

SSEC Equity Statement

We commit to provide a student-centered design of the college experience to ensure that every student receives what they need in a tailored pathway to successfully achieve their varied educational, career and personal goals. We will promote an anti-racism and anti-sexism agenda. We will raise awareness to the historical context of inequity and promote evaluation as well as reform of policies and practices that produce structural inequity. We pledge to work to correct other forms of systemic oppression against students based on race/ethnicity, gender identity and expression, sexuality, national origin, citizenship status, class, socioeconomic status, ability, language, religion, age, physical appearance, intersections of these identities, and others not yet identified.

Equity:

- refers to achieving parity in student educational outcomes, regardless of race and ethnicity, and beyond issues of access.

Equity-mindedness:

- practitioners call attention to patterns of inequity in student outcomes
- practitioners question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices

Equity Awareness:

- practitioners are aware that underperforming students have been underserved with inadequate resources that limited their success.
- practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American higher education;

Equity-minded teaching and learning practices:

- Requires providing more resources and support to students who have not historically received it.
- Rather than attribute inequities in outcomes to student deficits, the focus is on interpreting inequitable outcomes as a signal that practices are not working as intended.
- Rather than focusing on “fixing” the students, the focus is on assessing and changing institutional practices, policies, culture, and routines that have produced inequitable outcomes.
- attention is focused on designing and adopting pedagogy, curriculum, language, roles, routines, and

on activities and their effect on student success and equity.

MEMBERSHIP RESPONSIBILITY AND EXPECTATIONS FOR PARTICIPATING IN GOVERNANCE

◇ Members will set annual goals by the final meeting of each academic year.

◇ Members will facilitate and support equity awareness through professional development focused on equity minded teaching and learning practices among Hartnell faculty and share strategies, research and information with faculty across disciplines.

◇ Members will advance recommendations and help facilitate more equitable policies and strategies to increase student completion and efficiency, increase transfer to 4-year institutions and improve employment subsequent to training and completion.

◇ Members will address and make recommendations for student support needed at the college including equity minded teaching/learning practices and co-curricular programming designed to support course completion and success.