

INTERsections

The Academic Affairs Chronicles
October 2019

A Message from Dr. Sanjay Rai

Mahatma Gandhi's 150th Birth Anniversary: Some Personal Reflections



As the world celebrated the 150th birth anniversary of Mohandas Karamchand Gandhi on October 2, it caused me to reflect on my own education on his life and philosophy of “satyagraha” and “civil disobedience.” With Gandhi’s birth anniversary just behind us, I find myself reflecting on the life of a man who made a choice to take a path, not of least resistance, but of enormous resistance. As I reflect on the progress made over the last 150 years, I also grapple with the challenges that remain and the work ahead for

all of us. I wonder who, in the absence of Mahatma Gandhi, will choose the difficult path of equity, inclusion, and justice – for all.

Perhaps it was our unusually hot September, but my musings took me back to one summer in India. The summer in India begins in April and ends with the arrival of monsoons in mid-June. The summer months are hot, with temperatures up to 45-47 degrees Celsius. When I was growing up, schools had limited electricity and water, so they closed from April to June for summer vacation. I remember my summer break after 6th grade – it happened that my neighbor had finished 7th grade and his books were readily available for me. My mother, who never went to any school, was determined that I must go to college. She asked me to go and get the 7th grade textbooks from the neighbor. In the culture of my community, it was common to share resources. So one evening, at the beginning of the summer break, I received all the textbooks for the 7th grade. A paperback with Gandhi’s picture caught my attention. The Hindi book *Bapu Ki Atmakatha* was a version of Gandhi’s autobiography for middle school students, part of the curriculum of a civics course. *Bapu*, in Hindi, means father and *atmakatha* means autobiography. Gandhi was considered the “Father of the Nation,” and the book contained selected parts of his autobiography, *The Story of My Experiments with Truth*.

These many years later, the chapter *Journey to South Africa* comes to mind.

Gandhi had trained as a lawyer in London, then returned to India. He received an opportunity to represent a client in South Africa and he sailed from Bombay on the S. S. Safari on April 13, 1893. On June 7, 1893, he boarded a train from Durban to Pretoria. It was a business trip. He purchased a ticket for first class compartment on the train. After the train left Durban, a white passenger complained, objecting to Gandhi being in first class as he was not white. The conductor of the train asked Gandhi to leave the first class compartment and go to a third class compartment for non-white passengers. Gandhi insisted that since he had purchased a first class ticket, he should be allowed to travel in the first class compartment. He was informed that the first class is only for whites, and was forcibly removed from the train at the Pietermaritzburg station. This incident was the genesis of a struggle that Gandhi would lead that not only brought freedom to India but continues to impact the lives of people around the world, including South Africa and the USA.

Gandhi sent a telegram to his host in Durban and spent the night – a cold night – outside, at the train station. During this night, he contemplated his options. He could go to Pretoria, finish his official engagement, and return to India. Or, he could remain in South Africa and fight against the kind of indignity he had just experienced – against racism, forced servitude, and discrimination that he was quickly learning, defined the lives of his countrymen who lived in South Africa. As we say, the rest is history. His decision to remain in South Africa for 21 years changed the world. A journey that started on an unremarkable vessel grew into one of the most remarkable journeys in history – and the growth of Satyagraha.

Today there are over 1.3 million Indians in South Africa. Many are prosperous and claim South Africa as their home, but a long and difficult history is prologue. In 1860, a group of 342 Indians was brought to South Africa as indentured laborers, to work on sugarcane fields. This forced servitude, then a global phenomenon, was used in many British Colonies in Africa and in West Indies. Thirty years later, countless Indians toiled on farms, living experiences similar to those in other parts of the world, including in the USA. Today, it is easy to forget the human labor that agriculture demanded, and in many places, still demands. In 1893, Gandhi would learn about the demands of labor and servitude. Even after the practice of indentured labor in South Africa stopped, apartheid began and remained until 1994.

In 1993, celebrating the centenary of the train incident, Desmond Tutu unveiled a bronze statue of Gandhi on Church Street in Pietermaritzburg (photo above), the place where the idea for a movement for social justice and equity took hold and grew into a movement that has transformed the lives of millions throughout the world. I will continue to reflect on the progress and the challenges. I will continue to try to build and be part of a community that takes the difficult path in service to my colleagues and our students.

Sanjay

Nomination Opportunities

Scholarship for Excellence in Teaching: Nominations are due on **October 25th**(see below)

Outstanding Full-time Faculty, Part-time Faculty and Staff of the Year Award Winners



Full-Time Faculty Member of the Year

Professor Tyra Peanort in counseling/academic advising is credited by many for her tireless “student first” approach. In her fourteen years at MC, Prof. Peanort has been an expert in curricular issues and educational planning. As a leader and innovator, Prof. Peanort has improved the experiences of students and faculty, alike. The original pioneer of the First Year Experience program at MC, she helped to develop its targeted framework, philosophy, and vision. Through her dedication, the First Year Experience has evolved into a highly acclaimed program, easily recognized on all campuses. Professor Peanort is also credited with teaching countless First Year seminars for incoming students, helping them to orient thoroughly to the resources at the College, and prepare themselves for the high expectations that they will no doubt encounter. Her lessons in personal responsibility and self-motivation inspired countless students to self-discovery and achievement.

It is clear that Professor Peanort has created a legacy of student impact.



Part-Time Faculty Member of the Year

Professor Albert Kapikian's superior commitment to students is lauded by colleagues and students alike. Professor Kapikian is a prolific, award-winning writer, who serves as a mentor for countless aspiring writers and a role model for his colleagues. He is described as a high-impact instructor who brings passion, creativity, and intellectual rigor to his lessons. His interactions with students are notably humble and compassionate.

His colleagues have noted his apparently tireless work ethic; he is the last person to leave at the end of the day and the first one on campus in the morning. This was a habit that earned him the 2019 Teaching Excellence award from the Takoma Park/Silver Spring Campus. Prof. Kapikian shares his gifts generously with TRIO students as a tutor, and with assisted living residents whom he leads in literature discussion groups. Working across disciplines, he is one of the organizers of the Confluence Translation Conference, and works energetically with interns on the *Potomac Review*.



Staff Member of the Year

Ms. Nélide Andrés for her extraordinary work as the program manager for early childhood education in WD&CE. This program is delivered in English and Spanish. Ms. Andrés' passion for students spans noncredit and credit offerings. She serves as a vital bridge from one to the other—aiding the College in creating a seamless pathway for students. She has guided students who begin their studies on one path, and once they gain confidence, she helps them step onto another.

She has served as a co-advisor for the development of the Early Childhood Education club, which now has more than 140 active student members, and has aided her WD&CE colleagues in adopting open education resources. Through her diligence and expertise she secured a \$112,000 grant that provided a small business training to family child care providers in Montgomery County, benefiting not only MC students but their young charges. Her selfless spirit and passion for service make her an exceptional staff member.

De La Rosa, Rebecca Eggenschwiler, Jeri Gresham, David Kuijt, Sally McClean, Richard Pires, Alicia Sanderman, Martha Vaughn, Charmaine Weston, Susan Wollman, and Mazen Zarrouk

Outstanding Scholarly/Professional Achievement: Lucinda Grinnell, Michael Harding, Andrew Krieger, and Kateema Lee

Outstanding Service to the College: Emily Rosado and Melissa Sprague

Congratulations to all Outstanding Faculty Award Winners for 2019!



BECOME THE CHANGE!

Apply to become a member of the 2020 Faculty Cohort of the **Scholarship of Excellence in Teaching (SET)** program. Twelve faculty, both full-time and part-time, will be selected from approximately 12 different disciplines and all three campuses. In the spring semester, faculty will engage in research, reflection, and collegial discussions about changing their pedagogical practices to enhance student understanding and

success. In the fall semester, the faculty will implement these new strategies and assess their action plan. The faculty will also multiply their effect by sharing their successes with colleagues in and beyond their disciplines. In this program for transforming student success, faculty will be the change.

In commenting on the Scholarship of Excellence in Teaching, a member of the 2019 cohort and math Professor Andi Steelman wrote: *Within the first few weeks, I learned more about my teaching, my students, and myself than I learned in 15 years of professional development. Teaching is so much more than content, and I cherished the opportunity to share ideas with faculty across all disciplines to improve student success.*

The application deadline is midnight Sunday, December 1, 2019. Since faculty will need a letter of recommendation from their chair and dean, it might be good to ask for these letters now.

The link to the application and recommendation letters:

<https://www.montgomerycollege.edu/offices/academic-affairs/scholarship-of-excellence-in-teaching/>

Embedded Library Support: Blackboard Integration of Library Resources

by Jessame Ferguson

New in fall 2019, MC Library resources and services are integrated in all Blackboard courses at MC. We recommend that faculty take advantage of this new option to place library resources and information literacy learning objects in front of students at their point of need. During the spring and summer, we trialed this initiative in BIOL 150, CCJS 110, ENGL 102, ENGL 103, and PSYC 102, and have made improvements based on faculty and student feedback.

A “library” link is now on the menu of every Blackboard course at MC. This link provides access to three library services that support students, directly in the course. The three services are:

1. **Library Course Reserves:** Students can use this link to see course-related materials held at the

library. Faculty can use this link to request that additional items, including the course textbook, be placed on reserve.

2. **Library Course Pages & Research Guides:** Clicking this link will take students and faculty into the most-relevant course page, research toolkit, or research subject guide available at the library.

3. **Library Homepage:** For full access to all the resources, services, and support offered by the MC Library

In addition, there is a hidden link only visible to the faculty member to help faculty access our **Information Literacy Content: Credo Instruct & MC Library Tutorials**. It will lead faculty to the library's information literacy learning objects (tutorials, quizzes, and videos) and instructions on how to embed them directly in a Blackboard course. With 45 learning objects on a variety of topics like searching for information and citing sources, we hope this change will make it more convenient for faculty and students to access library resources and services needed for developing important academic success and life-long learning skills.

Also new for fall, the library's research and teaching librarians have reorganized. Librarians are now organized into teams that specialize in supporting specific academic areas. Each campus has a librarian who specializes in each academic area to better liaise with faculty and support students. The academic areas are: Arts & Humanities, Business & Social Sciences, Health Sciences, Communications, & Special Programs, and STEM. This new liaison model will allow librarians to work more intentionally with faculty to embed library support and information literacy learning objects tied directly to specific course and assignment learning outcomes. Faculty and students can find the librarian specializing in their academic area on their campus on the library's Find Your Librarian web page: <https://library.montgomerycollege.edu/research/find-your-librarian.html>

All liaison librarians can support faculty and students with using the new Blackboard integrated library resources in their courses. Please contact your liaison librarian to build great relationships that support your needs and improve student success. For more information about embedded library support and the library Blackboard integration project, please reach out to Jessame Ferguson, Library Associate Director for Research & Teaching, jessame.ferguson@montgomerycollege.edu, 240-567-7137.



Academic Master Plan Update *Initiative 6: Expand Global Partnerships and International Opportunities*

Montgomery College has long understood the benefits of having its students, staff and faculty become global citizens. With students from about 160 countries, the College has both a diverse student body and a diverse work force. It is imperative, therefore, that the College continues to expand its presence on and within the global stage. In support of these efforts nearly 100 faculty have participated in international travel over the last three years through the Global Humanities Institute, our Study Abroad program and other opportunities. We've traveled to Germany, Austria, Turkey, Spain, Pakistan, Senegal, China, India, Denmark, Iceland, Cuba, Morocco, CanaFrance, Czechoslovakia, El Salvador, Ghana, Dominican Republic, Ireland and the United Kingdom, and Russia, among others. Some of these travels are learning opportunities, some are presenting opportunities, and some are sharing opportunities – all of which, in the end, benefit MC and our students. For example, Dr. Jorge Hernandez-Fujigaki served as panel chair at the Tenth International Conference of Education, Research and Innovation in Valencia, Spain, and presented “Living la Vida Latina in the Washington

Metro Area.” Nursing faculty spent time in the Dominican Republic for professional development and service learning opportunities. Faculty and students came together of the Ireland and United Kingdom Study Abroad opportunity – and we will see the presentation program of projects and outcomes later this month.

For the future, Montgomery College is partnering with the First Moscow Educational Complex in Moscow, Russia, to connect students in the departments of Visual, Performing and Media Arts and similar departments in Russia. The students will initially develop a short video together with future plans to include larger projects. Funding opportunities are being explored for additional Russian partnerships. Please take advantage of these wonderful opportunities.



New Roles

Dr. Lucy Laufé, Collegewide Chair for Honors, will assume leadership of the competitive transfer scholarship process. In addition to the Jack Kent Cooke Foundation scholarship, Dr. Laufé will chair the College’s nomination processes for the University of Maryland’s Regents and Frederick Douglass scholarships, the Georgetown Preferred transfer program, the US Department of State Critical Language Scholarship, and other competitive scholarships. Dr. Laufé can be reached at 240-567-7417 or lucy.laufe@montgomerycollege.edu

Professor Cinder Cooper-Barnes (TP/SS) has accepted the role as Global Humanities Institute director, following in the exceptional footsteps of Dr. Rita Kranidis, founding director of the GHI. Professor Cooper-Barnes will continue many of the programs that Dr. Kranidis led, and she will focus the work of the Institute on faculty professional development and student engagement. She will be joined by **Professor Carol Moore**, who will serve as a creative project manager and who will organize the GHI’s annual STEAM event. Professor Cooper-Barnes can be reached at 240-567-3881 or cinder.cooper@montgomerycollege.edu

Please congratulate Dr. Laufé, Professor Cooper-Barnes, and Professor Moore as they assume these responsibilities, and thank Dr. Kranidis for her excellent leadership of the GHI.



Sonia Pruneda-Hernandez Selected Northeast Regional Faculty Member

The Association of Community College Trustees (ACCT) has notified the College that Sonia Pruneda-Hernandez has been selected as the Northeast Regional Faculty Member Awardee. She will receive her award at the ACCT Annual Congress in San Francisco on October 17th. She is also the sole nominee from the northeast region for the prestigious William H. Meardy Faculty Member Award that will be presented at the Annual Awards Gala on Friday, October 18th. Congratulations, Sonia!

Please send recognitions to laurie.savona@montgomerycollege.edu

Department Detail

\$1.5M in New Nursing Grants

Did you know...

MCSRC Group Resource Continuation Grant: The Maryland Clinical Simulation Resource Consortium (MCSRC) Pyxis/Electronic Medical Record (EMR) Resource request is a product of overwhelming identified continuation of need.

- Supports Maryland pre-licensure nursing schools by providing Pyxis and/or EMR capability in their simulation centers, having a direct effect on student learning through increased fidelity during simulation experiences.
- There was also a request for support to develop a template for hospital orientation developed by faculty and hospital-based educators.
- Amount awarded is \$1,475,525.

ASEL Resources Grant:

- Simulation as a teaching-learning strategy is influenced by the level of expertise of the faculty involved. Faculty development in simulation use is necessary as nursing education moves toward clinical redesign.
- The Maryland Clinical Simulation Resource Consortium (MCSRC) provides education through the Train the Trainer program offered to participants as a single event. Data collected on simulation in Maryland revealed the need for continuing education at all levels.
- The ASEL program fills the gap for MCSRC participant education beyond their initial training experience. Simulation Education Leaders (SEL) will progress across an advancing level of education, using distance learning, and on-site formats, to the SEL III.
- NSP II funding will build sustainability across Maryland with SEL III experts providing service, leadership, and scholarship at the regional, state, and national levels. Well-designed simulation experiences enhance student nurse transition into practice, ultimately improving patient outcomes.
- Amount awarded is \$50,000 to train 80 participants.

Welcome Our New Full-time Faculty and Staff

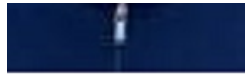


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**Andraé Brown, Professor
Psychology, RV**

- Doctor of Philosophy in Family Psychology, Seton Hall University
- Education Specialist in Marriage and Family Therapy, Seton Hall University
- Master of Education in Counselor Education – School Counseling, University of Maryland Eastern Shore
- Bachelor of Science in Psychology, Elizabeth City State University



**Larry Brown, Instructional
Associate
Writing, Reading and Language
Center, TPSS**

- Master of Arts in Writing, University of Baltimore
- Bachelor of Arts in English, Rutgers University

**Michael Carretta, Professor and
Program Coordinator
Automotive Technology, RV**

- Associate of Applied Arts, Montgomery College



**Tania De, Faculty
Physics, TPSS**

- Doctor of Philosophy in Physics, Howard University
- Master of Science in Physics, Howard University
- Bachelor of Science in Physics, Scottish Church College, India

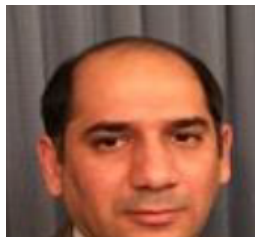


**Levena Nash De La Rosa,
Professor
Psychology, RV**

- Master of Science in Psychology, Howard University
- Bachelor of Arts in Psychology, university of California, Los Angeles

**Steven Crowe, Professor
Automotive Technology, RV**

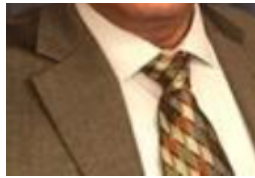
- Bachelor of Science, University of Maryland
- Associate of Arts, Frederick Community College





**Sandro Fouche, Faculty
Computer Science, TPSS**

- Doctor of Philosophy in Computer Science, University of Maryland College Park
- Bachelor of Science in Computer Science, University of Maryland College Park



**Syed Gilani, Instructional Lab
Coordinator
Physics, RV**

- Master of Science in Physics, North Carolina Central University
- Master of Science in Nanoscience, University of North Carolina Greensboro
- Master of Science in Physics, Bahauddin Zakariya University, Pakistan

**Molly Kunselman, Assistant
Professor and Program
Coordinator**

- Interior Design Program, RV**
- Master of Arts in Interior Design, Corcoran College of Art and Design
 - Bachelor of Fine Arts, Messiah College



**Rhonda Lang, Associate
Professor/Chef
Hospitality Management, RV**

- Master of Science in Curriculum and Instruction, McDaniel College
- Bachelor of Science in Foodservice Mgmt, Johnson and Wales University



**Julia Lemich, Faculty
Cybersecurity, GT**

- Master of Science in Cybersecurity and Technology
- Associate of Arts, Montgomery College



**Jennifer Lee, Assistant Professor
English, RV**

- Master of Arts in English, Georgetown University
- Bachelor of Arts in English, Towson University
- Bachelor of Arts in Economics, University of Maryland College Park



Jeremy Lignelli, Instructional Associate
Writing, Reading and Language Center, TPSS

- Master of Arts in Applied Linguistics in TESL, Inter American University of Puerto Rico
- Bachelor of Arts in Communications, McDaniel College



Gigi Papillero, Executive Assistant, Office of the Senior Vice President for Academic Affairs, CT

- Bachelor of Science in Secondary Education
- Colegio de la Inmaculada Concepcion, Philippines

Yeve Montgomery, Associate Professor
English, GT

- Master of Arts in Teaching, Secondary Education/English, Towson University
- Bachelor of Arts in Professional Writing, University of Baltimore



Bonita Parker, Associate Professor
Psychology, TPSS

- Doctor of Philosophy in Developmental Psychology, University of North Carolina Chapel Hill
- Master of Arts in Developmental Psychology, University of North Carolina Chapel Hill
- Bachelor of Arts in Psychology, Hampton University

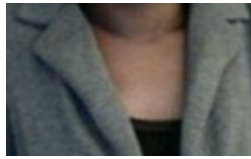


Ifang Navintranoth, Administrative Aide
World Languages and Philosophy, RV



Sounya Rastogi, Assistant Professor
Chemistry, RV

- Doctor of Philosophy in Organic Chemistry, University of Maryland
- Master of Science in Organic Chemistry, University of Delhi, India



**Pam Taylor, Executive Assistant,
Office of the Senior Vice
President for Academic Affairs,
CT**

**Jessica Vialva, Associate
Professor
Mathematics and Statistics,
TPSS**

- Doctor of Education in Mathematics Education, Teachers College, Columbia University
- Master of Arts in Mathematics Education, Teachers College, Columbia University
- Bachelor of Science in Mathematics Education, Central Connecticut State University

STUDENT SUCCESS GOALS

Graduation Rate



Transfer Rate



Baccalaureate Attainment

