

Slide 1 features a green gradient background. On the right side, there is a circular image of a textured, greyish surface. The title is in white text on the left. Below the title, the names of the presenters and their affiliations are listed in white text. A small decorative graphic consisting of a plus sign, a dot, and a circle is located to the left of the title.

Being Actively Antiracist: One Program's Strategic Plan To Decenter Whiteness

Jennifer Meyer, MS, CCC-SLP
Samantha Shune, PhD, CCC-SLP

Communication Disorders and Sciences
University of Oregon

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Slide 2 has a white background. A large green circle with a gradient is positioned on the left, containing the word 'Disclosures' in white. To the right of the circle, the text 'Salary from the University of Oregon' is written in black. A small decorative graphic consisting of a plus sign, a dot, and a circle is located to the left of the circle. A vertical line is on the right side of the slide.

Disclosures

Salary from the University of Oregon

2

Why are we embarking on this endeavor?

Black students matter.



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UO CDS Program Info

- Midsize Size Town in Oregon
- 4 full-time TTF and 10 full-time NTTF
 - Self-identified racial/ethnic diversity = 2
- ~190 Total undergraduates
- ~35 Master's students per cohort
 - 26% racial/ethnic diversity in last 5 cohorts
 - 2% Black students
- 7 current PhD students
 - 43% racial/ethnic diversity
 - 0% Black

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The Status Quo

Equity, Access and Inclusion – central in our mission

Began optional faculty inclusion lunches 2017 to explore issues

Strategic plan included a recruitment and retention goal for diverse students

Explored admission practices

Modified curriculum over years

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Catalyst For Meaningful Action



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Our Environment – Oregon's History



7

Our Environment – University of Oregon



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Amplifying Voices and Working Towards Goals of Community Leaders

- **Read**
 - Searched for media authored by Black students, faculty, community leaders
 - UO Black Student Collective Demands
 - BLM Priorities and Demands
- **Listen**
 - Requested meetings with student leaders, community groups
 - Attended protests and marches and listened to speakers' agendas
- **Align**
 - Redirected brainstorming to align with voices from above steps
- **Act**
 - Workshopped clear goals with actionable steps
 - Asked leaders/students to weigh in

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BLACK STUDENT COLLECTIVE


OUR DEMANDS

1. Rename Deady Hall. Reconstitute a new committee that prioritizes Black voices to review the building names and naming process.
2. Remove the Pioneer statue, the Pioneer Mother statue and "The Mission of a University" mural displayed in the Knight Library as they perpetuate white supremacy and are trauma-inducing towards not only Black students but other students of color.
3. Allocate sufficient funds that will go specifically towards Black student success through scholarships, academic support and programming.
4. Commit to the hiring of more Black identifying faculty and staff across ALL UO Colleges and Schools to build the ranks of tenured-track professors, tenured professors and Black staff with the intention of providing full support and job security.
5. Expand the Black Studies Program as a major to be developed into further degree levels (i.e. Master and Doctoral programs) and further the support and growth of Indigenous, Race and Ethnic Studies.
6. Intentionally and immediately hire qualified Black faculty and staff that would staff and administer the Black Studies program. This includes creating pathways for Target of Opportunity hires in order to build out the BLST faculty immediately (AY 2020) and national searches (AY 2020).
7. Create and utilize sustainable funding that would directly support the staff, operations, and programming of the Black Cultural Center. This must include the hiring of Black staff for both Advancement and Development.
8. Reform the Board of Trustees to be more accessible to students and have a more equitable and diverse scope when considering the appointments of its Board members.
9. Cut any and all ties with Eugene Police Department and disarm UCOPD in order to return to an unarmed Department of Public Safety to ensure the safety of UO students.

We call upon the University of Oregon, the Board of Trustees, and President Michael Schill to meet our demands by the end of the 2020-2021 school year and fully implement them by the beginning of the Fall 2021 school year.

Emerging voices: Young black activists of Eugene's BLM protests

Tatiana Parafiniuk-Talesnick tparafiniuktalesnick@registerguard.com
Published 5:01 a.m. PT Jun. 7, 2020



Black protesters embrace at the end of a protest march. Register Guard - [registerguard.com](https://www.registerguard.com)

2020 POLICY PLATFORM

click below to view demands

The Framework

END THE WAR ON BLACK COMMUNITIES

END THE WAR ON BLACK YOUTH

END THE WAR ON BLACK WOMEN

END THE WAR ON BLACK TRANS, GAY, BISEXUAL, NONCONFORMING AND INTERSEX PEOPLE

END THE WAR ON BLACK HEALTH AND BLACK DISABLED PEOPLE

END THE WAR ON BLACK MIGRANTS

END TO JAIL, PRISONS, AND IMMIGRATION DETENTION

END THE DEATH PENALTY


END THE WAR ON DRUGS

END THE SURVEILLANCE ON BLACK COMMUNITIES

END TO PRETRIAL DETENTION AND MONEY BAIL

THE DEHUMANIZATION OF LAW ENFORCEMENT

END THE USE OF PAST CRIMINAL HISTORY



We Demand an End to the War Against Black People:

We demand an end to the criminalization, incarceration, and killing of our people. We call for not just individual accountability of officers after a murder, but entire police departments.

BLACK LIVES MATTER

7. Pass the BREATHE Act:

The police were born out of slave patrols. We cannot reform an institution built upon white supremacy. We need a new, radical approach to public safety and community investment. President Biden has already drawn on the BREATHE Act in his executive actions calling for racial equity screens in federal programs, investing in environmental justice at historic levels, and engaging with system-impacted communities. The BREATHE Act paints a vision of a world where Black lives matter through investments in housing, education, health, and environmental justice.

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The Educational System

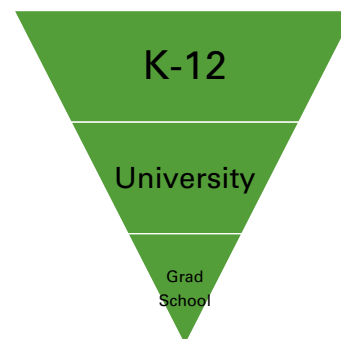
- Racism is more than just prejudice – it is a “system of advantage based on race”
- Implicit bias
 - Vs. explicit
 - Risks
- School-to-prison pipeline



Hoffman, 2012; Staats et al., 2017; Tatum, 2017; Wellman 1977, 1993

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- K-12 education/resources
 - Majority-minority schools
 - Educational and economic disadvantages
 - Exclusionary discipline
 - Learning development

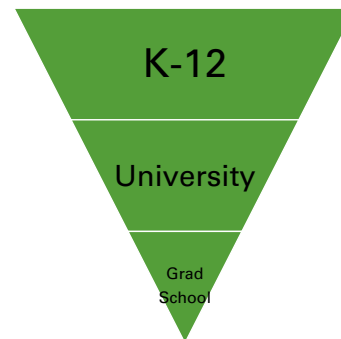


Blake, 2011; Butler-Barnes et al., 2020; Chessman & Wayt, 2016; Dwivedi, 2018; Fabelo et al., 2011; Garcia, 2020; Inniss-Thompson, 2017; Kaestle, 2016; Massey & Tannen, 2016; Lewis & Diamond, 2015; Morris, 2007; Sugrue, 2016; Tatum, 2017; US Department of Education, 2016

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- Universities

- Matriculation and graduation rates
- Support and mentorship
- Safety – physical, emotional
- Policies and practices
- Student demands



Blake, 2011; Butler-Barnes et al., 2020; Chessman & Wayt, 2016; Dwivedi, 2018; Fabelo et al., 2011; Garcia, 2020; Inniss-Thompson, 2017; Kaestle, 2016; Massey & Tannen, 2016; Lewis & Diamond, 2015; Morris, 2007; Sugrue, 2016; Tatum, 2017; US Department of Education, 2016

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Academic Resilience

- Ginsberg (2018)
 - Vulnerability Factors: microaggressions, isolation, “culture shock”
 - Protective Factors: personal mentoring, other community, “grit”



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Actions

A ACTION
C CHANGES
T THINGS

- Action and Healing
 - Fostering accountability
 - Partnering to increase recruitment
 - Altering admissions requirements and review
 - Examining our curriculum
 - Creating an internal bias reporting system
 - Joining the calls and efforts of groups on campus and using our position to advocate

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Actions

- Education
 - Participating in explicit anti-racist trainings
 - Participating in mentorship trainings
 - Committing intentional time to listen
 - Promoting regular self-education and reflection



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The Profession

- Just over 3% of ASHA certified or certification-in-progress SLPs and AuDs identified as Black or African American (only) in 2020

ASHA, 2020; Tello, 2017

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When we don't see ourselves reflected in the world around us, we make judgements about that absence. Invisibility is a statement. It says something about the world and our place in it. (Taylor, 2021)



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- Continued isolation, lack of community and mentorship

"I had the clinical skills under my belt, but struggled with the biases and politics of the professional world. I was navigating blindly in a space that I felt wasn't created for me."

"I was NOT at all prepared for the isolation I would experience in the workplace being one of the mere 3.5% of Black people in the field of Speech Pathology. Naively, I didn't realize that the lack of diversity in graduate school was a microcosm for the rest of my professional career."

Daugherty, 2020; Desormes, 2020; Humbert, 2020; Nichols, 2019

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- Having to be "more than" and gatekeeping

"The growth in my skills was not about wanting to receive another accolade or certificate, like so many of my White peers. No, it was simply because I understood that I had to be MORE than my peers because they were automatically trusted and understood...I had to make sure my clinical skills were exemplary."

"I have had to acquire specific survival tactics alongside the traditional formal and informal training in science, academia, and professional development."

Daugherty, 2020; Desormes, 2020; Humbert, 2020; Nichols, 2019

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- Questioning their place in the profession

"This discouragement nearly compelled me to reconsider my pursuit of the terminal degree from one of the top schools in the nation."

"However, there are days when the isolation has broken me down. When the microaggressions and words of bias have made me cry. Days when I felt like I chose the wrong profession."

Daugherty, 2020; Desormes, 2020; Humbert, 2020; Nichols, 2019

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Actions

- Education
 - Ongoing cultural competence, cultural humility, and anti-racist training



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Actions



- Action and Healing
 - Being active on social media
 - Prioritizing Black invited speakers
 - Prioritizing funds for professional development
 - Supporting Black-led professional organizations

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Clinical Services

- Healthcare disparities
- Overrepresentation of Black students receiving special education support
- Lack of representation in normed assessments
- Cost/Insurance
- Access to services
 - Knowledge of services available/potential outcomes
 - Complex referral process
 - Transportation and childcare

Barshay, 2019; Deal-Williams, 2020; Lundy, 2015; Sloan & Wang, 2005

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Actions

• Education

- Explicit research and conversations
 - What practices in our field are tied to historic racism?
 - Who are the Black scholars generating work that impacts clinical practice?
- Community Listening Sessions
 - What are the barriers to services in our community?



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Actions

A ACTION
C CHANGES
T THINGS

• Action and Healing

- Directly addressing racist history of our profession with students and faculty
- Outreach to community organizations
- Welcoming Environment
 - Website
 - Space
 - Forms
- Donor funds
 - Scholarships for services-secured
 - Seeking additional funds for bus passes/taxi fares
 - Provide technology for families

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Getting Started

- Big jump from status quo
- Initial readings
- Most immediate needs and opportunities



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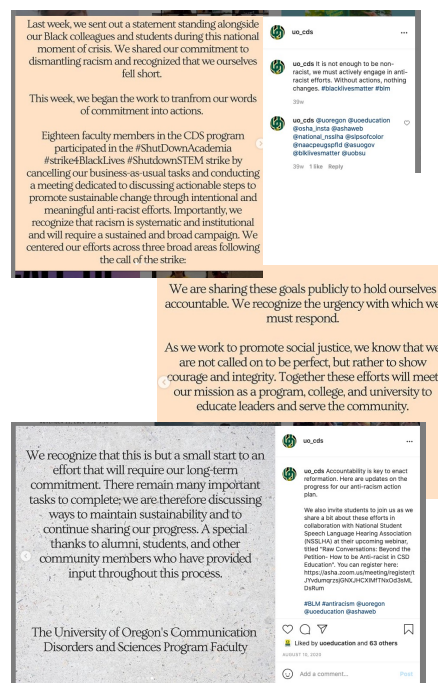
“Diversity is not a precondition for inclusion or equality”

(Sugrue, 2016)

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- Take ~10 minutes to reflect on your own program and potential for change
 - Determine at least one potential area in need of change.
 - What barriers do you see within and outside of your program impacting this area of need?
 - Create an actionable step.
 - Who? What? How?

- Strategic Plan
 - Work Groups
- Faculty Meetings
 - Reports from work groups
 - Revisit plan goals and progress
- Inclusion Lunches
- Social Media
 - Publish goals and updates
 - Ask community for feedback
- College Models



Reflections

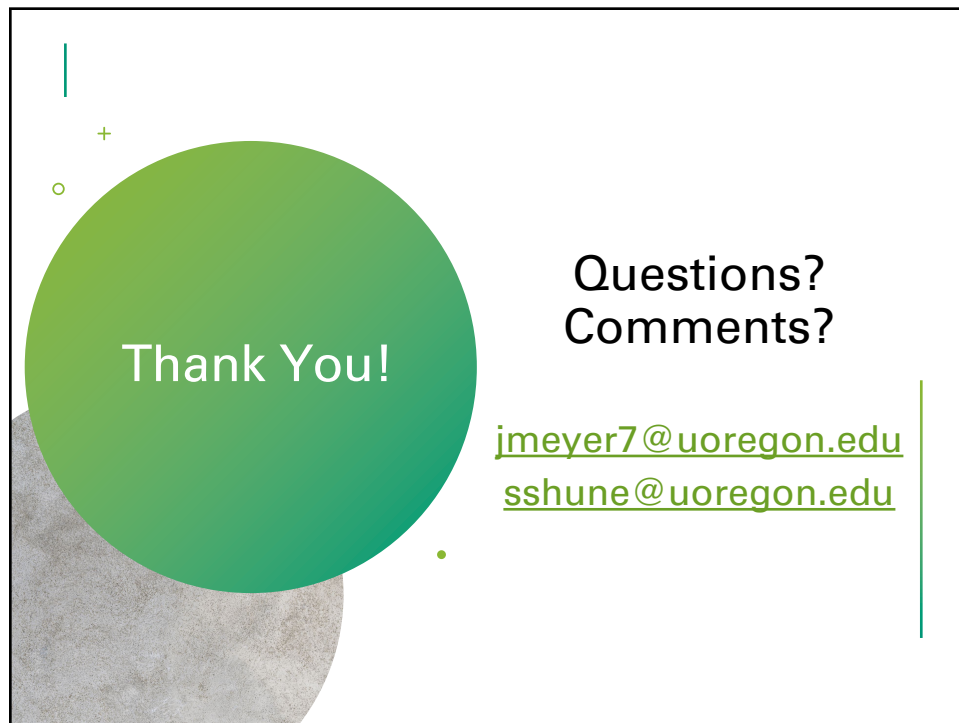
- Started earlier
- Recognized and addressed differing opinions
- Focused earlier on resilience vs attrition
- Engaged pro tem faculty more prior to decisions
- Openly talk about the limitations of our power

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Future Considerations

- Lifelong commitment
- Recognizing things that we can't change
 - How do you recruit Black students and faculty to an institution with such racist history?
- Recognizing our role in culture change
 - What can we do to help our community heal?
 - How do we support resilience?
 - Where can we continue to push our college and university to do better?
 - How do we continue to amplify the voices of our Black students, colleagues and community members?

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Being Actively Antiracist: One Program's Strategic Plan to Decenter Whiteness
Jennifer Meyer and Samantha Shune
University of Oregon

RESOURCES

Websites

These websites are an EXCELLENT starting point and contain a wealth of information, activities, and recommended books, websites, movies, etc.

Check Your Bias...Prejudice...and More: "A vetted resource guide for SLPs to begin the personal work in the area of racism, bias, cultural competence and the Black Lives Matter movement" (by Speech-Language Pathologists for Social and Juvenile Justice Collective)

<https://www.sac-oac.ca/sites/default/files/resources/CheckYourBiasResourceGuide.pdf>

Racial Equity Tools: "Tools, research, tips, curricula, and ideas for people who want to increase their own understanding and to help those working for racial justice at every level – in systems, organizations, communities, and the culture at large"

<https://www.racialequitytools.org>

Justice in June: "This resource was compiled...for the purpose of providing a starting place for individuals trying to become better allies" and provides a full month of activities depending on the time commitment available (10 minutes/day, 25 minutes/day, 45 minutes/day) (by Autumn Gupta with Bryanna Wallace's oversight)

bit.ly/junejustice

Looking for more media recommendations? Check out the lists suggested here:

<https://blogs.uoregon.edu/coae/resources/media/>

<https://sites.ed.gov/whieea/files/2016/10/Disrupting-Implicit-Bias-FINAL.pdf>

Instagram

A few suggested accounts to follow – as a first step!

Black Lives Matter @blklivesmatter

Your Rights Camp @yourrightscamp

Good Good Good Co @goodgoodgoodco

ACLU Nationwide @aclu_nationwide

Shaun King @shaunking

Black-Hosted Podcasts (adapted from
@roohiamber on Instagram)

Wellness

Black Girl in Om
The Friend Zone
Therapy for Black Girls
Getting' Grown
Power Hour
The Gurls Talk Podcast
HOODxHOLISTIC

Culture

It's been a Minute with Sam Sanders
Small doses with Amanda Seales
Still Processing
The Nod
Go Off, Sis
Say Your Mind
Thirst Aid Kit

Current Affairs

Larry Wilmore: Black on the Air
Pod Save the People
Higher Learning with Van Lathan and Rachel
Lindsey
The Right Time with Bomani Jones
Jemele Hill is Unbothered

Interest

Lexicon Valley with John McWhorter
LeVar Burton Reads
Snap Judgement
Reveal
StarTalk Radio with Neil deGrasse Tyson
Code Switch
Ear Hustle

Business

Fck Work But Ima Go
Innovation Crush
The Ash Cash Show
Side Hustle Pro
Scam Goddess
Game of Grow
Behind the Brilliance
Championing Women's Voices
Mattie James the Podcast
Back to Biz with Katie and Boz

Parenting

NATAL
Good Moms Bad Choices
That Black Couple
Sisters in Loss
Modern Mommies
Shades of Black: Parenting Podcast
Mommifaceted

Entertainment

Strong Black Legends with Tracy Clayton
The Read
The Joe Budden Podcast
The Receipts
Why Won't You Date Me? with Nicole Byer
The Black Guy Who Tips
Another Round
2 Dope Queens