

# Section 1 and 3 - Analysis of Unit PIE & Updates on Goals



## PIE - Professional & Organizational Development Manager

**2018-19**

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**Division Mission Statement:** POD is committed to improving the success of students and promoting excellence in employee performance through collegially planned, high-impact, outcome-driven learning opportunities that support the college's mission and strategic goals.

- Employees will be provided with meaningful, relevant, and ongoing opportunities for professional growth that contribute to a vibrant workforce
- All employees share a collective responsibility for student learning and will be supported in developing and implementing new and effective approaches to achieving student success
- Learning activities will use adult learning principles, be grounded in contemporary learning theory and emphasize best practices in higher education professional learning
- A wide variety of collegially planned learning opportunities that are aligned with the Mt. SAC mission, strategic goals, and the personal professional development goals of employees will be provided
- Professional learning planning will reflect the learning needs of employees within the institution and be as dynamic as possible in responding to those needs
- Achievement in professional learning will be recognized and celebrated
- Professional learning designs will be diverse, research-based, and have an emphasis on the active engagement of employees
- Professional learning will take place within a culture of collaboration in which employees have opportunities to work together
- Participants will experience learning outcome-based program design and assessments in professional development activities

**Summary of Notable Achievements:** 1. POD actively collaborated with programs, committees, and departments across the campus to provide 746 individual professional learning activities for employees, a 62% increase in offerings over the last 3-years.

2. The POD LOFT (Learning Opportunities for Transformation) space for employee professional learning, hosted 207 workshops and employee activities during the 2018-19 academic year.

3. The Magic Mountie Podcast was created to provide greater access of Mt. SAC employees to professional learning topics, including an exploration of how to improve the success of students from designated campus equity populations. 53 Episodes have been produced with a total of 5,861 unique downloads.

4. The Professional Learning Team, supported by POD, presented the innovative Magic Mountie podcast, at the Strengthening Student Success Conference and the 4CSD Conference.

5. With support from POD, The VOICES Committee implemented two new employee recognition programs in 2018-19, "High 5" and "Light in the Night". 86 employees were recognized by their colleagues and sent a "Shout Out" in appreciation of their excellent work.

6. POD expanded its collaborative role in supporting 23 new faculty (New Faculty Seminar) and 39 classified staff (New Employee Welcome), in an onboarding experience focused on the role of employees in supporting student achievement. Additionally, POD worked with Human Resources to provide 170 adjunct faculty with onboarding as well as training to support their applications for full-time faculty positions. 100% of Classified staff who attended New Employee Welcome and completed a survey reported

they had a better understanding of Mt. SAC's culture, values, and its diversity. Additionally, 100% indicated an increased understanding of campus resources and increased confidence in referring students to them.

7. POD partnered with Guided Pathways to institute a Faculty Focus Retreat in which 30 faculty from across the college engaged in dialogue and planning with other colleagues about Guided Pathways pedagogy.

8. Through ongoing collaboration with MPDC and Management Steering monthly professional learning opportunities for managers is offered with an average attendance of 85 managers per month, with 93% of managers reporting that the content has been of value to them.

9. In collaboration with the Professional Development Council, POD supported the participation of 164 classified, faculty, and management employees in off-campus professional learning opportunities.

10. POD co-sponsored Kimberly Papillon in presenting the Neuroscience of Decision-making at four sessions in 2018-19 with a focus on addressing the topics of unconscious bias and equity in hiring practices. 386 staff, faculty, and managers attended these sessions.

11. A diverse team of Mt. SAC faculty and managers were supported in attending an Institute on the Anatomy of a Transformative Course. The result of this work is ongoing workshops for faculty titled, "Transformative Change: The Equity Centered Syllabus" which engages faculty with the use of the syllabus as a tool for creating an equity-minded classroom.

12. In February 2019 POD co-presented with MPDC, Management Steering, and Human Resources at the annual ACCCA conference on the topic, "Building a Balanced Management Culture"

**Closing the Loop - Analysis of Progress on College Goals:** 2018-19 was a year of growth for POD, with a focus on targeted program growth to meet professional learning needs of each employee group (Faculty, classified, and managers).

Through use of needs assessments and collaboration with professional development committees, training was developed in alignment with data and college initiatives.

The work over the last three years to build POD infrastructure has resulted in strong relationships with employee constituency groups, and a reinvigorated culture of learning for employees at Mt. SAC. In 2018-19 requests for POD collaboration in professional learning efforts across the college increased significantly and included partnerships with Guided Pathways, Information Technology, Human Resources, Presentation Services, Faculty Center for Learning Technology, Emergency Preparedness, the Developmental Education Study Team, and many others.

The Professional Learning Team implementation and assessment of Equity outcomes in the New Faculty Seminar, New Employee Welcome, Leading for Equity events, Inspired Teaching workshops, and Emotional Intelligence for Diversity, has resulted in qualitative data linking employee professional learning experiences to participant reported actions to close student achievement gaps and actively support student access and success.

The development of the Magic Mountie Podcast has created a new point of access for employees to explore resources for improving student success.

**External and Internal Conditions Analysis:** Professional development activities are integrated into many grants and college initiatives. Over the last three years there has been increased collaboration with POD to support these efforts.

In 2018-19 requests for POD collaboration in professional learning efforts across the college increased significantly and included partnerships with Basic Skills, Guided Pathways, Information Technology, Human Resources, Presentation Services, Faculty Center for Learning Technology, Emergency Preparedness, Risk Management, the Developmental Education Study Team, various instructional departments, and many others.

On July 1st POD was moved from the Instructional unit to Human Resources. As part of this transition, POD and HR have made efforts to ensure communication channels with other units remain open so that specialized professional learning needs can continue to be met.

The current POD Database Application does not have the functionality to track professional development activities in relationship to approved contractual professional growth credit as established through CSEA contracts 262 and 651.

Additionally, the currently system reporting features and calendar are not adequate to meet the current needs of the department. In November 2019 POD will launch "POD Connect", a new online database and registration system that is part of

the California Chancellors Office Vision for Success Network. POD was fortunate to be chosen to be in the first cohort to engage in this statewide implementation. This new learning management system uses Cornerstone software and will integrate local professional learning with online providers such as Skillsoft and Lynda.com. Support for the integration will be provided by Information Technology.

The growth of POD programs is outpacing the POD office suite functionality. POD supported training activities that exceed participation of 20 must be held in other campus facilities that have limited availability. A larger, flexible space for participant training is essential for POD to meet professional learning needs. The POD LOFT, once renovated, will be able to meet these needs. Planned renovations will begin in Winter 2020, with a plan that all POD Offices will be moved to the LOFT.

Workload increases with program growth has put a tremendous strain on the current POD staff. In 2018-19 POD supported 746 individual workshops/events, a 62% increase over the last three years. An Assistant Director and Instructional Designer are needed to continue growth in development of new programs, increase collaboration with professional learning across the college, as well as sustain the quality of programs and services currently offered.

Active participation by employees on PDC, CPDC, and MPDC has been a tremendous asset in the growth of programs for each constituency group and the success of POD events. In fall 2019 FPDC became an Academic Senate Council. A collaborative relationship between FPDC with PDC has been established.

CSEA 262 and 651 collective bargaining agreement language for Professional Growth Credits makes it difficult for classified staff who work full-time to take advantage of this benefit. However, with the receipt of 2018-19 Professional Development for Classified Community College Employees Funds, increased opportunities to provide specialized professional learning for classified staff will be possible. POD will partner with CSEA and Human Resources to assist with development of programs aligned with Chancellor Office funding guidelines. There is currently no designated classified professional development representative to lead targeted learning for classified staff, all work is coordinated by POD in collaboration with the Classified Professional Development Committee which is comprised of volunteers. There is a need for a classified full-time release coordinator to lead professional development efforts on behalf of the classified units.

POD's use of employee experts as resources for providing subject matter programs is essential to POD functions. Changes in the faculty contract now provide adjunct faculty with 6 hours of paid professional growth each year. POD will work with the Faculty Association and the Office of Instruction to assist with implementation of this new incentive for participation of these faculty in professional learning opportunities.

**Program Planning (Equity, Retention and Success):** POD program planning and development continues to be highly dependent upon utilization of funding resources beyond the POD department budget. Collaboration with college programs, committees, grants, and initiatives is a continuous focus in POD planning to leverage collegewide fiscal and human resources in support of student learning. SEAP funds have been a critical source of program development for POD over the last three years. As this funding source changes, POD will be seeking new resources to continue essential equity related work with all college employees.

The need for training facilities for 100+ participants as well as space for faculty and staff collaboration has been identified through planning dialogue. While the POD LOFT is filling the immediate need, the use of future facilities in the new student center will allow for the department to host full scale conferences.

**Analysis of Division's Plans, Activities, Resources and Critical Decisions:** POD plans and activities are focused on providing professional development opportunities consistent with assessment results identifying both common and unique learning needs of faculty, managers, and classified staff. While targeted professional learning for each constituency in specialized areas is needed, there is significant value in learning activities that create a community and culture of learning across all employee groups. Emphasis on development of joint learning opportunities will be a focus in 2019-20.

Faculty professional development activities are currently being planned by the Faculty Professional Development Coordinator, the Professional Learning Team, the FLEX Day Taskforce, and the Faculty Learning Activities Team. In Spring 2019 the Faculty Professional Development Coordinator, who also led the Professional Learning Team, left the college. This created a gap in faculty professional development leadership for a short time and a realization that engagement of more than one faculty lead was preferable.

New faculty leaders have emerged who are focusing 2019-20 efforts on advancement of student access and achievement through pedagogy development. In collaboration with Guided Pathways faculty, programming is emphasizing support for new faculty, creation of resources for adjunct faculty, and of development of workshops incorporating research and tools for active engagement of students in their learning. Programming for faculty professional learning continues to be dependent upon use of SEAP and Guided Pathways resources. New partnerships with Career Education departments in the use of Perkins funding will expand pedagogy development for faculty. Additionally, an application for a collegewide Title V grant with an emphasis on

professional development is being submitted.

Manager professional development continues to have a dual focus on implementation of consistent operational training opportunities balanced with leadership skills development. MPDC's initiation of monthly manager training meetings has increased communication among management staff, provided opportunities for "silo busting", and assisted with consistent implementation of college processes. The manager team has increased over the last four years while dedicated funding to support manager training has remained stagnant. In order to augment retreat funds, MPDC successfully lobbied for the utilization of unused manager conference and travel funds to meet these needs. This change will support the supplemental costs of the annual management retreat as well as provide resources to fund and institutionalize a management onboarding program.

POD activities in support of Classified professional development focus on collaboration with CPDC to implement CSEA 262 and 651 contract elements including Professional Growth Credit, New Employee Welcome, and Classified Professional Development Day. In 2018-19 specialized training for classified staff included leadership development, and interpersonal skills development. The receipt of Professional Development for Classified Community College Employees Funds, will increase opportunities to provide specialized professional learning for classified staff in the coming year. POD is waiting for CSEA to mutually agree with the district on the process for utilizing this funding. Growth of classified professional development opportunities is an area of emphasis.

A significant number of POD plans and activities support professional learning and Mt.SAC overall organizational development. Through ongoing, targeted, department and committee collaboration POD activities support employee engagement and recognition (VOICES), campus safety, technology skill development, equity outcomes, leadership development, personal wellness, and effective engagement with peers through knowledge of emotional intelligence for diversity.

Effective use of POD conference and travel funding is facilitated through the Professional Development Council (PDC). Communication of criteria for use of this resource will be a focus in 2019-20.

POD must continue to engage in program improvement by evaluating the effectiveness of professional development program outcomes through use of assessment tools such as Qualtrics as well as new survey tools which will be available through POD Connect. Successful implementation of POD Connect is critical to daily POD department functions and will also enhance data collection capabilities.

Equity and access to professional learning opportunities for employees is aligned with the mission of the college. Professional development learning platforms have evolved from a traditional face-to-face model to include use of technology to support just-in-time, self-paced learning through online workshops, hybrid classes, and podcasts. Through the new Cornerstone "POD Connect" learning management system will be able to offer employee learning in these new formats. Specialized and technical support is needed for the development and design of coursework and curriculum in Canvas, eLearning module development, podcast production, and other online learning formats. This alternate mode of delivery is especially critical for use by classified staff and adjunct faculty who often have less flexibility in their daily schedule for engagement with professional learning.

Access to larger professional learning facilities, ongoing dedicated funding for professional learning activities, and hiring of additional staffing are critical to sustain the vitality of POD.