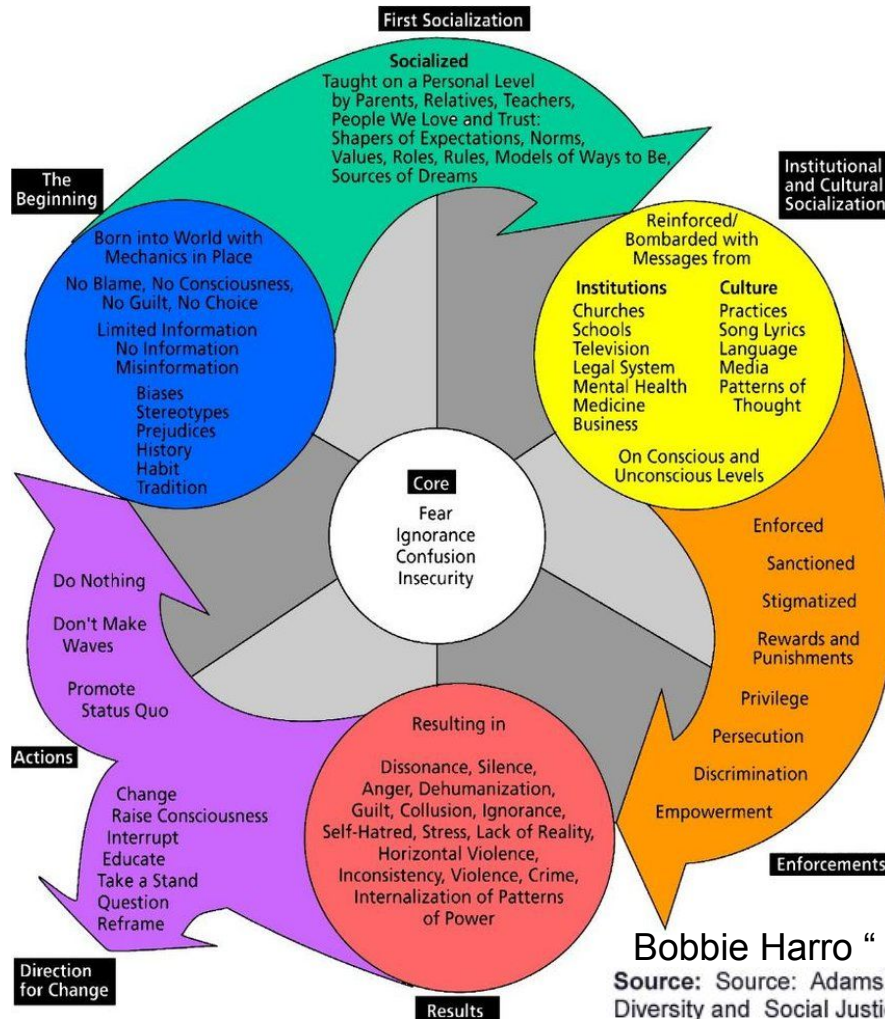


CRT & the Work of the DAC

Framing

- Recognize this is a systemic change process and that are many efforts related to increasing the number of graduates and eliminating the opportunity gap. Examples - work with the curriculum committee, culturally responsive teaching, YESS, etc.
- This is about how we can begin to infuse equity and inclusion into the work for the DAC - an examination of the processes we have that shape our rules.
- It's a start of what should be an ongoing discussion.



Bobbie Harro "The Cycle of Socialization"

Source: Adams, M., Bell, L. A., Griffin, P. (1997) Teaching for Diversity and Social Justice, New York: Routledge.

How it relates to the work of DAC

- How has our own cycle of socialization informed our understanding of higher education and what it means to earn a degree or certificate? How has it impacted how we think students should move through our college to earn a credential?
- What are the rules that we (PCC) have responsibly for crafting and upholding that might be influenced by how we think a credential should be earned?
- Who are these rules privileging? What messages might they be reinforcing?
- What voices have historically been part of the discussions in DAC? What does that tell us?

How could DAC build CRT/DEI into a process?

- Review of language.
- Paying attention to processes - how the rules are applied, how students interact with the rules (petitions, complaints, etc.).
- Acknowledge constraints (state rules, etc.) while being open to where we can influence change.
- Understand where the work sits in context of the larger picture.
- What must we consider to ensure that possible solutions or ideas do not further harm groups that have been negatively affected or excluded, but instead benefit those impacted by long-standing inequities?