

## Team Strategy Session #1

### Board Basics for Student Success

#### Description

The Board of Trustees Institute has a long history of supporting the role of the board in colleges' student success agenda. The Texas Pathways model calls for decisive and strategic board action to enable a system-wide approach to student success based on intentionally designed educational experiences that guide each student from the selection of their high school program to postsecondary entry through to attainment of high-quality credentials and careers with value in the labor market.

During this first group breakout, delegates and resident faculty convene to reflect on Dr. Kay McClenney's presentation, "*Student Success and Equity through Pathways: What Trustees Need to Know*" and to review Dr. Byron McClenney's "*Board Actions Make a Difference*." Begin making the case for the actions that the board will take that will set the climate and expectation for an effective comprehensive pathways-related student success strategy.

#### Instructions

1. Make self-introductions.
2. Reflect on messages of the preceding plenary concerning the role of the board in institutional reform efforts of colleges implementing guided pathways across Texas and the exemplary actions of effective boards.
3. Identify board and institutional strengths and areas for potential improvement. Anticipate possible actions the board might take to improve student success.

#### Guiding Questions

1. What does your board know about the transformational work required for the college to implement and scale guided pathways for all students? How does the board publicly endorse the institution's commitment to institutional change in support of improving student success?
2. From the questions about board actions that make a difference, which roles and responsibilities stand out as describing your board's character and actions? Which are topics that would benefit from further discussions?



**Has the governing board...**

1. Held regular, candid conversations about equity gaps that may be revealed in data about student progress and completion?
2. Mandated focus on and monitoring of equity, inclusion, and diversity in program design and review?
3. Asked for and reviewed data depicting degree of diversity among faculty, high-level administrators, and instructional leaders?
4. Supported discussions focused on policy that may inadvertently perpetuate inequitable outcomes?

**Is the governing board prepared to...**

1. Allow necessary time for large-scale change to produce results?
2. Approve resources to support planning and design time?
3. Persist through inevitable rough spots?
4. Provide support for your CEO to lead courageous work?

