Project 2018-254 Clark College, Advanced Manufacturing Center

Attachment 1(:

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Advancing Justice for the Clark College Community

Racial Equity Statement: Clark College leads with racial equity as a holistic approach to identify barriers and best practices relating to the retention, enrollment, and completion of historically underrepresented racial and ethnic groups. Using data to guide us, we proactively seek out best practices and eliminate barriers to ensure equitable outcomes for students and employees. We accomplish this through abolishing practices that do not effectively serve students or employees, dismantling White Supremacy Culture, and by adopting principles of anti-racism, disability justice, and universal design.

Abolitionist Framework An abolitionist framework prompts us to critically examine policies, practices, procedures, and systems at the college **Abolitionist** that do not serve everyone effectively. When data shows that there are inequitable and disparate outcomes for **Framework Collective Care** systemically non-dominant (Jenkins, 1995-present) groups (employees, students, or community We are a part of a whole community Collective members), Clark College will re-envision a new that is accountable to each other Care process using anti-racist, disability justice, and and demonstrate a collective **Advancing** universal design practices. care for each other through **Social Justice** relationships and interactions. We will use the shared governance **Inclusive** framework to create an equitable **Practices** and just environment. **Inclusive Practices Transformative** An abolitionist framework prompts us to critically examine policies, practices, procedures, **Mindset** and systems at the college that do not serve everyone effectively. When data shows that there are inequitable and disparate outcomes for systemically non-dominant* **Transformative Mindset** groups (employees, students, or community members), As a college and department, we will lean into Clark College will re-envision a new process using anti-racist, equity competencies around diversity, inclusion, disability justice, and universal design practices. equity, and justice to expand our social justice knowledge and further advance equity. We will provide opportunities for students, staff,

and faculty to build capacity in these areas and apply them to their work to

create equitable interactions and engagements with each other.

*Jenkins, D. (1995-present). IST of an ISM Paradigm. Share The Flame: Vancouver, WA SEC.08-21