

creates a thoughtful best-case solution, senior leadership will indeed support its implementation.

In addition, to operate successfully and build relational trust, cross-functional teams require an adept team leader who helps the team set goals and stay on track, while facilitating an environment of cooperation. We discuss this issue, as well as other professional development needs of cross-functional teams, in the next section.³²

Professional Development

Professional development activities at colleges and universities are typically designed to enhance the skills and knowledge of individual full-time faculty and staff, rather than to support collective efforts to strengthen programs and processes.³³ For example, we have argued that pedagogical development activities typically consist of top-down, one-time workshops that are disconnected from faculty experiences in the classroom and that faculty generally regard as a waste of time. We suggested that colleges instead adopt a professional development approach rooted in “collaborative inquiry,” in which faculty work together to identify challenging problems of practice, gather data that help them reexamine their assumptions and generate new insights, apply these insights to create potential solutions, and experiment with those solutions in the classroom.

A similar spirit of collaborative inquiry is necessary for cross-functional teams to design high-quality guided pathways, for rank-and-file faculty and staff to implement pathway elements successfully within their own area of responsibility, and for the college as a whole to continuously assess and improve its guided pathways model. The colleges appearing in this book that are implementing elements of the guided pathways model have all treated inquiry as a foundational activity of each cross-functional team, and have used professional development resources to ensure that the team’s process of inquiry and design is both productive and high-quality. Beyond the professional development of cross-functional team members, guided pathways colleges also need to ensure that professional development is strategically designed to support faculty and staff as they work to implement and improve the guided pathways elements that fall within their own daily work.

In the sections below, we first discuss three areas of professional development that are critical to the success of guided pathways, and next we discuss how colleges can repurpose existing time and resources to support these development activities.

Critical Areas of Development
Based on the experience
identified three profes-
and staff working to im-
advising, and assessm-

First, team facilitation
and collaborative inq-
quite difficult. For exa-
in technology organi-
“We find that buildin-
and technically savvy
to shed dated views,
and adopt new beha-

In order for a colla-
tive impact, the team
tating an environme-
innovative ideas, w-
the team has a form-
ever, in faculty tea-
facilitator—a strat-
and comfortable in-
tance of facilitation
ways. The college
gagement and cha-
involved in the col-
provided advice a-
ings and frame-
useful.

Second, advisi-
faculty and staff.
to create a form-
shifting students
faculty advisors
effective adviso-
vising software
program-speci-
program facul-
vising roles, M-
cluded role-pl-
with studen-