



Academic Senate for California Community Colleges

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Guided Pathways Liaison Memo

April 2019

The Wheels Are Turning: Equity-Mindedness and Guided Pathways

The wheels are ever turning in our colleges today, and as a diverse academic community we must stay centered and committed to equity while we continue our work on Guided Pathways. The journey towards becoming an equity-minded faculty requires that we transform our thinking and practices.

Equity-mindedness refers to *“the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes.”* As faculty, we must be *“willing to take personal and institutional responsibility for the success of our students, and critically reassess our own practices¹”*.

To succeed in creating equity minded student guided pathways, faculty should recognize and commit to:

- ❖ engaging in data-driven inquiry;
- ❖ intensifying awareness of inequities as institutional problems;
- ❖ taking personal and collective responsibility for achieving outcomes and systemic change;
- ❖ evaluating the conditions for success such as access, completion, graduation and transfer; and
- ❖ evaluating and removing the barriers that impede student success.

Equity mindedness requires the courage to become race-conscious and to understand the exclusionary practices that have been part of the fabric of our education system. Continuous engagement in self-reflection and self-critique is key to furthering our understanding of the students we serve, what they bring, and the teaching and learning opportunities that await us.

In order to help us keep equity at the forefront and the center of this transformative work, we must keep in mind these four “Rs”:

- Recognize biases and inequities;
- Respond to bias and inequities, both short & long-term;
- Re-create to become an equity learning environment, bias-free; and
- Realize institutional practices that call attention to inequities, eliminate these inequities and focus on your capacity to make change individually and collectively.

Colleges and faculty benefit from creating a guided pathways model or a framework focused on equity for local implementation. The following are some examples.

1. Clear pathways require holding program review data sessions with faculty focused on equity. An equity framework considers disproportionate impact in student population in course design, modality and scheduling.
2. Guided exploration and progress is accomplished when the schedule of classes meet students need.
3. Academic and student support is achieved when we interrogate our biases through professional development sessions or workshops, and promote social justice themed learning communities.
4. Teaching and learning include intentionally the integration of culturally relevant curriculum and the student voice and experience.

We invite you to enter the journey, stay in the journey and thrive in the journey to ensure intentional student outcomes are achieved.

~ASCCC Guided Pathways Task Force

¹Retrieved on March 13, 2019 from <https://cue.usc.edu/about/equity/equity-mindedness/>