



General Library Item

Name

Board Priorities 2022-2023

Content

Board Priorities 2022-2023

The mission of the Foothill–De Anza Community College District is student success. We are driven by an equity agenda and guided by core values of excellence, inclusion, and sustainability. Every member of our district contributes to a dynamic learning environment that fosters student engagement, equal opportunity, and innovation in meeting the various educational and career goals of our diverse students. We are committed to providing an accessible, quality undergraduate education dedicated to developing a broadly educated and socially responsible community that supports an equitable and just future for California.

1. Develop a shared understanding among the Board, faculty, staff, students, and administrators regarding the need for ongoing institutional change and why it is imperative if we are to eliminate structural racism and achieve our equity and student success goals. Through the Chancellor and Presidents, work with District constituents at all levels to identify immediate changes that are needed and make sure the Board receives appropriate recommendations when review and approval by the Board are necessary.
2. Monitor progress in the Student Centered Funding Formula metrics through substantive Board discussion at least twice a year.
3. Build budgets that, regardless of fiscal conditions, will increase investments in intentional strategies designed to achieve student success and equity goals and the elimination of systemic racism; adopt policies and procedures that will support attainment of those ends.
4. Through the Chancellor and Presidents, work with District constituents at all levels to identify systemic inequities and elements of institutional racism in District policies and practices and adopt strategies aimed at dismantling those oppressive structures, reducing or eliminating equity gaps, and enhancing student social/emotional well-being and success, including attending to students' nonacademic needs, such as affordable housing and setting clear expectations for law enforcement.
5. Require the Chancellor and Presidents to align their goals to the Board's priorities.
6. Require the Chancellor to report to the Board on progress in meeting the Board's priorities at least twice per year.

Notes on the Board's Priorities

The following Notes are intended to expand on the meaning of the priorities listed above and to provide the District's faculty, staff, students, and administration with a more complete understanding of the Board's expectations regarding its priorities. These notes are an essential part of this document and should be used by the District's faculty, staff, student, and administrative leadership as a guide to the interpretation of Board's priorities as they work to implement them.

Note 1: Developing a Shared Understanding of Why Institutional Change is Imperative.

The Board finds that the case for why institutional change is imperative if we are to eliminate structural racism and achieve our equity and student success goals is compelling. Nevertheless, the Board needs opportunities to discuss and explain that case so that the public, the District's leadership, and other stakeholders have a more complete understanding of the Board's perspective and expectations. For that reason, the Board's agenda needs to include information and discussion items that address topics and questions like the following. *This list is not exhaustive and is intended for illustrative purposes only:*

- What is the current baseline? What do the data show about student success at Foothill and De Anza now?
- We know many students' lives are profoundly changed for the better because of the education and experience they receive at Foothill or De Anza, but have we analyzed disaggregated data to determine the typical student's experience at our colleges? Does it consistently, predictably, and reliably propel students towards the achievement of their goals, or does it result in too many students becoming frustrated or lost? What is the profile of the students who generally succeed and those who generally do not?
- Are there community colleges in the United States that have made rapid and substantial progress on promoting student success and achieving equitable outcomes? Which are they and what are they doing that we are not?
- What information do we have about how students experience our policies, processes, and procedures? What do students, particularly traditionally marginalized students, think works well at Foothill and De Anza and what do they think needs to be improved? The Board expects more than anecdotal data on questions like these and anticipates that a conventional campus climate survey will not be adequate for a full exploration of the subject.

Note 2: Success and Equity Goals the Board will Regularly Monitor

The board has selected the following metrics tied to the Student Centered Funding Formula to evaluate progress on achieving student success and equity goals:

- College Promise Grant recipients
- Pell Grant recipients
- AB 540 students
- Associate degrees and credit certificates
- Four-year college and university transfers
- Completers of transfer-level math and English within their first year
- Completers of nine or more career education units
- Alumni who have attained the regional living wage

The objective is to ensure that the Board is better able to assess student progress within the institution (using data disaggregated by race and ethnicity) from the time a potential student starts the admission process through his or her departure from the institution, with attention to his or her attainment of important milestones at relevant progress points in between.

Research shows that hiring outcomes also have a significant correlation to student success. As a result, the Board also anticipates the need to be provided with more frequent opportunities to review equity data regarding faculty, staff and administrator hiring, retention and promotion.

Note 3: Adopting Policies, Procedures, and Budgets that will Help Achieve Student Success and Equity Goals and Eliminate Systemic Racism

Placing a priority on adopting policies, procedures, and budgets that will help to achieve student success and equity goals and eliminate systemic racism raises the question of where the District's leadership and shared governance constituencies should begin. The Board will look to the Chancellor for recommendations on a workable answer to that question, but suggests the following as examples of topics that warrant early consideration:

- Defining a "completion by design" framework aimed at ensuring all students complete their educational objectives (in particular, transfer and employment or advancement in a career) more quickly and with fewer unnecessary units. The Board believes such a framework is likely to include elements like rapid and complete implementation of Guided Pathways, effective implementation of AB 705, plans to reinforce and expand learning communities, and pursuit of similar reforms.
- Examining the colleges' program mix, especially with respect to workforce development offerings that prepare students for challenging careers in fields that are aligned to employer needs and evolving employment trends.

- Attending to students' nonacademic needs, including coming up with a coordinated approach to homelessness and affordable housing for students and employees; responding to food insecurity; and providing better support for student mental health.
- Setting clear expectations for law enforcement on campus.
- Reviewing professional development with an eye toward strengthening culturally responsive teaching and advising and addressing unconscious bias.
- Reexamining approaches to diversifying the faculty, staff and administration.

Note 4: Other Important Concerns

The Board notes that there are important concerns the District will need to address that extend beyond the concerns identified in these Board Priorities. Those concerns will unavoidably require time, attention, and the allocation of resources. The following list, which is not exhaustive and is intended for illustrative purposes only, includes examples:

- The District will need to develop a comprehensive strategy to improve labor relations.
- It will need to initiate the effective execution of the Measure G Bond Program, make progress on the design and implementation of its strategic plan for energy management and decarbonization, and produce a specific plan for the development of the De Anza Event Center.
- It will need to continue its efforts to strengthen community, education, and industry partnerships, and remain active as a regional and national leader in higher education.

Note 5: Shared Governance and Collective Bargaining

In adopting these priorities, the Board does not intend to short circuit the District's established shared governance processes. The Board expects that any recommendations formulated in response to the priorities and intended to translate them into specific action will be reviewed and refined through those processes and, in particular, that campus equity councils (or similar shared governance bodies) and students will be actively involved in deliberations.

Similarly, nothing in this document should be construed as diminishing or otherwise limiting the District's obligation to engage in good faith bargaining with a recognized employee organization over any proposed action that affects wages, hours, benefits or other terms and conditions of employment within the scope of bargaining.

Adopted 8/1/22

Amended 11/7/22

[Board Priorities 2022-2023_FINAL_11.07.2022.pdf \(174 KB\)](#)