

# All-College Spring 2014 Professional Day



**Thursday, April 3, 2014**

8:00 a.m. – 4:00 p.m. –Lowell, MA

## PROGRAM

8:00 – 8:30 a.m.	<b>On display: PPT presentation highlighting and celebrating How “Everyone teaches, everyone learns” via current student success practices</b>
8:30 - 9:00 a.m.	<b>Registration, Coffee and Conversation</b> <ul style="list-style-type: none"> <li>- Main Ballroom</li> <li>- UMass Lowell Conference Center</li> </ul> (Live Music: Performer - Marco Torres)
9:00 a.m.	<b>Welcome</b> <ul style="list-style-type: none"> <li>- Peter Shea, Director &amp; Paulo Barrio, Assistant Director Office of Professional Development</li> </ul>
9:05 - 9:15 a.m.	<b>Opening Remarks</b> <ul style="list-style-type: none"> <li>• Carole A. Cowan, President</li> </ul>
9:15 - 9:25 a.m.	<ul style="list-style-type: none"> <li>• “<b>The MCC Data Story</b>” - Paula Pitcher, Vice President, Enrollment Services Research Planning &amp; Jennifer Luddy, Assistant Dean, Institutional Research</li> </ul>
9:25 – 9:30 am.	<b>Introduction of Keynote Speaker</b> <ul style="list-style-type: none"> <li>• Philip J. Sisson, Provost &amp; VP of Academic &amp; Student Affairs</li> </ul>
9:30 – 10:15 a.m.	<b>Keynote Address: "What Each and Every One of Us Can Do: the Power of Mentoring in Closing the Achievement Gap."</b> Dr. Becky Wai-Ling Packard, Associate Dean of Faculty; Professor of Psychology and Education; Director of the Harriet L. and Paul M. Weissman Center for Leadership, Mt. Holyoke College.
10:30 – 11:20 a.m.	<b>Fifty-Minute Workshops – Concurrent Session I</b>
11:20 – 11:35 p.m.	Break and travel from first session to second session
11:40 – 12:30 p.m.	<b>Fifty-Minute Workshops - Concurrent Session II</b>
12:30 – 12:45 p.m.	Break and Travel to ICC
12:45 – 2:15 p.m.	<b>Lunch - Main Ballroom, UMass Lowell Conference Center</b> (Live Music: Performer - Marco Torres) At the end of luncheon: 1:30PM Short Student Performance – “(Un) Intended Impact: Everyday Micro Inequities.”
2:15 -2:30 p.m.	Philip J. Sisson, Provost and Vice President of Academic and Student Affairs <b>Closing/Presentation of Closing the Achievement Gap “Toolkit”</b>
2:30 – 4:00 p.m.	<b>Department Meetings</b> –an opportunity for departments to look at their own achievement gap data



## **Biographical Summary: Dr. Becky Wai-Ling Packard**

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### **Associate Dean of Faculty; Professor of Psychology and Education; Director of the Harriet L. and Paul M. Weissman Center for Leadership, Mt. Holyoke College**

**Specialization:** Mentoring; persistence of first-generation for college, low-income, ethnic minorities, and women, particularly in science and technology; career and identity development in adolescence; community-based partnerships; community college transfer pathways and other nontraditional pathways into higher education and workforce

Becky Wai-Ling Packard is a professor of psychology and education and is the Director of the Weissman Center for Leadership and the Liberal Arts. At the Weissman Center, she oversees all activities such as student leadership programming and public events, and she is responsible for Teaching and Learning Initiatives including new faculty mentoring. She is interested in the intersection of motivation, identity, and mentoring. She aims, she says, "to understand how young people without easily identifiable role models and mentors in career domains manage to find the mentoring they need and sustain their desired possible selves, or who they hope to become in the future." Packard's research focuses on mentoring, with an emphasis on how individuals such as first-generation college students, women, and persons of color construct and use mentoring networks and navigate complex pathways toward higher education and work. She frequently speaks on these topics at area colleges, designs mentoring programs (within a college, across colleges in partnerships, or within communities), and offers expert advice on ways to foster a climate in which mentoring all students toward the highest levels of excellence is possible. For example, she recently contributed to a National Academy of Science summit examining the Role of Community Colleges in STEM fields. She also supported the design of a strong peer mentoring infrastructure within a state-wide initiative and she also has given advice to a number of selective liberal arts colleges about their advising programs.

Community-based learning partnerships are an important part of Packard's work. She has designed mentoring programs in the context of her courses that feature partnerships between Mount Holyoke students and area youth from the nearby cities of Holyoke and Springfield. She received the Volunteer of the Year Award from Girls Inc., Holyoke.

As a first-generation college graduate herself, Packard is especially appreciative of how the numerous contexts of home, school, community, and work need to come together to support the educational progress of students. She also strategizes about the ways in which community organizations, workplaces and colleges can support their working students who are trying to make progress in their higher education goals.

Packard's work is supported by the National Science Foundation's CAREER and Gender in Science and Engineering programs. In June 2005, she went to the White House to receive the Presidential Early Career Award for Scientists and Engineers (PECASE), the highest honor bestowed by the U.S. government upon early career scientists.

Packard's numerous scholarly articles have been published in such journals as *Career Development Quarterly*, *Mentoring and Tutoring*, *Journal of Career Development*, *Journal of College Science Teaching*, *Journal of Women and Minorities in Science and Engineering*, and the *Journal of Adolescent Research*.

## **Presentation Categories:**

1. **Community Building** –Practices that help build and/or foster a sense of belonging to the college community. These may include efforts that provide opportunities for meaningful cross-cultural engagement as well as promote a sense of shared responsibility for student success, diversity assessment strategies, civic engagement, retention strategies, mentoring, etc.
2. **Inclusive Pedagogies** – Knowledge of high impact practices used by faculty and staff to create inclusive classrooms and co-curricular learning experiences that promote student success. These include practices that provide opportunities for students to learn about their cultural communities via the curriculum or co-curricular opportunities, universal design, community service, etc.
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. This may also include work in writing, literature, studio art, theatre and music.
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. This may include proactive conversational approaches versus reactive ones.
5. **Employee Engagement**– Focuses on inclusive practices that promote employee engagement in the workplace. Possible topics include intrinsic rewards of work, appreciation, onboarding programs, exploring how each individual role connects to our Mission, the Vision project and understanding performance funding, etc.

## **Professional Day Program At-A-Glance**

### **CATEGORY (1): Community Building:**

- An Environmental Scan: Local Demographics Past, Present, and Future
- Perkins Grant Fund Role at Middlesex Community College
- Finding your Inner Mentor—How to Mentor like a TRIO Advisor
- Strategically Speaking - Connect Your Role to Our Mission
- The Philosophers' Club Model as a Culturally Responsive Approach
- Creating a Safe Space: Public Safety
- Supporting the Success of All Students through Learning Communities
- Bystanders and Bias: Intervention for an Inclusive Community
- Formula Funding 101
- Building Strong Student and Customer Service Relationships
- Student Leaders Closing the Achievement Gap
- Culturally Responsive Pedagogy & Practice
- The Philosophers' Club Model as a Culturally Responsive Approach
- Positively Promoting Success for 1st Generation, Students of Color
- Changes Coming to Blackboard: Using New Blackboard Tools to Create a More Robust Classroom Community

### **CATEGORY (2): Inclusive Pedagogies**

- From Data to Changes to Data to More Changes: Inclusive Pedagogy at Bridgewater State University
- Enhancing Positivity in Yourself and Incorporating it Into Your Curriculum
- Creating a Culture of Belonging
- Supporting the Success of All Students through Learning Communities

- Social Justice in Service-Learning: A Project-Based Model
- In the Spirit of Total Engagement: New Innovations in Teaching and Mentoring Men of Color
- Using Social Media to Reach Diverse Populations
- Inclusive Learning Approaches – A roundtable discussion of Learning Technologies and Universal Design strategies for ALL students
- Equity and Inclusion: Creating and Sustaining a Welcoming Environment for LGBTQ Students and Employees
- Peer Mentors in the Classroom
- Inner Resources and the Power of Stories
- Working with Latino Students
- Financial Resources for Students
- Closing the Gap at MCC: Meet the Achievement Coaches
- Changes Coming to Blackboard: Using New Blackboard Tools to Create a More Robust Classroom Community
- Culturally Responsive Pedagogies and Practices: Promoting Engagement, Inclusion, and Success for African American and Latino Males

**CATEGORY (3) Power of Stories:**

- Student Leaders Closing the Achievement Gap
- Student Success in Leadership
- Providing Student Support from Behind the Desk--Mayda's Mission as an Administrative Assistant
- Student Stories: Strategies for Success
- Supporting the Success of All Students through Learning Communities
- Culturally Responsive Pedagogy & Practice
- The Philosophers' Club Model as a Culturally Responsive Approach

**CATEGORY (4) Intercultural Conversations:**

- No Longer Afraid: Engaging Students in Conversations about Race
- Student Access and Services: Navigating Challenging Conversations
- Supporting the Success of All Students through Learning Communities
- Building Strong Student and Customer Service Relationships

**CATEGORY (5) Employee Engagement:**

- Examining and Creating Workplaces Which Encourage Well-Being
- HR: Supporting our MCC Workforce
- Catch a Waiver: Learning about Tuition Waivers
- Otherwise Engaged: Employer partners describe how they engage their employees
- Supporting the Success of All Students through Learning Communities
- Building Strong Student and Customer Service Relationships
- Strategically Speaking - Connect Your Role to Our Mission
- Positively Promoting Success for 1st Generation, Students of Color
- Formula Funding 101

# MCC Spring 2014 Professional Day

## Workshops and Other Activities

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**10:30 – 11:20 a.m. Concurrent Session I Workshops**

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### **An Environmental Scan: Local Demographics Past, Present, and Future**

**CSI-LF203**

Through an analysis of U.S. census data and projections from The Donahue Institute, this session will present data on the demographics of Middlesex County, with a focus on cities and towns around the Lowell and Bedford campuses.

*Jennifer Luddy, Assistant Dean of Institutional Research and Planning*

#### **Learning Outcomes:**

- Participants will develop an understanding of current demographic trends.
- Participants will develop a picture of how the student body may change in the future based on demographic projections.

**Categories:** Community Building

### **Creating a Culture of Belonging**

**CSI-LC115**

In this session we will discuss case studies that involve institutional and cultural barriers in career and academic choices. Data shows that a greater sense of belonging directly affects a student's satisfaction and success in a chosen field. Participants will acquire a greater understanding of the barriers that our students face, an understanding of their own cultural preconceptions, and a toolkit of high impact practices and solutions that they can use in the classroom, in advising sessions and in everyday interactions with students.

*Max Hallsett, Lowell Academic Advisor & Karen James, Bedford Career Counselor*

#### **Learning Outcomes:**

- Participants will understand barriers for underrepresented populations in career and academic development.
- Participants will learn solutions to help students overcome the barriers to their success.

**Categories:** Inclusive Pedagogies

### **Student Stories: Strategies for Success**

**CSI-LF220**

A panel of diverse MCC students will share their personal stories on strategies that contributed to their success as a student. The students will discuss how curricular and co-curricular opportunities at MCC have enhanced their personal and professional development.

*Patricia Demaras, Assistant Dean of International and Multicultural Affairs; Maryanne Mungovan, Director of Multicultural and Veterans Affairs, and MCC students*

#### **Learning Outcomes:**

- Participants will gain an understanding of student views on successful college resources both in and out of the classroom.

**Categories:** Power of Stories

### **Culturally Responsive Pedagogies and Practices: Promoting Engagement, Inclusion, and Success for African American and Latino Males**

**CSI-LC102**

This participatory workshop will use elements of culturally responsive pedagogy, racial micro aggression research, and critical race theory to lay the foundation for engaging in a discussion about how to fully engage and include African American and Latino males in the community college experience. Using diversity as an asset, the session will invite participants to listen to their own stories so that they might consider ways to give agency and power to the students we serve. President Barack Obama's national initiative, "My Brother's Keeper," is rallying the support and resources of nonprofit organizations to address the issues and challenges facing boys and young men of color. Greeted with support and commitment, efforts on the local level to marshal campus resources to address these concerns will benefit our students and our campuses.

There will be a power point presentation used to guide the session and inspire discussion. The introduction of best practices in teaching and student development will provide a backdrop for the strategies that have been proven to work with students who have been marginalized. Though the focus is on a targeted group, the strategies and practices can be generalized to all the populations we serve.

*Lloyd Sheldon Johnson, Professor of Behavioral Sciences, Bunker Hill Community College*

**Learning Outcomes:**

- Participants will leave the session with proven strategies that can be used in the classrooms, offices and corridors to include and fully engage all students.
- Participants will have an opportunity to self-assess and share their thoughts and ideas on race, diversity, and strategies for empowerment in an open and welcoming environment.

**Categories:** Inclusive Pedagogies

**Supporting the Success of All Students through Learning Communities (Part I)**

**CSI-LC103**

How can community colleges foster successful learning environments for a diverse student population? How can we utilize the wisdom of mentors to help new students make a successful transition to college? How can we engage in meaningful collaboration between academic affairs and student affairs? How can we support and challenge faculty to pioneer creative approaches to teaching and learning?

In the first part of this interactive workshop, participants will learn about the BHCC Learning Community model through the exploration of three high impact practices that are the cornerstone of the program: active pedagogy, integrated support services, and professional development

*Liya Escalera-Kelley, Director of Learning Communities, Bunker Hill Community College & BHCC faculty*

**Learning Outcomes:**

- Participants will learn about BHCC Learning Community pedagogy and practice and will use this model as a framework for brainstorming learning communities on their own campus.
- Participants will learn what it is like to become a student in a learning community classroom.

**Categories:** Community Building, Inclusive Pedagogies, Power of Stories, Intercultural Conversations, Employee Engagement

**Bystanders and Bias: Intervention for an Inclusive Community**

**CSI-LF205**

Have you ever been concerned about a situation and wanted to help... but didn't? This session provides tools for bystanders in any area of the College who hear or witness behavior that does not support MCC's goal of inclusivity and MCC's Affirmative Action Policy.

*Alisa Chapman, Director of Compliance & Dan Martin, Director of Public Safety*

**Learning Outcomes:**

- Participants will gain an understanding of what bystander intervention is and its positive impact on the community.
- Participants will learn strategies and tools for intervening when they witness behavior that does not support MCC's goals and policies.

**Categories:** Community Building

**Examining and Creating Workplaces Which Encourage Well-Being**

**CSI-LC104**

Healthy, happy and satisfying workplaces are evident when we experience them, and most of us hunger and appreciate being in them. But, what variables or influences make up an 'enabling institution' as Positive Psychology calls them? How do we participate in helping to create a positivistic place at work? This interactive presentation will call upon fellow faculty and staff who have participated in PP workshops and seminars, meditation sessions and other activities to reflect on, and discuss, how we may create and further develop enabling workplaces, institutions where flow is common. No prior knowledge or experience in Positive Psychology is needed- only a curiosity about it and how to make one's workplace flourish even more.

*Robert Fera, Dept. Chair & Professor, Human Services Program*

**Learning Outcomes:**

- Participants will understand the variables which comprise enabling institutions, as described in the fields of Positive Psychology and Appreciative Inquiry.
- Participants will be able to develop skills and attitudes which lead to positive engagements in the workplace.

**Categories:** Employee Engagement

**Student Leaders Closing the Achievement Gap**

**CSI-LF214**

Supplemental instruction (SI) leaders and peer tutors provide a unique perspective to the academic support experience. Students view these leaders as role models who may have had similar academic and personal experiences, thus creating a mentoring relationship. Experience the personal stories of a panel of student leaders, faculty, and staff that have collaborated to promote student success. Participants will discuss creative ideas and strategies for mentoring and supporting student leaders, in collaboration with the Academic Centers for Enrichment. Join forces in this data-driven, high-impact practice which supports student leaders closing the achievement gap.

*Noreen McGuinness, Director - Academic Support Program, Genevieve Green, Assistant Director - Academic Support Program*

**Learning Outcomes:**

- Participants will understand how faculty and staff promoting and mentoring student leaders can improve overall student success.
- Participants will be able to discuss the benefits of student leaders promoting a climate of success and inclusion.

**Categories:** Community Building, Power of Stories

**No Longer Afraid: Engaging Students in Conversations about Race**

**CSI-LF213**

In this session, Ellen Nichols will discuss showing students how to have open, respectful conversations about race and ethnicity.

*Ellen Nichols, Assistant Dean of Humanities*

**Learning Outcomes:**

- Participants will be able to set appropriate guidelines for conversations involving race and ethnicity.
- Participants will be able to create an assignment that leads students to have appropriate conversations about race and ethnicity.

**Categories:** Intercultural Conversations

**Inclusive Learning Approaches: a roundtable discussion of Learning Technologies and Universal Design strategies for All students**

**CSI-LF204**

This roundtable discussion will address how learning technologies and universal design strategies can enhance the learning experience of all students.

*Susan Woods, Associate Dean-Student Support Services; Barbara Ahern, Coordinator-Disability Support Services; Jeanne O'Connor, Coordinator-Disability Support Services; Dawn Gross, Transition, Assistant Coordinator-Disability Support Services*

**Learning Outcomes:**

- Participants will learn about the principles of Universal Design for learning in the classroom, and be provided with a demonstration of tools, approaches and inclusive pedagogies which support the institutional strategic goal of addressing the Achievement gap with “at risk” and/or diverse learners.

**Categories:** Inclusive Pedagogies

**Perkins Grant Fund Role at MCC**

**CSI-LC110**

This presentation will address the role that Perkins funding plays in supporting college initiatives that address closing the achievement gap.

*Lisa Doucett, Director - Grant Development and Management*

**Learning Outcomes:**

- Participants will learn how Perkins funding impacts college initiatives related to promoting an inclusive environment.

**Categories:** Community Building

**Student Success in Leadership****CSI-LC114**

Students involved in co-curricular (leadership) programs share their personal stories and experiences that have contributed to their success at Middlesex Community College.

*Melissa Welch, Achievement Coach, Business, Education & Public Service & Judy Hyung, Nicholas Lopez, Karoline Menezes, and Gackson Wheeler, MCC Student Leaders*

**Learning Outcomes:**

- Participants will hear about the obstacles some students face and the resources at MCC that have contributed to their success.
- Participants will learn about the value of making connections through co-curricular engagement, support services and building communities through cohorts.

**Categories:** Power of Stories

**Culturally Responsive Pedagogy & Practice****CSI-LC118**

In this session, participants will engage in facilitated dialogue on the attributes that characterize culturally responsive educational (curricular and co-curricular) environments, and develop strategies for implementation in relevant contexts. The first part of the session will focus on the multiple facets that contribute to how culturally responsive pedagogy and practice are framed or defined, and the second part of the session will focus on the cogeneration of strategies for engaging in teaching and learning through a culturally responsive lens. Questions for this session will include exploring the complexity of who we are as educators and as learners, and how the answers to those questions impact the climate of inclusivity in classrooms and other educational environments.

*Loren Intolubbe-Chmil, Director of International & Intercultural Engagement for the BRIDGE Center, (Johnson & Wales University)*

**Learning Outcomes:**

- Participants will be able to identify the characteristics that reflect culturally responsive educational environments, and develop/enhance goals for engagement in culturally responsive teaching and learning environments.
- Participants will develop greater awareness of and strategies for reflexive practice and philosophical inquiry in a variety of education contexts, as approaches in creating and sustaining culturally responsive and inclusive environments.

**Categories:** Community Building, Power of Stories

**Providing Student Support from Behind the Desk--Mayda's Mission as an Administrative Assistant****CSI-LF206**

Administrative Professionals have a key role in the students' experience at Middlesex Community College and have tremendous opportunities to engage and support these individuals. Join Mayda Arzuaga as she tells the story of her personal journey as a student and mother of two MCC graduates, and how she uses her personal experience on a daily basis to support TRIO students at Middlesex Community College.

*Mayda Arzuaga, Administrative Assistant, TRIO/Student Success Program*

**Learning Outcomes**

- Participants will discuss opportunities to maximize the Support Staff experience at MCC.
- Participants will review case examples and strategies to assist students learning English as a second language including the MCC Student Latino community and beyond.

**Categories:** Power of Stories

### **Building Strong Student and Customer Service Relationships**

**CSI-LF219**

You can position yourself, your department and the College for success when you understand and connect with your “customers”. A good relationship encourages customer satisfaction which is crucial in today’s economy. This seminar provides strategies for building strong “customer” relationships in order to provide outstanding customer service.

*Ceridian LifeWorks*

**Categories:** Community Building, Employee Engagement

### **HR: Supporting our MCC Workforce**

**CSI-LC101**

Join the MCC Human Resources Department as they walk you through how they support the College mission and workforce. Bring your questions for the question and answer session.

*Kim McMahon, Assistant Director – HR; Darcy Orellana, Assistant Director of HR/AAO; Julie Kelley, Staff Assistant- HR; Yinelle Casado, Staff Assistant- HR; Idania Coa Cepeda, Clerk – HR*

#### **Learning Outcomes:**

- Participants will understand the scope of services provided by Human Resources.

**Categories:** Employee Engagement

### **Peer Mentors in the FYE Seminar Classrooms: A Model for Student Success**

**CSI-LC111**

Peer mentors are playing an important role in MCC’s First-Year Experience Seminars. Recognized as a High-Impact Practice, peer mentors in the classroom add another level of support to the First-Year Experience Seminars, and have the potential of helping to close the achievement gap. Peer mentors have helped guide students through the college experience offering an array of academic, social and personal support during their critical, first year at the college. Join our FYE faculty and peer mentors to learn more about the collaborative and cooperative activities/experiences in which our peer mentors and FYE students are involved.

*Jo Mucci, Director-First Year Experience & Student Success & Faculty and Peer Mentors*

#### **Learning Outcomes:**

- Participants will learn how peer mentors are providing support to students in the FYE Seminars. They will learn how this peer classroom model helps both the peer mentors and the FYE students.
- Participants will learn how peer mentors are playing a role in helping to close the achievement gap. They will learn how the engagement activities have been incorporated and become an important part of the seminar.

**Categories:** Inclusive Pedagogies

**Enhancing Positivity in Yourself and Incorporating it Into Your Curriculum****CSII-LF203**

Are you interested in boosting the level of positivity in yourself and your students? This workshop focuses on exactly that. First, we will use a scientific survey to identify our Signature Strengths. Using one's Signature Strengths at work and at home is a proven method of boosting positivity and well-being. Then, we will examine a list of highly effective Positive Psychology practices that can be easily inserted into any course to enhance the well-being and positivity levels of our students.

*Jill Keller, Professor of English*

**Learning Outcomes:**

- Participants will be able to complete a survey to help them identify their Signature Strengths.
- Participants will be able to incorporate Positive Psychology practices into the classroom.

**Categories:** Inclusive Pedagogies:

**Equity and Inclusion: Creating and Sustaining a Welcoming Environment for LGBTQ Students and Employees****CSII-LC101**

A representative panel of LGBTQ faculty, staff, administrators and students will share their experiences at MCC. This session will include an interactive brainstorming session for ways we, as a community, can demonstrate and foster a more welcoming environment for our LGBTQ students and employees.

*Philip Sisson, Provost & Vice President of Academic & Student Affairs; Carina Self, Asst. Dean of Social Science & Service Learning; Karen Oster, Faculty Chair-Performing Arts; Scott Cahill, Graphic Designer, Marketing Communications; William Higson, MCC Performing Arts Student; Max Hallsett, Lowell Academic Advisor*

**Learning Outcomes:**

- Participants will learn strategies for fostering a more welcoming environment for LGBTQ students and employees.

**Categories:** Power of Stories

**Supporting the Success of All Students through Learning Communities (Part II)****CSII-LC103**

How can community colleges foster successful learning environments for a diverse student population? How can we utilize the wisdom of mentors to help new students make a successful transition to college? How can we engage in meaningful collaboration between academic affairs and student affairs? How can we support and challenge faculty to pioneer creative approaches to teaching and learning?

In the second part of the workshop, these concepts will come to life as participants become students in a Learning Community classroom. This experience will serve as a framework for reimagining inclusive teaching and learning built on a foundation of student learning outcomes.

*Liya Escalera-Kelley, Director of Learning Communities, Bunker Hill Community College & BHCC faculty*

**Learning Outcomes:**

- Participants will learn about BHCC Learning Community pedagogy and practice and will use this model as a framework for brainstorming learning communities on their own campus.
- Participants will learn what it is like to become a student in a learning community classroom.

**Categories:** Community Building, Inclusive Pedagogies, Power of Stories, Intercultural Conversations, Employee Engagement

**Student Access and Services: Navigating Challenging Conversations****CSII-LC102**

A panel discussion that discusses College policies, laws and regulations that are relevant when talking with students about difficult subjects (finances, disabilities, sensitive issues and immigration status) and how can we best to navigate those conversations.

*Alisa Chapman, Director of Compliance; Susan Woods, Associate Dean, Student Support Services;*

*Maria Campechano, Associate Director-Student Accounts Office; Patricia Bruno, Associate Dean-Academic Career Transfer Advising; Patricia Demaras, Assistant Dean of International and Multicultural Affairs*

**Learning Outcomes:**

- Participants will learn different strategies for engaging in challenging conversations around finances, disabilities, sensitive issues and immigration status.
- Participants will inclusive conversation strategies during a case study.

**Categories:** Intercultural Conversations, Employee Engagement

**From Data to Changes to Data to More Changes: Inclusive Pedagogy at Bridgewater State University**

**CSII-LC104**

Through a number of grant initiatives, faculty at Bridgewater State University has adopted inclusive pedagogical practices that promote student retention and success, particularly in science and math disciplines. This presentation will focus on how looking at data inspired faculty to make changes, what was done to improve student success, and how Bridgewater continues to use data in promoting institutional change.

*Thomas Kling, Professor of Physics (Bridgewater State University)*

**Learning Outcomes:**

- Participants will learn about peer-led learning, inquiry-based learning, small group work in science and math.
- Participants will learn about using data and assessment to promote a culture of inclusive pedagogy.

**Categories:** Inclusive Pedagogies

**Closing the Gap at MCC: Meet the Achievement Coaches**

**CSII-LF214**

The new Achievement Coaches want to hear from you! There will be introductions and round table discussion about this student success initiative. Join the new Achievement Coaches as we define the role and determine the needs at MCC to close the Achievement Gap.

*Lonnie Armstrong, Achievement Coach & Melissa Welch, Achievement Coach*

**Learning Outcomes:**

- Participants will acquire a understanding of the role of the Achievement Coaches.
- Participants will learn how they can be actively involved in closing the achievement gap.

**Categories:** Inclusive Pedagogies

**Using Social Media to Reach Diverse Populations**

**CSII-LC115**

Using social media effectively can be tricky. Your goal should not be to add as many “Likes” or “+1s.” Your goal should be engagement. You want to BUILD A COMMUNITY. This community will engage when they are inspired and when they connect to your page. Facebook, Google+, Twitter and the rest of them offer ways to connect with your audience. Join us to learn tips to engage and develop your community.

*Jennifer Aradhya, Director of Marketing Communications & Tura Linderholm, Communications Specialist/Writer - Marketing Communications*

**Learning Outcomes:**

- Participants will learn how to use social media to create opportunities for meaningful engagement.
- Participants will understand the different social media platforms and their usage in building community in and out of the classroom.

**Categories:** Inclusive Pedagogies

**The Philosophers’ Club Model as a Culturally Responsive Approach**

**CSII-LC118**

Based on an alternative education model that has been implemented in Cleveland OH and Charlottesville VA, this session will highlight the Philosophers' Club as a case for utilizing philosophical inquiry in diverse educational environments. Participants will learn more about the Philosophers' Club model as an approach that is transferable among curricular, co-curricular, and professional development environments, and as one that supports the goals of culturally responsive teaching and learning. The session will include examples from the Philosophers' Club that have been used in education settings, and resources for implementation of the Philosophers' Club model

*Loren Intolubbe-Chmil, Director of International & Intercultural Engagement for the BRIDGE Center, (Johnson & Wales University)*

**Learning Outcomes:**

- Participants will be able to identify the characteristics that reflect culturally responsive educational environments, and develop/enhance goals for engagement in culturally responsive teaching and learning environments.
- Participants will develop greater awareness of and strategies for reflexive practice and philosophical inquiry in a variety of education contexts, as approaches in creating and sustaining culturally responsive and inclusive environments.

**Categories:** Community Building, Power of Stories

**Social Justice in Service-Learning: A Project-Based Model**

**CSII-LC110**

In this workshop we will demonstrate the steps and best practices MCC has created for project-based service-learning in the curriculum. We will discuss how an intentional link is formed between faculty and the community partner thus creating an independent relationship that fosters student learning and community engagement. Additionally, we will share the results of a survey that was taken in four Introduction to criminal justice courses and show how project-based service-learning impacted student interest in the curriculum, their understanding of the role of public service agencies, and their personal and professional accomplishments. Attendees will examine strategies on how to include project-based service-learning in their syllabus, implement it during the semester, and assess it for student learning.

*Cynthia Lynch, Director-Service Learning & Ronald Brevard, Assistant Professor of Criminal Justice*

**Learning Outcomes:**

- Participants will become familiar with the steps and best practices the Service-Learning department at Middlesex Community College has created for integrating project-based service-learning in the curriculum.
- Participants will learn, through analyzing recent survey data, how the pedagogy of service-learning impacts student learning, civic engagement skills, and personal and professional development.

**Categories:** Inclusive Pedagogies

**Finding your Inner Mentor—How to Mentor like a TRIO Advisor**

**CSII-LC114**

Everyone teaches, Everyone learns, Everyone MENTORS. Whether you have a minute or more, you too can be a mentor in your current role at MCC! Learn first-hand from TRIO Advisors how to develop informal student mentoring relationships as an effective tool to reduce achievement gaps.

*Joanne Jaber Gauvin, Advisor - TRiO/Student Success Program and Faithe MacElliott, Learning Specialist, TRiO/Program for Student Achievement*

**Learning Outcomes:**

- Participants will identify and practice mentoring strategies to support student interactions including underrepresented students from minority backgrounds.
- Participants will gain access to proven TRIO tools that support healthy mentoring.

**Categories:** Community Building

**Strategically Speaking - Connect Your Role to Our Mission**

**CSII-LF213**

How does your role at MCC connect to your department mission, the college mission and ultimately to strategic planning? Join us to explore how each individual role connects to our mission and plays a critical part in the strategic planning process at the college.

*Paula Pitcher, Vice President, Enrollment Services Research Planning & Darcy Orellana, Assistant Director of HR/AAO*

**Learning Outcomes:**

- Participants will articulate how their individual role and their department mission connect to the MCC mission.
- Participants will learn how mission and strategic planning are connected.

**Categories:** Community Building, Employee Engagement

**Creating a Safe Space: Public Safety**

**CSII-LF206**

Research shows that students and staff that feel safe in an institution are happier and more engaged. How do we create a campus climate where all individuals feel personally safe, listened to, and treated fairly and with respect? In this session participants will learn best safety practices.

*Patrick Cook, Executive Director-Public Affairs & Tom Hickey, Lowell Safety Officer*

**Learning Outcomes:**

- Participants will learn best practices for personal safety.
- Participants will learn how MCC enacts institutional safety.

**Categories:** Community Building, Employee Engagement

**Otherwise Engaged: Employer partners describe how they engage their employees**

**CSII-LF220**

A panel discussion where participants will hear directly from our employer partners about what they do to engage their employees. The Corporate Education and Training team will facilitate a conversation around what employers need and how they support their employee's professional goals. Companies compete for talent and expertise even in a down economy. Hear how they involve their employees and retain their workforce.

*Judy Burke, Dean of Corporate, Community Education & Training; Lisa Tuzzolo, Program Manager-Business and Industry; Cherie Comeau, Administrative Staff Program Manager - Business and Industry*

**Learning Outcomes:**

- Participants will gain a better understanding of what our employer partners need and are looking for from their workforce.
- Participants will gain a better understanding of what our students can expect from our employer partners when our students enter the workforce.
- Participants will gain a sense of what employers are doing about community engagement.

**Categories:** Employee Engagement

**Positively Promoting Success for 1st Generation, Students of Color**

**CSII-LC111**

Join Willy Ramirez, the College Transition Specialist, to discuss strategies to engage first generation, students of color. Learn about best practices that have positively impacted student success and retention via the College Access grant project.

*Willy Ramirez, College Support Transition SPC, Lowell Campus Mgrs. Office*

**Learning Outcomes:**

- Participants will learn strategies to promote student success and retention for students of color.

**Categories:** Community Building, Employee Engagement

**Financial Resources for Students**

**CSII-LF219**

This presentation will cover the main resources that are available to assist students financially with the responsibility of funding their college education.

*Robert Baumel, Director of Financial Aid & Kathleen O'Neill, Director, Single Stop Program (Bunker Hill)*

**Learning Outcomes:**

- Participants will become familiar with resources for students seeking to fund their college education.

**Categories:** Employee Engagement

**Formula Funding 101****CSII-LC112**

Community colleges play a vital role in educating and preparing students for careers in Massachusetts. Learn about the Massachusetts community college performance-based funding formula and the factors, including the success of at-risk students that impact the formula. How might this play out at MCC?

*Jay Linnehan, Executive VP, Administration & Finance & Gina Spaziani, Assistant VP for Administration and Finance*

**Learning Outcomes:**

- Participants will become familiar with the Massachusetts Community College Performance-Based Funding Model.
- Participants will be able to articulate how student success is a factor in the formula.

**Categories:** Community Building, Employee Engagement

**Inner Resources and the Power of Stories****CSII-LF204**

Stories are how we make sense of the world around us. They give us a sense of history and community. The stories shared at the Inner Resources Series are powerful teaching tools that promote inclusion and cross-cultural learning. Join us to learn more about Inner Resources and possible ways to use the video clips and pedagogical prompts in your classes.

*Dona Cady, Dean of International Education*

**Learning Outcomes:**

- Participants will learn about the Inner Resources Series and how it promotes inclusive practices.

**Categories:** Power of Stories

**Changes Coming to Blackboard: Using New Blackboard Tools to Create a More Robust Classroom Community****CSII-LF205**

To familiarize the faculty with the changes that will be happening to the Blackboard interface with the Service Pack upgrade that will come at the end of the semester.

*Nancy Nessel Curl, Manager of E-Learning*

**Learning Outcomes:**

- Participants will be able to explain what changes will be occurring in Blackboard.
- Participants will be able to identify when these changes will be taking place.

**Categories:** Community Building, Inclusive Pedagogies

**Catch a Waiver: Learning about Tuition Waivers****CSII-LC113**

As employees of the Commonwealth of Massachusetts, there are numerous opportunities for you to actively participate in learning and development on-campus. Through MCC's Community Education and Training division there are multiple courses that are beneficial for the vast majority of employees – often eligible for tuition waivers. Come to this interactive session to learn how you can give back to the community, and grow and develop professionally!

*Marci Barnes, Program Manager, Community Education & Training & Sheila Morin, Program Manager, Community Education & Training*

**Learning Outcomes:**

- Participants will gain a better understanding of resources available on-campus for professional development through Community Education and Training.
- Participants will gain a better understanding of the Commonwealth of Mass. Tuition waiver system as it relates to non-credit education.

- Participants will gain a better understanding of how their expertise can be offered to noncredit on-campus programming through Community Education.

**Categories:** Employee Engagement

**2:30 – 4:00 p.m. Division, Department and Area Meetings**

**Academic Student Affairs**

<b>Technology Center Department</b>	<b>LC 103</b>
<b>Business, Education and Public Service</b>	<b>LF310/Court Room</b>
<b>Corporate and Community Education and Training</b>	<b>Dean Burke's Office 5<sup>th</sup> Floor City Campus</b>
<b>Health/STEM</b> Dental (DH, DA, DLT); Health (AHP, Med. Assisting, DMS, RAD Tech; Math; Science; Nursing; Technology and Engineering (CAD, CS, IT, Engineering, CSNT, EUT)	<b>Lower Café</b>
<b>Humanities and Social Science</b> Social Sciences and Behavioral Sciences; Visual and Performing Arts/Communications; English/Humanities; Reading/ELL	<b>Upper Café</b>
<b>Library</b>	<b>Kerouac Room</b>
<b>Student Affairs</b>	<b>Assembly Room</b>
<b>Academic, Career and Transfer Advising</b>	<b>LC302</b>

**Enrollment Services**

<b>Enrollment, Admissions, Enrollment Communications, and Institutional Research</b>	<b>LC101 &amp; 102</b>
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## All-College Spring Professional Day

**THE OFFICE OF PROFESSIONAL AND INSTRUCTIONAL DEVELOPMENT THANKS:**

**Keynote Speaker:**

**Dr. Becky Packard**, , Associate Dean of Faculty; Professor of Psychology and Education

**Guest Presenters:**

- **Lloyd Sheldon Johnson**, Professor of Behavioral Sciences, Bunker Hill Community College
- **Liya Escalera-Kelley**, Director of Learning Communities, Bunker Hill Community College & other BHCC faculty
- **Loren Intolubbe-Chmil**, Director of International & Intercultural Engagement for the BRIDGE Center, (Johnson & Wales University)
- **Thomas Kling**, Professor of Physics (Bridgewater State University)
- **Kathleen O'Neill**, Director, Single Stop Program (Bunker Hill)
- Representative from: **Ceridian LifeWorks**

**The many Student Performers and Student Assistants for their participation.**

**Ellen Ricca**, Web Application Support Manager, for facilitating the online posting of the Professional Day Program and advance registration.

**All faculty and staff** who presented workshops (*See the program sessions for names*)

**UMASS Inn & Conference Center Staff**

**Professional Day Committee Members** for their assistance in planning the program.

**Gail Desrochers** and **Phyllis Worth** for staff support.