The First 100 Days of the New Academic Structure

Montgomery College
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A Roadmap to Student Success and Completion

Montgomery College officially transitioned to its new academic structure on July 1, 2014, the culmination of a process that developed over a two-year period and ultimately included the active participation of more than 200 College colleagues and feedback from the entire College community, as well as the thoughtful guidance and assistance of our council and bargaining unit representatives. Implementation efforts began immediately upon the approval of Dr. DeRionne Pollard, president. I am very pleased with our community's efforts both within the planning process and the complex implementation of the new structure, and I thank you all for your collaboration.

With a commitment to continuous review of its progress and assessment of its effectiveness, the Academic Affairs division will routinely issue updates on elements of the new structure in an effort to ensure direct positive outcomes on student success. The first of these is this report of the first 100 days under the new academic structure, a recording of the progress and the issues that defined these initial critical months of the transition. With the help of the vice president/provosts and the deans who gathered feedback from the academic units, this report offers a recounting of the actions we have taken, the issues that have arisen, and the steps we will take going forward to fully realize our goal – to implement an academic structure that frames Academic Affairs division operations in such a way that supports student success. At its core, the structure is designed specifically to improve student success through completion, transfer, and greater alignment and deeper synergy with four-year transfer institutions and industry partners. While we have always been focused on these elements, the reorganization brings our focus more deliberately on students.

The tool we are using to maintain a consistent focus on increasing student success is a performance matrix that has been developed as a prism with that one goal in mind. The matrix, which is attached as **Appendix A**, was developed during the planning phase and shared collegewide in the spring 2014 semester. The division is working closely with the Office of Planning and Institutional Effectiveness to identify baseline data on the performance indicators so we can responsibly set benchmarks and targets for future performance. For the next several years, the matrix will serve as the guide in division planning, where we will pursue initiatives and activities that directly promote improvements in those measures.

Concurrently with the development of this 100-day report, an external researcher with experience studying organizational change in community college settings was hired to analyze the College's restructuring process and implementation and to report on its merits and hindrances. Ms. Jillian Gross, a

PhD student research assistant from the University of Michigan's Center for the Study of Higher and Postsecondary Education, spent the summer reviewing all documents related to the restructure and visited the College in August 2014 to speak to nearly 50 faculty, staff, and administrators who were involved in the process. Ms. Gross has issued an initial report of findings, attached herein as **Appendix B**, and will return to the College later this semester to speak to focus groups of students, faculty, and staff. A final report will be delivered in December 2014.

As was promised when the restructuring plan was submitted, assessment will be ongoing and will take on many forms. The initial external review and this 100-day report can both serve as tools during the eventual internal assessment that will occur once data and outcomes become available. Internal assessment will involve the entire division with significant faculty participation. With academic master planning beginning this semester and the Middle States reaccreditation self-study process beginning next year, the division will have ample material and data to perform a thoughtful evaluation. Throughout all of these efforts, we will continue to maintain a focus on the performance matrix and will routinely engage with students as we assess and perfect the structure to encourage their success.

The College community – and particularly the Academic Affairs division – experienced significant apprehension over the wide-ranging changes that the new academic structure would bring. I ensured the community that the harshest aspects sometimes experienced in organizational change would not be part of our change – no one would lose his or her job or would be required to relocate to another campus. I promised that new resources in the form of funding, staffing, and space would be available to support the transition. I am very happy, and very thankful to Dr. Pollard and the College leadership team, that these promises were fulfilled. The division received 17.5 new full-time equivalent staff positions, 13 new faculty positions, 150 ESH for tutoring at the Germantown and Takoma Park/Silver Spring campuses, and a significant influx of resources for new equipment and curriculum enhancement. Implementation was made possible by these resource allocations, without increasing the number of administrator positions. All positions granted have been allocated to the areas and campuses with the most need, bringing support closer to the action as is necessary to offer a real benefit to students. This was a critical priority knowing that the restructuring process exposed the need to pursue equitable resources across the academic campuses.

With an eye toward real progress, the remaining sections of this report offer a candid recounting of what has transpired during this first 100 days. The College community should be commended for its demonstrated commitment to our students and to helping them achieve their dreams.

Major Implementation Efforts Completed for July 1 Transition

Transitioning to the new structure involved a complex set of processes that required the leadership and cooperation of faculty, staff, and administrators from the division and across the College. The Implementation Plan that was released in April 2014 laid out the main steps, and an updated action chart with current status is included herein as **Appendix C**.

While you will see in the action chart the broad scope of work that was undertaken in the planning and early days of the restructure, the most important efforts involved realigning the academic disciplines and leadership. Below is a summary of some of these implementation items that needed to be addressed for the July 1 transition date.

> **Identifying Unit Names and Staffing Plans:** The vice president/provosts led analyses of their new units to create staffing plans that would support collegewide operations for their set of academic areas. The College's central academic website illustrates the organization of each unit. Staffing plans were given to the Office of Human Resources and Strategic Talent Management to update timesheet and pay records.

> **Selecting, Onboarding, and Training New Department Chairs:** During the spring 2014 semester, deans led efforts to select and onboard new chairs in every academic department. The multi-phase selection process was open to all full-time faculty members in the first phase and to part-time faculty members and professional staff in the second phase. Candidates gave presentations during discipline town hall meetings and discipline members were able to submit feedback to help their deans choose the most appropriate candidates. The deans' decisions were confirmed by their vice president/provosts. The following department chairs began their new term on July 1, 2014.

> Arts:
> - Chair of Art, Rockville: Michael Farrell
> - Chair of Media Arts Technologies, Rockville: Ed Riggs
> - Chair of Performing Arts, Rockville: Alvin Trask
> - Chair of Arts, Takoma Park/Silver Spring: Lincoln Mudd

> Business, Economics, Accounting, Computer Applications, Hospitality Management, and Paralegal Studies:
> - Chair of Business and Economics, Germantown and Takoma Park/Silver Spring: Andrea Foster
> - Chair of Business and Economics, Rockville: Bill Johnstone

> English and Reading:
> - Chair of English and Reading, Germantown: Dr. Mary Robinson
> - Chair of English and Reading, Rockville: Elizabeth Benton
> - Chair of English and Reading, Takoma Park/Silver Spring: Ellen Olmstead

Education and Social Sciences:
- Chair of Education and Social Sciences, Germantown: Dede Marshall
- Chair of Anthropology, Criminal Justice, and Sociology, Rockville and Takoma Park/Silver Spring: Dan Wilson
- Chair of Education and Psychology, Rockville: Dr. Eric Benjamin

Chemical and Biological Sciences:
- Chair of Chemistry, Biology, and Biotechnology, Germantown: Dr. Scot Magnotta
- Chair of Biology, Rockville: Dr. Rashid Alam
- Chair of Chemistry, Rockville: Dr. Laura Anna
- Chair of Chemistry and Biology, Takoma Park/Silver Spring: Nelson Bennett

Science, Engineering, and Technology:
- Chair of Engineering, Physical, and Computer Science, Rockville: Dr. Nawal Benmouna
- Chair of Physical Sciences, Engineering, Computer Science, Cybersecurity and Networking, Germantown: Dr. David Hall

Mathematics and Statistics:
- Chair of Mathematics and Statistics, Germantown: Darren Smith
- Chair of Mathematics and Statistics, Rockville: Dr. Ben Nicholson
- Chair of Mathematics and Statistics, Takoma Park/Silver Spring: Dr. Milton Nash

Health Sciences, Health, and Physical Education:
- Chair of Health and Physical Education, Rockville: Beth Ridings
- Chair of Health Sciences, Health and Physical Education, Takoma Park/Silver Spring: Diane Barberesi
- Chair of Nursing, Takoma Park/Silver Spring: Dianna Matthews

American English Language Program, Linguistics, and Communication Studies:
- Chair of AELP, Linguistics, and Communication Studies, Germantown: Dr. Jorinde van den Berg
- Chair of AELP, Linguistics, and Communication Studies, Rockville: Usha Venkatesh
- Chair of AELP, Linguistics, and Communication Studies, Takoma Park/Silver Spring: Angela Nissing

Humanities:
- Chair of Humanities, Germantown: Dr. Joe Thompson
- Chair of History and Political Science, Rockville: Dr. Lee Annis
- Chair of World Languages and Philosophy, Rockville: Dr. Sharon Fechter
- Chair of Humanities, Takoma Park/Silver Spring: Ivonne Brineau-Botello

Applied Technologies and Gudelsky Institute:

- Chair of Applied Technologies and the Gudelsky Institute, Rockville: Chantal Vilmar

In addition, two faculty members who have led collegewide programs for several years accepted twelve-month appointments to reflect their year-long commitment to the programs and the students and faculty they serve. Dr. Lucy Laufe is serving as chair of the collegewide Honors Program, and Sara Ducey, Paul Peck Humanities Institute director, is serving as the collegewide chair of integrated studies in addition to her current assignment.

Approval and Hiring of New Staff and Faculty Positions: It was announced in June 2014 that the division received approval to hire 17.5 full-time equivalent regular and temporary-with-benefits staff positions in FY15. The vice president/provosts and deans worked with the Office of Human Resources and Strategic Talent Management to recruit for these positions in priority order, bringing critical support to the most affected areas of the division. All of these positions have a direct impact on student success.

Approved Staff Positions for FY15

- o Instructional Associate, Writing, Reading, and Language Center, T
- o Instructional Lab Coordinator, Chemistry/Biology, T
- o Instructional Lab Coordinator, Engineering and Technology, G
- o Instructional Associate, Math Learning Center, T
- o Cybersecurity Project Manager, G
- o Administrative Aide, English, T
- o Instructional Learning Coordinator, Arts (part-time to full-time conversion – TWB)
- o Instructional Associate, Writing, Reading, and Language Center, G (TWB)
- o Instructional Associate, Writing, Reading, and Language Center, R (TWB)
- o Instructional Associate, Math 094, T (TWB)
- o Cybersecurity Lab Coordinator, G (TWB)
- o Macklin Business Institute Café Manager, (part-time to full-time conversion – TWB)
- o Part-time Nursing Clinical Lab Associate, T (TWB)
- o Part-time Office Associate, English, G (TWB)
- o Part-time Office Assistant, Humanities Department, G (TWB)
- o Administrative Aide, Social Sciences, T (TWB)
- o Assistant to the Provost, T (TWB)
- o Data Manager, Office of Academic Initiatives (TWB)
- o Online Catalog Manager (TWB)

Thanks to the advocacy of Dr. Pollard and the Board of Trustees and the support of the Montgomery County Executive and County Council, the College was also approved to hire 13 new faculty positions. The collegewide deans group worked together to create a priority list of

positions for FY15, with a focus on building equity across campuses and rebuilding the disciplines that were realigned in new areas, and connecting with county workforce needs. The list that the deans submitted provides critical faculty expertise to disciplines that are in demand by our students, such as business, early childhood education, and communication, and also the campuses with the most need, as eight of the 13 positions are targeted to the Takoma Park/Silver Spring Campus. In addition to a review of collegewide need and equity, the deans reviewed data to make their decisions.

While the process for prioritizing faculty positions was new this year and will be refined in the future as our academic leaders adjust to the new structure, it is a good example of how decisions need to be made going forward—with an eye on internal and external data to provide the best services and resources to our students.

Prioritized Faculty Positions for FY15

Discipline/Area	Campus
Math	G
Counseling	TP/SS
Physics	G
Business	TP/SS
Nursing	TP/SS
Computer Science	R
Paralegal Studies	TP/SS, G
Physics and Engineering	TP/SS
Communication	G
Biology	G or R
Early Childhood Education	TP/SS
Criminal Justice	TP/SS
Communication	TP/SS

Budget Alignment: The deans led efforts in partnership with the Office of Management and Budget to reallocate area resources to match the realignment of academic disciplines. While this was expected to be a relatively straightforward process, complexities within the budget plans require ongoing refinement. The next phase of the process will involve an assessment of unit-level budgets by the vice president/provosts and budget office staff.

During early planning stages, an immediate and dire need emerged that resulted in more than an $800,000 one-time allocation for laboratory equipment on the Takoma Park/Silver Spring Campus. This request was approved based on an early review of resource equity across campuses in the academic areas.

Priority Transitional Elements of New Structure

Transitioning to the new structure involved not only one-time efforts that needed to take place immediately, but also the ongoing and far-reaching items that, once enacted, will truly complete the transition in a meaningful way. These efforts will create a measurable increase in student success.

The vice president/provosts in the four academic units canvased their deans, department chairs, faculty, and staff on three key elements of the new structure, including aligning division activities with the performance matrix, developing a list of emerging discipline trends, and enhancing division communications to involve faculty and staff more deliberately in division planning. Faculty and academic administrators also made significant strides in curriculum enhancement in general education, general studies, and co-curricular programs, and in faculty training and support. A synopsis of these critical facets of the restructure is offered below.

Aligning Division Activities with Performance Matrix

The division's performance measures were the focus of the Academic Affairs division meeting during Professional Week in August 2014. The newly formed Academic Affairs Executive Advisory Council discusses the matrix at each of its meetings throughout the year. The academic units were also asked to consider how they could plan unit activities to positively impact the division's performance measures in an effort to expend resources on the activities that would most directly increase student learning outcomes and completion.

- In the Arts, Business, Education, English, and Social Sciences Unit led by Dr. Judy Ackerman, the performance matrix and performance metrics are ongoing topics at unit leadership meetings and unit leaders are holding frequent discussions to develop appropriate outcomes for identified strategies.

- The Applied Technologies, Gudelsky Institute for Technical Education, and Workforce Development & Continuing Education Unit led by George Payne is engaged in the metric-setting process, which will require setting initial benchmarks and forecasting incremental increases.

- The Science, Technology, Engineering, and Mathematics Unit led by Margaret Latimer plans to examine program and course enrollment and completion trends in concert with transfer and employment alignment to establish targets for growth, maintenance, or modifications. They will look at the number of courses/sections offered online, and the

success rates to determine if sections should be added or if intervention or modifications are needed to increase success rates, including success in next course, where appropriate. The unit will also determine the number of faculty currently using open educational resources (OERs) and how those resources are used so department chairs can work with faculty to develop course-wide banks of OERs. Additions may be made to the faculty evaluation questionnaire to inquire specifically about online resources.

- In the Communication, Health Sciences, Health and Physical Education, and Humanities Unit led by Dr. Brad Stewart, the AELP redesign team is using the performance matrix and *Montgomery College 2020* strategic plan as benchmarks for planning and will use program time and cost to completion to measure success. Communication studies faculty are in the planning stages of creating an advisory board to increase majors and ease transferability and will use numbers of majors and internship opportunities to measure success. The humanities area is reviewing the performance measures to inform future planning efforts of humanities courses. Their next steps are largely dependent on the outcomes of the general education redesign and the new general studies major and pathways. The Nursing Evaluation Committee regularly reviews the matrix to ensure that all projects are focusing on at least one of the student success measures, and it is continuing to gather and assess the data, which is needed for accreditation.

Emerging Discipline Trends

The vice president/provosts and deans canvassed their academic units about the emerging trends in their disciplines that need to be part of their unit planning going forward. In their review with faculty and external sources, the following academic issues will be part of our conversations as we continue under the new structure. As with anything new, the availability of resources, including time, staffing, space, and funding will need to be weighed against the expected benefits and outcomes of developing desired skills and knowledge in our students and strengthening our partnerships with industry leaders as we do more to meet their continuing education, professional development, and training needs.

- Open educational resources (OER) and their use at transfer institutions
- Degree pathways in the arts that distinguish between transfer and career goals – career programs need to provide reliable information about job opportunities in the different arts areas and clear pathways need to be defined for those seeking a Baccalaureate in the Arts
- Two-course English Composition Sequence pros and cons; since these are foundation courses, discussion needs to be centered on student outcomes needed for success in other courses that require writing

- Intentional development of an arts program at the Germantown Campus, with possibility of using facilities at the BlackRock Center for the Arts
- Early childhood education program at the Takoma Park/Silver Spring Campus
- Alternative and/or multiple criteria for initial placement in English and reading
- Success rates for developmental English and reading students
- Orientation for students who plan to major in business
- Mentoring for students majoring in education
- Genomic Medicine curriculum (Biomarkers and Molecular Diagnostics) in collaboration with Holy Cross Germantown Hospital
- Strengthened understanding of industry and transfer needs related to cybersecurity, networking, computer science, and computer/electrical engineering; the National Nanotechnology Initiative (NNI) predicts significant job growth in this area, and implications for community colleges need to be understood
- Examination of Statway and other approaches to developmental math
- Biostatistics course – as a 200-level course for students and as a continuing education course for local life science workers – that would meet industry needs
- High-level scientific (and regulatory) writing course in conjunction with WD&CE
- Increased attention to language proficiency and to critical languages in the US, including Chinese, Arabic, Hindi, and Portuguese
- The increasing use of technology and the need to train more faculty to teach in online and hybrid environments
- The use of conference circles in philosophy
- Career pathways in nursing from noncredit to certification to credit degree
- Nursing employment, as graduates are reporting difficulty in getting positions; this is likely due to the Institute of Medicine's 80/20 Report; recommendation #4 in this report has suggested that 80 percent of all acute care bedside nursing be BSN-prepared by 2020, and as a result, the acute care facilities are slowing their hiring of associate degree nursing graduates and sometimes only hiring BSNs
- The loss of specialty clinical sites in the nursing program because of the industry preference toward BSN students – this is an immediate threat to the integrity of the program, including this semester when we were turned away from Children's Medical Center in Washington, DC
- Demand for increased enrollments in HE/PE at Germantown; growing the programs to offer major classes on multiple campuses
- Ensuring Common Student Experience in academic programs, including in facilities and offerings
- Applying for accreditation for the Personal Fitness Trainer Certificate by CAAHEP; pursuing articulations with Universities at Shady Grove in Public Health & Health Education

Enhancing Division Communications

A great deal of effort has been made to bring division communications to a level of transparency that befits the inclusive environment we seek to foster in Academic Affairs. From the senior vice president's office, a monthly chronicle called *Intersections* was created to share both administrative and classroom happenings with our faculty and staff colleagues, and information is also shared via e-mail and Twitter.

The academic units have also strengthened their communications to engage faculty and staff in unit activities. The efforts that have been created by the units and departments to ensure active engagement across the division include:

- Monthly academic unit leadership meetings to discuss priorities, common issues, and division performance measures
- Monthly campus operations team meetings
- Deans' meetings with area department chairs and coordinators one-on-one and as a group
- Discipline meetings and retreats throughout the year
- Enhancement of campus newsletters and other campus communications from vice president/provosts
- Academic unit communications and campus visits by vice president/provosts
- Periodic area updates and campus visits by the deans
- Electronic and hard copy communications from chairs to departments
- Administrative staff and deans meeting across campuses to ensure consistent processes in the areas
- Division, unit, area, and department websites are being revised to best illustrate the College's academic offerings
- Division, area, and discipline meetings were scheduled during the August 2014 Professional Week, and planners will consider feedback about the new configuration that did not include campus meetings

The vice president/provosts, deans, and department chairs have received significant feedback from faculty and staff on these communications enhancements, including:

- Generally positive reactions to increased presence of deans and vice president/provosts on campuses
- Greater chair involvement in departmental day-to-day operations
- Increased number of meetings for many people
- Chairs are more aware of the need for all faculty members in a department to participate in department, campus, and College initiatives
- Faculty and staff are very appreciative of face-to-face interactions as well as feeling comfortable sending an e-mail
- Greater discussion of discipline issues due to unit leadership meetings

- Improved communications with part-time faculty members
- Greater communication between deans and chairs
- More cross-campus conversation at division meeting during Professional Week
- Feelings of a new sense of community within the disciplines
- Increased ability to brainstorm ideas on events and activities across campuses
- Enhanced the ability to complete the spring 2015 course schedule for part-time faculty
- Questions are being addressed and more questions are arising

Curriculum Enhancement

An important part of the new academic structure includes central leadership of curriculum development and enhancement efforts.

- The General Studies committee issued its final report in September 2014, which was approved to move forward in the curriculum review and approval process; the team attended the AAC&U Institute on Integrated Learning in July 2014 with a group of counseling and advising faculty members; a leadership structure for the revised program is being developed to include both instructional and counseling faculty members

- A work group will be formed in the spring 2015 semester to focus on injecting a global perspective in the College's curriculum and on international opportunities and exposure for students, faculty, and staff

- The General Education Transform & Restructure Committee presented a summary of their work at the Academic Affairs division meeting during Professional Week, following their attendance at the AAC&U Institute on General Education and Assessment over the summer; the team hosted a series of information sessions in the fall 2014 semester to provide an opportunity for the College community to discuss outcomes for general education, innovations (such as e-portfolios), and best practices for integrative models of general education; a LibGuide is available through the central academic website; the new program is expected to be implemented in fall 2016

- The College's Board of Trustees approved in September 2014 the division's proposal to offer two online degrees upon approval from the Maryland Higher Education Commission; the degrees will be in business and information systems; through its academic master planning process, the division will evaluate whether other programs should be pursued for online delivery

- An Integrated Learning Council will be created in this academic year to coordinate programs with central oversight and a more visible presence collegewide; the new collegewide chair of integrative studies will lead the group

- Together with curriculum enhancement, assessment of student learning outcomes is expected to become a division responsibility, allowing close coordination between the two areas

Faculty Training and Support

- The Office of E-Learning, Innovation, and Teaching Excellence will offer a more collective focus on faculty training and support with broader collegewide appeal; ELITE has been actively involved in several curriculum enhancement processes, including the development and approval of two online degrees and the general education redesign effort

- A representative committee of more than 30 faculty members – including both credit and noncredit, part- and full-time – staff, and administrators from across the College has convened to create a dynamic structure that serves the needs of the part-time faculty who provide outstanding service to our students and the institution as a whole; four subgroups will meet to address specific issues, conduct research into best practices on the national stage, and develop a workable plan to be implemented potentially by next year

Early Accomplishments during First 100 Days

While it is far too early to assess the effectiveness of the new academic structure, hundreds of early accomplishments, both big and small, have been reported by administrators, faculty, and staff who are already seeing anecdotal positive impact. Six main themes emerged as the feedback was reviewed, which are outlined below along with specific examples from division colleagues.

1. **Enhanced Cross-Division and College Collaboration and Communication**
   - Streamlined structure allowed the College's project director of the Department of Labor's TAACCCT grant proposal to quickly gather a team of College, educational, and industry partners; their efforts were awarded a nearly $15 million grant to create a pipeline to the cyber security workforce in Maryland
   - More faculty and staff are thinking and making decisions and suggestions with a collegewide view
   - Students are getting consistent response to questions, collegewide
   - Collegewide discipline and unit web pages are emerging
   - Collegewide communication within the mathematics and statistics area allowed Pearson grant funds to be used to provide support to students who were not able to purchase required software

- The monthly STEM academic unit leadership team meetings are very productive and useful academic discussions are occurring
- Evaluation processes for staff and faculty are becoming more consistent
- Collegewide discipline hiring committees are beneficial and the new standard
- HE/PE coordinator at Germantown did an inventory of all equipment; the HE/PE chair and dean discussed helping update Germantown equipment since the other two campuses already have up-to-date equipment
- Mental health program is getting more support and visibility for future growth; will cross-list a therapeutic activities course with WD&CE and publicize to PTA and nursing students

2. **Greater Understanding within and between Disciplines**
   - English faculty have a greater understanding of what happens in reading classrooms and how the reading courses support student success and completion in writing classes
   - Faculty at all three campuses are now engaged in conversations about literature courses and offering courses across campuses so that students may be able to access these courses at their "home" campus
   - Discipline faculty are working more closely than in the past now that there are more opportunities to do so; discipline-wide discussions have taken place with greater frequency and communication/inclusivity efforts are now the norm (pre-existing silos are breaking down)
   - There has been less competition between campuses and programs and more collaboration
   - Communication studies faculty have reported that the restructure has made it easier to communicate with one another about issues specific to their discipline; in Rockville, they have moved onto the same floor to make it easier to function as a discipline
   - AELP/linguistics faculty are working across the campuses in providing critical input for redesign
   - One chair is working with the host chair on another campus to ensure that supplies and services are available to faculty
   - The restructure has had a positive influence on the mental health program's ability to align with partnership program in WD&CE
   - Nursing seems to be functioning well with the nursing chair and the clinical coordinator and the dual enrollment efforts for the BSN are moving along well
   - One College structure has had great impact on curriculum and program expectations for health and mental health programs
   - Active discussions about common textbooks are ensuing
     - Philosophy faculty will be discussing the use of a variety of textbooks that meet discipline-determined student learning outcomes and are within a reasonable price range for students

- o Communication studies is moving towards identifying common textbooks for COMM 108; AELP will address textbook selections as part of their redesign
- discussions about collegewide approach to scheduling are occurring
  - o Engineering Dynamics (ENES 221) has been added to the TP/SS schedule in an effort to grow the engineering program at that campus; this is the first time a 200-level course is offered there, and the plan is to add additional courses, including Mechanics of Materials (ENES 220) and/or Thermodynamics (ENES 232) in fall 2015
  - o TP/SS computer science faculty is communicating with the Germantown coordinator to sign up and take CISCO courses so the department can offer courses such as NWIT 151 and NWIT 2 at TP/SS in fall 2015
  - o The engineering computation (ENES 240) course has been put back in the schedule at Germantown; this course had been cancelled in the past
  - o A new engineering Physics II (PHYS 262) has been added at Germantown; we will now have two sections of PHYS 161 and two sections of PHYS 262
  - o Centralized scheduling of math distance learning courses instead of campus-based scheduling is underway
  - o Chairs and coordinators will attend a discipline-focused scheduling retreat later this semester

3. **More Flexibility for Students, Faculty, and Staff**
   - While no one was required to move, some faculty and staff chose to move to another campus out of preference where needs existed, an opportunity facilitated by the One College approach
   - Some faculty members have chosen to teach part of their schedule at more than one campus
   - Courses (e.g. BIOT 110) are being offered on additional campuses
   - In COMM 108, three sections of distance learning courses are being offered this semester; plans to develop COMM 108 into a common course are forthcoming; COMM 112 will be offered online in fall 2015

4. **Less Bureaucracy**

   - Some processes have been simplified; proposals to the Collegewide Curriculum Committee now only require one dean and one vice president/provost signature
   - New, effective collegewide planning and accreditation work groups, including SA+D planning, NASAD accreditation, NAST accreditation, collegewide media arts programming
   - For the first time, the College was able to use the funds from CAPDI in a collegewide manner, where excesses from one campus were able to fill deficiencies at other campuses

- It seems easier to hire staff and (soon) faculty; restructuring has made it easier to reallocate talent and resources (e.g. one dean/one VPP approval rather than two or three)
- Enhanced ability to develop and implement discipline-wide processes

5. **New Resources**
- New faculty positions allocated to programs with the most need
- TP/SS science labs have nearly $850,000 of new lab equipment
- New support staff positions

6. **Strengthened Alignment with Educational and Industry Partners**
- Stronger articulation with UMCP and USG business programs
    - o VPP, collegewide business dean, faculty, and staff met with the dean and associate dean of business at UMCP and the business program director at USG
    - o Follow-up activities and meetings will be scheduled regarding programs and transfer
    - o Learned that there were differences in preparation for intermediate accounting at USG depending on which campus Accounting I and II were taken
- MCPS graduates are placing into lower-level AELP courses after having been MCPS students for a number of years; AELP leadership team will be meeting the College's MCPS liaison to discuss opportunities for partnering with MCPS to improve ESL students' language proficiency
- It is easier to see increased opportunities for partnering with MCPS

Immediate Issues to be Addressed

Since the planning stage, a top priority of the restructuring process has been to maintain the highest level of collaboration, transparency, openness, and inclusion. In such a complex effort, it is crucial to own the fact that change is hard, confusion happens, and it can take time to adjust to the new state of the organization. The transition to the new academic structure has been no different, and because we all know that the worst thing we can do when issues arise is to not talk about them, we are doing just the opposite.

As a division, we have been maintaining a careful list of issues, both typical and unanticipated, that have occurred during the first 100 days. Seven themes emerged, some of which were also detailed in the initial external assessment. These are issues that need to be addressed as we move ahead, and I look forward to working with the entire division and College to find solutions.

1. **Staff Workload and Support**

The greatest issue that emerged from both the feedback received from the academic units and the initial external evaluation was that academic staff feel confused and unsupported. One vice president/provost aptly reflected that we should have spent more time in the planning stage thinking about the effects of the transition on staff, as we spent a great deal of time focusing on faculty. Administrative aides in the departments have dealt with new supervisors, new processes, and in some cases, a greater number of faculty to support. The typical increased workload that comes with any implementation only exacerbated the fact that the administrative staff were not wholly prepared for or supported in the transition. Other issues that arose in staff workload and coverage include:

- The GT–STEP grant lost its budget manager as a result of restructuring, and in turn, the STEM unit should consider hiring a budget manager for the unit
- There was a gap in staffing in the Rockville Writing and Language Center; the new center manager and assistant manager start on October 6, and recruitment for the new instructional associate will start once the new manager and assistant manager complete search protocol training
- More experienced administrative aides are volunteering to help train new aides; they are working together to learn new processes
- Germantown lost its physics/engineering/physical science lab coordinator and faced a gap in coverage until the position could be filled; the vice president/provost and dean worked with staff and faculty to resolve the issue by having a Rockville staff member divide his time between the two campuses; this effort required only one dean and one VPP; in addition to providing lab support, this provides an opportunity to assess what the differences are in lab content and procedures between two campuses, which paves the way to identify best practices and implement those on all three campuses
- Confusion in knowing which procedures are campus-based and which are unit-based; some of the confusion has been due to new human resources procedures that are occurring at the same time
- Additional training and support for administrative aides are necessary, especially for those who have a different level of responsibility in the new structure
- On the Germantown Campus, three administrative aides in the same office are answering to three different supervisors and serving in three different departments, leading to some confusion within the three departments involved

I want the division's staff to feel appreciated and heard by their colleagues. As I said in our division meeting at the start of the semester, there is no change or progress possible without the support of our staff. I have asked the Center for Professional and Organizational Development to work with the academic units to develop any necessary training for staff. I anticipate that the leveling out of the heavier transitional workload and the onboarding of the 17.5 new staff positions throughout the division will bring relief in the weeks to come. I ask the deans to keep close watch over staff

workloads and training and bring continued issues to the attention of the vice president/provosts and me.

2. Host Department Confusion

Some disciplines noted confusion and issues that occurred with the host department arrangement that was put in place for cohorts that are not large enough to be considered independent departments. Most confusion seems to involve not knowing where to go when needing to purchase expensive supplies and equipment, and struggling with a lack of local administrative leadership.

The deans and vice president/provosts will work together in the coming weeks to refine expectations about the roles and responsibilities of hosting departments, and develop a plan to communicate those improvements to the affected departments. The Academic Affairs Executive Advisory Council will follow this issue to ensure that any lingering confusion is clarified.

3. Apprehension and Challenges of Change

No matter the scope, organizational changes bring about a certain level of concern and confusion as colleagues adjust to all of the simultaneous changes. Most of the feedback received in this area involved the questioning of responsibilities and line of authority associated with the changes to the roles of the department coordinators, chairs, deans, and vice president/provosts. Many of these issues will be resolved with time, and I will ask the Center for Professional and Organizational Development to consider additional training. Specific issues are included below:

- Apprehension in departments that have disciplines coming together for the first time; general reluctance to moving away from former structure
- Dean and chair supervisory roles of full- and part-time faculty need to be clarified
- Some resistance to concept of collegewide coordination and decision-making
- Increased number of meetings and increased travel among campuses in cars and on-campus shuttle; increased need for 'hoteling' spaces for those who need to travel among campuses
- Increased sensitivity regarding different deans' management styles
- Leadership in some areas needs to be developed
- Confusion in other areas of the College about the new structure
- Increased need for marketing of academic programs
- Need for more chair training – in daily operations of department, staff evaluations, Taleo, time sheet procedures

4. New Discipline Alignments

A few concerns were reported regarding the operational effects of realigning the disciplines, especially in those areas that were split into several areas. Some of these are unavoidable due to the

nature of the new structure, and others should see a relatively quick resolution. Specific comments include:

- The merger of departments that were originally part of different areas has resulted in a need for greater flexibility among the faculty and staff as departments had very different ways of handling business
- The Digital Language Labs do not report to the dean of humanities who is directly responsible for the disciplines that are the primary users of the facilities on all three campuses
- There is a concern that the academic reorganization will have a negative impact on the allocation of full-time faculty lines to the humanities; at the very least all efforts should be made to ensure positions that open up through retirements and resignations are retained by the humanities area
- Students had difficulty during the first weeks of the semester at times finding newly configured departments
- There needs to be a meeting of all department chairs at least twice a semester; the cohort of chairs can then discuss challenges, resources, recommendations, and successes

5. Paperwork and Process Issues

Several process changes are still in development or are currently going through their first cycle. Feedback in this area denotes glitches due to the complexity of multiple changes happening in a short timeframe that will correct themselves naturally, and issues that require attention of other areas of the College. Specific examples include:

- Need for more collaboration and leadership in recommending ways to handle routine paperwork
- Sorting out how to handle the cases where faculty members are teaching across departments; for instance, when such a faculty member is on leave, which department files the paper work for the substitute, and who does the adjunct contract?
- Early communication issues with other areas of the College are improving already; support areas around the College struggled to manage the significant influx of requests coming from the division due to the restructure
- Need for a definitive process for evaluating department chairs
- Some staff evaluations after July 1 were completed by department chairs who had not been their supervisor during the previous year
- College policy development is needed overall, including new processes for faculty who want to teach in multiple disciplines in different departments and College policies on faculty substitutes and faculty hiring

- Collegewide, 3-year scheduling is extremely challenging; deans and chairs need guidelines regarding how the College plans to offer its semesters and if the College will establish standard start and end times for courses in each semester based on the number of contact hours
  - Schedule needs to be student- and user-friendly; it is currently very complex
- The budget hierarchy and reallocation could be refined and made consistent across all disciplines and division areas

6. **Differences of Opinion on Academic Issues**

A few comments were reported that described strong differences of opinion on discipline-related issues raised by the restructuring effort, and all report that progress is being made on those differences. Feedback generally referenced needing continued dialogue and research by the disciplines regarding recommendations related to common textbooks. In September I encouraged the disciplines to gather to discuss common texts and the increased use of online educational resources. The vice president/provosts and deans will work with discipline faculty to coordinate those conversations, and the Office of E-Learning, Innovation, and Teaching Excellence will continue to partner with faculty to research open educational resources (OERs).

7. **Need for Additional Resources**

Achieving the vast array of goals identified to connect with emerging discipline trends and to further strengthen the division's ability to support optimal student success requires resources that the College does not have available currently. Below is a list of resources identified by the academic units. In cases where resources are not possible in the coming year, the Academic Affairs Executive Advisory Council and the deans will consider alternatives that might achieve at least a portion of the discipline needs.

Space
- Additional space and support for part-time faculty at the Rockville Campus
- Identification of an appropriate dedicated early childhood classroom space at TP/SS Campus
- Department offices on the Germantown Campus; the HS building is experiencing challenges with sharing space and resources among three chairs, 19 disciplines, and four collegewide deans; the departments are working closely with the vice president/provost and facilities team to create adequate suites
- Space at TP/SS so that faculty in the Business cohort are located near their support staff (eventually there will be a need for a full-time support position)

New Faculty

- Germantown needs a second world languages professor and a full-time professor of American history (there is no full time Americanist on the Germantown Campus)
- The area needs at least one additional full-time faculty member in American Sign Language if the courses in the program are to be effectively offered collegewide
- HE program may need another full-time faculty position specializing in exercise science, an increasing number of part-time faculty, office space on Rockville Campus, and exercise lab space at Germantown

New Staff

- The CHSHEPEH and STEM units could use staff members with accounting skills to better serve the financial needs of the units
- Need for office assistant to become an administrative aide I in world languages and philosophy department at Rockville as collegewide disciplinary initiatives increase
- Increased support staff to assist as needed in all of the hosted disciplines
- Administrative support for chairs in the nursing program; growth of program will also require additional part-time faculty, theory rooms, faculty offices, and clinical options, as pediatric rotations have been a barrier due to Institute of Medicine 80/20 recommendations; the program also needs IT support of WiFi on portable devices, maintenance of equipment and new equipment as technology emerges, and replacement of the coordinator of clinical education outreach position so that someone is focusing more on the clinical site issues
- Additional staff in Writing and Language Center to support new programs in English, reading, AELP, and World Languages
  - o Consolidate the Rockville Writing and Language Center in Macklin Tower once the Math/Science Center moves to Science West
  - o The vacated Writing and Language Center space in Humanities will be assigned to the Evening Weekend Office

New Funds and Support from Other Areas of College

- Time and funds to transition cohorts to departments – this may require more teaching for the chair in the instance of very small departments, and some new departments may need support staff
- Faculty time to evaluate alternative criteria for initial placement in English and reading
- Time to develop work plan for English and reading developmental course revision
- Resources for planning orientation for Business students may include ESH, materials, and refreshments
- Partner with IT to make teleconferencing more readily available so that meetings can be held with less travel required of participants
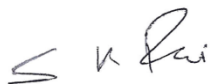
A Look Ahead

As I think is apparent throughout this report, a great deal of effort and resources have been committed to effectively transitioning the College's academics to a new structure that directly supports student success. The Academic Affairs division, in collaboration with its College colleagues, managed a herculean effort that will continue into the next year and beyond. By and large, the first 100 days of the new academic structure have been a great success with real accomplishments as well as issues that we can work together to address.

Several elements of the structural transition are still on the horizon, and, in addition to the elements that were discussed in this report and on the action plan, will command the division's time and attention in the coming year. They include:

- Developing a plan for the learning centers that will provide consistent technology, support staff, scheduling, and learning resources across campuses; the new collegewide director of learning centers was created and hired to work directly with the centers and a representative steering committee coordinate resources, create cross-campus equity, and enhance services.

- Developing a coordinated, sustainable system for course scheduling with a collegewide approach and the ability to schedule three years out; the deans and department chairs have begun these efforts and actively discussing how best to achieve this goal for our students.

- Identifying common textbooks and online educational resources in appropriate disciplines and courses; ELITE has been working with many faculty members on OERs and has found great interest from faculty in doing this for our students; they will sponsor a faculty fellowship program in spring 2015 that will include six to nine courses being redesigned solely using OERs; the fellowship will be open to 20 faculty members; so far, ELITE has assisted four courses in using or planning to use OERs exclusively in the spring semester, saving our students more than $34,000.

- Developing a standardized chair evaluation process and training for chairs, faculty, and staff.

The Academic Affairs division has many priorities for the year ahead, some related to the restructure, and many related to our core academic mission. I look forward to continued close collaboration with division and College colleagues as we move Montgomery College academics into the realm of endless possibilities. Please accept my sincere thanks for your continued commitment to our students.

Respectfully submitted,

Sanjay Rai, PhD
Senior Vice President for Academic Affairs

Appendices

Theme I: Educational Excellence Montgomery College will be a national leader for the quality and relevancy of its academic programs
1a   Increased collaboration between credit units and WD&CE
1b   Increased alignment with national discipline and program efforts
1c   Increased globalization of curriculum
1d   Increased global partnerships
1e   Improved general education offerings through central leadership and coordination
1f   Enhanced general studies program through central leaderships and coordination
1g   Improved communication among academic affairs division and the rest of the College
1h   Increased support for co-curricular programs
1i   Increased participation in co-curricular program
1j   Increased enrollment in honors courses and programs
1k   Increased participation in CTL offerings
1l   Increased engagement of faculty and staff within disciplines, leading to a vibrant academic community
1m   Increased faculty-led initiatives and increased faculty participation in those initiatives
Theme II: Access, Affordability, and Success Montgomery College will provide affordable access for its communities and ensure student success and completion
2a   Increased graduation and transfer rates
2b   Increased retention rates
2c   Reduction of time and cost to completion
2d   Increased student satisfaction
2e   Enhanced coordination of developmental education
2f   Increased developmental course completion
2g   Create major field advising in support of CCRCCA requirements through central leadership and coordination
2h   Higher satisfaction with support centers
2i   Increased pathways, articulations, and partnerships with K-12 and four-year colleges and universities
2j   Increased number of grants awarded that target areas identified as critical, including those that reduce the achievement gap by reaching underrepresented populations
2k   Increased use of OCWs and MOOCs to supplement current course offerings

Theme III: Economic Development Montgomery College will promote and support economic development by ensuring that rigorous and relevant regional and national workplace competencies are reflected in programs and curricula
3a Increased responsiveness to external industry and discipline-specific requests and inquiries
3b Increased opportunities and participation in internships, externships, REUs, etc.
3c Increased connections and partnerships with regional industry
Theme IV: Community Engagement Montgomery College will foster community building, civic responsibility, and intercultural understanding, and serve as the place for neutral public dialog to advance social justice and enrich the life of the community
Theme V: Assessment and Institutional Effectiveness Montgomery College will ensure institutional effectiveness and sustainability through ongoing assessment and responsible stewardship
5a Increased consistency in data and information reporting
5b Strengthened connections between learning outcomes and transfer institution requirements
5c Enhanced ability to make data-driven decisions pertaining to student learning outcomes assessment
5d Higher course enrollment due to coordinated, collegewide scheduling
5e Fewer canceled courses for lack of enrollment due to coordinated, collegewide scheduling
5f Improved response times to laws and regulations, etc.
5g Strengthened campus- and discipline-based leadership
5h Consistent and timely responses to student issues
5i More professional development opportunities for faculty and academic staff

Appendix B

Preliminary External Evaluation

Introduction by Dr. Sanjay Rai, Senior Vice President for Academic Affairs

I invited Ms. Jillian Gross, a doctoral candidate at the University of Michigan's Center for the Study of Higher and Postsecondary Education, to conduct an initial external assessment of the academic restructuring process and implementation. The purpose of this assessment is to gain the perspective of an outside observer who is knowledgeable of the context of major organizational changes in community college settings. It is through this external view of the College's current environment that we honestly and candidly capture the pulse of the College in a way that is unbiased by personal and professional relationships.

Ms. Gross brings to this project an impressive blend of education, research, and professional experience. With an academic concentration on organizational decision-making and curriculum in community colleges and a research focus on organizational behavior and management, the preliminary assessment that follows is based on current and relevant change theory.

I invite you to review this preliminary report and look forward to the final report later this semester.

Academic Restructuring at Montgomery College
A Preliminary External Assessment
Jillian Gross, PhD Candidate, University of Michigan
September 2014

Methodology

The evaluation began in July 2014 with a focused study of the major documents and communications associated with the academic restructuring effort. A list of documents is provided as Appendix A. These documents provided the background necessary to prepare for focus groups and individual interviews that would be conducted during a visit to the College in August 2014. Review of these documents suggested that the Academic Restructuring was thoughtfully designed to be an open, collaborative, and transparent process committed to inclusive practices that allowed for college-wide participation in work groups. Furthermore, the documents suggested that student success was at the core of all decision-making throughout the restructuring process and this commitment guided the realignment of disciplines. Overall, there was also a clear connection between the work group reports and the implementation plan indicating that the substance of the restructuring reflected the collective wisdom of the College community. While not being able to satisfy every constituent, it appeared that all stakeholders, including students, staff, faculty, and academic administrators had the opportunity to have their voices heard and opinions respectfully considered over the course of the restructuring process.

In total, formal conversations with forty-seven individuals in the Montgomery College community were conducted, including academic and support staff, faculty, department chairs, deans, vice president/provosts, associate vice presidents, vice presidents, senior vice presidents, and the president of the College. This set of stakeholders represents members and leaders of the academic restructuring task force, work groups, governance councils, and unions. Although not fully representative, the ability to speak with staff, faculty (part-time and full-time), academic and campus administrators, and the senior leadership team provided a well-rounded perspective on how the community experienced the academic restructuring process and implementation. These conversations included one-on-one interviews, small group discussions, and focus groups that were conducted in private, outside of the presence of direct supervisors to encourage participants to feel comfortable to speak freely.

The guiding questions used during the myriad conversations were:

1. How did the Montgomery College community experience the planning of the academic restructuring process?
2. How is the Montgomery College community experiencing the implementation of the restructuring plan thus far?
3. How is the academic restructuring process (planning and implementation) affecting the One College initiative?
4. How can the Academic Affairs division take what has been learned about the restructuring process and apply it to how assessment is approached moving forward?

The remainder of this report includes a summary of pertinent findings and next steps. All quotations reported in the remainder of this document are taken verbatim from interviews. While attributable to an individual participant, the quotes were chosen because they are representative of the themes expressed by the participants in the study. The report concludes with suggested areas of interest that could guide interviews and focus group discussions during a follow up visit in November. The follow up visit will continue to build on the findings of this synopsis and those of the College's academic restructuring 100-day report. A final external assessment will be submitted in December 2014.

Major Findings

Internal Perception of Academic Restructuring Planning Process

The two years during which the academic restructuring has been underway have been a whirlwind of activity and emotion. While the original process was designed to be open, transparent, and collaborative, interviewees report that the first year of the process felt like a "secretive" process and a number of constituents perceived the original task force recommendations as a "conspiracy" among academic leaders to garner power. This left some staff, faculty, and academic leaders disillusioned and feeling as if the time and effort they had contributed to building consensus was overshadowed by a plan that endorsed a hidden agenda rather than reflecting collective decision-making.

With the transition in leadership that occurred in Academic Affairs in November 2013, an essential mending process seems to be underway. There was universal agreement among interviewees that the new senior vice president's leadership style – one focused on positive and open interactions – was a welcome and critical "tipping point" in moving the restructuring process forward. In essence, the new approach to restructuring started to "calm the waters" while "minimiz[ing] anxiety and concern," although these feelings persist among some interviewees.

Most work group members and chairs report a positive collaborative experience, using words like "fun" and "exciting" while noting, "faculty are into it." However, for some there is residual concern that much of the implementation plan feels like a mandated solution that the work groups had to back into with their recommendations. The single largest concern that a number of interviewees voiced is misgivings about the removal of department chairs from the bargaining unit. Despite these very real and potent concerns, the general and growing consensus among participants is that college-wide input influenced and informed decisions regarding implementation.

While the documentation of the early planning process is overwhelmingly positive, it is clear that some interviewees have strong negative thoughts and feelings about the process. Many felt the early process was confusing, resulted in questionable outcomes, and began during a particularly vulnerable time in the recent history of the College amidst a "dizzying" period of change affecting administrative appointments, governance practices, and organizational structures and approaches. What is promising is that under the current academic leader a dramatic and almost palpable shift occurred in the interpretation of the planning process among interviewees. Even the most vocal critics of the academic restructuring professed a "cautious optimism" moving forward. In particular, the recent approach of open communication and persistent transparency appear to have alleviated the contentious relationship that was developing between the Office of Academic Affairs, the unions, and the governance councils.

Internal Perception of Academic Restructuring Implementation Process

Generally, by mid August, interviewees felt it was "too early" to assess implementation. Overall, a primary concern expressed by participants was the speed and timing of implementation and a general concern over the logistics of coordinating efforts across a One College structure. However, participants were approaching the start of the new academic year with a sense of hopefulness because the restructuring signaled a renewed commitment to academics at the College. One administrator explicitly stated that there is a "hope that people will start seeing real advantages" flow from the restructure, which is a sentiment echoed by the majority of administrators interviewed, from chairs to the president. While trepidation about "living in" the new structure is inescapable, administrators agreed, "consistency across campuses is critical" and that the transition "is in the best interest of the students."

On average, department chairs feel that they are well positioned and well supported to make a difference in the lives of students. Many academic administrators interviewed reported a positive view of the new role of the chairs, while some view the removal of the chairs from the collective bargaining unit as an attempt at "union busting" and a "power play" by the administration. Others were concerned over the selection process. In addition to the chairs, a small but significant number of interviewees

expressed unease about what they perceived as unorthodox selection processes for the new positions and reclassifications created under the new structure.

Moving forward, a consistent implementation and reinforcement of expectations for excellence related to the new structure will be necessary to preempt possible negative influence of those who remain unhappy with or fearful of the change. Having the Office of Academic Affairs maintain a commitment to open, collaborative, and transparent policy and practice will be crucial in this respect. Finally, echoing the concerns of many participants, it will be essential to monitor the unintended consequences of the restructure, especially as they pertain to the experiences of students, faculty, and staff.

Initial Effect of Academic Restructuring on One College Priority

While many administrators and faculty interviewees are beginning to embrace the One College initiative, residual concerns about how academic restructuring intersects with this new organizational focus remain. These center around concerns about the role of faculty in decision-making, grieving the loss of individual campus identities, and uneasiness with shifting operations from a "family model" to a complex "enterprise." It is important to note that participants universally embed their fear in the context of the "constant" and "dramatic" change in which the College has been engaged in recent years. To some, these changes seem reasonable and strategically effective, but to others they feel unnecessary. Despite such concerns, many embrace the One College approach and are excited about thriving in the new academic structure, but many indicated that the rhetoric of One College "no longer works" to mobilize excitement and joy focused on student success.

The practical work of restructuring is complete and participants have, if with trepidation at times, accepted the reality of a One College *structure*. Against this backdrop, the exciting and challenging work of building a One College *culture* continues. Transitioning to the new academic structure presents an opportune moment to usher in a culture shift that will sustain the change and allow the College to flourish. Throughout the interviews it became apparent that no matter how much an individual believed in the tenets of a One College structure, this phrase has become disconnected from the reality of serving students. Participants, including the biggest supporters of the restructuring effort, returned over and over to the question "how is this going to benefit students," and why did the changes have to happen so quickly? Facilitating cultural shifts is not easy work. In the words of one College employee, it will require changes in both "habits of mind and practice." Developing a One College culture hinges on a strong and positive leadership team facilitating faculty engagement and the use of data in ways that align structure and mindset with the poignant notion from one College employee who said, "we're here for the students. That's the bottom line."

Assessment

On average, participants have not yet fully turned their reflective minds to assessment. However, three preliminary themes quickly arose through the interview process. First, participants were thrilled that this study was being conducted. It seemed to signify a demonstrable commitment to continuous improvement regarding the new structure. Moreover, this study was perceived as a good faith effort by the Office of Academic Affairs to show the College community that the door is still open and the

leadership is continuing to listen. Second, participants indicated that they, and the constituents they were representing, wanted opportunities to meaningfully participate in the assessment of the new structure through substantive committee work. Finally, as has been a thread throughout this report, participants are most concerned with the ability to co-create a theory of change which links the performance indicators to how the academic functioning of the College is contributing to the variably defined success of students.

What is clear from the perspective of College employees at all levels is that regular and supportive communication, transparent and inclusive processes, and forums that allow a multitude of voices to be heard and thoughtfully considered are at the heart of how the participants want to engage in the shaping of the College culture moving forward. As one participant stated, this process is not just about academic restructuring, it is about "reorienting patterns of life." Rather than expressing exhaustion or apathy given the tumultuous period of change the community is experiencing, participants were demanding ways to get more involved, forums for sharing promising practices, and opportunities to co-create effective approaches to measuring student success. Warding off burnout by helping individuals connect with personally energizing work related to assessment will be crucial. Devising effective solutions to promote student success should focus on simplifying processes, engaging faculty broadly, streamlining academic pathways with high standards, and using the right data at the right time to assess performance and inform continuous improvement.

Next Steps

Because this report serves as only an initial external assessment of the academic restructuring effort, it is important to close by looking forward. Based on feedback collected for this report as well as the 100-day report, academic leaders have a great deal of early information that will allow them to focus on understanding the impact of the restructure in its first few months. A thoughtful approach to addressing each of the issues outlined in this and the 100-day report will be essential to the new structure's success. Aspects that should be part of those discussions include:

- Maintenance of open and inclusive communication and development of practices and policies that are responsive to the concerns of the College community
- Unintended consequences of academic restructuring on the daily experience of students, staff, faculty, and administrators
- Staffing and training issues, including new professional development opportunities
- Clarity of responsibilities amidst redefined administrative roles, and further professional development for department chairs and deans
- Demonstration of a commitment to change aspects of the new structure that are not working
- Opportunity for a period of stability to recalibrate the life of the College
- Capacity of interdependent areas like Human Resources and Institutional Research to support the implementation and assessment of the restructure

- Integration of performance metrics into the Academic Affairs division's assessment and planning activities
- Expansion plans for online learning and use of educational technology
- Balance of the needs of the students and needs of individual employees

Building a college-wide academic culture is perhaps the most challenging, yet exciting, transformation that lies ahead for Montgomery College. While bringing change to complex organizations is difficult to say the least, especially in a multi-site environment, the dynamic nature of higher education makes it necessary. The incredible benefits that all members of the College community will reap from the compilation of small wins it will take to achieve this transition will hopefully far outweigh the growing pains associated with any organizational change effort. The College should be commended for its demonstrated commitment to refocusing on academics as a key to student success. Furthermore, initial efforts to integrate assessment into the center of this transformation are promising.

The thoughtful planning and implementation of the restructuring effort made clear the College's commitment to listening to its constituencies and community members to foster transformative progress. In order to sustain this change, the College must remain committed to the tenets of collaboration and transparency informing continuous improvement efforts. With a foundation of budding optimism, Montgomery College is poised to flourish under the new academic structure if it consistently: a) facilitates a positive climate; b) builds energizing relationships; c) maintains a supportive approach to communication; and d) enables members of the College community to connect meaningfully with the academic life of the College. This external assessment will conclude with a follow up visit and final report later this semester.

Appendix A
Academic Restructuring Documents Reviewed

1. Original AR Task Force Charge - 2012
2. Task Force Final Report - 2013- served as the groundwork for the AY 2014 planning and implementation effort
3. Memo from the President accepting recommendation to restructure – September 2013
4. Communications Plan for Planning Phase – Oct 2013-April 2014
5. Academic Restructuring Website
6. Frequently Asked Questions – General (made available on web)
7. Frequently Asked Questions – Redesigned Department Chair Position (made available on web)
8. Memo to College Community – January 2014
9. Campus Presentations Given During Month-Long Review Period
10. Memo to College Community – February 2014
11. AR Final Report of SVP Recommendations – with initial work group reports as appendices
12. Memo to College Community on Recommendations – March 2014

13. President Decision on Final Recommendations
14. Fact Sheet for Board of Trustees – March 2014
15. Fact Sheet for Board of Trustees – April 2014
16. Memo to College Community Delivering Implementation Plan – April 2014
17. Implementation Plan – April 2014
18. Implementation Team Members
19. Performance Metrics by Strategic Planning Goals
20. Memo to College Community on Department Chair Nominations – April 2014
21. Memo to Dr. Pollard on Staffing Requests – June 2014
22. Memo to College Community on Staffing Decisions – June 2014
23. Memo to College Community on Transition to New Structure – July 2014
24. Department Chairs Institute Schedule and Participants – July 2014

Action Items	Assigned Team	Other teams involved	Outcome / Product	Status
Oversee implementation and assessment	S. Rai	SVPAA Office	Timely and effective implementation	Ongoing
Recommendation I: Academic Leadership Structure				
Form subteam for each VPP to carry out action items: include deans, chair rep, learning center rep, IT and Facilities reps	VPP		Area-based teams	Complete
Name Units and create acronyms	VPP	Deans	Finalized organizational charts and staffing	Complete
Update and finalize organizational charts to reflect all changes of new unit	VPP	Deans		Complete
Update and finalize staffing plans	VPP	Deans		Complete
Determine and plan for any campus-based office moves that are necessary to support new structure	VPP	Deans	Permanent office assignments that make sense with new structure	Ongoing - Many faculty and staff have relocated to new office spaces but space deficits at certain locations have slowed some moves.
Align existing resources to their new units and areas	VPP	Budget Alignment Deans	New unit budgets and newly organized resources to match new structure	Ongoing - The first phase of aligning area budgets is largely complete; the second phase of examining Center budgets is forthcoming.
Review existing budgets and determine dollar amounts that need to be moved to other units / areas	VPP	Deans Budget Alignment		Ongoing
Seek funding approval to support staffing plan and resource alignment	VPP	Budget Alignment		Complete
Create new budget hierarchy and reallocated budget lines to new units/areas	Budget Alignment	VPP Deans		Ongoing
Develop communications, in-person and/or electronic, with new unit; maintain communications with campuses	VPP	Communications	Vehicle and plan for communicating with new collegewide units	Complete
Create distribution lists for each unit to support unit-wide electronic communications	Communications	VPP		Complete
Develop plan for coordinating learning center services; consider creating steering committee	Deans	VPP	Equitable services and resources at learning centers	Ongoing - There are plans to develop a steering committee to work on consistent technology, support staff, scheduling and learning resources. One of the steering committee's primary concerns will be to look at space constraints as well.

Action Items	Assigned Team	Other teams involved	Outcome / Product	Status
Determine plan for managing large event spaces (eg. CAC, PAC)	VPP		coordinated management	Complete - VPPs on RV and TPSS campuses now oversee the PAC and CAC.
Recommendation II: Discipline Alignment				
Name areas and create acronyms, where necessary; report names to VPPs as they finalize organizational charts	Deans	VPP	Finalized organizational charts	Complete
Schedule new Area meetings during or close to spring or fall Professional Week; Deans lead, VPPs attend	Deans	VPP	Unified areas	Complete
Create priority list of discipline issues and plans for addressing them	VPP	Deans	Onset of collegewide unit leadership	Completed for this report
Develop coordinated, sustainable system for course scheduling with collegewide approach	Deans		Coordinated schedule	Ongoing - The deans and department chairs are getting used to the collegewide approach to scheduling. The disciplines are new to us all. And merging the coordination process with the very time consuming schedule submission and review is a challenge.
Discuss faculty cross-teaching and set policies and practices to standardize	Deans		Policies and materials that support new structure	Completed
Establish common syllabi, texts, outcomes to support collegewide disciplines	Deans			Ongoing
Audit departments and decide which of the larger departments need coordinators to help manage workload	Deans		Workload equity between departments	Ongoing
Create distribution lists for each area to support area-wide electronic communications	Communications	Deans	Vehicle for communicating with new areas	Ongoing
Audit academic-related printed materials, including brochures, business cards, etc., and create schedule and plan for updating	Communications	VPP Deans	Printed materials, website, and signage that reflect new structure	Ongoing
Audit College website and work with IT to realign and update academic web pages to reflect new structure	Communications	VPP Deans		Ongoing - Central academic pages and unit pages are complete; department and discipline sites are expected to be finalized in fall 2015.

Action Items	Assigned Team	Other teams involved	Outcome / Product	Status
Audit campus signage and work with facilities to create plan and schedule for updating signs that illustrate former structure	Communications	VPP Deans		Ongoing
Recommendation III: Department Chairs				
Lead chair selection process: accept nominations and candidate materials; schedule discipline meetings for each candidate and take feedback; meet with each candidate; make selection and forward to VPP or SVP, as appropriate, for confirmation; communicate confirmed selection to discipline	Deans		Transition to new 12-month chairs to support new structure	Complete
Monitor chair selection process and resolve issues as they arise	VPP			Complete
Support and attend chair training	Deans			Complete
Discuss chair evaluation and finalize a collegewide process by which all department chairs will be assessed	Deans			Ongoing - Joint meeting of department chairs and deans is scheduled for early October.
Discuss and finalize reporting line for department coordinators (assign to a chair within the area)	Deans			Complete
Recommendation IV: Integrated Learning Coordination				
Review Work Group F Report to audit recommendations	Central Academic Functions		Coordinated integrated learning program with central leadership and visible web presence	Complete
Develop Integrated Learning Council: choose and invite members, develop charge	Central Academic Functions			Fall 2015
Create central integrated learning budget	Central Academic Functions	Budget Alignment		Complete
Create comprehensive web presence for College integrated learning programs	Central Academic Functions	Communications		Fall 2015
Recommendation V: Central Academic Functions				
Discuss Work Group G recommendations and confirm or suggest alternatives	Central Academic Functions	Budget Alignment		Complete
Review central positions recommended in work group reports and confirm or suggest alternatives	Central Academic Functions			Complete

Action Items	Assigned Team	Other teams involved	Outcome / Product	Status
Create and finalize organizational chart for SVPAA Office and Academic Affairs division to reflect all changes in Academic Affairs	Central Academic Functions	VPP	Central academic leadership that supports and advocates for College academics	Fall 2015
Review full Academic Affairs budget and recommend realignments to Budget team	Central Academic Functions	Budget Alignment		Ongoing
Create Academic Affairs newsletter and send monthly to Academic Affairs Division	Communications			Complete
Create Academic Affairs Division distribution list to support division-wide communications	Communications			Complete
Redesign SVPAA webpages to support and market new structure	Communications			Complete
Update and monitor online FAQs	Communications			Ongoing
Create Academic Affairs Executive Advisory Council	Central Academic Functions			Comlete