Leveraging a
Cross-Functional Team for Critical Professional Development:

The work after the *Leading for Change*

2013 Conference

Introductions

Dr. Paula Pitcher
Vice President, Enrollment
Management, Research & Planning

Philip Sisson
Provost/
Vice President, Academic Affairs &
Student Affairs

Darcy Orellana
Assistant Director of HR/
Affirmative Action Officer

Peter Shea
Director,
Office of Professional Development

Learning Outcomes

- **Able to form effective cross-functional and cognitively diverse teams that foster college-wide engagement and collaboration around closing the achievement gap.**

- **Plan and deliver a dedicated professional day to the topic of closing the achievement gap.**

What led up to our professional day?

- National interest in CAG
- State interest and performance funding connected to CAG
- Local commitment to student success
- Alignment with our mission, values & strategic plan
- College-wide commitment to articulating diversity as an organizational asset
- Diverse team attended the BSU conference

Leading for Change 2013

Sabrina Gentlewarrior said,

- "Perfection is impossible but progress is essential"
- "If you have privilege, it's your responsibility to end the oppression in that area where you have privilege."
- "Ally with someone and get the work done."
- "We quit trying to fix our students and worked on ourselves."

Middlesex Community College

Lowell Campus   Bedford Campus

How we established an MCC Diversity Working Group

1. Met the week after the BSU Leading for Change 2013 conference

2. Committed to identifying strategies for broad institutional learning about Achievement gap & role of diverse workforce on Student Success

3. Needed a sustainable response

4. Identified key stakeholders who were missing from the conversation

Identify a cross-functional & cognitively diverse team

- Why? It diversifies organizational perspectives
- You need to identify allies and include areas
  - ✓ that naturally want to do more
  - ✓ that you need their support
  - ✓ that may benefit from participation

Leading for Change 2013 Team

- **Phil Sisson** - Provost/VP Student & Academic Affairs
- **Kathleen Sweeney** - Dean, Health & STEM
- **Dona Cady** -- Dean, Global Education
- **Denise Garrow-Pruitt** - Assistant Dean, Health
- **Patricia Demaras** - Assistant Dean, International & Multicultural Students
- **MaryAnn Mungovan** - Director, Multicultural & Veterans Affairs
- **Karen Townsend** - Faculty, Dental Hygiene
- **Paulo Barrio** - Assistant Dir. Professional Development
- **Darcy Orellana** - Affirmative Action Officer/Assistant Director Human Resources

More Cognitive Diversity +++

- **Paula Pitcher** VP, Enrollment Management, Research & Planning
- **Lura Smith** - Assistant to the President
- **Matthew Olson** - Dean, Humanities & Social Sciences
- **Judith Hogan** - Dean, Business, Education & Public Services
- **Jennifer Luddy** - Assistant Dean, Institutional Research
- **Jennifer Aradhya** - Director, Marketing Communications
- **Deb Botker** - PT Faculty & Chair of FSA Diversity Committee
- **Max Hallsett** - Academic Counselor
- **Willy Ramirez** - Project Coordinator
- **Vikram Sharma-** Faculty, Business
- **Peter Shea** - Director, Professional Development

Our CAG Working Group

	Vice Presidents/ President's Office	Deans	Directors	Faculty	Staff
President's Office	1				
Academic & Student Affairs	1	6	3	3	
Enrollment, Research & Planning	1	1			1
Administration & Finance			2		1

Emerging themes

1. **Focus on our shared responsibility to improve educational achievement for ALL**

2. **Build capacity**

3. **Promote organizational learning**

4. **Analyze our performance**

Leadership & Collaboration

- **Senior leadership involvement is critical**

- **Diversity impacts outcomes**

- **Collaboration is essential**

- **Model the behavior you want**

- **Identify catalysts for garnering interest**

Moving to action

- **Identify partners to help with organizational learning.**
- **Determine what people think or already know about the achievement gap at MCC.**
- **Deliver a college-wide professional day that will provoke reflection and dialogue.**
- **Develop a toolkit that is accessible and relevant for MCC.**

Why is pretesting needed?

To determine where myths and assumptions exist.

At a fall Faculty Staff Association meeting:

1) VP Paula Pitcher gave a short Achievement Gap data overview

2) Engaged in small group discussion sessions to gauge current understanding, key observations from the field, and identify possible professional day presenters

Identify Partners to Help with Organizational Learning

- **Faculty Staff Association's Diversity Committee**
- **Multicultural Center**
- **Institutional Research**
- **CAG working group**

Request for Proposals - 5 Themes

1.**Community Building** – Practices that help build / foster a sense of belonging to the college community.

2. **Inclusive Pedagogies** – High impact practices used by faculty and staff to create inclusive classrooms and co-curricular learning experiences that promote student success.

3. **Power of Stories** – Practices that leverage the expression of personal stories as a strategy to promote a climate of success and inclusion for participants and promote cross-cultural learning.

4. **Intercultural Conversations** – Strategies that focus on how to have constructive conversations about difficult or polarizing topics in the classroom, in the office or on the telephone.

5. **Employee Engagement** –Inclusive practices that promote employee engagement in the workplace.

MCC's Data Story

Tell MCC's data story and build on it. Focal points:

- achievement gap data
- environmental scan data

Bring in a Credible Expert

✓ Make addressing the achievement gap based in research yet still doable via a credible expert

✓ **Dr. Becky Wai-Ling Packard** "*What Each and Every One of Us Can Do: the Power of Mentoring in Closing the Achievement Gap*"

Two 50-minute Concurrent Sessions

✓ **Offered 35 sessions**

1. Community building
2. Inclusive pedagogies
3. Power of stories
4. Intercultural conversations
5. Employee engagement

(Un)Intended Impact: Everyday Micro inequities

- **Student improvisation performances**

- **Personal enactments of micro aggressions**

- **Faculty & student led**

CAG Mini-grants

- **"Describe proposal project. What are specific project outcomes and how do you think each could contribute to closing the achievement gap? "**

- **"How do you intend to assess/disseminate the results of your project to interested MCC colleagues? "**

Department Meetings

Provided data and critical question prompts

- DATA: In all ethnic categories, students who are Pell eligible have lower three year graduation rates than those who do not (Caucasian, 14% to 12%; Latino, 17% to 8%; Asian, 14% to 7%; African American, 17% to 13%).

- QUESTION: How can student services and academic departments support students who are low income?

Social Media in Action

#mccproday14

Scott Cahill

Creating a culture of belonging and community through #mentoringmoments @middlesex_cc middlesex_cc #mccproday14 pic.twitter.com/DLAWWPQg7x

Favorited by Jennifer Aradhya

Darcy Orellana @orellana_darcy · Apr 3
Dr. Packard says, "Go ahead and try it" re: doable mentoring moments! #mccproday14

Expand

Paulo Barrio @BarrioLMHC · Apr 3
#MCCProDay14 Listening 2 Keynote Dr. Becky Wai-Ling Packard on #race #achievementgap & #access w/proper #supports 2 help college students

Expand

http://animoto.com/play/ZIJ0PD37UKO40aRMC0IxKQ

What did you learn through this Professional Day that will impact your daily practice?

"The micro-aggression activity was very effective, and although I have been the recipient of this on occasion, I know that I could also be the offender even though it is not intended. I will be more mindful of this in my daily practice."

"...that there is, indeed, an "Achievement Gap" that I must be more aware of and work relative to my daily class and campus practices to help narrow that "Gap.""

Did this Professional Day change your perceptions about closing the achievement gap? If so, then how?

"It made me more aware that we need to do more to address this issue, and really put these uncomfortable conversations out there."

"No, I already understood it pretty well, but I was inspired to want to do more & energized that the entire community seemed moved to want to make an impact."

What Professional Day activity did you engage in that prompted you to think or feel differently about an issue?

"Statistics on achievement in my division."

"I enjoyed the micro-aggressions lunchtime activity. I think it showed all of us not only what it's like to be on the receiving end but that the perpetrator can be any one of us."

"The workshop on Race. Discussion on racial perceptions and stereotypes."

Are there topics from this Professional Day that you continue to be curious about and would like to learn more?

"Classicism and race relations in the workplace, & GLTBQ support are a few"

"This needs to continue to be a focus which involves all voices from around the campus. This achievement gap will not solely be solved in the classroom."

"Yes- micro-aggressions".

As we continue to promote a culture of success, what professional development opportunities would you like to see offered in the next academic year?

"More specific, possibly two-part, workshops on what specific activities can be used to engage students in discussions on race and class in America."

"Building a culture of inclusion that includes contingent faculty as full partners in the student success process."

"More on high-impact practices- MCC examples."

"Social Media"

Do you feel this Professional Day promoted inclusion of your communities and perspectives?

		Response Percent	Response Count
Strongly Agree		47.8%	54
Agree		**48.7%**	**55**
Disagree		1.8%	2
Strongly Disagree		1.8%	2
		answered question	**113**
		skipped question	**3**

Additional Comments

"Have the break out sessions longer. It felt like we were just getting to class & we had to leave. Make the morning or afternoon sessions shorter so the break out sessions can be longer"

"More things for the staff members to go to still."

"This is the best professional day i have been to in the 4 i have attended. It felt inclusive of our entire working community."

Professional Day Outcomes and Lessons: What Did We Learn?

- **Include Social Media as a venue for engagement**
- **Our Thought boards were underutilized**
- **We need more listening sessions with students – not the highly engaged students only**
- **Create a *Culture of Success* online Toolkit – tracking hits to site**
- **Assessment instrument changed**
- **Have a Professional Day Debrief, include committee and presenters**
- **Sustain the momentum**

MCC Resources

- https://www.middlesex.mass.edu/StrategicPlanning/ **Institutional Research and Planning**

- https://www.middlesex.mass.edu/professionaldevelopment/mccprofday.aspx **Promoting a Culture of Success Toolkit**

- https://www.middlesex.mass.edu/professionaldevelopment/profday/default.aspx **Spring Professional Day Our Inner Resources: Closing the Achievement Gap program**

- http://animoto.com/play/ZlJ0PD37UKO40aRMC0IxKQ **Social media video post Pro Day**

- http://goo.gl/Mur4az **HIP @ MCC**

Questions?