professional development of faculty and staff.
- Increase internal and external collaborations.
- Facilitate innovation and experimentation.
- Encourage and support the pursuit of external funds (grants, donors, partnerships).
- Provide performance indicators and success measures.

Key Principles:

- Workgroup A will be representative of the disciplines and campuses and will include faculty, staff and administrators. Subgroups will be formed that will enable additional faculty and staff input.
- The focus of the new organizational structure is to support the teaching and learning process in order to serve our students.
- Members of Workgroup A will be committed to working together in a transparent way to craft a recommendation for a preliminary report deadline of December 20, 2013 with a final report due on January 21, 2014.

Questions/items for Workgroup A to consider in developing an organization structure and organization of the unit:

- Number of courses and locations
- Size of summer session offerings
- Complexity of operation, i.e., special labs, safety, specialized facilities
- Space/Location map or grid
- Organization of disciplines/units
- Placement of Learning Centers
- Assignment of faculty and staff to disciplines/units (including #)
- Reporting lines
- “Go to” person for each campus
- How can current resources be redefined or realigned to support this new structure?
- What factors need to be considered for continuity of operations or other discipline-focused matters (e.g., accreditation, program reviews, etc. during this transition period)?

Workgroup A Membership

Judy Ackerman, VPP (R)
Patti Bartlett, Dean (R)
Darrin Campen, Dean (R)
David Carter, Art (G)
Amy Crowley, Academic Initiatives (R)
Satarupa Das, Economics (TPSS)
Bryant Davis, English (G)
John Deamond, Art (TPSS)
Christina Devlin, English (G)
Denise Dewhurst, Psychology (G)
Lisa Fanning, Hospitality Management (R)
Michael Farrell, Art (R)
Cathy Galasso-Schwartz, Assistant to the Deans (R)
John Hoover, CAT (R)
Patricia Lane, RD/AELP (R)
David Phillips, Associate Dean (R)
Deborah Preston, Dean (R)
Amina Rahman, Writing Center (TPSS)
Rodney Redmond, Associate Dean (R)
Michelle Scott, Equity and Diversity
Karissa Silver, Counseling (R)
Susan Simpson, Reading (R)
Diane Switlick, Education (R)
Carolyn Terry, Dean (R)
Alvin Trask, Music (R)
Charmaine Weston, English (R)

Workgroup A Meetings

October 21, 2013
November 15, 2013
December 6, 2013

What do we expect to accomplish with a focus on collegewide academic disciplines versus campus?

- Better coordination and scheduling of courses.
- Chairs are the supervisor of faculty and staff; deans work with and supervise chairs and will need to let go of some of the things they currently do.
- Disciplines on each campus will have comparable resources and comparable processes for deploying those resources.
- Greater accountability and oversight of academic programs, more equitable distribution of resources and staff, and pursuit of additional accreditations in individual disciplines.
- An increased focus on data to aid in making decisions.
- Improved ability to comply with the Maryland College and Career Readiness and College Completion Act of 2013 by giving deans and chairs the ability to design

strategic advising programs for discipline degrees and certificates and by making chairs more available to students during crucial advising periods.

- Clear reporting lines.
- More consistent support of students.
- Greater opportunity for disciplines to develop, implement, and assess student success strategies and to develop, implement, and assess a comprehensive systematic approach to assist students in obtaining college credentials and transfer opportunities.
- Enhanced economic development by providing greater opportunities for career and technical programs to coordinate with workforce development initiatives.
- More community engagement because of better coordination of community participation in intellectually engaging and family friendly initiatives.

Impact of the proposed structure on academic programs

- Clear reporting lines and decision making authority.
- Decisions can be made more promptly since each discipline reports to one dean; programs can be more nimble.
- More consistency in courses (course outcomes and class size) from campus to campus.
- Curriculum proposals will have a more direct pathway.
- Easier to move towards more equitable distribution of resources (faculty, staff, student support services).
- Communication within the disciplines will improve.
- With chairs responsible for more day-to-day activities in the department, deans will be able to do more networking with more potential partners in business, industry, K-12, and higher education.

Impact of the structure on students

- Chairs will be more available to students during crucial advising periods.
- Better coordination of course scheduling so that courses don't conflict with other program courses from other disciplines and courses.
- More thoughtful scheduling permits students to complete programs more quickly.
- Increased support for students at each campus.
- More coordination of books and other resources has the potential to contain costs for students.
- Students will see more similarities in structure between the campuses for most disciplines.
- Consistent, intrusive, discipline-based advising.

How does the structure support academic enhancement and growth of the disciplines involved?

- More collegewide discussion of best practices in a discipline.
- Departments and areas are reasonably sized.
- Collegewide approach to hiring discipline faculty.
- Collegewide approach by discipline in identifying where additional faculty and staff are needed.
- More opportunity for disciplines to develop, implement and assess student success strategies.

- More opportunity for disciplines to develop, implement and assess a systematic approach to assist students in completing degrees or certificates and transfer.
- Greater accountability and oversight of academic programs and course offerings.
- Easier to pursue accreditation in individual disciplines.
- Easier to comply with College Career and Readiness and College Completion Act of 2013 by giving chairs and deans the ability to design or enhance discipline specific advising programs.
- More cohesion in disciplines since they will be working with one dean.

Summary of Recommended Unit Organization

Business and Education Area

Total number of full-time faculty: 52

Total number of part-time faculty: 139

- **Department at Germantown:** Accounting, Business Administration, Management, Economics, Education and Psychology (12 FT faculty, 42 PT faculty, 1 staff)
- **Department at Rockville:** Accounting, Business Administration, Economics, Management, Hospitality Management, Marriott Hospitality Center, Food Management and Nutrition and Foods (20 FT faculty, 32 PT faculty, 4 staff)
- **Department at Rockville**: Education, Psychology and the School of Education (12 FT faculty, 32 PT faculty, 3 staff)
- **Department at Takoma Park Silver Spring:** Accounting, Business Administration, Management, Economics, Education, Psychology and Mental Health (9 FT faculty, 44 PT faculty, 1 staff)
- **Macklin Business Institute:** (3 staff)

  Area staff needs:

  - one administrative aide for Germantown
  - one administrative aide for Takoma Park Silver Spring
  - convert one .5 temporary with benefits (TWB) to full-time permanent
  - one senior administrative aide for dean (after other needs are met; current position is shared with dean for English and Reading)

Visual and Performing Arts

Total number of full-time faculty: 73

Total number of part-time faculty: 182

- **Department at Germantown**: Art, Graphic Design, Computer Applications, Music, Speech, Theater (7 FT faculty, 30 PT faculty, 2 staff)
- **Department at Rockville**: Art (14 FT faculty, 22 PT faculty, 3 staff)
- **Department at Rockville**: Music (8 FT faculty, 32 PT faculty, 2 staff)
- **Department at Rockville**: Speech, Dance, Theater (11 FT faculty, 25 PT faculty, 4 staff)
- **Department at Rockville**: Computer Applications, Graphic Design, Photography, Television/Radio (19 FT faculty, 23 PT faculty, 5 staff)
- **Department at Takoma Park Silver Spring**: Art, Graphic Design, Computer Applications, Dance, Film, Music, Speech, Theater (14 FT faculty, 50 PT faculty, 5 staff)
- **Arts Institute**: (2 staff)*
- **Robert E. Parilla Performing Arts Center**: (Associate dean provides oversight for 8 staff)

Area staff needs:

- one administrative aide for Germantown
- convert one .5 instructional lab coordinator at Rockville to full-time permanent
- one senior administrative aide for dean (after other needs are met; current position is shared with dean for Engineering and Computer Science)

English and Reading

Total number of full-time faculty: 80

Total number of part-time faculty: 142

- **Department at Germantown:** English and Reading (18 FT faculty, 38 PT faculty, 1staff)
- **Department at Rockville:** English and Reading (47 FT faculty, 60 PT faculty, 4 staff)**
- **Department at Takoma Park Silver Spring:** English and Reading (15 FT faculty, 44 PT faculty, 1 staff)
- **Rockville Writing, Reading and Language Center:** (8 staff)

** Recommend that there be a department chair and assistant department chair because of the size of the department.

Area staff needs:

- one FT administrative aide for Takoma Park Silver Spring
- one .5 office associate for Germantown
- one .5 office associate for Rockville
- one .5 office associate for Takoma Park Silver Spring
- one instructional associate Rockville Writing, Reading and Language Center (there are needs at the other WRL Centers too, but oversight of them needs to be clarified)

Workgroup A Recommendations to Facilitate Academic Restructuring

Process Recommendations

- Establish a collegewide process to review faculty assignment to home discipline when faculty members do not agree with their assignment to a home discipline. The workgroup recommends that the current dean, the dean of the assigned discipline under restructuring and the dean of the preferred discipline under restructuring review the following items: discipline of faculty member's graduate degree(s) and/or discipline(s) that the faculty member has earned 18 graduate semester hours, discipline(s) and courses most frequently taught in the past three years, discipline faculty member was hired to teach in, needs of the College.
- Establish a collegwide process so that faculty with appropriate credentials who wish to teach across disciplines, areas or campuses can request to do so. The work group recommends that the faculty member makes a request in writing to their home department chair and the other department chair to teach some of their load in the other

discipline or department. In the event of a dispute that can't be resolved at the discipline or department level, the deans would resolve it.

- Establish a mechanism in accordance with HR procedures to adjust the number of staff in a department when it is determined that there are either too many staff or too few staff in a unit.
- In the newly configured departments and areas, attention needs to be given to providing parity in support staff and to identifying where additional full-time faculty are needed.
- The dean should have the final responsibility for and approval of the discipline class schedule when this cannot be resolved in the discipline.
- Who will have final authority over faculty schedule? The dean should have the final approval of the schedule when this cannot be resolved in the department.
- Establish collegewide guidelines and standards as to when classes will be cancelled so that deans are not arbitrarily setting different cut-off times and numbers.
- Alternate time should be available to disciplines when they are completing periodic time consuming reports, tasks or accreditation reviews.
- Disciplines need regular access to data that would allow them to more readily track and advise their majors and monitor their progress.

Calendar Recommendation

- Future academic calendars should include a day each semester for discipline groups and areas to meet in addition to designated times during each professional week.

Chair Recommendations

- Chairs should NOT teach more than two classes a semester in order to have enough time to devote to their chair duties as well as to their students.
- Chair teaching workload should be expressed as the number of courses per calendar year since chairs might do some of their teaching during winter session or summer session.
- Advising should be included as part of chair duties, especially during times that faculty may not be around, such as during parts of the summer and in January

Associate Dean Recommendations

The associate dean for English and Reading should be responsible for coordinating the Writing, Reading and Language Centers as well as managing the many Facilities and Information Technology projects that are required to keep these centers up-to-date.

As the area and unit organization is developed, associate deans should have specific responsibilities assigned to them.

Academic Support Center Recommendation

Discipline based support centers should remain in the discipline or department and when comparable centers do not exist at a campus, comparable lab or support opportunities

should be made available to students. This came up during a discussion of support for students enrolled in speech and economics and social sciences.

Assessment of Academic Restructuring

The workgroups and subgroups should continue to come together after implementation of academic restructuring in order to check in and assess how it is working and to address and resolve issues in a timely manner. After the first and second year there should be a more formal assessment of the impact of academic restructuring.

Communication about Academic Restructuring

Collegewide opening meeting in January 2014 should address the status of the academic restructuring since people need to see the overview of the entire development process, not just what individual workgroups are doing.

- Establish a web site where employees can see what has been agreed upon and what is still being worked on.
- SVPAA should send out regular updates regarding academic restructuring.

Assignment of Discipline to an Area

- The Mental Health discipline should be assigned to the Allied Health area. The full-time faculty member as well as the dean for Allied Health and the VPPs concur with this recommendation. The structure that is proposed assumes this.

Workgroup A Unresolved Issues

Chair issues

- Information about department chair conditions of employment/benefits needs to be made available so that individuals who are considering applying to be chair know what to expect with respect to term of chair appointment, return to faculty bargaining status, teaching load, pay, leave, work hours, overload, etc. It is anticipated that the work of Workgroup E will inform some of these issues.
- Process by which chairs will be selected needs to be finalized and a time line for chair selection developed. All faculty in a department should participate in the selection of a chair following an inclusive process for chair selection that has been the practice in many departments.
- Although we believe that a faculty member can be a candidate for chair in his or her discipline at any campus there is concern that if the person is selected that there may be a coverage issue at the campus that he or she came from.
- There is concern about the possibility of bringing in chairs from the outside if there is not internal interest in the positions.

Coordinator Issues

- Coordinator roles and responsibilities need to be identified and articulated. Some coordinator responsibilities may be collegewide and some campus based. When there are no full-time faculty in a discipline at a campus, is it acceptable to have a discipline coordinator or chair from another campus work with part-time faculty and recommend the schedule of the discipline courses? Will term limits be established for coordinators?

Academic Support Center Issues

- There are not comparable learning/support centers or activities in each discipline on all campuses. We will need to work to ensure that students at all campuses have access to academic support services and materials.
- A number of academic support or learning centers include multiple disciplines that may span different areas and units. We need to identify who will be responsible for programmatic oversight for each of these centers, who will have oversight of the day-to-day running of these centers, how to ensure that their activities are coordinated among the multiple disciplines and how to ensure that similar support services are available at each campus.
- There is an ongoing need for data collection for academic support services to identify which activities and practices have a significant role in student success. .
- There are many vacant staff positions in the Writing, Reading and Language Centers at each campus which impacts support services available to students.

Assignment of Discipline to an Area

- When Workgroup A started, Computer Applications was in the Business area and was split from Computer Science. After discussion with faculty and deans it was moved to the Arts area. This alignment fits somewhat for the Germantown and Rockville campuses because of the linkage with graphic design but does not fit well for the Takoma Park Silver Spring campus. A subgroup of CA and GD faculty will talk with the deans to determine whether CA should remain the Arts as currently proposed, move back to the area that has business, or move somewhere else.

Program and Discipline Advising

- Need to define academic advising and how the Advising Cadre fits in since there only seems to be one on one campus. How much advising will chairs do? How will specialized advising be handled? If all faculty are going to advise will this be reflected in faculty performance reviews?

Building Budgets to Align with new Structure

- Building appropriate budgets for the restructured academic areas will be challenging since each of the three campuses budgets are built somewhat differently because of the different campus structure and organization. This will be especially challenging for funds currently used to support disciplines and centers are that are left undesignated in 4000 programs.

Communication Plan for Workgroup A

- A MYMC Workgroup A group was established to share working documents among group members.
- VPP sent email messages to all potential faculty, staff and administrators in Business and Education, English and Reading, and Visual and Performing Arts areas as well as campus based staff updating them on Workgroup A efforts.
- Members of Workgroup A and the three subgroups shared talking points with constituents and got feedback following each workgroup meeting.
- Workgroup and subgroup reports were available to members of the College community through a MC password protected link from the VPP's webpage.
- Forums for faculty, staff and administrators will be held in February.

How will we assess the effectiveness of academic restructuring?

It is recommended that in order to assess the effectiveness of academic restructuring, the workgroups and subgroups should continue to come together after implementation in order to check in and assess how it is working and address and resolve issues in a timely manner. After the first and second year there should be a more formal assessment of the impact of academic restructuring.

Business, Accounting, Economics, Management, Education, Psychology, and Hospitality Management Subgroup – Information, Data and Recommended Organizational Structure

Subgroup Members

Patti Bartlett, Convener
John Coliton, Computer Applications (G)
Satarupa Das, Economics (TPSS)
Alysn Escobar, Hospitality Management (R)
Lisa Fanning, Hospitality Management (R)
Linda Fontaine, Computer Applications (R)
Sonia Fisher, Education (G)
Richard Lenet, Accounting (R)
Roberta Mandrekas, Computer Applications (R)
Jackie Middleton, Business, Management, Legal Assistant (G)
Diane Switlick, Education (R)
Nancy Nitz, notetaker

Subgroup Meetings

October 31, 2013
December 3, 2013

Subgroup Assumptions

- Departments will be campus based.
- There will be support staff for each department.
- Departments on different campuses necessarily will be different sizes; otherwise, departments and faculty could come under two deans (not a good idea since it does not result in clear reporting lines).
- Faculty who become chairs will be able to return to their faculty positions after their chair terms are up. In the event that a chair is unable to complete a term the person can return to the faculty.
- The area will identify a name that reflects its discipline makeup.

Role of Department Chairs

The subgroup reviewed material that is in the P & P related to the role of department chairs.

- Plan day to day departmental operations and manages the budget of the department.
- Build schedules for classes in concert with faculty and coordinators and the dean.
- Recommend the selection of new full-time faculty.
- Participate in performance review of full-time faculty (coordinating peer observation and review and preparing a chair review).
- Select, hire, and evaluate part-time faculty.
- Hire, supervise, and evaluate staff within the department.

- Represent the department in activities within and outside the College.
- Oversee departmental space and works with facilities/VPP on space issues.
- Coordinate with IT needs for faculty and staff when necessary.

The subgroup added the following roles to the list that they selected from the P & P:

- Advise students, especially at times when most faculty are not around such as between semesters and during the summer.
- Attend additional meetings as chairs, to be determined by the college.
- Keep records of part-time faculty relative to good faith consideration, scheduling of reviews.
- Possibly serve on SEIU negotiating team or labor management team.

Role of Coordinators

- Coordinators will still be needed because some departments in this area will be made up of multiple, diverse disciplines.

Role of Deans

- Oversee disciplines and departments on all three campuses.
- Provide collegewide perspective on scheduling.
- Provide leadership in CAR, Outcomes Assessment work, and curriculum actions.
- Perform performance reviews of full-time faculty.
- Approve faculty professional development plans and travel.
- Deans should have a regular schedule for visiting each campus.

Business and Education Area Data

Table 1 – Distribution of Faculty and Staff by Discipline and Campus

Discipline	Campus	Full-time Faculty	Part-time Faculty	FT Staff	PT Staff
Hospitality Management	R	5	10	1	.5*
		5	**10**	**1**	**.5**
Economics	G	2	4		
	R	4	7		
	T	1	4		
		7	**15**	**0**	**0**
Accounting	G	2	8		
	R	6	7		
	T	1	3		
		9	**18**	**0**	**0**
Business Administration	G	1	4		
	R	3	5	1	.5
	T	1	3		
		5	**12**	**1**	**.5**
Management	G	0	4		
	R	2	3		
	T	1	5		
		3	**12**	**0**	**0**
Education	G	2	6		
	R	6	16	2	
	T	0	8		
		8	**30**	**2**	**0**
Psychology	G	5	16	0	0
	R	7	16	1	0
	T	3	10	0	0
		15	**42**	**1**	**0**
Macklin Business Institute	R			2	.5
Total Area Personnel		**52**	**139**	**7**	**2@.5**

*The .5 is the AA; the other .5 of her load supports the Evening Weekend Director

Table 2 – Number of Sections by Campus by Discipline Fall 2013

Discipline	Germantown	Rockville	TPSS
AC	20.	29	10
BA	11	21	10
EC	15	23	13
MG	5	12	7
FM	0	9	0
HM	0	7	0
NF	5	18	0
ED	21	40	14
PY	55	54	35

Table 3 – Hours of Enrollment by Discipline and Campus

Discipline	SS II 2012	Fall 2012	Winter 2012	Spring 2013	SS I 2013	Total Credit Hours AY13
Accounting						
G	180	1602		1628	301	3711
R	514	2973		3119	636	7242
T	52	864		804	100	1820
Totals	**746**	**5439**	**0**	**5551**	**1037**	**12773**
Business Administration						
G		822		597	45	1464
R	234	1866	69	4683	309	4161
T	123	615		576	150	1464
Totals	**357**	**3303**	**69**	**2856**	**504**	**7089**
Economics						
G	99	1179	141	1101	249	2769
R	276	1806	87	1641	324	4134
T	126	945		825	141	2037
Totals	**501**	**3930**	**228**	**3567**	**714**	**8940**
Management						
G	42	285		249	78	654
R		900		792	126	1818
T	102	267		276	48	693
Totals	**144**	**1452**		**1317**	**252**	**3165**
Hospitality Management (FM & HM)						
R	**7**	**805**		**747**	**58**	**1617**
Nutrition & Food						
G		405	60	327	33	825
R	69	1554	123	1287	297	3330
Totals	**69**	**1959**	**183**	**1614**	**330**	**4155**
Education						
G	33	530		694	63	1320
R	228	1548	123	1346	174	3419
T	14	315		419		748
Totals	**275**	**2393**	**123**	**2459**	**237**	**5487**
Psychology						
G	471	3666		3474	516	8124
R	519	4533	327	4119	507	10005
G	294	2916	129	2370	432	6141
Totals	**1284**	**11115**	**456**	**9963**	**1455**	**24273**

Table 4 – Enrollment by Curriculum[1]

Curriculum	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Accounting (AA & AAS)	469	377	395	403	360
Accounting (CT)	74	52	69	81	96
Business/International Business (AA)	2324	2154	2239	2255	2221
Management (CT)	22	25	27	30	29
Management (LTR)	3	0	7	5	3
Hospitality Management (AA & AAS)	142	120	125	154	160
Hospitality Management (CT)	18	15	23	19	27
Hospitality Management (LTR)	4	2	3	2	1
Early Childhood Education (AA & AAS)	177	163	150	152	126
Early Childhood Education (CT)	131	127	140	141	183
Early Childhood (LTR)	0	0	5	3	5
Education and Teacher Education (AA & AAT)	590	695	717	738	767

[1] Data from Montgomery College Student Enrollment Profile Fall 2013. Multiple, related degrees and certificates are aggregated.

Table 5 – Number of Degrees and Certificates Awarded

	2009	2010	2011	2012	2013
Accounting A.A.S. (301)	16	18	24	26	12
Accounting CT (167)	24	19	20	27	16
Business A.A. (006)	324	369	380	341	380
Management CT (145)	8	5	6	4	9
Management Supervisory LR (805A)	0	0	0	0	5
Hospitality Management A.A.S. (347)	3	0	1	0	0
Food and Beverage Management CT (055)	1	2	7	0	2
Food and Beverage Management LRn (814)	0	0	5	0	0
Hospitality Supervision and Leadership CT (233)	5	1	0	0	2
Hospitality Supervision and Leadership LRn (813)	2	0	1	1	0
Meeting, Conference, and Event Planning CT (237)	3	3	8	2	0
Meeting, Conference, and Event Planning LR (815)	0	1	2	1	0
Education - Early Childhood Technology A.A.S. (315)	14	8	18	12	15
Education - Early Childhood Education Certificate (177)	4	10	11	7	6
Education - Early Childhood Leadership and Management LR (819)	0	0	10	0	4
Education - Early Childhood Education/Early Childhood Special Education A.A.T. (604)	13	21	31	31	18
Education - Elementary Education/Elementary Special Education A.A.T. (601A)	0	0	24	31	20
Education - Teaching Secondary Education – Chemistry A.A.T. (610)	0	0	0	0	0
Education - Teaching Secondary Education – English A.A.T. (607)	0	0	4	1	2
Education - Teaching Secondary Education – Mathematics A.A.T. (605)	0	0	2	0	3
Education - Teaching Secondary Education – Physics A.A.T. (603)	0	0	0	0	1
Education - Teaching Secondary Education – Spanish A.A.T. (602)	2	3	3	3	3

Table 6 – Enrollments, Graduates and Transfers – by "Grouped Program of Study – Fall Semesters and Fiscal Years 2010 - 2014

"Level" and Grouped Program of Study	Enrollments					Graduates					Transfers		
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	4-Yr Ave.	FY 2011	FY 2012	FY 2013	FY 2014	4-Yr Total	No MC Award	MC Grad	Total Transfers
Associate Degree													
Accounting (AA & AAS)	364	388	397	357	377	20	25	12	7	64	217	20	237
Business / International Business (AA)	1870	1965	1968	1957	1,940	360	387	401	66	1214	1447	664	2111
Early Childhood Education (AA & AAS)	161	147	150	126	146	14	13	14	1	42	37	4	41
Education / Teacher Education (AA & AAT)	435	567	649	717	592	68	76	60	25	229	332	125	457
Hospitality Management (AA & AAS)	72	93	137	149	113	20	20	16	1	57	68	18	86
Certificate													
Accounting (CT)	52	69	81	96	75	19	27	15	6	67	48	7	55
Early Childhood Education (CT)	127	139	141	182	147	11	7	6	1	25	107	1	108
Hospitality Management (CT)	15	23	19	27	21	15	2	4	1	22	12	2	14
Management (CT)				1	0	7	6	10	4	27	10	3	13

One measure of productivity of programs is to compare the number of associate degrees, certificates and transfers to the total enrollment to identify an "output" index. The average output index for all Montgomery College associate degree programs is 0.38 and for certificate programs is 0.59.

Table 7 – Average Enrollment and "Outputs"

"Level" and Grouped Program of Study	Enrolled Ave 10-11-12	Awards Ave 10-11-12	Transfers Ave 10-11-12 No Award	"Output" Grads + Transfers as Percent of Enrolled
Total MC Associate Degrees	**18,591**	**2,304**	**4,824**	**0.38**
Business / International Business (AA)	1,934	383	482	0.45
Education / Teacher Education (AA & AAT)	550	68	111	0.32
Accounting (AA & AAS)	383	19	72	0.24
Hospitality Management (AA & AAS)	101	19	23	0.41
Total MC Certificates	**907**	**339**	**198**	**0.59**
Early Childhood Education (CT)	136	8	36	0.32
Accounting (CT)	67	20	16	0.54
Hospitality Management (CT)	19	7	4	0.58

Facilities

a. Discipline based learning/support centers

Social Science Computer Center at the TPSS campus houses an extensive collection of supplemental materials for multiple disciplines.
MAPLE Center, math science center (G)
R – is this a program and not a facility?

b. Marriott Kitchen and Hospitality Center

CC 170 – Marriott Kitchen
CC174 – Hospitality Management Resource Room
CC 172 – Hospitality Management Computer lab
CC 205 – Marriott classroom

Programs

a. Marriott Hospitality Center (R)
Faculty director

Specialized facilities
Donor funded

b. Macklin Business Institute (R)
Staff director

Donor funded and endowed
Student cohort program

c. School of Education
Faculty director

- Coordinates interactions with MCPS
- Coordinates ACET, a WDCE alternative certification program in collaboration with MCPS
- Represents program at statewide meetings
- Early Childhood Program is accredited

Online/Alternate Course Formats

AC 201 – Accounting I
AC 202 – Accounting II
BA 101 – Intro to Business
BA 210 – Business Statistics
BA 211 – Personal Finance
EC 201 – Principles of Microeconomics
EC 202 – Principles of Economics
MG 101 – Principles of Management
MG 102 – Principles of Supervision
MG 103 – Intro to Marketing
MG 110 – Small Business Management
MG 201 – Business Law
MG 205 – Organizational Behavior
MG 288 – Disaster Recovery Risk Management
ED 120 – Childhood Growth and Development
ED 123 – Infancy & Toddler Development./Curriculum Planning
ED 140 – Introduction to Special Education
ED 216 – Processes of Acquisition Reading
ED 206 – Principles of Educational Assessment
NF 103 – Introduction to Nutrition
NF 202 – Nutrition Through Life Cycle
PY 102 – General Psychology
PY 203 – Human Growth and Development
PY 211 – Social Psychology
PY 215 – Child Psychology
PY 216 – Adolescent Psychology

Alternate Schedule Classes

Early morning and Saturday classes

AC 201	7:40 a.m. start time
AC 202	7:00 – 8:40 a.m. two days/wk.
EC 202	Saturday
FM 105	Saturday
PY 102	7:00 – 7:50 a.m. MWF
PY 102	Saturday

Late Start classes

BA 101
EC 201
EC 202
ED 215
HM 100
NF 103 Late start and Saturday
Tried to offer it both semesters; had insufficient enrollment in fall; also tried CA 277 as late start class but with insufficient enrollment for class to be offered.

Off campus at MCPS high schools for early placement students:

AC 201
BA 101
NF 103
PY 211
PY 221

Information and Ideas Unique to Business and Education Area

Support centers need to be considered. At TPSS there are the social science computer center and business and computer applications support center. At Germantown there is the MAPLE center, the math science center.

Business and Education Area Organizational Structure

Size of Departments

The subgroup reviewed sizes of departments at the college and began to generate ideas of an appropriate size, based on what chairs do now and what they will do after academic restructuring. The members of the subgroup believe that a department size in the neighborhood of 35-40 (including approximately 16-18 full-time faculty and approximately 16-20 part-time faculty), should be considered as an appropriate size for a department.

Germantown and Takoma Park departments will necessarily be smaller and it is assumed that department chairs might teach more at these campuses.

Once an organizational structure is agreed upon, the disciplines will need to discuss the best way to carry out discipline coordination. In some instances there may be a discipline faculty member at each campus while in others instances the discipline may decide that it makes more sense to have one collegewide discipline coordinator.

Organizational Structure

Total number of full-time faculty: 52

Total number of part-time faculty: 139

Germantown: One department

Department of Accounting, Business Administration/Management, Economics, Education and Psychology (12 FT faculty, 42 PT faculty)

Department Chair TBD
*Administrative Aide - TBD**
Accounting Coordinator – TBD
Economics Coordinator – TBD
Psychology Coordinator – TBD
Business Administration/Management Coordinator – TBD
Education Coordinator - TBD

Accounting Shahrzad (Sherrie) Mirbod Philiph Ringeisen 8 PT faculty	Business Administration/Management Jackie Middleton 8 PT faculty
Economics Arthur Grinath Bruce Madariaga 4 PT faculty	**Education **Sonja Fisher **Barbara Marshall **6 PT faculty
Psychology Azadeh Aalai Joanne Bagshaw Denise Dewhurst Melissa McCeney Vacant (2153) 16 PT faculty	

* Can one be allocated from Germantown?

** Part of Collegewide School of Education; day-to-day support from department

Rockville: Two departments

Department of Business Administration, Economics, Accounting, Management, Hospitality Management, Food Management, Nutrition and Foods (20 FT + 32 PT)

Department Chair TBD
Administrative Aide – Jenna Mckay
Administrative Aide – Mary O'Banner (supports HM and Evening Weekend Director)
Office Associate – Derek Vithidkul
Marriott Hospitality Center Coordinator – Lisa Fanning (staff)
Accounting Coordinator – TBD
Business Administration Coordinator – TBD
Economics Coordinator – TBD
Management Coordinator – TBD
Hospitality Management/Nutrition and Foods Coordinator - TBD

Accounting Brian Baick Michael Gurevitz Bill Johnstone Richard Lenet Jim Nelson William Talbot 7 PT faculty	Economics Mireille Makambira Shah Mehrabi Padma Venkatachalam David Youngberg 7 PT faculty
Business Administration John Foster Joanne Frazier Hannah Goitein Weiser 5 PT faculty	Management Susan Blumen Bruce McGee 3 PT faculty
Hospitality Management/Nutrition and Foods Sarah Ducey Dorelle Engel Allyson Escobar Janet Saros (Director Marriott Hospitality Center) Peter Stein 10 PT faculty	

Department of Education and Psychology (12 FT faculty + 32 PT faculty)

Department Chair TBD
Administrative Aide – Van Tong
Administrative Aide - Linda Hankey
School of Education Program Assistant – Homa Arabshahi (PT)
Psychology Coordinator – TBD
Education Coordinator - TBD

Psychology Louise Albagli Eric Benjamin Don Palmer Norman Schorr Deborah Stearns Vacant (#2113) Vacant (#2114) 16 PT faculty	Education Deborah Poese, Director School of Education* Sonia Pruneda-Hernandez Jeannie Ho Zaporia Smith Diane Switlick 16 PT faculty

***** Collegewide School of Education includes 10 FT faculty and 28 PT faculty. This program functions as a collegewide program. Education faculty will have a home department on their campus for day-to-day administrative support.

Takoma Park Silver Spring: One department

Department of Business Administration, Economics, Accounting, Management, Psychology, Education (8 FT + 33 PT)

Department Chair – TBD
*Administrative Aide – TBD**
Accounting Coordinator – TBD
Business Administration Coordinator – TBD
Management Coordinator - TBD
Economics Coordinator – TBD
Psychology Coordinator – TBD
Education Coordinator - TBD

Accounting James Baisey 3 PT faculty	Business Administration Andrea Foster 3 PT faculty
Economics Satarupa (Rupa) Das 4 PT faculty	Management Charles Holland 5 PT faculty
Psychology Andrew Herst Frances Raphael-Howell Tracey Smith-Bryant 10 PT faculty	**Education **Glenda Hernandez-Baca **8 PT faculty

* Can one be reallocated from Takoma Park Silver Spring?

** Part of Collegewide School of Education; day-to-day support from department

Macklin Business Institute

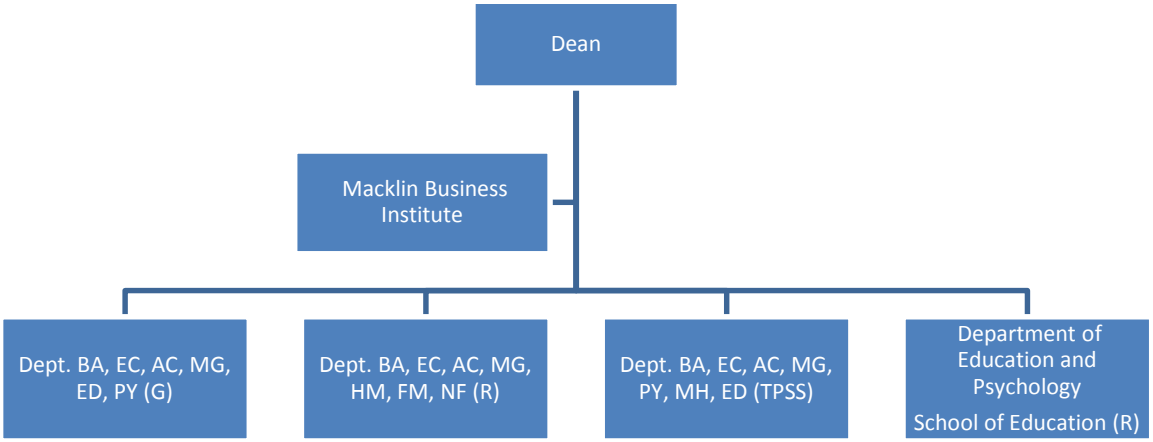
Program Director – Steve Lang *Administrative Aide* – Lindsey Hubbard *MBI Café Coordinator** – Marie Gentile

* Need to convert .5 TWB to FT permanent

Staff needs for area:

- one administrative aide for Germantown
- one administrative aide for Takoma Park Silver Spring
- convert one .5 TWB to full-time permanent
- one senior administrative aide for dean(after other needs are met; current position is shared with dean for English and Reading)

Business and Education Organization Chart



Visual and Performing Arts Subgroup – Information, Data and Recommended Organizational Structure

Subgroup Members

Deborah Preston, Dean
David Carter, Art (G)
Alvin Trask, Music (R)
John Hoover, CAT (R)
David Phillips, Associate Dean
Michael Farrell, Art (R)
John Deamond, Art (TPSS)
Cathy Greeves, Art (R)
Kathleen O'Toole, Deans Office (R)
Gail Minor-Smith, Dance (R)
Susan Hoffman, Speech, Dance & Theater (R)
Andrea Adams, Art (TPSS)
Roger Bridges, Theatre (R)
Osmond Farrell, Speech (R)
Jay Crowder, Music (R)
Michelle Scott, Equity and Diversity
David Rothman, Speech (TPSS)

Subgroup Meetings

October 30, 2013
November 6, 2013
December 4, 2013

Subgroup Assumptions

- Deans with larger than average units or complexity (number of full-time faculty, part-time faculty, staff, degrees and certificates, specialized facilities, special programs) would be assigned an associate dean who would have a specific job description related to the specific nature of the area.
- In the Visual and Performing Arts area, an associate dean would provide oversight of "non-academic" units such as the Arts Institute and the PAC and possibly the CAC, would assist with facility issues and provide support to the broad array of disciplines and would supervise the WDCE Arts Program Coordinator..
- Chairs in the Visual and Performing Arts area would be assigned based on campus, equity of workload, and (where possible) discipline. We recommend that a variable teaching load for chairs based on department size and other factors be established.
- Chairs will directly supervise all full-time faculty, part-time faculty, and staff. In most departments, coordinators will be necessary to balance the workload and provide specialized discipline expertise.
- In cases where the department chair oversees multiple disciplines, coordinators may be needed for each discipline. Coordinators will assist with hiring and scheduling of part-time faculty and with the preparation of part-time faculty evaluation materials for the department chair's decision and signature. We recommend that guidelines be established for the appropriate ratio of coordinators per part-time faculty members. In some instances discipline coordinators will be campus based and in some instances they may be collegewide.

- It is likely that reorganization of departments will result in some redundancies of staff, some shortages of staff, and some inequities in staffing that will need to be addressed through a collegewide process.
- The proposed staffing plan adheres to best practices by maintaining authority and decision-making at the lowest possible campus level to promote timeliness and personalization of service to students, faculty and staff in each department.

Role of Department Chairs

- See subgroup assumptions and report of Workgroup E.

Role of Coordinators

- Each discipline will need to determine the best way to provide discipline coordination for disciplines at multiple campuses, especially when there are no full-time faculty in that discipline at a given campus. This will be done once an organizational structure is finalized.

Role of Dean

- See subgroup assumptions and report of Workgroup E.

Role of Associate Dean

The Associate Dean for the Arts has specific responsibilities that are unique to the Arts including supervision of the Arts Institute and the Robert E. Parilla Performing Arts Center. The WDCE Arts Program Coordinator reports to this position through the Arts Institute. Through the Arts Institute, the associate dean manages a robust series of guest artists, master classes, lectures, arts festivals and resident artists as requested by faculty, staff and administrators. Additionally the position manages partnerships such as the MCPS and Catholic University Band Directors Band and Choral Directors Chorus, internships with VisArts, the Driskell Center for African American Arts, and the Arts and Humanities Council of Montgomery County, and special programs and exhibits with groups such as the Maryland Humanities Council, BlackRock, VisArts, and the Maryland Classic Youth Orchestra. The position promotes arts events through publications, advertising, mailings, website listings and in-person promotion. The incumbent shepherds special projects such as Portraits of Life, facilities improvements, summer camps and workshops and donor stewardship.

Visual and Performing Arts Data

Table 8 – Distribution of Visual and Performing Arts Faculty and Staff by Discipline and Campus

	Campus	Full-time Faculty	Part-time Faculty	FT Staff	PT Staff
Art	G	2	12	0	
	R	14	22	2	1
	T	6	23	5	
		22	**57**	**7**	**1**
Dance	R	1	5	0	0
	T	0	2	0	0
		1	**7**	**0**	**0**
Film	T	1	1	0	0
		1	**1**	**0**	**0**
Graphic Design	G	1	0	1	0
	R	7	6	1	1
	T	2	2	0	0
		10	**8**	**2**	**1**
Computer App.	G	2	1		
	R	7	8	1**	
	T	2	2		
		11	11	1**	0
Music	G	0	3	0	
	R	8	32	1	1
	T	1	7	0	0
		9	**42**	**1**	**1**
Photography	R	2	5	1	0
		2	**5**	**1**	**0**
Speech	G	2	13	0	0
	R	6	18	0	0
	T	1	12	0	0
		9	**43**	**0**	**0**
Theatre	G	0	1	0	0
	R	4	2	4	0
	T	1	1	1	1
		5	**4**	**5**	**1**
Television/Radio	R	3	4	1	0
		3	**4**	**1**	**0**
PAC				**8**	**0**
Arts Institute				**1**	**1**
Total Area		**73**	**182**	**17**	**4**

Personnel					

**Currently supports both CA and CS at Rockville

Table 9 – Number of Sections by Campus by Discipline Fall 2013

	Germantown	Rockville	TPSS
AR	30	101	81
DN		14	7
FL			9
GD	2	46	7
CA	10	44	16
MU	7	164*	14
PG		41	
SP	32	61	36
TH	2	22	3
TR		39	

*Includes 74 Applied Music Classes (private lessons for majors)

Table 10 – Hours of Enrollment by Discipline and Campus (Visual and Performing Arts Area) AY 2013

Discipline	SS II 2012	Fall 2012	Winter 2012	Spring 2013	SS I 2013	Total Credit Hours AY13
Art						
G	36	1329	69	1143	90	2667
R	360	4548		4173	315	9396
T	213	3033		2732	216	6194
Totals	**609**	**8910**	**69**	**6048**	**621**	**18257**
Dance						
G	36					36
R		402		406		808
T	33	308		203		544
Totals	**69**	**710**		**609**		**1388**
Film						
T		297		180	6	483
Totals		**297**		**180**	**6**	**483**
Graphic Design						
G						**0**
R		1372		1183	124	2679
T	44	401		323		768
Totals	**44**	**1773**		**1506**	**124**	**3447**
Computer Applications						
G		733	36	648	39	1456
R	307	3323	284	2932	331	7177
T	179	752	63	893	78	1965
Totals	**486**	**4808**	**383**	**4473**	**448**	**10598**
Music						
G	45	471	57	468	21	1062
R	266	3019	171	2768	315	6539
T		775		626	33	1434
Totals	**311**	**4265**	**228**	**3862**	**369**	**9035**
Photography						
R	42	991		955	147	2135
Totals	**42**	**991**		**955**	**147**	**2135**
Speech						
G	240	1880	243	1886	246	4495
R	582	3679		3660	741	8662
T	233	2191		2113	261	4798
Totals	**1055**	**7750**	**243**	**7659**	**1248**	**17955**
Theatre						
G		36		51		87
R	48	620		600	39	1307
T		129		75		204
Totals	**48**	**785**		**726**	**39**	**1598**
Television/Radio						
R	60	125		1203	62	2582
Totals	**60**	**125**		**1203**	**62**	**2582**

Table 11 – Enrollment by Curriculum[1]

Curriculum	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Communication & Broadcasting Tec (AA & AAS)	120	116	132	129	119
Communication & Broadcasting Tech (CT)	91	84	84	84	104
Digital Media & Web Technology (AAS)	54	50	66	69	51
Graphic Design (AA, AAS & AFA)	120	168	218	227	190
Computer Graphics/Graphic Design (CT)	62	59	66	56	56
Computer Graphics/Computer Design (CT)	62	59	66	56	56
Photography (AA & AAS)	67	77	90	86	75
Photography (CT)	32	28	41	32	26
Communication Studies (AA)	0	38	120	160	191
Computer Applications (AA & AAS)	148	127	150	142	153
Computer Applications (CT)	62	48	51	57	54
Web Careers (CT)	38	55	42	46	41
Graphic Design (AFA) – School of Art & Design	47	47	53	53	42
Studio Art (AFA)	83	110	99	100	92
Specialized Art Transfer (CT)	26	34	20	21	29
Music Transfer (CT)	9	10	13	9	11

[1] Data from *Montgomery College Student Enrollment Profile Fall 2013*. Multiple, related degrees and certificates are aggregated. This source groups all AA degrees in Arts and Science together and does not list enrollment separately for AA degrees in Theatre Performance (011), Theatre Technical (014), Music (054) and Dance (128).

Table 12 – Number of Degrees and Certificates Awarded

	2009	2010	2011	2012	2013
AR: Art History A.A (059)	0	4	4	0	0
AR: Art A.A. (003)	6	4	10	1	6
AR: Studio Art A.F.A. (910)	1	10	6	4	11
AR: Specialized Art CT (211)	0	0	0	0	0
AR: Studio Art CT (212)	2	0	3	3	1
DN: Dance A.A. (128)	1	5	2	3	4
GD: Graphic Design A.A.S. (304A)	2	12	18	18	23
GD: Graphic Design A.F.A. (902A)	0	0	1	2	0
GD: Illustration A.A.S. (305)	2	4	7	4	5
GD: Animation A.A.S.					
GD: Web Design C (229A)	2	3	7	11	5
GD: Graphic Design/Digital Tools CT (239)	11	12	15	6	9
GD: Computer Graphics: Art and Animation CT (175)	8	10	4	11	6
MU: Music A.A. (054)	3	4	6	6	5
MU: Music CT (204)	0	0	1	4	4
PG: Photography A.A.S. (342)	9	5	8	8	7
PG: Electronic Photography CT (193)	1	5	5	1	1
PG: Photographic Techniques CT (194)	2	1	3	1	0
PG: Photography Master CT (196)	2	3	6	4	4
PG: Portrait, Fashion, Photojournalism CT (172)	0	4	4	4	0
SP: Communication Studies A.A. (609)	0	0	1	1	14
CA: Computer Applications A.A.S. (311)	0	0	0	0	1
CA: Database Systems CT (238)	1	2	2	8	2
CA: Information Technology CT (213)	13	11	17	8	14
CA: Computer Gaming and Simulation A.A. (606)	0	0	0	0	1
TH: Theatre Performance A.A. (011)	2	2	6	4	4
TH: Theatre Technical A.A. (014)	0	1	0	3	4
TR: Radio A.A.S. (309)	5	4	2	3	2
TR: Television A.A.S. (310)	14	12	8	3	9
TR: Television Production CT (209)	6	6	6	2	4
Radio Production CT (208)	1	2	2	3	1
Broadcast Journalism CT (207)	6	2	2	2	4
Digital Multimedia Production CT (214)	3	5	2	0	2

Note: The film discipline does not have a degree program.

Table 13 – Enrollments, Graduates and Transfers – by "Grouped Program of Study – Fall Semesters and Fiscal Years 2010 – 2014

"Level" and Grouped Program of Study	Enrollments					Graduates					Transfers		
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	4-Yr Ave.	FY 2011	FY 2012	FY 2013	FY 2014	4-Yr Total	No MC Award	MC Grad	Total Transfers
Associate Degree													
Commun & Broadcasting Tech (AA & AAS - All Tracks)	115	129	127	118	122	7	6	11	3	27	43	13	56
Communication Studies (AA)	38	120	160	191	127	1	1	14	4	20	79	1	80
Computer Applications (AA & AAS)	85	108	120	132	111	11	24	17	2	54	54	14	68
Computer Gaming & Simulation (AA - All Tracks)	124	158	202	235	180	19	20	23	11	73	58	35	93
Computer Science & Technologies (AA - All Tracks)	457	530	593	658	560	32	44	37	10	123	294	64	358
Graphic Design (AA, AAS, & AFA - All Tracks)	137	196	216	184	183	23	21	30	6	80	59	13	72
Graphic Design (AFA) - School of Art & Design	47	53	53	42	49	7	11	5	1	24	13	10	23
Photography (AA & AAS)	70	85	83	73	78	6	8	7	4	25	13	2	15
Studio Art (AFA)	30	27	37	55	37	14	11	21	3	49	42	10	52
Certificate													
Commun & Broadcasting Tech (CT)	84	84	84	104	89	12	7	11	13	43	51	2	53
Computer Applications (CT)	40	47	55	50	48	20	16	16	4	56	19	1	20
Computer Graphics / Graphic Design (CT)	53	62	53	55	56	18	17	15	6	56	22	8	30
Music Transfer (CT)	10	13	9	11	11	1	4	4	3	12	3	3	6
Photography (CT)	28	40	32	26	32	18	10	4	2	34	10	2	12
Specialized Art Transfer (CT)	31	20	21	27	25	6	6	5	2	19	16		16
Web Careers (CT)	41	33	44	40	40	15	22	15	2	54	10	4	14

One measure of productivity of programs is to compare the number of associate degrees, certificates and transfers to the total enrollment to identify an "output" index. The average output index for all Montgomery College associate degree programs is 0.38 and for certificate programs is 0.59.

Table 14 – Average Enrollment and "Outputs"

"Level" and Grouped Program of Study	Enrolled Ave 10-11-12	Awards Ave 10-11-12	Transfers Ave 10-11-12 No Award	"Output" Grads + Transfers as Percent of Enrolled
Associate Degree	**18,591**	**2,304**	**4,824**	**0.38**
Graphic Design (AA, AAS, & AFA - All Tracks)	183	25	20	0.24
Computer Gaming & Simulation (AA - All Tracks)	161	21	19	0.25
Commun & Broadcasting Tech (AA & AAS - All Tracks)	124	8	14	0.18
Communication Studies (AA)	106	5	26	0.30
Computer Applications (AA & AAS)	104	17	18	0.34
Photography (AA & AAS)	79	7	4	0.14
Graphic Design (AFA) - School of Art & Design	51	8	4	0.24
Studio Art (AFA)	31	15	14	0.94
Certificate	**907**	**339**	**198**	**0.59**
Commun & Broadcasting Tech (CT)	84	10	17	0.32
Computer Graphics / Graphic Design (CT)	56	17	7	0.43
Computer Applications (CT)	47	17	6	0.50
Web Careers (CT)	39	17	3	0.53
Photography (CT)	33	11	3	0.42
Specialized Art Transfer (CT)	24	6	5	0.46
Music Transfer (CT)	11	3	1	0.38

Visual and Performing Arts Area – Facilities, Programs, and Degrees

Facilities

The VISUAL AND PERFORMING ARTS unit has a presence on all three campuses. Instructional space and special facilities on Rockville campus are located primarily in six buildings: Computer Science (CA), Music, Technical Center, Theatre Arts, Paul Peck Art Building, and the Robert E. Parilla Performing Arts Center. Instructional space and special facilities on Takoma Park/Silver Spring campus are located primarily in the Morris and Gwendolyn Cafritz Foundation Arts Center and in the Cultural Arts Center. Instructional space and special facilities on the Germantown Campus are located primarily in the Humanities/Social Sciences and High Technology buildings.

Germantown Campus Arts Facilities

Humanities/Social Sciences Building

- Drawing studio

High Technology Building

- MAC labs

- Design Studio
- Music and Art History classroom
- Gallery area in Globe lobby
- Globe Hall

Rockville Campus Arts Facilities

Music Building

- Recital Hall
- Rehearsal Hall
- Recording studio
- Music technology lab
- Piano classroom
- Teaching studios (6)
- Practice rooms (12)

Theatre Arts Building

- Theatre Arts Arena (with lighting booth)
- Black box acting classroom
- Scene shop
- Costume shop
- Costume storage
- Dressing rooms (2)
- Speech and theatre lab

Paul Peck Art Building

- Ceramics studio (including a kiln room and glaze room)
- Sculpture studio
- Drawing studios (2)
- Jewelry and Metalsmithing studio
- Painting studio
- Printmaking studio (including a vented spray room, and an acid room)
- Art History classroom
- Gallery (with a storage/service area)
- Slide Library
- Attached storage shed with a second kiln
- Fenced outside foundry area.

Technical Center Building

- Design studio (art department)
- Radio & TV Complex (master control room, two editing suites, audio booth, three production studios, Radio WMCR, digital media lab
- Photography MAC labs (3)
- Darkroom labs (5)
- Photography shooting studios, (4)
- Digital production lab (3)
- Photo equipment room
- Photo finishing room
- CAT Gallery
- Graphic design Computer graphic lab (3)
- Graphics printing lab (1)

Physical Education Building

- Dance studios (2)

Robert E. Parilla Performing Arts Center

- Proscenium stage (with orchestra pit)
- Scene shop (with equipment storage)
- Dressing rooms (2)
- Green rooms (2)
- Box office

South Campus Instruction Building

- Drawing Sudio (SB 010)

Takoma Park/Silver Spring Campus Arts Facilities

Morris and Gwendolyn Cafritz Foundation Arts Center

- Sculpture studio
- Sculpture yard/foundry
- Ceramics studio
- Detached kiln building
- Art history lecture hall
- Drawing studios (2)
- Painting studio
- Crafts & weaving studio
- Printmaking studio
- Photography studio
- Design studio
- General use art studio for WDCE
- Macintosh computer labs, for visual arts and graphic design (2)
- Digital print lab
- Equipment checkout room
- King Street Gallery
- Open Gallery
- Maze Gallery
- Exhibition/collection storage
- Slide library
- Community artist studios
- Artist in residence studio
- Art library
- [Bliss Electrical School display space and conference room] in Commons building

Cultural Arts Center

- Cultural Arts Center Gallery
- Proscenium stage
- Black box theater
- Scene shop
- Costume shop
- Dressing rooms (2)
- Green rooms (2)
- Box office
- Computer lab for film
- Art gallery

Table 15 – Online, Hybrid, & Synchronous Distance Learning Courses

		Fall 2012 # sections	Spring 2013 # sections
MU 110 Listen to Music	RV	1	1
MU 136 American Popular Music	RV	2	2
GD 214/PG 214 Photoshop for Graphics	RV	1	
GD 216 Illustrator/Vector Graphics	RV		1
GD 218 Graphic Design for Web	RV	1	1
PG 161 Intro Digital Photography	RV	1	1
TR 104 Media Appreciation	RV	1	1
AR 112 Digital Photography Fine Art	TP	1	1
SP 108 Intro to Human Communication	RV	5	5
CA 100 Keyboarding Fundamentals (will disappear after spring 2014)			
CA 106 Computer Use & Management			
CA 120 Introduction to Flash			
CA 141 Introduction to Database Applications			
CA 225 Action Script for Web Publishing & Gaming			
CA 232 Word Processing Applications			
CA 252 Spreadsheet Applications			
CA 272 Professional Website Development			
CA 273 Advanced Professional Web Technologies			
CA 274 Web Content Management Systems & Strategy			

Alternate schedule classes

Early morning and Saturday classes

AR 101
AR 103
AR121
AR 127
AR 208D
CA 120 Saturday section(s)
CA 195 Saturday section(s)

MU 136

PG 161/PG 161L

SP 108
SP 112

Late Start classes

CA 100
CA 106
CA 120
CA 141
CA 225
CA 252
CA 272*
CA 277**
CA 288
*Tried to offer it both semesters; it had insufficient enrollment in fall but ran in spring

**Offered as a late start but it had insufficient enrollment to run

MU 133
MU 136
MU 206
MU 207

SP 108
SP 112

Off campus at MCPS high school(s) for early placement students

CA 125

- The Visual and Performing Arts area has one discipline based learning/support center—a speech lab on the Rockville campus. Our recommendation is to keep supervision of the speech lab by the speech discipline and to create comparable lab opportunities on the other two campuses so that all MC students have comparable instructional support available for speech courses.
- The Visual and Performing Arts area has a number of grant-supported activities including Summer Dinner Theatre, Willpower, World Arts Festival, PAC Guest Artist Series, Arts Institute, and Portraits of Life (various). Our recommendation is that supervision of these activities remains within the unit.
- The Visual and Performing Arts area has active internships and/or student projects in art, theatre, graphic design, radio/television, music, and dance. Examples include VisArts, Driskell Center, and Summer Dinner Theatre internships and projects such as ArtsWalk and the Wheaton World Music Partnership.
- The Visual and Performing Arts area offers online, hybrid, and synchronous distance learning in music, graphic design, photography, television/radio, speech, and art. In fall 2013, approximately 15 sections were taught in an alternative format.
- Faculty in the visual arts at Rockville are experimenting with pedagogical applications for the iPad.
- The proposed structure of the Visual and Performing Arts area will improve Montgomery College's ability to comply with the College and Career Readiness and College Completion Act of 2013 by giving deans and chairs the ability to design strategic advising programs and by making chairs more available to students during crucial advising periods.
- The Visual and Performing Arts area has recently participated in general education outcomes assessment, program review in several disciplines, and CAR in several disciplines. Music has recently been reaccredited. Additional data is needed but difficult to get. Specifically, the departments and disciplines are interested in tracking majors and graduates more closely. They need regular access to rosters of majors and a simple way to monitor midterm and final grades for majors.
- The proposed structure will allow the Visual and Performing Arts area to better align staff and funding resources. The unit will need a College-approved mechanism for reassigning staff, if necessary, and obtaining vacant position numbers to address inequities in staffing. The structure will also allow the dean to be sure that all disciplines on all campuses have comparable resources and comparable processes for deploying those resources.
- Once an organizational structure is agreed upon, the disciplines will need to discuss the best way to carry out discipline coordination when there are multiple disciplines in a department. In some instances there may be a discipline faculty member at each campus while in others, the discipline may decide that it makes more sense to have one collegewide discipline coordinator.

Visual and Performing Arts Area Organizational Structure

Total number of full-time faculty: 73

Total number of part-time faculty: 182

Germantown: One department

Department of Art, Computer Applications, Graphic Design, Music, Speech, and Theater (7 FT faculty, 30 PT faculty)

Department Chair – TBD
*Administrative Aide – TBD**
Instructional Associate – Rick Szubielski
Art Coordinator – TBD
Graphic Design Coordinator – TBD
Speech Coordinator – TBD
Music Coordinator – TBD
Theater Coordinator – TBD
Computer Applications Coordinator - TBD

Art David Carter Amanda Miller 12 PT faculty	Graphic Design Jeff Golden
	Music 3 PT faculty
Speech Gary Coley Aaron Johnson 13 PT faculty	Theater 1 PT faculty
	Computer Applications John Coliton Gary Thai 1 PT faculty

* Can one be allocated from Germantown?

Rockville: Four departments

Department of Art (14 FT faculty + 22 PT faculty)

Department Chair – TBD
Administrative Aide – Catherine Greeves
Instructional Lab Coordinator – Scott McIntyre (.5)
Instructional Lab Coordinator – Jeffrey Osborne
Faculty Art Specialty Coordinator(s) - TBD

Art John Carr Michael Farrell Kevin Hluch Ken Jassie Tendai Johnson Sumita Kim David Krueger Zdeno Mayercak	Robin Meyer Percy North Molly Nuzzo Komeila Okim Michael Sellmeyer Judith Stone 22 PT faculty 1.1

Department of Music (8 FT faculty + 32 PT faculty)

Department Chair – TBD
Administrative Aide – Renee Morgan
Music Recording Technician – TBD (PT)
Faculty Specialty Music Coordinator(s) - TBD

Music Dawn Avery Molly Donnelly Justin Boyer Jay Crowder Ward Harris	 Jeffrey Mangels Pablo Saelzer Alvin Trask 32 PT faculty 1.2

Department of Speech, Dance, Theater (11 FT faculty + 25 PT faculty)

Department Chair – TBD
Administrative Aide – Erica Bailey
Theatre Production Technician – Roger Bridges
Theatre Production Technician – Dennis Mulligan
Theatre Costume Technician – Emilie Long
Dance Coordinator – TBD
Speech Coordinator – TBD
Theater Coordinator - TBD

Speech Fritzi Bodenheimer Nader Caaban Roxanne Davidson Osmond Farrell Rose Piskapas Anestine Theophile-LaFond 18 PT faculty	Theater Scott Hengen Susan Hoffman KenYatta Rogers Peter Zakutansky 2 PT faculty
	Dance Gail Minor-Smith 5 PT faculty

Department of Computer Applications, Graphic Design, Photography, Television/Radio (19 FT + 23 PT faculty)

Department Chair – TBD
Administrative Aide – Michelle Brink
Administrative Aide – Roberta Mandrakis
Instructional Lab Coordinator – Brian Mason (.5)
Instructional Lab Coordinator – John Hoover
Communication Arts Tech Engineer – Abdul Karim
Computer Applications Coordinator – TBD
Computer Gaming Coordinator - TBD
Graphic Design Coordinator – TBD
Photography Coordinator – TBD
Radio/Television Coordinator - TBD

Graphic Design Anne Benolken Michael Cantwell	Radio/Television Coordinator Joanne Carl Leroy From

Katherine Hubley Patricia Johannsen Ed Riggs Harry St. Hours Martha Vaughan 6PT faculty	Chris Koch 4 PT faculty
Photography Jon Goell Brian Jones 5 PT faculty	Computer Applications and Computer Gamimg Dorothy Agnew Linda Fontaine Melissa Lizmi Terri Maradei Karen Penn de Martinez Deborah Solomon Gail Youth 8 PT faculty CA support staff currently shared with CS

Takoma Park Silver Spring: One department

Department of Art, School of Art + Design, Graphic Design, Computer Applications, Dance, Film, Music, Speech, Theater (14 FT faculty + 50 PT faculty)

Department Chair – TBD
Administrative Aide – Belva Hill
Administrative Aide – Priscilla Walker
Instructional Lab Coordinator – Mike Anthony
Instructional Lab Coordinator – John Deamond
Instructional Lab Manager – Maureen Feely-Kohl
Art Coordinator – TBD
Computer Applications Coordinator - TBD
Graphic Design Coordinator - TBD
Film Coordinator – TBD
Music Coordinator – TBD
Speech Coordinator – TBD
Theater Coordinator – TBD
Dance Coordinator - TBD

<table>
<tr><td>Film
Perry Schwartz
1 PT faculty</td><td>Music
Roger Coleman
7 PT faculty</td></tr>
<tr><td rowspan="2">Art
School of Art + Design
Wilfred Brunner
Joyce Jewell
Lincoln Mudd
Claudia Rousseau
Mary Staley
Megan Van Wagoner
23 PT faculty</td><td>Theater
Ellen Mansueto
1 PT faculty</td></tr>
<tr><td>Speech
David Rothman
12 PT faculty</td></tr>
<tr><td>Dance
2 PT faculty</td><td>Graphic Design
Andrea Adams</td></tr>
</table>

	Robert Helsley 2 PT faculty
	Computer Applications Jeanann Boyce Nora Ryan 2 PT faculty

Arts Institute

Associate Dean of Arts – David Phillips *WDCE Arts Program Coordinator – Vacant (search in progress)* *Administrative Aide (temp) – Tiwiya Savoy (PT)*

Robert E. Parilla Performing Arts Center (PAC)

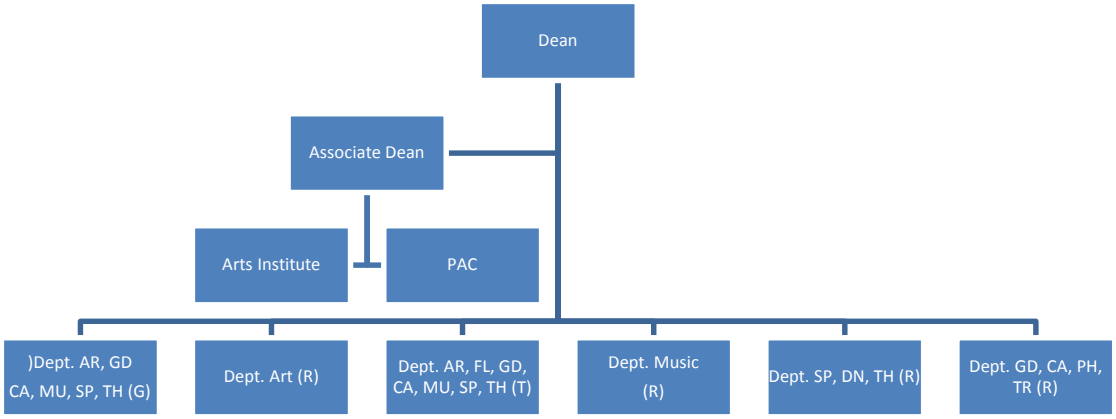
Associate Dean of Arts – David Phillips Arts Center Manager – Deborah Fyodorov Theatre Publicist – Angie Lockhart Box Office Cashier – Philip Puryear Theater Production Technician – Carl Shorter Administrative Aide – Cheryl Swiss Theatre Assistant – James Terry Theater Production Technician – Michael Watson Theater Production Technician – Matthew Weese

Cultural Arts Center (CAC) – Reporting line TBD. Need to identify which processes and purposes are similar and where efficiencies and savings can be realized through coordination.

Staff needs for area:

- one administrative aide for Germantown
- convert .5 instructional lab coordinator at Rockville to full-time
- one administrative aide for dean (after other needs are met; current position is shared with dean for Engineering and Computer Science)

Visual and Performing Arts Organization Chart



English and Reading Subgroup – Information, Data and Recommended Organizational Structure

Subgroup Members

Carolyn Terry (Dean)
Rodney Redmond (Associate Dean)
Daiyyah Abdullah (EN – RV)
Zainab Ali (EN – RV)
Bryant Davis (EN – GT)
Christina Devlin (Chair – GT)
Patricia Lane (RD/AELP – R)
Elisa Merendino (EN – GT)
Kim Murphy (EN – RV)
Amina Rahman (WRC/LL – TP/SS)
Susan Simpson (RD – RV)
Greg Wahl (EN – TP/SS)
Charmaine Weston (EN – RV)
Susan Simpson (RD – RV)

Subgroup Meetings

November 8, 2013
December 5, 2013

Subgroup Assumptions

- The Writing and Reading Centers / Language Labs will remain as part of the English and Reading academic unit.
- Close coordination with World Languages and AELP faculty will be maintained through the Associate Dean, who will coordinate the Writing and Reading Centers/Language Labs collegewide in addition to supporting the area departments.
- Cross-teaching among disciplines (Reading, AELP, English, Philosophy, World Languages) should be supported and encouraged.
- Cross-teaching among campuses, if requested, should be supported and encouraged.
- The number of faculty members (full-time and part-time), courses, and credit hours are sufficient to justify a department chair at each campus. Because of the size of the Rockville campus department there should be an additional faculty supervisor, an assistant chair.

Role of Department Chairs

- Budget management for department.
- Scheduling of department faculty.
- Supervise department staff.
- Department review of faculty members.
- Final phase of part-time faculty performance reviews.
- Final decision for part-time faculty hires.
- Discipline initiatives.
- Student advising and resolving issues.
- Department and discipline advocacy.
- Mentoring and supporting department colleagues.
- Teaching.

Role of Coordinators

- Recommending schedules for department faculty.
- Interviewing and recommending part-time faculty.
- Mentoring and supporting department colleagues.
- Course or program curriculum development
- Liaisons to support center.
- Course or program review of faculty.
- Department and discipline initiatives.
- Teaching

Role of Dean

- College-wide supervision of teaching and learning in the unit.
- Curricular leadership
- Curriculum supervision.
- Approval of course schedule
- Advocacy for unit.
- Budgeting and planning for unit.
- Final phase of full-time faculty performance reviews.
- Performance reviews of support staff, associate deans, and department chairs.
- Final decision for full-time faculty hiring.
- Full-faculty disciplinary actions if needed.

Role of Associate Dean

- Programmatic Coordination for Writing, Reading and Language Centers.
- Coordinates Writing, Reading and Language Centers information technology projects and facilities projects.
- Administrative oversight for the Rockville Writing, Reading and Language Center.
- Support for dean and unit.
- Acts for the dean.
- Unit budget and signature authority.
- Budgeting and planning for unit.
- Advocacy for unit.
- Final decision for unit staff hiring.
- Resolves student issues.
- Mentors and supports department chairs.
- Staff and part-time faculty disciplinary issues as needed.

Role of Learning Center Managers

- Budget management for center.
- Supervision and development of center programs and curriculum.
- Supervision of center staff.
- Scheduling of tutors and staff.
- Final decision for part-time tutors and student aide hiring.
- Collaboration with other center managers.
- Collaboration with department coordinators.
- Collaboration with World Languages faculty.
- Liaison to Facilities and IT.

English and Reading Data

Table 16 – Distribution of English and Reading Faculty and Staff by Discipline and Campus

Discipline	Campus	Full-time Faculty	Part-time Faculty	FT Staff	PT Staff
English	G	16	35	1	
	R	41	50	2	1
	T	12	40	1	
		69	**125**	**4**	**1**
Reading	G	2	3		
	R	6	10		
	T	3	4		
		11	**17**		
Writing and Language Centers	G			5	
	R			8	1
	T			6	2
				20	**3**
Total Area Personnel		**80**	**142**	**24**	**4**

Table 17 – Number of Sections by Campus and Discipline, Fall 2013

	Germantown	Rockville	TPSS
EN	130	245	98
RD	11*	43*	17*

*non AELP sections

Table 18 – Hours of Enrollment by Discipline and Campus (English and Reading)

Discipline	SS II 2012	Fall 2012	Winter 2012	Spring 2013	SS I 2013	Total Credit Hours AY13
English						
G	592	8156		6485	515	15748
R	1532	18256	63	15433	1390	36674
T	595	7901		6567	798	15861
Totals	**2719**	**34313**	**63**	**28485**	**2703**	**68283**
Reading						
G	33	1600	33	1065	89	2820
R	825	6612	84	4579	864	12964
T	324	3881		2923	325	7453
Totals	**1182**	**12093**	**117**	**8567**	**1278**	**23237**

Technical Writing Certificate – Statewide Program (143)

Degrees

There is only one degree offered in this area, the Technical Writing Certificate. Most credit courses have a Reading assessment level and many courses also have an English assessment level. Students who plan to transfer and major in English or a closely related field would be enrolled in either the General Studies associates degree or the Arts & Science Transfer associates degree.

Table 19 – Enrollment for Technical Writing Certificate

Curriculum	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Technical Writing (CT)	8	8	10	6	2

Table 20 – Enrollments, Graduates and Transfers

	Enrollments					Graduates					Transfers		
"Level" and Grouped Program of Study	Fall 2010	Fall 2011	Fall 2012	Fall 2013	4-Yr Ave.	FY 2011	FY 2012	FY 2013	FY 2014	4-Yr Total	No MC Award	MC Grad	Total Transfers
Certificate													
Technical Writing (CT)	8	10	6	2	7	1	2	2	2	7	6		6

One measure of productivity of programs is to compare the number of associate degrees, certificates and transfers to the total enrollment to identify an “output” index. The average output index for all Montgomery certificate programs is 0.59.

Table 21 – Average Enrollment and "Outputs"

"Level" and Grouped Program of Study	Enrolled Ave 10-11-12	Awards Ave 10-11-12	Transfers Ave 10-11-12 No Award	"Output" Grads + Transfers as Percent of Enrolled
Total MC Certificates	**907**	**339**	**198**	**0.59**
Technical Writing (CT)	8	2	2	0.46

English and Reading Online Course Offerings during AY2013

EN 101 – Introduction to College Writing (15 sections)
EN 102 – Critical Reading, Writing, and Research (23 sections)
EN 105 – Principles of English Grammar (2 sections)
EN 109 – Critical Reading, Writing, and Research at Work (5 sections)
EN 111 – Introduction to Journalism (2 sections)
EN 122 – Introduction to World Mythology (1 section)
EN 125 – Techniques of Proofreading / Editing (2 sections)
EN 190 – Introduction to Literature (5 sections)
EN 201 – Introduction to World Literature I (1 section)
EN 202 – Introduction to World Literature II (2 sections)
EN 211 – Survey of American Literature I (2 sections)
EN 213 – Survey of British Literature I (1 section)
EN 214 – Survey of British Literature II (1 section)
EN 218 – Introduction to Creative Writing, Fiction (2 sections)
EN 221 – The Short Story (2 sections)
EN 223 -- Introduction to Creative Writing, Poetry (1 section)
EN 231 – Introduction to Modern Poetry (2 sections)
EN 240 – Organization and Development of Technical Documents (2 sections)
RD 238 – Methods of Teaching Reading I (1 section)
RD 239 – Methods of Teaching Reading II (2 sections)

Total – 74 online sections in AY2013

Facilities

Networked classrooms
Writing and Reading and Language Centers at all three campuses

Projects and Programs Unique to this Area

a. Program for Advancement to College English (PACE) which provides acceleration of qualified developmental EN students into college-level EN 101A course. This project utilizes faculty tutoring ESH in the EN 101A classroom, student and faculty support initiatives.
b. E-reader project for developmental reading – currently piloted at the Rockville campus in four sections of RD 099. An issue to be resolved prior to expansion is the

identification of accessible e-readers, or an appropriate alternative, for students with disabilities.

c. Veteran support initiative – currently piloted at the Takoma Park / Silver Spring campus. This involves Smart Start coordination and peer tutoring.
d. At-risk student support – currently piloted at the Takoma Park / Silver Spring Writing and Reading Center. Involves targeting support for developmental and AELP students.
e. Unit priorities: success and retention of developmental students, coordination of composition sequence of courses, general education review for arts and humanities distribution.

Information and Ideas Unique to English and Reading Area

The English and Reading disciplines are central to the academic success of all Montgomery College students; the coordination of developmental writing and reading courses is necessary to support College-wide initiatives for the success and retention of students. Since each of these disciplines has a developmental component there are efforts underway to acceleration the progress of developmental English and reading students through developmental courses to college level courses. These disciplines support the general education curriculum by providing foundations in college-level writing and reading courses, as well as distribution courses in arts and humanities. Finally, the disciplines provide professional education courses in journalism, professional writing, and teaching reading in content areas.

The Writing and Reading Centers/Language Labs at all three campuses are self-contained units that do not report through the academic departments but currently report to a dean or associate dean at each campus who has oversight of English. The centers support academic curricula in the area's disciplines as well as writing and reading across the disciplines. Advocacy and coordination of the different centers have been uneven over the years; therefore, the subgroup recommends that the associate dean for English and Reading should be responsible for coordinating the Centers as well as managing the many Facilities and Information Technology projects that are required to keep these centers up-to-date.

English and Reading faculty teach across all levels in the English and reading disciplines. Several faculty members are qualified to cross-teach within the proposed unit as well as within other disciplines in the proposed humanities and AELP units. The discipline faculty do not support the separation of developmental and college level courses since there should be a seamless pathway from developmental to college level courses.

Finally, as the dean and associate deans provide the continuity in academic administrative assignments in the unit, the workgroup recommends that final say in hiring, evaluating, disciplining area faculty and staff should be assigned to deans or associate deans.

English and Reading Area Organizational Structure

The proposed organizational structure will enable the disciplines of reading and English to more easily better align their curriculum. This is especially important for the developmental English and reading programs. With close alignments and coordination, faculty should be able to create accelerated pathways for students who place into the lower levels of developmental reading and English courses. They will also be better able to work with the support centers to develop an academic support curriculum that fosters engagement and student success. With many developmental students placing into both developmental reading and developmental English, these students will now be able to seek

academic guidance and advice from one department at all three campuses. Another potential opportunity might be the addition of more English and reading discipline faculty working with the Writing in the Disciplines (WID) program and creating a content area reading workshop series that can be offered through the Writing and Reading Centers. Advising and placement for developmental English and reading students will be revised and streamlined.

Total number of full-time faculty: 80

Total number of part-time faculty: 142

Germantown: One department

Department of English and Reading (18 FT + 38 PT)

Department Chair – TBD
Administrative Aide – Elisa Merendino
English Coordinator – TBD
Reading Coordinator - TBD

English	Reading
Sharon Anthony Bryant Davis Christina Devlin Stephen Gladson John Hare Jill Kronstadt Kateema Lee Joan Naake Lisa Newman Tammy Peery Chester Pryor Anne Pulju Katherine Smith Abby Spero Jorinde van den Berg Carla Witcher 35 PT faculty	Angie Lawver Mary Robinson 3 PT faculty

Rockville: One department

Department of English and Reading (47 FT + 60 PT)

Department Chair - TBD
Assistant Department Chair – TBD
Administrative Aide – Chrissie Jones
Office Associate – Sue Whalen (PT)
Office Associate – Ali Zainab
English Coordinator – TBD
Reading Coordinator - TBD

English
- Daiyyah Abdullah
- Isaiah Ayafor
- Zachary Benavidez
- Elizabeth Benton
- Stephen Bess
- Genevieve Carminati
- Carolyn Chism
- Cliff Collins
- Anna Deadrick
- Swift Dickison
- Dawn Downey
- Kamala Edwards
- Rebecca Eggenschwiler
- Denise Folwell
- Joanna Howard
- Megan Howard
- Elizabeth Huergo
- Carol Malmi
- Gregory Malveaux
- Marilyn Mann
- Tuere Anne Marshall
- Jamie (Miker) Gillan
- Monica Mische
- Kimberly Murphy
- Stanley Niamatali
- Ellen Olmstead
- Rebecca Portis
- Mercia Rindler
- Emily Rosado
- Shweta Sen
- Efstathia Siegel
- Jarvis Slacks

English (cont.)
- Shweta Sen
- Efstathia Siegel
- Jarvis Slacks
- Leah Sneider
- Dyon Stefanon
- Marianne Szlyk
- Stephen Thurston
- Samantha Veneruso
- Julie Wakeman-Linn
- John Wang
- Charmaine Weston
- Rachael Wilson
- 50 PT faculty

Reading
- Constance Farley
- Teri Hurst
- Courtney Johnson
- Karin Rodrick
- Susan Simpson
- Pamela Wallentiny
- 10 PT faculty

Takoma Park Silver Spring: One department

Department of English and Reading (15 FT + 44 PT)

Department Chair – TBD
*Administrative Aide – TBD**
English Coordinator – TBD
Reading Coordinator - TBD

English	Reading
Cinder Cooper	Windy Jefferson-Jackson
Joseph Couch	Deborah Sewell
Matthew Decker	Sharon Teuben-Rowe
Trienne Glover	4 PT faculty
Rita Kranidis	
Michael LeBlanc	

Lynn Roessner-Ankney Stephanie Sabourin Esther Schwartz-McKinzie Miriam Simon Deborah Taylor Greg Wahl 40 PT faculty	

* Can one be reallocated from Takoma Park Silver Spring?

Writing, Reading and Language Centers

The Associate Dean has programmatic and supervisory oversight for the Writing, Reading and Language Centers to ensure consistency in program, materials, service level and to ensure coordination between the primary disciplines that are supported by these centers, English, Reading, AELP and World Languages.

Day to day supervision of each campus Writing, Reading and Language Center is the responsibility of a campus based dean or associate dean.

Rockville Writing, Reading and Language Center

WRCLL Manager R - Adrienne Nicosia
Instructional Assistant R – Jin Carvallo
Instructional Assistant R – Janice Du Four
Instructional Assistant R – Anthony Nguyen
Instructional Associate R – Seba Lulenga
Instructional Associate R – Vanessa Nakoski
Instructional Associate R – Vacant (search in progress)
Learning Center Assistant Manager R – Vacant

Germantown Writing, Reading and Language Center

WRCLL Manager G – Paula Bostic
Instructional Associate G – Allison Hutchinson
Instructional Assistant G – Yi Sheh
Instructional Assistant G – Louise Ng
Instructional Assistant G – Vacant

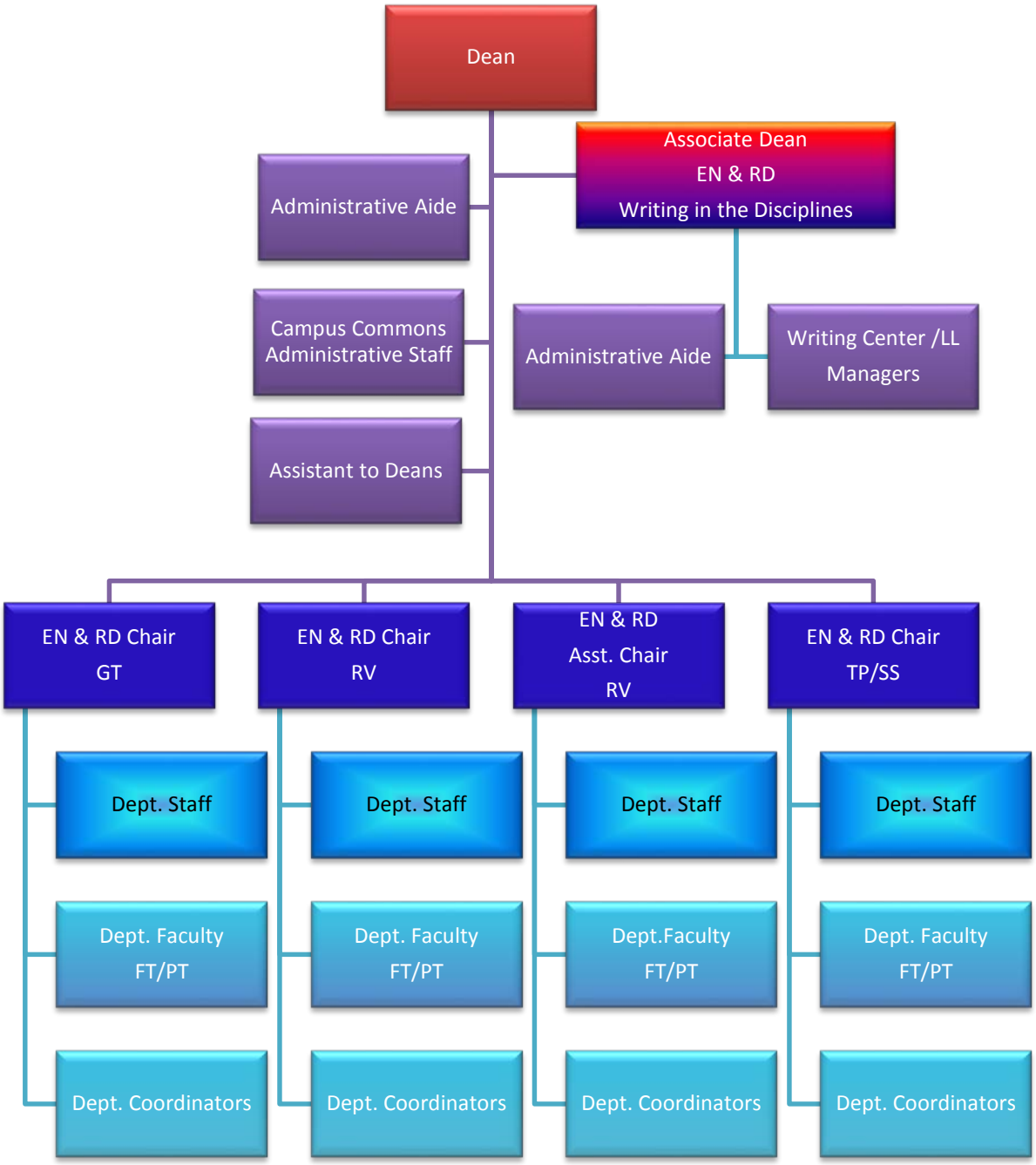
Takoma Park Silver Spring Writing, Reading and Language Center

Acting WRCLL Manager TPSS – Amina Rahman
Instructional Associate TPSS – Sandra Grady
Office Associate TPSS – Margaret LaRocca
Instructional Associate TPSS – Mark Fisher
Instructional Associate TPSS – Crystal Carlson
Instructional Associate TPSS – Vacant
Instructional Associate TPSS – Vacant
Instructional Associate TPSS – Vacant
Asst. Center Manager TPSS - Vacant

Staff needs for area:

- One administrative aide for Takoma Park Silver Spring
- One .5 office associate for Germantown
- One .5 office associate for Rockville
- One .5 office associate for Takoma Park Silver Spring
- One instructional associate Rockville Writing, Reading and Language Center (there are needs at the other WRL Centers too, but oversight of them needs to be clarified)

English and Reading Organizational Chart



Montgomery College

Academic Restructuring:

Workgroup B Final Report

Workgroup B – Applied Technologies Department and the Gudelsky Institute for Technical Education

Workgroup Report – Fall 2013

Students, Employers, Community Members

The Gudelsky Institute for Technical Education
Credit and Noncredit Programming

The Applied Technologies Department
Credit and Noncredit Programming

Workgroup B Members

Tanya Allison	Geography & GIS
Debra Anderson	Automotive Technology
Dallas Davenport	Project Coordinator AT/GITE
Steve Dubik	Landscape Technology
Steve Greenfield	Academic Services Council
Linda Hankey	Staff Council
William Humphrey	Computer Publishing
Eric Jeffers	Workforce Technologies
Donna Kinerney	Administrative Council
Christopher Moy	Administrative Council
George Payne	Vice President/Provost
Mario Parcan	Construction Management
Cindy Pfanstiehl	Faculty Council
John Phillips	Building Trades Technology
Ed Roberts	Instructional Dean
Patti Secreto	Rockville Council
Randy Steiner	Architectural Technology
Alan Stover	Faculty Council
Chantal Vilmar	Interior Design
Dorothy Umans	Instructional Dean
Emma Wilson	Staff Council

Workgroup B – Applied Technologies Department and the Gudelsky Institute for Technical Education

Proposed Division Structure – July 2014

<table>
<tr><th colspan="4">Students, Employers, Community Members</th></tr>
<tr><td colspan="2">The Gudelsky Institute for Technical Education
Credit and Noncredit Programming

Staff:
Scott Goldsworthy
Jacquelyn Hamilton
Christian Imani
Joseph Kamara
Paul Perez
Antonio Rajakumaran
Moye Stephenson</td><td colspan="2">The Applied Technologies Department
Credit and Noncredit Programming

Staff:
Dave Anthony
Karen DeLong
Patricia Secreto
Berhan Wubneh</td></tr>
<tr><td>Program</td><td>Faculty</td><td>Program</td><td>Faculty</td></tr>
<tr><td>Automotive Technology</td><td>Debra Anderson
Mike Carretta
Patrick Devlin
Bob Dry
Albert Ennulat
Mark Kovach</td><td>Applied Geography</td><td>Tanya Allison
Sal DiMaria</td></tr>
<tr><td>Building Trades Technology</td><td>Peter McNally
John Phillips
Jerry Williamson</td><td>Architectural Technology</td><td>Randy Steiner
Shorieh Talaat</td></tr>
<tr><td>Computer Publishing Technology</td><td>William Humphrey</td><td>Construction Management</td><td>Marc Corfman
Mario Parcan
Joe Smith</td></tr>
<tr><td rowspan="2">Workforce Technologies</td><td rowspan="2">Eric Jeffers</td><td>Landscape Technology</td><td>Steve Dubik</td></tr>
<tr><td>Interior Design</td><td>Chantal Vilmar
Pam Gragg</td></tr>
<tr><td colspan="4">Division Chair – TBD</td></tr>
<tr><td colspan="4">Dean of Instruction – Ed Roberts
Project Coordinator – Dallas Davenport</td></tr>
<tr><td colspan="4">Vice President & Provost – George Payne</td></tr>
</table>

Workgroup B – Applied Technologies Department and the Gudelsky Institute for Technical Education

Part Time Faculty Members – Fall 2013

Students, Employers, Community Members			
The Gudelsky Institute for Technical Education Credit and Noncredit Programming		**The Applied Technologies Department Credit and Noncredit Programming**	
Program	*Part Time Faculty*	*Program*	*Part Time Faculty*
Automotive Technology Program Coordinator: Debra Anderson	Jonathan Bourgstein Jeffrey Horrocks Matthew Starr	**Applied Geography** Program Coordinator: Tanya Allison	Sonia Coronado Tara Wallace Carl Ackerman
Building Trades Technology Program Coordinator: John Phillips	Michael Ames Martin Dasler Larry Gray Charles Hibbard, Jr. Daniel Leibensperger Sultan Noorani Eric Stahle Joe Vita ACCA: Charlie Ayers, Martin Dasler, Donald Colville, Herbert Jacobowitz, Donald Jenkins, William Littleford, Warren Lupson, Stephen Smith, Donald Spinnler, Cleveland Tyler, Dianne Tyler, Jim Wright	**Architectural Technology** Program Coordinator: Randy Steiner	Loreen Arnold James Barton Daryl Godfrey Stephanie Kessel Juan Radulovic Juan Carlos Serrano
Computer Publishing Technology Program Coordinator: William Humphrey		**Construction Management** Program Coordinator: Mario Parcan	Daniel Coffey Kara Guthro Donald Spence
Workforce Technologies Program Coordinator: Eric Jeffers	Carl Carlson David Carrington Martin Dasler Jeffrey Horrocks Daniel Leisinger Steamfitters:	**Landscape Technology** Program Coordinator: Steve Dubik	Carol Allen David Anthony Raymond Bosmans Stanton Gill Rick Scaffidi Chuck Schuster Debra Sterner-Krizman

	Hans Allen, James Balderson, George Barberoglou, Justin Bateman, Aaron Batson, John Beane, Dale Best, Timothy Biggs, Timothy Blackwell, Ryan Brooks, Blandon Bulger, Keith Byrd, Timothy Christian, Wayne Cook, Eric Craddock, Thomas Croce, Gregory Davis, Vernon Fay, Robert Gifford, Richard Grasso, Patrick Harrington, Thornie Hayton, Wondell Hayton, Christopher Hopkins, Joseph Hopkins, William Jacobs, Johnathan James, John King, Kevin Knighton, Wayne Krikstan, Jason Lowery, Christopher Lyons, David McAfee, Brian Medley, Darrell Medley, John Mullins, Jason Painter, Robert Perry, Gary Poole, William Stiles, Ronald Taber, King Thomas, Mark Urian, John Vassallo, Matthew Webb, Paul Webster, Michael Weimer, Kenneth Woodzelle		Herb White
		Interior Design Program Coordinator: Chantal Vilmar	Daniel Correll Andrea Hartranft Jessica Jimeno Victor Kai Mary Quinn Erica Riggo Rebecca Trussell
Division Chair – TBD			
Dean of Instruction – Ed Roberts Project Coordinator – Dallas Davenport			
Vice President & Provost – George Payne			

Applied Technologies and the Gudelsky Institute for Technical Education

Data Summary

Program	Enrollments – FY13			Total FY13 Enrollments	FT Staff	PT Staff	FT Faculty	PT Faculty	Specialized Labs
	Credit	Noncredit	Contract						
Applied Geography	689	-	-	689	1	-	2	3	1
Automotive Technology	638	52	1,088	1,778	1	1	6	3	6
Architectural & Construction Technology	907	27	-	934	1	-	5	9	5
Building Trades Technology	584	362	808	1,754	1		3	19	9
Computer Publishing	33	34	10	77	-	-	1	-	1
Interior Design	418	14	-	432	-	-	2	7	2
Landscape Technology	236	79	-	315	1	-	1	8	2
Workforce Technologies	-	275	3,336	3,611	1	-	-	54	3
Applied Technologies Department					1				
Gudelsky Institute					4	1			
Totals	3,505	843	5,242	9,590	12	2	20	103	29

Occupational Outlook - Fall 2013

Applied Technologies and Gudelsky Institute Programs

Standard Occupational Classification Code	Occupation	Average Annual Entry Earnings (000's)	Average Annual Median Earnings (000's)	Average Annual High Earnings (000's)	Currently Employed (50 Mile Radius)	Projected Percentage Change	Projected Annual Openings
47-2111	Electrician	31	49	74	21,433	+4.4	1,030
47-2031	Carpenter	28	40	54	30,359	+3.7	986
15-1199	Geographic Info. Systems*	62	99	126	31,575	+2.9	984
47-2152	Pipefitter / Steamfitter	30	50	79	18,185	+7.6	918
47-1011	Construction Supervisor	39	59	84	22,644	+4.9	859
49-3023	Automotive Technician	21	40	60	21,933	+3.1	845
15-1134	Web Developer	46	74	114	7,677	+12.2	384
49-9021	HVAC Technician	29	47	68	11,163	+11.8	571
11-9041	Architectural Managers*	91	129	170	9,735	+5.5	355
11-9021	Construction Manager*	49	73	115	12,894	+3.4	274
37-1011	Landscape Supervisors	28	41	63	4,735	+11	227
51-4121	Welder	28	40	60	5,440	+3.2	217
51-4041	Machinist	30	42	60	4,976	+2.0	157
17-1011	Architect*	50	79	122	5,501	-1.6	132
27-1025	Interior Designer*	33	48	60	3,172	+3.7	109
17-3011	Drafts person / CAD	36	53	75	2,429	-0.2	63
17-3031	Mapping Technician	32	47	70	1,309	+6.5	47
15-8021	Stationary Engineer	41	56	73	1,285	+4.3	47
43-9030	Desktop Publisher	33	50	77	850	-9.8	19

* Bachelor's degree is generally required along with industry certifications or licensure.

Data points are drawn from Career Coach labor market information which can be explored in greater detail through the link on the Montgomery College home page. The data points reflect employment trends (updated quarterly) in a fifty mile radius of Rockville Maryland (20850). Projected job openings are also within this 50 mile radius.

Note: The occupational titles used here are ones that can be easily followed to get a sense of industry trends. There are also many closely related occupations that hold employment potential as well such as sales, office supervision, technical support, logistics, inspections, publications, and electronic marketing as examples. Additionally, for smaller operations, staff members are frequently needed to serve in several cross functional roles concurrently. The left side bars on Career Coach displays related occupations / openings as well.

For more details of labor market conditions nationally: http://www.bls.gov/ooh/home.htm

For direct link to Montgomery College's Career Coach web resource:
http://cms.montgomerycollege.edu/edu/

Montgomery College

Academic Restructuring Design & Implementation – Workgroup B – Architectural Technology

Program Title and Brief Program Description - **Degrees / Certificates** - **Subject Areas**	Architecture – • AAS; CAD Certificate for the Building Professional; Letter of Recognition in Sustainability • Introduction to Architecture; AutoCAD; REVIT; Principles of Architectural Design; Sustainable Design; Architectural Graphics and Presentation; Building Documentation; Professional Practicum
Typical Students - **Who are they/what do they do with the content?** - **Where do they go afterwards?**	• Architecture majors are from diverse backgrounds with 33% female. Most of the graduates [an average of 12 AAS graduates per year] apply to transfer to schools of architecture to continue their education. • Currently, our program articulates to Morgan State University SOA+P and Catholic University of America SOA+P but we are working of several additional articulations • Several students with a major in Architecture also pursue a major in Construction Management and graduate with two AAS degrees. These graduates often go to work in construction companies.
Enrollments During FY 13 - **Credit /Non Credit / Contract**	Credit -907 Noncredit – 27 Total 934
External Program Certifications or Approvals	The Architecture Program AAS Degree is articulated with Morgan State University School of Architecture + Planning as well as the Catholic University of American School of Architecture + Planning. In the past three years, one graduate received the Presidential Scholarship for a full scholarship at Illinois Institute of Technology in Chicago into their 5 –year B.Arch program. Another graduate from MC Architecture continued after their undergraduate degrees to get full scholarships for Master of Architecture at MIT and University of Pennsylvania.
Industry Certifications (available to students through the course preparation or the classes themselves)	• Through the efforts of Professor Randy Steiner, an organization is being created which represents all the community college architecture programs in the nation. This group, the cCCAP or Coalition of Community College Architecture Programs, includes 118 of the 167 such programs in the country and has made proposals to the National Architectural Accreditation Board as well as the Association of Colleges and Schools of Architecture. Professor Steiner was invited as the first representative of community college architecture programs to the NAAB Accreditation Review Conference in Snowbird, UT in July 2013 and is currently planning participation at the ASCA's Annual Conference in November 2013 as the lead panelist on a panel, "Widening the Pipeline to the Profession." The cCCAP is in the process of being incorporated and then, becoming a non-profit organization. • In Fall 2013, the Architecture Program at Montgomery College was invited to team up with the School of Architecture + Planning at Morgan State University in an Obama Singh 21st Century Knowledge Initiative Grant. The title of the grant is Sustainable Consumption Research Initiative and Curriculum Enhancement Project for Environmental Design Cooperation: incorporateing Research-Based Responsive Design Evaluation into the Design Academia of India and the USA and would be a three year grant beginning in August 2014.

Program Staff (by name and position)	Full time faculty: Randy A. Steiner, AIA LEED AP (Program Coordinator), Shorieh Talaat, AIA LEED AP (Professor) Part time faculty: James Barton, AIA; Darryl Godfrey, RA; Stephanie Kessel; Juan Carlos Serrano, AIA; Loreen Arnold, AIA LEED AP; Juan Radulovic, PE Staff: Patti Secreto, Instructional Aide
Number of Dedicated Labs	CAD Lab [TC243] and Design Studio with Modeling Workshop [TC214]
Number of Courses (in the catalog / offered through WD&CE)	Nine [CT142, CT170, CT181, CT183, CT201, CT223, CT224, CT226, CT299]
Recent Perkins Projects or other grant funded activity	Three years ago, a Perkins grant provided the Architecture Program with a fully equipped model making workshop with several tools and machines for making models in wood and light metals.
Industry Partnerships	• The Director of Libraries at Montgomery College has invited Professor Steiner to be on the Stakeholders Group for the Rockville Ethnographic Study as the College researches the programming and space needs of the future library renovations at Rockville. Students from the Architecture Program will be working in Fall 2014 on schematic design proposals for the library for promotional purposes. • In 2012, through the efforts of Professor Steiner, who currently serves as President of the Potomac Valley Architectural Foundation, AIA Maryland initiated an annual AIA Maryland Community College Design Award. Students from Montgomery College Architecture Program have won one of the awards in both 2012 and 2013.
Industry Scholarships through the MC Foundation	Annual awards have been given to students at the Rockville Campus Honors Awards Ceremony for "Outstanding First Year Architecture Student", "Outstanding Community Service Award to Architecture Major", and "Outstanding Graduating Architecture Student."
Special Programs to be noted	Annually, architecture students in the Principles of Architectural Design class participate in national design competitions such as the Dow Chemical Affordable Sustainable Multi-family Competition, the USGBC Portable Dwelling Unit Competition, the Kawneer Products Sustainable Library Renovation Competition, and AIAS student design competitions. In fall 2013, students participated in the Maryland Sustainable Challenge as representatives from the College with their five separate team proposals for the Sustainable Planning and Design of Burtonsville Crossing.
Industry trends being reflected in the program	Increasing emphasis on understanding and incorporation of Sustainable Design and Issues into all courses; keeping current with CAD software change; graphic skills beyond building design including presentation and rendering and portfolio work
New Program Initiatives (perhaps reference CAR items as related)	1. Outreach to MCPS high schools to offer "Introduction to Architecture and the Built Environment" 2. Articulation agreement with UMCP SOA+P and other schools of architecture
Industry Outlook / Future Trends	More articulations between community colleges and schools of architecture since education is so costly
Two Visioning Possibilities (either program specific or division specific)	1. Change the name of the Department from "Applied Technologies" to "The Built Environment" 2. Student competition to redesign and construct new entry sign/structures at the entrances to the Rockville Campus

Academic Restructuring Design & Implementation – Workgroup B – Automotive Technology

Program Title and Brief Program Description - **Degrees / Certificates** - **Subject Areas**	*Automotive Technology *Master NATEF Certified Program designed to train and prepare individuals for employment in the automotive repair industry. *College Awards *A.A.S. in Automotive Technology (68 credits) *Certificates of Completion: Undercar (17 credits), Automotive Electrical Systems (14 credits), Engine Performance (23 credits), Powertrain (25 credits) *The program also prepares individuals to take the industry credential exams - ASE Certification. *Program Topics include : all (8) ASE (A) AUTO testing areas required for Master Technician Certification status and also included are the ASE Advanced L-1 and G-1 areas. (See below) *ASE's Required for Master Technician Status: Program Areas Taught A-1 Engine Repair, A-2 Automatic Trans/Transaxle, A-3 Manual Drive Train and Axles, A-4 Suspension and Steering, A-5 Brakes, A-6 Electrical/Electronic Systems, A-7 Heating and Air Conditioning, A-8 Engine Performance. *Other included ASE Certification Areas : Program Areas Taught L-1 Auto Advanced Engine Performance Specialist G-1 Auto Maintenance and Light Repair
Typical Students - **Who are they/what do they do with the content?** - **Where do they go afterwards?**	* High School students who have taken Automotive in HS., * High School students who have not taken Automotive in HS., * Other Technical Training schools such as Lincoln Tech and UTI, * Other Colleges with Technical Training Programs, * Career enhancers (Working techs) looking to improve skills and/or obtain ASE Certifications * Career changers * Many students are immigrants who worked in the Automotive Industry in their country and now need training to update on American vehicles and to achieve ASE Certification either for hire or for pay increase *Most seek employment in the Repair industry, upgrade existing industry skills, and/or prepare for ASE certification. *Employment -Fleets Government and Private, Dealerships New and Used, Independent Repair facilities
Enrollments During FY 13 - **Credit /Non Credit / Contract**	*Credit 638 *Non-Credit 52 *Non-Credit Contract 1088 *1140 -Total Non-Credit *1778 -Total FY13
External Program Certifications or Approvals	*The Automotive Program has NATEF Master Certification a National certification. *NATEF – National Automotive Teachers Education Foundation.

Industry Certifications (available to students through the course preparation or the classes themselves)	*ASE Certification – (8) AUTO areas A-1 through A8, G-1 and Advanced L-1 *Automotive Refrigerant Handling Certification *NEW ASE Certification – Hybrid Vehicles (Launches 2014)
Program Staff (by name and position)	*Full-time Faculty : Patrick Devlin, Mark Kovach, Albert Ennulat, Robert Dry, Michael Carretta, Debra Anderson *Part-time Faculty : Jeffrey Horrocks, Mathew Starr, Jon Bourgstein *Full-time Staff : Antonio Rajakumaran *Part-time Staff : Scott Goldsworthy
Number of Dedicated Labs	*Two (2) 1. Automotive Shop/Lab 2. Transmission Unit Room (soon to be using 3 auto bays, a classroom and a unit room in ITTC) – Subaru's Area -leaving Dec 1, 2013.
Number of Courses (in the catalog / offered through WD&CE)	*Twelve (12) individual courses –(multiple offerings 24) * All of our Credit classes are Co-Listed – (Credit and Non-Credit seats)
Recent Perkins Projects or other grant funded activity	--2008 awarded $100,000 to update existing vehicle scan tools and purchase new scan tools CAN ability. --2010 awarded $79,000 to purchase two Hybrid Electric Vehicles (HEV's) (2011 Toyota Prius) (2011 Honda Insight). --2011 awarded $63,000 to purchase one Hybrid Electric Vehicle (HEV) (2011 Ford Fusion) and one fully Electric Vehicle (2011 Nissan leaf).
Industry Partnerships	*Subaru of America (SOA) *CarQuest Technical Institute (CTI) *Washington Area New Dealers Association (WANADA) *A/C Delco (Raytheon) *Maryland Department of the Environment (MDE) *Chesapeake Automotive Business Association (CABA) *DC Department of Public Works (DCDPW) *Maryland Public Schools (MCPS)
Industry Scholarships through the MC Foundation	*Subaru Endowment Scholarship *Eamon & Grace Devlin Endowed Scholarship *Automotive Technology Foundation Scholarship *Bernie & Mollye Mills Memorial Scholarship *Gene Aldous Scholarship *Mathew Willequette Scholarship
Special Programs to be noted	*Automotive Dealership Education Institute (ADEI) Program in partnership with WANADA
Industry trends being reflected in the program	*Hybrid and Electric Vehicle Technologies
New Program Initiatives (perhaps reference CAR items as related)	*Develop new course -Practical Hands On experience type course for existing students –Working on vehicles using a true shop structure that takes place at the college. *Become Maryland State Inspector training and/or testing facility (students seeking MD. State Inspector License)
Industry Outlook / Future Trends	*Trend -Maintenance and Light Repair focus *Outlook –Hybrid, Electric, Diesel and Alternative Fueled Repair and Service
Two Visioning Possibilities (either program specific or division specific)	*Make existing Hybrid non-credit class a credit class. *Once a credit class The Hybrid class will be required for the Automotive Electrical Systems Certificate of Completion.

	*Goal: Credits for the certificate will meet the required number so students can keep their financial aid status.

Montgomery College

Academic Restructuring Design & Implementation – Workgroup B – Building and Construction Technology

Program Title and Brief Program Description - **Degrees / Certificates** - **Subject Areas**	Building and Construction Technology, includes both credit and non-credit offerings in trade-specific and general construction courses. - Building Trades Technology A.A.S., 3 tracks: Carpentry 308A, Electrical Wiring 308B, and HVAC 308C. Carpentry Certificate 179A; Electrical Wiring Certificate 245; HVAC Certificate 244; Residential Remodeling and Repair Certificate, 236A. - Primary subject areas are carpentry, electrical and HVAC. Other areas include plumbing, apartment maintenance, renewable energy, licensing exam prep, and electrical and HVAC apprenticeships.
Typical Students - **Who are they/what do they do with the content?** - **Where do they go afterwards?**	- Most students are male, and of all ages. Many are taking lab-intensive trades courses as a way to gain knowledge and experience for an entry-level construction trades position. Others are currently in construction and are taking particular courses for knowledge and/or skill enhancement, or license prep or renewal, for example. Some students are non-majors exploring career options. A significant percentage of our students are immigrants, many with construction experience in their home countries, and looking to transfer and adapt those skills into marketable skills here. - Students who decide to pursue a career in building trades seek and obtain employment with a contractor, building/property management firm, or government agency. We also have former students return as ACCA or IEC apprenticeship students.
Enrollments During FY 13 - **Credit /Non Credit / Contract**	Credit – 584 Non-Credit Open Enrollment – 362 Non-Credit Contract – 808 Total Enrollments 1,754
External Program Certifications or Approvals	NABCEP PV exam provider UL PV exam provider State of MD Electrical CE approved provider EPA 608 Certification exam provider NATE ICE exams provider PAHRA (pending review on November 25th) EPA lead RRP
Industry Certifications (available to students through the course preparation or the classes themselves)	- EPA 608 Certification - EPA Lead RRP - Apartment Maintenance Technician Certificate - Journeyman Electrician - Master Electrician - Master Plumber - Master HVAC Technician - MD DLLR Electrical License Renewal - PG County Electrical License Renewal - Queen Anne's County Electrical License Renewal - NABCEP PV Entry-Level Exam - UL Certified PV Installer - NATE Industry Competency Exam

Program Staff (by name and position)	John Phillips, Program Director; Peter McNally, credit faculty; Gerald Williamson, credit faculty; Paul Perez, Instructional Aide
Number of Dedicated Labs	8 lab rooms, plus outdoor carpentry lab
Number of Courses (in the catalog / offered through WD&CE)	25 credit courses, all co-listed Approximately25 non-colisted CE courses
Recent Perkins Projects or other grant funded activity	2012 Perkins Grant: wind technology equipment 2010 Perkins Grant: solar PV technology equipment
Industry Partnerships	MCPS IEC ACCA ABC IBEW Steamfitters Sprinklerfitters
Industry Scholarships through the MC Foundation	• Hope and Hayes McCarty Scholarship • Steve Wolford Memorial Scholarship • Peter Byrnes Endowed Scholarship • Stephen Gary Kerman Memorial Endowed Scholarship • John Pettit Memorial Endowed Scholarship • Rodgers Scholarship
Special Programs to be noted	Certified Apartment Maintenance Technician (CAMT) Independent Electrical Contractors (IEC) and Air Conditioning Contractors of America (ACCA) apprenticeships
Industry trends being reflected in the program	Incorporation of renewable and sustainable technology training into program and existing courses. Updating equipment and methods in Electrical and HVAC to reflect industry changes
New Program Initiatives (perhaps reference CAR items as related)	Proposing "Intro to Energy" Gen Ed course, adopting UMD's Energy 101 course model, which was a Department of Energy initiative Once NABCEP has approved their Entry-Level Wind exam, we will become an approved exam provider. Considering inclusion of Building Systems Management into program
Industry Outlook / Future Trends	Increased efficiencies in building systems, increased emphasis on sustainability
Two Visioning Possibilities (either program specific or division specific)	Outdoor energy park finally coming to fruition, establishing MC as THE place for solar PV training in MD The division is leading the college in getting students into promising/productive technical careers

Montgomery College

Academic Restructuring Design & Implementation – Workgroup B – Computer Publishing & Printing

Program Title and Brief Program Description - **Degrees / Certificates** - **Subject Areas**	**Computer Publishing & Printing** provides technical training to produce images, illustrations and documents for electronic publishing and printing. Electronic Imaging Prepress Certificate. Adobe Photoshop, Adobe InDesign & Adobe Illustrator.
Typical Students - **Who are they/what do they do with the content?** - **Where do they go afterwards?**	Students include desktop publishers, digital photographers and prepress technicians. Students produce and enhance desktop publications, digital images and electronic illustrations. Many students take additional classes in related programs.
Enrollments During FY 13 - **Credit /Non Credit / Contract**	33/34/10
External Program	N/A

Certifications or Approvals	
Industry Certifications (available to students through the course preparation or the classes themselves)	N/A
Program Staff (by name and position)	William Humphrey, Professor/Coordinator
Number of Dedicated Labs	1
Number of Courses (in the catalog / offered through WD&CE)	6/6
Recent Perkins Projects or other grant funded activity	None
Industry Partnerships	N/A
Industry Scholarships through the MC Foundation	McArdle Printing Scholarship Wiemels Scholarship
Special Programs to be noted	N/A
Industry trends being reflected in the program	Industry is moving from print to electronic publishing.
New Program Initiatives (perhaps reference CAR items as related)	Continuously update content for electronic document publishing and image preparation for digital devices.
Industry Outlook / Future Trends	Conventional printing is in decline. / Electronic publishing is a growth area.
Two Visioning Possibilities (either program specific or division specific)	Concentrate on technical training to produce images, illustrations and documents for electronic publishing and digital devices. Transition towards assimilation with allied program.

Montgomery College

Academic Restructuring Design & Implementation – Workgroup B – Management of Construction

Program Title and Brief Program Description - **Degrees / Certificates** - **Subject Areas**	MANAGEMENT OF CONSTRUCTION, a program designed to prepare graduates and industry personnel to organize, operate, manage, and control the unique and demanding systems, procedures and services in the construction industry. Areas of study include cost control, planning, scheduling, controlling and expediting construction, contract bidding and estimating, personnel management and the overall management of construction operations. - Management of Construction AAS Degree, Management of Construction Certificate
Typical Students - **Who are they/what do they do with the content?** - **Where do they go afterwards?**	Students are recent high school graduates, college graduates or former college students seeking a career change and industry personnel seeking to upgrade their skills and gain construction management knowledge. Approximately 50% of MC graduates either continue at their workplaces or start working in entry level construction management positions. The other 50% continue towards a Bachelor of Science Degree offered by UMES/Shady Grove
Enrollments During FY 13 - **Credit /Non Credit / Contract**	Approximate enrollment = 220 Credit students per semester, approximately 6 Non-credit students per semester.

External Program Certifications or Approvals	None
Industry Certifications (available to students through the course preparation or the classes themselves)	None
Program Staff (by name and position)	Mario Parcan, program coordinator; Joseph H Smith, f/t professor; Mark Corfman, f/t professor; Patti Secreto, Instructional Assistant (33% of her time commitment)
Number of Dedicated Labs	Two, TC242 and TC 235
Number of Courses (in the catalog / offered through WD&CE)	10 credit courses many which are co-listed
Recent Perkins Projects or other grant funded activity	Surveying equipment (Robotic Total Stations)
Industry Partnerships	** Through the years we have developed a very strong relationship with Associated Builders and Contractors (ABC). ABC members or member firms routinely appear as guest speakers and sponsor field trips to our Student Construction Association (SCA), ABC also provides networking opportunities by allowing our students to attend their monthly dinner meetings, they provide assistance with field trips and support, both financially and by providing technical input , as required by competition format, to our students participating in National Competitions in which historically we have performed well, obtaining numerous awards.
Industry Scholarships through the MC Foundation	Joseph H Smith scholarship ** As a result of our strong relationship with ABC National and the ABC Metro Washington Chapter, through its Student Chapter Committee, in which our faculty serve, ABC has provided many of our students with scholarships (approximately $200,000 through the past 12 years)
Special Programs to be noted	** Articulation with UMES/Shady Grove, through which our graduates are offered the opportunity to continue their studies leading towards a Bachelor's Degree in Construction management ** Articulation with MCPS Construction Trades Foundation offering two courses per academic year (CT130 and CT131) to HS Seniors through dual enrollment. ** Articulations with Local 602, Local 26 and Air Conditioning Contractors of America recognizing betwee3n 15 and 18 credits of their apprenticeship program
Industry trends being reflected in the program	- Trend towards technology and software applications
New Program Initiatives (perhaps reference CAR items as related)	- Program being more responsive to providing training for industry , both credit and non-credit - Program being at the forefront in terms of innovation with latest industry trends.
Industry Outlook / Future Trends	Technology and software applications in Building Information Modeling (BIM)
Two Visioning Possibilities (either program specific or division specific)	- The program needs to expand marketing and promotional efforts to serve industry better and attract recent high school graduates. - The program needs to keep-up with industry developments and change, particularly as it relates to technology enhancements and software applications

Montgomery College

Academic Restructuring Design & Implementation – Workgroup B – Applied Geography

Program Title and Brief Program Description - **Degrees / Certificates** - **Subject Areas**	**Applied Geography**: Designed for students pursuing a career in geography, cartography, geographic information systems (G.I.S.), and/or geographic education. The program offers a variety of courses related to cultural, economic, environmental, global, political, and physical geography, as well as mapping. ▪ **A.A.S. degree**: *Applied Geography* - Includes cartography, physical and cultural courses ▪ **Certificate**: *Cartography and G.I.S.* - Includes computer mapping/G.I.S. courses ▪ **Certificate**: *Geographic Education* - Includes a variety of geographic-related courses
Typical Students - **Who are they/what do they do with the content?** - **Where do they go afterwards?**	Applied Geography students are: ▪ **Returning** to college because: - They are degree-bearing students wishing to change or expand their career opportunities - They are seeking employment opportunities in this field of study - They are working in a related industry but seeking advancement opportunities, promotions, and change in current position - They are here for self-enrichment ▪ **Pursuing** the A.A.S. degree and/or certificates for immediate employment upon completion ▪ **First-time** students wishing to transfer to a 4-year institution in geography after graduation Upon completion of the degree and/or certificate(s), they will: - Immediately seek employment or internships, e.g.: - city, county, state, and federal government - private industry - Transfer to a 4-year institution to pursue their bachelor's degree *OR* graduate degree (if they already maintain a bachelors) in geography
Enrollments During FY 13 - **Credit /Non Credit / Contract**	Credit: 689 Non Credit: 0 Contract: N/A Total Enrollments 689
External Program Certifications or Approvals	Environmental Systems Research Institute (ESRI) certification - Offered to anyone wanting additional training in G.I.S. beyond the scope of colleges and universities
Industry Certifications (available to students through the course preparation or the classes themselves)	Environmental Systems Research Institute (ESRI) certification - Offered to anyone pursuing employment with ESRI
Program Staff (by name and position)	Tanya Allison, Professor and Program Coordinator Sal DiMaria, Professor Karen DeLong, Instructional Associate
Number of Dedicated Labs	One
Number of Courses (in	Three

the catalog / offered through WD&CE)	
Recent Perkins Projects or other grant funded activity	N/A
Industry Partnerships	Six + (NOAA, FAA, MCNCPP, Montgomery County, City of Rockville, Census Bureau, and MC Fire and Rescue …. and others as needed)
Industry Scholarships through the MC Foundation	Smithsonian Library of Congress
Special Programs to be noted	▪ Gamma Theta Upsilon (the geography honor society): In 1993, the Applied Geography program was the first and only two-year college to be awarded a chapter (Theta Eta). Along with the Geography Club, members and participants continue to plan and participate in a variety of events. To name a few: - Fundraisers for various charities - Holiday food drives - College- and campus-wide events - Program events - Guest speakers - Special projects - Conference participation - Field trips - Social events - Apply for GTU scholarships (*an Applied Geography major was the recipient in May 2013*) ▪ G.I.S. Day Open House is a nation-wide event held every November during Geography Awareness Week. At MC, the Applied Geography program, GTU, and GIS students host the all-day event which is open to the public. ▪ Maryland Geographic Bee (the state preliminaries to the National Geographic Bee) is held every April. The Applied Geography program (faculty, staff, and students) have played an active role in this event since 1994.
Industry trends being reflected in the program	The largest trend that geography is experiencing with industry is the demand for G.I.S. skilled professionals. Most geographic-related positions (and most certainly ALL cartographic-related positions) will require various levels of G.I.S. skills and knowledge. Also, as more pressure to teach geography is being exerted into K-12 curriculums, the Applied Geography program is experiencing a large number of students either pursuing a teaching career in geography *OR* teachers required to obtain geographic training. With the onset of Environmental Systems Research Institute (ESRI) encouraging introductory G.I.S. skills at the K-12 grade level, they are offering a variety of grade-appropriate G.I.S. software in the schools. Therefore, teachers are seeking the necessary training in order to build this into their geographic curriculum.
New Program Initiatives (perhaps reference CAR items as related)	- **Modify existing AAS degree curriculum** (e.g. CA120 is no longer necessary for a majority of the Applied Geography majors due to their existing computer experience and skills). This course is often substituted. Therefore it would be more beneficial to make this an Assessment level or

	consent of the department depending on the students' skill level. - **Modify the *Cartography and G.I.S.* certificate** (e.g. making GE263 a requirement, therefore replacing it for the *elective*. - **Propose GE102 *Cultural Geography*** be added to the multi-cultural option on the distribution list. - **Offer GE261 *Introduction to G.I.S.*** in high schools through the College Institute. - **Offer GE101 *Introduction to Geography*** online.
Industry Outlook / Future Trends	▪ Continue to partner with industry within the D.C. metro area for: - Internships - Employment opportunities - Promote Applied Geography (and G.I.S.) program The Applied Geography program will continue to connect to industry through GIS initiatives.
Two Visioning Possibilities (either program specific or division specific)	▪ Promote Applied Geography program through: - Continued advertising (brochures, flyers, word-of-mouth, special events, competitions, conferences) - Visiting local high schools - Contacting/informing college-wide counselors of Applied Geography program ▪ Support Gamma Theta Upsilon and the Geography Club in hosting a variety of events ▪ Continue to work on the first MC map library, strengthening its collections, availability, and related services ▪ Encourage student participation at conferences - Research and paper presentations - Map presentations and competitions - Attend, participate, and meet professionals in the field o Meeting faculty at four-year institutions for transfer considerations (both bachelors and graduate levels), assistantships, fellowships, and other opportunities

Montgomery College

Academic Restructuring Design & Implementation – Workgroup B – Landscape Technology

Program Title and Brief Program Description - **Degrees / Certificates** - **Subject Areas**	Landscape Technology Program Provides the student with a comprehensive mixture of academic and practical training in the field of ornamental horticulture. Students acquire a wide variety of skills in areas such as ecology and ecological restoration, environmental sampling and analysis, landscape design, maintenance, and construction, greenhouse/nursery operations, integrated pest management, machinery operation, and turfgrass and groundcover management. Landscape Technology A.A.S. Landscape Technology Certificate
Typical Students - **Who are they/what do**	Most of the students in the program currently work in the Green Industry. They come to expand their knowledge and skills, or to earn industry

they do with the content? - **Where do they go afterwards?**	certification. A large number of students take select courses because of their strong interest in plant production, gardening and environmental/sustainable horticulture. Career opportunities include positions as landscape supervisor, plant health care specialist, turfgrass professional, estate or botanical gardener, greenhouse/nursery operator, grounds manager, arborist, vegetation manager, landscape contractor, and landscape designer. Some students establish their own landscape or grounds maintenance business.
Enrollments During FY 13 - **Credit /Non Credit / Contract**	Credit – 236 Noncredit - 79 Total Enrollments - 315
External Program Certifications or Approvals	N/A
Industry Certifications (available to students through the course preparation or the classes themselves)	Select courses have been approved by the Maryland Department of Agriculture to prepare horticultural professionals for obtaining their **Commercial pesticide applicators license**. Certain courses have been approved by Montgomery County Department of Environmental Protection for **Stormwater management certification**. Upon completion of the certificate, students are eligible to earn the **Certified Professional Horticultural certificate (CPH)** from the Maryland Nursery and Landscape Association (MNLA).
Program Staff (by name and position)	Steve Dubik, Faculty and David Anthony, Lab technician and part time faculty as noted earlier
Number of Dedicated Labs	Greenhouse with teaching area
Number of Courses (in the catalog / offered through WD&CE)	19 credit courses All but one has the potential to offered as WD&CE
Recent Perkins Projects or other grant funded activity	Funds to increase the number of LN students earning the **Certified Professional Horticultural certificate (CPH).** Funds for the creation and printing of marketing brochures; portable laminar flow hood; the purchase two digital microscopes; a grey water containment system; ornamental pond kit; label making machine; and landscape equipment including spades, shovels and rakes.
Industry Partnerships	Business partners include Raemelton Farm Nursery, Ruppert Nurseries, Ashton Manor, Mead Tree Company, Butlers Orchard, Red Wiggler Farm and Comprehensive Tree Care. Professional organization partners Maryland Nursery Landscape Association (MNLA), Maryland Greenhouse Growers Association (MGGA), Professional Grounds Management Society (PGMS), & Maryland Arborist Association (MAA) & Landscape Contractors Association (LCA). Ongoing partnership with MCPS. Select high school students graduating from the CPH program have built-in articulation of certain courses to the program.

	Strong relationship with the University of Maryland Plant Science and Landscape Architecture (PSLA) Department; most courses articulation to the PSLA program.
Industry Scholarships through the MC Foundation	LN Program offers a partial scholarship to one to two students each semester
Special Programs to be noted	Annual plant sale, trade show displays, short specialized courses for industry
Industry trends being reflected in the program	Stormwater Management Sustainable Landscape Management Sustainable Food Production – New course proposed *Special Topics in Sustainable and Organic Food Production*
New Program Initiatives (perhaps reference CAR items as related)	Modernize the-curriculum to reflect the needs of the industry. Shorten the length of the certificate. Develop special topics course to meet to the changing needs of the industry.
Industry Outlook / Future Trends	Stormwater Water Management Sustainable/environmental Horticulture (focusing on reduced nutrient and pesticide use) Sustainable Food Production
Two Visioning Possibilities (either program specific or division specific)	Develop a outdoor lab area to showcase and demonstrate program content. Create a Division "Project" and/or Seminar series each year. The idea is that this project/seminar would encourage cross-collaboration opportunities for students within the new Division's allied content fields.

Montgomery College

Academic Restructuring Design & Implementation – Workgroup B – Interior Design

Program Title and Brief Program Description - **Degrees / Certificates** - **Subject Areas**	The Interior Design Program provides three degree and three certificate offerings. • The Interior Design Pre-professional A.A. Degree is designed for students looking to transfer to Marymount University to earn a four year degree. • The Interior Design Pre-professional A.A.S. General Track Degree is suitable for students seeking to enter the Interior Design Industry upon completion. • The Interior Design Pre-Professional A.A.S. NKBA Track is designed for students who want to specialize in Kitchen and Bath Design. • The Introductory Design Certificate is intended to provide new skill for individuals with no previous related education or experience in Interior Design. • The Advanced Interior Design Certificate is intended to upgrade skills for currently employed individuals in Interior Design or related careers. • The Design Industry Partnership Certificate is intended to provide basic skills and foundation education in Interior Design and specialized career topics, indirectly related to Interior Design, in disciplines that partner with the Interior Design community.
Typical Students - **Who are they/what do they do with the content?**	The Interior Design Program has a diverse group of students in age and background. Some are seeking second careers. Upon completion many students practice residential and commercial Interior Design. Some students transfer to a four year institution to earn a Bachelor's Degree in Interior

- **Where do they go afterwards?**	Design. Upon completion of the program a number of students begin a private practice.
Enrollments During FY 13 - **Credit /Non Credit / Contract**	Enrollment for FY13 - Credit 418 - Non-credit 14 Total Enrollments 432
External Program Certifications or Approvals	The Interior Design Program is an NKBA (National Kitchen and Bath Association) Accredited Program.
Industry Certifications (available to students through the course preparation or the classes themselves)	Upon graduation, students following the NKBA Track can sit for the AKBD Exam without cost.
Program Staff (by name and position)	**Full-time faculty** Chantal Vilmar Interior Design Program Coordinator/ Professor Pamela Gragg Interior Design Program Professor **Part-time faculty** Six to nine depending on the need.
Number of Dedicated Labs	The Interior Design Program has two dedicated labs.
Number of Courses (in the catalog / offered through WD&CE)	The Interior Design Program currently offers ten credit courses which are also co-listed through WD&CE.
Recent Perkins Projects or other grant funded activity	Although we look forward to working on a project funded through a Perkins Grant, we do not have a recently funded project or activity. Will be interested in collaborative division grant activities.
Industry Partnerships	Pamela Gragg is the Chair of Education for NEWH (National Women Executives in Hospitality). NEWH is a networking organization for the Hospitality Interior Design Industry. NEWH also sponsors scholarships for Interior Design students.
Industry Scholarships through the MC Foundation	The Bhramara Heid and Ann Stillwell Scholarship were established through the MC Foundation in memory of Professor Bhramara Heid and Interior Design Program student Ann Stillwell. The scholarship has provided aide for Interior Design Students.
Special Programs to be noted	The Interior Design Program is often invited to participate in various Industry Show House Projects. Such as the National Symphony Orchestra Show House in past years. For the past six to seven years we have been invited to participate in the Historic Ellicott City Show House. We were also invited to participate in the Washington DC Design Center Show House Project. Most recently a group of Interior Design Program students designed the employee cafeteria and break room for the Hyatt Regency Baltimore Hotel. The Hotel remodel thoroughly reflected the design specifications.
Industry trends being reflected in the program	The use of technology and sustainable design has influenced the Interior Design Industry. The Interior Design Program has increased opportunities for students to use technology for projects and designs solutions. Incorporating a sustainable design component in the projects/ program description will provide a connection with Interior Design industry trends.
New Program Initiatives (perhaps reference CAR items as related)	• Increase technology in the classroom. • Provide projects with a sustainable design component.
Industry Outlook / Future Trends	The use of technology and sustainable design will continue to be industry trends. Although aging in place is not a new design concept. The recent number of baby boomers who wish to age in place will be a future design

	trend.
Two Visioning Possibilities (either program specific or division specific)	• Creating opportunities for collaboration between division programs which are not currently connected through course offerings. • Increasing the use of technology in the classroom for a greater number of Interior Design Program Courses.

Montgomery College

Academic Restructuring Design & Implementation – Workgroup B – Workforce Technologies

Program Title and Brief Program Description - **Degrees / Certificates** - **Subject Areas**	Workforce Technologies Covers a variety of on-site and off-site non-credit subjects including: Welding, Soldering and Brazing, Machining, Computer Repair/ A+ Certification Preparation, and Training Partnerships which include Local 602 Steamfitters, Local 669 Sprinklerfitters, Montgomery County Public Schools, and the Department of Correction and Rehabilitation.
Typical Students - **Who are they/what do they do with the content?** - **Where do they go afterwards?**	Students enrolled in Workforce Technologies Courses: Open Enrollment: A wide variety of age groups take these courses for either job skills enhancement, or recreation. They either look for work after taking these classes or use their skills for hobby activities. Local 602 Steamfitter Apprentices are enrolled in a 5-yearprogram which follows their job description: Welder, Installer-Construction, Service, or Planner. These apprentices are currently employed. About 650 apprentices are currently enrolled in this off-site program. Local 669 Sprinklerfitters offers 17 apprenticeship-related instruction courses per year at the Gudelsky Institute for Technical Education. These apprentices are currently employed. Montgomery County Public Schools offers 7 classes for employees per year at the Gudelsky Institute for Technical Education. These basic maintenance courses include Boiler Plant Operations, Air Conditioning Operations, and Plant Equipment Operations. These students are currently employed by the school system. The Department of Correction and Rehabilitation offers 3 courses at their facility in Clarksburg. These are Introduction to the Building Trades, Blueprint Reading, and Construction Safety.
Enrollments During FY 13 - **Credit /Non Credit / Contract**	0 Credit/275 Non-Credit Open Enrollment/3336 Non-Credit Contract Total Enrollments – 3,611
External Program Certifications or Approvals	Local 602 Steamfitter Apprenticeship Local 669 Sprinklerfitter Apprenticeship
Industry Certifications (available to students through the course preparation or the classes themselves)	CompTIA A+ Computer Technician Certification
Program Staff (by name and	Eric Jeffers Program Manager II

position)	
Number of Dedicated Labs	3 GU229 - Welding, TT115 - Machining, GU238 - Computer Repair
Number of Courses (in the catalog / offered through WD&CE)	Workforce Technologies offers 11 different open enrollment courses in welding, soldering and brazing, machining, computer repair, and A+ certification preparation with 40 sections per year for 275 enrollments. Workforce Technologies with industry partnerships offers 196 classes with 3,336 enrollments.
Recent Perkins Projects or other grant funded activity	N/A
Industry Partnerships	Local 602 Steamfitters, Local 669 Sprinklerfitters, Montgomery County Public Schools, Department of Correction and Rehabilitation Workforce Technologies has 196 classes with industry partners.
Industry Scholarships through the MC Foundation	Department of Correction and Rehabilitation-potentially 30 per year
Special Programs to be noted	In addition to the long standing apprenticeship programs, the program has provided training for hundreds of the MCPS boiler operators who require certifications to run the individual school heating plants. Instructors have developed preventative maintenance schedules, and have provided training within the individual school buildings as early as 6 AM.
Industry trends being reflected in the program	Modernizing the computer repair, machining, and welding labs to keep up with industry expectations.
New Program Initiatives (perhaps reference CAR items as related)	Improve all three labs by modernizing efforts, reconfiguring equipment locations, and/or new purchasing equipment.
Industry Outlook / Future Trends	Plan on reviewing and revising curricula with training partners.
Two Visioning Possibilities (either program specific or division specific)	Fab Lab is in the planning stages. This will be a prototype development facility in which products will be manufactured using simple programming to generate tools paths or produce parts in a variety of computer controlled manufacturing machinery. The fab lab will have a series of training courses which will be required prior to registering for open enrollment lab time. The course series and program availability will be linked to related programs at the college including the arts, business entrepreneurship, manufacturing, engineering, architecture, and as many other programs as applications allow.

Montgomery College

Academic Restructuring:

Workgroup C Final Report

MONTGOMERY COLLEGE

Academic Restructuring Work Group C

January 2014

Planning a Collegewide Science, Technology, Engineering, and Mathematics Unit

Academic Restructuring

Work group C Final Report

Organizational Structure and Recommendations for Implementation

Collegewide Science, Technology, Engineering, and Mathematics Unit

January 2014

I. Executive Summary

Work group C was assembled to organize and plan for the implementation of a collegewide Science, Technology, Engineering, and Mathematics Unit, or STEMU. The group is composed of representative faculty, staff and administrators who were appointed by the College's Faculty Council, Staff Council, and by each of the STEM deans. The work group is chaired by the vice president and provost of the Germantown campus, who is slated to become the academic leader of collegewide STEM disciplines when restructuring efforts go into effect.

The group worked collaboratively from October 2013 through January 2014 to analyze the factors involved in organizing a collegewide STEM Unit and to design a structure that would serve the vision of Montgomery College in encouraging student success, and academic and operational consistency in the STEM disciplines.

Work group C operated under the values of open communication and transparency during the planning process, and developed several communications and information-sharing tools to collect community input. Work group efforts were also informed by a number of readings related to the future of STEM disciplines and other nationally recognized publications. Materials were made available online for easy access by the College community, including the group's charge and guiding principles, work plan and schedule, as well as a compiled fact sheet, a matrix of feedback collected from College colleagues, and a list of readings.

The work group operated under the parameter that the new STEM unit would include three academic deans. The deans were members of the work group, and served as chairs of subgroups charged with designing each of their divisions. A fourth subgroup was created to design an interdisciplinary function of the STEM Unit. Each subgroup submitted a report to inform the full unit structure, which are also available online.

The information provided herein offers a comprehensive review of the work group's efforts, culminating in recommendations for transitioning into the new STEM Unit and an inventory of issues that will need to be reviewed more thoroughly throughout the implementation process.

1.1 Work Group C Charge and Key Principles

The work group accepted the following charge at its first meeting in October 2013. During the group's final meeting in December, it was recommended that this charge be institutionalized for use across all disciplines collegewide.

CHARGE: Work group C will consist of a representative cohort of faculty, staff and administrators who will create an organizational structure for the new unified and integrated Science, Technology, Engineering, and Math Unit (STEMU) that promotes interdisciplinary and emerging 21st-century STEM thinking and pedagogy. The integration of academic support centers to complement the mission of this academic unit will be a core element of the new structure.

The new organizational structure will clearly define the roles of all members of STEMU and ensure that all activities necessary for excellent, effective and efficient operations are delegated appropriately to support academic pathways to completion for students, and to simplify program management. Work group members will work cohesively and transparently to create a proposal to be put forth for college-wide consideration by December 2013.

Guiding Principles – The new structure will:

- Promote student success and completion in STEM programs
- Promote STEM literacy for all students (including non-STEM)
- Promote STEM literacy for the community at large
- Focus on discipline rather than location/campus
- Encourage and support the pursuit of appropriate grant funding
- Encourage and support professional development
- Increase collaboration with local industry, K-12, four-year colleges and universities, and other College units
- Increase collaboration with WD&CE
- Increase alignment with national STEM efforts
- Promote intersections between STEM and the arts and humanities
- Promote flexibility to respond to internal and external forces (including the ability to reassign tasks to maximize professional satisfaction and capitalize on our human resources/expertise)
- Promote communication within the unit, campus, college, and community
- Foster the design, implementation, and support of a STEM Learning Community
- Challenge assumptions
- Provide performance indicators and success measures

1.2 Recommendations and Justification

The work group developed a list of five broad recommendations based on the work of the subgroups and on the feedback received from faculty and staff of the new STEM Unit.

The work group believes that the resources requested in these recommendations are justified in that the STEM disciplines collectively are growing at a rapid pace, as are local, statewide and national demand for STEM workers. In the past five years alone, the College's life science majors have increased by 186 percent; engineering majors have increased by 22 percent, giving Montgomery College the largest engineering transfer program in the country; and two of the four associate's degree programs with the highest enrollment at the College are in the STEM disciplines (excluding general studies). Additionally, the mathematics courses are in high demand with enrollment that exceeds 10,000 students. In fact, 10 of the top 20 enrolled courses in FY 2012 were science and math courses.

The work group is optimistic about a cohesive STEM Unit's ability to meet the growing and diverse demands for STEM education, and is excited by the College's ability to serve as a leader in STEM education nationally. We consider the five recommendations listed here to be critical elements to ensuring our success as a model for STEM education going forward.

Recommendation 1 The work group proposes a structure of STEM disciplines as outlined below, under the leadership of three collegewide deans.

- Dean Chang - Engineering, Computer Science, Physical Sciences, Astronomy, Physics, Meteorology, Geology
  - 3 Chairs – one on each campus
    - TPSS and GT chairs would coordinate all programs on those campuses
    - RV chair would have 3 course coordinators reporting to them to focus exclusively on either Computer Science, Physics and Geology, and Engineering
  - 8 staff, 27 FT faculty, and approximately 50 PT faculty
- Dean Sniezek – Biology, Biotechnology, Chemistry
  - 4 Chairs –
    - Separate Biology and Chemistry chairs at RV
    - 1 Joint Bio/BT/Chemistry chair at GT
    - 1 Joint Bio/Chemistry chair at TPSS
  - The full work group deliberated significantly on the placement of Chemistry within the STEM Unit. After votes at two meetings, the work group upheld the Chemistry faculty's preference (polled via email in Nov. 2013) to place the discipline with Biology and Biotechnology under the division name "Chemical and Biological Sciences," because of the programmatic linkages between the two disciplines.
  - 34 staff, 59 FT faculty, and approximately 120 PT faculty
- Dean Michaelian – Math, Network Technologies and Cyber Security
  - 3 Chairs –
    - 1 Math chair each on RV and TPSS
    - Joint Math/Cyber/Networking chair on GT
  - 25 staff, 60 FT faculty, and approximately 115 PT faculty

Recommendation 2 A key component of the STEM Unit structure must include a central interdisciplinary function to unite efforts in all STEM disciplines and to bridge the STEM Unit with other academic units collegewide.

- An iSTEM Network would be created to report directly to the STEM vice president and provost and housed on the Germantown campus
  - 7 staff –
    - Director
    - STEM Manager
    - Internship Coordinator (existing position)
    - STEM Advisor
    - Instructional Associates (2)
    - Administrative Aide

Recommendation 3 STEM Learning Centers should be equitable on all campuses and should be closely aligned to the academic disciplines

- Management of centers should remain with campus deans
- The STEM vice president and provost should continue to distribute budget and resources to each dean for management
- Deans should form an advisory group with learning center supervisors to enhance and promote collaboration and equity across STEM centers.

Recommendation 4 A total of 16 new positions are requested to build more robust and equitable support in STEM labs and learning centers collegewide, and to create the central interdisciplinary component of the STEM Unit. This recommendation assumes full funding for the academic staff positions requested for the new Bioscience Education Center on the Germantown campus.

- Positions are included in the counts provided in Recommendations 1 and 2 above. They include:
  - Math, Network Technologies, Cybersecurity Division –
    - Instructional Associate – Math 094 Lab (TPSS)
    - Instructional Associate – Math 094 Lab (GT)
    - Instructional Associate – Math Learning Center (TPSS)
    - Cybersecurity Program Manager (GT)
    - Cybersecurity Instructional Lab Coordinator (GT)
  - Chemical and Biological Sciences Division –
    - Lab Coordinators (3) (TPSS)
    - Instructional Associates (1) – Science Learning Center (TPSS)
  - Physical Sciences, Engineering, Computer Science Division –
    - Lab Coordinator OR Instructional Associate (GT)
  - iSTEM Network –
    - Director
    - STEM Manager
    - STEM Advisor
    - Instructional Associates (2)
    - Administrative Aide

Recommendation 5 The STEM Unit is well-positioned and has no major obstacles to implement the new structure beginning in Calendar Year 2014 if Work group C recommendations are approved in spring 2014. Due to the number of new positions requested, full implementation is expected to occur over several semesters as funding is available.

A full STEM Unit organizational chart as proposed above is provided as Appendix A to this report.

II. Mathematics, Networking and Cybersecurity Subgroup

The Mathematics, Networking and Cybersecurity subgroup was charged with designing a structure for the discipline. A synopsis of their deliberations and findings are provided below. The full subgroup report is available online.

2.1 Subgroup Members

Dean Kathy Michaelian, chair (GT)

Nafeesa Azizi, lab coordinator, BSMAT (GT)

Milton Nash, department chair, Mathematics (TPSS)

Richard Penn, FT faculty, Mathematics (RV)

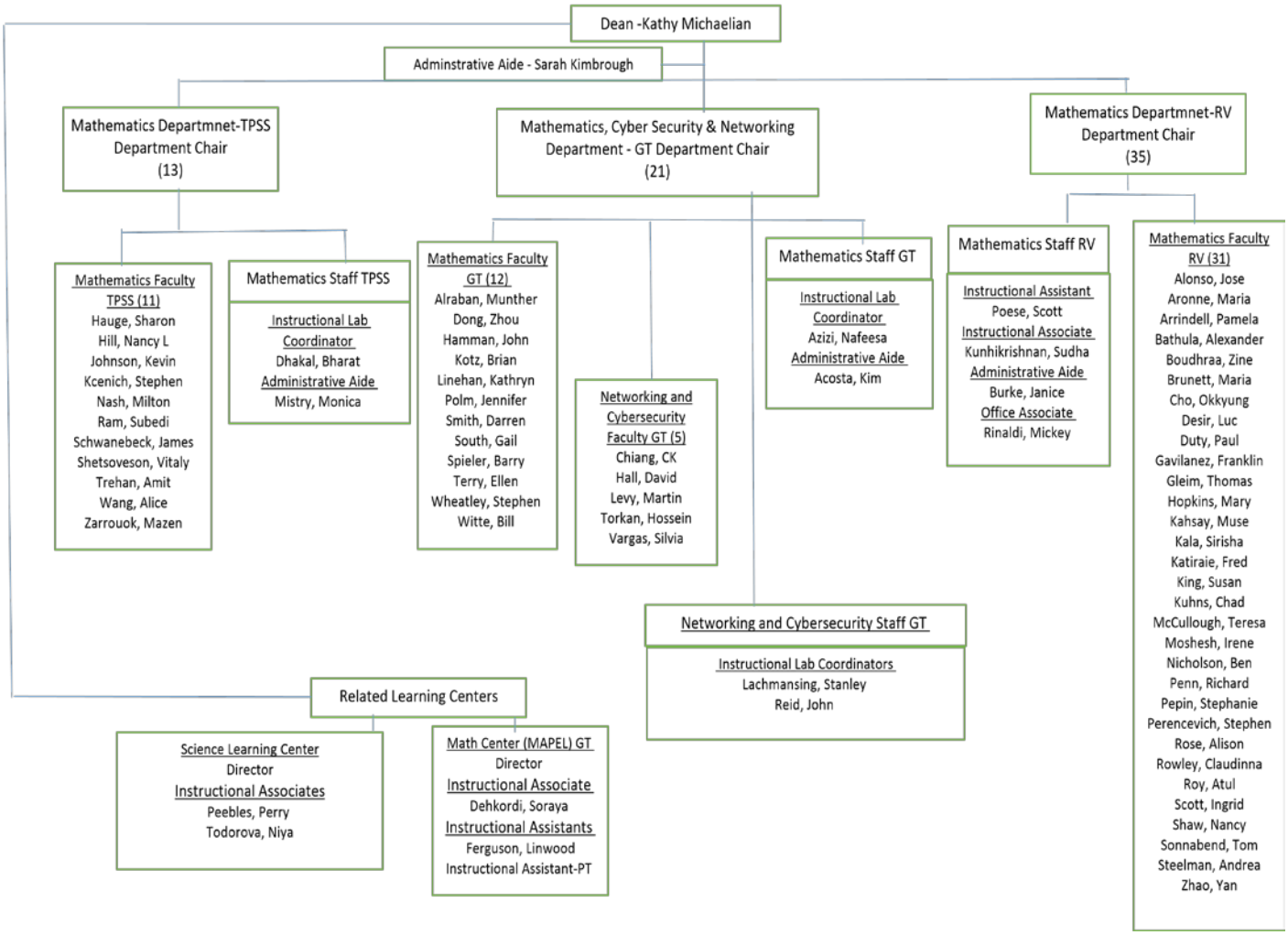
2.2 Subgroup Schedule

The subgroup met between Oct. 28 and Nov. 5 to develop a plan for structuring the Mathematics, Network Technologies and Cybersecurity Division.

2.3 Division Structure and Staffing

The subgroup recommends the division be comprised of the following:

- 3 Chairs –
  - 1 Math chair each on RV and TPSS
  - Joint Math/Cyber/Networking chair on GT
- 25 staff, 60 FT faculty, and approximately 115 PT faculty
- 5 of the above staff positions would be new positions:
  - Instructional Associate – Math 094 Lab (TPSS)
  - Instructional Associate – Math 094 Lab (GT)
  - Instructional Associate – Math Learning Center (TPSS)
  - Cybersecurity Program Manager (GT)
  - Cybersecurity Instructional Lab Coordinator (GT)
- An organizational chart for the division follows:


Dean -Kathy Michaelian
Adminstrative Aide - Sarah Kimbrough
Mathematics Departmnet-TPSS Department Chair (13)
Mathematics, Cyber Security & Networking Department - GT Department Chair (21)
Mathematics Departmnet-RV Department Chair (35)
Mathematics Faculty TPSS (11)
Hauge, Sharon
Hill, Nancy L
Johnson, Kevin
Kcenich, Stephen
Nash, Milton
Ram, Subedi
Schwanebeck, James
Shetsoveson, Vitaly
Trehan, Amit
Wang, Alice
Zarrouok, Mazen
Mathematics Staff TPSS
Instructional Lab Coordinator
Dhakal, Bharat
Administrative Aide
Mistry, Monica
Mathematics Faculty GT (12)
Alraban, Munther
Dong, Zhou
Hamman, John
Kotz, Brian
Linehan, Kathryn
Polm, Jennifer
Smith, Darren
South, Gail
Spieler, Barry
Terry, Ellen
Wheatley, Stephen
Witte, Bill
Networking and Cybersecurity Faculty GT (5)
Chiang, CK
Hall, David
Levy, Martin
Torkan, Hossein
Vargas, Silvia
Mathematics Staff GT
Instructional Lab Coordinator
Azizi, Nafeesa
Administrative Aide
Acosta, Kim
Networking and Cybersecurity Staff GT
Instructional Lab Coordinators
Lachmansing, Stanley
Reid, John
Mathematics Staff RV
Instructional Assistant
Poese, Scott
Instructional Associate
Kunhikrishnan, Sudha
Administrative Aide
Burke, Janice
Office Associate
Rinaldi, Mickey
Mathematics Faculty RV (31)
Alonso, Jose
Aronne, Maria
Arrindell, Pamela
Bathula, Alexander
Boudhraa, Zine
Brunett, Maria
Cho, Okkyung
Desir, Luc
Duty, Paul
Gavilanez, Franklin
Gleim, Thomas
Hopkins, Mary
Kahsay, Muse
Kala, Sirisha
Katiraie, Fred
King, Susan
Kuhns, Chad
McCullough, Teresa
Moshesh, Irene
Nicholson, Ben
Penn, Richard
Pepin, Stephanie
Perencevich, Stephen
Rose, Alison
Rowley, Claudinna
Roy, Atul
Scott, Ingrid
Shaw, Nancy
Sonnabend, Tom
Steelman, Andrea
Zhao, Yan
Related Learning Centers
Science Learning Center
Director
Instructional Associates
Peebles, Perry
Todorova, Niya
Math Center (MAPEL) GT
Director
Instructional Associate
Dehkordi, Soraya
Instructional Assistants
Ferguson, Linwood
Instructional Assistant-PT

III. Chemical and Biological Sciences Subgroup

The Chemical and Biological Sciences subgroup was charged with designing a structure for the discipline. A synopsis of their deliberations and findings are provided below. The full subgroup report is available online.

3.1 Subgroup Members

Dean James Sniezek, chair (TPSS)
Kara Anlauf, lab coordinator, Biotechnology (GT)
Laura Anna, department chair, Chemistry (RV)
AkhterChowdhury, lab manager, Biology (RV)
Alex Fairfield, FT faculty, Biology (TPSS)
Vedham Karpakakunjaram, FT faculty, Biology (RV)
Lori Kelman, FT faculty, Biotechnology (GT)
David Neumann, PT faculty, Chemistry (RV)

3.2 Subgroup Schedule

The Chemical and Biological Sciences (previously known as Life Sciences) subgroup met three times to discuss the information used to prepare its report. Lively and insightful discussion accompanied most of the topics introduced during the meetings. Everyone participated fully.

3.3. New Programs

In the near future, a partnership with UMBC will result in the ability of students to receive a four-year degree at the Germantown campus. This Translational Life Science Technology (TLST) program is still in development. We also have faculty working on the development of a nanotechnology technician program.

In an effort to bring the Life Science Program on par with the requirements of our major transfer institutions (UMCP and UMBC), the program has gone through curricular change making some biology, chemistry, and mathematics electives requirements and expanding the number of elective choices from all major scientific disciplines.

At the course level, Chemistry is currently offering Introductory Chemistry (CH099) online and a hybrid version of Principles of Chemistry I (CH101). Faculty are also proposing to develop an online offering of Chemistry and Society (CH109). Additionally, novel learning communities are being developed. A CH101 and PH161 learning community is scheduled for the spring 2014 semester with a potential learning community to be developed between Chemistry and Biology and with Mathematics.

The sciences also have close relationships with Montgomery County Public Schools and with Universities at Shady Grove.

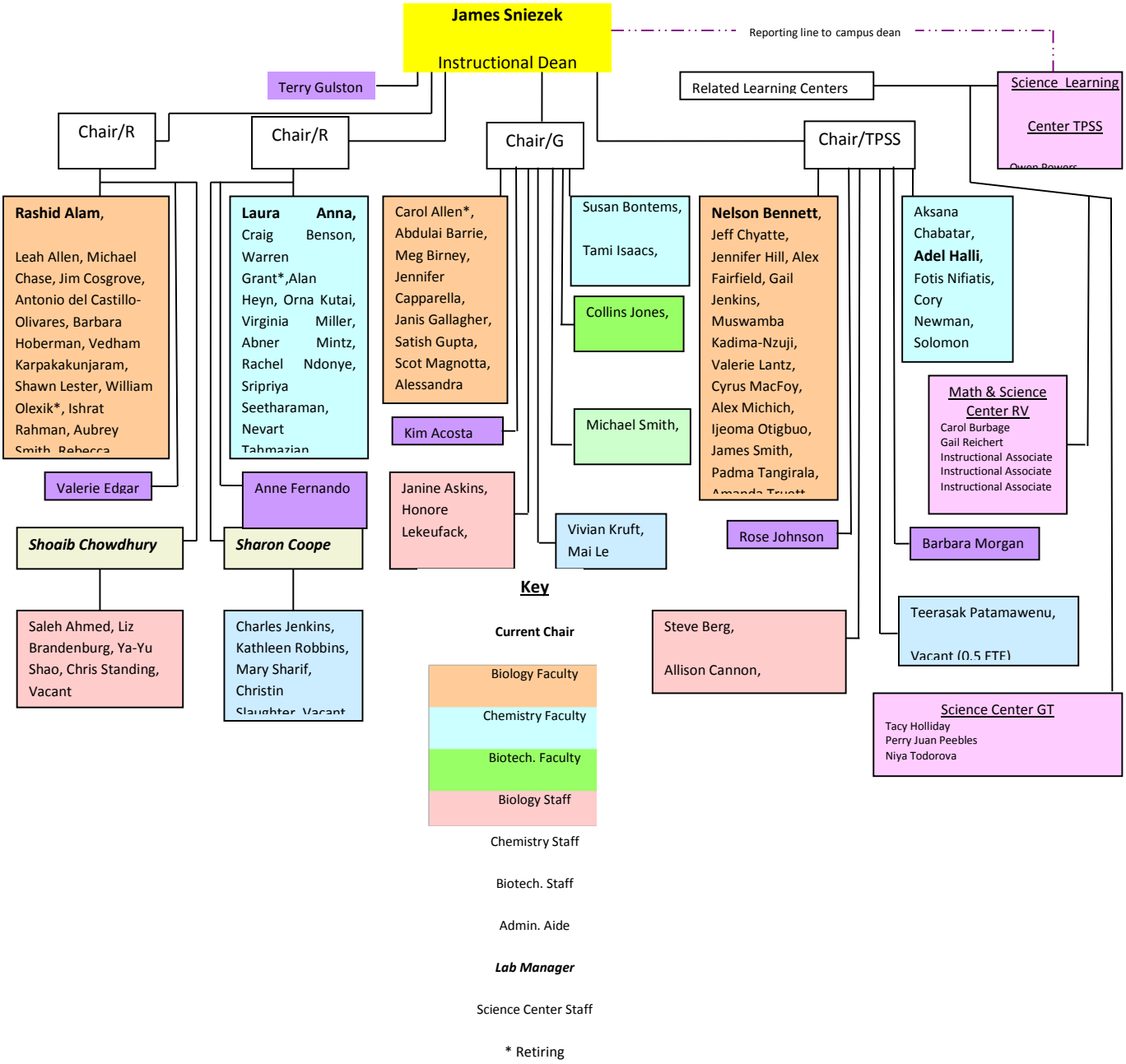
3.4 Division Structure and Staffing

The subgroup recommends the division be comprised of the following elements. It should be noted that the full work group deliberated significantly on the placement of Chemistry within the STEM Unit. After votes at two meetings, the work group upheld the Chemistry faculty's preference (polled via email in Nov. 2013) to place the

discipline with Biology and Biotechnology under the division name "Chemical and Biological Sciences," because of the programmatic linkages between the two disciplines.

- 4 Chairs –
  - Separate Biology and Chemistry chairs at RV
  - 1 joint Bio/BT/Chemistry chair at GT
  - 1 joint Bio/BT/Chemistry chair at TPSS
- 34 staff, 59 FT faculty, and approximately 120 PT faculty
- 4 of the above staff positions would be new positions:
  - Lab Coordinators (3) (TPSS)
  - Instructional Associates (1) –Science Learning Center (TPSS)
- An organizational chart for the division follows:

Division of Chemical and Biological Sciences



IV. Engineering, Computer Science, Physics, and Geosciences Subgroup

The Engineering, Computer Science, Physics, and Geosciences subgroup was charged with designing a structure for the discipline. A synopsis of their deliberations and findings are provided below. The full subgroup report is available online.

4.1 Subgroup Members

Dean Eun-Woo Chang, chair (RV)
Nawal Benmouna, FT faculty, Physics (RV)
Jeananne Boyce, FT faculty, (TPSS)
Muhammad Kehnemouyi, department chair, Engineering (RV)
Stanley Lachmansingh, lab coordinator, BSMAT (GT)
Basil Manns, PT faculty, SEM (RV)
Thomas Warning, Lab Manager, PEG (RV)
Qingman Zhou, FT faculty, Natural & Applied Sciences (TPSS)

4.2 Subgroup Schedule

The subgroup met between Oct. 28 and Dec. 11 to develop a plan for structuring the Engineering, Computer Science, Physics, and Geosciences Division.

4.3 New Programs

Physics/Engineering

- Physics for Life Sciences I and II (PH 233/234) – currently under consideration by the curriculum committee
- Electric Circuits (EN207), Digital Circuits & Systems Lab (EN 245)
- Biology for Engineers (ES120)
- General Physics I and II (PH 203/204) implemented newly redesigned inquiry-based laboratories to enhance the already existing SCALE-UP environment (Student-Centered Active Learning Environment for Undergraduate Programs). The infusion of inquiry-based learning has proven to be popular and effective with the students and allows them to draw stronger connections between conceptual understanding and problem solving. Laboratory manuals published by the department and printed by the bookstore are available for purchase at cost only for the students. This same laboratory sequence is used in all the sections, which has brought consistency to this course sequence.
- In addition, the Germantown Campus has taken a lead in developing and implementing a discovery-based studio-format for calculus-based General Physics I (PH161); inquiry-based labs for non-engineering General Physics I (PH203), Electricity and Magnetism (PH262), and Waves, Optics, and Modern Physics (PH263); plus professionally-relevant projects in PH263.
- Mechanics and Heat (PH161) is being redesigned with the implementation in four pilot sections of the JITT (Just-In-Time Teaching) pedagogy. This pedagogy was developed at the University of Illinois Urbana-Champaign. Through the “Smartphysics” program, students view pre-class lectures and answer a set of questions about what they have learned. The students must explain their answers to the questions and share their thoughts about the lecture. The students are asked about what was clear and what wasn’t. The instructors are then able to view students’ answers before preparing for class, enabling class time to meet the immediate needs of the students. By having the lecture moved out of the classroom, class time can then consist of rigorous conceptual training through discussion questions and intense problem solving, where groups of students use white boards to show their work. Instructors circulate throughout

the classroom to give customized help to the students.

Computer Science

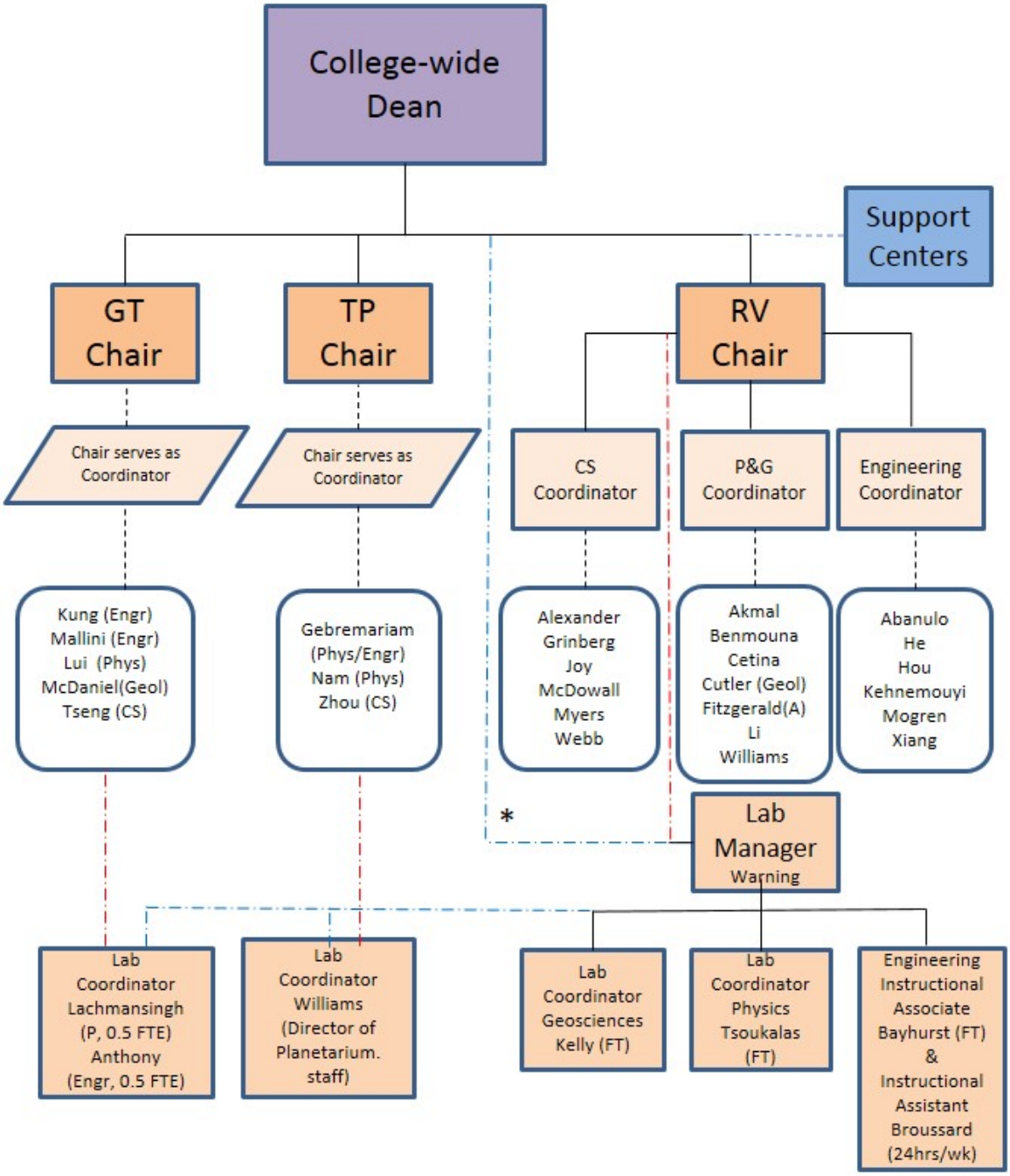
- Fundamentals of Programming (CMSC 100)
- Mobile Development
  o Mobile Game & App Programming (CMSC 261) (existing course)
  o Intro IPhone with Objective C (CMSC 262)
  o Advanced Mobile Development (CMSC 263)

4.4 Division Structure and Staffing

The subgroup recommends the division be comprised of the following:

- 3 Chairs – one on each campus
  - TPSS and GT chairs would coordinate all programs on those campuses
  - RV chair would have 3 course coordinators reporting to them to focus exclusively on either Computer Science, Physics and Geology, and Engineering
- 8 staff, 27 FT faculty, and approximately 50 PT faculty
- 1 of the above staff positions would be a new position:
  - Lab Coordinator or Instructional Associate (GT)
- An organizational chart for the division follows:

Engineering, Computer Science, Physics, and Geosciences Discipline Structure



* This reporting line is still under consideration.

V. Interdisciplinary Subgroup Report

The Interdisciplinary subgroup served as a resource to Work Group C, charged with designing an interdisciplinary component to the new STEM Unit. A synopsis of its deliberations and findings are provided below. The full subgroup report is available online.

5.1 Subgroup Members

Maria Adams, Recruitment and College Access Coordinator (RV)
Debra Bright, Acting Associate Dean for Student Services (RV)
Tacy Holliday, resource member (GT)
Beatrice Lauman, resource member (GT)
Michael Mehalick, resource member (RV)
Richard Scott, resource member (GT)
Michael Smith, resource member (GT)

5.2 Subgroup Schedule

The subgroup met between Oct. 28 and Nov. 26 to develop a plan for structuring an interdisciplinary component of the STEM Unit.

5.3 Subgroup Considerations

Based on the discussion at the first subgroup meeting and shaped by input gathered through outreach to faculty and staff, collegewide, the following charge was adopted by this subgroup:

CHARGE: The Interdisciplinary Subgroup will create a plan for the development and implementation of a communication and collaboration network that will support the STEM-focused co-curricular and extra-curricular activities and initiatives that enrich and expand students' academic STEM experience and that help prepare them for careers in STEM. The core goal of the Interdisciplinary subgroup will be to enhance STEM literacy, STEM activities, and educational opportunities for both STEM and non-STEM students, and the community, by creating a network for collaboration among College resources including, but not limited to, learning centers, the Business Development and Grants Office, Student Services and Engagement, local industry partners, four-year academic institutions, and federal and state entities. The *iSTEM Network* (for interdisciplinary STEM network) is envisioned to elicit collegewide input and provide collegewide service through communication, coordination and collaboration.

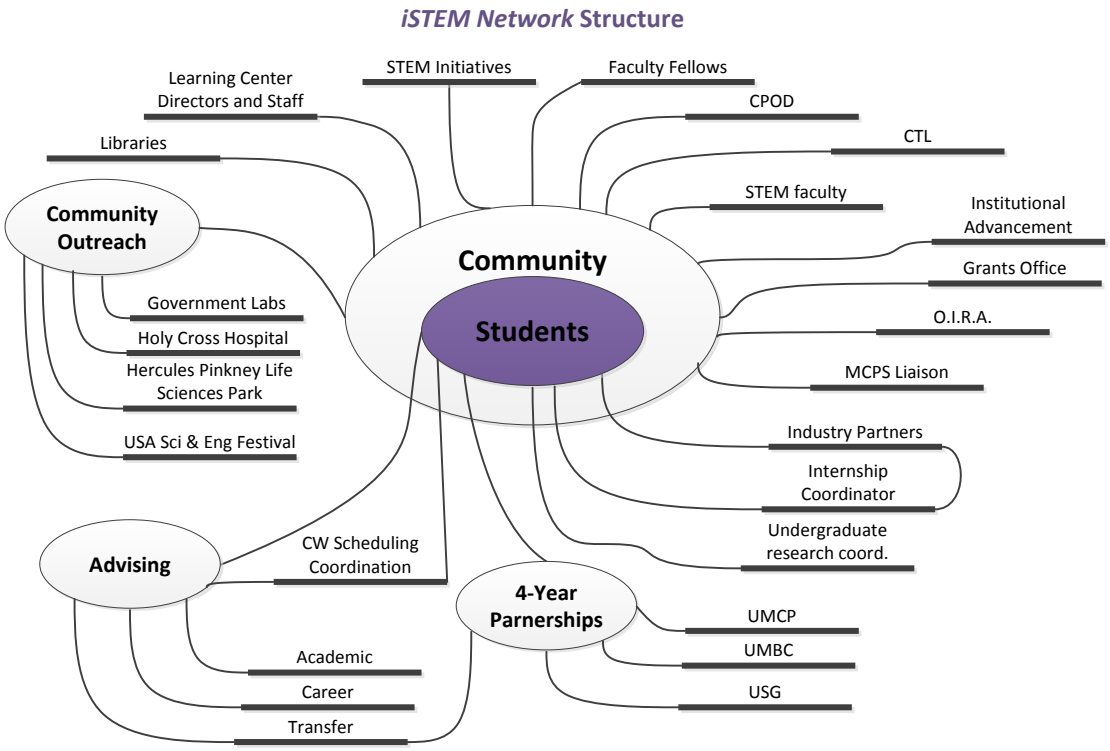
Vision: Through the iSTEM Network, Montgomery College students and the community will be actively engaged in STEM learning and STEM co-curricular activities.

Mission: Create a collegewide, interdisciplinary, iSTEM Network that will enhance co- and extra-curricular STEM-focused activities through coordination and communication, that will encourage and facilitate cooperation and collaboration, and that will expand and enhance accessibility to STEM activities. By encouraging the sharing of innovative ideas and serving as a resource for students, faculty, and staff, the iSTEM Network will assist in collegewide and community STEM program awareness and development.

5.4 Network Structure and Staffing

The iSTEM Network structure shown below is conceptual in nature. The College has units and individuals who are responsible for most, if not all, of the activities and initiatives shown in the below structure. The iSTEM Network will enhance communication and dissemination of information among these units and individuals to increase awareness, connect potential collaborators, and optimize outcome for effort.

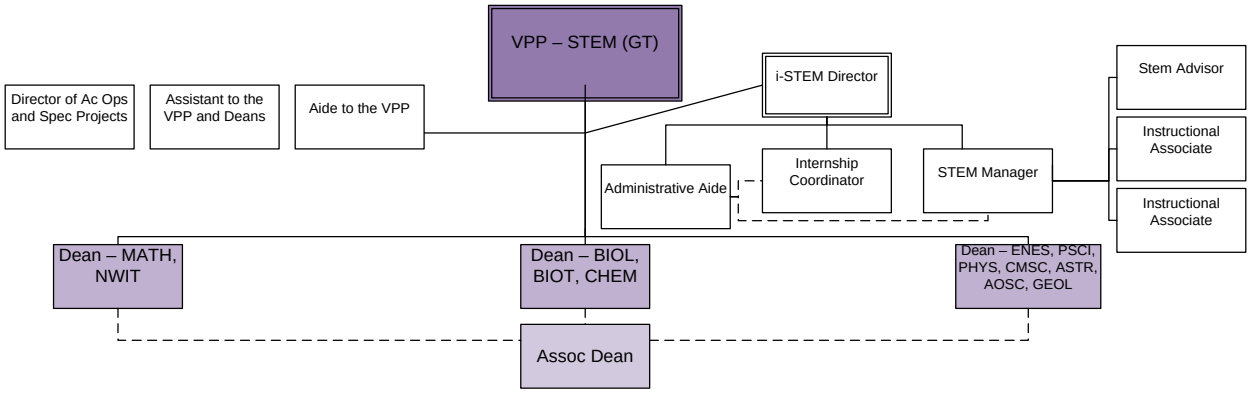
Seven key positions, led by a director reporting directly to the STEM vice president and provost, will be necessary to coordinate and facilitate communication and collaboration with faculty, staff and administrators on all three campuses to enhance co- and extra-curricular STEM activities and opportunities for students. Network staff will reach out to non-STEM majors at Montgomery College and to the broader community to enhance STEM awareness and appreciation; will create collaborations with industry, government, and other institutions to enrich Montgomery College's STEM offerings; and will assist in STEM funding development.



The i-STEM Network would comprise the following staff –

- Director
- STEM Manager
- Internship Coordinator (existing position)
- STEM Advisor
- Instructional Associates (2)
- Administrative Aide

The STEM Vice President and Provost's Office structure would change to the following:



*Discipline structures are included in the subgroup reports and a full STEM Unit structure is provided as an appendix of this report

VI. Learning Centers

Initiatives at two- and four-year colleges and universities to create STEM centers and institutes reflect regional, national and international concerns and efforts to address the need to develop a workforce that is prepared and qualified to meet the demands of the increasingly technical and quantitative workplace. The work group considers the restructuring and cohesion of all STEM disciplines a unique opportunity to support learners with an interdisciplinary mindset.

Options for managing the STEM learning centers were discussed at length at the November and December meetings. The work group illustrated a strong consensus that the centers needed to be closely aligned with the academic disciplines, and services needed to be consistent across campuses. It was noted that there is currently significant disparity between the services offered; the work group has recommended actions as described below to narrow the disparity. Further, the learning center representative to the work group, who gave a presentation on innovations in the field, confirmed that center staff feel it is intrinsic to be closely aligned with the deans and with the classroom.

Several ideas for meeting these goals were discussed both at full work group meetings and during subgroup discussions. The two options that received significant attention were:

1. Have all learning centers report to one collegewide director; or
2. Maintain current management structure (of learning centers reporting to their campus deans) and meet equity and alignment goals through processes and procedures; this management structure would be coupled with creating an advisory group to strengthen and promote equity and collaboration of STEM centers collegewide

After much deliberation, the work group recommends Option 2, with the advisory group comprising of the three STEM deans and the supervisor of each STEM learning center.

The work group further recommends that learning center budgets remain under the deans' management, including budgets for ESH. While the budget will continue to be distributed to the deans by the STEM vice

president and provost, the work group does not intend or recommend a redistribution of resources, but an injection of resources to balance the services and materials available on all campuses.

It was also noted that some campuses required more resources than others, as they have more demand. The work group noted that students need the same access to the same type of support at each campus, not necessarily identical resources. In scaling resources appropriately, an evaluation of the number of student visits per day/week should provide useful insight.

For future consideration, the work group recommends that open technology labs be managed through the academic disciplines rather than the Office of Instructional Technology.

VII. Work Group Considerations

In developing its recommendations, Work Group C considered several factors that are pertinent to STEM education. The general consensus is that individual disciplines are doing good work in these areas already, but that opportunities and resources will be optimized, and students best served, by leveraging the full power of an integrated STEM Unit.

7.1 National Efforts in STEM Disciplines

The College's STEM areas are actively engaged in national efforts, as is necessary to stay at the forefront of an innovation-driven field. For instance, the mathematics department has prepared itself well for emerging industry trends by combining with the cybersecurity program, and focusing on the growing demand for knowledge and understanding of statistics. With fully aligned collegewide STEM offerings, the College will be more agile in vetting possibilities and proposals that are national and international in scope.

Similarly, the collegewide STEM Unit will have the ability to more rapidly introduce best practices when pilots prove to be effective. For instance, active and inquiry-based learning/teaching techniques are being infused into physics classrooms nationwide, having been shown to increase students' conceptual understanding and retention of content. Currently there are isolated efforts at the College to adopt this national trend in physics education. Under the new cohesive STEM Unit structure, these successful, but sometimes isolated efforts can be combined and institutionalized more easily.

7.2 Undergraduate Research and Internship Opportunities

Montgomery College is centered in a region rich in research and internship opportunities for students. Close proximity to the National Institutes of Health, biotech and nanotech companies and scientific corporations that surround the I-270 corridor provide our students with numerous chances to do real and practical research. Several summer research and internship opportunities are available at federal agencies and local industries, including NIST SURF, Naval Surface Warfare Center, the A. James Clark School of Engineering at the University of Maryland, National Geographic Society Games Division, NIH Community College Summer Enrichment Program, and others. As a collegewide STEM Unit, more can be done to ensure that all students are aware of a larger set of opportunities, but also to properly groom them to take advantage of those opportunities.

7.3 Grants

The College's STEM disciplines currently have several grants, many of which span across multiple academic programs. The work group intends for those current grants to remain under their current management structures.

A subset of work group representatives is collaborating with the College's Office of Grants and Sponsored Programs and the Office of Corporate and Foundation Relations to conduct a gap analysis on current STEM grants. The analysis, which will be completed later in 2014, will consider resources deployed, students served (by campus; program), and the subject areas of existing grant activities. The analysis will also include recommendations for the management of future grants under the new STEM Unit structure to build a more robust and representative effort.

7.4 Re-examining how we Measure Student Success

Consolidated efforts to articulate student success in a way that makes sense for the College's STEM students will more accurately help navigate tracking student progress. Success measures cast in terms of student goal achievement rather than degree completion would give a better sense of progress. Many engineering students, for example, are encouraged not to complete their associate's degrees prior to transfer, rendering completion rates incomplete measures of success.

It is also critical that any new software be well tested in advance of its implementation. This effort would require working closely with the Office of Institutional Research and Analysis. Developing a detailed description of needs will be important for obtaining the best possible information from Banner and other internal resources. Efforts on the state and federal level to capture an accurate picture of completion, such as the National Student Clearinghouse data, should be monitored and incorporated into planning as appropriate. Under the new structure, STEM Unit faculty could be appointed to projects such as this, to ensure that collegewide offerings reflect trends.

7.5 Access to Online and Alternate Educational Resources

Any restructuring effort in today's academic environment must take into account the benefits it would provide to distance learners. As part of the consolidated STEM structure, we will be able to coordinate online STEM offerings such that co-requisites and sequential course requirements are scheduled in ways that permit and encourage students to develop academic plans.

The full STEM Unit will also have the ability to assess the explosion of open, online resources. Creation and evaluation of open education resources will, more easily, be coordinated discipline-wide. Incorporation of such resources, where deemed a best practice, occurs at the campus level. One example on our horizon is this: the University of Maryland, College Park is currently piloting an introductory Differential Equations course that makes all the course content available online. In place of a traditional text, students have access to an online course with live links to supplementary materials on the web and complete solutions to homework problems. Montgomery College, at some point, may be allowed to use these resources. The new STEM Unit will foster collegewide discipline input to decide whether we should adopt this course, and if so, will be able to forge the necessary partnerships and roll out new programs much more swiftly.

8.1 Rationale of Proposed Structure

A single vice president and provost over the collegewide STEM Unit, and single deans over aligned disciplines within the unit, provide a structure for developing and implementing a common interdisciplinary vision for Montgomery College's STEM offerings.

- The structure provides for the right balance between the collegewide view and campus-based sensitivity regarding the equitable distribution of resources.
- A simplified STEM Unit structure, with redundancy removed, strengthens a discipline's ability to focus on academics and pedagogy.
- An intentionally interdisciplinary unit with a collective purpose supports opportunity and access for students, collegewide, to consistent academic offerings, as well as grant funded opportunities, internships, and industry partnerships.

Having the flexibility and resources to shift and stretch to meet work force needs is becoming increasingy important as the STEM fields continue to see an acceleration in the pace of interdisciplinary discovery that imposes rapid changes in required knowledge and skills. The need for disciplines to "use core concepts and competencies to provide a solid foundation for all students" (Vision and Change) has never been greater. Montgomery College is positioning itself to flex to these changes by marrying the science and mathematics disciplines, just as the core competencies in science suggest a focus on quantitative reasoning and tapping into the interdisciplinary nature of science.

The need to prepare students to reason quantitatively, to understand the power and limits of data, and to apply this knowledge exists in almost all fields. The majority of students are underprepared in mathematics to deal with the data and appropriate manipulations associated with majors-level classes.

The Biological Science department at the University of Maryland identified nine mathematical deficiencies that transfer students need to overcome to be successful in upper level courses, including the need to manipulate and interpret equations and graphs, to make simple probability calculations, and to manipulate mathematical models of change. A lack of these core skills and concepts results in transfer students losing on average about three quarters (3/4) of a letter grade in biological science courses (Dr. Joelle Presson, UMCP, per. com.). These findings parallel the mathematical concepts recommended in the BIO 2010 report.

A collegewide STEM Unit with an interdisciplinary approach will more effectively be able to collaborate within and across disciplines to address these and other gap issues. It will be able to be proactive with consistent, a collegewide response to external stimuli such as the Common Core State Standards or the requirements of the College Readiness and Completion Act of 2013.

The cooperative support of STEM co-curricular activities through the proposed iSTEM Network, for instance, will complement the mission of the STEM academic unit and will be a fulfilling element of the new structure, enhancing equitable experiences, opportunities, and support networks for STEM students. It will encompass the communication with all STEM related clubs, outreach to K – 12 schools, industry, and four-year educational institutions and will support students pursuing their first career or those changing careers. A commitment to

high standards of scholarship and ethics, and personal and professional growth for all students, faculty, and staff will be a guiding principle.

The iSTEM Network will increase awareness and communication of STEM academic and career opportunities through cooperation and synergistic coordination of the multitude of Montgomery College STEM–focused activities and initiatives, industry partners, and government research facilities.

8.2 Impact of Proposed Structure

Impact on academic programs

- Reporting lines change as all discipline chairs would report to the same dean, creating greater opportunity for balance and equity in the disciplines across the college.
- A single dean having the ability to seek feedback and insight from members of the discipline as a whole will promote a more concentrated focus on the discipline rather than the location (campus), creating a truly collegewide discipline and encouraging a STEM Unit culture of "collaborative generosity" that enables expertise, creativity and innovation to be shared and adopted more consistently and efficiently.
- Collegewide discipline structure is expected to promote resource-sharing, more efficient communications throughout the discipline, and greater focus on best practices.
    - As an example, the mathematics discipline will be able to work together to address issues like aligning statistics with the needs of other disciplines and industry so that statistics education is applicable to business, psychology, social sciences, life sciences, etc. in the classroom and in the work place.
- A single STEM Unit will help increase alignment with national STEM efforts.
- Campus-, and where appropriate, collegewide coordination of scheduling can be institutionalized, to prevent conflicts and to serve program and student needs.
- Data-driven decisions take into account campus as well as college-wide information to foster collegewide consistency while being responsive to campus individuality.
- Simplified reporting lines will promote agility in decision-making (such as curriculum actions) and increase accountability.
- Community engagement through iSTEM will increase.

Impact on students

- The new structure will allow STEM faculty and staff to coordinate and implement more efficiently opportunities for enhanced student learning – grants, internships, and partnerships.
- Coordinated course scheduling on and across campuses will allow students to develop academic plans, build schedules that work in their non-tradition student lives, and encourage shorter time to completion.
- A united STEM Unit can work together to promote student success through completion of STEM programs by addressing ways in which we can improve the completion rates in developmental classes, and ways in which we can make college-level courses more relevant to students by incorporating examples and content from applied fields.
- The new structure will promote student success and completion in STEM programs by aligning our curriculum with local and national four-year universities and colleges.
- With all discipline chairs reporting to one dean, decisions affecting students should happen much more quickly and be consistent across the discipline.
- Improved communications and coordination between campuses will elevate the student experience on every campus and will promote student success.

8.3 Alignment with MC Priorities

Alignment between proposed structure and vision with MC 2020

Theme I: Educational Excellence – The interdisciplinary approach to STEM education meets the needs of the 21st century College and the needs of our students. Employers are asking for an ever increasing and diverse set of skills that can only be realized by changing the standard and silo-rich model. Through this reorganization we can strengthen our relationships with our academic partners, particularly UMBC, UMCP, and USG. Working together under this new model, we can also better tap into the regions businesses and institutes to provide more opportunities for our students to do real and relevant science and practice their core science skills.

The reorganization and consolidation of the STEM disciplines also expedites our abilities to implement pilot efforts that are deemed effective. As an example, the strategy to strengthen the relevance of curricula in STEM disciplines has been initiated with preliminary implementation of the "flipped classroom" concept in several physics sections. Instructors provide students with a rich array of electronic learning resources to develop familiarity with course concepts outside of the classroom so that they are prepared to ask questions and discuss the material in the traditional lecture session. The concepts are further explored through planned, active learning modules in the lecture sessions where students work together to apply learning in solving problems. Should this strategy prove effective, the STEM Unit will be ready to mobilize to implement the initiative throughout its programs.

Theme II: Access, Affordability, and Success – The reorganized STEM Unit will be better positioned to strengthen partnership programs to align K–12, community college, and university offerings for improved college readiness and student completion and to design and implement desired strategies throughout the disciplines. Existing partnerships that enhance access, affordability and success will benefit from the full resources of the consolidated unit, and new partnerships will develop. Interdisciplinary mentoring of middle school and high school students in a variety of STEM activities will be possible as the unit works to encourage those students to pursue their interests and prepare for STEM studies in college. Similarly, student advising will be strengthened to better steer students toward completing their degrees at Montgomery College and moving on to four-year programs.

Theme IV: Community Engagement – The STEM disciplines individually host a number of activities that foster community building, and are meant to showcase the STEM disciplines to middle and high school students, county residents, businesses, other college students, and the general public at large. The reorganized STEM Unit will be able to intensify efforts with the additional resources of a collegewide discipline.

Theme V: Assessment and Institutional Effectiveness - The STEM area pursues assessments and measures of program effectiveness through a regular review of success rates, retention rates, and transfer and graduation rates in all of its programs. In addition, the STEM disciplines participate in the College Area Review process with annual reviews and updates, reviews of MHEC requirements, Middle States Accreditation reviews, and specific data collected information required by the National Science Foundation and other grantors.

Assessment instruments and rubrics to assess student learning outcomes after pedagogical enhancements are currently being piloted in certain STEM courses. Results will be able to be institutionalized across the STEM Unit

more efficiently as effectiveness is determined.

Alignment of efforts with the College and Career Readiness and College Completion Act

The Maryland Completion and College Readiness Act requires that academic plans be developed and made available to students in all majors and programs. Collegewide coordination of STEM scheduling, facilitated by the proposed iSTEM Network, can ensure that students have access to required courses scheduled to foster completion. Collaboration between the three STEM deans will minimize scheduling conflicts that prevent many students from progressing. Efforts can be made to find faculty supported common textbooks for sequence courses so that students that switch campuses do not need to purchase an additional primary text as financial burdens may also impede student progression.

A degree plan must be developed in consultation with an academic advisor in the student's degree program or, if an academic advisor is not available in the student's degree program, any academic advisor at the institution. Students will have access to more advising options with programs spanning all three campuses, and will be regularly encouraged to seek advisement. Collegewide departments can work together to explore new ways to ensure students have access to relevant information pertaining to their areas of study.

IX. Transition Plan Components

In its last meeting, the work group discussed several steps that would be involved in transitioning to the recommended structure. Key steps are outlined below:

- Staffing and funding approval for new positions
    - Deans will need to prioritize most important in case new positions are capped
    - The work group agreed to begin drafting consistent position descriptions now to expedite the process should positions receive approval
- Staffing and funding approval for reclassified positions
- Maintain coordinator ESH for FY 2015 budget; examine and modify if appropriate during the first year of the reorganization
- Defining reporting and supervisory assignments and procedures
    - Create consistent reporting structure for labs across departments
- Determining chair assignments and roles; hiring chairs; developing procedures for new chair role
- Combining academic departments where necessary
- Transition discipline leadership by having deans attend discipline meetings and holding office hours on other campuses
    - Develop priority discipline issues on which deans should focus
- Create new Learning Center network to ensure consistency on all campuses
- Develop i-STEM Network
- Develop plan for establishing common syllabi, textbooks, outcomes
- Strategic, grassroots communications plan to provide regular and continuous information to faculty and staff across the new Unit; include positive messages about why the College restructured and why it is good for all
    - Develop common talking points; provide them to everyone speaking at opening meetings
    - Create professional STEM web presence, including use of College website, social media, and industry promotion
    - Create short video promo and electronic pamphlet to communicate positives of new structure

- Hold spring meeting under new structure rather than existing structure
- Create signage
- Take positive message to discipline meetings
- Bring counseling into the effort so they know how to help students under the new model

X. Unresolved Issues

In its last meeting, the work group discussed issues that would need to be considered and handled as implementation and transition occurred, including:

- Budget flexibility and distribution
- Pedogogical consistency – textbooks, curriculum, common syllabi, standards, outcomes
- Management of technology labs – should transition to academic management rather than OIT management
- Coordinator ESH should be maintained for FY 2015, but reevaluated and modified if deemed necessary during the first year of the reorganization
- Review Math 094 issues
- Collegewide coordination scheduling, including distance education
- Management of future grants under new structure
- Final decision on reporting line for lab supervisors

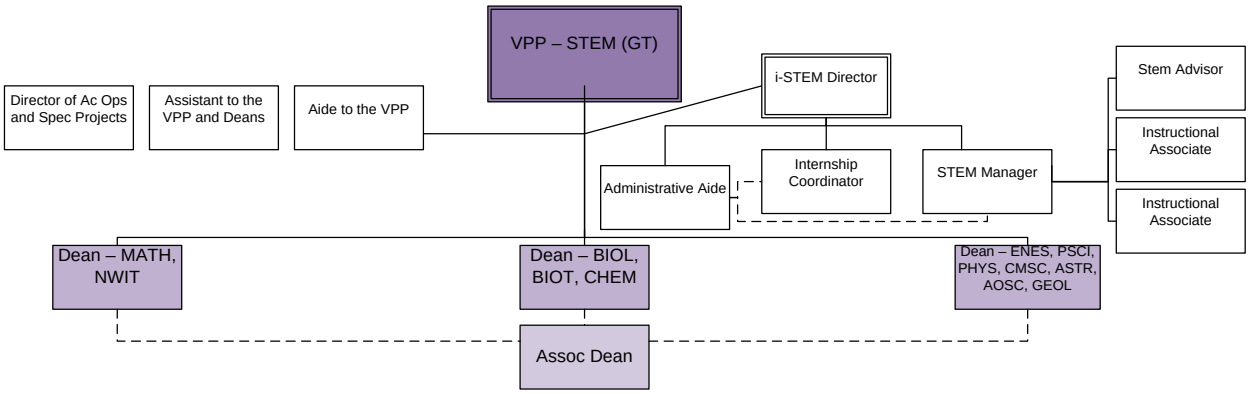
XI. Closing

Montgomery College is well positioned to be a leader in STEM education. One of the most positive outcomes of the restructuring initiative will be to align all STEM disciplines under common leadership and management so that the College's offerings can be closely coordinated to optimize its efforts. We have an opportunity to serve as a model for community colleges nationwide to illustrate the best practices and industry partnerships needed to meet the growing demands of STEM education.

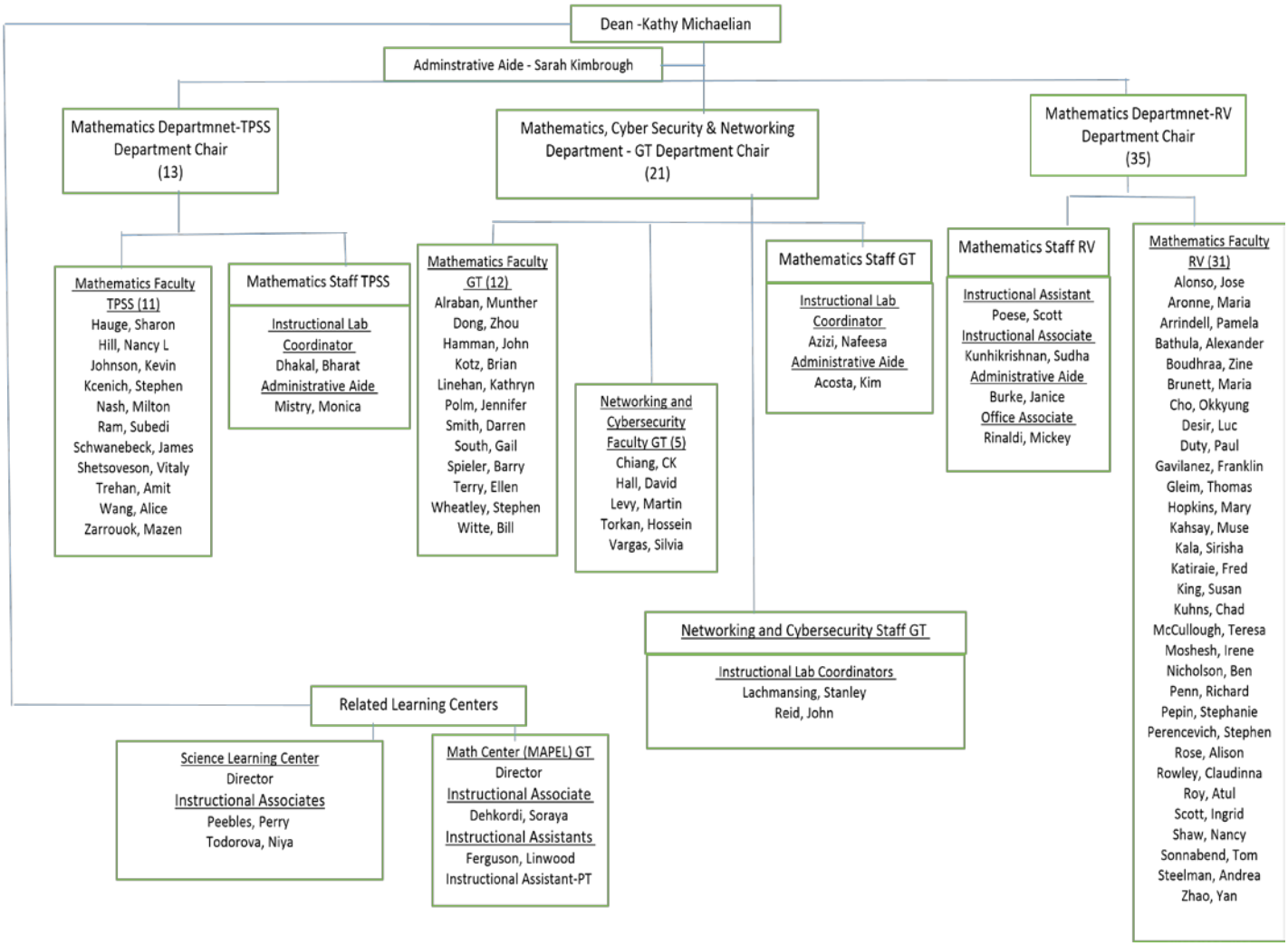
The five recommendations put forth in this report are critical to our ability to address the growing demand for STEM education, to more effectively help students attain their degrees from Montgomery College, and to attract more students into the STEM disciplines. Please give this proposal your careful consideration. Thank you.

Appendix A

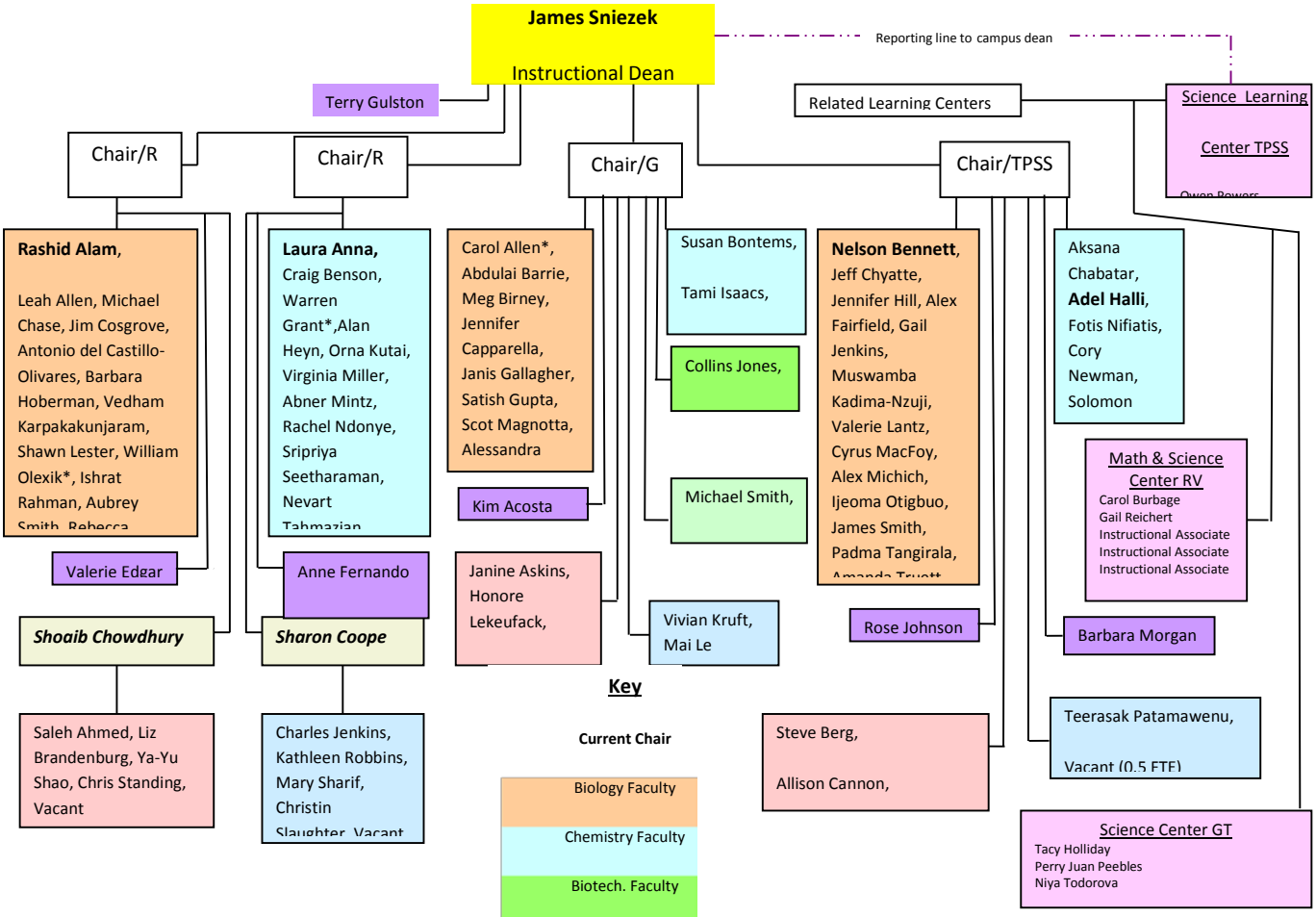
STEM Unit Organizational Chart



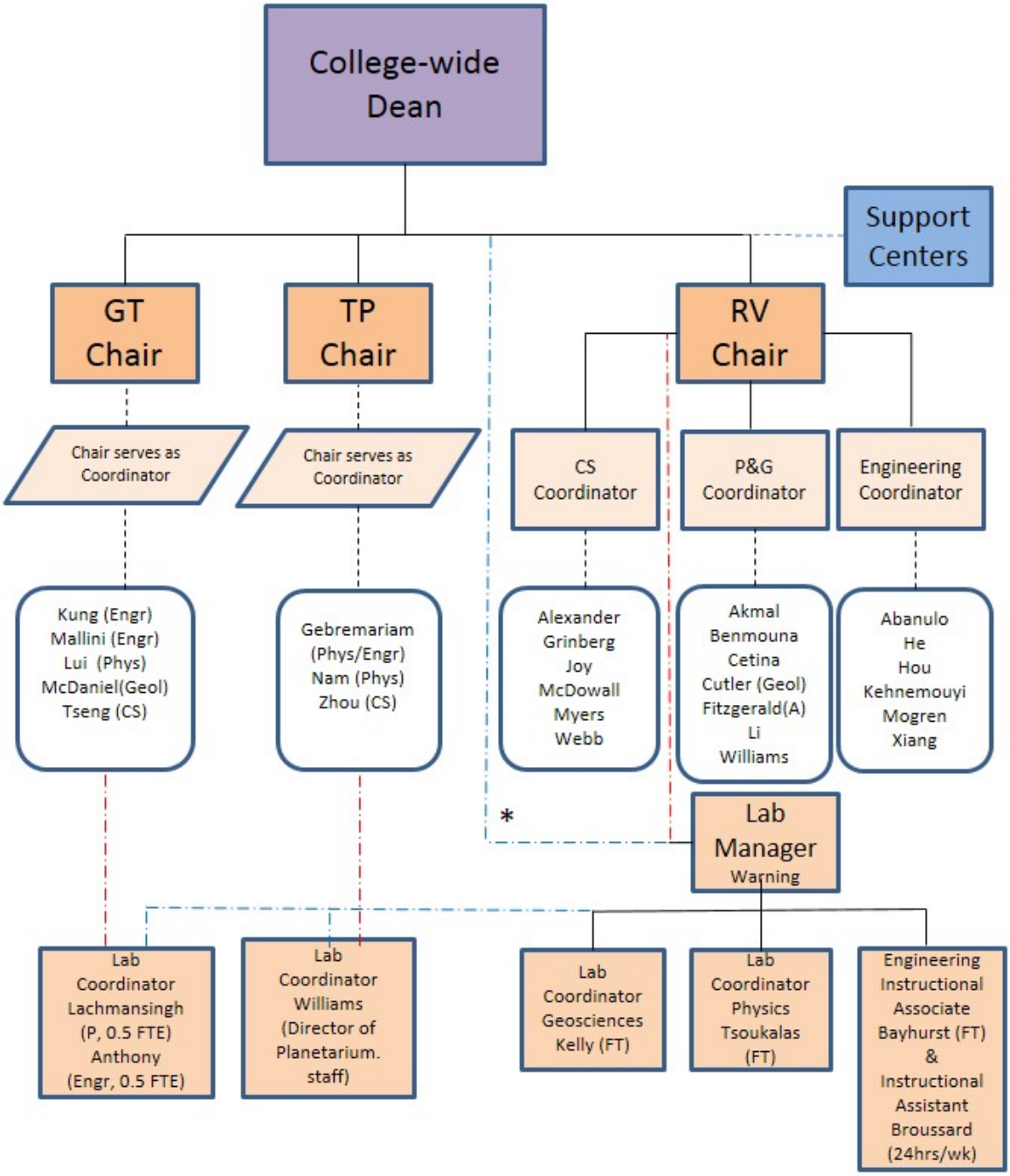
Organizational Chart for Math, Networking, and Cybersecurity Unit



Division of Chemical and Biological Sciences



Engineering, Computer Science, Physics, and Geosciences Discipline Structure



* This reporting line is still under consideration.

Appendix B

Work Group C Structure and Materials

Work Group C Membership

Faculty Council reps

Laura Anna, Chair, Chemistry, RV
Nawal Benmouna, Physics, FT, RV
Basil Manns, SEM, PT, RV
David Neumann, Chemistry, PT, RV
Lori Kelman, Biochemistry, FT, GT
Jeananne Boyce, FT, PTSS

Staff Council reps

Akhter Chowdhury, lab manager, Biology, RV
Maria Adams, Recruitment and College Access Coordinator, RV
Thomas Warning, lab manager, Physics/Engineering/Geosciences, RV

Discipline reps

Muhammad Kehnemouyi, Chair, Physics/Engineering/Geosciences, RV
Qingmin Zhou, Faculty, Natural & Applied Sciences, BM&IS, TP/SS
Stanley Lachmansingh, lab coordinator, BSMAT, GT
Milton Nash, Chair, Mathematics, TP/SS
Richard Penn, Faculty, Mathematics, RV
Nafeesa Azizi, lab coordinator, BSMAT, GT
Vedham Karpakakunjaram, Biology, FT, RV
Alex Fairfield, Faculty, Biology, TP/SS
Kara Anlauf, lab coordinator, Biotechnology, GT

Administrative Leaders

Margaret Latimer, acting VPP
Eun-Woo Chang, Dean (subgroup chair)
Kathy Michaelian, Dean (subgroup chair)
James Sniezek, Dean (subgroup chair)
Debra Bright, Acting Associate Dean of Student Services, RV

Resource Members

Richard Scott (subgroup chair)
Beatrice Lauman
Michael Mehalick
Michael Smith
Tacy Holliday

Suggested Subgroup Assignments by Discipline:

Physical Science, Engineering, Computer Science	8
Mathematics, Network Technologies and Cybersecurity	4
Chemical and Biological Sciences	8
Interdisciplinary	7

Work Group C Schedule

Date	Activity
Oct. 17	Full Work group Meeting (1)
Oct. 17-Nov. 7	Subgroups Meet to Prepare Initial Discipline Reports
Oct. 18	Introductory Email to Future STEM Unit Faculty and Staff
Oct. 22	Academic Leaders Join College Council Meeting to Discuss Initiative
Oct. 24	Work group Crafted Fact Sheet and Talking Points to Facilitate Discussions with College Community
Oct. 25	Work group Website and Facebook Pages Activated
Oct. 28	Update to Future STEM Unit on Work group Efforts
Oct. 28-Nov. 15	Work group Collects Community Feedback; VPP and Deans Hold Office Hours on Each Campus
Nov. 7-Dec. 11	Subgroups Submit Reports with Final Recommendations Within Each Discipline
Nov. 18	Full Work group Meeting (2)
Dec. 5	Work group Submits Interim Report of Initial Recommendations to SVP
Dec. 12	Full Work group Meeting (3)
Dec. 17-Jan. 16	Full Work group Reviews and Provides Input/Approval of Draft Final Work group Report
Dec. 18	Update to Future STEM Unit on Work group Efforts and Draft Recommendations
Jan. 21	Final Work group Report Submitted to SVP

Work Group C Fact Sheet

The Work group created and published a fact sheet and talking points in October 2013 to facilitate discussions and information sessions with College community members and groups. Collectively the STEM disciplines make an enormous impact on the College and broader community. The full fact sheet is also available on the work group website.

Fact Sheet

Work Group C is charged with developing the structure for the new Collegewide unit that includes the STEM disciplines.

1. The STEM Unit Work group (C) is a representative group that is actively engaged in the restructuring process in collaboration and consultation with STEM Unit members.

- Work group C's efforts were kicked off with a constructive and open dialogue on Oct. 17. We developed a collaborative approach built around inclusiveness and transparency to design a Unit structure that focuses on discipline best practices and student achievement rather than location. We see this as an exciting opportunity to examine what we do and how we do it. We want to look beyond "We've always done it that way." We also want to preserve the best of what we currently do. We discussed some key principles that will guide our efforts:
    - No one will be relocated
    - No one will lose their job

- No new silos will be created – just the opposite, and we recognize that there are unique and specific discipline needs
- Encourage active engagement among campuses, but minimize travel between campuses
- Maximize teamwork and collaboration; minimize meetings
- Create a unit in which all voices are valued, everyone feels ownership and has a vested interest in the success of the unit – which translates to success for students.

2. The Work group has developed a comprehensive communications plan to keep Unit members informed of its progress and to gather their input and feedback.

- One of our top priorities is to gather the input and address the concerns of all Unit members. We have included several communication tools in our work plan. A seemingly small idea can have a huge impact. Please take advantage of these opportunities and participate:
  - Work group C website – frequent updates, email to send feedback
  - Facebook page – frequent updates, comment threads
  - Regular email communications from VPP
  - Regular office hours on each campus for VPP and deans
  - Information sessions and meetings with Unit members, hosted by work group members
  - Regular updates to Shared Governance
  - Talk to us – share your ideas and concerns

3. Discipline and department leadership will ensure consistent support for student success and foster collaborative and coordinated program management.

- College-wide disciplines will seek opportunities to share best practices and to promote innovation across the College.
- Academic disciplines will work independently, yet in an interdisciplinary format. The STEM Unit will foster collaboration across disciplines to foster a STEM culture in and out of the classroom.
- Academic leadership will be responsible for providing the vision for the discipline, long-term planning, strategic thinking, recruitment of faculty, acquisition of resources, advocacy for the area, alignment of national efforts, grants, and professional development for faculty and staff.
- The Unit's structure will likely involve evolving roles for academic chairs and coordinators to ensure that each campus contains needed and appropriate day-to-day management. Each Unit dean is working closely with representatives on the work group and with the faculty and staff in their departments to create a discipline or department-specific structure.
  - Campus-based faculty and staff will have support and decision-makers close to their classrooms.
  - The role and responsibilities of chairs is being addressed by another work group; input, including recommendations, from our group can be provided.
- The STEM Unit will advocate for a STEM Center to serve as an intellectual lead for the College on current STEM research approaches, careers, and educational reforms; to provide a conduit between the College and the community in STEM areas; and to forge partnerships with industry, government, and other educational institutions to stay on the forefront of STEM advancements and education.

4. The STEM Unit has a critical mission. STEM students are the problem-solvers of tomorrow; they will play a vital role in local and national economic growth. We have an enormous responsibility to a large and growing population of STEM students, who transfer to Maryland's four-year institutions at high rates.

- Large and growing enrollment in STEM Programs
  - Approximately 1,400 students are declared STEM majors in non-engineering programs
    - Represents an increase of over 140% in 5 years

        - 186% increase in Life Sciences majors in 5 years
    - Approximately 1,400 students are declared engineering majors
        - Represents an increase of 22% in 5 years
        - Largest engineering transfer program in the country.
    - Very diverse student population
        - More than 75% of STEM students are non-white
    - 2 of the 4 associate-degree programs with the highest enrollment at MC are in the STEM Unit, excluding general studies

- General Education requirements impact enrollments in science and math classes
    - Fall 2013 enrollment in science classes exceeds 13,000
    - Fall 2013 enrollment in math classes exceeds 10,000
        - Enrollment in STEM-track math classes exceeds 2,000 (20% of math enrollments)
        - Enrollment in non-STEM college-level math classes is nearly 3,000
        - Statistics course has the fifth largest enrollment of all courses
        - 10 of the top 20 enrolled courses in FY 2012 were science and math courses

- Growth in Awards (certificates and associate's degrees) in STEM Programs
    - 126 awards in FY 2013
    - Number of STEM awards has tripled since FY 2009
    - From FY09-FY14 (to date), almost 60% of STEM program awardees were female
    - Many students transfer without earning a degree at MC

- STEM Program Transfer Institutions
    - 7 of top 10 transfer institutions are in Maryland
    - Approximately 80% of MC STEM transfer students go to University System of Maryland institutions

- STEM affords opportunities at all levels in a variety of economic sectors
    - STEM occupations are projected to grow by 17.0 percent from 2008 to 2018, compared to 9.8 percent growth for non-STEM occupations (Economics and Statistics Admin/Dept. of Commerce)
    - Maryland Governor's STEM Task Force Final Report (2009) recommended: *Increase the number of STEM college graduates by 40% from the present level of 4,400 graduates by 2015*
    - "Half of all STEM jobs are available to workers without a four-year college degree, and these jobs pay $53,000 on average—a wage 10 percent higher than jobs with similar educational requirements. ...The vast majority of National Science Foundation spending ignores community colleges. In fact, STEM knowledge offers attractive wage and job opportunities to many workers with a post-secondary certificate or associate's degree." (Brookings Institute, *The Hidden Economy*)

STEM Unit Community Feedback

As Work group members met with faculty and staff that would be members of the future STEM Unit, the feedback that was collected from these individual and group meetings and information sessions was collected and recorded. Input received through these discussions informed the work group's analyses as members constructed recommendations. A summary of input received can be found online.

Montgomery College

Academic Restructuring:

Workgroup D Final Report

“Flying the Airplane While We’re Building It”

Academic Restructuring: Workgroup D Report

January 21, 2014

Introduction:

Because the organization of the AELP/Health Sciences/Humanities and Social Sciences administrative area continues to evolve rapidly, this report should be viewed as a snapshot of the current recommended organizational structure which will be presented at the Collegewide Opening Meeting on January 21 or at the campus opening meeting on January 22, 2014. The contents of this report are a synthesis of the recommendations from each of the subgroups in Workgroup D. Some of the recommendations contained in this report conflict with those contained in other workgroup reports.

The initial organization of the Workgroup D unit consisted of four separate areas: AELP, Health Sciences, Humanities, and Social Sciences. The current organization consists of three separate areas. The AELP area remains the same; the Health and Physical Education and Mental Health disciplines have been added to the Health Sciences area; and the Humanities and Social Sciences disciplines have been combined into one area. Further changes in structure are anticipated.

Workgroup Charge:

Workgroup D was charged with creating an organizational structure for a group of college disciplines that would enable MC to achieve its mission and accomplish the goals listed in the MC 2020 strategic plan. Chief among those goals are educational excellence and student access, affordability, and success. Each subgroup or area was charged with developing responses to the following questions:

-what should the Collegewide discipline(s) in our area look like?

-what are the roles of deans, associate deans, chairs, and coordinators in these Collegewide disciplines?

The responses/recommendations to these questions from each area or subgroup are presented in the next sections of this report.

A Collegewide American English Language Unit

Introduction:

The AELP program is one of the keys to Montgomery College's ability to achieve its strategic goals in terms of access and success, and educational excellence. More than 4,000 students enroll in AELP courses each year. Five of the top fifty enrolled courses each semester at MC are AELP courses. And, given the increasing diversity of Montgomery County, it is likely that the need for the courses and other services offered by the AELP will continue to grow.

Subgroup Membership:

- Norma Goldstein, Dean of Humanities, Social Sciences, and Education—GT Campus
- Monica Trent, Associate Dean, Arts, Humanities, and Social Sciences—TP/SS Campus
- Paula Bostic, Learn Center Manager (Writing Center)—GT Campus
- Usha Venkatesh, FT AELP Faculty—RV Campus
- Ann Sallie, FT AELP Faculty—GT Campus
- Angela Nissing, FT AELP Faculty and AELP Program Chair—TP/SS Campus
- Other AELP faculty provide information and data as needed.

These group members produced the following set of recommendations about the structure and staffing of the collegewide AELP unit.

Recommended Administrative Positions and Structure:

The administrative structure of AELP should consist of:

- Collegewide Instructional Dean for AELP (1)
- Collegewide Associate Instructional Dean for AELP (1)
- AELP Chairs at GT, RV, and TP/SS (3)
- Course Coordinators at GT, RV, and TP/SS (9)
- AELP Placement Coordinator (1)
- Writing Center Directors at GT, RV, and TP/SS

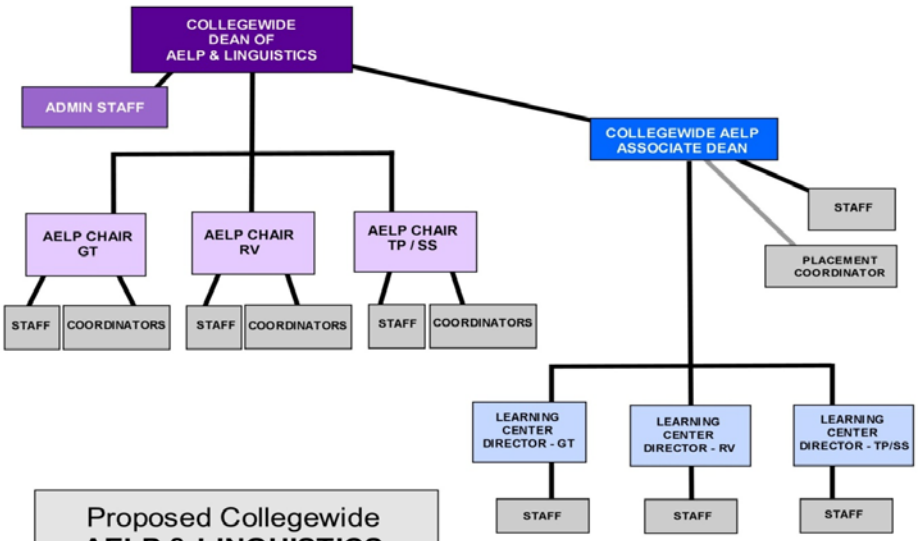
The structure of the AELP unit would function in the following fashion. The Associate Dean and AELP Chairs will report directly to the AELP Dean. The AELP Placement Coordinator and the Directors of the Writing, Reading, and Learning Centers at each campus will report to the Associate AELP Dean.

This structure would require one new faculty or staff member (AELP Placement Coordinator). The subgroup members believe that it is crucial that the course placement process across all three be standardized under the leadership of one individual. Our students are not well served by the current differences in placement standards and processes that exist across the three campuses.

The subgroup members also believe since more than 50% of the students visiting the Writing Centers each year are enrolled in AELP courses that the Directors of the Writing Centers at all three campuses should report to the Associate AELP Dean so that these students can be better served.

Finally, the AELP subgroup recommends that the Linguistics discipline should be included in the AELP unit. A large number of the faculty in the AELP unit have degrees and coursework in linguistics and are best qualified to offer courses in this discipline. The proposed organizational chart for the AELP/Linguistics unit appears below.

Two of the recommendations in this report conflict with those contained in other Workgroup reports. Workgroup E is recommending further examination of the need for the Associate Dean position and Workgroup G is recommending a centralized reporting structure for the Learning Centers on each campus. These conflicts will need to be resolved.



Proposed Collegewide
AELP & LINGUISTICS
Organizational Chart

A Collegewide Health Sciences/Health and Physical Education Unit

Introduction:

The Health Science Institute offers many of the premier career programs not only at the College, but in the state of Maryland, and in the National Capital Region. Most of these programs are located in the 97,000 SF Health Science Center, a-state-of-the-art classroom and laboratory facilities located on the TP/SS campus. In the decade since the HC opened, overall enrollments in health sciences programs have quadrupled and the numbers of faculty and staff have increased dramatically as well. Over $4 million in grants have been award to the health sciences programs and the pass rates for licensing exams continue to exceed the benchmarks listed by the state and by our accrediting bodies. According to data analyzed by Dean Pickwick, the number of full-time faculty has grown by 69% over the past decade, the number of non-instructional staff has increased by 120%, and the number of instructional staff has grown by 1100%. The number of graduates in the nursing program has increased by 83%. The Health Sciences disciplines have hosted seven successful accreditation visits over the last decade. In conclusion, the Health Sciences unit is crucial to the College's ability to achieve the goals listed in MC 2020 especially in terms of educational excellence, student access and success, and community outreach.

The administrative structure of the unit, however, has not expanded at the same pace and administrative staff and structural changes are needed to maintain the superlative quality of the program. Academic restructuring could not come at a more opportune time for this unit.

Subgroup Membership:

- Angela Pickwick, Instructional Dean, Health Sciences—TP/SS
- Barbara Nubile, Associate Dean, Health Sciences and Director of Nursing—TP/SS
- Ann Golibart, Health Science Staff-TP/SS
- Melissa Sprague, Nursing Faculty—TP/SS
- Kathy Lewandowski, Allied Health Faculty—TP/SS
- Elisa Salas, Nursing Faculty—TP/SS
- Diane Barberesi, Health Sciences Staff—TP/SS

The subgroup members listed above met and developed their recommendations before the Health and Physical Education disciplines were added to the unit. Dean Pickwick consulted with the chair of the Health and Physical Education department about the appropriate place to locate these disciples within the Health Sciences administrative structure. She also consulted with Dean Darrin Campen, the subgroup leader for the Social Sciences area in which the Health and Physical education disciplines were previous located. The Mental Health Discipline was also relocated to this unit after consulting with the program faculty and the appropriate administrators. The following administrative structure is a product of the subgroup meeting and the consultations conducted by Dean Pickwick.

Recommended Administrative Positions and Structure:

The administrative structure of the Health Sciences and Health and Physical Education unit should consist of:

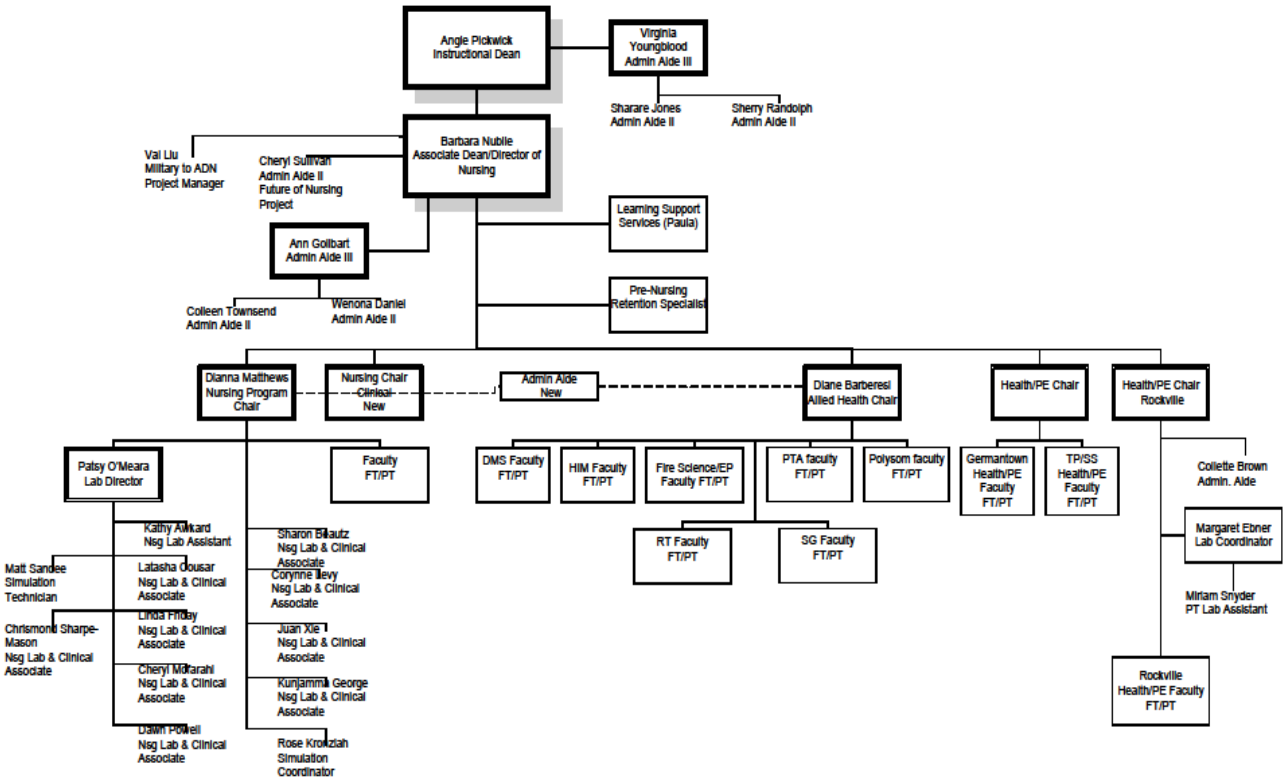
- Collegewide Instructional Dean for Health Sciences and Health and Physical Education (1)
- Collegewide Associate Instructional Dean and Director of Nursing (1)
- Chair of Nursing, Instruction (1)
- Chair of Nursing, Clinical (1)

- Chair of Allied Health Programs (1)
- Chair of Health and Physical Education at Rockville (1)
- Chair of Health and Physical Education at GT/TP/SS (1)

The proposed structure adds three chairs to the Health Sciences/Health and Physical Educational administrative structure. A clinical chair position in Nursing is added to the instructional chair position to handle the administrative tasks associated with preparing students for their clinical placements. The number of students admitted to the Nursing program each semester has doubled from 64 to more than 120 a semester over the past eight years. It is no long possible for one department chair to handle all the tasks required to adequately support faculty and students in the discipline. In order to provide administrative and clinical support for the allied health programs in the unit, the proposed structure adds a chair for allied health programs. Currently, these tasks are being performed by program coordinators in each discipline. This new position will allow the faculty in these programs to focus on instruction and providing learning support for students. Mental Health will join the roster of Allied Health programs. The third chair added in the proposed structure will provide academic and administrative support to the health and physical education faculty and staff at both the GT and TP/SS campus. The current chair administrative structure at the RV campus will remain in place.

In sum, by adding three chairs to the administrative structure in the Health Sciences/Health and Physical Education unit, we can better support our faculty and staff and serve our students and our community outreach efforts. The new chairs will require administrative aide support to function at a high level and it will require some creativity by the Dean to find office space for these support staff.

The organizational chart for the Health Sciences/Health and Physical Education area appears on the next page.



A Collegewide Humanities and Social Sciences Unit

Introduction:

The humanities and social sciences disciplines at MC have been part of the same administrative unit on the GT and TP/SS campuses for decades. A different structure has been in place on the RV campus due to the large number of faculty and students contained in some of the disciplines in these areas. Courses from these disciplines form the core of the general studies major which awards more degrees/certificates and produces more transfer students than any other program at MC. Initially, the organization of the disciplines assigned to Workgroup D contained separate administrative structures for the humanities and the social sciences. Separate subgroups created administrative structures and recommendations for each area. When the decision was made to combine these areas again, the Dean for Arts, Humanities, and Social Sciences created an administrative structure for the unit.

Humanities Subgroup Membership:

- Tony Hawkins, Instructional Dean for Arts, Humanities, and Social Sciences—TP/SS
- Sharon Fechter, World Languages Faculty—RV
- Charlotte King, Part-time Faculty—RV
- Joe Thompson, History/Political Science Faculty—GT
- Dan Jenkins, Philosophy Faculty—TP/SS
- Daphne Alfelor, Staff, World Languages/Philosophy—RV
- Jennie Well, Evening and Weekend Administrator—TP/SS

Social Science Subgroup Membership:

- Darrin Campen, Instructional Dean, History, Education, Health and Physical Education—RV
- Denise Dewhurst, Psychology and Education Faculty—GT
- Christine Harrison, Health and Physical Education Faculty—RV
- Kim McGettigan, Staff, Provost's Office—TP/SS
- Sheila Navarro, Staff, Criminal Justice—RV
- Brad Stewart, Provost—TP/SS

Recommended Administrative Positions and Structure:

The administrative structure of the Humanities and Social Sciences unit should consist of:

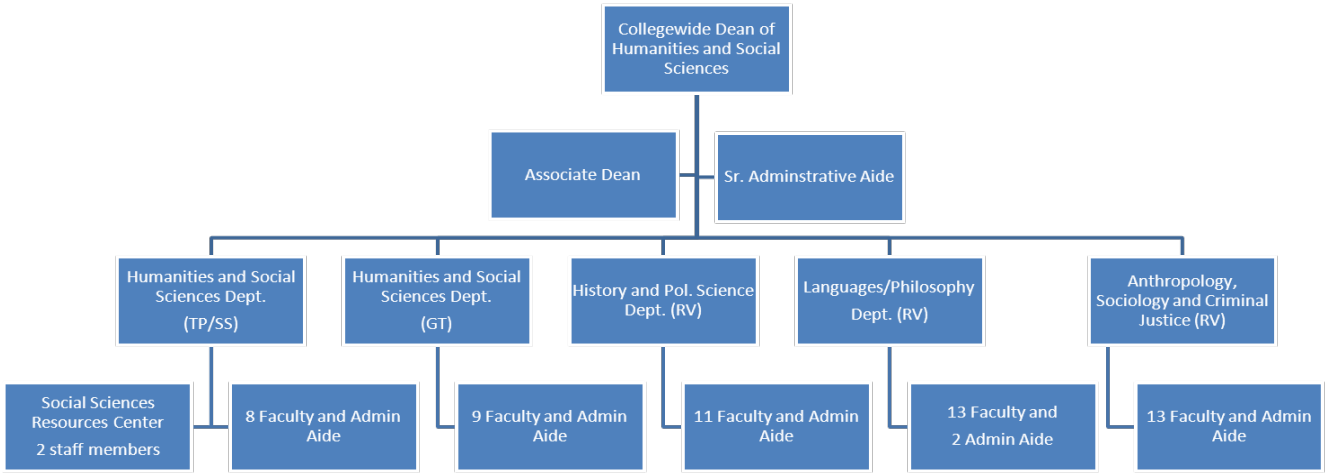
- Collegewide Instructional Dean for Humanities and Social Sciences (1)
- Collegewide Associate Instructional Dean for Humanities and Social Sciences (1)*
- Humanities and Social Sciences Chairs at GT and TP/SS (2)
- History and Political Science Chair at RV
- World Languages/Philosophy Chair at RV
- Anthropology, Sociology, and Criminal Justice Chair at RV
- Discipline Coordinators for History, Political Science, Philosophy, World Languages, Anthropology, Sociology, and Criminal Justice (7)
- Social Science Resources Center Director and Staff at TP/SS (2)

The proposed structure contains five department chairs and an associate dean to supervise 54 faculty and nine staff members in a unit that serves nearly 9,000 students annually. Because this unit contains new academic departments, it is difficult to assess the net impact of this administrative structure. As mentioned previously,

this unit has existed in some form at both the GT and TP/SS campuses for many years and the chairs and other positions listed at those two campuses already exist. Creating three chairs to serve this many faculty, staff, and students at the RV campus does not seem unreasonable. The organizational chart for the Humanities and Social Sciences unit appears below.

This proposed administrative structure raises several unresolved issues. First, a strong case can be made that the disciplines of psychology and education belong in the social sciences portion of this unit. Second, Workgroup E is recommending further examination of the need for the Associate Dean position and Workgroup G is recommending a centralized reporting structure for the Learning Centers on each campus. Third, Workgroup F is recommending that those interdisciplinary programs which have previously reported to either humanities or social sciences administrators such the Paul Peck Humanities Institute, the Global Humanities Institute, and the various honors programs report to the Associate Senior Vice President for Academic Affairs.

The organizational chart for the Humanities/Social Sciences area appears on the next page.



Unresolved Structural Issues and Conflicts

The proposed structure for the AELP/Health Sciences/Humanities and Social Sciences contains several unresolved structural issues and conflicts with recommendations made by other workgroups.

The recommendations for Associate Instructional Deans for the AELP and the Humanities and Social Sciences areas conflict with Workgroup E's recommendation that this administrative role be further examined.

The recommendation that the Writing Centers on each campus report to the Associate Instructional Dean in the AELP unit conflicts with Workgroup G's recommendation for a centralized reporting structure for all learning centers.

Workgroup F's recommendation that interdisciplinary programs such as the Paul Peck Humanities Institute, the Global Humanities Institute, and the Macklin Scholars Program) report to the Associate Senior Vice President for

Academic Affairs conflicts with the current structure where these unit report to various Humanities and Social Sciences administrators.

Strong arguments have been made that the psychology and education disciplines should be located in Social Sciences area. Similar arguments have been made that the speech discipline should be located in the Humanities area.

Administrative responsibility for Parilla Arts Center at the Rockville campus and the Cultural Arts Center at the Takoma Park/Silver Spring campus still needs to be determined.

Summary:

The organizational structure for the AELP/Health Sciences/Humanities and Social Sciences unit proposed in this report will serve over 13,000 students each year. Many of these students will be working on college readiness issues, hundreds of them will be training for health science careers in credit and non-credit programs, and thousands of them will be earning credits to transfer to baccalaureate programs. The administrative structure designed by the members of Workgroup D to serve these students includes:

- 3 Collegewide Instructional Deans
- 3 Collegewide Associate Instruction Deans
- 13 Discipline Chairs
- Support staff including learning center directors, instructional staff and administrative aides

The members of Workgroup D and the subgroups that created the recommended structure for each academic area deserve immense credit for their hard work and dedication. Student success and completion was at the forefront of every discussion and we believe the structure recommended in this report will advance the College's efforts to achieve the goals contained in MC 2020.

Montgomery College

Academic Restructuring:

Workgroup E Final Report

Montgomery College's Academic Affairs Restructuring

Workgroup E Report:

Department Chairs, Associate Deans and Deans

CO-CHAIRS

Ed Riggs
Academic Department Chair

Mary E. Robinson
Academic Department Chair

COMMITTEE MEMBERS

Elizabeth Benton
Academic Department Chair

Monica Brown
Student Services Dean

Darrin Campen
Academic Dean

Mary Crowley
Part-time Faculty

Christine Hunt
Administrative Aide

Dianna Mathews
Full-time Faculty & Chair

Michael Mills
Non-Dean Academic Administrator

Ben Nicholson
Full-Time Faculty

Debra Poese
Full-time Faculty

Rose Sachs
Student Services Department Chair

Tonya Seed
Full-Time Faculty

Monica Parrish Trent
Academic Associate Dean

Dan Wilson
Full-Time Faculty & Chair

RESOURCE MEMBERS

Jason Rivera
HRDE

Jacia Smith
HRDE

Krista Leitch Walker
Director CPOD

Overview

Montgomery College Academic Restructuring Workgroup E

As part of Montgomery College's Academic Affairs restructuring process, in a September 25, 2013 collegewide memo, Dr. Donald Pearl, former Senior Vice President for Academic Affairs, established Workgroups A-G to address various phases of the implementation process. Workgroup E's charge was to make recommendations regarding "supervision and leadership roles, responsibilities, and alignment for department chairs, associate deans, and deans." Working with the College's Center for Professional & Organizational Development (CPOD), Workgroup E began its task by delineating the roles and responsibilities of the chairs, associate deans and deans.

During the initial meeting on October 24, 2013, the group identified the following internal documents as critical sources: Department Chair Point System; Role of Department Chairs (2410CP); Job Class Specification for Dean of Instruction; Job Class Specification for Associate Dean of Instruction; Salary Schedule for Administrative, Associate and Support Staff; Associate Deans in Instructional Areas Workgroup Report; Associate Deans of Student Development Review Committee Report; Recommendation for a Collegewide Chair and Coordinator ESH System Report; and Montgomery College 2020. The group agreed to begin its task by differentiating roles and responsibilities between chairs, associate deans and deans taking into consideration the directive that department chairs will become 12-month administrators with supervisory responsibilities.

When brainstorming the current roles and responsibilities of chairs, associate deans and deans, the workgroup had to keep in mind the charge: "make recommendations concerning the role and characteristics of the new position of chair as related to appointment, responsibilities, qualifications and terms of service. These recommendations will recognize that the chair will be a twelve-month position with administrative and teaching responsibilities as part of an academic unit and provide immediate leadership for a group of faculty and related staff." Some consistent questions and concerns emerged that we discuss in this report.

As a starting point for the group's work, and in an effort to create an inclusive process, committee members consulted with their constituencies, departments and other workgroups to develop a list of responsibilities for chairs, associate deans and deans. Upon consideration of the chair and dean roles and responsibilities, especially in light of the chairs becoming 12-month, non-bargaining faculty with supervisory responsibilities for their departments, it was determined that the instructional associate dean role may not be necessary.

Part I: Roles and Responsibilities: Chairs and Program Coordinators, Deans, Associate Deans

A. Department Chair: Management and Supervision Responsibilities

- Department chairs will recruit staff and part-time faculty. Chairs will supervise the hiring of part-time faculty and department staff.
- Chairs will oversee the recruitment and hiring of full-time faculty and make recommendations to the appropriate dean.

- Department chairs will supervise and assign work to full and part-time faculty, coordinators and staff. Chairs will identify coordinators and assign ESH. Chairs will also complete staff time sheets and approve faculty and staff leave forms.
- Department chairs will oversee department schedules and assign faculty to classes. Department chairs will consult with deans and other chairs regarding classes in the area and disciplines college-wide.
- Department chairs will conduct performance evaluations of full and part-time faculty. Chairs will complete part-time evaluations. Department chairs will supervise the evaluations of full-time faculty, but they will not finalize full-time faculty evaluations.
- Department chairs will manage discipline/department budgets in consultation with deans. The dean will continue to have budgetary responsibilities for the college and area; therefore, department chairs will work closely with the deans to align budgets to meet demands of the area and college.
- Department chairs will work with faculty and students to resolve student concerns. Where applicable, department chairs will consult with deans and associate deans for complaints that may result in behavioral intervention or student sanctions due to a breach of the Montgomery College student code of conduct.
- Where applicable, department chairs will manage and supervise labs and instructional facilities. Some departments have unique instructional spaces beyond standard classrooms; therefore, department chairs will continue to manage and supervise these dedicated spaces.
- Where applicable, department chairs will manage and supervise contracts. Some departments need to manage contracts for their academic programs; therefore, chairs will continue to manage and supervise these contracts.

Concerns and Recommendations regarding the management responsibilities of administrative department chairs

- Committee members struggled with the implications of faculty chairs becoming administrators and throughout this process have received communications from faculty expressing their concerns. At the core of their apprehension is that the **chair's shift to administration causes an unnecessary and potentially damaging gap** between chair and faculty. They fear that the "coaching and mentoring model of department chairs will be significantly changed with an administrator who has a responsibility to disciplining." As administrators, chairs will have less of an ability to mediate between administration and the needs of a department and classroom. One strength of a chair is his or her willingness to state, without fear of reprisal, "this initiative should be modified because it would serve to lower the quality of education that my department provides."
- The committee is in agreement that a twelve-month, non-bargaining faculty position is appropriate considering the responsibilities and workload that many of them already carry.
- In order to manage the department effectively, chairs must have a balanced workload between meeting with faculty and staff, working regularly with students, teaching, and completing reports/evaluations.

B. Department Chairs: Academic Leadership Responsibilities

- Department chairs will facilitate, coordinate and implement a departmental vision that is aligned with the college-wide academic visions, such as the 20/20 strategic plan.
- Department chairs will oversee and facilitate curriculum actions with coordinators. They will facilitate curriculum development and modifications and outcomes assessments.
- Department chairs will design and maintain support opportunities for innovation/idea sharing at the department level. This duty is very important to their work and the work of the college as we teach students and lead them toward academic and career success.
- Department chairs will advise, guide and provide opportunities for professional development for full-time and part-time faculty and staff.

C. Department Chairs: Teaching Responsibilities

- Department chairs will have teaching responsibilities during a 12-month period. Course loads should be assessed and determined based on the requirements, demands and needs of the individual departments.

D. Program Coordinators: Roles and Responsibilities

Larger departments, and those with multiple or diverse disciplines, should retain the assistance of program coordinators. With the expansion of department chair duties, the role of the program coordinator will be increasingly important. Where applicable, program coordinators will do the following:

- Assist students with placement exams, and grade placement exams when applicable.
- Work with counselors regarding the placement exam.
- Act as primary contact for advising within a discipline.
- Recommend candidates for part-time teaching positions within the discipline.
- Act as liaison of information on college-wide policies to part-time faculty within a discipline.
- Recommend course schedules.
- Recommend classroom scheduling and space utilization.
- Interface with department chair regarding College Facilities issues in discipline specific instructional spaces.
- Assist in leading campus and college-wide discipline meetings.
- Develop and lead projects and faculty training programs that promote the specific discipline related activities.
- Assist in grant writing for discipline specific projects.
- Work closely with campus resources such as writing, math, and or language lab.
- Recommend uses of Information Technology within a discipline.
- Recommend discipline-based professional development.
- Represent the discipline on all decisions for textbook selection, college-wide syllabi, outcomes, final exams, college-wide policies for languages.
- Participate and often take a lead role in Outcomes Assessment, College-wide Area Review, Gen Ed Outcomes, Middle States projects, Collegewide committees, and curriculum actions in his or her discipline.

E. Instructional Deans: Management and Supervision

- Deans will select department chairs in collaboration with department faculty. The department chair selection and appointment process should have clearly defined criteria to ensure consistency across the areas.
- Deans will have oversight of full-time faculty hiring. Department chairs and members of the hiring committee will give full-time faculty hiring recommendations to the appropriate dean for final review and approval.
- Deans will supervise and evaluate department chairs and direct reports.
- Deans will have oversight of full-time faculty evaluations. Deans will have final review and approval of faculty reappointments.
- Deans will oversee area budgets. While department chairs will manage department budgets, deans will have oversight for the entire area's budget.
- Deans will represent the college-wide area in strategic planning.
- Deans will oversee the distribution of courses.

Concerns and Recommendations regarding the management responsibilities of deans

- The group discussed at length whether or not deans should oversee faculty hiring and termination.
- The group discussed at length whether or not deans should oversee full-time faculty evaluations.
- The size of a dean's area should be further analyzed if it becomes too large. Workgroup E recommends that a new instructional dean should be added (by splitting an area) when an area becomes so large that it cannot be managed by one dean. A review as such might alleviate the problem of parity that seems to permeate Montgomery College.

F. Instructional Deans: Academic Leadership

- Deans will demonstrate a vision that is student-centered by maintaining an active professional involvement with pedagogical direction of the fields they oversee.
- Deans will guide innovation in teaching and learning through professional development opportunities for faculty.
- Deans will provide leadership and representation in curriculum and program development, review, area review, outcomes assessment, academic planning, strategic planning and budget.
- Deans will balance College, campus, community and external stakeholder perspectives and respond to academic trends and community and industry needs.
- Deans will have direct responsibility for ensuring the integrity, excellence and ongoing development of the area education program.
- Deans will work collaboratively with other administrators, faculty and staff to advance the goals of the academic program.
- Deans will identify grant opportunities, collaborate with the Foundation, and build relationships within communities.

Concerns and Recommendations regarding the academic leadership of deans

- It is important to ensure that deans will work with faculty and department chairs on issues related to curriculum to keep dialogue open between faculty and administrators.
- Deans and chairs should collaborate to ensure that courses are scheduled to best meet the needs of the students collegewide.

G. Instructional Associate Deans

This committee acknowledges that increasing the chairs' authority and responsibility by removing them from the union to assume supervisory and management responsibilities makes it glaringly obvious that the College must be more deliberate and purposeful in assigning instructional associate deans to academic areas. Currently, there are eight associate deans collegewide – five instructional associate deans and three associate deans of student services—all with various responsibilities and levels of authority. While it is necessary for associate deans, like other administrators, to have some flexibility within their duties and responsibilities, this workgroup determined that without concrete areas of oversight the associate dean position lacks integrity. Moreover, as the position currently exists, it is an ineffective model for advancing the College's FY 16-20 strategic initiative of "academic leadership succession planning and development." Further, as stated in Montgomery College 2020, "By 2020, Montgomery College's human resources efforts and programs will support strategic succession planning needs."

As a result of the ambiguous nature of the associate dean position at Montgomery College, the workgroup was unable to properly align the "supervision and leadership roles, responsibilities" of this position with the chair and dean positions. Therefore, Workgroup E makes the following recommendations:

- Associate deans should have specific and direct supervisory and management responsibilities, including budget, personnel and program oversight.
- While associate deans can certainly provide additional academic leadership within an area, associate deans must be assigned specific roles and responsibilities within the areas they are assigned. For example, an associate dean assigned to mathematics could have oversight of math labs and/or developmental math courses.
- Associate deans should have designated areas of responsibility within academic affairs where administrative leadership has not already been assigned. Examples include: interdisciplinary studies, learning centers and spaces, developmental education, STEM, general studies, etc.
- The instructional associate dean job class specifications should be revised to include specified areas of academic leadership, management and supervisory responsibilities. As the job class specification currently exists, associate deans primarily serve to assist the deans and chairs, an unnecessary function when chairs assume administrative responsibilities.

Comments

- This workgroup acknowledges the findings of the spring 2010 student development and instructional associate dean reports, including the possibility of eliminating the associate dean position and converting it to additional dean or director positions where there are gaps

in academic affairs or where an area has become too large for adequate management and supervision.

- This workgroup acknowledges that the validity of the associate dean position needs to be carefully considered in the context of the College's commitment to succession planning and "encouraging internal progress for individuals."
- This workgroup recommends expanding this consideration to include student service associate deans.

Part II: The Department Chair Position Overview

As a part of the Montgomery College Academic Affairs restructuring process, Workgroup E has been tasked to make recommendations to Montgomery College's Interim Senior Vice President for Academic Affairs, Dr. Sanjay Rai, regarding "supervision and leadership roles, responsibilities, and alignment for department chairs, associate deans, and deans."

In the early stages of this academic restructuring process, Workgroup E discussed the administration's decision for department chairs to serve in administrative positions with supervisory duties. We acknowledge the administration's interpretation of the department chair duties and responsibilities as supervisory in nature. However, upon further review, we recommend the college consider the following broad definition of the department chair position: a hybrid position in which the department chair will be a non-bargaining twelve-month faculty member with supervisory responsibilities. The details of this new position will be negotiated with AAUP and a Montgomery College negotiating team either through a labor management group or through regular negotiations.

To ensure that the department chair is in regular communication with fellow faculty and students, Workgroup E strongly recommends the following:

- All instructional department chairs must teach. Counseling chairs must maintain counseling and advising responsibilities.
- The recommended amount of teaching will be considered as a part of the department chair workload and thus included in the 40-hour workweek.
- The department chair position will have a flexible 40-hour per workweek schedule.
- Department chairs will remain eligible to serve on faculty governance and other committees, but they will not receive preferential treatment in terms of selection for committee work.

Part III: Department Chair Salary and Compensation

Compensation

Faculty serving as department chairs will retain their current level of seniority (exception noted under Selection Process). Compensation will be adjusted to reflect twelve-month employment or two additional months of pay. Due to the increased responsibility and duties expected of the department chair, we recommend an increase in salary over and above the twelve-month calculation. This can be accomplished by a percentage increase for all chairs or a stipend added to the twelve-month salary. This is commensurate with the added workload and will differentiate

the department chair supervisory and teaching duties from those of full-time faculty, and thus make the position of chair financially viable and generally appealing to current faculty. Under no circumstances should the compensation for a department chair be less than what he or she earns as a ten-month faculty member, including what he or she would earn for summer teaching.

Compensation upon return to the bargaining unit: When chairs return to faculty positions, compensation will return to the ten-month faculty salary and will include all salary adjustments and increases in rank that would have been attained during the time as chair.

Important Recommendations:

- Summer duties and responsibilities, based on the need of the department, may alter the percentage of salary increase or stipend necessary for department chairs. This alteration can be a method of achieving equity during summer months and should be determined by using a derivative of the suggested point system. (See Appendix A. Department Chair Point System)
- The committee recommends that the College-wide Dean of Student Success form a workgroup to establish a formula for counseling chairs that is similar and comparable to the point system recommendation of Workgroup E for instructional chairs (See Appendix A. Department Chair Point System).
- It is recommended that coordinator compensation be based on the standard ESH system with the amount to be determined by the department chair and supervising dean.

It is acknowledged that compensation must be negotiated at a later date. For continuity we recommend that members of this workgroup be a part of the negotiating team.

Overload

At the discretion of the supervising dean, a department chair may teach additional classes or serve as a committee chair. Teaching of additional classes beyond what is expected of his or her particular chair assignment must be done outside of normal business hours (evenings and weekends). Compensation for teaching overload should be based on the current faculty overload rate. Committee membership will be considered as a part of the department chair's workload. If additional compensation is assigned to committee chairmanship and is received by other twelve-month members of the College community, department chairs should also be compensated.

Retirement and Annual Leave

The same benefits package available to current twelve-month employees should be available to department chairs.

Annual leave should be based on the length of service a faculty member has accrued prior to becoming a twelve-month chair. Department chairs should make the effort to use any and all leave during the year it is accrued. Leave carry-over is discouraged. There will be no leave carry-over after a department chair leaves the position.

Retirement benefits should be based on the Montgomery College Employee Handbook, 2014.

Part IV: Department Chair Selection Process

The selection process for hiring department chairs should be similar to the process that currently exists at Montgomery College. The dean will call for nominations for the designated department chair position. Individuals can nominate themselves for the position if they wish. All nominees will present their vision for the department to the affected faculty. After hearing the vision statements, a confidential vote will take place among the affected faculty in the department. The votes of the faculty will then be used by the Dean, along with other pertinent information, to select the most appropriate chair for the department. This workgroup has specific recommendations for changes to the current process:

- We recommend that the appropriate Dean solicit nominations from the campus based Discipline. If this fails to produce a qualified nominee, the search would be extended to the college-wide discipline. This will provide more opportunities for internal candidates who are interested in serving as a department chair, and will allow for more options if none of the designated campus faculty express interest in serving as the department chair.
- If no internal candidates with the appropriate background are identified, a standard search process should be used to identify a department chair. If this approach becomes necessary, a position number will be required. We recommend that all external hires be required to serve a minimum of four years as a department chair before being allowed to step down from that role and become a full time faculty member. This requirement will prevent potential faculty from seeking the chair position as side-door means of joining the faculty at Montgomery College. If an external candidate fails to serve a full four-year term, his or her continued employment at the college will be reviewed by administration.
- If an external candidate is considered for a department chair position, a resume and presentation should be made to the department faculty and staff, demonstrating a match with the department vision and contribution to the discipline(s). The top voted candidates would be forwarded to the Dean and VPP. Nominees will also meet with the appropriate Dean and provide a resume, vision statement, and evidence of successful service and leadership at the college level.
- In the event the College has to advertise externally for a department chair, we recommend the following requirements and preferences be identified in the advertisement.

Requirements for Department Chair External Candidates:

- College teaching experience (counseling experience where applicable)
- Master's degree (minimum)
- Expertise in discipline(s) required of all candidates for chair, internal or external. In departments where disciplines are combined, exceptions will be made to the breadth of expertise.
- Evidence of successful department or discipline leadership experience

Preferences for Department Chair External Candidates:

- Community college teaching (counseling experience where applicable)
- Evidence of successful department or discipline chair leadership

Part V: Department Chair Term Limits

Term limits should not be a standard department chair policy. However, we strongly recommend that the college wide nomination process and departmental election process occur in accordance with the terms of the appointment. We recommend two four-year terms of service. At the completion of the first four-year term, the department chair will announce his/her intentions to remain in the role of chair. Subsequently, the Dean and department faculty will determine whether or not the department chair should remain in the position of chair. A third four-year term will be possible only with the majority vote of department faculty and the approval of the Dean and the Vice- President/Provost.

Department chairs that have been hired from within the current department may leave the position and return to faculty at any point during their term, but they must complete the semester once it has begun.

When a department chair accepts an appointment, his or her evaluation cycle as a bargaining faculty member is suspended, and he or she will be evaluated annually as a department chair. Once a department chair returns to the bargaining faculty, the evaluation process will resume at the point from which it was suspended.

Cycle/Reappointment

A department chair term should last four years. Once every four years, the college wide nomination process and departmental election process will take place. We recommend department chair appointments be staggered the first time (effective July 1, 2014). For example, some new department chairs will accept two-year terms and some will **accept** four-year terms). The initial term staggering will help reduce the number of new department chairs cycling in every four years.

Part VI: Review of Chairs

The current process for yearly review of administrators should be utilized. However, we recommend the following:

- The 360-degree feedback mechanism currently used by administrators should be incorporated into the evaluation process for department chairs.
- Teaching observations and evaluations should also be incorporated in the evaluation process for department chairs.

Part VII: Equity Among Chairs

Departments will need to be grouped in such a way as to ensure that chairs perform similar duties to other chairs at the college. Our workgroup recognizes differences in chair workload (dependent upon varying duties and responsibilities of departments and disciplines); therefore, our workgroup devised a formula similar to the current formula used for determining department chair "percentage of teaching" duties. The point value is converted from teaching ESH to a "percentage of teaching." (e.g. The chair of a very large department may have to teach 5% and manage 95%, whereas the chair

of a mid-size department might have to teach 15% and manage 85%. It should be noted that teaching hours may include the appropriate "outside of class" preparation time.)

The information we provide under the equity among chairs section will remain tentative until departments are formed and the Academic Restructure is implemented.

Part VIII: Going Forward

It is important to note that this report consists of recommendations, many of which must be negotiated. It is acknowledged that none of these recommendations are final until such time that this report is approved. We respectfully request that key members of Workgroup E be involved in the decision making process where appropriate and/or applicable. We also feel it is important to develop a rubric consisting of measurable key success factors to be used for evaluation following the implementation of these recommendations. Workgroup E members should be involved in the evaluation process.

Appendix A. Department Chair Point System

The *four* following factors capture the major time commitments for department chairs. These factors have been reviewed against the proposed chair responsibilities and the workgroup believes they represent the workload involved to the extent it is possible to do so.

Factor: ***Faculty and Staff***
Definition: Total number of faculty and staff (full-time and part-time, including faculty or staff cross-teaching from other departments/units and FT faculty assigned to the department but on alternate assignments) - *Academic Year –Unduplicated total*
Indicator: This is an indicator of time spent in interactions, personally or via computers, paper and telephones, with people managed.

Factor: ***Students***
Definition: Total contact hour enrollments – end of fall and spring semester totals – *Academic Year Total*
Indicator: This is an indicator of student interactions (student inquiries, complaints, etc.), course scheduling, and related responsibilities.

Factor: ***Academic Program***
Definition: Number of disciplines, developmental disciplines, degrees, certificates, and placement exams
Indicator: This is an indicator of time spent monitoring course and program content, conducting program and discipline reviews, implementing program and discipline enhancements, acting on curriculum responsibilities, promoting programs, etc.

Factor: ***Space***
Definition: Instructional space, managed by a department chair and containing specialized equipment for instruction and student use in that space.
Indicator: This is an indicator of time spent managing spaces including scheduling, security, safety, equipping, etc. (In some cases, multiple rooms with limited equipment, such as music practice rooms, may be counted as a single space based on the time required for managing the space.)

Appendix A *(continued)*

DEPARTMENT CHAIR POINT SYSTEM

For Determination of Department Chair Teaching Load/Workload

Department _____

Faculty and Staff

Number of full-time faculty _____
Number of part-time faculty _____
Number of full-time staff _____
Number of part-time staff _____
Total _____
Points (2 for total of 1-25, 4 for 26-50, 6 for 51-75, 8 for 76-100,
10 for 100-125, 12 for 126 or more) _____

Students

Academic year contact hours _____
Points (10 for 1- 2499, 15 for 2500-4999, 20 or 5000-7499
25 for 7500-9999, 30 for 10000-12499, 35 for 12500-14999,
40 for 15000-17499, 45 for 17500-19999, 50 for 20000-22499,
55 for 22500-24999, 60 for 25000 or more) _____

Academic Program

Number of disciplines _____
Number of developmental disciplines _____
Number of degrees _____
Number of certificates _____
Number of placement exams to monitor _____
Total _____

Points (3 for total of 1-3, 1 point additional each above 3) _____

Space

Total _____

Points (3 for total of 1-3, 1 point additional each above 3) _____

TOTAL POINTS _____

Appendix B. Department Chair Point Scale and Assignment Percentages

The workgroup recommends that something similar to the following scale be used to assign department chair teaching loads. This is only a hypothetical example. It will be finalized in the negotiating process.

Recommended Chair Teaching Loads/Workloads

Points	Teaching Load Academic Year	ESH Equivalent
75+	5%	24
70-74	10%	22.5
65-69	15%	21
60-64	20%	19.5
55-59	25%	18
50-54	30%	16.5
45-49	35%	15
40-45	40%	13.5
35-39	45%	12
30-34	50%	10.5
25-29	55%	9
20-24	60%	7.5
1-19	65%	6

Montgomery College

Academic Restructuring:

Workgroup F Final Report

Report from Work Group F
Integrative Learning at Montgomery College
January 24, 2014

Our Charge

"Review all multi-disciplinary programs, institutes and educational opportunities—to determine the best method for supporting their success and effectiveness—in a One College model."

Background

Work Group F represents many of the programs, initiatives and institutes that offer interdisciplinary,[1] integrated[2] education at Montgomery College (MC). Each of our programs[3] shares a commitment to offering innovative, integrated learning environments to the Montgomery College community (students, faculty, and staff) and our greater communities – including those beyond our national borders.

Most of our programs are home grown—inspired and led by—MC faculty. Historically defined as "special programs," they have, for the most part, been managed separately. Work Group F has focused attention on oversight and reporting, demonstrating that our programs would benefit from an extended conversation about shared functions and redundancy. The potential for future collaborations is exciting.

These programs should not be considered special programs that serve just a few, but rather, models of teaching and learning that can help MC achieve its goals: student excellence, closing the achievement gap, student success, economic development, community engagement and institutional effectiveness. Collectively, the programs have been very successful – completion rates, transfer excellence and scholarship awards are testament to the power of intentional learning cohorts, rigorous curricula, faculty mentoring and integrative education.

Integrative learning offers our students the opportunities to cross borders and make critical connections between disciplines. Students analyze "big questions" and address "complex scenarios," building skills valued both in the workplace, and at transfer institutions. Integrative learning experiences can stimulate intellectual joy, including what some call "ah-hah moments." Museum visits and field trips can be components of

[1] Interdisciplinary – interdisciplinary education brings two disciplines together in such a way that they intersect; the term multidisciplinary does not imply intersection.

[2]Integrative education – integrative studies and integrative education provide multiple ways – inside and outside of the classroom -- for students to consider topics and problems "across courses, over time, and between campus and community life." Integrative Education will be called Integrative Learning (IL) in this report. IL includes, for example: museum-based learning, service learning, experiential learning, study abroad and domestic travel study, interdisciplinary courses, concerts and theatre, guest lectures, field trips to business and historical sites, community- and problem-based learning and internships. *See http://www.aacu.org/value/rubrics/pdf/integrativelearning.pdf for the AAC&U definition of integrative learning.*

[3] To simplify this report each entity is called a "program." It is important to recognize that they or these programs vary widely in scope, design and budget.

integrative learning. One Book activities might be another. At the Germantown campus, last spring, six classes read *The Shadow of the Banyan*. Author Vaddey Ratner came to the campus as a part of the Athenaeum Symposium; and later in the semester students from the six classes presented an exhibit featuring their research projects related to the book. This fall, many separate classes, including First Year Seminar classes, at Takoma Park/Silver Spring campus read *King Peggy* and attended the lecture by its author. This spring at the Germantown campus, classes in all disciplines are incorporating, *The Immortal Life of Henrietta Lacks*, part of the One Book Germantown project, and the Athenaeum Symposia will feature descendants of Henrietta Lacks in the *Lacks Family Speaks Out* on Tuesday, March 4.

Montgomery College has long offered a variety of integrated learning communities. For over ten years, Montgomery College has offered 15-20 additional learning communities per semester that explore complex themes, such as "Global Women" and "Cultural Identity in a Changing World," and address student engagement and success. Hundreds of students and their faculty are affected each year. Linked classes have also been the hallmark of our Honors programs. Common theme activities enhance classroom learning. In 2009, three separate programs (MC-Smithsonian Faculty Fellowship, First Year Experience (FYE) Seminar at TP/SS; and Arab-American Heritage Month) chose to collaborate on a common theme of Peace and Justice. The additional exposure to big question topics creates synergies inside and outside of classrooms.

Inspired by our collaboration, Work Group F posed the question: "Why not infuse these successful practices and pedagogies throughout our general education offerings and reach as many MC students as possible?" We arrived at a *big vision* for academic change; as a result, our findings and recommendations, it reaches deeply into many areas of the College. In this process, we recognized that our programs needed to be lifted out of the administrative reporting structures that separated us. A shift to a One College team approach—at a higher reporting level—would maintain academic focus and support our interrelated missions.

Approach

Work Group F met five times beginning in November 2013. Our process started with a review of the history, functions and successes of each of the represented programs. The opportunity to conduct this *big sky* review of our programs and their place at Montgomery College (MC) was invigorating. As we began to meet, in the context of Academic Redesign, we were startled to recognize that the existing structure failed to foster our strengths. The academic tradition at MC has been one of silos, separating programs that might naturally flourish together. Most of the programs have been operating on status quo budgets and missions. There has been no overarching, One College approach. We are excited about the potential for this new academic design to support faculty-inspired and faculty-led innovation. This report contains the observations and recommendations of Work Group F. We welcome comments from our broader MC community, to help shape implementation.

Work Group F Recommendations

Form An Integrative Learning Council. MC should form an Integrative Learning Council. This Council will build on the fruitful collaboration begun in Work Group F to help identify opportunities to infuse integrative learning into the curriculum, collaborate on programming and a common special events calendar, help support faculty

development and help inform the community (college and beyond) about special learning opportunities the college offers.

Infuse the Curriculum with Integrative Learning Best Practices and Pedagogy. MC can lead with these strengths, including truly interdisciplinary courses; a variety of linked course options; writing-intensive assignments and courses; place-based education (museums, field trips); course-linked study travel (local and domestic) and study abroad; One Book collaborations; internships; service learning; civic engagement and global citizenship; community-based research; interdisciplinary curriculum; and capstone projects of all types—performance, entrepreneurship, research, or service.

Embed Best Practices for Integrative Learning into MC's General Studies Degree Program. MC's General Studies degree program, which currently serves about 9,000 of our 27,000 credit students, is in the process of redesign. The new General Studies program must be crafted to provide a strong framework for ensures rich, interdisciplinary and integrative learning for these MC students; such a commitment would help distinguish MC as a center for accessible as well as impactful education. The new General Studies program should include best practices such as, for example, e-portfolios to assess and deepen student learning across disciplines, opportunities for participation in curricular and co-curricular options and resources (discussed thoroughly, elsewhere in this document) and capstone projects. The proposed integrated degree format will both allow students to explore their options as well as support transfer. Form a Collaborative General Studies Committee that includes representatives of both the academic advising and counseling faculty along with academic faculty. Train and develop team of Concentration Core Faculty Advisors.

Increase Participation in Honors Programs and Courses. An estimated 30 percent of MC students hold an Honors-eligible GPA of 3.2 or higher. Only two percent currently participate in these programs or courses. We want to offer multiple entry points to Honors cohorts and classes, increasing participation.

Use Scholarships to Draw Students into Integrative Learning and Honors Curricula. Analyze totality of current scholarship spending and reconsider (where practicable) using scholarship awards to guide high-achieving students into these Integrative Learning environments that enhance their academic achievements at MC and increase and broaden their transfer and scholarship opportunities.

Expand Participation in First Year Experience Seminars. Build on FYE strengths, by expanding its reach to more students and by infusing more Integrative Learning elements into seminars. Recruit FYE faculty as partners, encouraging students to enroll in integrative learning enhanced courses, including Honors, to facilitate their success and completion.

Increase Service-Learning Opportunities. Service-Learning is an extremely valuable component of integrative learning. Service-Learning staff can team with the Integrated Learning Council, and other faculty, to develop service-learning opportunities that are tied directly to the curriculum and that have both a local and global reach.

Establish MC as a Center for Global Learning. MC students will become informed global citizens who can engage diverse perspectives; they will effectively address big questions that are important across the globe. A variety of programs, for example, the Global Humanities Institute, Study Abroad and Travel Study, International Studies, Geography, World Languages and MC's General Education "global competencies," will offer opportunities to

develop students, faculty and staff as global citizens. Efforts may include the following: internationalized classes, service-learning opportunities linked to global issues, participation in community-based projects with international partners, virtual interactions with college students and faculty in other nations; exchange programs for students and faculty, study travel abroad; and academic conferences.

Support Increased Study Abroad, Travel Study and Scholarships. Study abroad and travel study are a powerful way to help students make connections between their own lives and those of others. The program's goals include: increase enrollment in study abroad, including semester study, year-long study and short-term study, develop curricula and pedagogy appropriate to study abroad and travel study; recruit, train and vet more MC faculty for international teaching, research and professional development; develop more local and domestic travel opportunities; tie study abroad and travel study destinations to topics and themes in general education classes that transfer seamlessly; collaborate with other global programs offered by MC, nationally and internationally. All areas will include an ongoing study of best practices in academic components of study abroad and study travel.

Expand Course Offerings in Interdisciplinary Studies (IS). Many schools offer courses that are interdisciplinary in perspective. The University of Maryland (UM) offers I-Series courses, a signature program of their General Education initiative. I-series courses explore contemporary issues from an interdisciplinary approach. UM students are required to participate in two or more I-series courses during their first two years. MC could take advantage of this model as one more choice for Integrated Learning. MC currently offers linked courses via the Learning Communities program; this program needs to be expanded. Although the Renaissance Scholars program regularly offers interdisciplinary courses, the number of these types of courses needs to be increased. The interdisciplinary curriculums, such as the Women's and Gender Studies Certificate, offer students the opportunity to examine a focused scholarly perspective in a variety of disciplines. Work Group F noted that room needs and scheduling support are imperative for such courses to run successfully.

Increase Opportunities for Collaboration with STEM Disciplines. Team with STEM disciplines to support integrative studies and interdisciplinary approaches. Climate science, for example, could be taught as a learning community with an English or Ethics course. Students can also learn to address issues that impact all world citizens such as how best to meet the food and water needs of a growing world population. Work Group F suggests development of Honors sections of EN102 with emphasis on science writing and research. Research at Yale Medical School demonstrated that medical students developed stronger observational skills when asked to carefully observe art at the Yale Museum of British Art. Encourage STEM faculty to participate in cross-disciplinary development opportunities, such as the faculty fellowship programs offered by Writing in the Disciplines, Paul Peck Humanities Institute, and Global Humanities Institute. Increase participation by STEM students in Honors conferences to present their research. Reach out to and support students from populations underrepresented in STEM fields, such as women and students of color.

Support Infusion of Integrated Learning into Non-Credit Curricula. It is important to reach beyond credit classes to encourage the infusion of integrated learning, where practical. Added benefits could include increased interest in participation in the credit and Honors curricula, further deepening the value of MC to the county. For example, faculty teaching non-credit courses on Conflict Resolution approached MC's Peace and Justice Community faculty, in order to collaborate with them.

Address MC's Failure to Communicate. Broad-based communication to MC faculty, staff, administrators and students (both current and prospective) about the value of the integrative learning curricula is needed. MC is not currently very effective about communicating about curriculum -- or frankly, other issues. Inside MC Online cannot fulfill the full range of communication needs the College has. The MC website does not compare well to other local community colleges. Work Group F members unanimously expressed concerns about the difficulty in reaching students to let them know about events, scholarships and internship offerings. All agreed that so far, the best place to successfully communicate complex messages to students has been in face-to-face sessions. The result is that most students are poorly informed about the powerful learning opportunities MC offers. Not one of the members of Work Group F participated in the communications focus groups conducted this fall; many commented that there was short notice. Work Group members suggest that a report based on a convenience sample will not yield the desired results. Work Group members expressed concern about this missed opportunity. Effective communication about the value of integrative learning is essential to the strength and success of these programs.

Team with Counseling and Advising. Counselors have face-to-face advising sessions with MC students. They can help spread the word about MC's commitment to integrative learning opportunities. When appropriate, students should be guided to Learning Communities, the Honors programs, study abroad, interdisciplinary courses and programs, internships and scholarships. Participation in these programs fosters student success at MC and will improve their opportunities for transfer. In addition, scholarship awards are closely tied to the rigor and richness of a student's curriculum. A representative from the Counseling and Advising faculty has agreed to join our Integrative Learning Council.

Redesign the Academic Calendar to Support Planning and Collaboration. Incorporate time into our academic calendar for planning as well as for faculty development. One Professional Week per semester is inadequate for MC's needs. Some schools set aside one day a week, or month (e.g. first Wednesday afternoon) for important work. A mid-October break is one idea for building in more planning time. Faculty, staff and administration would remain on campus to work on long-term planning, professional development, and collaboration while students recharge for the second half of the semester.

Enlist the Aid of Facilities to Support Event Space Needs of Integrative Learning. Integrative Learning occurs both inside and out of our classrooms. MC campuses need sufficient, flexible event spaces to accommodate a variety of event types. With the many building and renovation projects underway, this is a good time to think about how our facilities can best support integrative learning.

Improve Transportation Between Campuses. The notion of One College can be fostered by providing students the opportunity to study at all three campuses. We recommend reinstituting the intercampus shuttle system, in some workable form. In the interim, for special events MC could rent motor coaches. Student would reserve a space, in advance, for a roundtrip from their home campus to the host campus. Host students could meet the bus and escort guest students to the event.

Support Continuous Faculty Development and Teaching Innovation. Provide sufficient reassigned time (what MC currently called Alternate ESH) and encouragement to allow for continuous professional development. Integrative learning pedagogy can be developed and supported by a variety of existing and/or reformed programs including, for examples: the Center for Teaching and Learning, Global Humanities Institute, Paul Peck Humanities Institute, Study Abroad, Learning Community program, Writing in the Disciplines, summer institutes,

colloquiums and workshops, professional conferences and our Sabbatical Leave program. Consider reducing enrollment in classes with significant integrative learning elements and writing-intensive assignments. Collaborate with the MC Libraries and the Center for Teaching and Learning to a collection of resources that may include: LibGuides, annotated bibliographies, links and resources (books, videos) that support teaching innovation.

Develop Faculty Incentives. Providing these rich learning opportunities for our students will require MC faculty to do more. The College must encourage and support faculty who take on these demanding roles. Incentives for participating faculty may include capped (lower) student enrollments, sufficient reassigned time, and financial support for professional development. Outstanding faculty can be recognized in a variety of visible ways.

Leadership and Reporting

Work Groups F embraces the One College vision for Integrative Learning. It is powerful way to address the issues outlined in this report. We recommend the creation of a new leadership position, Associate Vice President of Academic & Educational Initiatives.[4] This person will report directly to the Senior Vice President for Academic Affairs. Work Group F recommends that the following programs would report directly to this Associate Vice President for Academic Initiatives:

- Integrative Learning Council (proposed group)
- General Studies Program (redesigned)
- General Honors (redesigned)
- The Honors cohort programs (Montgomery Scholars, Macklin Scholars, and Renaissance Scholars);
- The Institutes, including: Global Humanities Institute; Paul Peck Humanities Institute; MC Arts Institute; and the Paul Peck Institute for American Culture and Civic Engagement
- International Education and Travel Study
- Hillman Entrepreneurs Program
- Center for Teaching and Learning
- Learning Communities
- Writing in the Disciplines
- Women's and Gender Studies Program
- Peace and Justice Studies Community

It is essential that this position be filled by someone from within Montgomery College, who has deep knowledge of our programs. Teaching and administrative experience is highly desirable. This position represents the College's commitment to supporting faculty-inspired and faculty-directed teaching innovation.

[4] One member of the work group dissented; another did not respond.

Work Group F contributors

This report reflects the input from a group of contributors including the directors of interdisciplinary the programs; we are joined by several others, to provide broader and supporting perspectives[5]. (A listing of members follows.)

Brian Baick, Macklin Scholars
Gül Bronco, Hillman Entrepreneurs Program
Marcia Bronstein, Learning Communities
Genevieve Carminati, Women's and Gender Studies Program
Sara Bachman Ducey, Paul Peck Humanities Institute
Mary Furgol, Montgomery Scholars
Stephen Gladson, Writing in the Disciplines
Francine Jamin, Paul Peck Institute for American Culture and Civic Engagement
Rita Kranidis, Global Humanities Institute
Lucy Laufe, Montgomery College Honors Program
Tülin Levitas, Peace and Justice Studies Community
Gregory Malveaux, International Education and Study Abroad
Joan Naake, Renaissance Scholars at Germantown
Nancy Nyland, MC Libraries
David Phillips, MC Arts Institute
Clarice Somersall, Special Assistant to the Senior Vice President for Academic Affairs
Samantha Veneruso, General Studies
Carole Wolin, Renaissance Scholars at Takoma Park/Silver Spring

The Task Group thanks Dr. Clarice Somersall, Special Assistant to the Senior Vice President for Academic Affairs and Dr. Sanjay Rai, Acting Senior Vice President for Academic Affairs for their support and leadership.

Final report submitted January 24, 2014 by Sara Bachman Ducey, convener, Work Group F

[5] Our group will benefit from expansion to include several more programs, for example, Center for Teaching and Learning, Counseling and Advising, First Year Experience program and Service Learning.

Montgomery College

Academic Restructuring:

Workgroup G Final Report

Executive Summary

To become a national model of educational excellence, Montgomery College (MC) needs to make academic achievement a "front and center" priority, requiring strong support for the office of the Senior Vice President for Academic Affairs (SVP for AA). As the chief academic officer on issues pertaining to faculty and academic affairs units, and as the facilitator of collegewide academic processes, the SVP for AA must meet objectives that are often too wide-ranging to accomplish singlehandedly. These objectives include the administration and oversight of administrators, faculty, staff, and critical academic initiatives.

Workgroup G began meeting in October 2013 with a charge to define the collegewide initiatives and services that are under the leadership of the office of the SVP for AA. The group also reviewed the academic responsibilities and offices that should be administered as collegewide and determined how these could be supported through the office of the SVP for AA. Work completed includes a survey of the units, structures, and initiatives that currently report to the SVP for AA, research on the structures of academic affairs offices in other multi-campus community colleges, and conversations with the interim SVP for AA. These efforts revealed gaps in the College's current organizational structure.

The current SVP for AA office includes the following direct reports: four Vice Presidents/Provosts, a Special Assistant to the Senior Vice President, a Director of Distance Education and Learning Technologies (DELT) and Center for Teaching and Learning (CTL), and an Executive Associate II. Workgroup G sees a critical need for additional centralized collegewide leadership in at least two areas: (1) curriculum and collegewide co-curricular programs; and (2) learning advancement. In addition, there is a need for focused support in professional project management and communications.

Workgroup G recommends realignments to the administration, faculty, and staff within the units and initiatives that currently report to the SVP for AA. Under "Initiatives and Partnerships" in this report, we recommend that a data manager, assessment coordinator, and one other staff positions be added to Academic Initiatives and Partnerships; that the Articulation, Transfer and Academic Services Manager be reclassified as an Administrator, with increased staff; and that a Director of Academic Corporate Partnerships position be created with additional support staff.

Under "Faculty Support," we recommend that the Center for Teaching and Learning hire a full-time instructional designer at the Rockville campus and that the College expand the distance education program with a focus on online degrees. We further believe the College should examine the need for additional staffing to support course development, advising, and digital content creation. We also recommend that the Center for Teaching and Learning and Distance Education and Learning Technologies be combined into one entity.

Under "Academic Resources and Support," we recommend that the Libraries hire the collegewide positions of Assistant Director and Archivist, and that the Libraries have greater integration in academic programs related to teaching, learning, curriculum, and outcomes assessment. We further recommend that all Academic Learning Centers be realigned under a collegewide director who reports to the SVP for AA, and that an advisory group of deans and/or discipline faculty be formed to provide input to the director.

Finally, Workgroup G recommends that the Office of the SVP for AA strengthen its relations with other key Central Services areas, including the Office of the Senior Vice President of Student Services, and the Office of the

Senior Vice President for Administrative and Fiscal Services, and the Office of Planning and Institutional Effectiveness.

A Vision of Educational Excellence

In September 2012 the Senior Vice President for Academic Affairs (SVP for AA) issued an Academic Structure Vision affirming the need for an academic affairs office staffed by members who are empowered to "be innovative and creative in addressing the needs of our students" as well as to "work collaboratively across the campuses and disciplines."

Such an affirmation grew from the College's own vision statement: "With a sense of urgency for the future, Montgomery College will be a national model of educational excellence, opportunity, and student success." Educational excellence, as articulated in the *Montgomery College 2020* strategic plan, means that the College is committed to a "renewed leadership structure that affirms the One College model and supports faculty, staff, and student achievement, innovation, and scholarship. The College will institute practices and develop curricula that emphasize defined educational pathways to degrees and certificates."

Among those practices is balancing a mix of personalized educational experiences and similar collegewide services across all campuses—a Common Student Experience. At the foundation of the Common Student Experience is a set of "7 Truths" that every student can expect from Montgomery College, regardless of campus, major, or professor: "Start Smart, Maintain a Foundation of Support Opportunities, Get Connected, Build Community, Enhance the Classroom Experience, Encourage Student Success Every Step of the Way, and Plan to Cross the Finish Line." These Truths, drafted by the Common Student Experience Task Force in 2012, inform the values that drive the College's academic plan.

Coincidentally, the state of Maryland's *College and Career Readiness and College Completion Act of 2013* seems to echo the College's plan when it declares that community college students seeking an associate's degree must have a plan for completion when they enter (section 15-113), and community colleges must identify pathway systems to graduation for degree-seeking students (section 15-114).

If Montgomery College is to become a national model of educational excellence, academic achievement needs to be a "front and center" priority. The office of the SVP for AA will require strong support to realize this priority. A properly staffed and configured office and more direct reporting of some collegewide initiatives will also provide needed leadership and direction-setting for the College, particularly as it moves toward a one-College structure.

The Need for a Strong Senior Vice President for Academic Affairs Office

As the chief academic officer on issues pertaining to faculty and academic affairs units, and as the facilitator of collegewide academic processes, the SVP for AA must meet objectives that are often too wide-ranging to accomplish singlehandedly. Especially given the College's commitment to being a national model of educational excellence, these objectives must include the oversight of (1) academic administrators, faculty, and instructional staff and (2) critical initiatives, such as closing achievement gaps, globalizing the curriculum, and expanding the range of educational opportunities. The office of the SVP for AA would also be responsible for performing

academic program assessments that promote accountability, collaboration, and improvements in effecting the Common Student Experience.

These objectives also include the administration of programs, including Montgomery College/Montgomery County Public School partnerships; libraries; concurrent enrollment; articulations; corporate partnerships; distance education; and faculty professional development.

Capable, professional administrators and staff are already in place to support many programs overseen by the SVP for AA's office. There remains a clear need, however, for further professional and administrator level support and the restructuring of some reporting lines to strengthen the collegewide work of the SVP for AA.

Academic Affairs Restructuring Workgroup G

Workgroup G began meeting in October 2013 to define the collegewide initiatives and services that are under the leadership of the office of the SVP for AA. The group was also charged with reviewing the academic responsibilities and offices that should be administered as collegewide and determining how these can be supported through the office of the SVP for AA. Work completed includes a survey of the units, structures, and initiatives that currently report to the SVP for AA, research on the structures of academic affairs offices in other multi-campus community colleges, and conversations with the interim SVP for AA.

The SVP for AA must effectively lead the College's academic programs and respond to the external forces that affect them. Workgroup members recognize that the SVP for AA office lacks key staff to provide the needed leadership and set directions for the academic core of the College. After the chair of Workgroup G consulted with the Interim SVP for AA about the needs of the office, workgroup members developed the staffing portion of an interim report, and the workgroup provided feedback. What follows is a detailed report on the current resources and anticipated needs of the SVP for AA.

Workgroup G Members:

- Tanner Wray (RV), Director of College Libraries and Information Services, Administrator and Chair
- Diane Barberesi (TP/SS), Coordinator, Clinical Education Outreach, Health Sciences, Staff
- Debra Bright (RV), Articulation, Transfer and Academic Services Manager, Staff
- Carol Burbage (RV), Learning Center Manager, Math/Science Center, Staff
- Ernest Cartledge (RV), Assistant Director of Enrollment Services and Registrar, Administrator
- Robert Giron, (TP/SS), English, Reading, World Languages, AELP, Women's Studies, Faculty
- Claudia Greer (RV), Assistant to the Deans, Staff
- Brooke Higdon (RV), Purchasing Manager, Auxiliary Services, Staff
- Kevin Long (RV), Senior Planning and Policy Analyst, Office of Planning and Institutional Effectiveness, Staff
- Ja'Bette Lozupone (GT), Executive Associate, Office of the Vice President and Provost, Staff
- Michael Mills (GT), Director of Distance Education and Learning Technologies and Center for Teaching and Learning, Administrator
- Andrea Milo (TP/SS), Counselor, Faculty
- Tammy Peery (GT), Humanities/Social Sciences/Education, Faculty
- Akima Rogers (RV), Concurrent Enrollment Programs Manager, Staff
- Elena Saenz (RV), Director of Academic Initiatives, Administrator
- Carmen D'Agostino (RV), Manager, Organizational Learning, CPOD, Staff and Resource Member
- Josephine Trawick (RV), Administrative Aide, Libraries, Staff and Resource Member

Resources that Currently Support the SVP for AA ("Direct Reports")

The current SVP for AA office includes the following direct reports (See Appendix A): four Vice Presidents/Provosts (each of whom have discipline/academic program responsibilities and serve as a chief executive officer for a campus), a Special Assistant to the Senior Vice President (with collegewide responsibilities for a number or programs and internal and external relations), a Director of Distance Education and Learning Technologies and Center for Teaching and Learning (with collegewide responsibilities), and an Executive Associate II.

Vice Presidents/Provosts

The Vice Presidents/Provosts are Dr. Judy Ackerman, responsible for the Rockville campus with academic program responsibilities for business, education, English, reading, and the arts; Dr. Brad Stewart, responsible for the Takoma Park/Silver Spring campus with academic program responsibilities for AELP, health sciences, humanities, and social sciences; Ms. Margaret Latimer (acting), responsible for the Germantown campus with academic program responsibilities for science, technology, engineering, and mathematics; and Mr. George Payne, with academic program responsibilities for applied technologies, the Gudelsky Institute for Technical Education, and workforce development and continuing education across all campuses and approximately 50 remote sites. All of these Vice Presidents/Provosts have led workgroups that have studied the structure, function, and needs of their academic areas. Separate reports on each of these areas will be created and distributed by those workgroups.

Special Assistant to the Senior Vice President for Academic Affairs

The Special Assistant to the SVP for AA, Dr. Clarice Somersall, has responsibility for academic initiatives/partnerships; articulation and transfer agreements; corporate partnerships; and the College libraries. Descriptions of each program, along with comments and recommendations related to programs, are included later in this report.

Director of Distance Education and Learning Technologies and Center for Teaching and Learning

The Director of Distance Education and Learning Technologies and the Center for Teaching and Learning is Dr. Michael Mills. Descriptions of this program, along with comments and recommendations related to the program, are included later in this report.

Executive Associate II

The Executive Associate to the SVP for AA, Ms. Rita Dodson, manages the day-to-day operations of the SVP for AA Office. She manages the SVP for AA's schedule; provides support for reports, documents, and correspondence; secures and handles confidential information and documents; monitors and manages budget allocations; oversees clerical support for the Office; and welcomes and triages guests in person and on the phone.

Needs for Further Resources to Support the SVP for AA ("Direct Reports")

There have been many changes to the administrative organization of Montgomery College over the past five years. The current academic leadership organizational chart may be found in Appendix A. In an effort to gain perspective by peer comparison, Workgroup G reviewed the academic affairs organizational structures of several large, multi-campus, suburban community colleges (see Appendix B), and the staffing configurations of other SVP offices at MC (see Appendix C). Gaps, as well as many strengths, in MC's current organizational structure surfaced. The most apparent gap falls under the office of the SVP for AA. There is a critical need for centralized collegewide leadership in at least two areas and a need for additional focused support in two areas. These recommendations provide the needed collegewide Academic Affairs leadership, and will bring the SVP for AA unit configuration more in line with other MC SVP units. Although Workgroup G is recommending some possible configurations and position levels, the SVP for AA will need to determine the best way to organize and accomplish the work.

Associate Vice President for Curriculum and Collegewide Co-Curricular Programs

The workgroup sees a gap in consistent collegewide oversight for General Education, General Studies and collegewide co-curricular programs. An academic structure for the continued success of the General Studies program should be established, and curricula proposed by the General Studies task group should be reviewed and implemented. Faculty-led co-curricular programs lack a collegewide administrative structure. There also is a need to oversee the implementation of strategies in compliance with the *College and Career Readiness and College Completion Act of 2013*.

Academic Restructuring Workgroup F, charged with reviewing multi-disciplinary programs, institutes, and educational opportunities, also cites a leadership need at the level of associate vice president for academic and educational initiatives. In their interim report, Workgroup F indicated that areas of focus for this position should include General Studies, General Honors, Honors cohort programs, and other programs. We concur with Workgroup F's recommendation, and believe that the responsibilities the group mentions might be folded into the position of associate vice president for curriculum and collegewide co-curricular programs that we recommend. We also concur with Workgroup F's recommendation that this position report directly to the SVP for AA.

Associate Vice President for Learning Advancement

Workgroup G sees a need for collegewide focus on academic planning, ensuring that the College's academic administrators and faculty members have access to data for making informed decisions and fostering a data-driven academic strategic planning process. The College needs an academic master plan and a concerted focus on closing the achievement gap. Other academic initiatives would benefit from a centralized, collegewide focus, including providing support for pursuing grant opportunities. Strong SVP for AA support for the assessment of academic efforts, including learning outcomes, is strongly needed. A more robust emphasis on professional development, online teaching capacities, instructional innovation, and the instructional technology needs of faculty would support a stronger College academic program. In addition, the College needs to identify distance education areas that lend themselves to online degrees. We also recommend combining CTL and DELT into one entity. We believe that these responsibilities could be part of the office of an associate vice president for learning advancement.

Professional Staff

With all the initiatives that are underway and will be launched, the SVP for AA requires professional staff to support the office's project management, office coordination, information sharing, and partnership development activities.

Communications

The SVP for AA office has been relatively silent in terms of public communication. The SVP for AA's office needs to develop more effective communications with administrators, faculty, students, and the community. Memoranda, publications, and other communication items will need to be developed. In its interim report, Workgroup F noted that the College "is not reaching effectively to faculty or students" and mentions particular difficulties with communicating to students "about special events, scholarship and internship offers." A communications specialist who specifically focuses on academic affairs and opportunities and who reports directly to the SVP for AA will help to remedy these concerns and to assist units and initiatives in Academic Affairs with internal communications. Strong collaboration with the Office of Communications will be critical to developing a successful Academic Affairs communications program.

Needs for Further Resources and Realignment to Support the SVP for AA

Administration, faculty, and staff within the units and initiatives that currently report to the SVP for AA through the Special Assistant to the Senior Vice President were surveyed to determine their current state and their needs for effective programs and services. Information on the Academic Learning Centers and on Distance Education and Learning Technologies (DELT) and the Center for Teaching and Learning (CTL) was also gathered. Appendix D contains an inventory of these units – office and staff locations, services provided at each location, and organization charts.

Workgroup G members identified the need for major initiatives to have focused leadership, and adequate staffing to effectively carry out the work. That is reflected in the recommendations. Workgroup G did not do an across-the-board assessment of the appropriateness of staff position levels and classification. The workgroup acknowledges that there are inequities in some units that should be reviewed.

Initiatives and Partnerships

The SVP for AA office oversees and develops partnerships and initiatives that develop pathways for students from high school to MC to a four year college, university, or career. These initiatives also complement the learning experience of students, especially when students must apply theory learned in class to real world situations.

Academic Initiatives and Partnerships

This office manages partnerships between MC and MCPS, the Universities at Shady Grove (USG), and the University System of Maryland (USM). Through these partnerships, USM and MC cooperatively offer undergraduate-level coursework in MCPS, developing successful pathways to college and/or career readiness for every MCPS student. The 30 programs, activities, projects, and initiatives maintained by MC's Academic Initiatives and Partnerships office and MCPS' Office of Curriculum and Instructional Programs focus on identifying and monitoring college access and readiness, supporting and accelerating opportunities for student success through the educational pipeline, providing professional development mechanisms for

personnel employed by all three educational entities, and more. Several of the collaborative efforts concentrate on channels for outreach to parents and the larger community. The College and Career Readiness and College Completion Act (CCRCCA) increased the reporting requirements for initiatives in this office. This office is responsible for all aspects of early placement activities at Montgomery College.

Recommendations

- Add a data manager position to meet legislated reporting requirements related to the College and Career Readiness and College Completion Act (CCRCCA).
- Add an assessment and testing coordinator to manage assessment activities related to early placement students and High School Accuplacer Program (HSAP).
- Additional staffing support is needed for initiatives including middle college, STEM outreach, and Kindergarten to College.

Articulation and Transfer

This office negotiates and maintains over 100 articulation agreements, reverse transfer agreements, and partnership programs to encourage degree completion and ease student transfer to public and private four-year institutions. The staff also develops and maintains Career and Technology Education (CTE) articulation agreements with K-12 partners; advises senior administration on articulation, transfer, and other relevant academic matters; and collaborates with faculty, staff and administrators at MC and four-year institutions to address and resolve transfer-related issues. Survey responses indicate that this small unit has accomplished a great deal with only a two-person staff. While renewal of articulation agreements and educational partnerships is at the heart of this office, a number of additional responsibilities and initiatives require considerable amounts of time. Notable successes include the creation or renewal of over 50 agreements involving over 20 Montgomery College academic departments during the past year, increased marketing of transfer agreements and scholarship opportunities, successful coordination of the Annual College Scholarship Conference, convening of two productive collegewide committees (Articulation Review Committee and the Transfer Scholarship Coordinating Committee), and the launch and maintenance of numerous transfer-related websites. Major changes, such as curriculum revision, transfer initiatives and collegewide course re-numbering, pose higher demands.

Recommendations:

- The Articulation, Transfer and Academic Services Manager position should be reclassified as an Administrator so that the grade is in alignment with the title. This would allow for increased access to information, statewide involvement, and long term strategic planning.
- Staffing should be increased to include an administrative aide and an additional area expert to develop, evaluate and market partnerships. This would mean higher productivity, additional outreach to students, and the ability to track and evaluate agreement success.

Corporate Partnerships

Corporate partnerships are an area of opportunity for the College. These partnerships complement the learning experience of students, especially when students must apply theory learned in class to real world situations. Moreover, some partnerships have led to student internships and visits to corporate headquarters. Currently two main corporate partnerships, with Accenture and Discovery Communications, have been established and are managed

principally by the Special Assistant to the SVP for AA. The development of those partnerships was handled as two special projects.

In addition, hundreds of other corporate partnerships and memoranda of understanding (MOUs), for example MC's partnership with Holy Cross Hospital, exist across the College and are managed independently by different academic units. There is no centralized database or information repository that faculty, staff, students, or corporations can access to gain information about these partnerships, and there are currently no staff specifically assigned to develop or coordinate these partnerships within Academic Affairs from a collegewide perspective.

The development and support of corporate partnerships in support of academic initiatives should be more strongly positioned in the SVP for AA office. Strong collaboration with the College's Office of Advancement and Community Engagement will be critical to developing a successful academic corporate partnership program.

Recommendations:

- An administrative Director of Academic Corporate Partnerships position should be created to provide leadership for these initiatives and centralize information and communication related to corporate partnerships and MOUs.
- Additional support staff should be provided to develop and execute corporate partnerships after the initial contact is made. In addition, support staff should create and maintain a centralized database of information about existing partnerships and MOUs that could be accessed by faculty, staff, students, and corporations seeking information about how to participate in these partnerships or create new ones.

Faculty Support

The Office of Distance Education and Learning Technologies and the Center for Teaching and Learning provide numerous professional development opportunities for faculty to improve and enhance the teaching and learning process. These offerings focus on solid pedagogy and innovation in both face-to-face and distance education classrooms. DELT and CTL are separate collegewide entities currently under the direction of a single director.

Office of Distance Education and Learning Technologies & the Center for Teaching and Learning

The Center for Teaching and Learning and the Office of Distance Education and Learning Technologies collect evidence of professional development workshop successes via the survey responses that faculty complete after each offering. These responses indicate that faculty are receiving a high quality of training. Both departments believe there is an adequate array of professional development offerings aimed at furthering the teaching and learning process. The campus-based model of the CTL, where faculty associates work with instructional designers and a campus workgroup to identify professional development needs, has been most effective. This model allows faculty to plan and offer the trainings.

Future directions for DELT include focus on the use of mobile technologies to enhance teaching and the creation of fully online degree programs. In addition, the development and use of open educational resources is critical to reducing students' educational costs.

Recommendations:

- Combine the CLT and DELT into one entity.
- The CTL should have a full-time instructional designer at the Rockville campus. As the College's largest campus, Rockville needs to provide services to faculty without having to share an instructional designer with the TP/SS campus.
- The College should expand its distance education program, with a focus on online degrees. Distance education is an area of continued enrollment growth, and the College should examine the need for additional staffing to support course development, advising, and digital content creation.

Academic Resources and Support

The Libraries and Academic Learning Centers provide complementary services to students in support of their academic success. All of the facilities provide study space, consultation services, and computer access. The Libraries are centralized under one collegewide administrator and provide similar services across locations. The Academic Learning Centers report to deans and departments, and struggle to meet Common Student Experience expectations.

Libraries

Survey responses from the Libraries' staff indicated successes in several areas, including an expanding student instruction program and a faculty services program that are gaining College recognition; a good electronic resources collection to support student success; and strong collegewide partnerships to accomplish goals. Plans for future work include a 2014 refurbishment to update facilities, and an ethnographic and participatory design study with ongoing user feedback to develop user-tailored services and facilities.

Development of the Libraries' mission statement and strategic plan will further facilitate a One College emphasis and cooperation across the Libraries. The Libraries' assessment program includes strong initiatives with learning outcomes assessment, cost per use analyses for collections, and ethnographic techniques. An Assessment Committee is reviewing the use of newer assessment measures.

The Libraries' challenges include needing to better integrate the Libraries into the College's academic work/curriculum and information literacy goals; acquire better furniture and more flexible public/staff spaces; develop 21st century library services for student success; and provide a more consistent student experience. Personnel challenges include lacking a person to lead the development of collegewide user services, and difficulty in developing and maintaining appropriate staffing levels and skillsets to meet library user needs and to support a robust engagement with collegewide goals and initiatives.

Recommendations:

- The Libraries require an Assistant Director to oversee and provide collegewide direction for all user services. This would enhance the Common Student Experience and facilitate

services development in support of College goals and student success. Libraries of comparable complexity frequently have such a position.

- A proposal has been submitted to revitalize and build an MC Archives program. The Libraries require an Archivist to do this. If this staffing request is met, the MC Libraries could systematically collect, preserve, and share MC's records of enduring historical value, and provide opportunities for student research and community/donor engagement.
- The Libraries seek greater integration in College academic programs and initiatives related to teaching, learning, curriculum, and outcomes assessment, including active involvement in collegewide committees and task groups.

Academic Learning Centers

The Academic Learning Centers are an integral part of a student's academic experience at MC. Over time, each of the centers grew as its respective departments and campuses identified student needs for academic resources and support, study space, and materials. They grew in different ways as funding, space, and staffing became available. Many of the centers are multidisciplinary units. Under the new academic structure, those centers could have reporting responsibilities to different deans and departments on multiple campuses, even for similar centers.

The Academic Learning Centers are at a critical stage, with significant inconsistences across the College in administrative reporting lines, academic departments supported by similar centers, staffing levels, the amount and type of resources and academic support offered, tutoring models, types of tutors, tutor training practices, assessment practices, and professional development opportunities for staff. The 2012 College Area Review for the learning centers recommended the establishment of a task force to review inconsistencies and issues faced by the centers. It also recommended using this information to develop an RFP for an external reviewer.

Students expect similar services, resources, and facilities across all three campuses as an increasing number of students avail themselves of classes, programs, and support on multiple campuses. They do not understand the current inconsistencies. In addition, the recommendations of the Common Student Experience Task Group include the Academic Learning Centers throughout the "7 Truths" and emphasize the need for consistency in support offerings.

Recommendations:

- The Academic Learning Centers should report to a collegewide director who reports to the SVP for AA. The centers' administrative structure would mirror that of the libraries. This restructuring would facilitate the Common Student Experience and help address the underlying concerns that prompted the recommendation in the CAR report. The 2012 Academic Restructuring Task Force report, "Restructuring Considerations for Academic Support Centers," explains the pros and cons of such realignment, noting that it "facilities sharing information, best practices, innovation, and some resources like marketing materials." (See Appendix E.)
- To ensure that the learning centers address students' specific academic needs and provide appropriate resources, an advisory group of deans and/or discipline faculty should be created. The advisory group would meet regularly with the Academic Learning Centers director and provide regular input to the director and program.

Intra-Institutional Collaboration

The Office of the Senior Vice President for Academic Affairs will need to work collaboratively with the other key Central Services areas to implement effectively any accepted recommendations within this report and the reports of the other six workgroups. The relations with those key areas, including the Office of the Senior Vice President of Student Services, and the Office the Senior Vice President for Administrative and Fiscal Services, the Office of Planning and Institutional Effectiveness and other executive-level administrators, should also be strengthened as a result of the academic restructuring process.

In particular, collaborative efforts between the SVP for AA's office and the Office of Planning and Institutional Effectiveness will be needed to coordinate, plan, and oversee the development and implementation of student learning and program outcomes assessment within the broader context of institutional assessment. The SVP for AA should play a leadership role in setting the academic assessment agenda, providing the necessary support for faculty participants and holding faculty and academic administrators accountable for the timely development, collection, dissemination, and use of assessment results. This leadership role will require working closely with the VP for Planning and Institutional Assessment to ensure that established collegewide assessment and review processes are followed and are reflective of academic priorities. It will also require ensuring that the results are (1) utilized to enhance the curriculum in accordance with Middle States accreditation standards and (2) integrated into opportunities for faculty professional development.

Conclusion: Moving Forward with a Sense of Urgency

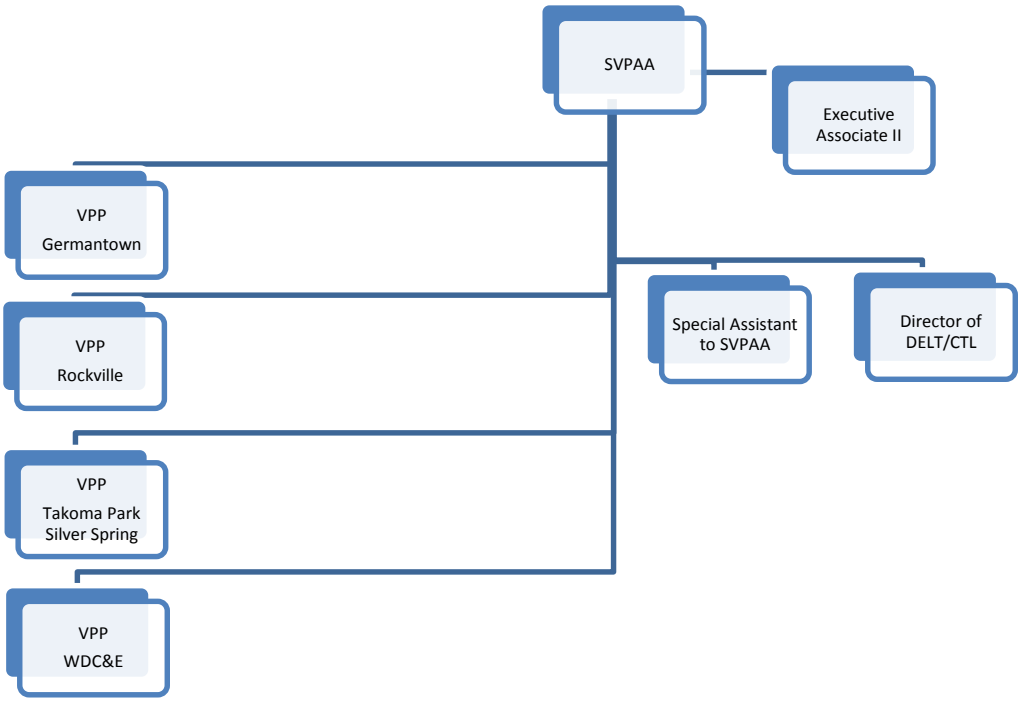
We conclude this report mindful of the College's vision statement: "With a sense of urgency for the future, Montgomery College will be a national model of educational excellence, opportunity, and student success."

Beginning with the premise that educational excellence requires the College to make academic achievement a "front and center" priority, we have explained how a strengthened Office of the Senior Vice President for Academic Affairs will move the College's academic vision forward in vital and productive ways. A review of existing programs in the SVP for AA's office—as well as a look at how colleges of comparable size and complexity organize their academic programs—led this workgroup to conclude that significant organizational gaps need to be remedied. New and realigned positions and programs have been researched and described in this report. We believe they are essential to realizing the College's vision.

We appreciate the opportunity to contribute our thinking and efforts to the restructuring of Academic Affairs.

Now is the time for action.

Appendix A: Senior Vice President for Academic Affairs Current Direct Reports



Title: Vice President and Provost

Grade: R

Serve as Chief Executive Officer of a campus

- Coordinates the planning and management of campus and College resources to accomplish the teaching/learning mission of the College and to promote student success
- Acts as chief spokesperson for campus, both internally and externally. Maintain relations with elected officials
- Works in concert with Campus Facilities Director to maintain and make available campus facilities for employees and community use
- Manages, in conjunction with College Communications Office, external and community relations efforts for campus
- Leads, in collaboration with deans, department chairs, and program directors, campus academic and student services planning activities, coordinates with College wide planning efforts
- Leads efforts to increase civic engagement among faculty, staff, and students
- Leads grants and private gift initiatives for the campus-based programs

Title: Special Assistant to the SVPAA

Grade: P

- Oversees external and internal academic initiatives and partnerships in conjugation with faculty and staff. Aids in managing various departments, and strengthens external partnerships.
    - Manages the Director of Academic Initiatives, who develops and administers the Montgomery College partnership with Montgomery County Public Schools, including planning and implementing academic programs and services, curriculum development, and

maintains academic standards within the Academic Initiatives and Early Placement unit. Position also serves as the chief college administrator of early placement.

- Provides oversight for articulation and transfer agreements, corporate partnerships, and the libraries.
    - Manages the Articulation, Transfer, and Academic Services Manager, who manages and negotiates articulation agreements, evaluates curriculum to determine course and program equivalencies, and advocates for transfer scholarships and other benefits for MC students.
    - Manages the Director of Libraries and Information Services, who provides vision, direction, leadership, guidance and support for work activities of the four College Libraries, Technical Services functions, and associated library functions such as the Archives Special Collections.

Title: Director of Distance Education and Learning Technologies and Center for Teaching and Learning

Grade: P

Department Oversight and Faculty

- Hires, supervises, evaluates and manages the work of all employees in the DELT and CTL offices
- Supervises training for faculty developing and delivering distance education courses
- Develops a comprehensive distance education faculty development program.
- Coordinates campus CTL Faculty Associates to plan semester professional development workshops
- Co-chairs Learning Technologies Committee to further the implementation of educational technologies at Montgomery College

Title: Executive Associate to the SVPAA

Grade: J

- Manages the day-to-day operations of the Office of the Senior Vice President for Academic Affairs.
- Coordinates schedule and calendar of SVP for AA, provides support for reports, documents, and correspondence. Secures and handles confidential information/documents, monitors and manages budget allocations for the SVP for AA, oversees clerical support for the Office, welcomes and triages guests in person and on the phone.

Appendix B: Community Colleges Staffing Comparisons

In an effort to gain perspective by peer comparison, Workgroup G reviewed academic affairs organizational structures for several large multi-campus suburban community colleges from a list provided by OIRA. The structure of several colleges' academic affairs offices are listed below.

Collin College, Plano TX
Collin College has three campuses. The ***District Sr. VP of AA and Student Development*** is similar to MC's SVP for AA.

Community College of Baltimore County (CCBC), Baltimore, MD
CCBC has three main and three satellite campuses. The **Executive VP of Instruction** position mirrors MC's SVP of AA.

Suffolk Community College, Long Island, New York
Suffolk Community College's three campuses have an Executive Dean/Campus CEO (the equivalent of MC's VP and Provosts). The following oversight responsibilities fall under ***the VP for Academic and Student Affairs.***

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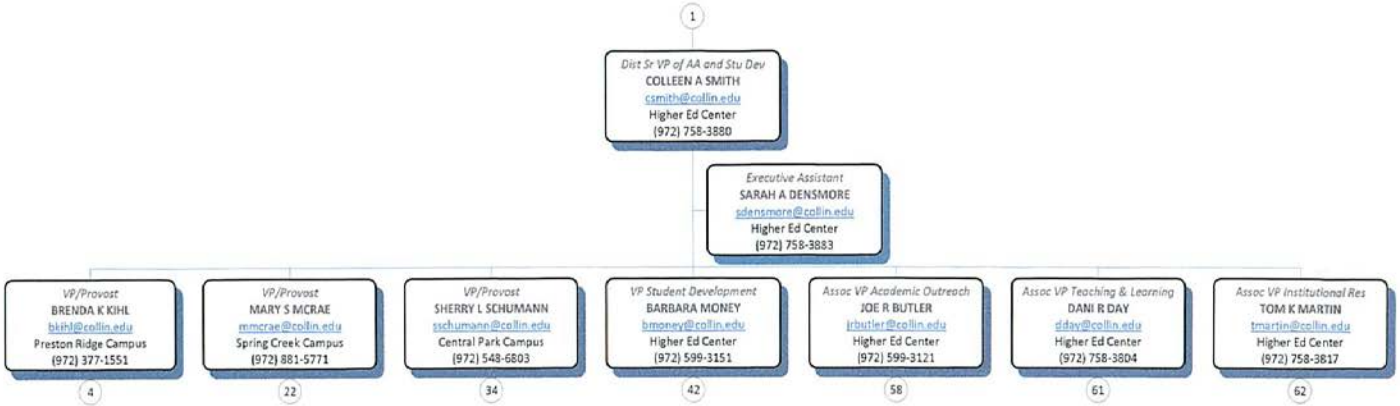
COLLIN COLLEGE

Academic Affairs/Student Dev SVP Office



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Community College of Baltimore County (CCBC), Baltimore, MD

Organizational Chart FY 2014

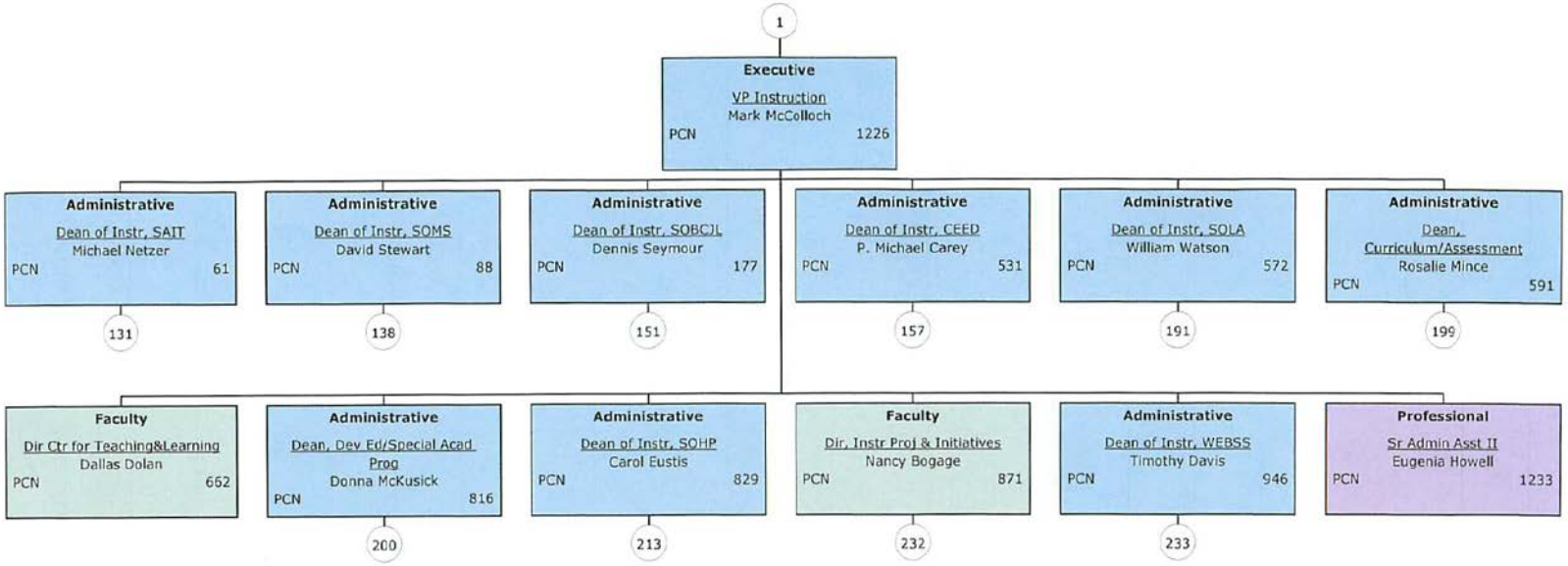
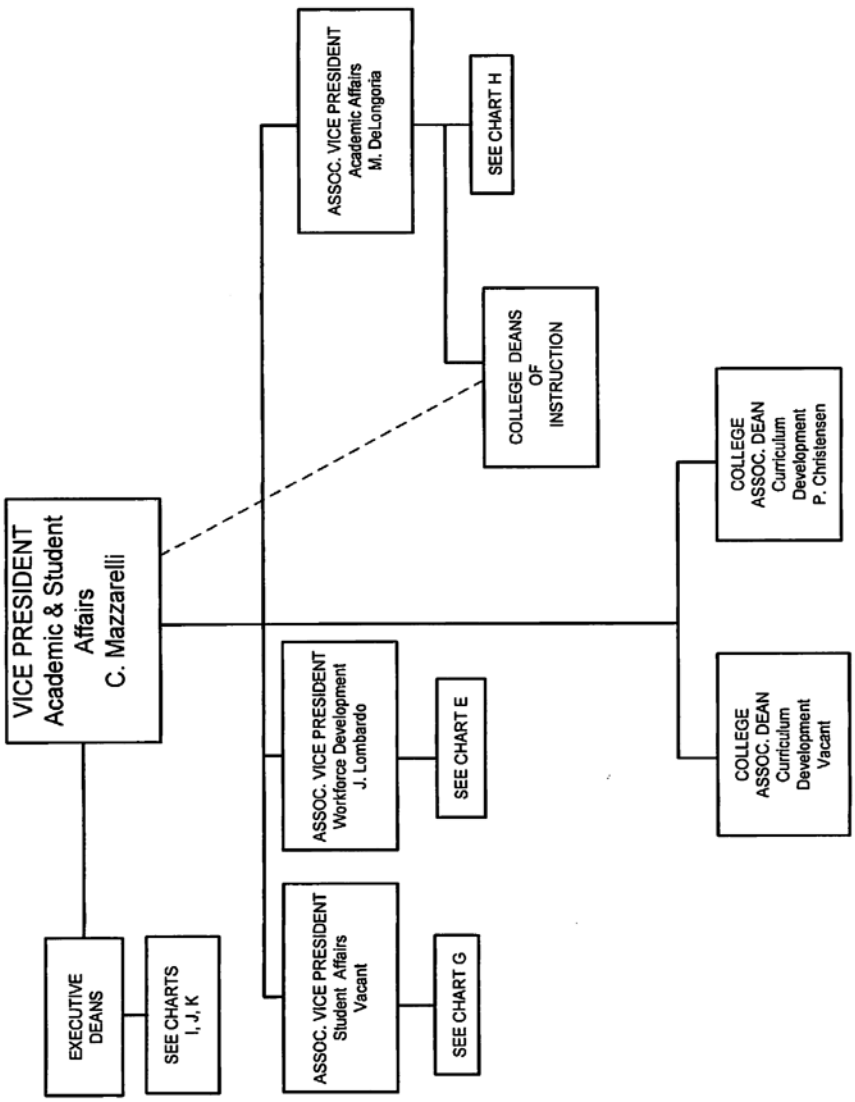


Chart A

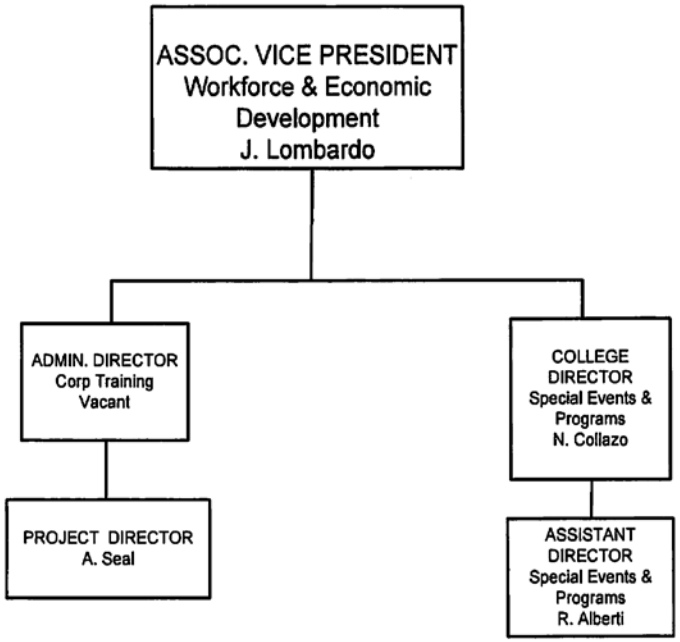
ACADEMIC & STUDENT AFFAIRS



As of December, 2013

Chart E

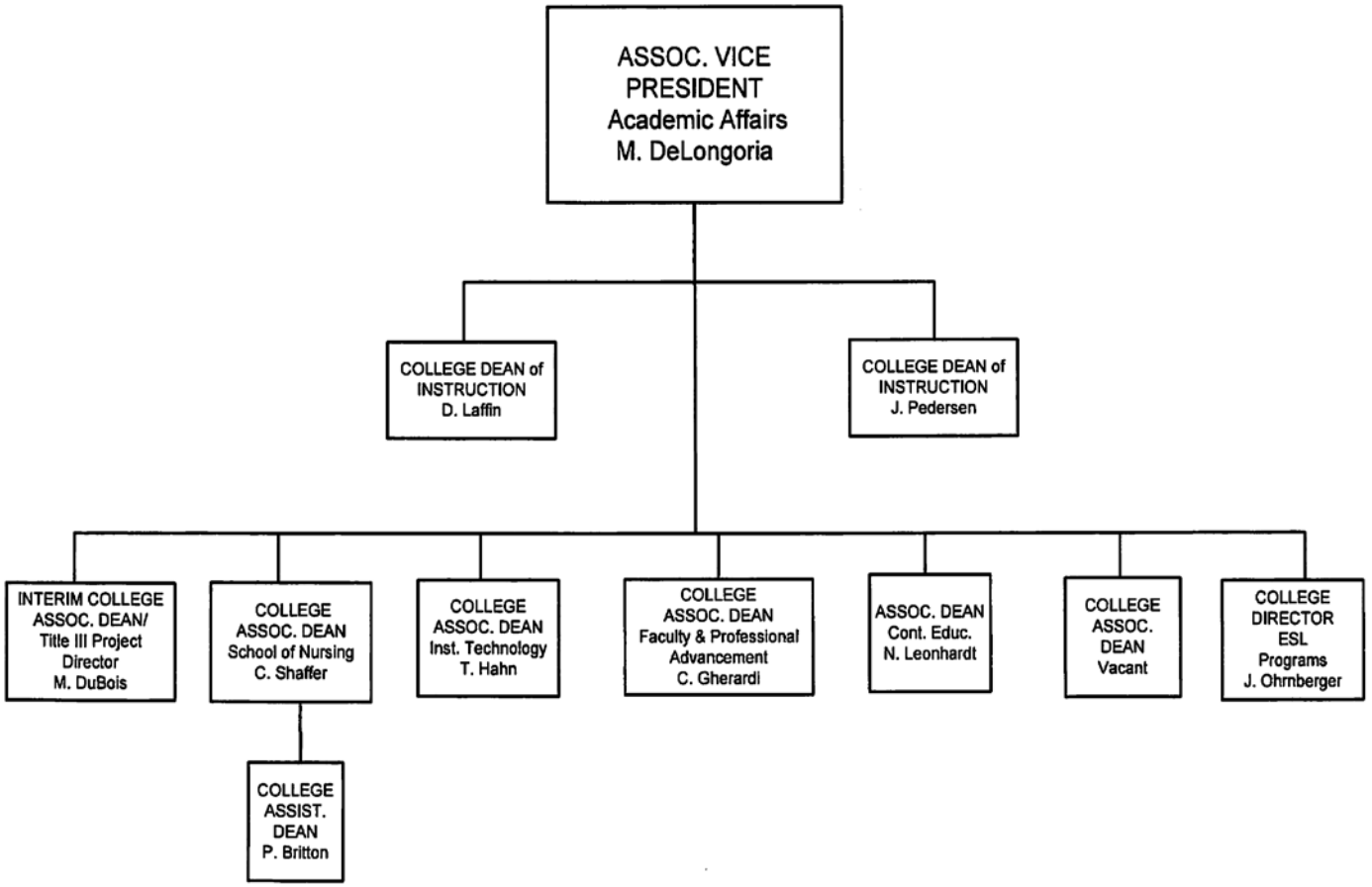
WORKFORCE AND ECONOMIC DEVELOPMENT



As of December, 2013

Chart H

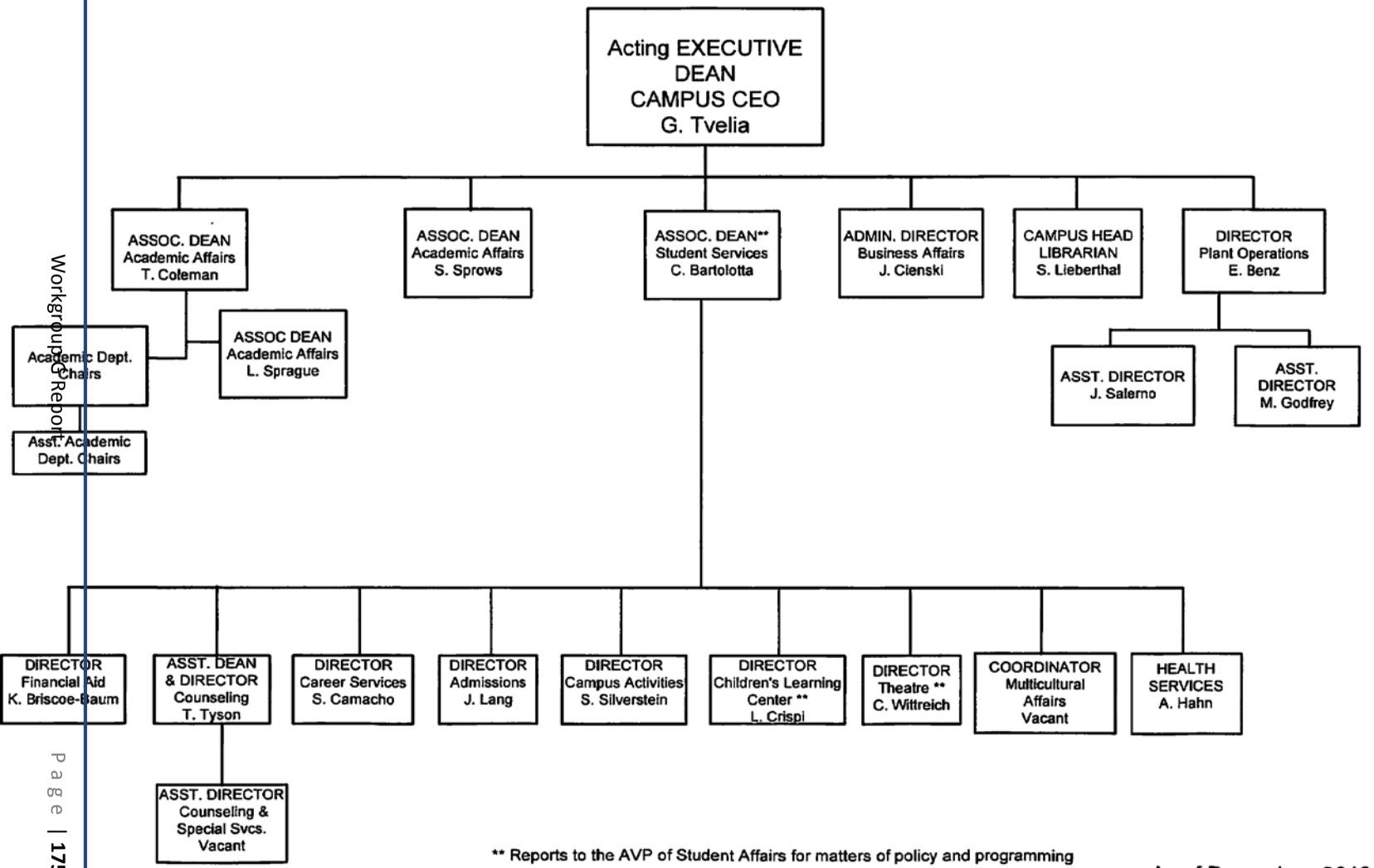
ACADEMIC AFFAIRS



As of December, 2013

Chart I

AMMERMAN CAMPUS

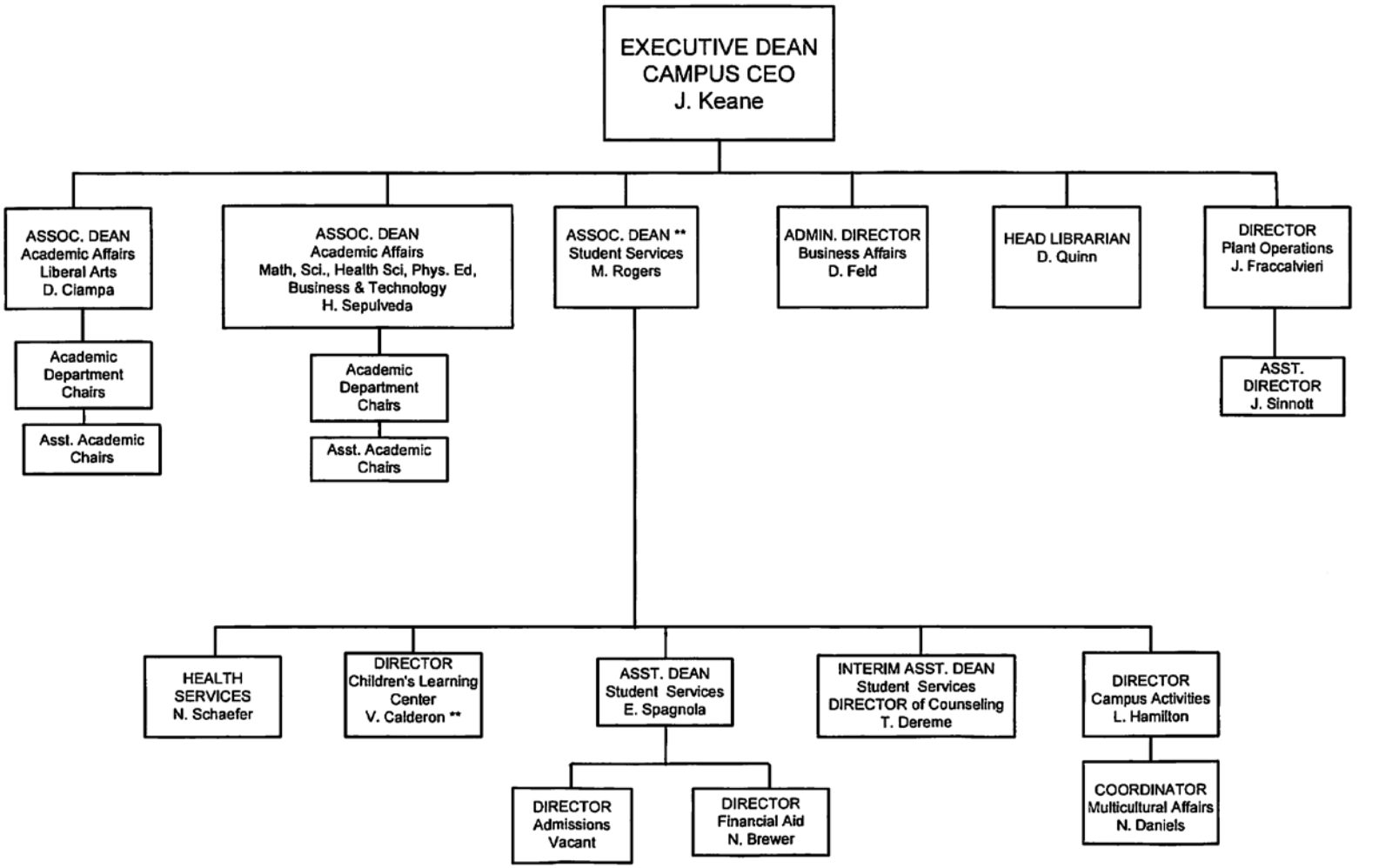


** Reports to the AVP of Student Affairs for matters of policy and programming

As of December, 2013

Chart J

GRANT CAMPUS

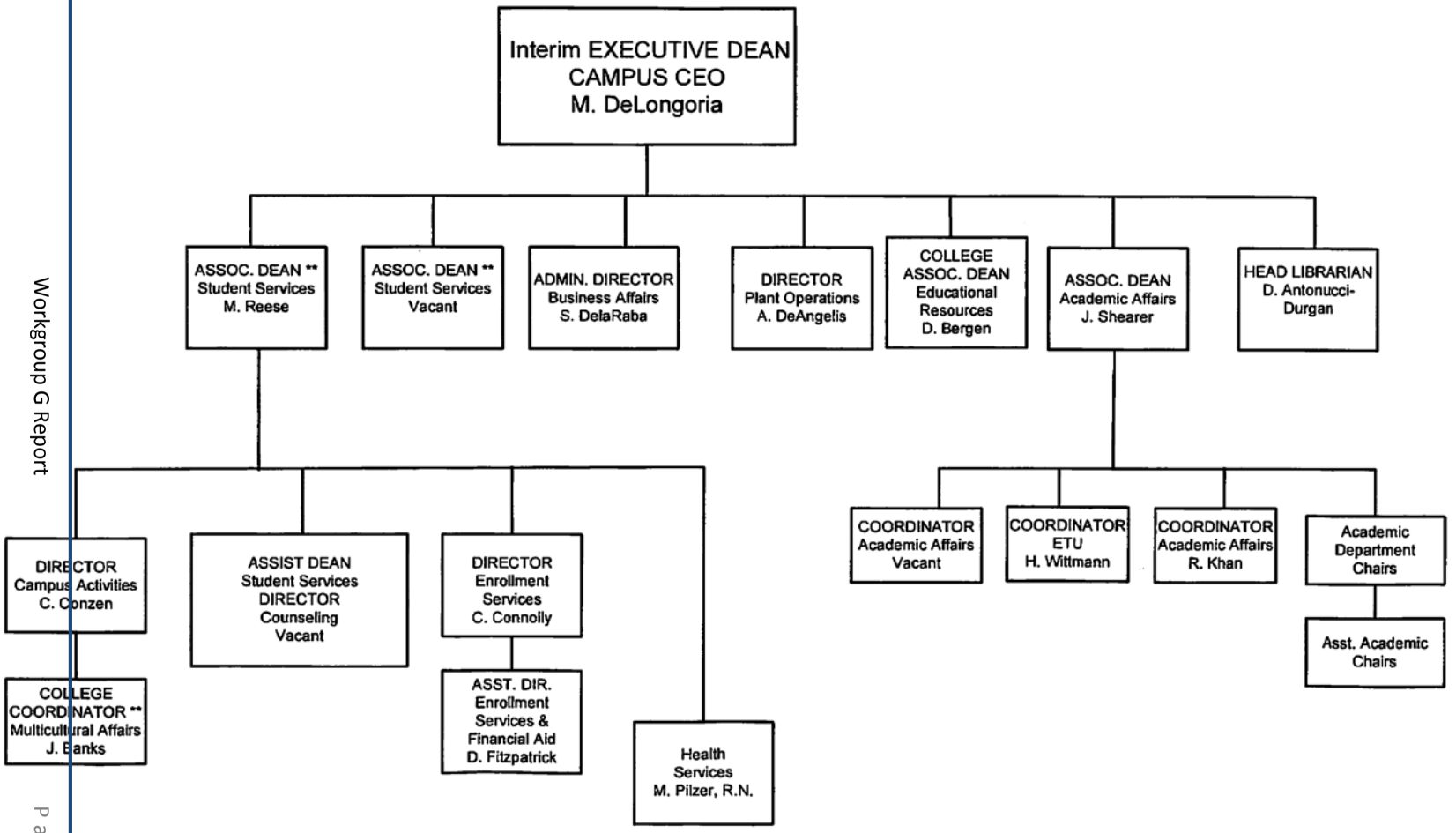


** Reports to the AVP of Student Affairs for matters of policy and programming

As of December, 2013

Chart K

EASTERN CAMPUS



** Reports to the AVP of Student Affairs for matters of policy and programming

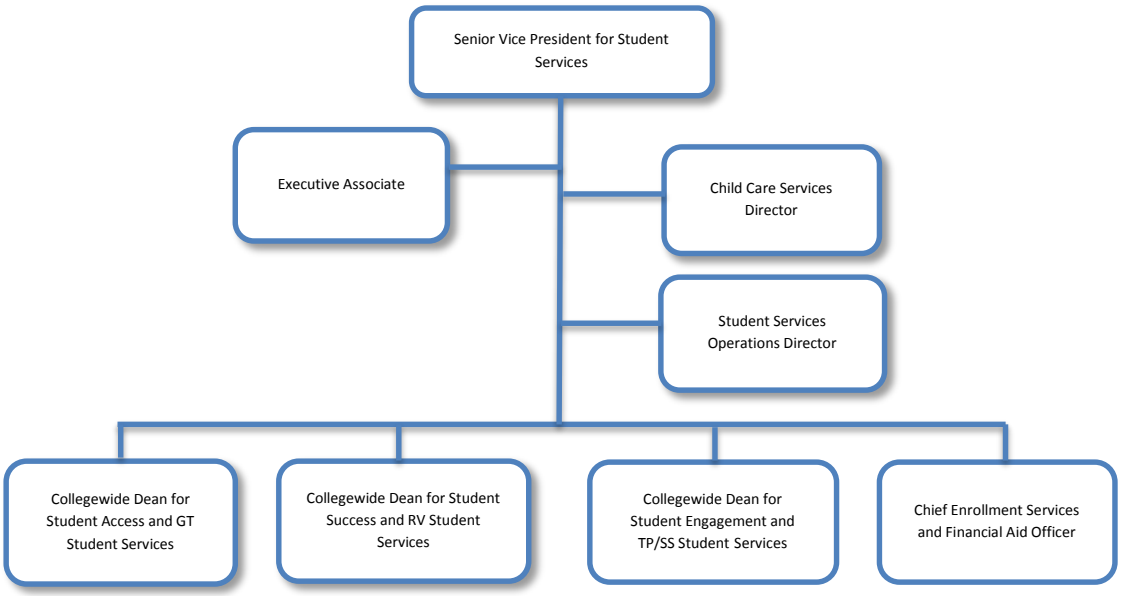
As of December, 2013

Appendix C: SVP Office Staffing Comparisons

In an effort to gain perspective by peer comparison, Workgroup G reviewed all SVP office units at Montgomery College. Upon reviewing the current structure of the SVP for AA unit and performing a comparison to other SVP offices at the College, it was determined that a disparity exists between the SVP for AA unit and its counterparts. Notably, the current SVP for AA office structure lacks key collegewide positions to lead programs, projects and initiatives across campuses.

Office of the SVP of Student Services

The Senior Vice President for Student Services serves as the chief student services officer. This position supervises the Collegewide Director of Admissions and Enrollment Management, Collegewide Director of Student Financial Aid, Collegewide Dean for Student Access, Collegewide Dean for Student Success, Collegewide Dean for Student Engagement, Collegewide Director of Childcare, and Student Services Operations Director.



CURRENT DIRECT REPORTS (7)

Title: Dean of Student Services, Germantown Campus, and Collegewide Dean of Student Access
Grade: Q
Description:

- Provides leadership for the Collegewide Access Team which includes Assessment Centers, Recruiters, Response Center, Welcome Centers, "Pathway" Programs, and appropriate grant programs.
- Serves as the chief campus administrator of student affairs with responsibility for planning and implementing student services, managing student service operations, and providing leadership for the campus.
- Responsible for the Student Code of Conduct and Behavioral Intervention Team processes. Evaluates the risk factors and, as appropriate, initiates the disciplinary or Behavioral Intervention Team process.

Title: College Dean of Student Success and Rockville Campus Dean of Student Services

Grade: Q

Description:

- Provides leadership for the Student Success Team, which includes college wide Counseling Services, Advising Services, Disability Support Services, DS Courses, First Year Experience, and Student Support Services.
- Serves as the chief campus administrator of student affairs with responsibility for planning and implementing student services, managing student service operations, and providing leadership for the campus
- Responsible for the Student Code of Conduct and Behavioral Intervention Team Processes. Evaluates the risk factors and, as appropriate, initiates the disciplinary or Behavioral Intervention Team process.

Title: Dean of Student Engagement and Student Services

Grade: Q

Description:

- Provides leadership for the College wide Engagement Team which includes Student Life, Athletics, Career Services, Veterans Affairs, Adult Student Services, New Student Orientation, Parent and Family Services, and appropriate grant programs.
- Serves as the chief campus administrator of student affairs with responsibility for planning and implementing student services, managing student service operations, and providing leadership for the campus
- Responsible for the Student Code of Conduct and Behavioral Intervention Team processes. Evaluates the risk factors and, as appropriate, initiates the disciplinary or Behavioral Intervention Team process.

Title: Chief Enrollment Services and Financial Aid Officer

Grade: Q

Description:

- Current info not available.

Title: Child Care Services Manager

Grade: M

Description:

- Maintains staffing pattern on a continuous basis which meets the criteria of quality child care delivery according to licensing, National Association for the Education of Young Children and Child Care Services standards.
- Oversees physical environment of all Child Care Centers; do safety checklist, classroom/playground check list one (1) to two (2) times annually or as needed.
- Informs parents by phone or enrollment tour about the services offered by Child Care Services.
- Offers referral information to parents we cannot serve verbally and send Child Care Services “Choosing Child Care” pamphlet. Create open communication to enforce home/center.

Title Student Services Operations Director

Grade: K

Description:

- Assists SVP for Student Services in implementing his/her strategic vision for the Student Services Division, facilitating the coordination and alignment of student services unit plans to the College's Vision and Mission and Strategic Plan.
- Keeps abreast and has working knowledge of all operations of Student Services. Manages the coordination of various College initiatives as assigned by the SVP for Student Services.

- Assists SVP of Student Services with initiatives and collaborates with senior leadership, administrators, faculty and staff to facilitate, promote and enhance student access, success, and engagement.
- Works with President's staff to prepare correspondences or talking points, reports, etc. for President on behalf of Student Services related initiatives as assigned by the SVP for Student Services.

Title: Asst. to the Sr. VPSS

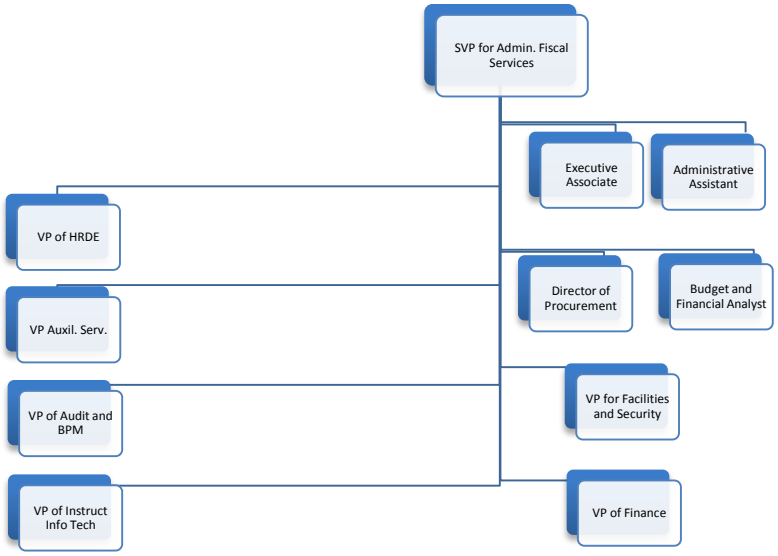
Grade: J

Description:

- Manages the day-to-day operation of the Office of the Senior Vice President for Student Services (SVPSS). Assists the SVPSS in the execution of various duties.
- Manages the complex schedule of the SVPSS to assure attention is paid to appropriate constituents; students and student government leaders, faculty and staff, administrators, direct reports, each of the College's campuses, and external educational, business, and community groups.
- Monitors and manages budget allocations for the SVPSS.

Office of the Interim SVP of Administrative and Fiscal Services

Oversees the financial and budget systems of the College to ensure they promote financial stability, in compliance with generally accepted accounting principles and federal and state regulations and guidelines, in order to maximize the college's resources and that reflects the college's mission. Oversees the facilities operations and ensure proper maintenance, capital reporting, and construction projects are consistent, timely, and accurate.



CURRENT DIRECT REPORTS (10)

Title: VP of Auxiliary Services
Grade: P
Description:

- Provides oversight for diverse auxiliary services retail and service operations on all campuses and online which implement the mission of supporting student success.

Title: VP of HRDE
Grade: Q
Description:

- Develops and oversees implementation of Human Resources, Development, and Engagement functions for the College in compliance with applicable law, regulations, county code, and policies and procedures.

Title: VP of Audit and Business Process Management
Grade: Q
Description:

- Audits/Internal Auditor & Business Process Management.

Title: Acting VP of Instructional & Information Technology
Grade: Q
Description:

- Oversees and manages instructional and information Technology.

Title: VP of Finance
Grade: Q
Description:

- Provides strong, effective leadership for all areas involving financial operations of the institution, including functions of accounting, financial reporting and audit, grants accounting, payroll, accounts receivable and payable, treasury and investments, student loans and billing, internal controls, and design of financial systems.

Title: VP for Facilities and Security
Grade: Q
Description:

- Oversees and provides leadership for management of the Facilities Department which consist of Central Facilities and three campus based facilities operations.

Title: Director of Procurement
Grade: O
Description:

- Oversees a centralized procurement unit with focus on strategic sourcing reporting to the senior vice president for administrative and fiscal services.

Title: Budget and Financial Analyst
Grade: L
Description:

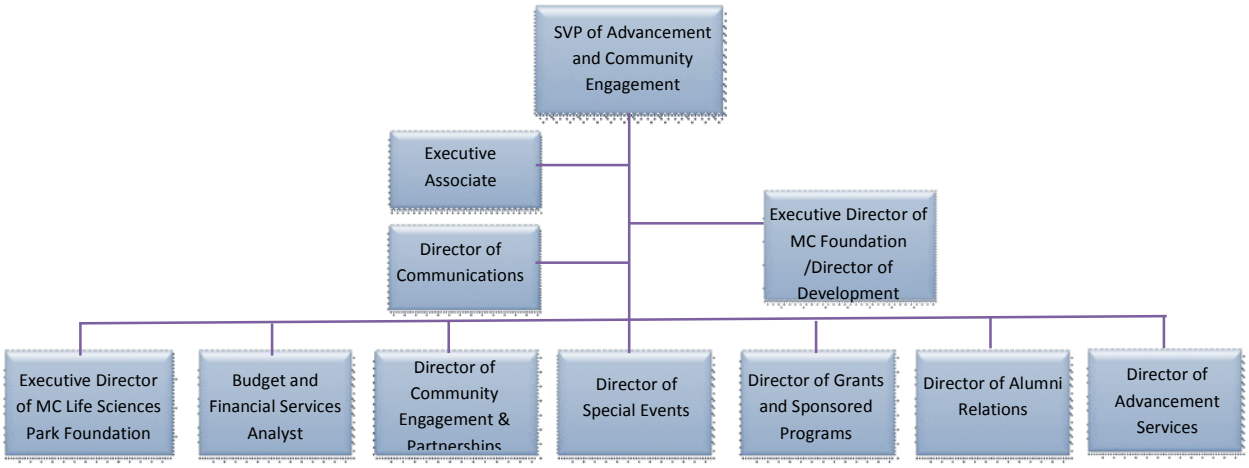
- Manages the budget systems development, implementation and maintenance.

Title: Administrative Assistant
Grade: I
Description:

- Coordinates office administrative functions.

Office of the SVP of Advancement and Community Engagement

The Senior Vice President of Advancement and Community Engagement leads the offices of Development, Alumni Relations, Community Relations, Special Events, Communications, Marketing, Creative Services, Foundation Finance, Advancement Services, and Grants. The position also oversees the Montgomery College Foundation (philanthropic) and Montgomery College Life Sciences Park Foundation (educational) (joint leadership) as institutionally related foundations.



CURRENT DIRECT REPORTS (10)

Title: Director of Development
Grade: P
Description:

- Develops, leads and evaluates all fundraising programs undertaken on behalf of Montgomery College.
- Oversees the Development Unit; including research, major gifts and stewardship.
- Oversees the solicitation of major, leadership and planned gifts.
- Responsible for securing $3M-$5M in gifts per year.
- Oversees and manages the Capital Campaign Committee.

Title: Director of Communications
Grade: P
Description:

- Develops and manages College strategic communications and branding efforts, shaping the message of official communications from the College, the president, and other senior leaders within the institution and ensuring alignment with overall College mission, vision, goals, and strategic plan.
- Manages college wide emergency communications team, messages, and processes.
- Serves as the primary College spokesperson for crisis and emergency communications and major college wide initiatives.
- Supervises and leads the media relations and internal communications, marketing and social media, creative services and writing, web communications, presidential communications, Montgomery College Television, and photography units within the Office of Communications to support the College mission

and vision, to achieve the college wide strategic plan, to increase brand awareness, and to enhance the reputation of the institution.

- Develops and manages the College's communications efforts to promote and market the College through advertising, media stories, publications, and online communications with the goal of achieving enrollment targets and enhancing the College's reputation.

Title: Director of Grants and Sponsored Programs

Grade: O

Description:

- Articulates and manages the College's institutional strategy, priorities and implementation objectives for effective development and management of grants revenue.
- Serves as the College's Sponsored Programs Officer with final review authority on behalf of the President for the development and submission of public grants in support of sponsored programs/research initiatives.
- Creates, leads, facilitates and sustains critical partnerships to achieve specific sponsored program objectives and ensures continuing grants success.
- Leads the Office of Grants and Sponsored Programs.

Title: Director of Community Engagement and Partnerships

Grade: O

Description:

- Plans and implements community and business engagement opportunities and strategies including volunteerism, mentorship, collaboration, internships, etc.
- Creates and maintains community and business partnerships in support of students.
- Plans and implements strategies for engaging with underserved communities in the county and region.
- Plans and implements community engagement centers within the county.
- Serves as a primary liaison with county and regional communities.

Title: Executive Director of Montgomery College Life Sciences Park Foundation

Grade: N

Description:

- Manages contracts, leases and partnerships with existing MCLSP tenants and in coordination with Montgomery College, meet the requirements of agreements between the MCLSPF and Montgomery College.
- Develops corporate and trade association partnerships that expand internship, learning and career opportunities for students, including a possible student business in the park.
- Manages the relationship with a real estate development firm that will market available MCLSP land and negotiates contracts and leases with potential tenants.
- Manages consultants regarding land use planning, design, marketing, engineering, financing, construction and legal issues and work closely with the Vice President/Provost of Germantown Campus' office, College Facilities, the College General Counsel, county officials and the MCLSPF Board as needed on these issues.
- With the assistance of the SVP for Advancement and Community Engagement, Vice President/Provost of MC-Germantown Campus and staff, manages the MCLSPF Board and meetings of the Board and its committees. Communicate monthly with the MCLSPF Board on progress.
- With the assistance of the college business services staff, manages the Montgomery College Life Sciences Park Foundation finances, prepares financial reports and the 990 Form, and assists with the audited financial statements for the MCLSPF.

- Communicates with the larger College community about the MCLSP regularly and coordinate the messaging with the Advancement and Community Engagement office and the Vice President/Provost of Germantown Campus' office.
- Represents the MCLSP with the Vice President/Provost of MC-Germantown Campus before regulatory bodies and elected officials in seeking assistance and approval.

Title: Director of Alumni Relations
Grade: N
Description:

- Identifies, cultivates, and solicits existing donors and new annual giving prospects.
- Develops strategies and implements plans to advance alumni involvement and engagement.
- Coordinates Alumni Association board meetings, alumni volunteer and donor visits, and alumni events.
- Advises College staff and volunteer leaders on proper annual giving fundraising and stewardship techniques.
- Assists in management activity of top donors and prospects records.
- Manages ongoing recognition, communication, stewardship and events for annual giving donors.

Title: Director of Special Events
Grade: M
Description:

- Plans, organizes, designs and coordinates special events.
- Communicates of special events.
- Trains and Evaluates.

Title: Advancement Services Manager
Grade: M
Description:

- Database Administration
- Client Services
- Vendor and Contract Management
- Personnel Management

Title: Advancement Budget & Fiscal Services Analyst
Grade: K
Description:

- Directs, leads, manages and supervises staff.
- Responsible for budgeting, accounting and financial analysis.
- Supervises and oversees data management and contract negotiation/administration.

Title: Executive Associate to the SVP
Grade: J
Description:

- Manages the day-to-day operation of the Office of the Senior Vice President for Advancement and Community Engagement (SVPACE). Assists the SVPACE in the execution of various duties.
- Communicates with internal and external groups, organizations, staff and senior management officials on a variety of matters in support of the office of the SVPACE.
- Prepares budget and monitors accounts.

- Schedules, manages and coordinates projects and special events.
- Manages the community engagement activities.
- Budgeting, Accounting and Financial Analysis.
- Supervises and oversees data management and contract negotiation/administration.

Appendix D: Academic Affairs Area Inventory

I. **Unit/Initiative Name: Academic Initiatives and Partnerships**

1. Please list the location (campus/building/room), types of spaces (office, classroom, lab, etc.), number of employees, and types of employees (faculty, staff, administrator, student) that currently comprise your unit:

Location	Type of Space	Number of employees	Employee Type(s)
R/MT/	offices	2	Administrator (Elena Saenz); staff (Nancy Nitz)
R/SCIB/	offices	2	Staff (Amy Crowley)
			Staff (Akima Rogers)
R/TP/SS and GT	offices	15-20	Staff associated with early placement, Gateway to College and concurrent enrollment (includes the High School Assessment Program)

2. Please list the services provided by your unit at each location. What and how do you assess these services and what types of data do you collect?

Location	Services Provided	What and how do you Assess?	Types of data you Collect
R/MT	Management of the MC/MCPS partnership (Elena Saenz Akima Rogers Amy Crowley)	Ongoing evaluation of the effectiveness of all programs and services under the auspices of the MC/MCPS partnership	Assessment data from MCPS Career and technology program completion rate data from MCPS and MC Enrollment in college-level courses offered at the high schools Enrollment of early placement students

II. Unit/Initiative Name: Office of the SVP-AA, Articulation and Transfer

1. Please list the location (campus/building/room), types of spaces (office, classroom, lab, etc), number of employees, and types of employees (faculty, staff, administrator, student) that currently comprise your unit:

Location	Type of Space	Number of employees	Employee Type(s)
Suite MK325	Office	1	staff
Suite MK325	Cube	1	staff

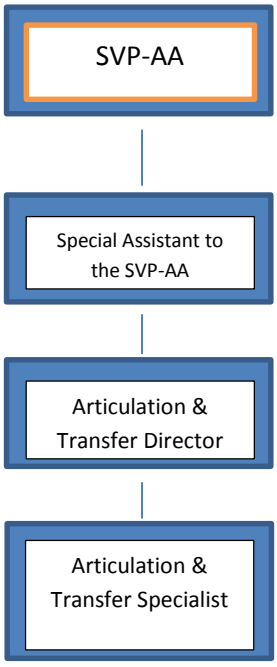
2. Please list the services provided by your unit at each location. What and how do you assess these services and what types of data do you collect?

Location	Services Provided	What and how do you Assess?	Types of data you Collect
MK325	Create, maintain and facilitate the execution of articulation agreements and academic MOU's. Chair the Articulation Review Committee and act as a liaison to various academic departments and outside institutions. Create, maintain and promote articulation agreement website. Serve as resource member for CCC and Transfer Council.	Number of articulation agreements updated/created each semester. Monitor website traffic. Track promotion and outreach efforts.	Number of agreements Number of outreach efforts. Number of unique website hits.
MK325	Coordinate Annual Scholarship Conference	Attendee and presenter satisfaction via online survey. Number of attendees via head count at check in.	Survey results, registration check in logs
MK325	Coordinate and submit U.S. CASE Professor of the Year Nomination packets	Strength of applicants based on whether they win.	Names and nomination packets
MK325	Promote transfer scholarship opportunities, vet and prepare official Presidential scholarship nominations, chair the Transfer Scholarship Coordinating Committee. Maintain transfer scholarship blog and TSCC website. Execute Annual Scholarship Celebration Luncheon for transfer scholarship winners and nominees.	Names and packets of presidential scholarship nominees and results. Additional scholarship results that do not require official nomination but are heavily promoted. Track number of promotion/outreach efforts.	Names, events, efforts
MK325	Create and maintain MCCB website. Serve on MCCB.	Whether it is completed by the end	

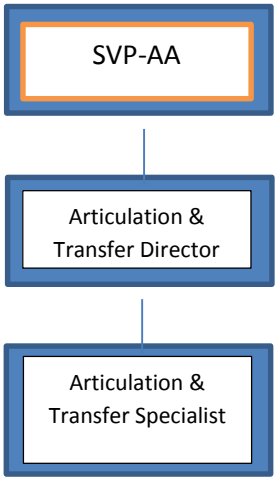
		of the fall semester	
MK325	Coordinate and maintain the CTE articulation agreements between MCPS and MC. Act as a liaison to MCPS, MC Transcript Evaluators and Perkins Grant Coordinator. Maintain MC-CTE website.	Tracking status of agreements. Number of students bringing CTE credit in to MC.	Student numbers by program.
MK325	Troubleshoot transfer and articulation issues as needed.	Track issues and resolution	Cases
MK325	Student referrals from SVP-AA and/or President's Office	Number of student contacts and documentation of interaction	Notes
MK	MC's part of the management of the Montgomery County Collaboration Board	The participation of business/industry members in the functioning of MCCB and the associated cluster advisory boards	Interim reports from the presidents of the CABs

3. Please attach a current organizational chart for your unit that details your internal reporting structure.

January 31, 2013-present:



Prior to January 2013:



III. Unit/Initiative Name: Distance Education and Learning Technologies (DELT)

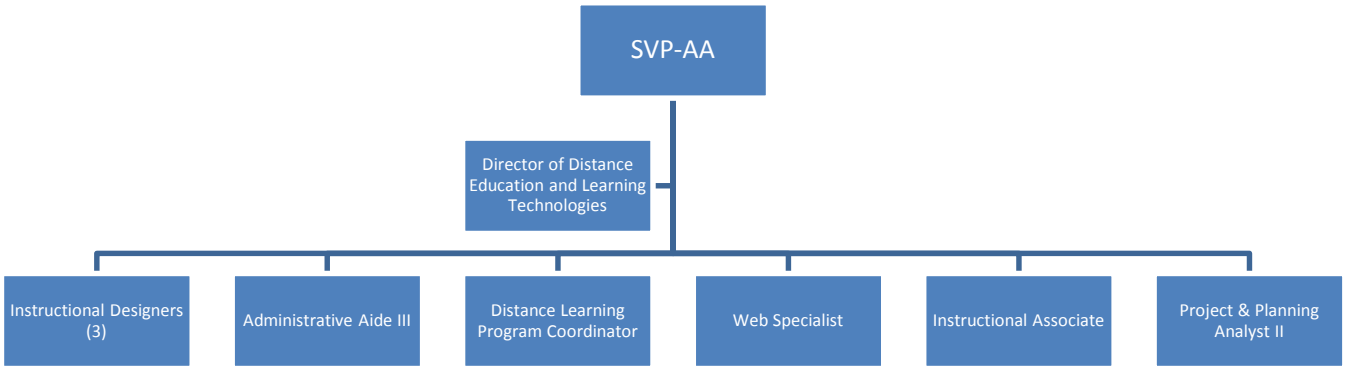
1. Please list the location (campus/building/room), types of spaces (office, classroom, lab, etc), number of employees, and types of employees (faculty, staff, administrator, student) that currently comprise your unit:

Location	Type of Space	Number of employees	Employee Type(s)
PK 161, 163, 164, 165, 166, 169, 171 - GT	Offices	7	Administrator/staff
RC212 – TPSS	Office	1	staff
PK 170	Lab		
SV 117 – R	Office	1	staff

2. Please list the services provided by your unit at each location. What and how do you assess these services and what types of data do you collect?

Location	Services Provided	What and how do you Assess?	Types of data you Collect
PK	Direction for Unit		
	Administrative support for the Unit		
	Student support Program support	Student withdraw rates, completion rates, enrollment numbers	Surveys, enrollment data
PK 170	Lab		
PK/RC	Instructional design help for Faculty	Examine survey responses; examine workshop attendance	Attendance; number of workshops; relevance of workshops; surveys

3. Please attach a current organizational chart for your unit that details your internal reporting structure.



IV. Unit/Initiative Name: Center for Teaching and Learning (CTL)

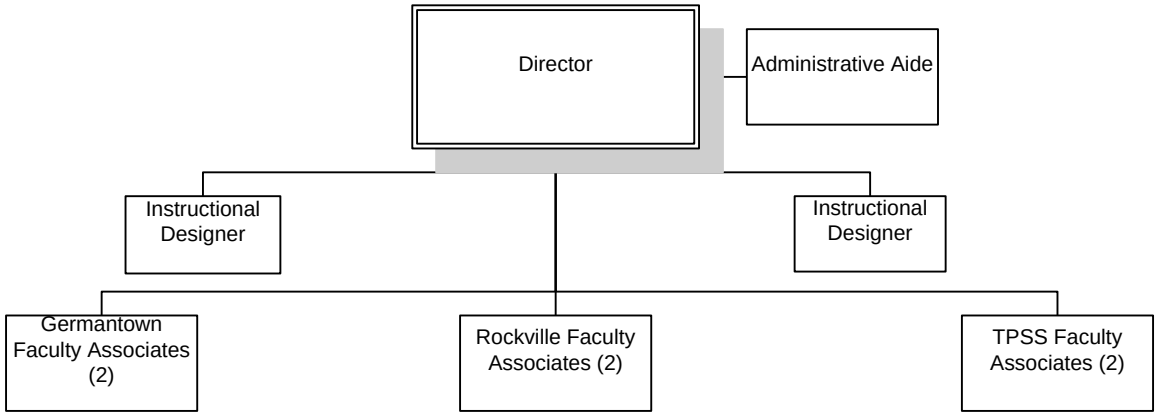
1. Please list the location (campus/building/room), types of spaces (office, classroom, lab, etc), number of employees, and types of employees (faculty, staff, administrator, student) that currently comprise your unit:

Location	Type of Space	Number of employees	Employee Type(s)
PK 162, 166, 168 - GT	Offices	3	Administrator/staff
RC110A – TPSS	Office	1	staff
PK 170	Lab		

2. Please list the services provided by your unit at each location. What and how do you assess these services and what types of data do you collect?

Location	Services Provided	What and how do you Assess?	Types of data you Collect
PK	Direction for Unit		
	Administrative support for the Unit		
	Scheduling workshops	Examine survey responses; examine workshop attendance	Attendance; number of workshops; relevance of workshops; surveys
PK 170	Lab		
PK/RC	Instructional design help for Faculty		

3. Please attach a current organizational chart for your unit that details your internal reporting structure.



V. Unit/Initiative Name: Libraries

1. Please list the location (campus/building/room), types of spaces (office, classroom, lab, etc), number of employees, and types of employees (faculty, staff, administrator, student) that currently comprise your unit:

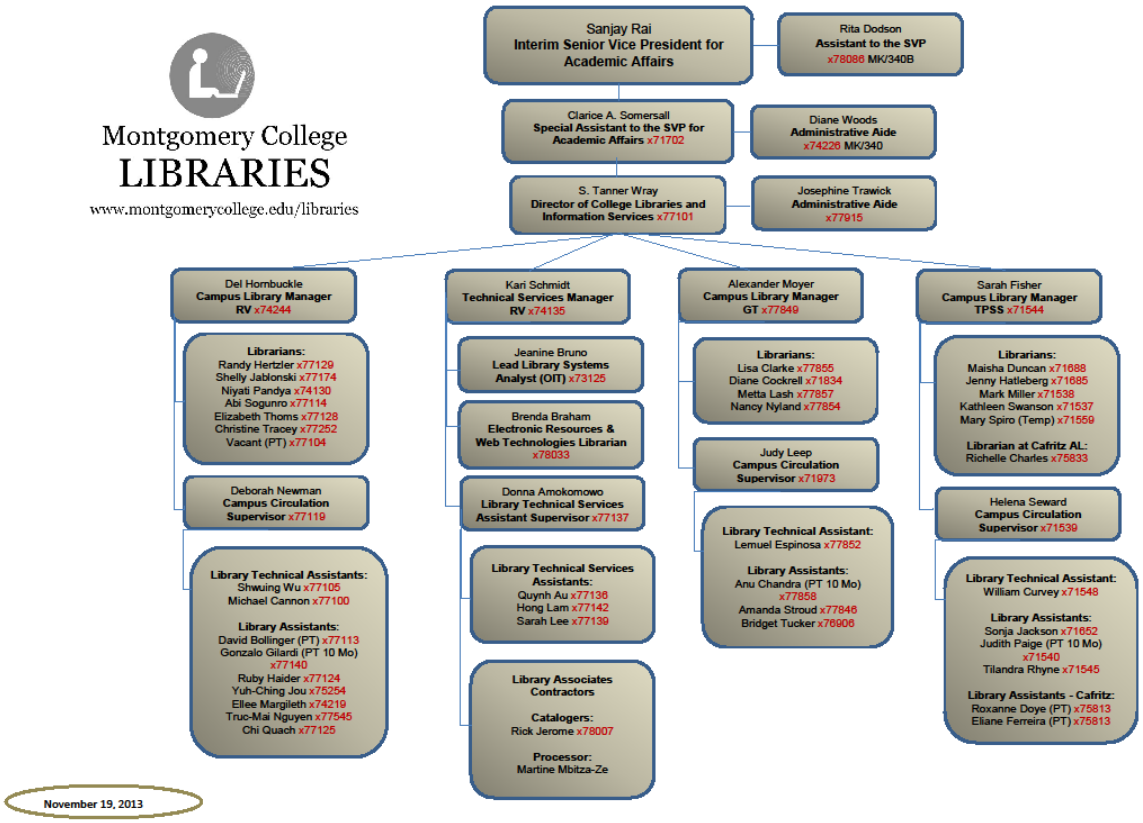
Location	Type of Space	Number of employees	Employee Type(s)
GT / Humanities Building	Library	12	Staff/Students
GT / Humanities Building / 229	Faculty Offices	1	Staff
RV / Macklin Tower	Library	28	Staff/Students/Administration/ Contractors
RV / Macklin Tower / 214	Archives (Library Special Collections)	1	Staff
TP / Resource Center	Library	16	Staff/Students
TP / Resource Center/ 203A	Faculty Offices	1	Staff
TP / Cafritz Arts Center	Library	3	Staff

2. Please list the services provided by your unit at each location. What and how do you assess these services and what types of data do you collect?

Location	Services Provided	What and how do you Assess?	Types of data you Collect
All Libraries (Service Desks)	Library services: Reference Circulation Information One on one assistance to students, faculty and staff Technology services Interlibrary loan Intercampus library loans Course reserves Referral Computer use by patrons to access library catalog / databases, Internet and Office software Printing Copying Scanning Media viewing DSS access	Librarians keep information / reference / research reports using automated program which captures staff and patron transactions / interactions, they are assessed through coded report generating software called Gimlet. Counts of patron use of computer workstations using computer management software called Pharos. Gate counters to capture the number of visitors Ethnographic methods for service assessment	Statistics of library usage Number and type of patron interactions, Number of circulation / course reserve transactions, intercampus and interlibrary loans Numbers of reference / information / research transactions Numbers of patron usage of computer workstations Number of visitors

		using design workshops, spot interviews and reply cards	
All Libraries, except Cafritz (Instruction Rooms)	Library user instruction (for students) Library workshops and additional support for faculty	Student instruction is assessed through surveys, statistics and tutorial quiz results Faculty needs survey	Numbers of classes Number of attendees Number of courses / academic disciplines served per year
RV / Macklin Tower / Suite 303	Acquisition and processing of all materials in all formats for the College Libraries Management and maintenance of College Libraries website	Number of items acquired Number of items de-accessioned Expenditures on library materials Use of print books Use of licensed online databases Use of Libraries' website Use of Libraries' subject guides	Statistics on Items purchased and use: per FY per calendar year per subject classification per format type per campus location total number of circulations: per book per patron type per calendar year Website and LibGuide use: Cost per Search Total number of searches and sessions by Month and Database Number of databases per curriculum code Number of clickthroughs to website per year Number of clickthroughs to subject guides per year

3. Please attach a current organizational chart for your unit that details your internal reporting structure.



VI. Unit/Initiative Name: Academic Learning Centers

1. Please list the location (campus/building/room), types of spaces (office, classroom, lab, etc), number of employees, and types of employees (faculty, staff, administrator, student) that currently comprise your unit:

Location	Type of Space	Services Provided	# of Emps	Employee Type(s)
GERMANTOWN				
Writing Center/ Language Lab GT-HS 150		tutoring, computers	3	Staff
Math, Accounting, Physics Engineering Learning Ctr (MAPEL Ctr) GT-HT 229		tutoring, study space, print resources and calculators	2 +	Staff student peer tutors student aides
Science Learning Center GT-SA 202		tutoring, study space, computers with science software	3 +	Staff Faculty tutors (volunteer)
ROCKVILLE				
Writing, Reading and Language Center RV-Two locations MT 020 & HU 002	MT 020 HU 002	world language lab (digital language lab) for students enrolled in world languages, general computer lab, tutoring for world languages, French and Spanish placement exams tutoring for English, American English Language (EL), and Reading; reading lab	5 35-40	Staff Faculty tutors (paid)
Math/Science Center RV-MT002		tutoring, computer lab, study space, print resources, calculators, microscopes and slides	5 12-15 30-40	Staff Student peer tutors and student aides Full- and part-time faculty tutors (paid)
TAKOMA PARK/SILVER SPRING				
Health Science Medical Learning Ctr TP/SS-7977 GA Ave, Rm 221	must be enrolled in specific courses	Computers, health science resources	2	Staff

Location	Type of Space	Services Provided	# of Emps	Employee Type(s)
Mathematics Learning Center TP/SS-P1-101A & 101D; MP 249	P1-101A P1-101D MP-249	P1-101A assists students primarily in the MA-094 course work. Assistance is provided through an instructional lab coordinator and student assistants. P1-101D assists students with the following classes: MA 105, MA 110, MA 115, MA 115A, MA 116, MA 116A, MA 160, MA 180, MA 181, MA 182, MA 282. Assistance is provided by an instructional lab coordinator and student assistants. MP-249 assists students primarily in the MA-097 and MA-099 course work. Assistance is provided by part-time faculty and student assistants.	2 4	Staff Faculty tutors
Science Learning Center TP/SS-SN 101/102		Tutoring, computers	3	Staff
Writing, Reading, and Language Center TP/SS-RC 105		Tutoring, computers	4.5	Staff
Social Sciences Computer Center TP/SS-CM 110		Computers, some tutoring, some print resources	2	Staff

Academic Restructuring Task Force

Restructuring Considerations for Academic Support Centers

Presented by: Dr. Tacy Holliday

This paper provides information for consideration of how academic support centers at Montgomery College could optimally fit into the Academic Restructuring process.

National Models

Academic support is widely regarded as a distinct field of expertise that can include one or more of a variety of services (e.g., content tutoring, supplemental instruction, skills workshops, computer tutorials, academic coaching). What unites the services is the aim to increase student retention and success by helping students gain the knowledge, skills, and abilities needed to become a better learner and to complete the appropriate course, program of study, or degree. Learning centers also provide the added benefit of helping students build stronger support networks of peers, learning center staff, and, in some cases faculty. Support networks can play a significant role in positive peer pressure and student persistence (Thomas, 2000). Although there are a number of ways that academic support has been addressed by colleges and universities, best practices are directed toward these aims:

1. Academic support centers need to maintain a close relationship with the disciplines they support.
2. Academic support is more than tutoring in a specific discipline and requires expertise in academic support at both the Center level and the Administrator level to ensure alignment of programs and services to mission, resources, and outcomes.
3. Because students learn best in different ways, having some variation in services, and "center sub-culture," when there are multiple centers, increases student access and success because students can choose to utilize centers and services that are the best match for their needs. These variations need to be balanced by consistency, and any sub-cultures need to fit with the college's overall cultural.
4. Academic support centers should allow flexibility and encourage innovation to meet the unique needs of the students they are created to serve.
5. The organization of centers should allow for "big picture" assessment, incentivize sharing information and resources across centers, and reduce competition for resources.

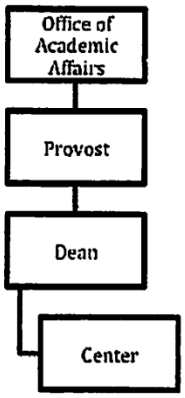
These aims along with the models that follow were compiled with assistance from the sources listed in the Reference section. There are four commonly used models that can be considered best practices, depending on the needs of the institution. No significance is intended by the order presented.

A. Comprehensive Academic Support Located in One Center/One Location.

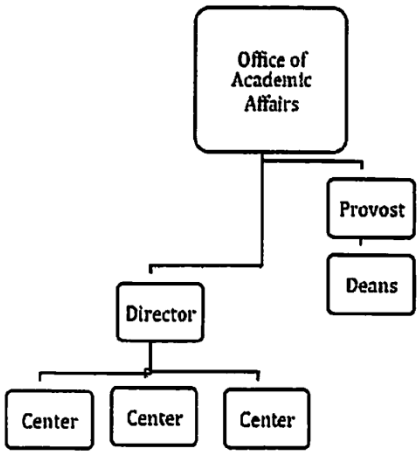
This model works well if enough space is available for single campus institutions, or for multi-campus institutions with geographic rather than functional or matrix organizational charts.

Sample reporting structure: Center reports to a dean or director, who is ideally an expert in academic support and learning centers, who reports to a provost (if campus-based or geographic reporting structure) or Office of Academic Affairs (if not using a geographic reporting structure).

Single Campus



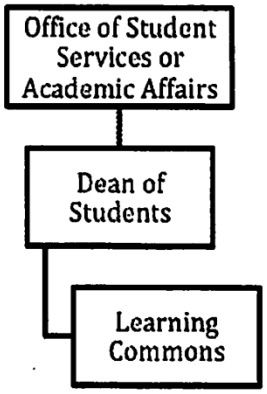
Multi-Campus



B. Learning Commons.

Similar in approach to the "one-stop shop" offered by Model A, a Learning Commons also includes the Library and is set up to blend social time and study time.

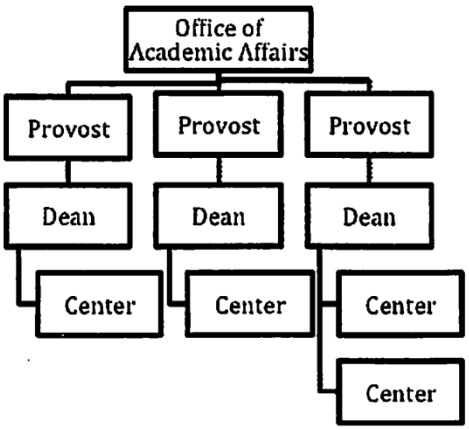
Sample reporting structure: Learning commons reports to dean, vice president, or provost. Sometimes there are additional centers that use a separate reporting structure as in Model C in addition to the Learning commons.



C. Separate Learning Centers

Learning centers are incorporated into the disciplines and are isolated from each other in the reporting structure.

Sample reporting structure: Separate learning centers report through parallel channels of deans, then provosts, and then Academic Affairs.



D. Strategic Alliance/Umbrella of Academic Support.

This model allows for distinct learning centers that maintain close relationships with academic disciplines but provides cohesion, consistency, and learning center expertise at the administrative level.

Sample reporting structure: Centers report to a Director who reports to the office of Academic Affairs. Some also use a matrix structure where Centers also report to discipline deans in addition to Director. Sometimes a matrix structure is used where Centers report to their Dean and to the Director.

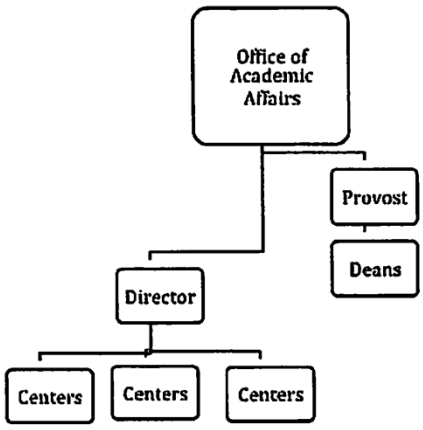


Table 1 provides a list of pros and cons for each model, along with additional considerations specific to implementation at Montgomery College.

Table 1

Model	*Sample Schools*	*Pros*	*Cons*	*Implementation at MC*
A: Single Center/ Per Location	University of Oklahoma University of Cincinnati University of Alaska Anchorage	Academic support resources are easy to for students to find. Can create efficiencies in use of personnel. Consistency.	If there are multiple campuses, reporting is usually to a director to ensure parity and to work with deans across campuses and across functional areas. Large and specific space/facilities demands.	Construction and capital budget expenditures. Abolishing all centers and starting from scratch, or combining the services of all centers at a specific location at each campus. Total reconfiguration of the Centers' staff.
B: Learning Commons	Missouri State	Academic support resources are easy to for students to find. Can create efficiencies in use of personnel. Consistency. Include library resources.	Large and specific demands on space/facilities. Challenges to outcomes assessment and measuring effectiveness of space/resources because the space is meant to be used socially.	Construction/capital budget expenditures. Abolishing all centers and starting from scratch, or combining the services of all centers at a specific location at each campus. Total reconfiguration of the Centers' staff.

Table 1 (continued)

Model	Sample Schools	Pros	Cons	Implementation at MC
C: Separate and Distinct	Montgomery College's Official Structure	Close relationship with academic disciplines. Customization of centers to meet specific populations. Allows for smaller centers where students may not feel as "overwhelmed."	Lack of consistency and parity across the College. Increased competition for resources Easy to lose sight of "big picture" due to parallel reporting lines. Some duplication of personnel necessary to maintain multiple centers.	No changes. This is the official model we have in place, although MC is starting to move toward Model D.
D: Strategic Umbrella	Angelo State (SMART) LSU (APRIL) Alabama A&M (TAN)	Close relationship between academics and Centers. Customization of centers while still maintaining consistency. Facilitates sharing information, best practices, innovation, and some resources like marketing materials. Does not require a specific space configuration or learning center configuration. Allows for sharing resources to avoid duplication of effort and costs for tasks like marketing.	Some duplication of personnel necessary to maintain multiple centers.	The network to do this is already in place; it just is not officially in the reporting structure. Alter the reporting structure at the administrator level.

Currently, Montgomery College's academic support centers are primarily functioning as Model C, distinct centers with parallel reporting structures through various deans and provosts. This arrangement grew out of the best intentions to ensure a close relationship with academic departments. For example, at the TPSS and Germantown Campuses, Math, Science, and Health Sciences learning centers are located near faculty offices to promote community, collaboration with faculty, and alignment between curriculum needs and students' academic support needs. This close and collegial collaboration between faculty, deans, and center managers is desired and valued by center managers across the College.

What makes Montgomery College's current structure a little different from Model C is the grassroots development of APPEL Corps. The center managers collaborate with each other across campuses through APPEL Corps, the umbrella for academic support center services, which also strives for synergy with student support centers like career/transfer. This may also make transitioning to Model D, if selected, easier because that network of collaboration is already in place. Additionally, Model D would not require large construction costs that the alternative models would require. The challenge in the current reporting structure and in continuing in a similar fashion with the restructuring is that getting something done across all or certain types of learning centers (assessment for example) can be facilitated by APPEL Corps but not directed due to parallel reporting structures inherent in Model C organization. Therefore, except for the simplest of all initiatives, all deans of all centers must agree on any initiative in order for it to have any real traction. Furthermore, the College would be served by having academic support/learning center expertise at an administrative level to work with deans to ensure alignment between academics and academic support while ensuring that best practices are known and used.

Academic Restructuring

Montgomery College currently has 12 learning centers, each of which would be impacted by Academic Restructuring. Implementation of the Academic Affairs Conceptual Model without making any additional changes would result in 8 out of 12 learning centers each reporting to 2 to 4 different deans (See Table 2).

Table 2

Germantown	***Disciplines Supported***	***Deans in Conceptual Restructuring Model if More Than One***
MAPEL Center	Math, Accounting, Physics, Engineering	Dean of Math, Dean of Business and Information Management, Dean of Physical Science and Engineering
Science Learning Center	Biology, Chemistry, Physical Science, Nutrition, Biotechnology	Dean of Life Sciences & Physical Education, Dean of Physical Science and Engineering, Dean of Health Sciences
Writing Center	English, World Languages (but may support any discipline where writing papers is required)	Dean of English, Dean of Communications, ESOL & World Languages

Table 2 (continued)

Rockville Centers	***Disciplines Supported***	***Deans in Conceptual Restructuring Model if More Than One***
Math/Science Center	Math, Biology, Chemistry, Physics, Engineering, Physical Science, Nutrition	Dean of Math, Dean of Life Sciences & Physical Education, Dean of Physical Science & Engineering, Dean of Health Sciences
Writing, Reading, & Language Center	English, World Languages (but may support any discipline where writing papers is required)	Dean of English, Dean of Communications, ESOL & World Languages

Takoma Park/Silver Spring Centers	***Disciplines Supported***	***Deans in Conceptual Restructuring Model if More Than One***
Business, Management, and Information Science Center	Business, Management, Information Science (CA/CS)	
Health Sciences Medical Learning Center	Nursing, Allied Health	
Learning Skills Support Services	Skill-based, rather than content-based support on time management, study skills, etc. Primarily for Health Sciences students.	Dean of Health Sciences, Others depending on student utilization.
Mathematics Learning Center	Math	
Reading, Writing, & Language Center	English, World Languages (but may support any discipline where writing papers is required)	Dean of English, Dean of Communications, ESOL & World Languages
Science Learning Center	Biology, Chemistry, Physics	Dean of Life Sciences & Physical Education, Dean of Physical Science & Engineering
Social Science Computer Center	Social Sciences	

As Table 2 illustrates, the challenge of getting work done efficiently and effectively in the current model is increased by the Conceptual Model of Academic Restructuring because the centers do not readily align with the proposed model of deans. *Without also changing the model of academic support centers, the reporting structure would not be overly complex*. A change from Model C to Model D seems to be the most consistent with the aims of best practices nationally, the culture of Montgomery College, current and recent restructuring, and the realities of accreditation.

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