

40 for the 40th

A Special Addendum to the 2005 Rockville Campus Annual Report

INTRODUCTION

Since the Campus first opened its doors in 1965, hundreds of individuals in numerous roles have made many contributions to the life of the Rockville Campus, inside and outside the classroom. During the past forty years, their contributions, large and small, in leadership or support capacities, helped to create an outstanding institution that reaches thousands of students each year, as well as members of the wider community who attend our theatrical, musical and sporting events, visit our art exhibits, use the library or pool, or simply, leisurely walk our scenic campus grounds.

As the largest of the three campuses, the Rockville Campus is a very special part of Montgomery College, a vibrant, exciting educational institution that offers a wide variety of academic and student development opportunities for students, faculty, staff, and community members. The commemoration of the Campus' 40th Anniversary during the 2005-2006 academic year will include several events to celebrate the accomplishments of the Rockville Campus. These endeavors planned by special people who have made indelible imprints on the Campus history and traditions. Of course, the forty people profiled within this document are joined by many other dedicated and talented members of our Campus community. As you read the following reflections, think of what makes the Rockville Campus unique. One or more of these forty names and faces will probably come to mind. Happy 40th Anniversary!



JUDY E. ACKERMAN, Ph.D.

Vice President and Provost

When you leave the classroom and go into administration it takes some reframing of how you fit into the institution. There still are different opportunities to interact with and provide informal education for our students while at the same time facilitating and mentoring faculty, staff and other administrators. Our diverse population means that this is a very rich environment in which we get to know so many other cultures and learn to see the world from someone else's point of view.

No matter where I go I am "on duty" for Montgomery College. The last time I went to the dentist I spent twice as much time as usual since half of the time was spent advising the hygienist and then the dentist on options that were available to their children at Montgomery College. Perhaps my favorite phone message came from a friend last spring who left the

message, “I LOVE MONTGOMERY COLLEGE. “ Why? Her daughter was graduating and transferring to a four-year program. She had dropped out of a selective college after a couple of months and traveled around for a couple of years before coming back here to work. When she decided to drop in to Montgomery College she was ready to continue her studies. There were tears in her parents’ eyes at graduation. The strongest memories of my classroom experiences are the lessons that I learned from my students. Over the past 10 years there have been many recommendations for change in how collegiate mathematics should be taught. One of these changes is to represent mathematical concepts in multiple ways – graphically, algebraically, and numerically. In a precalculus course in which we were utilizing graphing calculators to illustrate the mathematical concepts, I paid a great deal of attention to graphic and algebraic representations but not as much to numerical representation. One of my students would ALWAYS refer to the table feature of his graphing calculator and describe the patterns that he saw when he looked at the table that corresponded to the function that we were discussing. Finally, one day he was quite exasperated with me because once again I neglected to discuss how the function was illustrated by the table. He said that this was the best way for him to understand the material and that he thought that other students in the class might also understand it better this way. This student was taking responsibility for his learning and helping me to help him learn.



DEBRA ANDERSON

Professor, Automotive Technology

Any time I see a different way someone was able to understand something, it provides me with another option, another tool to use in the classroom to help students.

The many cultural back grounds and the various levels of adult life skills and experiences of the students teach me more about education on a very personal level than I could ever hope for from a book. The dynamics of Student Educates Teacher so Teacher can better Educate Student is the part of working here that I love. The challenge is letting the dynamics of each class, the individuals in each class, who form the personality of each class guide you to the best method of information transfer for that particular class. No two classes are the same, so the delivery of information can not be the same, yet the lesson plan remains the same. Working at MC has impacted my personal life by making me constantly aware of opportunities to learn how people in the general population process information and learn. So I am constantly learning. I love that!



SAM ANDERSON

Building Services Supervisor

I enjoy seeing a job accomplished that I have set out to do.

Montgomery College stands as a beacon, not only as an institution of higher education that has been made affordable to some who might not be able to continue their education, but it is a place where students can grow. The curriculum is constantly being upgraded to keep pace with the needs of the enrollees. As we go forward into the next century, I see MC expanding in scope and service to the community. The physical plant will grow to accommodate an increasing number of students.



DAWN AVERY

Professor, Music

I specifically chose to move from Manhattan, New York to teach at Montgomery College because of the incredible diversity in the student population in regard to ethnicity, economics and age.

Teaching at a community college is different than teaching at any other type of institution. I feel it's important to be available to the community as educators, as mentors, as performing/workshop space and in offering programs that reflect the community at large. Many people often feel isolated from the educational institutions in their area, whereas the role of MC is to be welcoming and inclusive. I encourage students to take what they learn in our music residency programs and help them develop leadership skills by training them to go out into the community to give assembly programs and performances at the public schools, in community festivals and nursing homes. I have been gratified to see people come together to learn about each other's unique cultures through music. I love my job: the students, collaborations among departments and campuses, and opportunities for creativity and innovation!



ROYA BAHREINI, Ph.D.

Alumna (Chemical Engineering transfer student, 1997)

What I believe helped me a lot when I was at MC was the close interactions between the faculty and students. This was possible because of the small ratio of students to faculty and the eagerness of the faculty in the engineering and chemistry division- where I had most my classes- to help and interact with the students.

What enhances our students' opportunities for success? Hard work, perseverance, and keeping up to date—especially those students who pursue careers in engineering and science. The opportunity to attend MC allows one to pursue college level

education at a cost that is much less than the universities in the region. At the same time, however, the education level at MC is as good- maybe even better in certain areas. In my opinion, Montgomery College opens up the way for those who have the desire to continue with their education, but may not have the necessary resources at the time.



MICHAEL BERMAN

Professor, Reading, ESL, Philosophy, and Modern Foreign Languages

I am blessed with a wonderful family and a terrific job. One impact of my good fortune, however, is that the tension between work and home is a relentless one. It's a constant tightrope. And I fall off sometimes.

One of the keys to student success – inside and outside of the classroom – is the links they form with instructors and counselors, among others. As such, protecting and augmenting the time resources of these folks needs to be as important to the College as enhancing infrastructural resources. From my perspective, students with certain disabilities are still not served in a way that truly cultivates their success. I hope in the coming years MC can be a leader in developing better strategies and mechanisms for helping deaf students and students who stutter, for example. I am enthralled by the diversity of our student body. People who don't work at MC say, "Oh, sure. We have diversity, too." Not this kind of diversity. No one does, save for maybe one or two other institutions on the country. It's an absolute treat every day. Another treat is the opportunity to serve in many capacities: teacher, faculty advisor, administrator, etc. It keeps me fresh and engaged. The variety of great professional development opportunities also stirs this pot. The biggest challenge is the insufficient number of hours in the day. Between classes, emails multiply like rabbits, and that little light on my phone needs a new bulb.



TOM BICHY

Athletic Director (Retired, 2005)

MC was my life—thirty-seven years from a kid of 23 to a grandpa at 60. Teaching full-time, coaching all year around, training teams on and off season, recruiting players all the time and becoming athletic director (23 years!) in over 15 sports.

My classroom was the gym, tennis courts and ball fields. The most rewarding and memorable events were the many teams who won championships for MC/R and keep coming back to say it was the best of times. Even though some didn't win championships or just were enrolled in PE classes, many have said they enjoyed the classes and the team atmosphere at MC/R. Their

education at MC/R and teacher/staff relationship was the best. Among many great memories, the hosting of the National Soccer Championship in 2001 for the Men's Soccer Championship was a highlight. I really enjoyed the people who worked at MC (faculty, staff, administrators, and, of course, the students) who all worked to help students to move on to reach their educational/career goals, and I appreciated our affiliation with the Maryland Juco Athletic Conference and the National Junior College Athletic Association (NJCAA).

JAMES BROWN

Professor, Art (Retired, 2003)



Just this month, I have heard from a student who is exhibiting his work in Berlin, Germany, and another who had his art photographed and printed in a leading magazine. As faculty members we have touched the lives of so many people; they remember, and continue to share their accomplishments with us.

During my last years at MC-R I had the great privilege of working with professionals in all of the arts on the Rockville Campus as well as with many others on the other campuses. I am very proud of all that was accomplished. Creating the Distinguished Guest Lecture and Performance Series and the Distinguished Master Class Series offered arts events of exceptional quality and scope. The Arts Institute inaugurated an artists-in-residence program, a classical theatre program, and created vital arts internship programs for students, especially at the National Gallery of Art. The Arts Institute provided access for students to arts professionals with national and international reputations. [In the next decade], I envision a growing campus that is filled with energy and enthusiasm for learning. With its central location, comprehensive programs, excellent facilities, and dedicated staff, it should appeal to even more students as the campus expands. Much can be accomplished to link the two-year degree with four-year in-county programs; to invigorate Rockville's relationship with new curricula areas at MCPS; to strengthen our relationship with the Strathmore Center for the Arts; to forge a new relationship with Montgomery County's home-schooled students; and to expand the Robert E. Parilla Performing Arts Center.



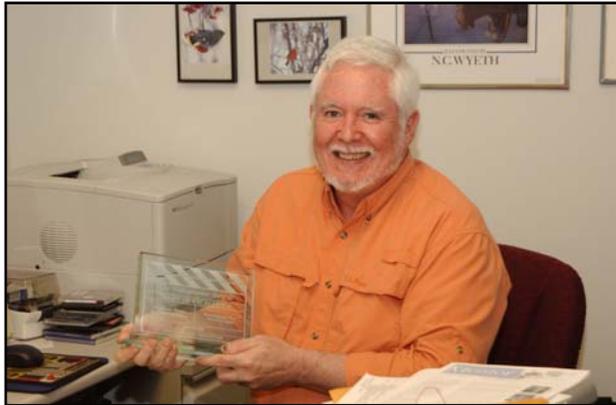
HANIEE CHUNG

Alumna (Class of 2003)

When I think of MC, I think of the people. I love that MC's professors are real. They truly have the desire to connect with their students in order to teach them, instead of throwing out facts and saying, "Good luck, see ya later."

I read somewhere that Rockville is one of the most educated cities in the US; I was so proud, because there's no question that education is the determining factor for success. As a community-based college, MC has the potential to reach out to a wide variety of students, and give them the opportunity to fulfill those personal successes, be it pursuing higher levels of education or just learning for the sake of learning. Studying with Dr. Leiper in his biology

class is something that I still cherish to this day. Having been exposed to the huge research university surrounding, I appreciate it even more. Dr. Leiper spent hours on weekends spending time with his students, studying his collections, going on field trips, and just sharing his love of the subject. I tried my hardest to do well in his class, because I felt that I owed him as a person to understand his passion. This may be one of the factors that played a role in my earning a BS in Biology at Georgetown.



JAMES CRONIN, Ph.D.

Professor, History and Political Science

I have been fortunate to have made a number of close friends in the faculty and to have been brought into the family of scholars that is the MC faculty. The intellectual stimulus and friendship I have experienced over the past 35 years has been wonderful.

One year I was assigned to teach at the County Detention Center. One of my students was a young Hispanic male who refused to participate in class discussions or take quizzes or exams. I did some investigating and found out that he was embarrassed by his inability to speak or write English and, so, he refused to expose his weakness. He was sentenced to a long term in Hagerstown. When he left the Detention Center, I gave him a dictionary and a thesaurus. The next year I received a letter from him – IN ENGLISH – thanking me for believing in him and for taking an interest in his progress. [D]iversity is the major significant change among faculty, staff, and students. The most challenging experience has been making the changes in teaching style from that which was successful in the 1970s and that which works with students of many diverse needs in 2005. We have gone from a County and College at 90% Caucasian to a true mixture of races with no real majority group. Of course, for students this also brings a number of problems both culturally and linguistically. The student diversity then makes us more sensitive to staff and faculty diversity and to developing a number of new strategies to meet student needs.



SHARON FECHTER, Ph.D.

Professor, Reading, ESL, Philosophy, and Foreign Languages

I love the interaction I see among my students. When I see a retiree working on a task with a student with special needs or a fourth language learner encouraging a second language learner or a recent high school graduate sharing insights with a harried mother of three, I know I have landed in the right place.

On September 4, 2005, two students from my very first Montgomery College class in 1999 walked down the aisle and exchanged vows. They told the world on their engagement website (Don't you love technology?) that this happy event was thanks to me, as I had

"thrown" them together for group work in the first week of class. There's a larger lesson here, I'm sure, but I have to admit that I now always think about Kim and Ian when I "throw" my groups together! When I walk outside on a beautiful September day and see students everywhere -- studying alone or in groups, reading, chatting, squeezing into a spot on a bench to eat lunch -- I close my eyes and think about the future. I see a cold day in January and I see all these students doing these same things in a beautiful student center with comfortable chairs, study rooms, social spaces -- all the amenities they need and deserve.



GAIL FORMAN, Ph.D.

Professor, English Composition, Literature,
and Professional Writing
Director, International Education Program

I feel privileged to have worked at the Rockville Campus for most of its life and to have made even a small contribution to the growth of Montgomery College into one of the most prestigious community colleges in the country.

As a full-time faculty member since 1971, I feel no boundaries between my “personal life” and my “professional life” at MC. All my professional activities and most of my personal activities (travel, studies, recreation, etc.) have an impact on my teaching, my job as coordinator of the International Education Program, and my work on internationalizing the curriculum. I have always believed that teaching at a community college is a more important job than teaching at a selective college where entering students are already well on the road to success in their careers and in their role as citizens. At MC teachers have an opportunity to have a far greater impact on the lives of their students, to “change lives,” as we like to say. In the next decade, Montgomery College will become even more important as the community’s college than it is today. As the demographics of Montgomery County continue to evolve, the campus community will also change and become a true reflection of the population. In response to local demographics and globalization in general, the curriculum will become more internationalized and the faculty will become more diverse. Teachers and students will become more truly partners in the important enterprise of preparing students for the difficult challenges of life in the 21st century.



MARY FURGOL, Ph.D.

Professor, History and Political Science
Director, Montgomery Scholars

I look around the campus each day and see and hear diversity as encompassed in every definition of that word. This college is not simply a microcosmic encapsulation of the globe; it is an organism with its own lifeblood and purpose. It is the heart of the community.

The setting was an evening European history class. We had just struggled through the trenches of World War One, which had left all

of us somewhat dazed, bedraggled and transfixed by the enormity of it all. My closing point had been that due to the number of corpses in No Man's Land and the trenches, the rats on the Western Front were the size of dogs. A tense respectful silence ensued as this sank in. Then one particularly detail-oriented student in the front row cleared his throat nervously and asked "Precisely what size of dog are we talking about here, Dr. Furgol: dachshund, spaniel, Labrador ...?" As his voice trailed off, my stunned and stammered response was lost amidst gales of laughter. Another great teaching moment lost. What do I enjoy most about working at MC? I can teach in a setting where higher education as an end in itself – not for profit, not for institutional prestige; but rather for what it can enable our students to attain. I can meet students from all over the world who have a myriad of experiences and many of whom can understand my accent and sense of humor. I can go in to the classroom and my energy and passion and those of my students intertwine and become this wonderful spontaneous choreography that is teaching and learning.



MYRNA GOLDENBERG, Ph.D.
Founding Director (Retired, 2003)
Paul Peck Humanities Institute

MC gave me opportunities to grow personally; to take risks; and to meet sincere, creative, intelligent, caring, thoughtful people who I hope will stay in my life for a long, long time.

First and foremost, PEOPLE, both students and faculty made my MC years/decades most enjoyable. I've made many wonderful friends at MC-

- beautiful people who brought out the best in me. I hope I did as much for them. My commitment to my students and colleagues inspired me to learn and to keep learning. In some magical way, I needed to share whatever I learned with students and colleagues and, again in some magical way, their interest in my work sparked my interest in their work and ideas. Or it may have been the other way around; my interest in their lives may have encouraged me to pursue my work. I can't tell. What I am sure about is that the challenge of teaching at MC was all about respect and relationships. I wanted to encourage my students' to know and care about the subjects that I taught; and I wanted to relate to my students and colleagues authentically. I wanted to make a difference and each new student population (every half decade or so) challenged me to find ways to connect to them as individuals and to communicate my subjects to them. Students deserve these three experiences: more opportunity to study without the financial pressure; more exciting teaching; more involvement with the larger community, which happens to be the most important and powerful capital in the world."



DENISE SIMMONS GRAVES

Professor, Student Development

MC is Montgomery County's Ellis Island. We take the tired, the poor the huddled masses yearning to breathe free. We favorably and forever transform lives. Ellis Island is a national treasure, we are a local treasure. Ellis Island has been the launching point for millions of dream and dreamers. We launch dreams for a better tomorrow, also.

The most enjoyable part of my position is that my role as a Counselor is totally tailored to my personality. It is wide-ranging, student/people centered, flexible, expansive and fun. Helping students to navigate the system must be my purpose in life, second only to being Charles III's wife and Charles IV's mom. The challenge has been to better understand the operational structure and the planning components. I focus a lot of my work life on helping students earn scholarships. My work life blends nicely with my church and community life. I'm a zealot. I proselytize the value and merits of the community college experience to anyone, anywhere in earshot, most recently at regional and national conferences with well known newspaper reporters as featured speakers!



BARBARA HOBERMAN, Ph.D.

Professor, Biology

In the past ten years, I have seen the college emerge from the shadows of the state's four-year institutions, to a position of partnership and respect. In the next ten years, I believe that the four-year institutions will look to us to set the standards for the best practices in the delivery of classroom education.

What I have enjoyed the most during my career at Montgomery College is working with multiple programs that promote success for students in the sciences, particularly students from underserved populations. Establishing the Biomedical Scholars Program, along with Dr. Ken Weiner, has been one of the most rewarding experiences of my career. The program is now in its fifth year, and its first class of students is now college grads. My husband and I enjoy entertaining students from the program at our home. Students bring CDs and home made dishes from around the world. The house rocks with Latin or Indian music (and a little Jay-Z). I will sit back and watch everyone eating and dancing and having a good time, and I just love it. But it isn't all fun and games. The greatest challenge of my work is trying to keep all of my students on track academically, which can be difficult because so many come to the college under-prepared in science and math. Sometimes I have to be very tough, and sometimes I just need to be a cheerleader. It has taken me a lot of years to learn just the right balance. It is impossible to

teach at Montgomery College and not have it impact on one's personal life. I have seen every one of life's dramas play itself out in my students, from a student impacted by civil war in his home country, to a student, barely in his twenties, taking on sole responsibility for the support and education of two young cousins, to students plucked from the classroom on a moment's notice to serve aboard a US Navy hospital ship. What I have learned from my students about dignity and grace under pressure is infinitely more important than any of the biology that I have taught them.



SUSAN HOFFMAN

Professor, Speech, Dance and Theatre

I most enjoy the contact with the students in class and in production. Our students do not always come with the confidence and freedom or skills to experiment, to explore and to discover. My challenge is to open them up to trying to do these things and to develop the academic and theatre skills to move forward and be successful.

When all is said and done, the teaching and learning is what it is about for me. It isn't just the ones that go on and are successful in theatre that are exciting. The young women I tutored (for what was then Handicapped Services) wrote me a thank you note and told me that she was so excited because she "never knew she could learn." The young man who told me

that because of my class he had the confidence to interview for and pursue a job he never thought he would get. Of course, when I go and see a student perform on Broadway or some other professional venue for the first time, I can't seem to stop the tears from coming. I am equally moved by the student who gets their first public performance here at MC and succeeds beyond my or their expectations. In many cases, students need to be taught how to self motivate. Theatre is a tough business and there won't be teachers and parents to get them move forward whether it is going to auditions or interviews for jobs. More and more, we are encountering the difficulty of our students being able to participate in performance activities because they have to work outside of the school and their work schedules interfere with the rehearsals and performance. We need more opportunities for our students to earn money that will allow them to participate in needed activities. In addition, we need more space for rehearsals, student work and for students to gather, work in groups and interact. We need storage space. We need space in all areas on this campus.



JILL IRELY

Professor, Applied Technologies

During the most difficult moments in my life, in addition to my family, I have experienced unbelievable support of my MC friends, colleagues, students, and discipline professionals, who have rallied around me and nurtured my soul.

A story of one of the Rockville student aides, for me, tells the story of one of our most significant accomplishments as a Campus community. A young female Iraqi student, following 9-11, described some unfortunate events that had transpired, negatively impacting her family, both at home and on public transportation. When I asked if I could assist her in any way (provide transportation or escort her around campus), she stated that she felt safer at the Rockville Campus than she had at her own home—what a tribute to the campus culture of students, faculty, staff and administrative leadership. [In the next decade, I envision that] the Campus may meet the local students' educational, cultural, philosophical, personal, social and leisure needs wherever they are located, not just at the physical campuses, but in local public spaces, churches, community centers and through technical means, such as digital courses, courses on CDs, multiple distance modes, to provide language, living and job skills. The Campus may offer courses in a greater variety of modes and times, such as compacted courses, cohorts of learners, independent studies, and custom-tailored courses. There may be increased emphasis on adult population/baby boomers, with more courses for the senior population, such as retirement issues, health, travel and enrichment options, and improved learning spaces physically adapted to the adult student, like conference-style rooms with comfortable seating. Services need to match the multiple modes required for the community of diverse learners and the adult population. Learning process may include increased emphasis on universal values, civility and respect along with problem-solving skills that can transcend the content. The College already has a good track record in many of these areas.



JANET H. JOHNSON
Director, College Institute

I'm proud to work at Montgomery College is because we take people where they are and help them get to where they want to be. This is equally true whether we're talking about Montgomery Scholars, College Institute students, Gateway students, Pathways students, or students from New Orleans.

The College's mission statement seems to be internalized in us and really reflects how we go about our business and lead our lives. I've enjoyed and benefited from growing contributions of our increasingly diverse student body and workforce and look at problems and issues facing our world (local and global) with new understandings and perspectives. I think that exposure to diversity has helped me as I strive to be a more compassionate person. As the role of staff has evolved, so has the appreciation and respect for contributions staff bring to MC and to the recognition that learning doesn't only happen in the classroom. The College has been blessed with extraordinarily strong leadership at many levels – most notably with Drs. Nunley and Parilla (Dr. Ackerman, too). If it's true that the institution reflects/follows its leaders, then our presidents and vp/provost have done a terrific job shepherding us in the right direction to make us the community's college. I am energized by meeting and working together with high energy and thoughtful people to build a better community. MC/MCPS Partnerships have provided a vehicle to support continuity of education from K-12 to college. Through the Partnerships we've been able to work together with the public school system to help the students be prepared for and be ready to succeed in college – its real –not just lip service. The College Institute and Gateway to College program are two examples at different ends of the spectrum.

PATRICIA LOPEZ

Financial Aid Scholarship Coordinator



I will never forget when Montgomery College impacted my life for the first time seventeen years ago. I was a recipient of the BOT Trustees Scholarship; I was the first one in my family to attend college. Coming from a single parent household where finances were terribly limited, the scholarship made it possible for me to earn an Associate's Degree.

Montgomery College makes every effort in offering a myriad of courses to individuals, businesses, and organizations in an effort to accommodate the demanding needs of the community. This institution is respected by the community for its commitment and quality of education. Having the wonderful opportunity of being employed here for the past twelve years, I can truthfully state that the College is a gratifying place to work. Years later, MC continues to be an important factor in my personal life. Because of our commitment to higher learning, I have been able to complete a Bachelor's Degree and an MBA. Not only did I have individuals from all levels at the College supporting my educational wishes, but at the same time they celebrated my educational accomplishments. This is something that I will always cherish and be grateful for--having an extended family that truly cares and believes in higher learning. [What's in store for the next decade?] I envision seeing students returning as faculty members teaching courses in specialized subjects. As I have read hundreds of scholarship applications and had personal conversations with students, so many of them have indicated that one of their goals in life is to return to the College and teach.



JACKI MOFFI

Assistant to the Vice President and Provost

I first came to Rockville in 1978 to teach English part-time. I knew then that it was all about the students. I'm still here, in this rewarding staff role for 24 years. I get to do it all—mentor students, work with faculty, develop projects with staff, handle community matters—sometimes, all in the same day. Twenty-four years later, it's still all about the students—all day, everyday. My motto for survival is simple: never let 'em see you sweat.

Sometimes I walk reverently by the private office where they earned their stripes—Walker, Hastings, Cumberbatch, Shartle-Galotto, now Ackerman—and I am so proud of what we do. Their professional gift to me has been what we also give to our students: endless possibilities.



GABBY MOLINOLO

Alumna (Class of 2005)

MC is a refuge for the average student, or the worker, or the one that changed his mind, or those who are still not sure what they want to do.

My advice to students? Learn how to ask for help; if you don't feel comfortable with a specific counselor, return and meet them all until you find your true mentor. No one will do the search for you. Remember that the professors are actually human beings; treat them as you would like to be treated. Spend time on campus! Library, Math and Science Center, the benches by the pond--enjoy your stay and take advantages of all the resources and opportunities available. MC is opportunity and hope of an education. MC is truly made for the students; ALL students, of all ages, economic situations, and cultural or national origins. At MC the community has early exposure and receives an excellent level of education without leaving their hometown. The Rockville Campus has the most diverse population I have ever seen. I hope that in the near future there will be more campus and community activities that reflect the rich multicultural nature of the campus and the area.

DENNIS MULLIGAN

Theatre Production Technician



On the whole, I have found that the views and ideas of staff members, particularly those in academic departments, are listened to and considered with respect. [Staff members] are even encouraged to make their views known and to participate in the college community.

MC and MC-R will continue to grow in students, faculty and staff. As plans are made for new buildings to accommodate this growth, we must not forget to maintain and modernize our existing facilities. Nor should we forget that we are a commuter college and students need a place to go between classes that is safe, clean, quiet and comfortable. It is also essential that any master plan include green spaces. Among the challenges facing MC is what I see as a creeping corporate mentality. This is in no way exclusive to MC. Over the past several years, we have added layer upon layer of senior and middle managers with the result that, too often our students are referred to as "customers" and the faculty and staff as "assets." To me, this implies that we are no different than the buildings we work in or the computers on our desk. The college must not forget that we are a public educational institution, not a corporation. Another challenge is to be careful that the growing number of grant-funded and other special events and programming not overwhelm regular programming and basic classroom instruction. Additionally, Federal Financial Aid has not kept pace. Too many [students] are caught in the middle - too "wealthy" to qualify for financial aid, but desperately needing regular income to survive and stay in school. Scholarships help, but the funding of more Student Assistant positions and the providing of college-sponsored email accounts would go far in alleviating this problem.

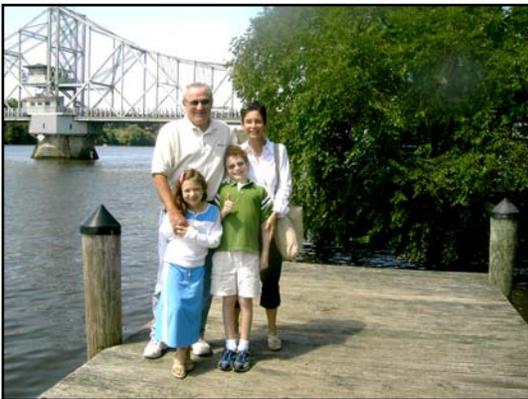


KOMELIA H. OKIM

Professor, Art

I have been teaching Jewelry and Metalsmithing at MC for the past 33 years. Creating beauty is one thing. Sharing it is another. Art breaks monotony and conventions. Working with young people keeps me ever so young, while engaging and dealing with older students, together with various challenges and unique opportunities, helps me grow as an artist/educator.

MC is located in the heart of the Montgomery County. The Smithsonian Institution as well as the entire Washington DC metropolitan area with its various museums and galleries offers tremendous cultural and educational benefits for MC students. The cosmopolitan region is very active professionally to provide me as a teacher/artist with unique opportunities to encounter people from so many different cultures of the global world. [Here's] the most memorable and rewarding experience that I have had at MC: As a young instructor, when I first arrived on the campus I thought MC just as a community college helping the local community only. Soon I discovered that the campus is filled with a diversity of students, young and old, and that MC is well positioned to become as a very cosmopolitan institution. I was encouraged and offered an opportunity to go abroad twice as a senior Fulbright exchange scholar to teach and research. Through this marvelous experience, I was able to introduce MC Art Program to many other schools and countries such as Korea, Taiwan, Japan, Canada, France, England, Germany, Norway, and Russia, where I gave a series of workshops, lectures, and seminars as well as in the US nationwide. As a result, many national, international students and distinguished metal art educators have come to know MC and participated in our education programs and a variety of art exhibition projects on the MC campus.



DONALD PALMER, Ph.D.

Professor, Psychology

MC has been a huge part of my life for 35 years. The faculty and staff feel like family; the students are like my nieces and nephews; the closeness of the relationships we develop here is what makes the learning experience and the teaching experience so much more meaningful both for faculty and students.

MC's role [as a community college] is important because so many of our youngsters get confused in today's world and don't take their education seriously when they're in high school. The College provides a way of rectifying these mistakes so that kids can remediate their problem areas, start getting college credit, and move on in their lives. Mistakes of youth shouldn't have to mean the loss of future happiness and success!! The most rewarding thing for me about being in the classroom is the chance to excite the kids about the joys of the mind, and to make them see that finding a career and identity that they love is one of the most important things they will ever do; that if they can

get excited about an area of study and become involved in it as a career, they will enjoy their lives, have better relationships, more success, more energy, etcetera. Kids do their work when they're little because they're compliant, they don't do it when they're adolescents because they're defiant. It's time for them to see that it affects them, more than their parents, teachers, and others.



MARIO PARCAN

Professor, Applied Technologies

Having entered the academic world after operating my own design and construction firm, I had some serious reservations about the impact of such a move. After 16 years, I still look forward to that new group of students in my classes each semester and the flame of passion for teaching seems to keep gathering fuel.

I truly enjoy my classrooms, sharing knowledge with my students and seeing them evolve in a fairly short period of time. Some of our students come from industry; some have very limited knowledge in the field. It is always rewarding to try to make it a meaningful learning experience for all. The challenge? To stay current in the subjects that I teach. [During a] first class, I handed my usual survey to assess the level of students in my class. This one student had a tremendous experience in the field of Construction Management...It made me wonder why he was taking my class! The day of the final, he approached me and thanked me for a good class and all that he learned from me...what an honor! Our Construction Management team won a National Construction Management Competition in February 2004! I feel proud of our students who achieved such a tremendous success! The rewarding aspect? They were all my students and I believe that my courses and their learning efforts had a significant role in such an accomplishment.



KAREN PENN DE MARTINEZ

Professor, Computer Applications

For the Hispanic community, Montgomery College truly is the community's college. In Fall 2004, we enrolled 3,325 Hispanic students—more than twice the number at the University of Maryland, College Park.

For so many Latino and Latina students, this is THE college—the only one that seems financially, socially, and logistically feasible. I think we need to really focus on helping these students to achieve success here and to transfer on to 4-year institutions. The biggest challenge [of my work] is also the most rewarding part—working with students who are the trailblazers in their families, the first generation to go to college. Their parents can't tell them how to “do” college, but if we can help them--teach them not

just our subject matters but also the study skills, the logistics, the ways to interact with faculty and other professionals—in short, if we can teach them “the ropes,” we can truly help them to change their lives. [I offer] three things that would enhance our *all* students’ opportunities for success: a personal invitation from a faculty member to chat about future plans; a phone call from a professor whose class they’ve missed twice—“Is everything okay? I don’t want you to get too far behind. Let’s talk about how to get you back on track;” and a note written next to a good grade on a paper—“Your work shows real promise. Where are you planning to transfer for your bachelor’s degree?”



DEBRA POESE

Professor, Mathematics

As someone who has been closely involved in the Science East/West renovations/construction planning since it all really kicked off in 1998, I see the new Science Building as the centerpiece of all that will happen here in the next ten years.

We will see tremendously enhanced facilities for all of our science faculty and students, supporting the demand in this area. We will then be able to support the Departments of Mathematics and Education, both keys to growth at the campus, in renovated buildings. The additional space provided will help in a multitude of ways as we see a ripple effect across the campus, in terms of student space and enhanced faculty and staff space as well. [Speaking of a ripple effect,] several MC administrators and faculty met with the MCPS math coordinators and a couple of resource teachers, including the math resource teacher at Quince Orchard HS--who happens to have been my student back in the 1990s. As we were getting the meeting started, this student turned to the rest of the folks in the meeting and said, "Do you know, if it hadn't been for Deb Poese, I would never have become a math teacher!" Imagine the ripple effect involved in my work with her, followed by her work with all of HER students, and now her work in mentoring other teachers as well--nothing could be more satisfying! I see the campus serving many highly qualified students as they prepare to transfer to four-year schools or take on technical careers. Research has shown that there is a need to engage students with their institutions of higher ed in order to increase their success, and that is just as true at community colleges as anywhere else--but it can be more difficult for us to provide. I am a true believer in the integration of a "first year experience" program for all students, and I am looking forward to seeing that happen at the Rockville Campus.

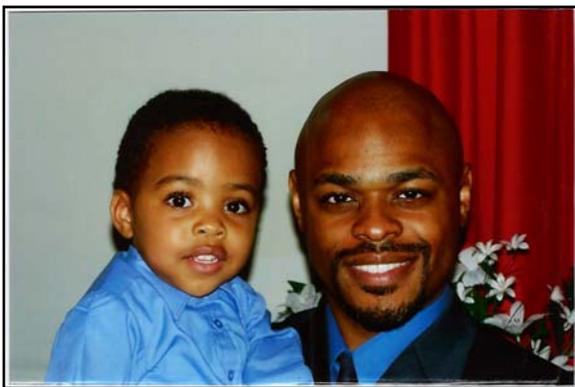


RODNEY REDMOND

Associate Dean, Humanities

Meeting students and working with faculty and staff from more than 130 nations has given me a broader view of the world than any other experience to date. It's like going to work at the United Nations of sorts, but to help improve the lives of young adults and mature adults in the same microcosm rather than attempting to resolve the issues of those nations.

The thing that I enjoy most is also the most challenging aspect of working at MC, understanding and working with the diversity of the students, faculty, staff and administrator. Because the College is an array of students from many nations, working with multiple students, from multiple nations in teams is often a learning experience for team members and faculty alike. Students, faculty, and staff get to learn about nations that they have not visited and as a faculty member, I am often taught many of the nuances of the native languages and customs of the students in my classroom. But managing that diversity and its socio-political climate in the classroom can be challenging when constructing teams and helping students navigate the landscape of teamwork. My most memorable classroom experience happened when Dick Gregory came to my basic writing class and spoke to a class of students. One student I was working with that semester was so moved by Gregory that that he chose me as an educational mentor. As we worked throughout the semester and his career at MC, he became an honor student, graduated two years later and transferred to UMUC to major in business management.



KENYATTA ROGERS

Professor, Speech, Dance and Theatre

With the shifting economic landscape and tough economic forecasts, our community will look to us to provide the quality core education that we have the reputation for providing. Many recognize MC as an excellent education “for the money.” I’m looking forward to more realizing MC to be an excellent education...period.

Montgomery College’s role in the community will grow ever more important in the years to come. Our curriculum needs to reflect the mandates of our governing bodies, the mission of the college, and most importantly, the lives of our students and surrounding community. In a world that sometimes seems fraught with divisions and conflicts, we will need to continue to

provide a forum for interaction and dialogue amongst an incredibly diverse group of people. I've had wonderful experiences in the classroom ranging from stories of personal triumph to classes with students that really challenge one another and gel as a unit. Each semester I have gems. I must say my most rewarding experience is one that started in the classroom and worked its way into refreshing office hour chats, out-of-class coaching, and a marvelously challenging directing process. A young man with more questions than I could ever hope to answer truly inspired me to dig deeper into my research and asked more of me personally than I ever imagined a student could. Over the years his emails have buoyed my spirits as he reminded me of the teacher I could be and should be. It was my first year on campus, and the realization that I would learn as much from my students as they would learn from me had a visceral and profound effect on me. I was overjoyed and quite humbled when Dr. Freeman Hrabowski, III, president of the University of Maryland – Baltimore County singled out this student (now a student at UMBC) at the Rockville 40th Anniversary convocation, holding him up as a shining example of the quality of a Montgomery College education. This example reminds me to approach year, each semester, and each class one student at a time.



JANET SAROS

Professor, Hospitality Management

A few years ago, a friend of mine observed that whenever I referred to MC in conversation I called it “school” rather than “work”. As in, “I’m going to school tomorrow”. That is what I enjoy most about my work – the fact that every semester I learn as much from students as they do from me.

After twenty-four years of teaching, there are many memorable experiences. Most of them seem to revolve around basking in the glow of student success. Just last week a middle-aged woman who is in our program came to me bursting with pride because at the employee meeting she had just attended, her fellow workers applauded when the supervisor singled her out for excellent performance. This is a woman who emigrated from the former Soviet Union and had so little self-confidence she never thought she would work in this country. Last spring, she attended our advising open house where I introduced her to the human resources director of the Bolger Conference Center. Based upon the introduction, they hired her as a banquet server and now she is one of their most valued employees. The students in the Hospitality Management Program have broadened my horizons by sharing their cultures, experiences, and cuisines with me. This may sound naïve, but I believe that the community college is an essential component of our democracy. Montgomery College helps people to find/improve their place in the community by providing them with job skills, expanding their knowledge of the world around them, and instilling a sense of responsibility to others. In short, we help to create citizens.

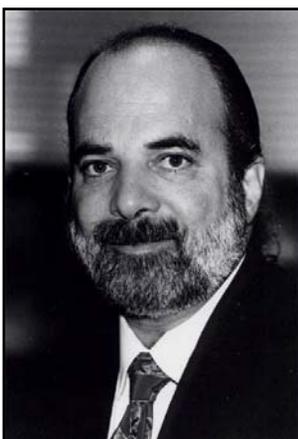


CAROLYN SCHICK, Ph.D.

Professor, Chemistry

A significant challenge is teaching the same subject material to a wide variety of students. Sometimes students may have strong chemistry backgrounds but poor English skills, or may be afraid of math but able to grasp chemistry concepts. Giving support to all different types of students to get them to the same end mastery level in chemistry is definitely one of my biggest challenges.

At the beginning of a previous semester I had a student who was very shy and lacked confidence with her abilities. She was an older student and really wanted to tackle chemistry to become a nurse. I worked with her throughout the semester one-on-one slowly helping her build up her confidence. Sometimes she would calculate the correct answer to a problem but wouldn't trust her work ("I'm sure this is the wrong answer." she would say.) I eventually got her to believe in and take pride in her work. She would do the calculation and then put a box around her answer and present it to me with a sense of achievement and finality. ("Here is the answer" she would say.) At the beginning of the semester she never would have dreamed of speaking in class but, by the end, her courage grew and she was asking and answering questions in class. I was so proud of her. Montgomery College offers an education program that is extremely accessible to anyone who has a dream of furthering their education. Without having to leave MC after they achieve mastery, students can stay on to complete an associate's degree or transfer to a 4-year school. I enjoy having the opportunity to get to know and work with other faculty members outside of my department. The Center for Teaching and Learning is a great example of faculty from a variety of disciplines, motivating, sharing ideas, and supporting each other in our quest to help our students reach their goals.



JEFFREY SCHWARTZ

Professor (Retired, 2005), Business Administration and Economics
Former Director, Macklin Business Institute

In the classroom I had a stage. I also had a challenge; making it fun, (or at least funny) to learn about business and accounting. The most rewarding aspect of teaching, not once, but most of the time, was pulling that off. Engaging the group, making them laugh, think, pay attention, and learn. In the end, what makes it memorable is that I know that I got through to most of them and gave them a good show to remember it by.

As the Rockville Campus turns 40 and I realize that I spent nearly 32 of those years teaching there, I must have indeed enjoyed quite a bit of it. Say what you will about the collegial atmosphere, the relationships with other faculty or the accomplishments while running special

programs, the bottom line is; “the students.” Some were better academically than others, some friendlier, more dedicated or whatever, it comes down to the fact that MC only exists for the students. During my 5 ½ year term as Macklin Director I came out of the classroom long enough to take a good hard look at MC and its role in the community. The four walls of the classroom were a safe haven for me. I found my joy of teaching there. MBI allowed a different perspective. Our relation with other institutions took on greater importance. The county government and businesses located in the region acted as partners. Our long standing “no respect” from UMCP Smith School of Business was within my power to change. Use of various platforms at the college to engage the community, such as ethics symposia and other public debates and lectures, all made it apparent to me as to how the college worked within the community, beyond our work in the classroom. Yes, our community college and our community, a pretty good fit. I’m a believer.



RANDY STEINER

Professor, Applied Technologies

Becoming a teacher allowed me to be practice architecture as well as teach about it. I never wanted to have professors who talked the talk but did not do the walk, i.e. practice architecture. Every day, I try to be the teacher that I wish that I had as well as the ones that I so admired in my own education.

Building the architecture program at MC, sharing my passion for the built environment to students, and constantly learning have made my personal life more wealthy and worthwhile. I hope that my three children find a job that never seems like “work” but instead like “my pleasure.” I am very lucky. Teaching at MC is humbling and enriching at the same time. I get to work with colleagues who strive to “enlighten” students and who can get into some pretty heavy dialogues about pedagogy, philosophy, and their particular subject of study, whether it is biology with Barbara Hoberman, theater with Susan Hoffman, or printing with Fred Howell. I am surrounded by colleagues and staff who are all working to make a difference in the lives of our students. [I am rewarded by] reading autobiographies of my students in my introductory course and being amazed at their honesty as they conveyed family histories filled with physical hardship and emotional challenges that I would never have imagined. The autobiography was an assignment for students to look back on their lives as though they were 70 years old and had become architects. [I have built] incredible friendships and have become a “role model” without my knowing it to several wonderful young women from all around the world. There are more than a dozen young women who went on to become architects who visit or correspond with me since their graduation to discuss their careers and lives.



DILINI SUMANAWEERA

Student, Computer Science Major

Being a full-time student and a part-time student assistant at the campus for almost three exciting years has truly been a wonderful yet challenging experience. As an international student, it hasn't been easy being away from my family. Montgomery College, being what it is in its vast diversity of student population, has made me feel more at home.

I feel proud to have been among a community of students from over 150 countries all over the world. Thus I have gained knowledge that can only come from experience, tolerance and understanding of people from different backgrounds and cultures. I believe that is one of the biggest assets that the College, and the Rockville Campus in particular, has to offer. My most memorable experiences come from my time at the student senate. I have made wonderful friends and been able to make a small difference in the student life at Montgomery College. From organizing a Halloween party to raising funds for the victims of the Tsunami in South East Asia, I have gained valuable experiences that will forever stay with me. Although it has been a challenge, having had to juggle so many things at the same time has definitely made me grow on a personal level. The Campus with its wonderful Faculty and Staff has been a guidance all the way. Whether it was the caring and direction of my supervisors at work or the wonderful advice of the professors in the classroom, Montgomery College has prepared me to face the world a better person. I will always be a part of "my MC."



CAROLYN TERRY

Instructional Dean

I've spent my entire "adult" life (so far) at Montgomery College. Most of my significant friendships have been made through my relationships with colleagues at MC, and because my extended family lives all along the East Coast, my friends from MC have become my local family.

MC is also literally the "home away from home." During the school year, my husband and I put the kids on the bus and then carpool to campus where we separate in a parking lot to go to our respective offices. At the end of the day, we meet at the child care center to pick up the kids from the after-school program and then head home. In the summer, we all come to campus together and the kids go to the school-age summer camp. This [most memorable experience] happened probably 10 years ago, definitely pre-kids era. I taught developmental English, and a student named Robert enrolled in EN 001 with me. Robert worked as a mechanic and had joined the army after dropping out of high school. He wanted very much to be a manager at his place of work, but he was practically illiterate -- he couldn't write a grammatical sentence. He worked very hard, and he had to continue in developmental for a second semester. At the end of the second semester, Robert produced a

well-written, organized and developed essay comparing and contrasting his two young children. It was a very personal essay, and he proudly pointed out the compound-complex sentence with a semicolon that he had constructed as his thesis statement. Robert didn't continue past developmental, but he did get a promotion at work (which he told me about the next semester when he stopped by). I always think of Robert when I hear discussion about the goals of Montgomery College to transfer students and create articulation agreements. Although Robert wasn't one of those "star" stories that we love to share, I think Montgomery College changed his life as well.



STEVE THURSTON

Professor, English Composition, Literature, and Professional Writing

I'm trying both to help the students learn how to work more like journalists while staying out of their way so that they can control the content of their newspaper. Nothing makes me happier when they hit a good story just right, or when a cover story "gets legs" and suddenly people are writing letters to the editor, or people are making decisions based on what was reported.

I love working at the *Montgomery Advocate*, the student newspaper, along with teaching the print journalism classes. It's a very slow process as students transform from composition writers to journalists, from writers who think in the mode of the five-paragraph essay to writers who think in terms of the inverted pyramid. Yet as this process is taking place, the students are, nonetheless, exposing their writing for the community to see. And that's what makes my job so challenging, mainly because it's a job greatly exposed to public scrutiny (and everybody's an expert!). Although I haven't been at MC for too long, about eight years, I have been teaching since 1990, and when I look at the changes from that year to this, and from my own experience to that of my students I can see how much more diverse the student body is. It's a fantastic change filled with new experiences and new challenges. The work we do here is so important because we fill a role that used to only be open to a select few. Even 40 years ago, though state colleges and universities were more open to students, they still were places, generally, for young, white men in the middle or upper-middle class. Now we take everyone, from all over the world. The main reason we do this is because of the economic realities of the 21st Century. The jobs once taken by young men and women straight out of high schools (manufacturing jobs, farming) have all but gone away. The opportunities for people straight out of high school are limited, but not everyone can afford the money, time or distance of the residential, four-year degree. We're giving them opportunities that would be lost to many students without us.



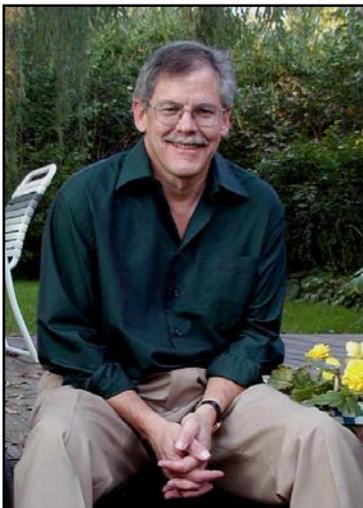
ZENOBIA WASHINGTON

Project Coordinator

Outside of work, I have few occasions to interact with or even be in the presence of young people on a regular basis. To observe their youthful energy on a walk across campus or at a student led event is rejuvenating.

Our most significant accomplishment as a Campus community? Shared with the College at large, but magnified at the Rockville Campus is the amazing diversity of faculty, staff and of course students.

Therefore, all campus citizens go about their business in a living laboratory where diverse peoples, cultures, races, ethnicities, social and economic means get to experiment daily with living along side others who don't share their specific makeup. To the extent that we partake of opportunities to do so, our lives are enriched, if only in our knowledge base. The students who reach out beyond themselves have a head start at being successful in the global community. The next ten years will bring a new look to the campus, both in personnel and in the physical plant. Many faculty and staff colleagues will have retired and we will have new and/or renovated structures. What I don't expect to change is the high demand being placed on our services and facilities due to a predicted increase in the population requiring the same.



KENNETH WEINER, Ph.D.

Professor, Mathematics

When I started in 1971 (oy!) the typical student at Rockville was white, middle-class, and American. Today there is no typical student at the campus, and that makes for an exciting and wonderfully vibrant academic environment.

Thirty years ago the primary faculty responsibility was traditional classroom teaching; today the most significant change has been the incredible diversity of the students who attend and the scope and quality of the programs we now offer. Faculty are developing or delivering special academic programs, working in learning centers, or providing internship opportunities for students in addition to their classroom teaching. During my 35 years at the College I've involved myself in a wide range of campus and college level activities beyond the classroom. I loved doing this for a number of reasons. First, I never got bored. Second, it provided me with the opportunity to meet and work with faculty, staff, and administrators that I would never have gotten to know otherwise, and I can't begin to express how professionally and personally rewarding that has been for me. Third, it allowed me to see and appreciate the workings of the College on a broader scale. This at least provided me with some understanding of why it's so often so difficult to get things done in a large academic

institution like this. To a great extent, my personal life and my work at MC have been inseparable and happily so. Many colleagues have become wonderful friends who I see socially outside of the College, and many of my non-MC friends and family are connected to Montgomery College through me via stories, events, and my love for the institution. Simply put, MC is an enormous part of who I am, both professionally and personally.



HELEN YOUTH

Professor (Retired, 2005), Computer Applications
Former Director, Center for Teaching and Learning (CTL)

I am particularly proud of my contributions in assisting faculty through the Center for Teaching and Learning (CTL). I believe that the CTL has helped faculty to adjust to the changes in technology, as well as to the changes in methods of teaching and to meeting the needs of the increasingly diverse student body that they meet. Personally, I am grateful to Montgomery College for providing me the opportunity to grow and evolve and contribute.

When I came to MC 33 years ago, the Rockville campus was only seven years old and had more of a concrete and brick look than the lovely established look that it has now. My family has grown up accepting MC as an important part of our family's lives. [W]e attended every musical put on by students in the Theatre Arts Building (before the Performing Arts Center was built); two of my three children spent several semesters at Rockville; and my husband worked as a consultant in the Office of Information Technology and in WD/CE. For me of course, MC has been a major focus. There have been many changes over the years. It is admirable to view how MC has adjusted to the rapid technology changes. When I first came in 1972, I taught on Selectric Typewriters, we then moved to Proportional spaced electric typewriters, to Magnetic Tape word processing, to Wang computers, and to WordPerfect on IBM Computers. [M]y department's name changed from Secretarial Training to Office Studies to Information Technology to Computer Applications as the technology evolved. When the printing department received a machine with a computer-like screen, they needed someone to learn the Compugraphic machine and so I taught Typography which led to Desktop Publishing with Pagemaker, then Internet classes, then Internet and Desktop Publishing at a Distance. I saw the Internet classes move from the one phone line that I shared with Paul Halpine's office phone line to demonstrate to my class, to the superb setup that we have now in our networked, Internet-ready classrooms.

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