A Framework for Faculty Pathways, Student Success, and Institutional Growth:

A "Guided Pathway" for Montgomery College Full Time Instructional

and Counseling Faculty

This document provides a detailed framework entitled "Faculty Pathways, Student Success, and Institutional Growth." This framework is designed to show how all full time Montgomery College faculty can have a clearer roadmap as they progress through their time at the institution. This model suggests that with an intentionally re-focused direction for faculty that is grounded in nationally recognized competencies, greater student success and institutional growth will likely follow. This model is based on understanding the composition of Montgomery County and Montgomery College. Thus, the framework emphasizes the importance and urgency of institutional transformation, mindset and culture shifts, improvement in access and affordability, increase in equitable opportunities, forward-thinking philosophies, relevant pedagogies, and discipline-based activities, all the while ensuring efficiency and effectiveness both inside and outside of the classroom.

As the most populous county in the State of Maryland with over 1 million residents and a 7 percent growth in the last five years, Montgomery County has a rapidly growing Hispanic population and a significant portion of African American and Asian populations[1]. The county also has significantly lower college attainment rates among African American, Hispanic, and Native American populations. There is a poverty rate of nearly 7 percent, and while it is considered one of the wealthiest counties in the nation with an income inequality that is lower than the national average, the county consists of deep pockets of poverty in communities served by Montgomery College. Understanding both the demographics shifts of the county and the College, along with the changing natures of the economy, the workforce, and faculty expectations, the role of faculty has become increasingly important in contributing to the success of our students as they prepare for transfer to four-year institutions and/or enter into a job that did not exist 15, or even 10, years ago.

The framework is grounded in the College's institutional strategic plan MC 2025. Similar to guided pathways for students at the College, this model can increase faculty engagement and pedagogical leadership that will help improve student success and institutional growth in the wake of 21st century higher education changes. To closely align with the College's Student Success work, this framework begins with an enhanced pre-boarding process and redesigned onboarding experience, both of which parallel the work being done in Start Smart for students. The framework then continues with discipline-, interest-, and/or skills-based ambassadorship, and advances to the highest levels of effective pedagogical leadership and institutional advocacy. With advanced planning and effective mentoring, all faculty, not just new faculty hires, can benefit from the activities described in each time period. These pathways also help to achieve Goal #5 of the institutional strategic plan MC 2025: Invest in our employees. By

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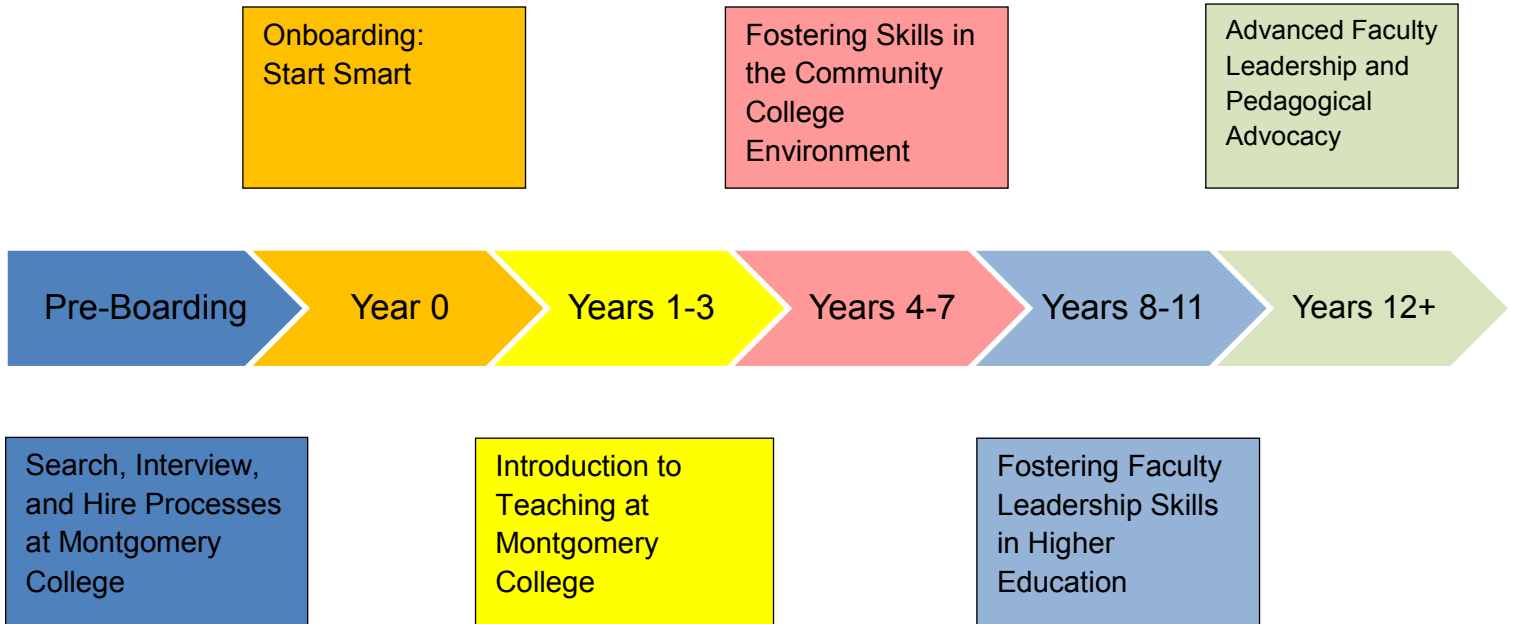
[1] American Community Survey 2018

achieving Goal #5, it will become smoother to achieve Goal #2: Enhance transformational teaching practices and learning environments.

In 2018, the American Association of Community Colleges (AACC) created a set of competencies to guide leaders in higher education to hire and professionally grow their employees in ways that align them with the mission, vision, and values of their respective institutions (see Appendix A). The 11 focus areas of these competencies have been adapted to fit the needs of Montgomery College, its students, its employees, and its communities. These competencies specifically focus on student access and success, institutional transformation, and faculty development. The behaviors outlined within each competency indicate the expectations of the faculty member. These competencies and accompanying behaviors have been interwoven in the framework as appropriate for each time period and each activity within those time periods. **As shown in the document, each time period begins with a title and a description of expectations, followed by the AACC competency, recommended behavior, and Montgomery College-specific activities.**

The framework described in this document provides opportunities for full time faculty to professionally grow and appropriately engage in the relevant and urgent work necessary to achieve greater student success. Based on feedback given at SALT FOCUS Student Success Network (SSN) meetings, and subsequent conversations with senior leadership, the following framework will be implemented at Montgomery College for all full time instructional and counseling faculty, with greater emphasis on the redesigned onboarding process for new faculty hires. As we invest in our faculty and provide them with appropriate professional development opportunities to enhance transformational teaching practices and learning environments, it is key that all full time and part time instructional and counseling faculty receive support to engage in pedagogical and/or discipline-based activities that strengthen their intellectual capital, knowledge, and skills necessary to improve student success. A similar framework can be developed for part time faculty.
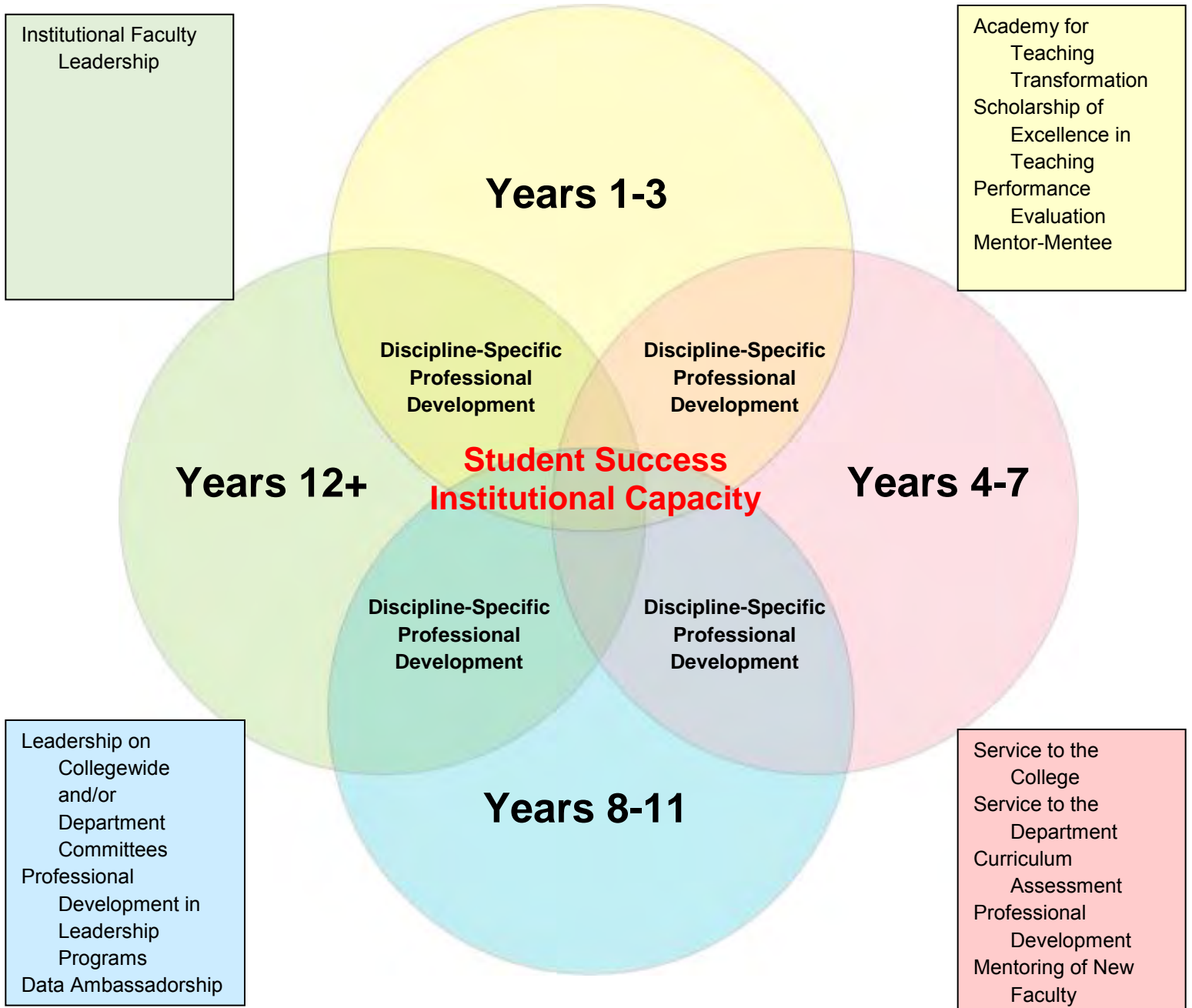
Framework Timeline

The timeline illustrates the sequence of events that first occur from the time a request to fill a faculty position occurs (i.e., pre-boarding) to the time when the qualified individual is hired and oriented (i.e., Year 0) to the moment the contract begins in Year 1, all the way through retirement or departure. The box above each arrow indicates the title of the time period.

Onboarding: Start Smart	Fostering Skills in the Community College Environment	Advanced Faculty Leadership and Pedagogical Advocacy

Pre-Boarding → Year 0 → Years 1-3 → Years 4-7 → Years 8-11 → Years 12+

Search, Interview, and Hire Processes at Montgomery College	Introduction to Teaching at Montgomery College	Fostering Faculty Leadership Skills in Higher Education

Full Time Faculty "Guided Pathway" Venn Diagram

Once an individual has successfully been pre-boarded and onboarded, the framework shows a progression of activities associated with each time period. This depiction shows that throughout one's time at Montgomery College, the core of the work is grounded in discipline-specific professional development. At the core of all levels of faculty development are student success and institutional capacity.

Institutional Faculty
   Leadership

Academy for
   Teaching
   Transformation
Scholarship of
   Excellence in
   Teaching
Performance
   Evaluation
Mentor-Mentee

Years 1-3

Discipline-Specific Professional Development

Discipline-Specific Professional Development

Years 12+

**Student Success
Institutional Capacity**

Years 4-7

Discipline-Specific Professional Development

Discipline-Specific Professional Development

Years 8-11

Leadership on
   Collegewide
   and/or
   Department
   Committees
Professional
   Development in
   Leadership
   Programs
Data Ambassadorship

Service to the
   College
Service to the
   Department
Curriculum
   Assessment
Professional
   Development
Mentoring of New
   Faculty

A "Guided Pathway" Framework for Full Time Instructional and Counseling Faculty

Pre-Boarding: Search, Interview, and Hire Processes at Montgomery College

When HRSTM, Deans, and Chairs work collectively to begin the full time faculty selection process, it is important to begin with a conversation on the expectations of Montgomery College and the department. The expectations should be based off of MC 2025 and other institutional supporting plans, such as the Academic Master Plan, Student Affairs Master Plan, Employee Professional Development Master Plan, and Achieving the Dream Student Success work. The work should also be aligned with that of the Ad Hoc Committee on Full Time Faculty Hiring. During the pre-boarding stage, it is imperative that information is gathered to determine whether the candidate is a suitable fit for the College, the community, the department, and the students. It is during this stage that interview questions should be geared toward an eye on the candidate's teaching goals, professional development goals, and experience with committee or community work, among many others. While each department can engage their candidates in ways that are most appropriate for that group, a standard set of interview questions and/or teaching demonstration should be implemented to create consistency across departments. Below is a table outlining how the appropriate AACC competencies and pre-boarding activities are integrated to create a successful pre-boarding process at the College.

Competency	Behavior
Mission, vision, and values	Have passion for teaching and learning Demonstrate willingness to meet students where they are regardless of readiness level
Institutional culture and external community	Be familiar with institutional culture and external community to break down barriers and increase access
Forward-looking philosophy	Continuously look at trends and issues impacting instruction and proactively make pedagogical changes as needed
Embrace change	Use research, data, and other resources to improve student experiences in the classroom

Activity:

❖ **Request to Fill Faculty Vacancy Form** - This form requires data and other relevant information to justify a request to fill a vacant full time faculty position. On the form, there should be an emphasis on how the new faculty hire will help to advance the work outlined in MC 2025, Academic Master Plan, Student Affairs Master Plan, Employee Professional Development Master Plan, and Achieving the Dream. This form should include information on how the discipline can strengthen its pedagogical activities, improve its student success outcomes, gather data to make informed decisions, increase equitable access to all courses and curricula collegewide, and implement initiatives that support the discipline, department, and degree program. Information gathered for this form are presented to AULT and Deans, which is used to determine whether or not the request advances forward. A sample Request to Fill Faculty Vacancy Form is included in Appendix B.

❖ **Job Post** - There is standard boilerplate language consistent across all full time faculty job posts that describe the College and indicate the discipline's position within the College. Information that is specific to the discipline should include the uniqueness of the discipline, as well as the responsibilities of the new faculty hire. These responsibilities should specifically state the expectations of the department as they relate to the College mission, strategic plan, and supporting planning documents, such as the Academic Master Plan and Achieving the Dream. The job post should specifically describe the innovative ways in which the discipline is advancing, along with clear expectations of the new faculty hire to continue advancing the discipline. A sample job post of a current full time faculty position is included in Appendix C.

❖ **Search Committee Training** - The Dean and Chair should play a critical role in selecting and training the search committee members. To ensure fairness, the search committee should be selected on the basis of various representations, such as discipline, campus, faculty status, and chair representatives, among others. Once the search committee members have been trained through HRSTM's online training, then the Dean and Chair should additionally train the members to ensure they understand the changing nature of higher education and the workforce, so that the interview process is aligned with these changes and growing expectations of the new faculty hire. The Chair of the search committee should include the work of Search Advocates in the process to enhance the integrity of the process. Search committee members should create interview questions (and teaching demonstration, if applicable) that directly connect to the AACC competencies listed in the table above, such as one's forward-thinking philosophy and one's willingness to meet the students where they are. This training also offers the search committee members a better understanding of the College's expectations in its faculty, which can permeate into the mindset, culture, and work of current faculty.

❖ **Interview Process** - To comply with the Middle States Self-Study, the interview process should be consistent across departments. The Dean and Chair play an important role in selecting qualified candidates to be interviewed, and the search committee should consider interview questions and teaching demonstration topics that enable them to see how the candidates will fit into and advance the discipline, department, and the College. Questions to consider should include macro-level perspectives (such as the College's mission and

demographic population) and micro-level viewpoints (such as the candidate's teaching philosophy, pedagogical strategies, and committee work). These questions should be aligned with the College's mission, strategic plan, and supporting planning documents. A sample set of interview questions (including teaching demonstration topic) is included in Appendix D.

❖ **New Faculty Hire Selection** - After thoughtful consideration by the search committee, the Chair, and the hiring Dean, the new faculty hire should be one who is willing to embrace a mindset and cultural change at the College that is necessary for the rapidly changing demands of higher education, the community, and the industry. The new faculty hire should also be one who is a content expert seeking to maintain relevance in pedagogical training and professional development. Ultimately, the candidate finalist has a dialogue with the College President before officially moving to the onboarding stage.

Year 0: Onboarding: Start Smart

Once full time faculty have been officially hired, they undergo a New Faculty Orientation. The orientation is designed to introduce all full time instructional and counseling faculty to the inner workings of Montgomery College. As full time faculty begin their journey at Montgomery College, it is imperative to their success that they are appropriately introduced to the renewed culture of evidence that is the foundation of the institution. Just as the College is fully committed to enhancing the onboarding experiences of students, the institution is equally committed to doing the same with all faculty. With a strong commitment to and bold leadership in enhanced professional development, ELITE will lead the efforts to revamp the onboarding of new full time faculty to include relevant topics as they relate to the Student Success work, such as data analytics, OER, extended winter session, among many others. In addition to the competencies needed for pre-boarding, below is a table outlining how the appropriate AACC competencies onboarding activities are integrated for a successful New Faculty Orientation.

Competency	Behavior
College policies and procedures	Develop knowledge of institutional P&P in order to create new teaching methods that will improve student learning
Program review and evaluation for improvement	Engage in an honest conversation about a program or technique that may not be working, and try something different
Performance evaluation	Be knowledgeable about the process used to evaluate your performance so that you can actively engage in the review process

Activity:

❖ **New Faculty Orientation** - Currently a two-day orientation, this framework suggests that the New Faculty Orientation (NFO) expand to four days to allow for intentional conversations, presentations, and activities that deeply connect the new faculty hires with the College's Student Success work. New faculty will continue to receive important information, such as MC demographic data, Academic Master Plan and Student Affairs Master Plan, IT usage, benefits, Title IX, DSS, AAUP, and the faculty handbook. What will be different is an emphasis on the Student Success work, specific academic and student support services, campus tours, and a deep dive activity into relevant discipline or program data, among many others. With advanced planning, the NFO will expand into Year 1 and will include weekly workshops that span over their first semester. **New faculty hires can be eligible to receive some course release to attend this semester-long NFO.** These workshops can

include monthly themes in which the weekly activities require new faculty hires to deeply engage in those themes. Monthly theme examples include data analytics, understanding our students, transformational initiatives, classroom management, classroom assessment techniques, equity and inclusion, and student engagement, among many others. These meetings will continue the discussions, specifically on completion rates, program level data, MC student population data, and other relevant topics. Deans and Chairs will be aware of these dates so that their new faculty are not scheduled to teach on those days. The semester-long orientation will go into effect in Spring 2020, and new faculty hires from Fall 2019 and Spring 2020 will attend these sessions together. Beginning in Fall 2020, new faculty hires will attend the four-day orientation and semester-long workshop during their *first* semester at the College.

Years 1 - 3: Introduction to Teaching at Montgomery College

Once full time faculty have successfully completed the four-day New Faculty Orientation (NFO), they officially begin their journey at Montgomery College. **During the first semester of Year 1, as described in the section above, new faculty will take the semester-long NFO, for which they will be eligible for some course release.** In addition, for their first three years, they will be required to engage in activities that place an emphasis on strong pedagogy and discipline connection. Deans and Chairs will be charged with providing opportunities for their new faculty to engage in conversations and work that is specifically grounded in their discipline. This includes, but not limited to, analyzing discipline or program data, advising students in their program, attending/presenting at national conferences, and exploring national best practice pedagogy models. These types of activities provide new faculty the opportunity to create a strong presence at the College and in their discipline community and thus can become ambassadors of the work. In addition to the competencies needed for pre-boarding and onboarding, below is a table outlining how the appropriate AACC competencies, behaviors, and activities are integrated for a successful first few years at the College.

Competency	Behavior
Data usage	Use data around achievement, retention, and persistence to drive teaching pedagogy and strategies
Student success	Try new instructional techniques in the classroom to help students persist Serve as a mentor if a student experiences challenges
Governance structure	Understand institutional governance to advance curriculum improvements, address student support services, program review, and promote other methods of delivering content

Activity:

❖ **Discipline-Based Professional Development** - As higher education continues to undergo major transformations that encompass both philosophy and practice, it is critical that Deans play a larger and more intentional role in connecting their new faculty hires to their discipline. Content-focused activities can include, but are not limited to, the high impact educational practices suggested by the Association of American Colleges and Universities (AAC&U). These activities can include integrative work, active learning, global learning, community-based learning, and capstone or signature assignments. For example, statistics faculty can attend a statewide conference called STATS 2020: Revisioning Introductory

Statistics for a New Generation, and a criminal justice faculty can attend the International Association of Chiefs of Police. Both examples suggest the importance of aligning the disciplines with national or international philosophies and standards of practices. The Office of ELITE and the newly formed Teaching and Learning Committee (TLC) can play a critical role in assisting the Deans in this work. ELITE and TLC can facilitate workshops that help Deans and their new faculty hires (as well as all of their faculty) be engaged in these content-focused activities. Moving forward, the Deans, ELITE, and the TLC should work closely together to accomplish these goals.

❖ **Academy for Teaching Transformation** - New faculty will continue to be required in their first three years to take workshop series, including Blackboard. The new model will incorporate data into many of the workshops so that participants will understand how data are being used to make informed decisions. The new model will also include topics of social justice, equity and inclusion, culturally responsive teaching, and other transformational pedagogies. To further the alignment between ATD and program level work, Deans will be asked to co-facilitate a workshop.

❖ **Scholarship of Excellence in Teaching** - New faculty will take this structured reflective year-long program in the spring semester of their second year or the fall semester of their third year, depending on their hiring date. This program allows them the opportunity to be involved in a community of practice. Faculty will share their discipline scholarship and pedagogical strategies with one another, including collaborative learning and contemplative practices. The work in this program is closely aligned with that of the ATD Student Success work.

❖ **Performance Evaluation** - Deans and Chairs will be more involved in ensuring that the new faculty be evaluated in part on their full participation in the Academy for Teaching Transformation, in addition to their performance in the classroom, in advising sessions, or in other discipline-based professional development activity. This may include having to offer new faculty a schedule that enables them to attend the workshops, including the yearlong Scholarship of Excellence in Teaching. Deans and Chairs will also have to support and engage their new faculty in ways that help to mobilize the ATD Student Success work as it relates to their discipline or department.

❖ **Mentor-Mentee** - Deans and Chairs will serve as formal mentors to the new faculty to ensure they are aware of College, department, and discipline expectations. This mentoring can also assist the new faculty in becoming effectively acclimated to the appropriate College culture that is necessary for student success. This mentoring can guide the new faculty in the direction of advancing the goals set forth by MC 2025, Academic Master Plan, Student Affairs Master Plan, ATD Student Success work, and Middle States.

Years 4 - 7: Fostering Skills in the Community College Environment

Full time faculty will continue fostering their skills as a community college professional. The work that will be done during this time period will be anchored in a specialization track with a strong disciplinary focus or interest. Starting in Year 4, faculty will begin this *cumulative* professional growth process. Centered around discipline-specific professional development, faculty will be supported in their involvement in relevant committees and their ambassadorship of the ATD Student Success work. Specialization tracks can include, but are not limited to, degree program enhancement, guided pathways, culturally responsive teaching, OER/open pedagogy, distance education, program advising, embedded classroom support, and integrated assignments in General Education courses. In addition to the competencies described in the pre-boarding and Years 0 - 3 activities, the following list of competencies and activities lay out the expectations of full time faculty during Years 4 - 7.

Competency	Behavior
Be an influencer	Be an advocate for innovative teaching practices Work on behalf of the institution to get buy-in from colleagues
Support team building	Serve on faculty and cross-functional committees as a way to build rapport among and across units
Lead by example	Set a positive example for students and colleagues by modeling the highest moral and ethical standards in and out of the classroom
Advocate for professional development	Seek and advocate for professional development opportunities that will improve student learning and outcomes
Accreditation	Understand the principles of accreditation, specifically in relation to programs, degrees, and faculty qualifications
Customer service	Find opportunities to create and foster an inclusive learning experience for all students, including culturally responsive techniques

Activity:

- ❖ **Discipline-Based Professional Development** - As full time faculty progress at the College, it is important that they continue their discipline-based professional development by engaging in activities that are centered around the AACC competencies listed above. For example, faculty can serve on discipline-based committees, such as program assessment or curriculum review. Faculty can also advance the implementation of culturally responsive techniques in their discipline by attending conferences or workshops that focus on this. Deans and Chairs should work closely with their faculty on these activities.
- ❖ **Service to the College** - Full time faculty will serve on relevant committees that advance the ATD Student Success work and/or the specialization tracks of their choosing. Faculty will become advocates for the work and share the progress with appropriate stakeholders. Faculty may also provide recommendations to the stakeholders on how to enhance the ATD Student Success work at the College.
- ❖ **Service to the Department** - Full time faculty will exercise appropriate stewardship within their own department/discipline, including implementing transformational pedagogical strategies that will improve student success. Faculty will also use data to make informed decisions about their teaching and provide recommendations to their Deans and Chairs on strategies that might be worth considering for implementation in their department/discipline.
- ❖ **Curriculum Assessment** - Full time faculty will engage in the assessment process. With the support of their Deans and Chairs, faculty will ensure that their discipline, program, or General Education courses are assessed within the guidelines of the Middle States Accreditation. Faculty will participate by writing reflections and submitting assessment reports in accordance with the assessment schedule.
- ❖ **Professional Development** - Faculty will deliver workshops or training to other Montgomery College faculty through ELITE on their ATD Student Success work or specialization track, or present their work at external conferences or webinars. In doing so, they become ambassadors in local, regional, national, and/or international initiatives, and thus they represent the College on larger platforms.
- ❖ **Mentoring of New Faculty** - Full time faculty will become mentors to new faculty in various capacities. Mentoring can occur through a designated faculty mentoring program or through an avenue that has been appropriately identified by their Deans and Chairs. The mentor can provide guidance, support, motivation, and role modeling to the new faculty mentee on how to be successful at Montgomery College.

Years 8 - 11: Fostering Faculty Leadership Skills in Higher Education

As full time faculty progress through their career at Montgomery College, they will have by now developed skills that enable them to successfully implement the Student Success work within their department and across the College. These skills attained through the years offer faculty a chance to continue developing their faculty leadership skills and apply them in various ways. Centered around the philosophy of ELITE's Leadership Development Institute, it is important to offer faculty an opportunity to lead from where they are. This may be leading within the classroom to enhance pedagogical strategies or within the College community to affect positive change. In addition to the competencies and responsibilities outlined in Years 4 – 7, faculty will take on greater opportunities for leadership and/or management in their discipline, department, or across the College.

Competency	Behavior
Strategic and operational planning	Understand the importance of your role in the institutional strategic plan Participate in related meetings and take opportunities to inform administrators of initiatives they may want to consider in support of student success
Qualitative and quantitative data	Use qualitative and quantitative data to inform your teaching philosophy and classroom instruction
Data analytics	Be knowledgeable about data sets used by the institution to advance the student success work
Marketing	Take opportunities to promote discipline accomplishments and activities through media and other communications channels

Activity:

❖ **Discipline-Based Professional Development** - As full time faculty continue to improve their skills in faculty leadership and pedagogical innovations, they should now focus on work that contributes to the College's culture of evidence. For example, they can utilize the Resource Toolkit to help make informed decisions about their own courses or the broader discipline, such as possible curriculum changes or course offerings.
❖ **Leadership on Collegewide and/or Department Committees** - Full time faculty will take on leadership roles on collegewide committees or within their department. Doing so offers them the opportunity to maximize student impact from a broader leadership standpoint.

Being in these roles also offers them the opportunity to advance the ATD Student Success work.

❖ **Professional Development in Leadership Programs** - Full time faculty will participate in professional development leadership or management programs offered through ELITE, such as cohort-based LDI and PILI. Faculty should also consider participating in external leadership programs to broaden their scope, improve their understanding of institutional leadership, and increase their networking.

❖ **Data Ambassadorship** - Full time faculty will be data ambassadors of their ATD Student Success work or specialization track. They will be leaders in the institution's culture of evidence as they spearhead the efforts in their department/discipline around data driven decision making, including, but not limited to, program assessment and course/curriculum redesign.

Years 12 - 20+ : Advanced Faculty Leadership and Pedagogical Advocacy

As seasoned leaders and content experts, full time faculty at this stage will continue to exercise the skills attained throughout the years at Montgomery College. By this point, faculty will be positioned to exercise appropriate faculty leadership and pedagogical advocacy at an institutional level to ensure the College continues to meet the needs of its students and the community in the wake of a changing higher education landscape. In addition to the competencies laid out in this document, the final time period of the framework should also include the following competencies, associated behaviors, and appropriate activities.

Competency	Behavior
Fundraising	Seek grant funds that are relevant to your discipline or department
Workforce partnerships	Explore potential opportunities to build workforce partnerships for the institution
Global and cultural competence	Seek opportunities to promote global and cultural competence within the classroom as a way to expose students to the value of differences

Activity:

❖ **Discipline-Based Professional Development** - As full time faculty become more experienced in the internal and external operations of the College, they should engage in efforts that connect their discipline to the broader community. For example, faculty should be empowered to establish community partnerships or seek opportunities in global learning for their students.
❖ **Institutional Faculty Leadership** - Full time faculty will be involved in scalable, sustainable, and transformational institutional changes to ensure Montgomery College maintains relevance and improves student success. Continued leadership in the ATD Student Success work or specialization track will be expected to help advance the College's mission, strategic plan, master plans, and/or Middle States Self Study.

Conclusion

This document provides the framework for a transformational mindset and culture shift necessary to be a successful faculty member and institution in the changing nature of higher education. Entitled "Faculty Pathways, Student Success, and Institutional Growth," the premise is that all full time Montgomery College instructional and counseling faculty who follow this guided pathway will contribute to student success and institutional growth in such a way that creates increased opportunities for all entities to flourish. Grounded in the nationally recognized AACC competencies, closely aligning the framework to institutional and supporting plans -- MC 2025, Academic Master Plan, Student Affairs Master Plan, Employee Professional Development Master Plan, and Achieving the Dream Student Success work -- is imperative for such growth. A set of appendices is attached to this Document, which includes the 2018 AACC Faculty Competencies (Appendix A), a recent Request to Fill Faculty Vacancy Form (Appendix B), a recent faculty job post (Appendix C), and a recent list of faculty interview questions and teaching demonstration with benchmarks (Appendix D[2]).

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[2] Due to the confidential nature of Appendix D, and in accordance with Montgomery College policy, this document will not be furnished.

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

AACC LEADERSHIP SUITE

AACC Competencies
FOR
Community College Leaders

AACC Competencies for Community College Leaders
THIRD EDITION

Two years ago, AACC President and CEO Walter Bumphus established the Commission on Leadership and Professional Development, comprised mainly of community college CEOs and vice presidents. The commission was charged with several tasks, including but not limited to making recommendations for the revision of the AACC Competencies for Community College Leaders. In addition to input from the commission, feedback was also solicited from members of the AACC Board of Directors, attendees of the 2018 Presidents Academy Summer Institute, and directors of doctoral programs in community college leadership, affiliated councils, and members of the AACC Faculty Advisory Council. This document reflects the collective feedback of all of these groups.

This third edition of the Competencies is markedly different than the previous two versions. Commissioners focused on developing a fully comprehensive document to guide the development of emerging leaders and to assist colleges with the selection of employees dedicated to the community college mission, vision, and values. There are 11 focus areas in the document. Focus areas are specific categories identified as having significance to the internal and external workings of the community college. Competencies are listed under each focus area along with illustrations as to what each competency means to jobs within each specific employment-level grouping.

The competencies were revised with the following considerations:

- **Student access and success is the North Star for community colleges.** Since 2011, community colleges have been on a mission to increase the completion rates of students earning certificates and associate degrees by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender. The third edition of the Competencies reflects the skills necessary to be a leader advancing a student success agenda or a member of a team actively engaged in implementing student success initiatives and activities.

- **Institutional transformation.** Like other institutions, the community college has evolved over time and it must continue to do so. Two-year colleges continue to have an evolving mission with fewer resources, which requires leaders to think beyond traditional ways of delivering programs and services. This is coupled with the changing demographics of the students who community colleges serve. In order to maintain relevance, 2-year colleges must redesign educational experiences

and operations to meet the needs of students in less traditional ways while still ensuring efficiency and effectiveness. This component was a critical factor in the revision as the goal is to prepare leaders capable of spearheading change at all levels within the institution.

- **Guidelines for career progression and/or to improve in current position.** Everyone in the community college can lead from their respective positions. The purpose of this revision is to provide useful information on the proficiency required to improve within one's current position, as well as to show a progression of how the competency is applied as one ascends into roles with more and broader responsibilities.

This document is comprehensive and it should be viewed as being aspirational. No one has entered into the job market having fully mastered every competency outlined in this publication. And while no one is born with an innate endowment of experience in every competency, at one time or another experience with or knowledge of each competency is needed. Community colleges are complex operations, and working within and leading them requires a complex set of skills. The AACC Competencies for Community College Leaders was revised to give individuals access to the abilities that institutions seek when hiring, as well as those things one must understand to keep the job over the long term.

It is extremely important for individuals currently in the community college sector or looking to enter the sector to determine their level of readiness to pursue new professional opportunities. The competencies are designed to serve as an assessment that individuals can use to determine their gaps in experience. Identifying these gaps early provides a chance to seek opportunities to further develop through campus grow-your-own leadership programs and engagement in the college's committee structure, state-level and national professional development opportunities. But more than that, it makes one aware of where he/she needs to improve.

The third edition of the Competencies also recognizes the difference between jobs within the community college. For example, all jobs deal with internal and external politics, management of fiscal and human resources, communications, and adherence to policies and procedures. But the extent of responsibilities in each of these areas is different for a CEO versus a vice president, and the scrutiny that one can fall under for failure to excel or achieve positive results in these areas is quite different. Depending on the severity of a deficiency, a CEO might be terminated, whereas a vice president may receive additional time to improve his/her performance. This document includes guidelines for faculty, mid- and senior-level positions, aspiring CEOs, new CEOs in their first 2 years on the job, and seasoned CEOs.

In addition to the turnover in positions across the community college due to retirements over the last few years, some CEOs have been dismissed from their jobs for avoidable mistakes. Others were let go because it was simply not the right "fit." And while the competencies cannot address these past issues, AACC hopes that this document can serve as a tool to assist individuals in evaluating future job opportunities by aligning job requirements to the competencies to give the reviewer a true sense of whether he/she is ready for the new opportunity and if he/she can succeed at it.

Executive coaching has continued to gain prominence across higher education. Coaching can be a personalized experience between mentee and coach designed to focus on exactly what the mentee wants to accomplish, whether that is to receive advice on potential job opportunities or how to shore-up skills in a particular area. AACC is a proponent of utilizing coaching, with caveats:

- The mentee should select his/her own coach rather than having a coach selected for him/her.

- The coach selected by the mentee should have the time to devote to a coaching relationship.

- The coach should have a reputable certification.

- The coach should have a proven track record of success in the profession. Coaches with no frame of reference for what a mentee does in his/her job or coaches who lack familiarity with the community college sector may not give the best or most sound advice.

Now to what you won't expressly see in the revised Competencies. Community colleges by mission strive to create an inclusive environment where all students regardless of the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status feel welcome and can achieve their educational goals. These institutions value the rich diversity that people from different backgrounds bring to the college and the community. While diversity and equity are not expressly outlined as a separate competency, AACC understands the importance of creating an environment that embraces diversity. Many colleges around the country have been paving the way in creating welcoming environments where employees reflect the student demographics being served. And, these institutions have transformed themselves to ensure that all students are treated equally and with respect.

Also, this document is not designed to be a reactive tool. It does not identify scenarios that can lead to employment trouble for the reviewer and it does not provide advice to address these types of issues. The document should be used in a proactive manner to assess strengths and areas for improvement so that the reviewer is able to develop a plan to remedy problem areas before they become pronounced to other members of the college community.

AACC supports individuals within the community college sector by providing exposure to the competencies at work in its leadership programs. Programs are offered once or twice a year based upon need. These programs all include safe spaces for cohorts to network and learn from each other as well as seasoned community college leaders. And some programs include career counseling components. These programs are listed below. For more information visit **www.aacc.nche.edu/leadershipsuite**.

- AACC John E. Roueche Future Leaders Institute: for leaders at the mid and senior level

- Future Presidents Institute: for leaders at the senior level aspiring to the presidency

- New CEO Academy: for CEOs in their first year of the job

- Presidents Academy Summer Institute: for new and seasoned CEO

AACC also provides technical support to colleges in setting up or evaluating existing "grow your own" leadership development programs. This support consists of integrating the AACC Competencies for Community College Leaders into the program's curriculum.

AACC challenges emerging and seasoned leaders to use the Competencies for Community College Leaders as a professional assessment and tool for growth. Embrace it as a resource to help and improve skill deficits. Use the document in conversations with colleagues when discussing new potential job opportunities. Utilize it to track professional growth over time, and celebrate each time a competency is mastered.

Faculty

Organizational Culture:

An effective community college leader embraces the mission, vision, and values of the community college, and acknowledges the significance of the institution's past while charting a path for its future.

COMPETENCY	BEHAVIOR
Mission, vision, and values of the community college	Have passion for teaching and learning, and demonstrate a willingness to meet students where they are regardless of their level of readiness for college-level work.
Culture of the institution and the external community	Become familiar with the culture of the institution and the external community in an effort to design strategies to break down barriers that hinder students in their pursuit of higher education.

Governance, Institutional Policy, and Legislation:

An effective leader is knowledgeable about the institution's governance framework and the policies that guide its operation.

COMPETENCY	BEHAVIOR
Organizational structure of the community college	Be familiar with the organizational structure of the institution to effectively address student needs inside and outside of the classroom.
Governance structure	Understand the institution's governance structure to effectively advance curriculum improvements, address student support services, program review, and to promote other methods of delivering content.
College policies and procedures	Develop knowledge of the college's learning environment, especially its policies and procedures, in order to create new teaching methods that will improve student learning.
Board relations	Through the college's shared governance process, faculty should take opportunities when presented to engage with trustees as a way to educate them on the important work taking place in the classroom.

Student Success:

An effective leader supports student success across the institution, and embraces opportunities to improve access, retention, and success.

COMPETENCY	BEHAVIOR
Student success	Actively engage in the development of the institution's student success agenda. Be willing to try new instructional techniques in the classroom if it will help students persist. Serve as an early alert if a student experiences trouble.
Consistency between the college's operation and a student-focused agenda	Create a classroom environment that contains learning experiences that promote student success.
Data usage	Use data around achievement, retention, and persistence to drive your teaching pedagogy and strategies.
Program/performance review	Be willing to engage in open, honest program review that focuses on opportunities for program improvement. If a program is not meeting established results, be willing to suggest bold changes (backed by data) to improve the program.
Evaluation for improvement	Assess teaching strategies regularly to ensure that they are having the intended outcome for students and adjust as needed. Be willing to solicit feedback from colleagues on ways to improve.

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Institutional Leadership:

An effective leader understands the importance of interpersonal relationships, personal philosophy, and management skills to creating a student-centered institution.

COMPETENCY	BEHAVIOR
Be an influencer	Be an advocate for innovative teaching practices. Be willing to work on behalf of the institution to get buy-in from colleagues on trying new approaches designed to improve student success.
Support team building	Be willing to serve on faculty and cross-functional committees as a way to build trust among and across units.
Performance management	Be knowledgeable about the process used to evaluate your performance so that you may actively engage in the review process.
Lead by example	Set a positive example for students and colleagues by modeling the highest of moral and ethical standards in and out of the classroom.
Problem-solving techniques	When approaching a problem, seek to learn what attributed to the problem, use all resources available to develop alternate solutions, choose and implement a solution and evaluate its effectiveness.
Conflict management	When conflict arises, be firm in your opinion, listen respectfully to others, do not bring other peers into the conflict, stay focused on the problem, come up with alternative solutions, and decide on the outcome.
Advocate for professional development across the institution	Be willing to seek and advocate for professional development opportunities that will assist you in improving student learning and outcomes. If you attend a meeting and learn important information, be willing to come back to your college and share it with other faculty, staff, and administrators.
Customer service	Find opportunities to create and foster an inclusive learning experience for all students. Include ways that students can connect with concepts through their own cultural experiences.
Transparency	Always be open, honest, and forthright. Do not harbor a hidden agenda. Be clear about your motivation.

Institutional Infrastructure:

An effective community college leader is fluent in the management of the foundational aspects of the institution, including the establishment of a strategic plan, financial and facilities management, accreditation, and technology master planning.

COMPETENCY	BEHAVIOR
Strategic and operational planning	Understand the importance of the faculty's role in the college's strategic and operational planning process. Be willing to participate in college planning meetings, and take opportunities to inform administrators of actions/initiatives they might want to consider in support of student success.
Budgeting	Be familiar with your college's budget cycle and with the process for making new requests for funding. Ensure that your request is comprehensive and that you focus on how the request will support student success.
Prioritization and allocation of resources	Have knowledge about the resources available to you. Prioritize your needs based upon your institution's student success goals.
Accreditation	Understand the principles of accreditation, specifically in relation to programs, degrees, and faculty qualifications.
Facilities master planning and management	Gain knowledge on how classroom space is assigned so that you can ensure your classroom is equipped with audio visual and other tools and resources needed to enhance student learning.
Technology master planning	Maintain knowledge about the latest technology available to support student success. Be familiar with the college's process for making technology requests, and ensure that your requests are supported by clear and measurable results.

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Information and Analytics:

An effective community college leader understands how to use data in ways that give a holistic representation of the institution's performance, and is open to the fact that data might reveal unexpected or previously unknown trends or issues.

COMPETENCY	BEHAVIOR
Qualitative and quantitative data	Use quantitative and qualitative data to inform your teaching philosophy and in-class instruction, as there are a number of factors (i.e., socioeconomic, cultural) that may impact student learning.
Data analytics	Have knowledge of how data sets are used by your college to advance the student success agenda.

Advocacy and Mobilizing/ Motivating Others:

An effective community college leader understands and embraces the importance of championing community college ideals, understands how to mobilize stakeholders to take action on behalf of the college, and understands how to use all of the communications resources available to connect with the college community.

COMPETENCY	BEHAVIOR
Community college ideals	Be an enthusiastic advocate for the mission of the community college and share with people the role that the college can play in improving an individual's quality of life.
Stakeholder mobilization	Step up and be a leader among your peers. Be willing to work in mobilizing faculty members and students behind student success. This includes playing a more active role in recruitment, retention, and accountability efforts.
Media relations	If interviewed, be prepared with your elevator speech about the great opportunities that your college provides for the community it serves. Understand the importance of clear and concise sound bites in getting constituents to support your efforts.
Marketing and social media	Take opportunities to promote college successes, accomplishments, and new activities through media and other channels of communication.

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Fundraising and Relationship Cultivation:

An effective community college leader cultivates relationships across sectors that support the institution and advance the community college agenda.

COMPETENCY	BEHAVIOR
Fundraising	Follow college policy for seeking grant funds. Do not pursue opportunities that do not directly align with the college's priorities. Engage all individuals who would have responsibility for grant implementation in the application process.
Alumni relationships	Be willing to serve as a conduit to connect former students with the appropriate person managing alumni relations for the institution. Be open to sharing suggestions with that individual on ways to engage students to support the college.
Media relationships	Be familiar with the college's policy and procedures for media engagement. Be willing to engage with media on behalf of the college if called upon to do so.
Legislative relations	Understand that many states prohibit lobbying the legislature by public-sector employees. Have knowledge of the college's strategies for providing information to state legislators. Be willing to engage with members of your delegation if asked by the college.
Public relations	Maintain awareness that as an employee of the institution you are always representing the college. Institutional representation is everyone's responsibility.
Workforce partnerships	Always keep your eyes open for potential opportunities to build workforce partnerships for the college. If you encounter a lead for a promising partnership, be willing to connect the potential partner to the college's workforce officer. Close the loop by making sure the college representative has contacted the potential partner.

Communications:

An effective community college leader demonstrates strong communication skills, leads and fully embraces the role of community college spokesperson.

COMPETENCY	BEHAVIOR
Presentation, speaking, and writing skills	Be cognizant of ways that you can make your instruction engaging for the classroom community. If you have written content for students to review, ask questions to make sure your instructions are clear.
Active listening	Practice active listening so that you may gain appreciation for, and understanding of, other positions. Do not enter every conversation with responses formulated before questions are asked.
Global and cultural competence	Seek opportunities to promote global and cultural competence within the classroom as a way to expose students to the value of differences.
Strategies for multi-generational engagement	Be willing to adapt your teaching strategies to reach students from different generations so that they may all connect to the course content.
Email etiquette	Be cognizant of email etiquette and rules governing communications in writing. In cases where tone and message can potentially be misinterpreted, ask a colleague for feedback before sending.
Fluency with social media and emerging technologies	Embrace using technology in the classroom that mimics the everyday experience of how students engage with the world. Keep abreast of emerging technologies that enhance student learning.
Consistency in messaging	Ensure that any messaging you develop and communicate focuses on student success. Ensure that you are consistent in your position.
Crisis communications	Be familiar with the college's crisis management and communications plans. Know protocols for faculty in responding to man-made events. Also, note how and when to report your status to the college following natural disasters.

Collaboration:

An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of the college community, and sustain the community college mission.

COMPETENCY	BEHAVIOR
Interconnectivity and interdependence	Understand and appreciate the interconnectivity and interdependence between faculty, staff, and administrators in advancing student success initiatives.
Work with supervisor	Establish a process for routine communications with your supervisor. Ensure that you are clear on your supervisor's expectations. Alert your supervisor promptly regarding any challenges you might have in or out of the classroom if it impacts your ability to do your job.
Institutional team building	Understand that you are a member of the college team. Be willing to engage with your peers and colleagues in supporting efforts to improve student success.
Collective bargaining (*for employees in collective bargaining states*)	Have familiarity with your state's collective bargaining process. Engage with the organization representing you to voice any concerns you may have.

Personal Traits and Abilities:

An effective leader possesses certain personal traits and adopts a focus on honing abilities that promote the community college agenda.

COMPETENCY	BEHAVIOR
Authenticity	Utilize instructional strategies that fit your leadership style and that resonate with your students as translated by outcomes.
Emotional intelligence	Be aware of your emotional state and its impact on student learning.
Courage	Have the courage to try new strategies that can improve student outcomes. Be willing to step outside of your comfort zone to test promising practices in the classroom.
Ethical standards	Approach your interactions with students, peers, and college leaders by promoting trust, good behavior, fairness, and/or kindness.
Self-management and environmental scanning	Understand the institution's culture, and manage yourself and your actions in relation to it.
Time management and planning	Understand the importance of prior planning with your course load as a way to manage your time effectively. Allocate ample time to plan, execute, and assess in-class and out-of-class activities.
Familial impact	Be mindful of the demands of the job, and how additional assignments might impact your availability, in particular to your family.
Forward-looking philosophy	Continuously look at trends and issues impacting community college instruction to proactively make needed changes to your teaching pedagogy.
Embrace change	Be willing to use research, data, and other resources to improve the student experience in the classroom.

<div align="center">**Appendix B**</div>

<div align="center">**Request to Fill Faculty Vacancy Form - Rationale, Timeline, and Instructions**</div>

This Request to Fill Faculty Vacancy Form requires the use of programmatic data and other critical information in justifying a request to fill a vacant faculty position. Programmatic data are to be collected from OIRA a minimum of every six months in January and August. Incorporating feedback from AULT, the requesting dean will complete the Faculty Vacancy Form, which populates an excel spreadsheet, no later than one week prior to the February and September Collegewide Deans meetings. All requested data must be supplied for the request to be considered.

Requesting Dean: _____

Date of Request (Month/ Day/ Year as): _____

Position to be filled: _____

PART A: Position Justification

Short Description of the position (Include courses the hire would be expected to teach)

This position will replace an existing faculty position on the Takoma Park/Silver Spring campus. It will be a full-time sociology position in the Department of Sociology, Anthropology, and Criminal Justice. The instructor will be expected to teach five sections per semester, including (but not limited to):

- SOCY 100 (Introduction to Sociology),
- SOCY 105 (Social Problems and Issues),
- SOCY 200 (Criminology),
- SOCY 208 (Sociology of Gender),
- SOCY 214 (Sociology of the Family),
- SOCY 230 (Sociology of Personality),
- SOCY 233 (Race and Ethnic Relations), and
- SOCY 250 (Globalization).

Duties and responsibilities include but are not limited to:

- Teach 30 semester hours of courses per academic year related to sociology;
- Teach a varied schedule of courses that may include day, evening, weekend, online, winter, summer, and/or accelerated sections.
- Serve on or lead department, discipline, campus, or college-wide committees;
- Engage students in their learning through active collaborative and innovative learning approaches;

- Incorporate the use of educational enterprise platform such as Blackboard into instruction, including zero-cost resources in the development and delivery of instruction;
- Engage in student outreach events to increase visibility of sociology and to improve the learning outcomes of students taking sociology classes,
- Communicate with sociology faculty on other campuses to ensure a consistent student learning experience,
- Implement embedded advising and/or embedded classroom support services, and
- Advise students about discipline course offerings, General Studies Degree Program, Ethnic Social Studies Certificate, Women's Studies Certificate, transfer opportunities, and careers in sociology.
- Special Considerations: (Include additional pertinent facts about the position, for example program alignment, new program requirement, position relevance beyond requirement in an existing program, importance in grant proposals, general importance to programs, completion/transfer requirement, etc.)

This faculty position is critical to ensure equitable access to all courses and curricula collegewide, consistent with Theme II of the Montgomery College Strategic Plan (Access, Affordability, and Student Success). SOCY 100 (Introduction to Sociology) is one of the top five most enrolled face to face courses at Montgomery College with enrollments collegewide ranging between 2,920 to 3,006 students over the last three academic years. SOCY 100 is also one of the top enrolled courses in distance education. Enrollment in SOCY 100 has increased despite the decrease in collegewide enrollment. The sociology discipline had a student-faculty ratio of 25.4 in FY 17 (compared to the collegewide ratio of 17.4).

Having a full-time sociology faculty member offering classes at Takoma Park/Silver Spring will allow students to progress through the new General Studies Social Sciences, Administration, and Health (SSAH) Core, ensuring equitable access to all students collegewide. Since the redesign of the General Studies A.A. degree, the SSAH Core has almost tripled its students over the past year (787 unduplicated students in AY 17). One of the requirements of the redesign is that students in the SSAH Core would select at least 15 credits from the relevant disciplines within the core, including at least 3 credits at the 200 level. A full-time sociology faculty member will be able to offer a variety of sociology courses that can enable General Studies students to complete their degree in a timely manner. Furthermore, students will now be able to fulfill the requirements necessary for transfer to the three most common campuses for sociology majors (UMBC, UMUC, and UMCP).

Starting in Fall 2019, the Ethnic Social Studies Certificate will likely be re-launched. SOCY 233 (Race and Ethnic Relations) is a required course for the certificate, and SOCY 250 (Globalization) are electives. In addition to these courses, students will also have an enhanced experience, including being engaged in interactive student outreach. Having a full-time sociology faculty member at Takoma Park/Silver Spring who can co-lead this effort will be vital to the success of the certificate and the students.

Having a full-time sociology faculty at Takoma Park/Silver Spring who can teach SOCY 100 as a Z-course will help students who are specifically in the General Studies Z-Degree Program. This option is also consistent with the Academic Master Plan as a way to reduce the cost and time to completion. It is important to offer more SOCY 100 Z-courses at Takoma Park/Silver Spring to ensure equitable distribution of this course option to students across the College. The DWF rates of SOCY 100 Z are much lower than those of non-Z, so it is imperative that the faculty member can offer more of these courses at the Takoma Park/Silver Spring.

Courses required by other programs outside the requesting program (Include each course title and program that position supports.)

- SOCY 100 is the pre-requisite for SOCY 110, 200, 211, 214, 230, 233, 246, and 250
- SOCY 100 is required to be completed by MC students prior to transferring to the UMBC Shady Grove Social Work Program
- SOCY 100 is required to be completed by Nursing and Criminal Justice majors
- SOCY 233 is required for the Ethnic Social Studies Certificate

Part B: Program Data

*Academic Year Data was used in lieu of semester data

Because Montgomery College does not offer a Sociology credential, there is no Program Data. SOCY 100 (Introduction to Sociology) is one of the most commonly enrolled distribution course in the General Studies major (7,291 unduplicated students FY 2018). Additionally, it is required in two of the largest disciplines collegewide (Nursing and Criminal Justice), and it is also required for matriculation into the Social Work Program at UMBC Shady Grove.

Program Enrollment - Previous Semester: 7291 unduplicated students FY 2018

Program Enrollment - Three Semesters Ago: 5213 unduplicated students FY 2017

Percent Change in Program Enrollment (Compare the most current academic year enrollment to the previous academic year enrollment.): +40%

Number of Graduates (Include data from the previous three years): NA
FY 2018-   923
FY 2017-   1,008
FY 2016-   1,076
FY 2015-   1,062

Percent Change in Graduates over the Previous Three Years (Include data from the previous three years): -13%

Number of Transfers (Include data from the previous three years): NA – Although there is data for students who declare General Studies (Sociology Track), due to the discrepancy between the number of students who declare GS-SOCY at MC and the number of students majoring in sociology after transferring, most sociology students at MC do not identify as GS-SOCY while at MC.

What are the existing DFW reduction strategies? Have they been implemented? What will be the role of the new faculty in implementing these strategies?

This full-time sociology faculty position will stipulate that the Department of Sociology, Anthropology, and Criminal Justice will prefer a candidate with a demonstrated history in working with academically vulnerable students and diverse populations. The professor should also have a record of contributing to an institution or

department in positive ways that enhance student success. The professor should be open to innovative pedagogies that promote student success, such as teaching online, teaching during extended winter, and utilizing OER or zero-cost materials.

Currently, faculty members in the sociology discipline are engaged in a number of activities to lower the DFW rates and close the "achievement gap." For example, the faculty who teach SOCY 100 distribute resource handouts, refer students to Writing Centers and other resources, identify students who get a D or F on the first assignment and provide active supports, encourage students to take advantage of office hours, emphasize active learning strategies in their classrooms, personalize the classroom, provide study guides, consider providing review sessions, and/or deploy other creative strategies for improving student success.

Part C: Discipline Data

Discipline Enrollment: Current Semester:

SPRING 2019	Seats	Enrolled	Utilization	CHANGE
SOCY	1,996	1,760	88.18%	0.52%
Social Science Total	7,945	6,437	81.91%	2.45%
ABESS Total	27,776	22,919	82.51%	0.45%

Discipline Enrollment: Previous Semester:

SPRING 2018	Seats	Enrolled	Utilization
SOCY	1,953	1,712	87.66%
Social Science Total	7,965	6,239	79.46%
ABESS Total	28,728	23,574	82.06%

FT/PT Ratio for Each Required Discipline Courses:

Collegewide:
SOCY 100 Spring 2018-   40%
SOCY 105 Spring 2018-   50%
SOCY 200 Spring 2018-   100%
SOCY 208 Spring 2018-   N/A
SOCY 214 Spring 2018-   100%
SOCY 230 Spring 2018-   N/A
SOCY 233 Spring 2018-   N/A
SOCY 250 Spring 2018-   N/A
(does not include WINTER 2019 enrollment)

FT/PT Ratio for All Courses in the Discipline:

SOCY TOTAL FOR ALL COURSES Spring 2018 - 7:6 (FT:PT)

What are 2020 benchmarks for the program on enrollment, graduation, transfer, reduction of time and cost, alignment with four-year schools and industries?

Sociology is not a program and offers no credential. We aim to increase the number of transfers from Montgomery College to UMBC Shady Grove Social Work program.

What will be the role of new faculty in implementing existing program strategies?

Based upon required and preferred candidate qualities, the faculty member is expected to be integral in expanding initiatives and strategies addressing the DFW rate and student success. The faculty will be vital in carrying out the expectations set forth in MC 2020, Academic Master Plan, Achieving the Dream Action Plan, and the Middle States Self-Study Report. The faculty will be expected to serve as an advisor to students, particularly those in the General Studies Degree Program.

PART D: Enrollment

Seats: Percent filled within the Disciplines of the Program - Current Semester: 88% (Spring 2019). Enrollment for the highest enrolled class in the discipline, SOCY100, is 95%.

Seats: Percent filled within the Disciplines of the Program - Previous Semester: 88% (Spring 2018). Enrollment for the highest enrolled class in the discipline, SOCY100, is 94%.

Seats: Percent filled within the Disciplines of the Program - Previous Semester: NA% (Spring 2017)

Seats: Percent filled of courses serving other programs - Previous Semester: (Fall 2017 as of 03/14/17)
SOCY 208- 81%
SOCY 214- 67%
SOCY 233- 75%

Part E: Administrative Comments

Date Approved by AULT (Month/ Day/Year as XXX)

AULT Comments

VPP Comments

Dean's Summary (Include date of Last Hire in Program/Discipline)

Appendix C

Request to Fill Faculty Vacancy Form - Rationale, Timeline, and Instructions

FULL-TIME FACULTY POSITIONS

Job Title:	Sociology Full-Time Faculty
Position #:	**F02125**
Bargaining Status:	Bargaining
Location:	**Takoma Park / Silver Spring, Md.**
Salary Range:	$58,844 - $81,821 *This position is part of a collective bargaining unit and requires payment of dues or a service fee.*

Assignment begins January 2020. *Online applications must be received by* **October 11, 2019.**

Montgomery College is Maryland's premier community college. For 70 years, Montgomery College has been on the leading edge, and we are committed to staying there. Montgomery College is a public, fully accredited, open admission institution. The College is dedicated to student success and is widely recognized for the quality and scope of its academic programs and its exceptional faculty and their commitment to the students they serve, the community, and enhancing the economic vitality of Montgomery County.

With over 4300 students registering for sociology courses each year, faculty strive to meet our student's diverse academic needs by offering a wide array of dynamic and challenging courses that are taught in multiple formats and at a wide array of times ensuring ease of access for our busy students. Students enrolled in sociology courses routinely transfer to some of the most prestigious colleges and universities throughout the country including the University of Maryland College Park, University of Maryland Baltimore County, and Towson University. **Montgomery College sociology faculty are also actively engaged in a number of student support and co-curricular initiatives as evidenced by their efforts in the development of OER/z-cost instructional material, embedded advising, and the Social Sciences Expo which exposes students to a wide array of curricular and career pathways in the social sciences.**

Montgomery College, **Takoma Park / Silver Spring Campus**, has a need for a Full Time Sociology faculty member **(F02125)** in the Department of Sociology, Anthropology, and Criminal Justice beginning January 2020. We are seeking an enthusiastic and dedicated teacher who exhibits a high degree of professionalism, a strong commitment to our students, and demonstrates the ability to motivate and educate in an engaging manner. The successful candidate will be committed to teaching in a multi-cultural, two-year environment, and welcome the opportunity to work with students with diverse learning abilities. Montgomery College provides an excellent opportunity to teach in a large, urban community college setting.

Duties and responsibilities include but are not limited to:

- Teach Introduction to Sociology and other sociology courses as appropriate (e.g., Social Problems and Issues, Sociology of the Family, Criminology, Race and Ethnic Relations, and Globalization).
- Teach 30 semester hours of courses per academic year related to sociology.
- Teach a varied schedule of courses that may include day, night, early morning, weekend, online, and/or accelerated sections. Opportunities may exist for teaching summer and winter classes.
- Serve on or lead department, discipline, campus, or college-wide committees; participate in sociology coordination at the campus; and mentor part-time faculty.
- Apply culturally relevant and empathic pedagogies to the teaching and learning process.
- Engage students in their learning through active collaborative learning approaches.
- Engage in student outreach events to increase visibility of sociology and to improve the learning outcomes of students taking sociology classes.
- Incorporate the use of educational enterprise platform such as Blackboard into instruction, including zero-cost resources in the development and delivery of instruction.
- Communicate with sociology faculty on other campuses to ensure a consistent student learning experience.
- Implement embedded advising and/or embedded classroom support services, and
- Advise students about discipline course offerings, related certificates, transfer opportunities, and careers in sociology.

Required Qualifications:
- A Master's degree in Sociology (graduate coursework must include courses that reflect both depth and breadth in Sociology) or a related discipline.
- Recent teaching experience at the post-secondary level (e.g., associates, bachelors, or masters-level teaching); teaching done as a graduate student or as a teaching assistant will be considered.
- Ability to effectively engage with and facilitate learning for students of diverse backgrounds, cultures, and experiences.
- Demonstrated commitment to student success including increasing retention, transfer, and graduation.
- Eligible applicants must currently be authorized to work in the United States and not require employer visa sponsorship.

Preferred Qualifications:
- Ph.D. in Sociology.
- Teaching experience at the post-secondary level (e.g., undergraduate or master's level).
- Experience teaching a variety of courses in sociology.
- Evidence of a commitment to supporting or enhancing student success initiatives that further student retention and graduation.
- Evidence of innovative curriculum development to serve diverse student populations.
- Demonstrated experience using various teaching modalities/formats (e.g., seat-based, blended/hybrid, OER, and online)
- Experience using teaching technologies (e.g. Blackboard, Canvas).
- Evidence of ongoing professional development.
- A willingness and/or experience teaching distance education courses.
- Experience with committee, advisory groups, volunteer experience or integrated services.

For consideration, you must:

1. Submit Resume/CV
2. Submit a cover letter

3. Submit a statement of philosophy of teaching
4. Submit an un-official copy of your transcripts from your highest degree earned

Please upload all documents to your online application. Incomplete applications will not be considered

Application Process:

- Apply online at www.montgomerycollege.edu/employment
- Online applications must be received by October 11, 2019

As a condition of employment, the following are required at the time of hire:

- Completion of a background check.
- Participation in a retirement plan.

Our benefits package includes: generous paid vacation, sick, paid holidays, medical, dental, vision, group legal benefits, professional development, retirement plan, educational assistance, tuition waiver for employee and dependents, wellness programming including onsite gyms, pools and classes.

Note: This recruitment effort can take 6-12 weeks (from the deadline date) to fill.
Montgomery College is a tobacco-free and smoke-free workplace.

For disability- related accommodations, please call 240-567-5353 or send an email to:
*hrstm@montgomerycollege.edu at least **two weeks** in advance.*

Montgomery College is an academic institution committed to promoting
equal opportunity and fostering diversity among its student body, faculty, and staff.