

De Anza Guided Pathways Work Teams

Call to Apply

The Guided Pathways leadership team is seeking classified professionals, faculty, and administrators to serve on various Guided Pathways Work Teams. Applicants may apply to multiple teams although the Guided Pathways leadership team will make every effort to select a wide range of people to fill the positions.

PROJECT OVERVIEW

In Phase II of Guided Pathways, the campus focused on curricular and programmatic initiatives such as program mapping, transfer pattern mapping, and creation of meta-majors. Now, in Phase III of Guided Pathways we will create the following teams:

- **INTERSEGMENTAL TEAMS:** The Intersegmental Teams, especially involving Math, English, and ESL faculty, will partner with discipline faculty at local high schools and adult education centers to devise strategies (e.g. aligning curriculum, clarifying expectations, building bridges of support) that better prepare students to be ready for college-level work.
- **STUDENT FOCUS GROUP TEAM:** The Student Focus Group Team will work to engage students in Guided Pathways initiatives and gather qualitative input from students, especially those who are most marginalized, to help shape current and future Guided Pathways initiatives.
- **VILLAGE TEAMS (contingent on College Council approval):** The Village Teams will be based on the six meta-majors, and team members will work to imagine, create, and organize communities of interest (the villages) that will support in the six key factors that comprise De Anza's values: Students will be directed, focused, nurtured, engaged, connected, and valued. They will also provide ways for the entire De Anza campus—students, classified professionals, faculty, and administrators—as well as our larger communities to engage with each other more consistently and deeply by connecting through common areas of academic interest.
- **STUDENT-READY RAPID RESPONSE TEAM:** The team will refine and reimagine ways the campus can be more student-ready, especially mid- and post-pandemic, by thinking deeply and inductively about qualitative and quantitative data; examining what we already do well and what the gaps are; finding creative ways to offer classes and services to meet students' needs; and proactively reaching out to the most marginalized students to help them enter and stay on the path towards meeting their educational goals.

Please see the individual job descriptions for more specific information about each of these initiatives.

To apply, please click on the following Google form link: <https://forms.gle/ryx95K1VBCjojSoy8>. Please fill out the form by Friday, May 21, 2021 at 5:00 p.m. **If you want to be considered for the Intersegmental Team, please fill out the form by Monday, May 17, 2021 at 5:00 p.m.**

The form will close at 5:00 p.m. and is a firm deadline, so please make sure that you fill out the form well before the deadline date and time. Thank you.

GUIDED PATHWAYS INTERSEGMENTAL WORK TEAM

PROJECT OVERVIEW

The recent AB705 mandate and the campus's need to comply with it has led to too many students not achieving success in their college-level English and Math classes. The equity gap is widening. While faculty have adjusted curriculum and pedagogy to try to address students' needs and foster success in a transfer-level course, the reality is that too many students come from underfunded schools that do not have the resources to adequately prepare them to be college ready. This has created a strain on both faculty and students alike. The expectation to close an equity gap, within a mere twelve weeks, that began long before a student arrives at De Anza is unrealistic. Thus, we need to partner with our discipline colleagues at local high schools and adult education centers to devise strategies that can better prepare students to succeed at the college level. There will be three Intersegmental Work Teams coordinated by one Intersegmental Team Lead: Math Team, English/ESL Team, and Adult Education Team. Each team will consist of two members who have experience in that discipline or area.

SCOPE OF WORK

The work teams will commence work immediately upon selection, with an expected start date sometime in mid-May. Team members will be expected to work on this initiative throughout the summer and continue through the 2021-22 academic year. Funding is available for initiatives depending on the scope of the project.

Math and English/ESL Team members will work directly with their discipline counterparts at 5-6 local high schools. The teams will focus on partnering with historically underfunded high schools that our most at-risk students attended prior to enrolling at De Anza.

Adult Education members will work with local adult education centers, networks, and other groups that help adult students with educational reentry.

Any initiatives mentioned below will be decided by the Intersegmental Teams in consultation with the Guided Pathways Co-Coordinators.

TEAM MEMBERS will have the following duties:

- Meet regularly with high school or adult education counterparts to devise strategies such as aligning curriculum, clarifying expectations, building bridges of support into college.
- Develop, plan, and implement such strategies.
- Engage any applicable De Anza constituents in the implementation of such strategies.
- Meet regularly with each other to help align initiatives and outcomes.
- Fulfill any other related duties as needed.

The TEAM LEAD will coordinate all efforts related to the Intersegmental Teams including the following:

- Coordinate and facilitate meetings for the Guided Pathways Intersegmental Teams.
- Develop partnerships with historically underfunded high schools and coordinate meetings between the De Anza team and the high school faculty or between the De Anza team and adult education centers.

- Serve as a liaison between the team members and the Guided Pathways co-coordinators and Core Team, including, but not limited to, providing regular progress updates.
- Coordinate any applicable research efforts such as working with Institutional Research to determine which high schools to approach for partnerships
- Prepare any applicable reports related to efforts.
- Present findings and progress to larger campus when necessary.
- Fulfill any other related duties as needed

EXPECTED OUTCOME AND KEY MILESTONES

- By Fall 2021, submit a proposal to the Guided Pathways co-coordinators with a description of 2 proposed initiatives.
- By Winter 2022, pilot key aspects of the initiative(s).
- By June 2022, be poised to launch the initiative(s) for the 2022-23 academic year.

COMPENSATION

Classified Professionals: Classified professionals will be paid for overtime hours, which will average approximately 5-7 hours per week.

Faculty: Faculty will be paid \$3000.00 in additional pay per quarter (pro-rated in Spring 2021, Summer 2021, Fall 2021, Winter 2022, Spring 2022) = total of up to \$15,000

PREFERRED QUALIFICATIONS FOR TEAM MEMBERS

- Expertise in English, ESL, or Math and knowledge of De Anza course offerings in those areas
- Demonstrated knowledge of high school and/or adult learner needs
- Comfort with using and learning technology
- Knowledge of equity goals and practices at De Anza
- Desire to help create a clearer pathway for students to succeed in college
- Experience working at a high school level, with adult education, or with underserved populations

PREFERRED QUALIFICATIONS FOR TEAM LEAD

- Experience with coordination (e.g. committees, schedules, programs)
- Good public speaking skills
- Experience with PowerPoint and Excel
- Attention to detail
- Comfort with using and learning technology
- Strong organizational skills
- Knowledge of equity goals and practices at De Anza
- Desire to help create a clearer pathway for students to succeed in college

GUIDED PATHWAYS

STUDENT FOCUS GROUPS WORK TEAM

PROJECT OVERVIEW

De Anza regularly uses data to help shape decisions across campus; however, usually we are limited to quantitative data from surveys or enrollment data because conducting student focus groups has occurred only through small-scale efforts. The Student Focus Group team will work to engage students in Guided Pathways initiatives and gather qualitative input from students, especially those who are most marginalized, to help shape current and future initiatives. Collection methods beyond surveys could include student focus groups, direct phone calls to students, student conferences to dialogue directly with students, and other methods that the team implements. Through the efforts of the Student Focus Groups team, we will not only collect information crucial to student success, but also ensure students know that they are valued, heard, and involved with decisions that shape their educational futures.

SCOPE OF WORK

The work teams will commence work immediately upon selection, with an expected start date of June 1. Team members will be expected to work on this initiative throughout the summer and continue through the 2021-22 academic year. Funding is available for initiatives depending on the scope of the project.

Any initiatives mentioned below will be decided by the Student Focus Group Team in consultation with the Guided Pathways Co-Coordinators.

TEAM MEMBERS will have the following duties:

- Meet regularly with the Student Focus team to devise strategies to engage students, especially those who are the most marginalized, with Guided Pathways, including gaining their input about initiatives. Such strategies can include hosting a student conference, conducting focus groups, conducting phone interviews, integrating feedback practices within specific class sections, and the like.
- Develop, plan, and implement such strategies.
- Engage any applicable De Anza student constituents (including DASG; learning cohorts such as Puente, LinC, FYE, Umoja, Impact/AAPI, REACH, FLOW, Honors, LEAD, Humanities Mellons-Scholars; students in CTE programs) in the implementation of such strategies.
- Any other related duties as needed

The TEAM LEAD will coordinate all efforts related to the Student Focus Team including the following:

- Coordinate and facilitate meetings for the Guided Pathways Student Focus Team.
- Develop, plan, and implement strategies as identified by the Student Focus Team in conjunction with the Guided Pathways Core Team.
- Develop partnerships with De Anza student constituents as listed above.
- Serve as a liaison between the team members and the Guided Pathways co-coordinators and Core Team, including, but not limited to, providing regular progress updates.
- Coordinate any applicable research efforts (including both qualitative and quantitative research)
- Prepare any applicable reports related to efforts.
- Present findings and progress to larger campus when necessary.
- Any other related duties as needed.

EXPECTED OUTCOME AND KEY MILESTONES

- By August 15, 2021, submit a proposal to the Guided Pathways co-coordinators with a description of 2 proposed initiatives for gathering qualitative student input
- By end of Fall 2021, launch and implement at least one of the proposed initiatives.
- By end of Winter 2022, launch and implement at least another proposed initiative.
- By end of Spring 2022, wrap up project and all initiatives.

COMPENSATION

Classified Professionals: Classified professionals will be paid for overtime hours, which will average approximately 4-6 hours per week.

Faculty: Faculty team members will be paid \$2,500.00 in additional pay per quarter (pro-rated in Spring 2021, Summer 2021, Fall 2021, Winter 2022, Spring 2022) = total of up to \$12,500.

Team lead: The team lead has additional coordination duties beyond the team members' duties.

- If a classified professional is selected, the lead will be paid for overtime hours, which will average approximately 5-7 hours per week.
- If a faculty team lead is selected, the lead will receive a total of \$3,000 additional pay per quarter.

PREFERRED QUALIFICATIONS FOR TEAM MEMBERS

- Experience working directly with students and understanding the needs of marginalized students
- Comfort with using and learning technology
- Good public speaking skills
- Ability to think analytically
- Knowledge of equity goals and practices at De Anza
- Desire to engage students and to use qualitative data to shape initiatives

PREFERRED QUALIFICATIONS FOR TEAM LEAD

- Experience with coordination (e.g. committees, schedules, programs)
- Good public speaking skills
- Experience with PowerPoint and Excel
- Comfort with using and learning technology
- Strong organizational skills
- Desire to engage students and to use qualitative data to shape initiatives

GUIDED PATHWAYS VILLAGES WORK TEAM

PROJECT OVERVIEW

De Anza recently created six meta-majors to help students discover their academic interests. The meta-majors allow students to explore clusters of academic areas of interest while also making progress towards their educational goals. To help these areas come to life, the campus is engaging in a project to create villages, groups with common academic interests, in which all of De Anza—students, classified professionals, faculty, administrations, community partners--can build relationships with each other while meeting the needs of students. Proven effective practices that learning cohorts across campus have implemented will be scaled up through villages with the ultimate objective of providing more proactive services to students including onboarding and orientation resources and personalizing student contact; creating a culture of engaged scholarship; supporting students in career and major exploration; and recognizing the needs of the whole student and employee. Each Village Team will consist of 2 classified professionals, 2 faculty, 1 administrator, and 2 students.

SCOPE OF WORK

The work teams will commence work immediately upon selection, with an expected start date of June 1. Team members will be expected to work on this initiative throughout the summer and continue through the 2021-22 academic year. Funding is available for initiatives depending on the scope of the project.

TEAM MEMBERS will have the following duties:

Note: Any initiatives mentioned below will be decided by the Village Teams in consultation with the Guided Pathways Co-Coordinators.

- Meet regularly as individual Village teams and as a larger group consisting of all Village teams in order to devise strategies to launch Villages initiative by Welcome Day of Fall quarter 2021.
- Develop, plan, and implement such strategies.
- Prepare any Village materials for student distribution.
- Build and maintain Village Canvas shells (or other technological platforms).
- Recruit, hire, train, and supervise student employees (or scholarship interns) for Village Teams.
- Launch and implement a minimum of two Village events (one campus-wide and one Village-specific) per quarter.
- Participate as a Village in the *One Book, One College* initiative.
- Engage the employees and students in one's own village to participate.
- Any other related duties as needed.

The TEAM CO-LEADS will coordinate all efforts related to the Student Focus Team including the following:

- Coordinate and facilitate meetings for the Guided Pathways Village Teams.
- Develop, plan, and implement strategies as identified by the Village Teams in conjunction with the Guided Pathways Core Team.
- Oversee and coordinate the implementation of such strategies.
- Develop and construct infrastructure for Village events.

- Develop and construct templates for Village resources such as Canvas shells, Village guides/handbooks, onboarding materials, and so forth.
- Meet with work units across campus to facilitate discussion of organization into a specific village or the Town Center
- Work with Guided Pathways Core Team and related constituents to create process for assigning students to a village.
- Recruit, hire, train, and supervise student employees (or scholarship interns) for Village Teams.
- Serve as a liaison between the team members and the Guided Pathways co-coordinators and Core Team, including regular progress updates.
- Coordinate any applicable research efforts (including both qualitative and quantitative research)
- Prepare any applicable reports related to efforts.
- Present findings and progress to larger campus when necessary.
- Any other related duties as needed.

EXPECTED OUTCOME AND KEY MILESTONES

- By August 15, 2021, submit a proposal to the Guided Pathways co-coordinators with a description of the elements of the Welcome Day Village Launch.
- By end of Fall 2021, launch and implement at least one campus-wide Villages event and one individual Village event.
- By end of Winter 2022, launch at least one campus-wide Village event and one individual Village event (either repeated from Fall or a new event).
- By end of Spring 2022, launch at least one campus-wide Village event and one individual Village event (either repeated from a previous quarter or a new event).

COMPENSATION

Classified Professionals: Classified professionals will be paid for overtime hours, which will average approximately 4-6 hours per week.

Faculty: Faculty team members will be paid \$2,500.00 in additional pay per quarter (Spring 2021, Summer 2021, Fall 2021, Winter 2022, Spring 2022) = total of up to \$12,500.

Team co-leads: The team co-leads have additional coordination duties beyond the team members' duties.

- If a classified professional is selected, the lead will be paid for overtime hours, which will average approximately 6-8 hours per week.
- If a faculty team lead is selected, the lead will receive a total of \$5,000 additional pay per quarter (Spring 2021, Summer 2021, Fall 2021, Winter 2022, Spring 2022) = total of up to \$25,000 or the equivalent in released time.

PREFERRED QUALIFICATIONS FOR TEAM MEMBERS

- Wide knowledge of campus services, resources, and programs
- Comfort with using and learning technology
- Good public speaking skills
- Ability to think analytically
- Knowledge of equity goals and practices at De Anza
- Familiarity with employees and culture in one's own area (department, program, division, or work area)
- Desire to build community and engage in campus transformation

PREFERRED QUALIFICATIONS FOR TEAM CO-LEADS

- Experience with coordination (e.g. committees, schedules, programs)
- Good public speaking skills
- Experience with PowerPoint and Excel
- Comfort with using and learning technology
- Strong organizational skills
- Knowledge of equity goals and practices at De Anza
- Experience working with learning communities or cohort-type programs
- Experience supervising students
- Desire to build community and engage in campus transformation

GUIDED PATHWAYS

STUDENT-READY RAPID RESPONSE TEAM

PROJECT OVERVIEW

During the Covid-19 pandemic, enrollment across all California Community Colleges has dropped an average of 16% with some colleges experiencing a drop of as much as 30%. While De Anza has fortunately not seen as drastic of a decrease in enrollment, we preemptively still need to work on strategies to retain our current students and re-engage students who have left our campus. The pandemic has made us need to re-envision how best to serve students. The Student-Ready Rapid Response Team (S3R Team) will serve as a type of think tank, so to speak, that will refine and reimagine ways the campus can be more student-ready, especially mid- and post-pandemic, by thinking deeply and inductively about qualitative and quantitative data; examining what we already do well and finding the gaps; implementing processes to serve the student directly and to stop bouncing students from one person to another; finding creative ways to offer classes and services to meet students' needs; partnering with support areas to implement new strategies; and proactively reaching out to the most marginalized students to help them enter and stay on the path towards meeting their educational goals. This team will engage in identifying gaps and implementing solutions that are able to work within external restrictions while still thinking creatively and innovatively.

SCOPE OF WORK

The work teams will commence work immediately upon selection, with an expected start date of June 1. Team members will be expected to work on this initiative throughout the summer and continue through the 2021-22 academic year. Funding is available for initiatives depending on the scope of the project.

Any initiatives mentioned below will be decided by the Student-Ready Rapid Response Team in consultation with the Guided Pathways Co-Coordinators.

TEAM MEMBERS will have the following duties:

- Engage in an inductive study of data to identify specific trends in access, retention, persistence, and academic goal completion, particularly identifying equity gaps.
- Review and learn about campus regulations and policies to understand the parameters when devising innovative strategies for student retention and re-engagement.
- Participate in training and learning various functions on campus in order to address a student's immediate needs and to stop the bouncing of a student from one person to another.
- Identify current practices that help narrow equity gaps in order to use them as models to scale up such strategies.
- Develop, plan, and implement strategies for retaining current students and re-engaging students who are no longer enrolled at De Anza.
- Consider innovative solutions to meet student needs including flexible calendaring, flexible scheduling, phone calling to contact students who have left De Anza, removing obstacles like small holds on student accounts, automating processes like degree completion, piloting reduced class size for sections engaged in formal and sustained professional development and student feedback, and so forth.
- Any other related duties as needed.

TEAM CO-LEADS will coordinate all efforts related to the S3R Team including the following:

- Coordinate and facilitate meetings for the S3R Team.
- Develop, plan, and implement strategies as identified by the S3R Team in conjunction with the Guided Pathways Core Team.
- Oversee and coordinate the implementation of such strategies.
- Partner with constituents related to any proposed initiatives
- Serve as a liaison between the team members and the Guided Pathways co-coordinators and Core Team, including regular progress updates.
- Coordinate any applicable research efforts (including both qualitative and quantitative research)
- Prepare any applicable reports related to efforts.
- Present findings and progress to larger campus when necessary.
- Any other related duties as needed.

EXPECTED OUTCOME AND KEY MILESTONES

- By August 1, 2021, submit a proposal to the Guided Pathways co-coordinators with a description of the proposed initiatives.
- By end of Fall 2021, launch and implement at least one proposed initiative.
- By end of Winter 2022, launch and implement at least another proposed initiative.
- By end of Spring 2022, launch and implement a third proposed initiative.

COMPENSATION

Classified Professionals: Classified professionals will be paid for overtime hours, which will average approximately 4-6 hours per week.

Faculty: Faculty team members will be paid \$2,500.00 in additional pay per quarter (Spring 2021, Summer 2021, Fall 2021, Winter 2022, Spring 2022) = total of up to \$12,500.

Team co-leads: The team co-leads have additional coordination duties beyond the team members' duties.

- If a classified professional is selected, the lead will be paid for overtime hours, which will average approximately 5-7 hours per week.

If a faculty team lead is selected, the lead will receive a total of \$3,000 additional pay per quarter (Spring 2021, Summer 2021, Fall 2021, Winter 2022)

PREFERRED QUALIFICATIONS FOR TEAM MEMBERS

- Comfort with using and learning technology
- Ability to think analytically
- Knowledge of equity goals and practices at De Anza
- Ability to think creatively and innovatively while working with external restrictions and policies
- Ability to think broadly rather than about one's own specific area
- Familiarity with campus services, resources, and programs
- Desire to engage in campus transformation and stop the bounce

PREFERRED QUALIFICATIONS FOR TEAM CO-LEAD

- Experience with coordination (e.g. committees, schedules, programs)
- Ability to think analytically
- Good public speaking skills
- Experience with PowerPoint and Excel
- Comfort with using and learning technology
- Strong organizational skills
- Strong knowledge of campus services, resources, and programs
- Strong knowledge of equity goals and practices at De Anza
- Ability to think creatively and innovatively while working with external restrictions and policies
- Ability to think broadly rather than about one's own specific area
- Desire to engage in campus transformation and stop the bounce