

Faculty Handbook and Syllabus

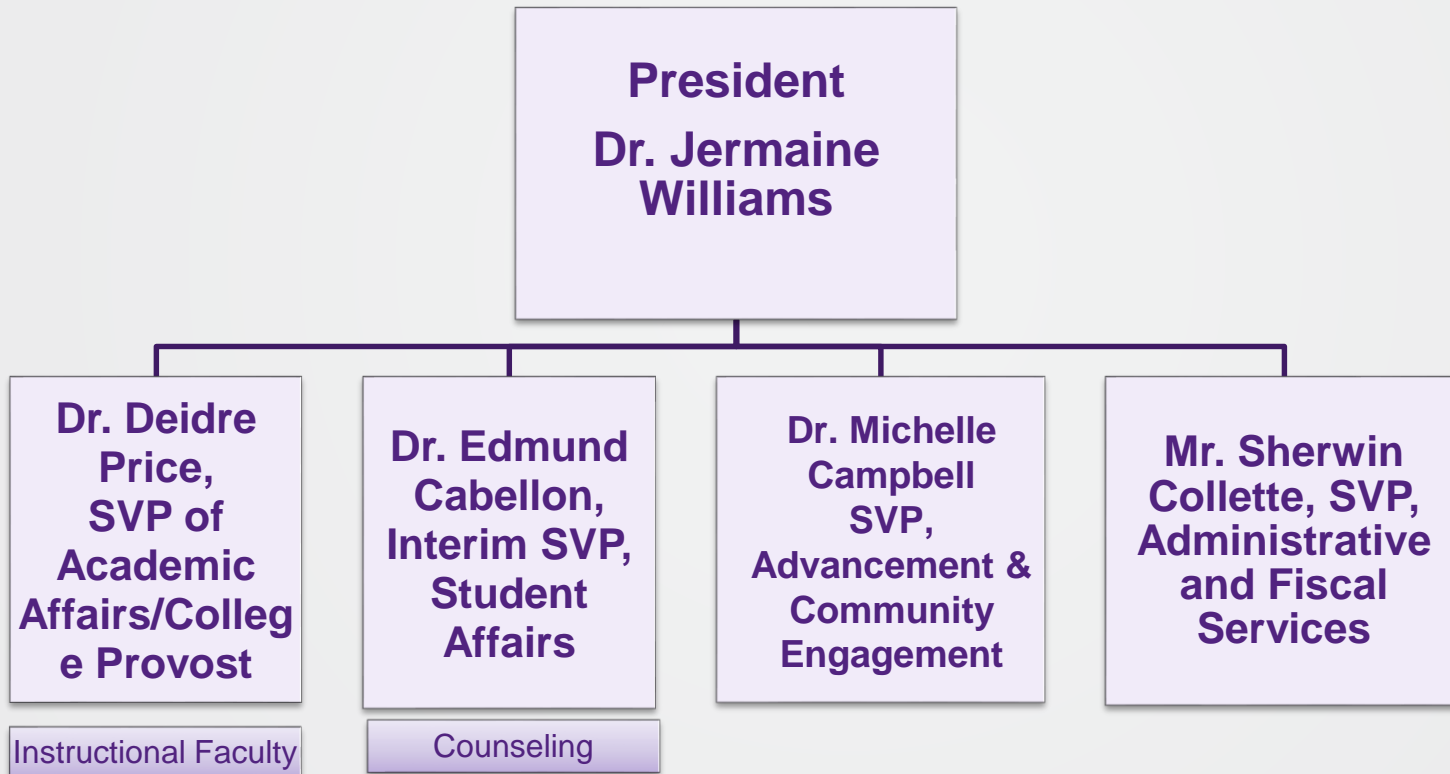
New Faculty Orientation

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Takoma Park/Silver Spring

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The Five Main Divisions of the College



College Structure

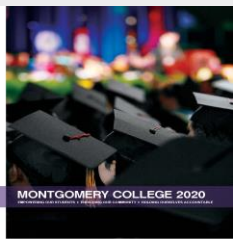
- FOR INSTRUCTIONAL FACULTY (IF): Senior Vice President for Academic Affairs (SVPAA) → Vice President and Provost (VPP) → Dean → Department Chair → Discipline or Course Coordinator / Program Advisor → Full-Time and Part-Time Instructional Faculty
- FOR COUNSELING FACULTY: Senior Vice President for Student Affairs (SVPSA) → Dean → Department Chair → Full-Time and Part-Time Counseling Faculty



College Expectations

- Every Department operates differently, but each Department has an obligation to:
 - **Improve equity and success outcomes for all students**
 - **Ensure the work aligns with College mission and priorities** (images on the next page)





MC 2025 STRATEGIC PLAN

EMERSON COLLEGE

Academic Affairs Division Goals:

- Increase the graduation rate of first-time, full-time students
- Increase the transfer rate of first-time, full-time students
- Reduce time to completion
- Reduce cost of completion
- Align programs with workforce needs
- Align programs with transfer requirements



MC 2018 MIDDLE STATES SELF-STUDY REPORT
MONTGOMERY COLLEGE



STUDENT SUCCESS VISION

Through our efforts in Addressing the Degree Network, Montgomery College will see a positive result of an elevated percentage of all students by increasing individual factors and increasing opportunities to complete, transfer, and graduate.



And... Student Affairs Master Plan (StAMP)

**Faculty Workload



- **Full-time instructional faculty (IF)**

ESH = “Equivalent Semester Hour”

- 30 ESH Minimum per academic year (Fall & Spring semesters); usually 15 ESH per semester (>30 ESH is overload pay)
- Winter and summer teaching are optional
- 5 office hours per week (Remote should still be in office)
- Alternate Time/ESH may be included in the ESH total.

ALTERNATE ESH ASSIGNMENT REQUEST

Deadlines for submitting this form to your dean: Fall semester: **August 25**
Spring semester: **December 15**
Summer sessions: **May 1**

Please complete a separate request form for each activity or project.

Step 1: The faculty member provides a brief description of the alternate ESH assignment and completes the form down to the requestor's signature. The faculty member is responsible for getting all signatures or confirmation emails for this project before submitting the form to their department aide for processing.

Step 2: ESH grantors should maintain copy of the assigned ESH per their units procedures before returning the form to faculty member with account number and grantor's confirmation/signature

Step 3: The faculty member's dean is the approver of the assignment and maintains the final copy of the request form once the request is approved or denied.

Faculty Member:

Name	Department	Semester, Year or Summer Session, Year
	Campus: Campus	

Description of Alternate Activity or Project:

- **Full-time counseling faculty (CF) - 40 hour work week, including teaching**

- NOTE: Overloads must be approved by management

(VPP / Dean / Department Chair) –more than 18 ESH/semester or 32/year.

Full-time Faculty Acknowledgement of Overload

Full-time faculty collective bargaining agreement (CBA), between Montgomery College and American Association of University Professor (AAUP), Article 5, Section 5.1 (A) states that "a workload in excess of thirty-two (32) equivalent semester hours per academic year or eighteen (18) equivalent semester hours per academic semester may be assigned by Management only with the consent of the faculty member."

Check the appropriate situation and fill in the academic year.

— **For load exceeding 18 ESH in one semester:**

I consent to an assignment of up to _____ equivalent semester hours during the **fall/spring** (circle one) semester of academic year _____.

— **For load exceeding 32 ESH in one academic year:**

I consent to an assignment of up to _____ equivalent semester hours during the academic year _____.

Part-Time Instructional Faculty Workload

- Earn ESH per course(s) taught
- Earn Alternate ESH for nonteaching duties (ATPA coaching, WRL Center tutoring, etc.)
- Limit of **11.5 ESH per semester** and 23 ESH per year
- Institute for Part-Time Faculty Engagement and Support – excellent resource!
- Good Faith Consideration for part-time faculty who teach 7 semesters

Faculty Responsibilities (IF and CF)

- **Teaching, advising, and mentoring of students (IF and CF)**
 - Hold class as specified by scheduled days, times, and formats
 - Submit mid-term and final grades
 - Record class attendance
 - Implement DSS accommodations
 - Sub for colleagues
- Development / implementation of new curriculum, pedagogy, and other student success strategies (IF)
- Assessment of program or discipline and the utilization of data to make informed decisions (IF)
- Participation in student, course, or program outreach events at the College and/or in the community (IF and CF)
- Service to the College, Department, Committee, and / or County (IF and CF)
- Engagement in professional development opportunities (e.g., ELITE, conferences, discipline-specific activities, deep dive data activities) (IF and CF)



Faculty Evaluation Process

A. Three 1 year terms: Evaluated every year for first 3

- 3 year term: Evaluated in second year of 3 year term
- Rolling 5 year terms

B. Evaluation Process: You will be notified and sent forms and procedures by Dean.

N. B. Each unit/department may handle evaluations somewhat differently.

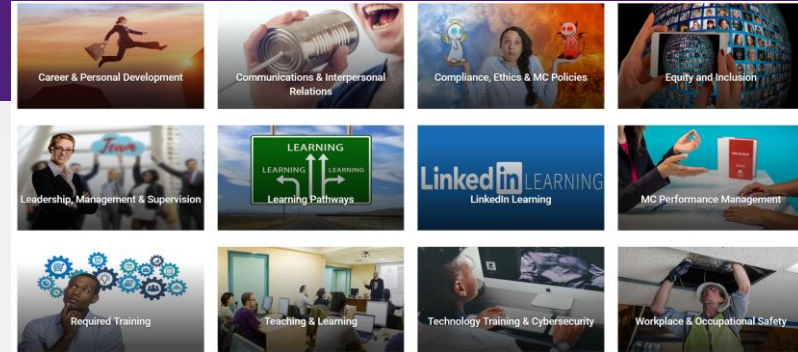
Fall semester– Self Evaluation (no form); Two FT faculty, Dept. Chair and Dean to do classroom observation (Form B1); Each peer also has to complete a second overall evaluation form (Form C); Department Chair (Form D) Hint: complete in MS Word, not pdf and paste into Workday

Spring semester: Turn in all required forms from evaluators and self evaluation on Workday– Due to Dean early in spring semester. Dean reviews evaluations and meets with you.



Professional Development:

- **Required training**
- Professional Meeting leave
- **ELITE** professional development workshops and courses/programs
- MC Open/Open Educational Resources
- **EAP benefits** for full-time faculty (conferences- e.g. AFACCT)
- **MC fellowships** (Scholarship of Excellence in Teaching, MC-Smithsonian Faculty Fellowship, Global Classroom, & Quantitative Reasoning)
- IT support & Blackboard support
- Library & learning center workshops and student support/tutoring



Faculty Obligation Days and Leave Policies

- **Leave requests must be filled out in Workday** which will be sent to your Dean for approval (*Be familiar with leave policies.*)

***Inform Dept. Chair and Administrative Aid*

- **Instructional duty days** - when classes are in session
 - Full day vs. half day vs. $\frac{1}{4}$ day
- **Non-instructional duty days** – when classes are not in session (e.g., Professional Week, Advising Day, day before Thanksgiving, week after final exams, Commencement)
 - Full day vs. half day vs. no leave (if no scheduled events)

What to do if..... you can't teach a class?



- Inform Department Chair and (Course) Coordinator. Another FTF (or PTF) should sub; sometimes, an alternate assignment is feasible
 - **Class cancellation should be the last resort**
- Inform students: Contact via Blackboard; *Tell your Department Administrative Aide* who will likely put a note on your classroom door, if applicable; faculty often use Remind or other apps to communicate with students as well as *MC email*
- Use Blackboard regularly so that you can use it as an **additional** method of classroom delivery

Understanding Your Students and Managing Your Classroom

- Review the Student Code of Conduct
- Be cognizant of textbook expenses (zero cost textbooks / OERs)
- Familiarize yourself with College resources (Learning Centers, ATPA, library, etc.)
- Print out your class roster (from MyMC) and take attendance
- Set aside 5 office hours per week (required for full time faculty)
- Encourage regular use of Blackboard
- Follow the syllabus template and email your syllabi to your Department Chair, Discipline/Course Coordinator, and Department Admin. Aide.

**** Be involved in additional ways that help your students as well as the rest of the MC student population ****



"The best advice I can give to a new teacher is to listen to your students with your ears and heart."

Syllabus Template – Requirements

Montgomery College Syllabus Template | Montgomery College, Maryland

- **Ask the Course Coordinator/Coordinator/Chair for examples**
- **Follow syllabus template format below so students have consistent format**

Information required in all syllabi

I. Contact Information

II. General Course Information

III. Common Course Student Learning Outcomes

IV. Textbooks, Workbooks, and Supplies

V. Course Requirements

VI. Student Code of Conduct

VII. Collegewide Policies & Procedures

VIII. Additional General Information

IX. Course Schedule

Consider adopting Inclusive Syllabus Language

**Inclusive Syllabus Language Supplement
to the MC Syllabus Template**

- **What is an inclusive syllabus, and how does it help students?**

An inclusive syllabus uses positive, welcoming, and supportive language that affirms the diversity and inclusion of all students in the classroom. There are many in-depth resources on inclusive syllabus design that go well beyond the scope of this document. Here is one article that explores some characteristics and benefits of an inclusive syllabus.

<https://www.apa.org/ed/precollege/psychology-teacher-network/introductory-psychology/inclusive-syllabus>

What to do if.....you have a student trying to register for your class after the first session has met?

- Refer the student to your Department Chair to see if he/she/they qualify for late registration
 - Per the College's On Time Registration Policy (2015), there are only a few exceptions that allow late registration
- Do not allow a student to sit in your class if he/she/they are not enrolled
- MC offers late-starting classes on a 13-week and 7-week schedule.



What to do if.....you're having a student issue?

- **Try to handle the situation with the student first by:**
 - Actively listening to understand the issue
 - Referring the student to appropriate College resources:
 - Disability Support Services
 - Writing, Reading, and Language Center; Math and Science Learning Center
 - ATPA one-on-one coaches
 - The SHaW Center (Katharine Campos is the social resources coordinator and Brandon Muncy is the mental health services program manager).
 - Others
- **If the student issue is intense or cannot be easily resolved, contact your Department Chair.**

Behavioral Intervention Resources:

Go to your Department Chair or long term FTF member for help and advice.

- Academic Integrity Report
- Standards of Conduct Report (for non-academic violations of Student Code of Conduct)
- Behaviors of Concern Report (for mental health and related concerns)
- Sexual Misconduct Report (Title IX)
- [Submit an Incident Report | Montgomery College, Maryland](#)

What to do if.....you have a student who misses classes?

- Email & talk with the student to find out what is going on before making the final decision to drop the student. **Dropping (withdrawing) a student is a last resort.** Withdrawals may impact financial aid, veterans' benefits, and visa status.
- Announce the attendance policy in class and write on your syllabus; the language should be taken from the syllabus template.
- Inform students of the withdrawal and refund dates (from MyMC).
- Know if a student has DSS accommodation for flexible attendance.

Resources

- Faculty Handbook:
 - <http://info.montgomerycollege.edu/faculty/resources/handbook/>
- Course Catalog
 - <http://catalog.montgomerycollege.edu>
- Syllabus Template
 - <http://info.montgomerycollege.edu/faculty/resources/handbook/montgomery-college-syllabus-template.html>
- Faculty/Staff Assistance Program:
 - [Faculty and Staff Assistance Program \(montgomerycollege.edu\)](http://montgomerycollege.edu)

Any questions?



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