



Jess Wilkie and  
Renee Dimino  
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# Engaging Full and Part Time Faculty in Guided Pathways



- Use your video if you are able.
- Mute yourself.
- Be present.
- Use the Chat for questions.
- This session is being recorded and will be sent out as soon as possible.
- Grab paper and a pen.



# Welcome and Introductions

Renee Dimino, SUNY Guided Pathways Project Director, Associate Professor, Transitional Studies & COS Adjunct Coordinator, Monroe Community College

Jess Wilkie, SUNY Guided Pathways Lead Coach, Director of Guided Pathways, Community College of Rhode Island



# Goals for this Session



1

**Discuss the faculty role in all four pillars of Guided Pathways.**

2

**Identify strategies to engage and empower faculty in Guided Pathways.**

3

**Develop ideas for an action plan for faculty engagement in Guided Pathways.**

*Think  
and  
Write*



How do you  
engage and  
empower faculty  
in your Guided  
Pathways work?

# Characteristics of Meaningful Engagement



## Early

- Begin by listening to front-line faculty and staff.
- Be clear about which decisions have been made already, and about where there is room for collaborative design.

## Often

- Engage faculty for mid- course corrections, ongoing input, and enduring co-ownership.

## Authentic

- Lead with [questions](#) and take an asset-based approach when faculty and staff raise concerns.
- Err on the side of transparency.
- Follow up and follow through.
- Coordinate efforts, from top to bottom.

# Guided Pathways Pillars

- Clarifying the Path
- Helping Students Choose a Path
- Helping Students Stay on a Path
- Ensuring Learning

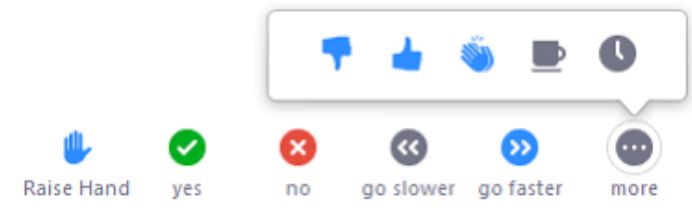
# Clarifying the Path



Determine Career Clusters (Career Communities / Schools / Meta-majors)



Collaborate to Develop Program Maps





# Helping Students Choose a Path

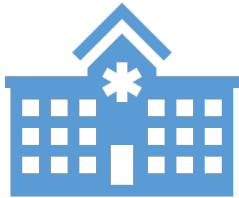


Incorporating Career  
Exploration into Curriculum



Advising

# Incorporating Career into Content Courses



First-Year Seminar



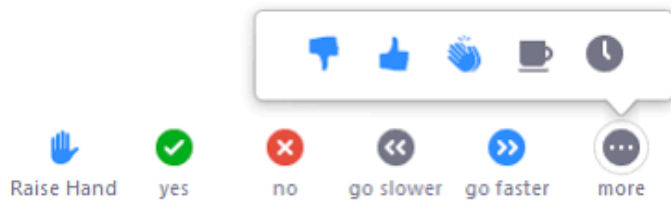
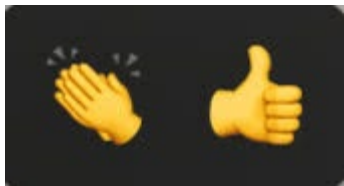
Infusing in Content  
Courses



Experiential Learning

# Advising

Holistic versus  
transactional  
advisement



# Helping Students Stay on the Path

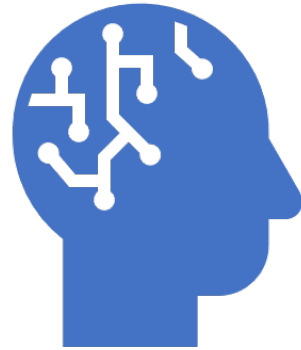


Academic Challenges



Non-Academic Challenges

# Academic Challenges



Preventive and Early Actions



Course Design and Academic Support

# Helping Students with Non-Academic Challenges



REFER TO RESOURCES



BUILD RESILIENCE

# Ensuring Students are Learning



Assessment

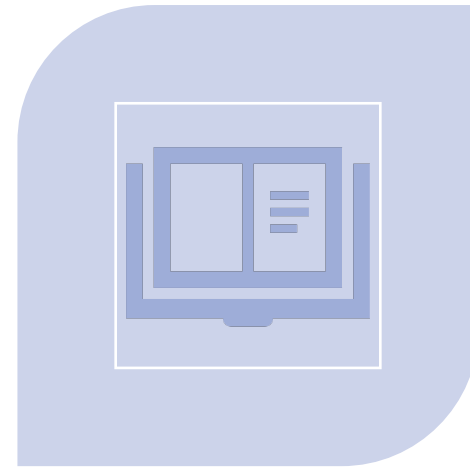


Course Design

# Assessment



**PROGRAM**



**COURSE**





# Inviting Faculty to the Table

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Using  
annotation or  
chat indicate  
three (3) top  
challenges.



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Barrier
Misaligned Leadership
Lack of Authenticity
Initiative Fatigue
Resistance to Mandates
Fear of Change
Ineffective Communication
Incentive Gaps

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What are possible ways to overcome these barriers?

# Common Barriers



Barrier	Strategy
Misaligned Leadership	Assess leadership messaging and align internally first
Lack of Authenticity	Practice the three tenets of meaningful engagement
Initiative Fatigue	Connect the dots between change initiatives
Resistance to Mandates	Create opportunities for collaborative design
Fear of Change	Understand sources of resistance; find or create new win-wins
Ineffective Communication	Make communication continuous, skillful and respectful
Incentive Gaps	Consider disciplinary expectations relative to institutional incentives



# Timing is Everything

## Year 1

- Making the case
- Review current practices looking for ways to increase student success
- Collaborate with advisors and student services

## Year 2

- Engaging faculty in collaboration with advisors to map out programs
- Consider advising, monitoring student progress, student supports including co-reqs
- Professional development on guided pathways and any technology



# Timing is Everything

## Year 3

- Large scale implementation of program maps and redesigned intake and advising process

## Year 4 and 5

- Establish process for reviewing and continuing to improve the effectiveness of guided pathways at the college
- Increase engagement through professional development, training, and broad-based communication should continue in years 4, 5, and beyond.

A group of people are gathered in a meeting room with large windows overlooking a green landscape. A woman in a yellow top is standing and talking to a man with a beard and glasses. Other people are seated around a table, some looking towards the standing woman. The room has a modern feel with large glass panels.

# Faculty as Leaders





# Five Step Process



- 1. Exercise leadership that inspires**
- 2. Create both a culture of evidence and a culture of engagement**
- 3. Provide the resources, incentives and recognition for full-time and adjunct faculty**
- 4. Institutionalize expectations and opportunities for continuous engagement**
- 5. Work to span silos and nurture a college culture that is inquiry-based, collaborative and transparent**

# Engagement Strategies



- Surveys
- Data summits
- Campus conversations
- Adjunct/full time dialogues
- Student/faculty dialogues

Report and make use of the information gained





Equity Infused Throughout

# Prioritizing Guided Pathways

Job Descriptions

Re-appointment,  
Tenure, and  
Promotion  
Processes

Release time or  
stipends

Awards/celebrations

Perks-scheduling

# Professional Development

It's about  
supporting  
faculty and  
staff!





# Teaching and Learning Centers

# Action Planning



IDEA



PLAN



ACTION



# Lessons Learned



- There is no such thing as “enough” when it comes to communication about guided pathways work
- There will always be more questions, or new people asking old questions. This is NOT a sign of failure. It is opportunity for deeper engagement!
- It can be challenging for faculty (and others) to see where “they” exist in an institution’s guided pathways work
- Celebration of success (no matter how small) really is important
- Plan for engagement!



## Further Resources

- <https://www.pathwaysresources.org/toolkits/engagement-toolkit/>
- <https://files.eric.ed.gov/fulltext/ED562051.pdf>
- <https://www.scholarlyteaching.org/guided-pathways>
- <http://ncii-improve.com/advancing-equity-through-pathways/>

# Jamboard Captures

**How do you engage and empower faculty in your Guided Pathways work?**

Make sure there is faculty representation at each institute

Biweekly open meetings with GP leaders.

Have sessions at our first meetings of the academic year.

Ensure faculty are informed of the goals and outcomes of implementing Guided Pathways.

Make it a priority at all gatherings.

provide professional development that faculty identify as needed to empower their engagement in the process

Allow everyone to have a voice in the process.

Ask faculty to share their insights and perspective on student success

Have faculty lead working groups

Provide agency in the process, valuing their expertise and commitment to student success

needs to be done with more regularity

Educate faculty on what it is and how it helps students. Involve faculty in the work -- especially in the program mapping.

We have a professional development day each fall and spring and we always included Guided Pathways sessions.

Involve faculty in the work. Provide workshops and opp to learn what it is. Have them lead academic program mapping efforts

Faculty participate in committees that are working on the Guided Pathway development process. All are made to feel their input is valued

Constant Communication-- provide information about GP in person and create a webpage dedicated to GP.

We engage faculty (FT & PT) in guided pathways work using professional development opportunities (reading circles, presentations, etc.)

**Celebrate successes!**

Welcome feedback. Acknowledge that Guided Pathways is based on best practices that many are already utilizing when working with students

limited group is building concept on campus

Post-assembly workshops to introduce and understand GP

TRANSPARENCY, COHORT GROUP MEETINGS

Faculty have begun having meetings in their "Academic Communities" to plan curricular changes.

Provide faculty development training

At Nassau we are still at the beginning of the GP process. Chairpersons have been thinking of curriculum mapping (CM) and also of getting small teams of faculty to help with the CM.

Advising redesign steering committee and professional development

# Combating Initiative Fatigue

**Include FUN in GP meetings!**

**Identify top 3 priorities and ditch the rest!**

**Take a deep breath... and PICK ONE thing**

**highlight / DEMONSTRATE success**

**Take something off the plate**

**share best practices and successes**

**mandate accountability**

**Identify ways that initiative overlap and support each other.**

**finding staff who are early adopters**

**show how all of the initiatives work together as a whole. We get tired because it feels like one thing after another, but it's all really part of a web of initiatives that work together for student success. Also, celebrate progress.**

# Combating Misaligned Leadership

**Make this a  
priority and  
put resources  
towards it.**

**Redesigning the  
home team and  
making everyone's  
role transparent to  
the college  
community. Asking  
for cooperation and  
recommendations.**

**clearly identify roles  
and responsibilities**

# Combating Fear of Change

identify and  
organize  
"influencers"

Having a clear and  
open process for  
initiative fatigue  
some of the layoffs  
is definitely have an  
impact

Making the  
expected end  
results known to  
the community.  
Taking away  
misinformation and  
providing timelines  
that will end  
speculation.

Information is  
power ...ensure  
faculty are part of  
decisions and how  
decisions are  
implemented

influencers

Break it down  
to smaller  
digestible  
pieces