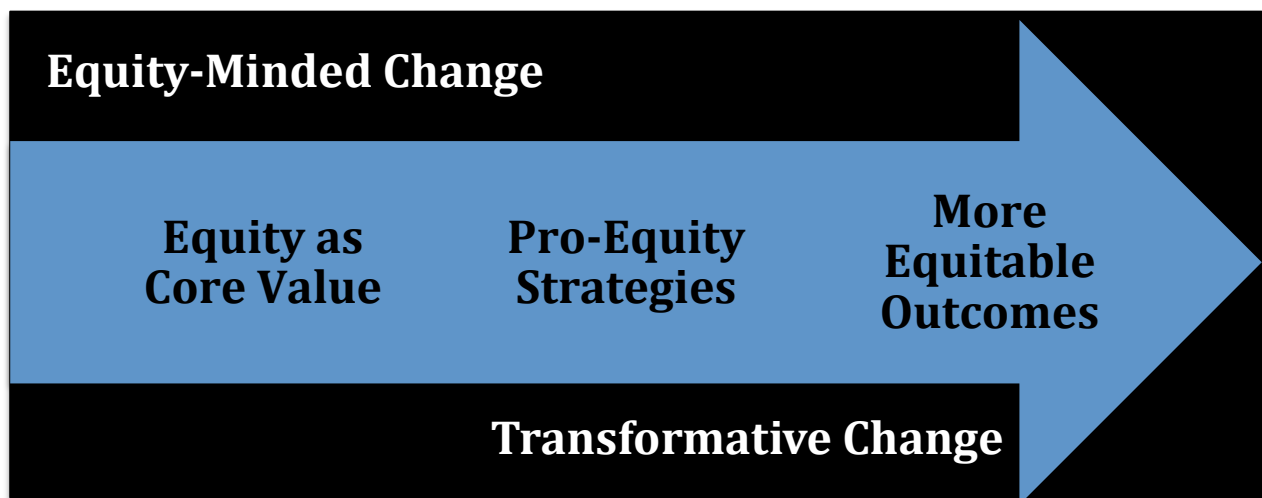


Equity-Minded Change Leadership¹

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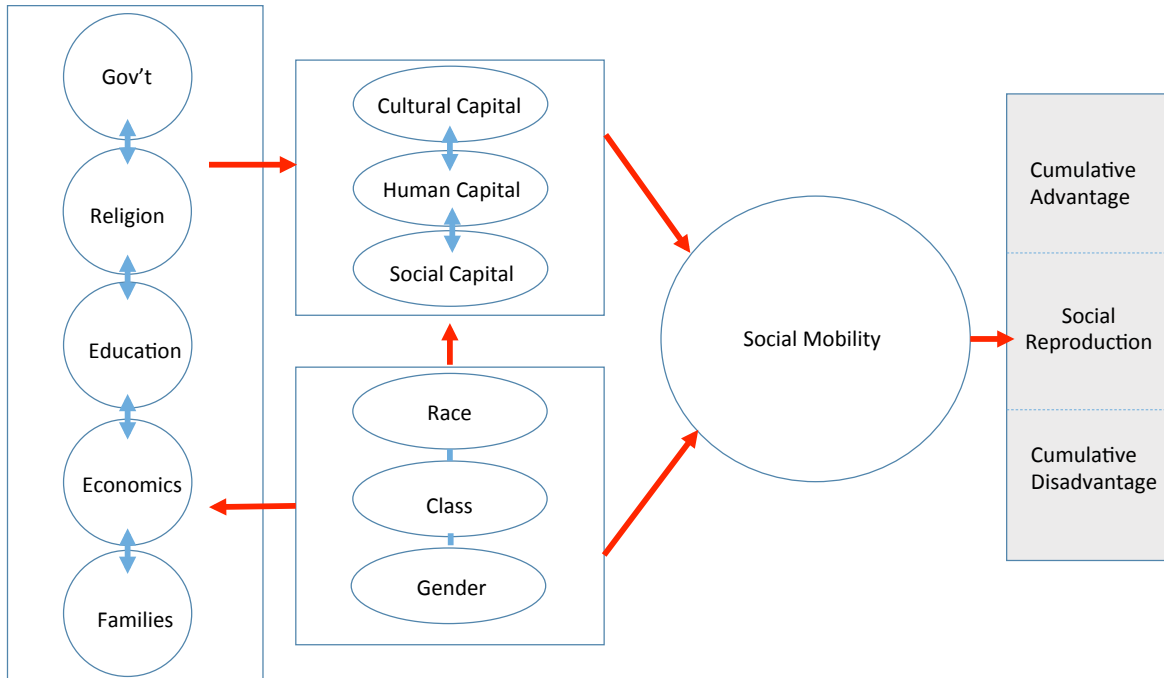
- Transformative change requires that practitioners, acting as change agents, use supportive as well as critical lenses. Consistent with this perspective is the “equity-minded” stance toward educational change (Dowd & Bensimon, 2014). *Equity-mindedness refers to a state of thinking and knowing about how systems, policies, cultural norms, and everyday practices that appear to be race-neutral may in fact negatively impact certain individuals and groups.*
- *Equity-minded change leaders* are advocates for addressing inequities in the experiences and outcomes in student groups systematically failed by educational organizations. Practitioners in positions of power have a responsibility to lead change and make demonstrable improvements.
- *Equity-minded change leaders* intentionally delve into the historical, social, economic, and cultural contexts to “critique inequitable practices” in their organizations (Shields, p. 565). Recognizing that it is nearly impossible to shift organizations toward more socially just structures, policies, and practices without doing critical reflection is important. By linking “education and educational leadership with the wider social context within which it is embedded” (p. 565) is necessary to make transformative change happen.
- *Equity-minded change leadership* begins with reflection on individual and collective histories, beliefs, and sources of power that may be perpetuating inequities. Facilitated dialogue follows individual reflection to create the space for practitioners to share beliefs and values, including purposefully surfacing divergent thinking. By respectfully conducting listening sessions, values and visioning exercises, and problem-solving activities, practitioners are enabled to moved and ultimately lead transformative change.



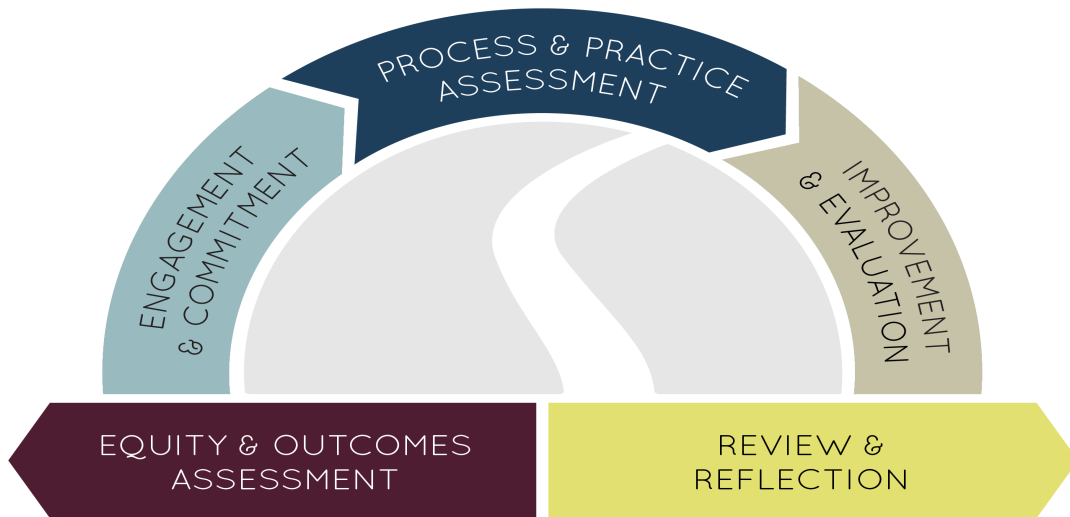
¹ This handout was adapted from a paper titled, *Equity-minded Change Leadership* that was authored by Debra Bragg and Heather McCambly for the Washington State Board of Community and Technical Colleges (SBCTC). We wish to thank the SBCTC for allowing us to share this work, as well as the Bill & Melinda Gates Foundation that has generously funded our work. The paper is available from: <http://CCRI.UW.EDU>

Guided Pathways Pillars	Equity as Core Values
Clarifying pathways	
Helping students enter a path	
Helping students stay on their path	
Ensuring that students are learning	

Guided Pathway Pillars	Equity as Core Values	Pro-Equity Strategies
Clarifying pathways		<ul style="list-style-type: none"> • Curriculum development and planning • Outcomes-based approaches to program planning and program mapping • Pathways and program development, course sequencing, stacked credentials, and program/pathway milestones
Helping students enter a path		<ul style="list-style-type: none"> • Multiple measures of student placement • First-year experiences • Career and academic decision-making • Integrated student supports, including gateway courses • Partnership development, including K-12, postsecondary education, adult education, and workforce training
Helping students stay on their path		<ul style="list-style-type: none"> • Ongoing, intrusive advising, including redirection of students as needed into a more viable pathway • Tracking student progress toward completion • Early alert and student support for students at risk
Ensuring that students are learning		<ul style="list-style-type: none"> • Learning outcomes • Contextualized, project-based, collaborative learning and applied learning experiences • Faculty-led improvements in the classroom/learning experience • Assessment, including mastery of learning



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Transforming Systems to Achieve Equitable Outcomes

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