

The Evening Weekend News

A Newsletter for Montgomery College Part-Time Faculty

Produced by the Rockville Campus Evening Weekend Office

Charlotte Jacobsen, Editor May 2011, Volume 2, Issue 6 Katie Torkashvan, Layout

The 6th Annual Rockville Campus Part-time Faculty Appreciation Reception

On April 27th, the 6th Annual Rockville Campus Part-time Faculty Appreciation Reception was held in the lobby of the Robert E. Parilla Performing Arts Center, hosted by the staff of the Evening Weekend Office. Faculty, staff and administrators shared the lovely spring afternoon by socializing and enjoying the sounds of the Rockville Music Department Faculty Trio, professors Scott Giambusso, Jake Sheffer, and Alvin Trask. During a short program, Don Smith, Director of the Evening Weekend Office thanked the part-time faculty for their important contributions to the students and to the college. Dr. Joseph Nwoye of the Center for Teaching and Learning recognized the contributions of the CTL Part-time Faculty Fellows for the current year and several departments honored part-time faculty members for extraordinary contributions and service. Length of Service awards were made to appropriate faculty members, and special recognitions were given to Professors Adele Cuthbert, Psychology Department, for 41 years and Vernon Damsteegt, Biology Department, for 41 years.



Personal Perspective

Steve South

Computer Science - Germantown

My tenure as an adjunct professor at Montgomery College started about eighteen years ago. I was hired to teach MS-DOS, when students knew little of operating systems; cell phones and "i" what-ers were not even a glimmer in Steve Job's mind. My first day in class was one of excitement and apprehension, as I did not know exactly what to expect. I had my syllabus prepared, lecture notes complete, roster sheet and text book in hand, yet there was this lurking thought that I was missing something.

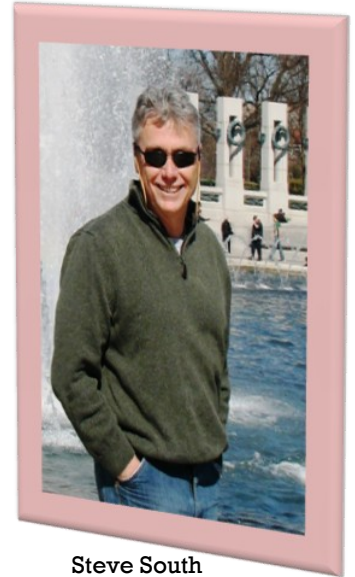
As I drove up to the campus, the three buildings on site - Humanities, Applied Studies and the Gym - were a welcome site. They were not overwhelming in size and appearance and almost seemed inviting. The Germantown campus was relatively new, opening just 15 years earlier in 1978. Parking was abundant and free. There were deer grazing in the fields surrounding the buildings and I think I remember seeing a fox or two in the distance. Overall, there was a very relaxing, rural atmosphere that seemed to help settle my initial teaching jitters.

Walking into the Applied Studies building and then into my class (now the Germantown Assessment Center) was further reassuring. I was slightly early for class and I laid out all of my teaching material. I found that my students, upon their arrival, were as unsure about what to expect as I may have been. They viewed me with an equal amount of apprehension. They were, for the most part, very quiet, and barely spoke to one another, let alone me. They fiddled with note books (paper ones... just to be clear) and writing utensils (cell phones were basically non-existent.)

I realized what I was missing on my first day teaching at Montgomery College was the knowledge that the students, for the most part, were basically feeling the same thing I was. In certain cases, they were the first in their families to attend college. For others this was their first college class. Even the "seasoned" students did not know what to expect from the "TBD" instructor. We were, in fact, all on the same level. While I was there to provide knowledge and they were there to receive the same, we were all uncertain about what the next few weeks offered.

I feel relatively sure that all college faculty and students face similar initial expectations and concerns but thankfully the Germantown campus demeanor tends to ease some of these reservations. The facility is more rural, airy and less stressful than a more city oriented site. This, in my opinion, is helpful to allow students (and teachers) to focus on their subject material, somewhat removed from the hustle and bustle of everyday life.

Fast forwarding to 2011, the Germantown campus has grown. The initial three buildings are still here, but are now supplemented with the Goldenrod and High Tech structures, with a Bio-Med facility soon to join the site. Deer and other wildlife still roam the surrounding land. Students seem to now all come equipped with cell phones, laptop computers, i-pods, i-pads, and other electronic devices. While they have the advantages of blogs, Twitter, Rate My Professor.com, Facebook and a host of other electronic media, they still enter the classroom with some level of apprehension. Faculty may also share this perspective, but at least the northern-most campus of Montgomery College still offers a calming and tranquil environment in which to succeed.



Steve South

Future Link: A Truly Transformational Experience

Linda Youngentob

Business and Economics - Rockville

Montgomery College's President, Dr. DeRionne Pollard refers to community colleges as the most transformational institutions in the U.S. today. As an adjunct professor in Business and Economics and an advisor to the Macklin Business Institute at MC, I totally agree with her. *However, my role as a facilitator for Future Link's Self Advocacy and Career Development Seminar has raised my understanding of the power of this transformation to a whole new level.*

Future Link is an emerging nonprofit that works with economically disadvantaged, but high potential youth ages 17-25. Future Link empowers vulnerable young adults with hands-on, interactive life-skills training, classroom education and workplace skills to become successful college (or trade school) students, employees, critical thinkers, independent decision makers and financially literate, participating citizens. Their mission is to provide self-advocacy education, youth coaches, and other academic, vocational and career supports to assist vulnerable yet motivated young adults successfully transition into adulthood. Self-sufficiency, acquiring critical thinking skills and the ability to make good personal decisions is the ultimate goal!



Linda Youngentob

Future Link's core program is a 14-week college level seminar that meets weekly on the Rockville campus. The seminar is a safe, confidential place for students to acquire the skills to get them on track for a successful future. The seminar shows the direct link between education and career. Dr. Ken Weiner, Professor Emeritus (Mathematics) at MC, is a founding Board Member and serves as the Volunteer Director of Education. He recruited me to become a facilitator for the program, and the rest as they say, is history.

Students complete a skills and career assessment at the first class to help them find a potential career for which they may be well suited. Students discover careers that they either never heard of or did not consider a match for themselves. Students are then assigned to explore two careers that were listed on their results list. They must find and research employers in Montgomery County who might hire them and report on the necessary education and associated potential salary.

Using a creative curriculum, we discuss case studies and role play relevant situations facing these students in transition. The course covers topics including:

- Identifying and presenting personal strengths
- Setting short and long term goals
- Developing workable solutions to problems
- Finding mentors and allies
- Preparing for an informational interview
- Networking successfully
- Improving communication skills
- Understanding the needs of others
- Managing change and transitions
- Depersonalizing issues
- Managing time and prioritizing tasks
- Taking advantage of opportunities

The culminating activity of the seminar program is an informational interview in the student's desired career field at a successful professional's place of employment. This experience reinforces the skills they learn in the seminar and gives them the opportunity to ask questions about how to become successful in that field. Students feel empowered and become even more motivated by these interviews as they begin to draw parallels between education

and career. Future Link's Executive Director Mindi Jacobson, works tirelessly to set up phenomenal informational interviews for the students in their dream careers with top notch professionals. Examples of the companies students have interviewed with are FBI Headquarters, Marriott Corporation, MedImmune, Elizabeth Arden Salon & Spa, National Children's Medical Center, L'Academie de Cuisine, and NBC4 News.

Prior to the students' informational interview, they research the person, company and career field and come to class prepared with their interview questions. Future Link volunteers come to class to role play in a "mock interview setting". The students get to practice their questions and get rid of their nervous energy so they are well poised for their real interview. A few days later, the students meet their real interviewer. The outcomes are telling; last semester, two students were offered internships as a result of their interview and another student gained her interviewer as a mentor. With this extra career guidance, students remain focused, committed to their futures and on-track.

This semester, Future Link is piloting two corporate career days at Washington Adventist Hospital and MedImmune to expose students to employers in Montgomery County and to understand the essential skills required to be successful from the mailroom to the board room. Topics include leadership, teamwork, communication, reliability, financial literacy, flexibility, etc.

Now for the transformational part...when the students first start the class, they know that they need to plan for their future, but have no idea what that means, how to do it, and who can help them. They are shy, feel overwhelmed, lack self-confidence and even if they are motivated, they are lost and almost "paralyzed" from moving forward. As the semester progresses, they gain more

self confidence and start to believe in themselves, see their strengths, and realize they can achieve anything they set out to accomplish. The greatest part for me is when the students use the skills they have learned and give each other advice about how to achieve goals.

By the graduation ceremony, they are transformed with tangible outcomes. They not only have set goals for themselves, but they are well on their way to achieving them in a planned, incremental way. They know their strengths, have met and interviewed a person in their career of choice, and now have skills to navigate through the complicated world of pursuing education and career planning. The seminar experience gives them the focus to stay in school, remain motivated and confident and achieve their goals. I feel lucky to be such an integral part of their transformation and can't wait for this year's graduation on May 25th! Post-seminar, students can work with a Future Link mentor for long-term, individualized assistance to help them stay on track academically and on a dedicated career path. The mentors serve as role models for the students providing assistance with coursework, searching for scholarships, employment, and further course planning.

Want to get involved with Future Link? You can make a financial contribution (to enroll students and for scholarships), become a board member, mentor a student, and/or become a facilitator. It is a rewarding volunteer opportunity!

Contact: Mindi Jacobson, Executive Director
mjacobson@myfuturelink.net
240-393-9443
www.myfuturelink.net

Thank you!
Lee Hurwitz

Business Administration and Economics - Rockville

On behalf of the adjunct faculty who teach on Saturday morning at the Rockville campus, I am writing to thank Professor Anath Kapila and Professor Uma Kapila for providing food for the adjunct faculty. Each Saturday morning during the spring semester, Anath and Uma have brought bagels, cream cheese, jelly, pastries, cookies, as well as other snacks for the adjunct faculty in the Humanities Building. They deserve a great deal of credit for their generosity.

Ray Wickenheiser
Criminal Justice – Rockville

By Charlotte Jacobsen

Ray is currently the Laboratory Director for the Montgomery County Police Crime Laboratory in Rockville where he has worked for 3 years. He was formerly Director of the Acadiana Criminalistics Laboratory in New Iberia, Louisiana. Prior to moving to the United States, Ray spent over 16 years with the Royal Canadian Mounted Police Forensic Laboratory in Regina Saskatchewan, Canada. His areas of expertise include forensic DNA, serology, hair and fiber trace evidence, physical matching and comparison, glass fracture analysis, and forensic grain comparison. He has testified over 90 times throughout Canada, and in Louisiana and Florida. Ray has published articles in the Journal of Forensic Science, the Journal of Bio- law and Business, the Canadian Journal of Forensic Science, the Proceedings of the 10th and 13th Annual Symposia on Human Identification, and the RCMP Gazette, and made numerous presentations at training workshops, scientific conferences, Universities, to police personnel and government officials.



Ray Wickenheiser

While finishing his science degree, a friend shared that he was going to work in a forensic crime lab which was new to Ray. He immediately put research on crime labs on his "to do" list. The rest was history. Ray holds a Bachelor of Science Honours degree from the University Of Regina, Canada, and a Master of Business Administration degree from the University of Louisiana at Lafayette, Louisiana.

When asked about the O. J. Simpson case he explained that all students even those who were very young during the proceedings have an opinion on the case. At the beginning of his CJ232 class, students are fairly equally divided as to guilty or not guilty, however, by the end of the class there are no disparate opinions. Ray emphasizes his personal experiences in his classes. He is pleased that he and other part-time instructors can share their real-world experiences with MC students.

When not working on county crime business, auditing other labs, consulting or teaching MC students, Ray referees girl ice hockey where his daughter is a player and occasionally even finds time to play hockey himself.

An MC staff member who is also a student in Ray Wickenheiser's Criminal Forensics class (CJ 232) suggested that I include an article on Ray in the EWO News "internationally known, he is an expert in DNA and is currently the head of the crime laboratory for the Montgomery County Police..... The Forensics class has also been fascinating and it is very obvious that Prof. Wickenheiser not only 'knows his stuff' but enjoys conveying it to others as well." After receiving this suggestion, I was looking forward to interviewing Ray and now after the interview; I am ready to sign up for his CJ 232 class.



Increase Your Retirement Income

Effective January 1, 2008 all part-time faculty and casual temporary employees (with the exception of students) have the opportunity to participate in a Supplemental Retirement Annuity (SRA) as permitted under Section 403(b) of the Internal Revenue Code. You may reduce your salary in accordance with IRS limits allowed on a pre-tax basis and the College will remit such funds to one of the four SRA plans offered. You may establish a SRA contract with Valic, AXA/Equitable, ING, and/or TIAA-CREF. Each plan provides a variety of fixed and variable accounts in which to invest your funds.

It is never too early to plan for retirement. No one should expect that their retirement income can be comprised only from an employer plan and Social Security - personal savings is absolutely necessary. You are fortunate to have a SRA program available. Generally, an employee can contribute 90% of his/her salary, up to a maximum of \$16,500 per year. If you are 50 or turning 50 in 2011 you can contribute an additional \$5,000 for a total of \$22,000.

REMEMBER - these contributions are made on a pre-tax basis and the investment return on these funds accrues tax deferred. You will pay taxes at the time the funds are distributed, which will likely occur during your retirement years when you are apt to be in a lower tax bracket.

Specific contact information for the vendors follows below:

403(b) Vendor	Contact	Phone Number	Web Site
Valic	Larry Perez	800-892-5558 x87821	www.valic.com
AXA/Equitable	Mark Purisch	301-840-1551	www.equitable.com
ING Retirement Services	Jeff Wheeler	703-405-7880	
TIAA-CREF		800-842-2733	www.tiaa-cref.org

To obtain information or enrollment applications please contact the vendors listed above (for TIAA-CREF applications, please call the Office of Human Resources). Participation in any of the Supplemental Retirement Annuity Plans can begin at any time during the year, however, deductions are not taken over the summer. **NOW** is a great time to start! Feel free to contact any of the providers personally, or call the Office of Human Resources at ext. 75365 or ext. 75354 for additional information.

Section 403(b)ptemployees.doc - 06/08/07

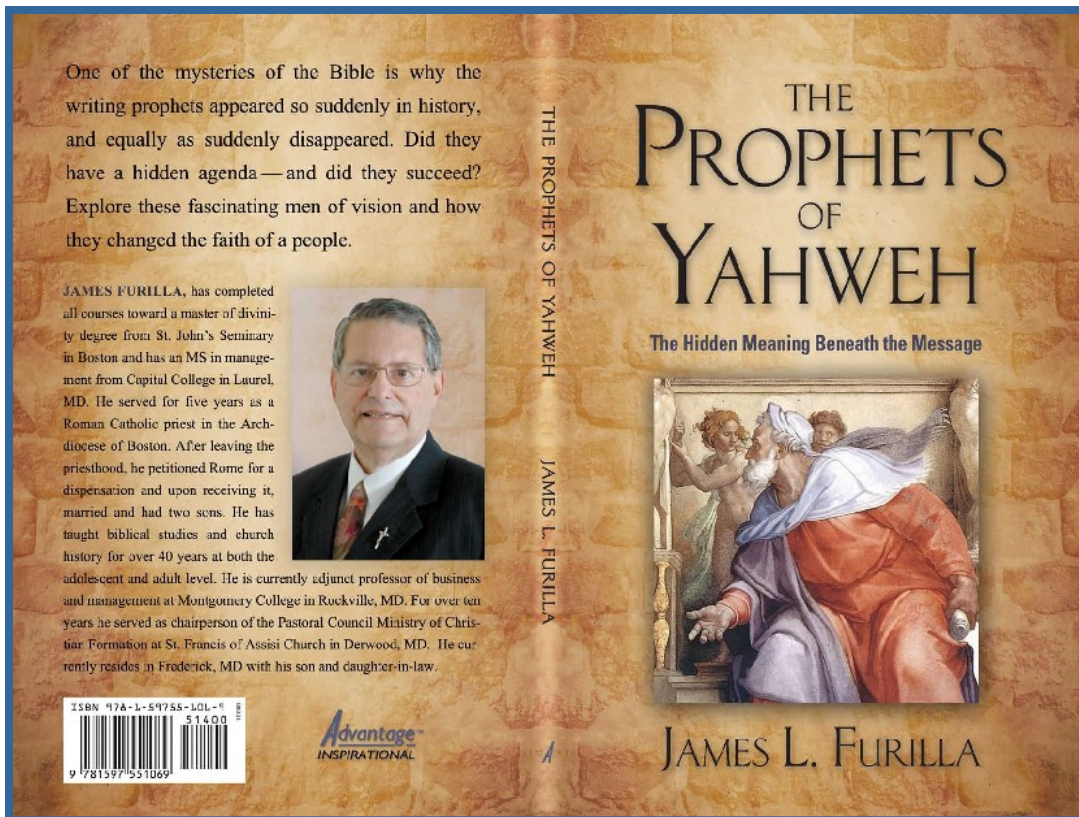
Union Update

Dan Moskowitz

As we approach the end of the semester, we are also nearing the end of our first part-time faculty contract with the college. We negotiated the first contract in the worst economic conditions in decades. It was an important first step in an ongoing relationship with the college. In addition to receiving a modest pay increase and obtaining certain components of job security, we set the framework for becoming more involved in decisions affecting our workplace and the college community in general. Part-time faculty have served on and contributed to search committees, issue-specific task forces, governance and mission committees, just to name a few. The organization of part-time faculty has served to promote part-time faculty as well as provide a vehicle for part-time faculty to contribute.

During the past several months, our Bargaining Committee has been negotiating a new contract with the college. The economic environment has not improved and the state and county are still suffering from severe budget shortfalls requiring curtailment of spending. However, the union and the college worked collaboratively through an Interest-Based-Bargaining process to address areas of concern. In the very near future, members of the union will vote on our second contract. Let me emphasize: only members of SEIU will be able to vote on the next contract; however, all part-time faculty benefit from the improvements brought through union efforts. I encourage you to join SEIU and to get involved. Members will have an opportunity to do so by voting on our next contract.

For more information about the union, please contact Anne McLeer at SEIU 301.740.7100.



PAY FOR PRINT at Montgomery College



Montgomery College plans to pilot a pay-for-print system this summer, with full implementation in the fall. This system will replace free printers at College libraries, learning centers, laboratories, and other select locations with pay-for-print vending kiosks. By implementing this system, the College will realize cost savings, encourage print conservation, reduce paper waste, and generate revenue enhancements.

In 2010 the Print Management Committee identified 29 public printers in libraries, labs, and learning centers at the College. These printers generate an estimated 10.7 million printed pages annually, which costs the College approximately \$175,000. Based on this information, the Print Management Committee, which consisted of faculty, staff, and administrators, recommended that the College explore options that would encourage print conservation. A pay-for-print system has been identified as the best, cost-effective option that has already been implemented successfully at other colleges and universities across the country.

Dr. Kathi Carey-Fletcher, director of auxiliary services and coordinator of this project, and other members of the Pay-For-Print Information Campaign Committee have been reaching out to students, faculty, and staff, through governance groups, to share information about the system. We encourage you to contact Dr. Carey-Fletcher (kc.carey-fletcher@montgomerycollege.edu) if you would like to have her speak to your group before the implementation or if you have ideas about other ways to communicate with stakeholders about this initiative.

IMPORTANT DATES

May 9-15	Exam Week/Final Week of Classes
May 20	Official end of spring semester
May 30	Memorial Day/College closed
May 31	Summer Session I begins
June 20	Midsummer session classes begin
July 4	Independence Day observed
July 11	Summer Session II classes begin
August 19	Official end of summer sessions
August 29	Fall classes begin