Student Success Center
Coaching Program

Student Success Center
NETWORK

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Coaching for Change

Equity-Minded Coaching "DOs" and "DON'Ts"

by Community College Research Initiatives

For Coaches

This self-guided tool is intended to support higher education organizational coaches in thinking meaningfully about how to incorporate key equity-minded coaching practices into their coaching roles.[1] Definitions of **bolded terms** are listed in the *Glossary of Terms for Equity-Minded Coaching Practices*.

Data Use	Critical Analysis	Organizational Learning	Systems Thinking
DO spend time understanding the various sources, types, and uses of **disaggregated data** in exploring equity outcomes.	**DO** spend time understanding your own **racial identity** and reflecting on what that understanding means to your role as a coach supporting equity work. Be prepared to articulate this understanding to colleagues and partners.	**DO** have a clear understanding of what **diversity, equity, and inclusion** mean within your college. Come to the conversation with clarity on what these terms mean so that inconsistencies and confusion can be addressed.	**DO** create networks and relationships that can inform your understanding of equity with diverse individual, institutional, and community perspectives.
DO learn about and share **mental models** that help leaders and teams connect data to beliefs and assumptions about equity challenges and opportunities.	**DO** take inventory of your own ability to define and identify **discrimination** and discriminatory practices. Support colleges in analyzing practices with guidance and resources on equity assessment and analysis tools.	**DO** utilize **critical reflective practice** to consider why, what, and how coaching can support equity in institutional change. Share those reflective practice techniques and considerations with your institution.	**DO** provide feedback and observations that encourage colleges to reframe student-centered equity challenges as structural issues of practice, policy, and institutional norms.
DON'T assume that all leaders and teams are familiar with using and interpreting disaggregated data or complex quantitative charts.	**DON'T** generalize the history of higher education institutions and **models of diversity**. Spend time understanding the historical context of equity efforts for your specific institutional partner.	**DO** prepare for learning conversations with reflective prompts or **discussion protocols** that make space for diverse and potentially opposing considerations	**DON'T** be afraid to identify and name **structural racism** as it relates to the structures, norms, and operations of the college.
DON'T let data drive. Data should inform discussion about institutional equity and not dominate or dismiss critical insight or expertise from marginalized communities.		**DON'T** just look at equity outcomes. Consider ways in which changing questions, assumptions, and perspectives can indicate progress.	**DON'T** get discouraged when efforts move backward. Understand how **retrenchment** plays a part in **transformative change**.

For Student Success Center Leaders

This self-guided tool is intended to support Student Success Center leadership in thinking meaningfully about how to support equity-minded coaching practices within statewide reform efforts.[2] Definitions of **bolded terms** are listed in the *Glossary of Terms for Equity-Minded Coaching Practices*.

Data Use	Organizational Learning	Systems Thinking	Critical Analysis
DO ensure that coaches are familiar with the types and sources of institutional data that they have access to when exploring equity outcomes.	**DO** have clear definitions of **diversity, equity, and inclusion** for your Student Success Center. Share these definitions openly and often with your coaches.	**DO** create intentional connections between coaches and equity experts at the institution, state, and regional levels.	**DO** provide space for coaches to explore and discuss their own **racial identity** as it relates specifically to their coaching role.
DO clarify how coaches should use data in providing feedback and support to colleges.	**DO** make time for **critical reflective practice** to support coaches in reflective skill building and allow opportunities to review and refine the coaching role.	**DO** provide opportunities for coaches to gather diverse insights, ideas, and perspectives about institutional efforts from all levels of the institution.	**DO** train coaches in the principles of **equity-mindedness** and tools for equity-minded inquiry and analysis.
DO support coaches in considering the complex political, social, and cultural elements of **data context** and how their work fits within the larger picture of college **data use**.	**DO** provide opportunities and resources for coaches to create professional learning communities in which they can explore, reflect on, and refine equity-minded coaching skills and strategies.	**DO** provide clarity to coaches and colleges about the role and commitment of the Student Success Center in advancing statewide equity goals and addressing **structural racism**.	**DO** provide prospective college partners with a clear understanding of how coaches may observe, support, and deepen equity-driven initiatives.
DON'T assume that coaches are well-versed in interpreting disaggregated data or complex quantitative charts. Spend time making sure all coaches begin with a strong foundation of data literacy.	**DON'T** wait for equity conversations to happen. Prepare coaches with the resources, skills, and tools to anticipate, structure, and facilitate equity discussions throughout the **organizational learning** and change process.	**DO** create job descriptions that attract coaches that can bring knowledge, skills, and abilities concerning equity to your Student Success Center's work.	**DO** have processes in place to support coaches that may meet resistance when providing feedback on discriminatory practices or observations concerning inequity.
		DON'T sit on the sideline. Consider how Student Success Center practices and processes concerning coaching hiring, decision-making, and resource allocation provide a model for commitment to equity.	**DON'T** make equity stand alone. Consider integrating equity questions, updates, and insights throughout reports and self-evaluations reviewed by coaches.

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2.   For more information about equity-minded coaching and a more exhaustive list of equity-minded coaching practices, please review the *CCRI Rubric of Equity-Minded Coaching Domains and Practices* (CCRI, 2019).