At least 9 trans* femme/womyn of color have been killed in 2017.

#SayHerName

Black men were 9x more likely to be killed by law enforcement than other Americans in 2016.
The failure to convict white police officer Darren Wilson for Michael Brown’s killing in Ferguson was the tipping point in the intractable history of distrust, racism and militarized policing of Black men.

In 2013, 9.7% of degrees were conferred to Black women making them the most educated group in their cohort.

HBCUs account for 8 of the top 10 institutions graduating the most doctoral students in science and engineering.

The percentage of USA college students from underrepresented communities is increasing. Since 1970s, 4% to 17% in 2016 for Latinos, 2 to 7 % for Asian/Pacific Islanders, 10 to 14% for Black and American Indian/Alaska Native 0.7 to 0.8%.

On Sept. 5, 2017, the current US President rescinded the DACA “Dreamers” program in which 800,000 students are enrolled as of March 5, 2018.

There is much work to do. Students and other stakeholders are demanding substantive changes in institutional policies and practices in all areas of operations and instruction with real remedies to asserted inequities both on and off campus.

50.2% of Pacific Islander and 40.3% of Southeast Asian students between 25-34 have not attended college.

*References for statistics available upon request from alex@acpa.nche.edu
In 2016 November, the ACPA Governing Board adopted the Strategic Imperative for Racial Justice and in 2017 July expanded it to include Decolonization. Our commitment to this work includes agreement with six operational truths.

1. All forms of oppression are linked.
2. Racism and colonization are real, present, enduring, intersectional, and systemic forms of oppression.
3. Racism and colonization have informed the experience of all of us in higher education.
4. Advocacy and social change require us to work to dismantle racism and colonization in higher education.
5. Our collective education, research and scholarship, advocacy, and capacity will create positive change in higher education.
6. We believe in and have hope for our individual capacity, desire, and drive to grow, learn, and change.

We encourage each of our members and all of our colleagues in student affairs and higher education to reflect on this essential question, “What is my place in doing racial justice and decolonization work?”

ACPA is committed to helping our members develop competencies to engage in this work within their respective roles and responsibilities in student affairs. Please use and share our resources at www.myacpa.org/strategic-imperative-racial-justice-decolonization