PCC Equity & Empowerment Guide is the Critical Race Theory/Take 5 Process merged with "Equity & Empowerment Lens" from Multnomah Co Office of Equity & Diversity

APPLIED IN: planning processes, decision-making, emerging community conflict, outcome or process analysis, etc.

Consider applying some or all of these guiding questions (called the 5 P's) as an equity framework for...

- developing planning processes
- utilizing an equity analysis to principal decision-making
- responding to group or organizational conflict
- completing an outcome or process analysis
- any individual, group, or organizational activities where inclusive and equitable queries have not yet been applied

Utilizing this guide is highly effective when done at the beginning of an exercise or activity

Purpose:

What is the "why" for this effort or strategy?

How is the "why" informed?

How does it support or pose a barrier to our PCC core mission and values?

"Portland Community College supports student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity and inclusion."

Power: *(Critical Race Tenet - Recognition of Intersectionality)*

With race at the center of our equity analysis, who has power in this effort or strategy?

Who ultimately benefits from this approach?

Who has less power, and how are those with less power impacted by this approach?

Have you acknowledged the power you have to advance or inhibit change at PCC?

Be mindful that power happens "in relationship", which is often dynamic--not static.

Place:

How have resources and investments been historically distributed in a process like this?

What financial, social, cultural, and/or environmental impacts should be considered in our strategies?

Process *(Critical Race Tenets - Challenge of Dominant Perspective + Value Experiential Knowledge):*

Have we established a shared understanding of goal and desired outcome within this process?

Have we identified any inequities involved in this issue?

How have we been rewarded to sustain the status quo of how PCC typically operates, even if it's not been working effectively and/or equitably for all?

Could we brainstorm some ideas that would challenge dominant thinking or current practice at PCC?

Some deeper questions might be:

This process is for everyone...but who do we wish to highlight in this process?

What has changed as a result of interrogating this process? How will that change be documented?

When we encounter resistance in this process, what does it look and feel like? Why is it there?

People *(Critical Race Tenets: Commitment to Social Justice + Use an Interdisciplinary Approach):*

What must we consider to ensure that the possible solutions or ideas from the list do not further harm groups that have been negatively affected or excluded?

What approaches could likely benefit those persistently impacted by long-standing inequities?

Equity Analysis:

1. What are the key racial and/or social equity outcomes we are seeking in this planning and design process?

2. Have the quantitative and qualitative goals been captured in this design?

3. What are the potential benefits or unintended consequences?

4. How do we identify or engage stakeholders? Specifically racial/ethnic/systemically marginalized demographic students potentially impacted by this decision, especially communities of color, including students who are English language learners and students with disabilities.

5. How will we collect specific information about the college, department/division, and cultural conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap

6. Will each department/division have the ability to define and apply YESS equity metrics and goals?

7. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?

8. How will we evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students?

9. What are specific steps we will take to address implications (including unintended consequences)?

10. How will we continue to partner with stakeholders to ensure educational equity for every student?