Part-Time Faculty
Engagement Task Force
Report

May 15, 2015
Foreword

It has been almost a year since Dr. Rai asked me to lead the Part-Time Faculty Engagement Task Force. I didn't hesitate to convene this cross-sector, cross-functional team of Montgomery College family members because I had been very much involved in the formation of a group that was charged with embellishing onboarding practices for part-time faculty. Since 2011, this stalwart group of professionals, including full- and part-time faculty, staff, and administrators, has labored to develop practices to help orient new part-time faculty to Montgomery College. That effort resulted in the creation of a checklist that would enable a new part-time faculty member to teach the first class. To me, the work of the task force would enhance and expand our scope to include an investigation of national and current best practices occurring at Montgomery College in embracing the contributions of our part-time faculty members.

Through our concerted efforts, our work has borne fruit. The task force looked at ways to strengthen the foundational work pertaining to onboarding and orientation. We tackled the thorny issues of space allocation and utilization, professional development, and recognition. We examined the perennial concerns of inclusion in departmental activities and representation in print and electronic media. These efforts have resulted in the development of a blueprint for a collegewide Institute for Part-Time Faculty Engagement & Support.

Under the coordination of a director, the institute is scheduled to launch this summer. With both a virtual presence and physical centers on each campus and our satellite campuses associated with Workforce Development & Continuing Education, the institute will be forward leaning in its conception and focus. In other words, it will be an organization for the 21st century. Stay tuned as it evolves.

With 1,200 to 1,500 part-time faculty members working in credit and non-credit areas of the College each semester, it is imperative to consider the broad scope of their participation in any conversations dealing with student success. When part-time faculty are equipped with the necessary tools and a welcoming and hospitable work environment, our students will be the true beneficiaries.

To say that I am grateful for the diligence of task force members is a gross understatement. We've been in this together from the start. As an institution that prides itself on continuous improvement, Montgomery College will advance to fully embrace the talented part-time faculty who attend to the academic, intellectual, societal, and career-focused needs of our diverse student body.

Clarice Somersall, Ed.D  
Associate Senior Vice President for Academic Affairs
Task Force Membership

Dr. DeRionne Pollard                Sally McClean
Dr. Sanjay Rai                      Cindy McCormack
Kaaren Agnez                        Michael Mills
Jennifer Ausden                     David Neumann
Elizabeth Benton                   Scott Price
Clary Brown                         Bill Primosch
Darrin Campen                      Natasha Sacks
Mary Crowley                        Darren Smith
Vickie Drake                        Don Smith
Cathy Galasso-Schwartz              Clarice Somersall (convener)
Robert Giron                        Monica Trent
Ever Grier                          Mitch Tropin
Dan Gutwein                         Krista Walker
Margaret Harris                     Jennie Wells
Megan Howard                        Kathy Wessman
Callie Ingram                      Brenda Williams
Alexander Leopardi                  Tracie Witte
Ja’Bette Lozupone                   Melissa Zervos
Maurice McCambley
Task Force Overview

Dr. Clarice Somersall convened the Part-Time Faculty Engagement Task Force in September 2014 to explore ways in which student success could be supported by more fully incorporating the perspectives and experiences of part-time faculty into the fabric of Montgomery College. Dr. Sanjay Rai charged task force participants to create a dynamic structure – both physical and virtual – to serve the needs of part-time faculty. Representatives from across the institution were invited to participate, including full-time and part-time faculty, staff, and administrators from both credit and non-credit areas within the College.

Framework for Discussion
Participants were encouraged to approach the work of the task force from the perspective of student success, asking what students need from the individuals teaching them to have an equal and fair opportunity for completion. Two resource documents addressing ways to engage, support and strengthen the role of part-time faculty within community colleges were recommended: Contingent Commitments: Bringing Part-Time Faculty Into Focus from the Center for Community College Student Engagement and Report on the Project Working Meeting from the Delphi Project on the Changing Faculty and Student Success.

Process
The task force met four times over the 2014-2015 academic year with the goal of developing a blueprint by the middle of May. To facilitate the work, four subgroups were formed, each of which focused on a specific area of concern: Best Practices, Facilities, Professional Development, and Topics to Explore/Discover. The subgroups met separately to assess current practices, conduct research, and develop recommendations based on their findings. Additional contributors reviewed the literature and studied recognition and reward practices.

The recommendations of these groups form the centerpiece of this report.

Subgroups
Topics to Explore/Discover
Members of this subgroup prepared a statement providing the background, context and purpose of the task force. To help identify what issues are most important, the subgroup developed and conducted a three-part survey of part-time faculty in the spring of 2015 seeking input on orientation, engagement, and professional development needs. Focus groups were also conducted in an effort to obtain more qualitative feedback about how part-time faculty can be better supported.

Best Practices
This subgroup gathered research on national best practices for the orientation and onboarding of credit and non-credit part-time faculty as well as best practices already taking place within Montgomery College, including work done by the Part-Time Faculty Orientation Team from 2011-2014.
Facilities
An inventory of current facilities and other resources available on each campus for part-time faculty was compiled, and a survey seeking input about facilities from part-time faculty was conducted. Members of the subgroup also participated in walkabouts on the Rockville, Germantown, and Takoma Park/Silver Spring campuses to look at current and potential spaces. Meetings were held with senior leadership to discuss the needs for a place to work and meet with students, storage, and access to various forms of support.

Professional Development
This subgroup addressed issues regarding orientation, professional development, and compliance training, including the need for quicker access to orientation and other training materials once a contract has been signed and the need to offer a variety of times and formats for programs to better accommodate the varied schedules of part-time faculty. The subgroup also compiled a list of recommendations for required training and workshops for part-time faculty and continuing opportunities for professional development.

Part-Time Faculty Advisory Team
Upon completion of the task force, an advisory team will be convened in the summer of 2015 to support the director of the new Institute for Part-Time Faculty Engagement & Support as it takes shape. The group, comprising selected members of the task force and members from the original part-time faculty orientation team, will continue to meet regularly.

Prepared by Cindy McCormack
Recommendations of the Part-Time Faculty Engagement Task Force

The following recommendations seek to increase support for part-time faculty, enable them to engage more effectively with students and academic departments, and further develop professionally. The overriding goals of the recommendations are to ensure the highest levels of academic excellence and student success.

The Montgomery College Institute for Part-Time Faculty Engagement & Support

➢ **Recommendations**

1. A new part-time faculty Institute and its three campus centers should be the centerpiece of the college’s initiative to greatly expand support and engagement of part-time faculty on all three campuses and in WD&CE programs.

2. The Institute should serve as a problem-solving, trouble-shooting hub for computer, technical, and facilities-related issues that impact teaching. Staff will be trained to respond to these issues and/or to direct part-time faculty to appropriate resources.

3. The Institute personnel should assist academic and counseling departments in communicating and interacting with part-time faculty to more effectively advance department and College goals (i.e., Montgomery College 2020).

4. The Institute should serve as an authoritative source of information from HRSTM regarding the following matters: rank advancement, assignment and appointment requests, professional development grants, and opportunities for full employment.

5. The Institute should have both a physical and virtual presence to provide support to part-time faculty on campus and off campus during day classes and evening classes. (See details below.)

6. Part-time faculty associates who are attached to each center (two from TP/SS, two from Germantown, and four from Rockville) will be trained to serve as resources to part-time faculty during evening and weekend hours. Their schedules will be managed by the director so that there is comprehensive coverage (Monday to Sunday). The models that will be used for training the part-time faculty associates will be the MC Response Center and the IT Help Desk.

7. A Part-Time Faculty Institute Advisory Team composed of part-time faculty, full-time faculty, and administrators should help to guide the work of the Institute and monitor its effectiveness.

➢ **Planned Actions**

1. The Institute and associated campus centers will open in July 2015.

2. An Institute director will be hired during the summer of 2015.
3 Part-time faculty associates of the Institute will be appointed to begin the work of the three campus centers by the beginning of the Fall 2015 semester.

- **Actions Already Underway or Taken**
  1. Draft organizational plan for the Institute with three campus centers has been completed. (Please see draft model on Page 11.)
  2. Position description for the Institute director has been completed and is ready for posting.

**Onboarding/Orientation of Part-Time Faculty**

- **Recommendations**
  1. The part-time faculty Institute should serve as an additional resource outside of the academic and counseling departments to help part-time faculty with orientation and completion of administrative requirements (the onboarding phase and beyond). The Institute could also provide support for departments in their orientation and onboarding efforts.
  2. The academic and counseling departments should ensure that new part-time faculty members have reviewed the orientation checklist so they can function during the first week of classes. (See Appendix A.)
  3. There needs to be a level of consistency in the essential training provided to part-time faculty during the onboarding process across the institution.
  4. Orientations should be developed in a variety of formats: i.e., face-to-face and online.
  5. Consider the best options for formats with different types of orientation information to be shared, at what time they should be shared, and through what authority (e.g., the departments or the Institute).

- **Planned Actions**
  1. Create and deliver “welcome packets” for new part-time faculty that present orientation information and/or professional development and engagement opportunities. The packets should contain some materials that can be customized by department, e.g., a sheet of “fast-track essentials” with information pertinent to a specific department. Packets should be made available in a variety of formats and locations.
  2. Within the College, current best practices in onboarding at the academic and counseling department level should be shared across the institution as models for replication.
  3. Versions of the orientation program could be offered on various days or in the evenings (before or at the beginning of the semester), as well as different times during the semester. Flexible scheduling will accommodate working professionals and meet the needs of part-time faculty with necessary training and information.
4 Develop a uniform framework for Montgomery College hiring authorities (academic and counseling department chairs/coordinators; program directors in WD&CE) outlining collegewide expectations in onboarding. This should reflect the unique onboarding practices for individual departmental needs.

5 Explore hiring and/or contracting practices that address the often short time period between hiring and teaching (which impedes course preparation) and the lack of job security between academic terms (which affects faculty morale).

6 Consider the creation of a Certificate of Completion for a formal orientation program that will be included in part-time faculty members’ review for promotion.

7 Examine the possibility of executing employment contracts over the Internet using electronic signature to speed onboarding of new (and existing) part-time faculty and ensure access to the MC computer system and administrative support.

➢ **Actions Already Underway or Taken**

1 Redesign new faculty orientation program/schedule to combine and organize all instruction-based information into one day for both full-time and part-time faculty.

2 Redesign new employee resource pages on HRSTM/CPOD website to provide access and recognition of part-time faculty (link for part-time faculty under the “Just for You” section). Make more online employee information and training resources accessible for part-time faculty.

3 A Part-Time Faculty Checklist for onboarding has already been completed (see Appendix A).

**Space and Facilities Utilization for Part-Time Faculty**

➢ **Recommendations**

1 Expand and improve office space, office equipment, and computers available to part-time faculty at all three campuses.

2 The Institute should have campus-based centers located in visible spots on each campus to serve faculty for whom integrated space within departments is not available.

3 The campus centers should be promoted to academic departments and part-time faculty as places where part-time faculty can avail themselves of storage facilities (lockers), adequate access to computers and other instructional resources/equipment, and amenities (e.g., coffee maker, microwave, toaster, and a refrigerator).

4 Address the differences in quality of physical spaces (worn or outdated versus new materials, windowless versus windowed offices, etc.) between full-time and part-time faculty.

5 Input from part-time faculty should be sought in planning for the renovation of existing buildings or the design of new facilities.
Planned Actions
1. Canvass the current users of designated spaces to obtain input on their suggested changes/embellishments.
2. Enlist the support of the Office of Facilities’ interior designers in the refurbishment/design of the centers on each campus. Work with designated personnel from WD&CE.
3. In concert with the Montgomery College Libraries, enable part-time faculty to schedule time in the library’s study/consultation rooms on each campus for conferences with students.
4. Explore integrating office spaces of part-time faculty with full-time faculty.
   - Investigate whether full-time faculty currently share offices with part-time faculty (Where does this occur? Does it work?)
5. Once new centers have been established on each campus and current facilities at the WD&CE sites are refurbished, publicize/promote them so that part-time faculty will know where they exist.
6. Host an open house in the newly designated spot so that part-time faculty can socialize and build relationships with their colleagues.

Actions Already Underway or Taken
1. Survey of existing office space for the Institute and part-time faculty centers at the three campuses has been completed.
2. Discussions are underway on options for expanding office space in the interim before new campus centers are established.

Virtual Presence for Part-Time Faculty Support

Recommendation
1. As part of the Institute support system for part-time faculty, establish a robust Internet platform and interactive communications capability that will enable faculty to access information and receive assistance at on-campus and off-campus locations during day and evening classes.

Planned Actions
1. A committee composed of staff from OIT, the Part-Time Faculty Advisory Team, instructional designers from ELITE, and CPOD staff will draft a comprehensive implementation plan for the virtual Institute. This will include the development of a new part-time faculty website, the overhaul of the current Part-Time Faculty Orientation website, the development of instructional videos and webinars, and other infrastructure resources.
2. The new part-time faculty website will serve as a single point of access for administrative information from HRSTM. Areas to be addressed include obtaining parking passes and accessing payroll.
3. The Institute’s communications focus will direct users to upcoming collegewide activities (direct link to Inside MC Online and the College’s academic and events
calendars) as well as professional development opportunities (both CPOD and ELITE).

4 Part-time faculty who are staffing the virtual office could provide help to instructors through dedicated chat rooms and other interactive communications.

5 Departments should be encouraged to create an online database for use by both full-time and part-time faculty offering shared access to course materials, including final examinations. This may be accomplished by utilizing existing MC software and platforms, or by leveraging alternative file-sharing technologies. This common resource may promote further standardization and collective development of course materials, as well as further support and engage new faculty.

- **Action Already Underway or Taken**
  1 The College will launch MS Office 365 in the summer of 2015. This will provide part-time faculty with a cloud-based individual file storage system for the creation and storage of documents accessible from computers or mobile devices.

**Engagement of Part-Time Faculty in the Academic and Counseling Departments**

- **Recommendations**
  1 All efforts should be made to invite and involve part-time faculty in academic and counseling department meetings. This would necessitate providing adequate notifications of the meetings for each semester.
  2 Part-time faculty members should be listed in the College’s public online directories and the department websites. This will enable students, college staff, and other interested organizations (e.g., universities that receive student recommendations from part-time faculty) to more easily contact part-time instructors.
  3 There is a need for more uniform guidelines on part-time faculty participation in meetings, curriculum development, the selection of instructional materials, renovation of buildings, and scheduling decisions.
  4 Explore whether current departments have mentoring programs which pair new part-time faculty with veteran part-time faculty and veteran full-time faculty. Encourage the development of voluntary mentoring programs within departments.
  5 Identify part-time faculty who are recognized nationally and internationally in their chosen professions; determine the optimal method of showcasing their talents and the transference of these skills/competencies to students at MC (e.g., articles in *Adjunct Advance* or *Intersections*).
  6 Explore department-specific patterns of teaching responsibilities. Part-time faculty are often unable to teach upper-division courses, which can cause feelings of monotony (re-teaching the same introductory courses multiple times...
per semester) and stifle intellectual engagement with students and in their own professional development.

- **Action Already Underway or Completed**
  1. Office of the Senior Vice President for Academic Affairs is drafting guidelines for use by all academic departments on the engagement of part-time faculty.

**Professional Development for Part-Time Faculty**

- **Recommendations**
  1. Part-time faculty seeking to become full-time faculty need to be assisted by Montgomery College in a more deliberate, thoughtful way. This could entail the creation of individual professional development plans (IPDs) in conjunction with CPOD and individual academic and counseling departments. Chairs need to play an instrumental role in the creation of the components of these IPDs. For these individuals especially, academic and counseling department chairs need to be involved in some aspect of orientation from the beginning of the part-time faculty member’s time at the College.
  2. All part-time faculty should have access to and be encouraged to participate in training, information seminars, and online programs relating to orientation, employment policies and procedures, developing an effective syllabus, teaching to the whole student, legal issues, classroom diversity issues, classroom technology, instructional design, teaching evaluation, and reflective practice.
    - Part-time faculty should view these as a requirement for effective instruction at Montgomery College.
    - If compensation issues can be resolved, these could be made a requirement of continued employment at the college. (See the list at the end of this section for recommendations for required training.)
  3. Offer elective training sessions in the following areas that part-time faculty will be encouraged to attend once per year: assessment and test construction, learning styles, portfolio preparation, teaching beyond technique, teaching techniques, and understanding yourself and others.
  4. As further support to professional development, invite part-time faculty to participate in teaching workshops, brown-bag lunches, and teaching and learning conferences.
  5. Explore current part-time faculty teaching evaluation processes (especially peer evaluations) and consider ways to strengthen their role in professional development and mentoring.
  6. Examine new approaches to help WD&CE part-time faculty and other “occasional” instructors access professional training.
  7. Find ways to incentivize part-time faculty to take advantage of the full range of professional development opportunities with the goal of enhancing their teaching effectiveness.
8 Encourage part-time faculty to access training through MC Learns (CPOD and ELITE) and SkillSoft E-learning.
9 Offer workshops that part-time faculty can facilitate.
10 Consider the creation of an Instructor’s Academy for part-time faculty with little to no teaching experience but who have experience in the field in which they will be teaching. This academy will provide part-time faculty with teaching advice as well as engaging teaching and learning strategies. A small stipend or some type of compensation for participation in and completion of the academy could also be instituted.
11 Institute a defined course of professional development that, after completion, will earn part-time faculty the designation of Associate Faculty. This position/title will come with a significant pay increase and is a pathway to potential full-time employment at Montgomery College.

Actions Already Underway or Taken
1 The working group on Professional Development has developed a list of recommended courses for Part-Time Faculty – both required and optional – to enhance their skills and meet legal requirements. (See below.)
2 Further study is underway on other recommendations.

Recommendations for Required Training of Part-Time Faculty

It is envisioned that required training, with appropriate compensation and the timeframe for completing this training would be established at the time of employment as part of the teaching contract.

Legal Compliance-related (HRSTM):
- Emergency Preparedness
- ADA: In Their Own Shoes
- Title IX
- Family Educational Rights & Privacy Act (FERPA)

Pedagogy/Instruction-related (ELITE):
- Blackboard Essentials
- Writing Great Learning Outcomes
- Active Learning Techniques
- Diversity in the MC Classroom: Leveraging the Value of Learning
- Course/Lesson Design & Lesson Planning
Recognition/Rewards for Part-Time Faculty

- **Recommendations**
  1. More efforts should be made to recognize and reward the contributions of part-time faculty to the college and their academic and professional achievements.
  2. Acknowledge the heterogeneity of part-time faculty when planning appreciation-based recognition gestures.
  3. Certain recognition practices may be more productive if the accomplishment is emphasized instead of the distinction between full-time and part-time faculty members. Such recognition may occur during department meetings or in appreciation events, informally or formally.
  4. Expand opportunities for distinct acknowledgements that could include years of service recognition, extra effort recognition, pedagogical effectiveness award, superlative-style recognition, and extracurricular recognitions (showcasing activities such as degree completion, publications, awards won, or research completed). Some of these best practices are already occurring at Montgomery College.
  5. Seek opportunities to allocate additional financial resources for the purposes of part-time faculty incentivization and/or direct merit increases for performance excellence.
  6. Actively advise part-time faculty regarding additional ESH and/or compensated opportunities.
  7. Issue non-monetary recognition for work or completion of certain tasks. Specifically, demonstration of effective teaching strategies, with approval from full-time faculty, could then result in giving part-time faculty titles that reflect accomplishment (possibly badges that identify them as faculty, or some other recognizable item).
  8. Recognize part-time faculty achievement for completing training with rewards (dinner, certificate, book, one-time stipend).
  9. Issue a survey designed to assess how part-time faculty members value a range of tangible rewards; doing so will help the Institute develop best practices for most effectively implementing reward-based compensation.

- **Planned Action**
  1. Further study of new recognition and reward initiatives for the 2015-16 academic year is being undertaken.
### Model I

**The Montgomery College Institute for Part-Time Faculty Engagement & Support**

#### Advisory Team

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<th>The Center at the Takoma Park/Silver Spring Campus</th>
<th>The Center at the Rockville Campus</th>
<th>The Center at the Germantown Campus</th>
<th>Workforce Development &amp; Continuing Education</th>
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<td>The Center Coordinator&lt;br&gt;<strong>Jennie Wells</strong>&lt;br&gt;(Weekend/Evening Director)</td>
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<td>The Center Coordinator&lt;br&gt;<strong>JaBette Lozupone</strong></td>
<td>WD &amp; CE Coordinator</td>
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#### Staff

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<th>Reports to the TP/SS VPP</th>
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CAS, 4/24/2015; 5/7/2015
Afterword and Next Steps

The recommendations contained in this report do not represent the final word on efforts to engage and support part-time faculty at Montgomery College. Rather, they lay the groundwork upon which the new Institute for Part-Time Faculty Engagement & Support will be built. Some of the recommendations may be implemented quickly (in fact, some are already in progress), while others are not fully formed yet and will require further exploration. But together the recommendations provide direction and guidance for the director of the institute in the creation of strategies and structures that will serve the needs of part-time faculty now and into the future.

The director of the institute will come onboard this summer and will meet early on with the advisory team. Dr. Somersall will continue to meet with many individuals and constituent groups over the summer regarding the work of the institute. In addition, part-time faculty associates will be appointed to serve in the centers being established on the Germantown, Rockville, and Takoma Park/Silver Spring campuses. These associates will help part-time faculty access academic and administrative services at the College. More information on the selection process for the part-time faculty associates will follow this summer.
Appendices
Appendix A
Checklist for Part-time Faculty

Starting work - necessary tools & information

- **ID cards** (Human Resources – HR)
  - [http://cms.montgomerycollege.edu/edu/department.aspx?id=32145](http://cms.montgomerycollege.edu/edu/department.aspx?id=32145) – faculty handbook section that refers to IDs
    - Have I picked up my faculty ID card?

- **Key(s)** (Department/WD & CE Program Director)
  - Have I gotten all keys and room access that I will need for my classes and activities this semester?

- **Parking Hang-tag** (MyMC/Security)
  - [https://montgomerycollege.t2hosted.com/cmn/index.aspx](https://montgomerycollege.t2hosted.com/cmn/index.aspx)
    - Have I paid for and obtained my parking hang-tag for this academic year?

- **Mailbox/messaging** (Department, Evening-Weekend Office – EWO/WD & CE Program Director)
  - Do I know where my college mailbox is located?
  - Do I have access to this mailbox whenever I am on campus?
  - Do I know how and where to receive phone messages on campus?

- **Phone access (regular & emergency)** (Department, EWO, Security/WD & CE Program Director)
  - Do I know where to find accessible phones I can use on campus?
  - Do I know where emergency and campus-only phones are located near where I will be teaching, working, and walking regularly?

- **Contact info for key personnel for me** (College website – Web)
  - [https://cms.montgomerycollege.edu/EDU/Department2.aspx?id=2957](https://cms.montgomerycollege.edu/EDU/Department2.aspx?id=2957)
    - Do I know how to contact key personnel?

- **MyMC login** (Department/WD & CE Program Director)
  - [https://mymcprod.montgomerycollege.edu/cp/home/displaylogin](https://mymcprod.montgomerycollege.edu/cp/home/displaylogin)
    - Do I have my log-in user name and password for MyMC?

- **Email address** (Department/WD & CE Program Director)
  - Faculty Handbook
    - Do I have my college email address?

- **Computer access** (Department/WD & CE Program Director, EWO)
  - Faculty Handbook – Section: Campus Resources
    - Do I know where to find computers on campus that I can use for email, internet, class work, etc.?

- **Classroom** (Department/WD & CE Program Director, Web)
  - Faculty Handbook – Section: Campus Resources
    - Do I know where my classroom is located?
    - Does my classroom have all the necessary features I need/requested?
Many items below are addressed in the Faculty Handbook Section – Managing the Classroom [http://cms.montgomerycollege.edu/edu/department.aspx?id=32145](http://cms.montgomerycollege.edu/edu/department.aspx?id=32145)

- **Class list/roster** (Department/WD & CE Program Director)
  - Do I have an accurate, up-to-date class list for my first day of each class I will be teaching?

- **Access to copying** (Department, EWO/WD & CE Program Director)
  - Do I know where and how I can copy materials for my class(es)?
  - Do I have the necessary access (codes, keys, etc.) to copy materials I need?

- **Office hours/Student meetings** (Department/WD & CE Program Director)
  - Do I have an on-campus location identified where I can hold my office hour and/or meet with students as needed?

- **Copy of text book** (Department/WD & CE Program Director)
  - Do I have a copy of the text(s) for my course(s)?

### Teaching

- **Training in pedagogy/techniques** (Center for Teaching & Learning – CTL/WD & CE Program Director)
  - Do I know how and where to upgrade my teaching skills?

- **Syllabus** (Handbook, Department/WD & CE Program Director)
  - Do I have an accurate, appropriate, and complete syllabus for my first class session(s)?

- **Technology in classroom** (CTL, Distance Education & Learning Technologies – DELT)
  - DELT - [http://cms.montgomerycollege.edu/distancefaculty/](http://cms.montgomerycollege.edu/distancefaculty/)
  - MyMC Faculty Tab [https://mymcprod.montgomerycollege.edu/tag.2baa336663c9132d.render.useRLayoutRootNode.uP?uP_root=root&uP_sparam=activeTab&activeTab=u301s28&uPtparam=frm&frm=](https://mymcprod.montgomerycollege.edu/tag.2baa336663c9132d.render.useRLayoutRootNode.uP?uP_root=root&uP_sparam=activeTab&activeTab=u301s28&uPtparam=frm&frm=)
    - Do I know how to use the Smart Instructor Work Station in my classroom?
    - Do I know how and where to learn skills necessary to incorporate technology into my teaching?

- **Classroom supplies** (Department, EWO/WD & CE Program Director)
  - Do I know how to obtain the supplies I need to teach and to manage my course and classroom?

- **Learning labs that support my students** (Department, WD & CE Program Director, Web)

  - Do I know all of the special labs and learning resources that are available to my students?
Do I know how to work with these learning labs to support my classroom work and the students’ efforts in class?

Course/Classroom management - Faculty Handbook -
http://cms.montgomerycollege.edu/edu/department.aspx?id=32145

- Syllabus (Handbook, Department/WD & CE Program Director)
  - Do I have an accurate, appropriate, and complete syllabus for my first class session(s)?

- Classroom supplies (Department, EWO, WD & CE Program Director)
  - Do I know how to obtain the supplies I need to teach and to manage my course and classroom?

- Grading (standards) (Handbook, Department, WD & CE Program Director)
  - Do I know what is expected of me in terms of assigning and recording grades?
  - Have I clearly communicated to my students my standards and expectations regarding grades?

- Record keeping (Department, Handbook, WD & CE Program Director)
  - Do I have an accurate and appropriate way to record and maintain student attendance, work, and grade records?

- Academic regulations (Policies & Procedures – P&P [MyMC to Infonet])
  - Policies & Procedures -
    https://cms.montgomerycollege.edu/EDU/Plain.aspx?id=2071
  - Am I familiar with the college policies and regulations that govern my conduct as a teacher?

- Student code of conduct (P&P [MyMC to Infonet])
  - Policies & Procedures
    https://cms.montgomerycollege.edu/EDU/Plain.aspx?id=2071
  - Am I familiar with the college policies and regulations that govern student conduct and academic behavior?

- Disability Support Services (DSS unit, Web)
  - Do I know what is expected of me and appropriate students concerning accommodations for disabilities and special needs?
  - Do I know how to follow up appropriately if I suspect that a student has special needs or requires accommodation?

- Entering grades (Department, DELT, CTL,)
  - DELT - http://cms.montgomerycollege.edu/distancefaculty/
  - MyMC Faculty Tab
    https://mymcprod.montgomerycollege.edu/tag.2baa336663c9132d.render.use rLayoutRootNode.uP?uP_root=root&uP_spam=activeTab&activeTab=util1s28&uP_tparam=frm&frm=
  - Do I know how and when to enter students’ grades?

- Classroom problems (Department/WD & CE Program Director)
  - MyMC Faculty Tab
    https://mymcprod.montgomerycollege.edu/tag.2baa336663c9132d.render.use
Classroom management

Student behavior

Disruption/emergency (Security)
http://cms.montgomerycollege.edu/EDU/Department2.aspx?id=30795

- Do I know what to do if a student is disruptive or experiencing a crisis in my classroom?

Academic dishonesty (Handbook, Department, P&P, WD & CE Program Director)

Policies & Procedures
https://cms.montgomerycollege.edu/EDU/Plain.aspx?id=2071

Faculty Handbook -
http://cms.montgomerycollege.edu/edu/department.aspx?id=32145

- Do I know how to respond appropriately if I know or suspect that a student has cheated or plagiarized?

Behavior of concern (Department, WD & CE Program Director, Counseling, Behavior Intervention Team – BIT)
BIT -
http://cms.montgomerycollege.edu/edu/department.aspx?id=20500
Counseling
http://cms.montgomerycollege.edu/EDU/Plain.aspx?id=10263

- Do I know what to do if I observe student behavior that concerns me (concerning the health, safety or well-being of that student or others) but that is not immediately disruptive in class?

Need supplies (Department, WD & CE Program Director EWO)

- Do I know how and where to obtain needed supplies during my class?

Equipment malfunction (IT Helpdesk)
IT -
http://cms.montgomerycollege.edu/oit/HelpAndSupport.aspx?id=70

- Do I know how to get help if equipment needed for class is missing, broken, or not working properly?

Emergency/evacuation (Classroom/office poster, Security)
http://cms.montgomerycollege.edu/EDU/Department2.aspx?id=30795
• Do I know how to respond if a fire alarm or other emergency notification requires evacuation from the building?

Facilities
http://cms.montgomerycollege.edu/EDU/Department2.aspx?id=30795

Need access to room (key doesn’t work, forgot key, etc.)
(Security)

• Do I know how to get access to a locked room?

Need alternative room/ space (one-time, emergency)
(Department, EWO, Security)

• Do I know who to contact if I need a different room/classroom space immediately?

Need alternative room (permanently) (Department, WD & CE Program Director)

• Do I know how to request a permanent change in my assigned classroom?

Repair/maintenance needed (Department, WD & CE Program Director EWO)

• Do I know how to report problems and request repair or maintenance on my classroom?

o Missing or being late to class (faculty) (Department, EWO/WD & CE Program Director)
  ▪ Do I know the proper procedure to follow if I am going to miss or be late for my class?

o Library services (Library, Web)
  http://cms.montgomerycollege.edu/libraries/
  ▪ Do I know how to learn about and access the materials and services in the library that can be helpful to the students in my class(es)?

o Assessment center (Assessment Center, Web)
  http://cms.montgomerycollege.edu/plain.aspx?id=20978
  ▪ Do I know how the services and resources of the Assessment Center can support my teaching and classroom activities?
  ▪ Do I know how to access the services of the Assessment Center?

o Learning labs that support my class and/or students (Department, WD & CE Program Director, Web)

Faculty Handbook – Student Resources
http://cms.montgomerycollege.edu/edu/department.aspx?id=32145

• Do I know all of the special labs and learning resources that are available to my students?
• Do I know how to work with these learning labs to support my classroom work and the students’ efforts in class?

Campus services
  o Security
  o Cafeteria/vending
  o Bookstore
o Library
o Evening/Weekend Office
o Counseling
o Disability Support Services
o Learning labs & centers
o Assessment center
o Health & recreation (Inside MC Online, Wellness Program, Web)
 o Sports (Inside MC Online, Web, Athletic Director)
 o Arts and entertainment (Arts Institute, Inside MC Online, Web, Email announcements)
 o Lecture/presentations (Inside MC Online, Web, Email announcements)
 o Student Life (Student Life Office, Inside MC Online, Web, Advocate – student newspaper)

**Emergencies**
 o Weather notices and school closing procedures (MC Alert, Web, Voicemail, Email)
 o Medical (Security, 911)
 o Disruptive student or activities (Security)
 o Evacuation/Shelter-in-place procedures (Classroom/office poster, Security, Web)
Appendix B

DRAFT #2

Part-time Faculty Engagement Task Force – Statement of Background, Context and Purpose

By Don Smith
Director of the Evening/Weekend Office (retired)

The Task Force was formed to assess current college practices concerning its support and resources for its part-time faculty, identify best practices both within and outside of the college concerning these issues, and recommend ways we can more fully welcome, integrate and engage our part-time faculty in the life and academic operations of Montgomery College. This is being done in the strong belief that a more engaged faculty, both full–time and part-time, can more fully engage their students and that greater student engagement leads directly to increased likelihood for student success. Making sure that the college’s part-time faculty have the same preparation and resources that are afforded to full-time faculty must therefore be a significant part of the college’s commitment to student success.

As the Center for Community College Student Engagement observes in its 2014 report (Contingent Commitments: Bringing Part-Time Faculty into Focus)

“. . . colleges that are committed to helping more students earn credentials must rethink their model for working with part-time faculty so that all faculty are expected – and prepared – to serve students effectively (page 2). Too often, students’ educational experiences are contingent on the employment status of the faculty members they happen to encounter . . . Differences in the actions of part-time and full-time faculty cannot readily be attributed to differences in the will or abilities of part-time faculty. Most likely, they exist at least in part because colleges too often are not fully supporting part-time faculty or engaging them in critical elements of the faculty experience. (page 3).”

At Montgomery College, full-time faculty are provided with resources and expected to participate in development experiences (listed below) which contribute to improved teaching effectiveness, to the welfare of the institution, and, ultimately, to student success:

- Effective and thorough orientation
- On-going professional development and currency in instructional content, pedagogy, and technology utilization
- Training in compliance issues
- Office support and dedicated space to permit out-of-classroom work and student meetings
- Regular office hours for student engagement
- Participation in department/unit meetings, curriculum development and textbook selection
- Assigned faculty mentors to help bridge the MC learning curve.

The experience of the part-time faculty is markedly different, however. While some of them may take advantage of opportunities for development or have access to resources similar to
those afforded to full-time faculty, the vast majority of part-time faculty, both credit and non-
credit, don’t have the consistent level of support afforded to and expected by the full-time 
faculty. (Possibly insert here a preview and summary of survey and focus group data.) The
support received often depends on the department/unit/program/campus in which the part-
time faculty member works. There are currently no institution-wide expectations or standards 
on the preparation and support of the part-time faculty.

Research cited by the Delphi Project in “The Delphi Project on The Changing Faculty and Student 
Success: Report on the Project Working Meeting” indicates that
- Some employment and hiring policies,
- Insufficient orientation and access to professional development,
- Exclusion from curriculum design and decisions, and
- Lack of office space, instructional resources, and staff support

can negatively affect part-time faculty engagement, both with their students and with the 
institution for which they work, and, therefore, student success. To give each and every 
student the greatest opportunity to succeed and complete, each and every faculty member, 
regardless of the conditions of his/her employment, must be given those training experiences 
and resources that will produce an effective, engaged and committed teacher and increase the 
opportunities for student engagement.

The college is clearly committed to supporting the faculty role in achieving student success. In 
its Student Success Model, the college acknowledges that “student success is accomplished 
through a collaborative effort to achieve learning that actively engages students, faculty, and 
staff.” In support of that, it states (in part):

“We believe student success is further ensured when the college . . . provides a physical 
environment conducive to learning and the development of a sense of community 
among student, faculty and staff . . . (and) . . . is responsive to the needs of faculty and 
staff directly involved in the learning process.”

The college’s commitment to providing training, resources and space is even more clearly stated 
in its “Recommendations for Montgomery College’s 7 Truths for a Common Student Experience.”

“Montgomery College must provide faculty, staff, and students with the resources, 
technology, tools, space, and training to make Montgomery College’s 7 Truths for a 
Common Student Experience a reality. Above all, there is one overarching 
recommendation that will build a foundation for success:
Montgomery College will make certain that campuses have designated 
resources (e.g., materials, time, human resources, funding) that are equitable 
and fulfill the spirit of the truths and recommendations outlined in Montgomery 
College’s 7 Truths for a Common Student Experience.”

In addition, in “Montgomery College’s Five Expectations for a Common Employee Experience” 
(April 5, 2013), the college recognizes that “it will be necessary to identify and close those gaps 
that exist between the Montgomery College of today and the Montgomery College to which we 
aspire.” One of the most important gaps that needs to be closed is the current difference in 
preparation and resources between the full-time and part-time faculty. There is a strong 
indication in the “Five Expectations” document (and in the establishment of the Task Force, as 
well) that the college is prepared to do so. In its commitment “to reach our vision of being a
national model of excellence, opportunity, and student success,” Montgomery College pledges (in part) to:

- **Start Smart**
  - Provide helpful, clear, and efficient pre-boarding, on-boarding, and orientation processes

- **Provide a Positive, Healthy Workspace and Environment**
  - Model equity, respect, inclusion, innovation, and caring
  - Provide the resources necessary for employees to excel in their roles including appropriate technology and safe, clean, healthy, and adequate work spaces

- **Provide and Maintain a Foundation of Support**
  - Commit resources necessary to accomplish work, including adequate staffing and access to data

- **Get Connected and Build Community**
  - Commit necessary resources, including appropriate spaces for employees to collaborate, to build robust connectivity among students and employee constituencies within the College and the larger community

- **Encourage Growth, Success, Recognition, and Life Long Learning**
  - Access to on-the-clock job related training and professional development
  - On-going orientation.

With the goal of providing each and every faculty member, regardless of conditions of employment or working circumstances, equitable and adequate training, support, and resources to maximize student success and completion, the Task Force will:

- Describe and assess the current practices, procedures, and resources employed by the college to prepare and support part-time faculty, focusing especially on professional development opportunities and office support resources,

- Identify best practices in part-time faculty preparation and support at Montgomery College and other institutions,

- Identify practices, procedures, and resources that can/should be established to improve and standardize part-time faculty preparation and resources across the college, and

- Recommend and prioritize those steps that can/should be taken to put these practices, procedures, and resources into operation in the most effective, efficient and timely manner.
Appendix C

The Montgomery College Part-Time Faculty Institute

Enabling Instructional Excellence and Supporting Student Success

A Concept Paper
Submitted by the Montgomery College Part-Time Faculty Union

March 20, 2015

Over 900 part-time faculty play a critical role at all three campuses of Montgomery College, teaching on average 50-60 percent of all courses offered and in some departments over 90 percent. These part-time instructors provide the college with the flexibility to offer a much wider range of courses during day and evening hours than would be possible with the limited number of full-time faculty. In addition to flexibility, the college also benefits from being able to tap into expertise and professional experience that many part-time faculty bring from non-college employment and personal endeavors.

Until recently part-time faculty at Montgomery College, like their counterparts at most other community colleges, have had limited access to office space, computer stations, administrative staff and other instructional support that the academic departments routinely provide full-time faculty. Part-time faculty are further hampered in their work by a tradition of separation from their academic departments that limits their engagement in department activities and their participation in academic decisions that affect their instruction. Under the leadership of college president Dr. DeRionne Pollard and senior staff, the college has begun to address these deficiencies. The plan to create a college Part-Time Faculty Institute offers the potential for accelerating further progress to the benefit of the college, students and part-time faculty.

The Montgomery College Part-Time Faculty Union presents these initial ideas on the goals and functions of the Institute. We look forward to further discussions in the Part-Time Faculty Engagement Task Force with a view to reaching consensus on a plan by the time of the Institute’s expected startup in July.

Goals and Functions of the Institute

The overall goals of the Institute should be to enable part-time faculty to achieve and sustain instructional excellence and help students obtain higher levels of academic success, including higher rates of college completion. These are key goals that the college itself has set in its 2020 plan. We believe the proposed Institute could significantly advance these goals if it provided support to part-time faculty in the following areas:

- Serving as an additional resource center outside of the departments to help new part-time instructors with orientation and completion of administrative requirements
- Supporting collaboration and scholarly dialogue among part-time faculty and across the departments
Serving as a “problem-solving” center for computer, technical and other facilities-related issues that affect their teaching

Advising on useful and required professional training and facilitating access to ELITE training programs, possibly even through small-group training at the Institute itself

Helping departments communicate and interact with part-time faculty more effectively to advance department and college goals

Serving as a first-level intermediary, as needed, for part-time faculty on administrative problems

Providing an authoritative source of information on common issues affecting part-time faculty such as rank advancement, assignment and appointment requests, professional development grants and opportunities for full-time employment

Serving as a “virtual help desk” online during the evening and weekend hours when college administrative offices are closed

Our vision of the Part-Time Faculty Institute is both physical and “virtual.” The Institute’s physical offices would be located on each campus at or very near a greatly expanded part-time faculty computer center. Currently even the largest computer center for part-time faculty in the Humanities Building (HU 008) is inadequate for the large number of instructors who teach in that building. The Institute office itself ideally would have adequate space for a staff of two with computer and office equipment. Adjacent to that space would be a room fully equipped for meetings of part-time faculty and individual and small group training sessions. The complex would also include a space for lockers and file cabinets where part-time faculty could store classroom instructional materials, books, student tests, etc. To meet the needs of students, the Institute and the part-time faculty office suite should have appropriate private space for individual counseling sessions. Over the longer term, the college and part-time faculty would be best served by integrating all faculty into the departments with adequate administrative support and access to computers and office equipment there. We recognize, however, that achieving this goal will take considerably longer as it will require reconstructing existing office space and even building new facilities.

More physical space for dedicated part-time faculty use is clearly needed on all three campuses. But to fulfill its mission of serving all part-time faculty on and off campus in both day and evening classes, the Institute will need to have robust online and telecommunications capabilities, in effect, a well equipped “virtual office.” For many part-time faculty the “virtual office” may well be of more practical usefulness than physical offices on campus. The “virtual office” website, for example, could provide a central point of access for administrative information important for part-time faculty (payroll, parking passes, etc.), professional development activities, performance evaluation and rank advancement. During evening classes when college administrative offices are closed, part-time faculty manning the “virtual office” could provide timely help to instructors online through dedicated “chat rooms” and other interactive telecommunications. All part-time instructors would benefit from this type of support but particularly the Workforce Development and Continuing Education (WD&CE) faculty who teach at different locations around the county.
After an initial phase of meeting practical needs of part-time faculty, we envision that the Institute could evolve and take on a broader, long-term mission of becoming a nationally recognized center of excellence for part-time faculty. That broader mission, for example, might include developing national standards of best practices for supporting part-time faculty, state-of-the-art professional development programs and pro-active outreach programs to recruit top part-time faculty talent and tap into the region’s extraordinary breadth of professional expertise for both teaching and special academic projects.

A Part-Time Faculty Institute organized along these lines has the potential for benefitting the college and students in many ways. It would enable part-time instructors to focus on teaching, improve their productivity and help them sustain a high level of instructional excellence. Students would be able to receive more effective counseling in a FERPA-compliant private setting. A more supportive environment for part-time faculty, then, will have a direct impact on student learning and better address student needs. And it will undoubtedly help with another key goal of the college--attracting and retaining a diverse, dedicated and high-caliber part-time workforce.

Drafted by Bill Primosch, President of the MC Part-Time Faculty Union (SEIU 500) with input from members of Part-Time Faculty Union Executive Committee and the Issues Working Group of the Part-Time Faculty Engagement Task Force
Appendix D

Part-Time Faculty Engagement Task Force
Report of the Topics
and Surveys Working Group
(Text of PowerPoint Presentation)

April 16, 2015

Working Group Co-chairs Bill Primosch
and Megan Howard

➢ Working Group Objectives
  • Determine PT faculty needs & priorities through
    o Surveys of all PT Faculty
    o Focus groups of individuals
  • Develop a concept of a “Part-Time Faculty Institute” and its functions

➢ Three Surveys
  • The Working Group Chairs sent out 3 surveys with assistance from Clary Brown
    o PT Faculty Orientation
    o Engagement with the Departments
    o Professional Development
  • Responses on Engagement & Orientation were about 200
  • Less than 10 for Prof. Development

➢ Survey Results
  Profile of Part-Time Faculty
  • 73 percent teach only at MC
  • 65 percent have taught at other colleges
  • 55 percent are interested in a full-time teaching position

➢ Highlights of Findings
  on ‘Orientation’
  • 69 percent received an orientation when hired
  • 49 percent received their orientation from the department chair
  • 95 percent found the orientation “helpful”
  • 89 percent said that scheduling and availability would affect attending orientation

➢ Findings on ‘Orientation’
  --Key areas of interest
  • 60-92 percent highlighted the following areas in order of importance
    o Accessing MC online
    o How to interact with the departments
    o Learning about college benefits
    o Using Blackboard
    o Accessing the SEIU union contract
    o Accessing the MC payroll system
- **Participation in Orientation**
  --Factors
  - Participation could be improved by
    - Having several sessions at different times (75%)
    - Providing more advance notice (61%)
    - Offering orientation online (60%)

- **Preliminary Conclusions**
  - Adjuncts want to receive more information that will help them in practical ways to get started teaching
  - Orientation practices are not uniform across the departments
  - Adjuncts want flexibility to participate online or at several different times

- **Highlights on ‘Engagement’ --Meetings**
  - 32 percent said their department scheduled no meetings for PT Faculty
  - 47 percent said only 1 meeting
  - Only 20 percent said 2 or more

- **Highlights on ‘Engagement’
  -- Invitation to Regular Dept. Meetings**
  - 70 percent are invited to some or all meetings with full-time faculty
  - 89 percent said the date and time of meetings would affect their attendance
  - 55 percent would like to attend meetings if their schedule permits

- **Highlights on ‘Engagement’
  --Textbook & Curriculum**
  - Only 42 percent participate in textbook selection
  - 51 percent said that the date and time would affect their decision on participating

- **Highlights on ‘Engagement’
  --Curriculum Development**
  - Only 20 percent participate in curriculum development
  - 75 percent said that the date and time would affect their participation if invited
  - Many said in separate comments that they would like to participate in curriculum development

- **Preliminary Conclusions on Engagement**
  - Engagement of PT faculty appears to be highly variable among the departments
  - Many PT faculty would like to participate more
  - There is need for more uniform guidelines on PT faculty participating in meetings, curriculum development and textbook selection

- **Highlights on ‘Professional Development’**
  - Unlike the surveys on Orientation and Engagement only a few participated in this survey—less than 10
As a result, we cannot draw specific conclusions from the responses
In the Orientation survey, adjuncts noted a interest in several areas, including Blackboard, that suggest the need for targeted training on a more flexible basis

Focus Groups Reinforce Survey Results
4 focus groups were organized on Rockville and TP/SS campus
Participants generally supported the survey results on the need for
- Better orientation for new faculty—many were unaware “orientation” was even offered
- More uniform policies on engagement with the departments—opportunities varied from many to none

Part-Time Faculty Institute
- The working group generally endorsed the SEIU concept paper on a Part-Time Faculty Institute
- In its own discussions the working group highlighted several additional points
  - These were included in the final draft

Additional Points on the Institute
- The concept of a “one-stop” information center for adjuncts
- Need for trained staff
- Importance of serving PT faculty in the evening hours when classes are being taught on and off campus
- The usefulness of a robust website and interactive communication
- Need for an Institute Faculty Advisory Body to monitor & guide its work

Concept Paper
--Core Functions of Institute
- A resource center and “virtual help desk” for adjuncts
- A “problem-solving” source to help on IT and facilitates-related issues
- Facilitator of professional training
- A resource for helping departments communicate with PT Faculty
- An information center for issues of direct concern to adjuncts

Long-Term Goal for the Institute
--A ‘National Model’
- The Institute should aspire to become a nationally recognized center of excellence for part-time faculty on
  - Best practices
  - Innovative professional training
  - Recruitment of top faculty
Works Cited


