

A Critical Discourse Analysis of Essential Functions Through a Social Justice Lens

Speech, Language, Hearing Scientists Equity Action Collective

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Speech, Language, Hearing Scientists Equity Action Collective (EAC) Positionality

- African American, Black, Arab, Mexican-American, white, Taiwanese-American
- Bilingual and speakers of various varieties of English
- All Ph.D. holders and are current or former university professors
- Life experiences and identities that have placed us both at the margins and in positions of privilege

Motivation



- July 23, 2020: participation in an anti-racism town hall
- Individually, we voiced concerns about our profession
- Common theme: call for a true dismantling of systemic racism in our profession.
- Collective work began after the town hall
- All motivated to pursue anti-racism work that is transformative and serves to truly dismantle systemic racism.

**THE SPEECH,
LANGUAGE,
HEARING
SCIENTISTS
EQUITY
ACTION
COLLECTIVE**

**A
CRITICAL DISCOURSE
ANALYSIS
OF
ESSENTIAL FUNCTION
THROUGH A SOCIAL JUSTI**



**CAPCSD
2021**

Overview of Presentation

- Background Information
 - Essential Functions
 - Underrepresentation in the fields of Speech, Language, and Hearing Sciences
- Methodology
 - Critical Discourse Analysis
 - Theoretical Framework: Color-Blind Racism
- Results
 - Major themes and examples
- Discussion of Results and Recommendations

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Essential Functions

- Under the Americans with Disabilities Act (ADA), employees are protected from disability discrimination in the workplace; however, employers are not required to hire an employee who is unable to fulfill the essential functions of the job
- As a result, Essential Functions documents have been developed across industries and professional fields to determine who is protected under the ADA and who is not.
- In 2006, CAPCSD membership voted to develop a set of the essential functions for speech-language pathologists and audiologists to represent the core aptitudes and skills that prospective students must possess or learn through professional study in order to uphold the responsibilities of the SLHS discipline.
- Instrumental document for guiding

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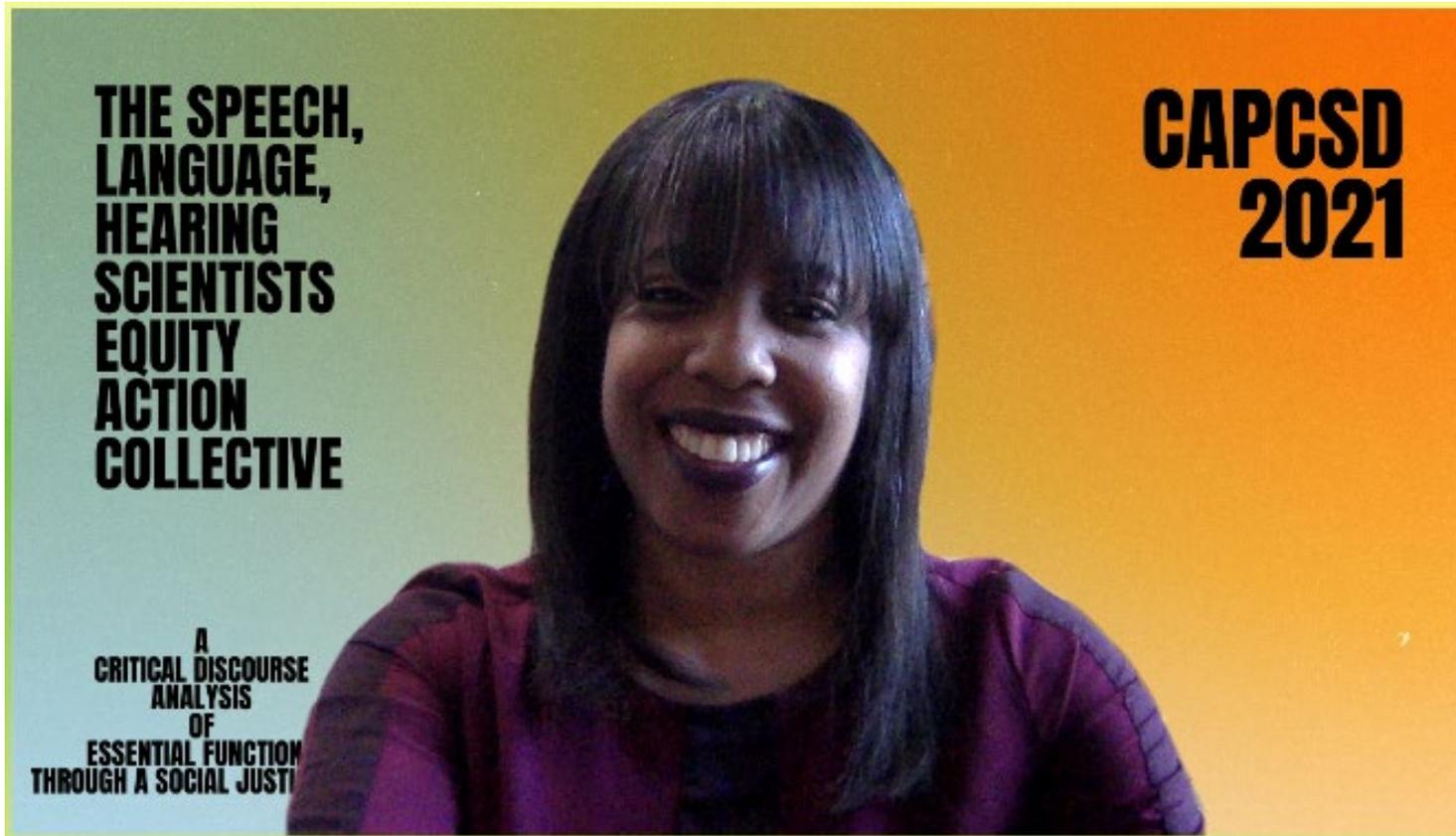


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Essential Functions

- Skills and attributes in five areas that individuals must have: communication, motor, intellectual-cognitive sensory-observational, and behavioral-social.
- Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience.

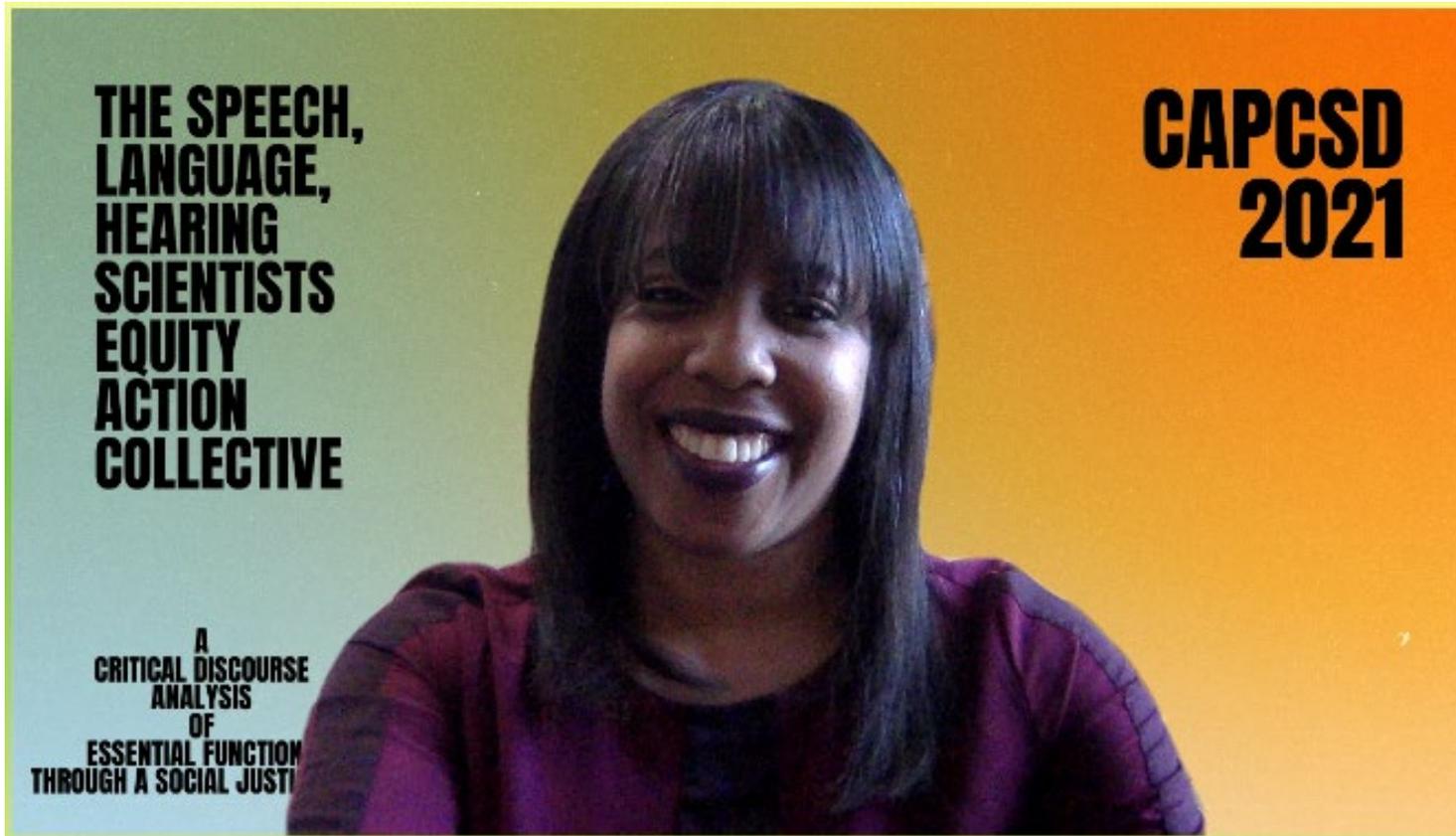
Document identifies skills that are “more inherent and should be present when a student begins the program.”



Examples:

- Communication
 - Communicate proficiently in both oral and written English language. (Language to be determined by program.)
- Motor
 - Participate in classroom and clinical activities for the defined workday.
- Intellectual/Cognitive
 - Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.
- Behavioral/Social
 - Display mature empathetic and effective professional relationships by exhibiting

Essential Functions Examples



- A student must possess adequate sensory skills of vision, hearing, tactile, and smell to visually and auditorily identify normal and disordered speech, language, hearing, swallowing and social interaction processes.
 - This stipulation could potentially be used to legally exclude those with visual and hearing impairments from our professions.
- A student must be able to communicate proficiently in both oral and written English language. (Language to be determined by program.)
 - This stipulation could potentially be used to legally exclude those who speak English as a second language or dialects of English that are less valued



A Well-Known Mismatch

- The US is a multiracial country...
 - Only 60.1% of the US are white, non-Latinx
<https://www.census.gov/quic/kfacts/fact/table/US/PST045219>
- ...but the Speech, Language, and Hearing Professions are overwhelmingly white
 - 91.5% of ASHA members are white, non-Latinx
<https://www.asha.org/sitesets/surveys/2020-member-and-affiliate-profile.pdf>
- This difference is statistically significant: $\chi^2_{[df=2]}=31385.947$, $p<0.00001$



A Well-Known Mismatch

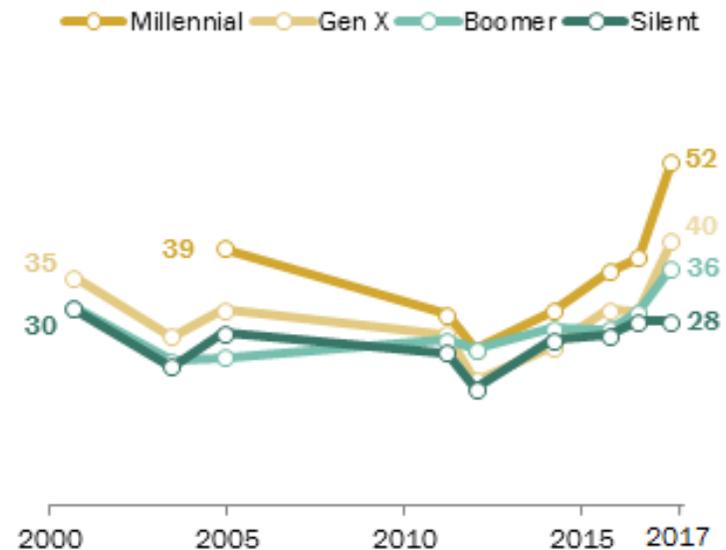
- ...and has been persistently white, even as postgraduate degree attainment by BIPOC individuals in health-related professions
 - As of 2018, 15% of master's degrees in health-related professions are earned by people from 'traditionally underrepresented' groups
- <https://www.amacad.org/humanities-indicators/higher-education/raciaethnic-distribution-advanced-degrees-humanities>
- This is not merely a 'pipeline' issue.

This Is A Crisis For Our Professions



Growing gap on whether discrimination is main barrier to blacks' progress

% who say racial discrimination is the main reason why many black people can't get ahead these days



Source: Survey of U.S. adults conducted June 8-18, 2017

- A crisis of credibility
 - Inability to credibly serve a population which will soon be 'majority minority'
- A crisis of being able to do our jobs optimally
 - Children learn language best with acoustically variable input (e.g., Rost & McMurray, 2009)
 - Children's language learning is socially gated. They selectively learn from people who they find trustworthy (Koenig & Harris, 2005)
- A crisis of intergenerational alienation
 - If the profession doesn't change, they will be out of alignment with the

We Don't Need More Dead Canaries

- An old practice (probably apocryphal): bring a canary in a coal mine to test for poison gas. If the canary dies, the mine is toxic.
- Would bringing masses of BIPOC folks into the SLHS professions diversify them?
 - Maybe
 - ...but are we *sure* that the 'mine' is not toxic to BIPOC folks?



Time to get out of here!

<https://tvtropes.org/pmwiki/pmwiki.php/Main/CanaryInACoalMine>



Are The Professions A Source Of The Problem?

We need a systematic analysis of the gatekeeping procedures in the speech, language, and hearing professions to understand whether these present systematic barriers to BIPOC individuals joining these professions.

- Today's presentation: essential functions
- The bigger picture: all of the gatekeeping procedures, including CAA and CFCC certification standards.

Critical Discourse Analysis Is A 'Critical' Tool

- Critical Discourse Analysis of key documents
- A very different research tactic from (often painful, traumatic) personal narratives
- Turning the tables: taking the onus of solving racism from BIPOC people to the institutions, and individuals who have power in those institutions
- Next step: recommendations for ways to alleviate the barriers that we identify in these documents

Listening Session on Racism Experienced by Students, CFs, and Junior Faculty in CSD

July 14, 2020, 7:00 p.m.-8:30 p.m.



Our Research Questions

1. What knowledge, skills, and traits does the Essential Functions document identify as necessary qualities for students, prospective students and clinicians?
2. How do these expected knowledge, skills, and traits contribute to the discursive construction of the ideal student/clinician in SLHS?
3. How does the construction of the ideal student/clinician in SLHS intersect with discourses about race and antiracism in our field*?

*For example, American Speech-Language-Hearing Association. (2020). *Response to Racism* [Position Statement]. Available from www.asha.org/policy. <https://www.asha.org/policy/response-to-racism/>

Critical Discourse Analysis is an interdisciplinary approach to the study of discourse (i.e., use of language as a form of social practice). The ultimate aims are to reveal how power relations are made through discourses and to address inequities resulting from power imbalances. CDA asks:

- How is (___) positioned within the relations of power?
- Whose interests are served by this position?
- Whose interests are ignored or negated?
- What are the consequences of this positioning for equity?



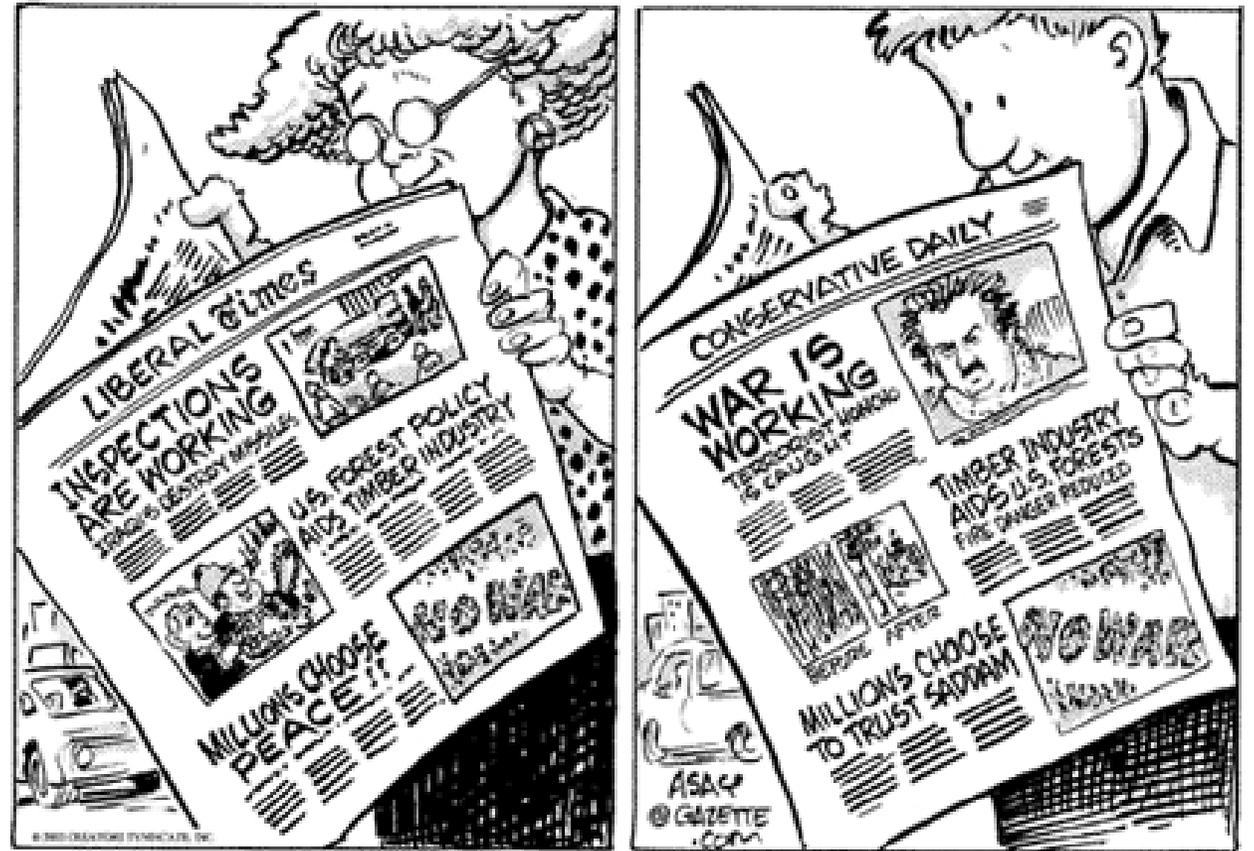
CDA is a close study of the structural and pragmatic aspects of a piece of text/talk (e.g., lexical choice, grammatical construction).



For example...

Noticing how the use of passive sentences omits and mystifies the agent of actions.

Another example...



Noticing how lexical choices activate certain frames of associations and interpretations and suppress others.

Or...



Noticing what is notably absent. For example, the absence of the word “death” on a funeral home brochure reflects a cultural taboo to discuss death openly.

CDA Analytic Process (Mullet, 2018; van Dijk, 1993)



1. Select the focal discourse: Institutional discourse of the necessary qualities for students, prospective students and professionals in the Speech, Language & Hearing Sciences
2. Select the data source(s): We selected the *Essential Functions (EF)* because of its influence (e.g., used widely by programs) for defining qualities that students/professionals must display or develop.
3. Explore the background of the selected data: We examined the socio-historical context and background of the EF document. Including: Literature related EFs across different fields (e.g., ADA), the rationale for the development of EFs in SLHS, any publicly available information on the EFs in SLHS (e.g., Horner et al. 2009).

CDA Analytic Process (Continued)



4. Identify major themes & subthemes:

Consistent with an inductive research process, we started by simply identified all the instances in the *Essential Functions* that stated the knowledge, skills and traits that students/professionals are expected to demonstrate.

Coded what frames of reference, assumed cultural norms were being conveyed through the language of the EF to describe these expected qualities and how they intersect with issues of race/racism.

Looked for patterns across the codes generated, which resulted eventually in the discovery of themes presented.

CDA Analytic Process (Continued)



5. Analyze external relations: We asked, what social practices informed and were reflected by the text? The literature on racism, particularly Bonilla-Silva's (1997; 2002; 2003; 2008; 2015; 2018) theoretical framework of *color-blind racism* provided us with a way to make sense of our findings.

6. Analyze internal relations: We closely examined all the identified passages of the EF's document for vocabulary, grammar & linguistic devices that evoke and assert ideological values and sociocultural positioning.

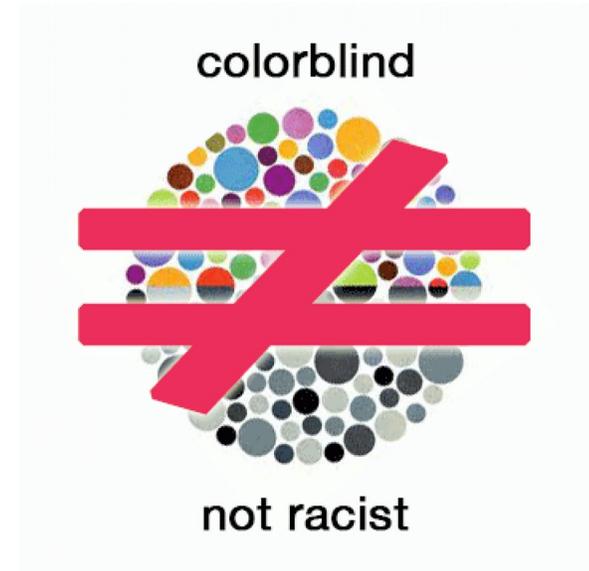
CDA Analytic Process (Continued)



7. Interpret the data: We integrated the information gathered from steps 4-6 to arrive at conclusions about the ways in which institutionalized racialized practices are reflected in as well as produced by the EFs document to produce racial inequities in the SLHS discipline.

Color-Blind* Racism

- The most pervasive and relevant form of racism in contemporary U.S. society is not *individual acts of overt racism*, but *systemic racism*.
- *Color-blind racism* is a manifestation of *systemic racism*. The maintenance of systemic racism relies on color-blind racism.
- *Color-blind racism* is a seemingly paradoxical phenomenon in which the existing racial inequities in a system are not acknowledged and even denied by those who benefit from them; and all the while those inequities are masked and maintained through discourses espousing egalitarianism, diversity, and merit (Bonilla-Silva, 2018; Burke, 2018; Carr, 1997).



*Annamma (2017) critiques the term *color-blind racism* as being limiting & ableist and suggests *color-evasive racism* as alternative.

The 4 Frames of Color-Blind Racism



- In *Racism Without Racists*, Bonilla-Silva (2003; 2018) conceptualized color-blind racism as operating on 4 inter-connected frames:

- Abstract liberalism
- Minimization of racism
- Naturalization
- Cultural racism

Abstract Liberalism



- *Abstract liberalism* is the first tenet in the framework of color-blind racism and considered the most important one for perpetuating color-blind racism
- Abstract liberalism involves taking a liberal position about a topic while also denying the influence of racism on the topic and opposing anti-racists practices or policies with regard to it.
- An abstract liberal position advocates for individual freedom, equal opportunity, and meritocracy. While these all appear to be laudable pursuits, if one subscribes to these notions without acknowledging that they are not equally available to people of all races, then liberalism can actually perpetuate racism while obscuring it.

Remaining 3 Frames



- *Minimization of Racism* is the argument that racism is no longer affecting the lives of people of color, or a significant factor in our society, so does not need to be discussed except as a historical phenomenon.
- *Naturalization* is the act of explaining racialized events as being natural rather than the product of racism.
- *Cultural Racism* is the idea that cultural behaviors or beliefs are the reasons that some racial groups have or have not advanced economically.

Findings: Themes and Examples

1

An absence of the acknowledgment of racism

2

Use of ambiguous language

a.

Conceptualizing
“professionalism”

b.

Conceptualizing
“effective” communication



Theme 1: An Absence of Acknowledgment of Racism

In the Essential Functions, the word *race* was used only once.



BEHAVIORAL/ SOCIAL

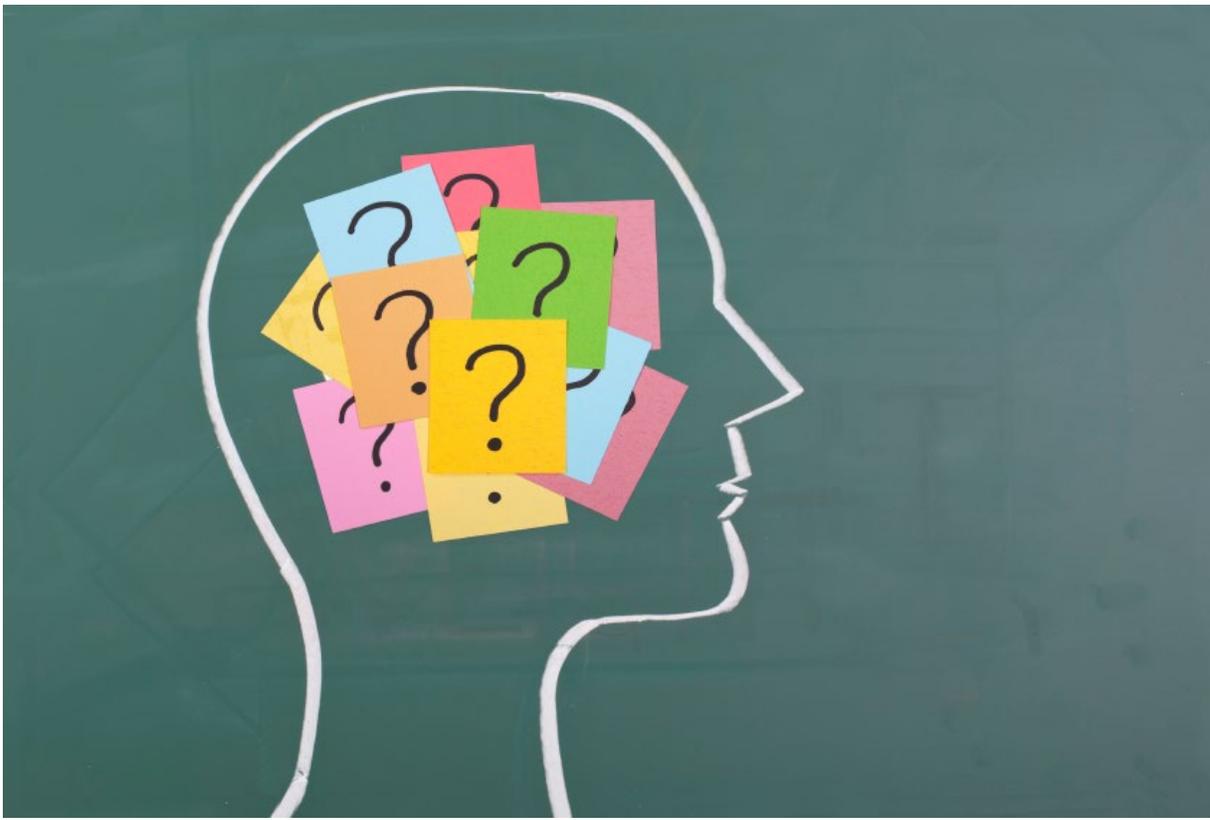
A student must possess adequate behavioral and social attributes to:

1. Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.*
2. Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.*



**An Absence of
Acknowledgment of
Racism**

More importantly, the word *racism* does not appear at all.



Theme 2: Using Ambiguous Language

Using Ambiguous Language

Ambiguous language defined: Words or phrases that have multiple meaning that lack conciseness and clarity (Duleck & Campbell, 2015; Massey, et al., 2014; Sennett, 2016)



Grice's Maxims of Communication		
Linguistic Principle	Criterion	Violations
Quality	Truth: Be truthful	Exaggerations
Quantity	Informativeness: Provide enough information	Redundancy, Repetition
Relation	Relevance: Stay relevant to the topic	Digression
Manner*	Clarity: Be clear; avoid ambiguity	Vagueness, ambiguous

Using Ambiguous Language



- Implementation of the Essential Functions rubric places a **great** responsibility on programs where they are used.
 - Programs can misapply and misuse EFs which can result in discrimination, marginalization, and exclusion of capable students (Jackson et al., 2008)





Using Ambiguous Language

We will use the concepts of “**professionalism**” and “**effective communication**” to illustrate how ambiguous language can function in problematic and racially-coded ways.



Example 1: Professionalism



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Professionalism in the Essential Functions

Key Essential Functions

- INTELLECTUAL / COGNITIVE
 - Self evaluate, identify, and communicate limits of one's own knowledge and skill **to appropriate professional level** and be able to identify and utilize resources in order to increase knowledge.
- BEHAVIORAL/ SOCIAL
 - Display mature empathetic and effective **professional relationships** by exhibiting compassion, integrity, and concern for others.
 - Adapt to changing and demanding environments (which includes maintaining both **professional demeanor** and emotional health).
 - Manage the use of **time effectively to complete professional** and technical tasks within realistic time constraints.
 - **Dress** appropriately and **professionally**.



Commentary on Professionalism in the Essential Functions

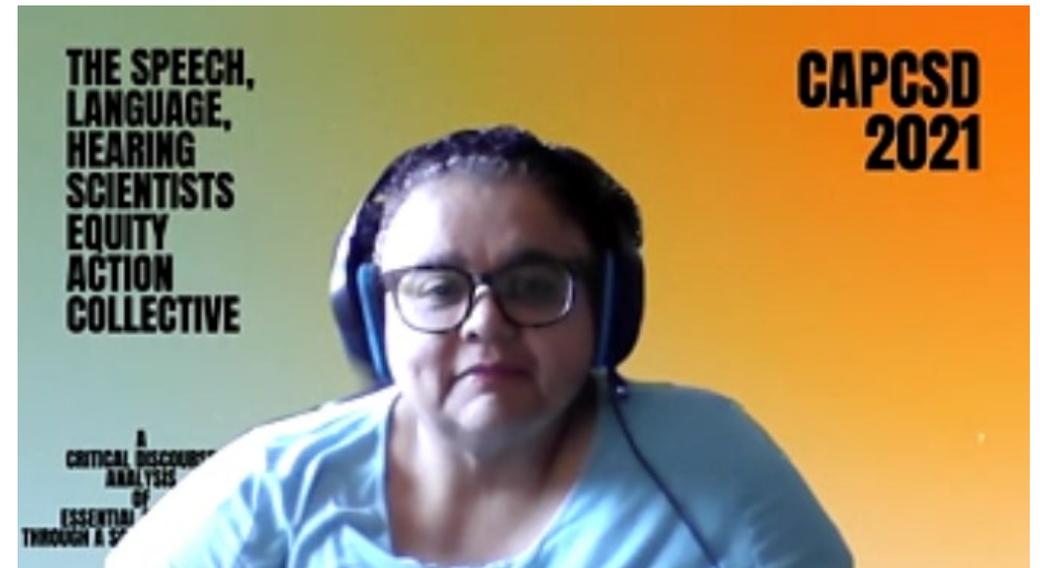
How does self-evaluating professionally tie back to intellectual or cognitive skills?

“Professional demeanor” coded language comparable to “smile more.”

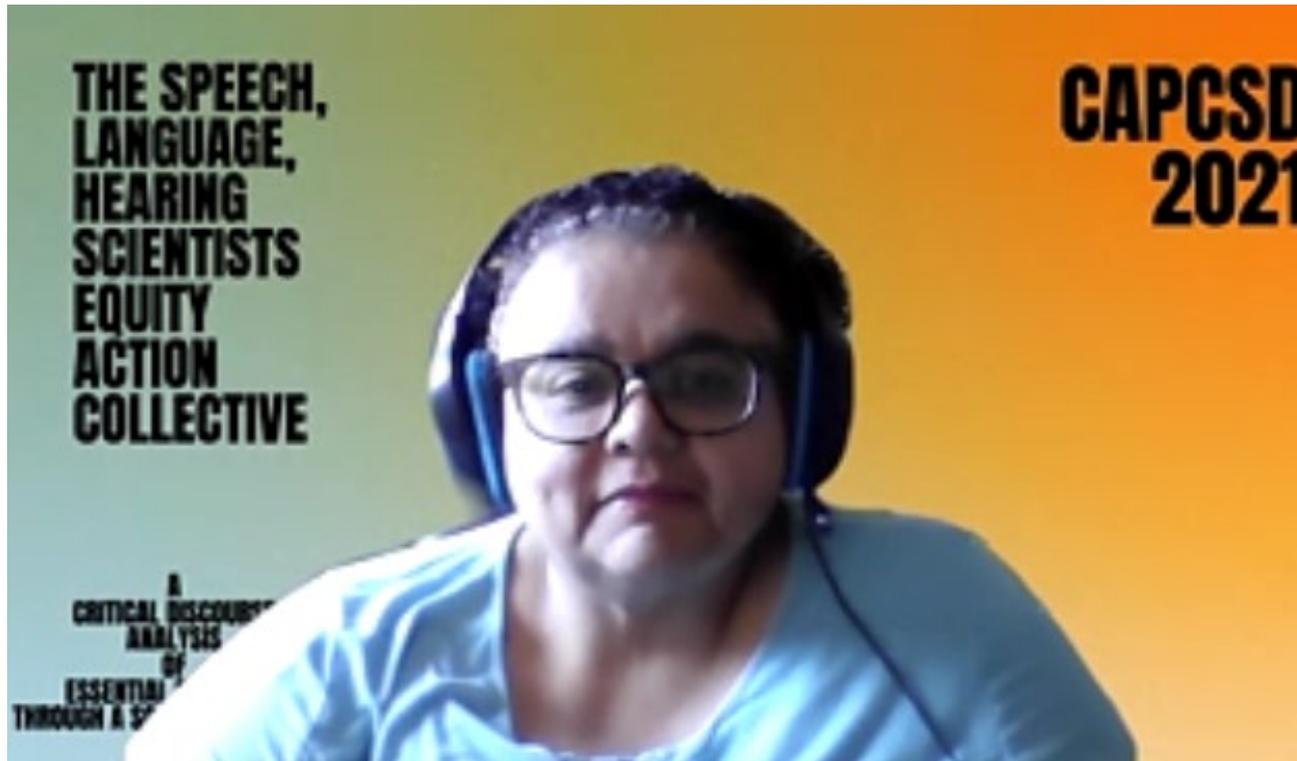
Dressing “professionally” is code for specific cultural norms.

Expectations of “mature” and “empathetic” are culturally determined.

Expectations for managing time effectively fails to acknowledge cultural variations in orientation to time.

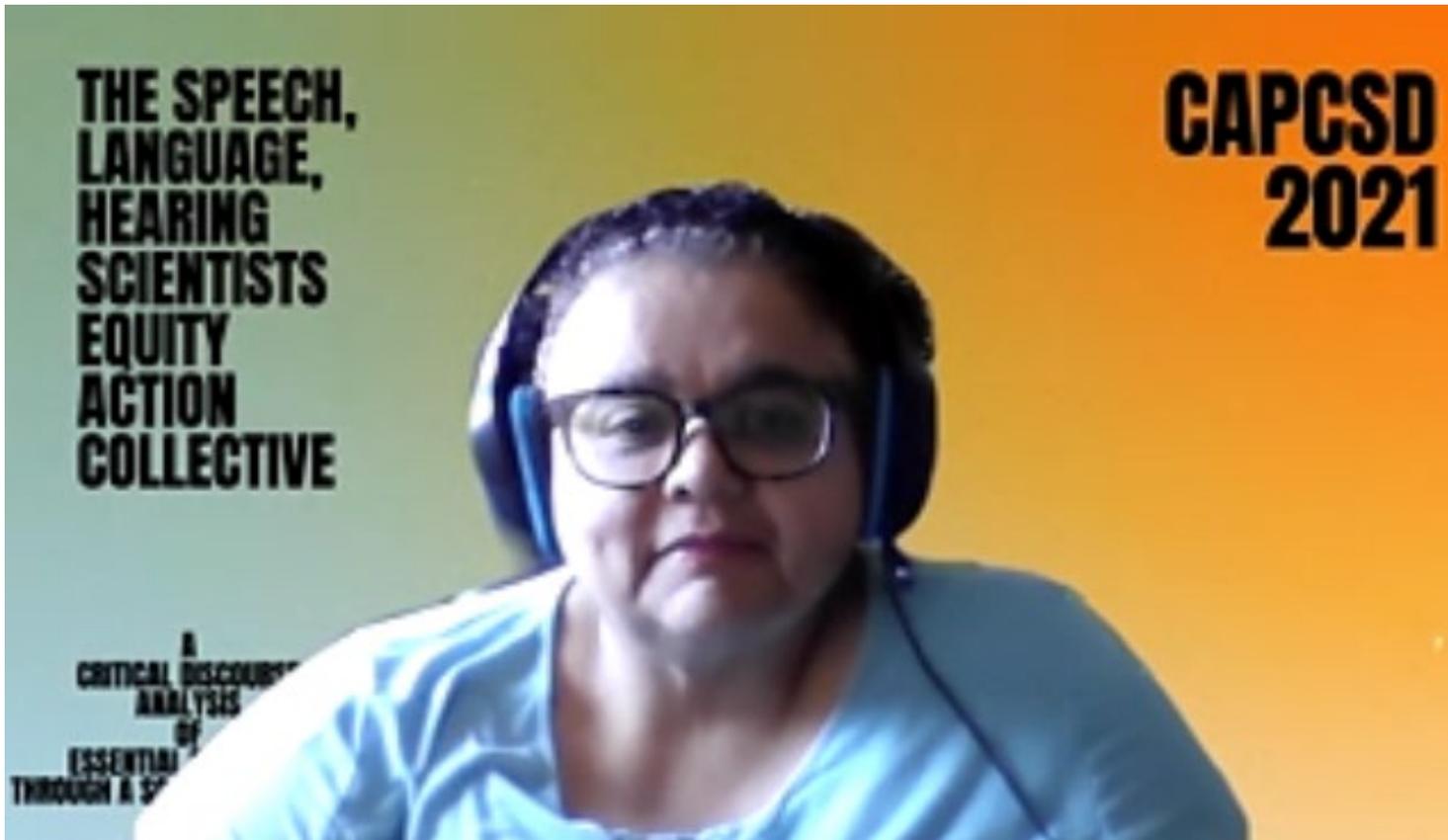


Professionalism and Ambiguous Language



- Professionalism is often modified by, or related to, ambiguous terms in the Essential Functions
 - Appropriate(ly)
 - Empathetic
 - Effective(ly)
 - Compassion, integrity, and concern
 - Demeanor
 - Realistic
- Professionalism itself is an ambiguous term.

Lack of Acknowledgement of Race and the Essential Functions on Professionalism



- We can only infer that...
 - the Essential Functions on professionalism are assumed to be race neutral,
 - the people interpreting and implementing these Essential Functions are assumed to be race neutral, and
 - the students expected to meet the essential functions are assumed to be race neutral.
- Why are assumptions of race-free standards coupled with the ambiguous nature of professionalism problematic?

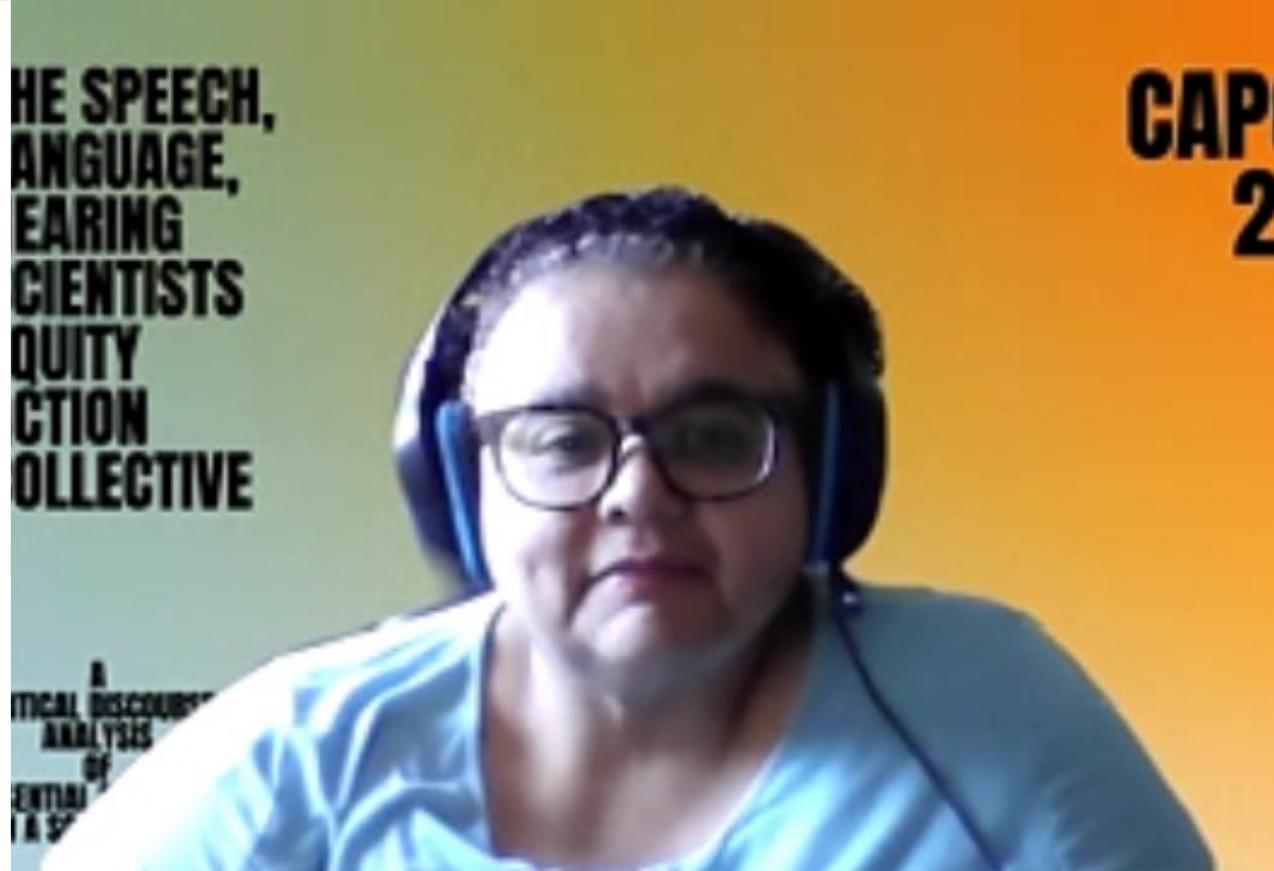
Professionalism

Determinations of “professionalism” or what is “appropriate” workplace behavior are not free of cultural constraints (Porter, 1993; Weems, 2004).



Unsplash.com





Professionalism

Standards defining professionalism center whiteness (Gray, 2019)



Professionalism

Standards that center whiteness discriminate against non-white standards of professional behavior, appearance, and communication.

Professionalism



www.unsplash.com



“Professionalism has become coded language for white favoritism in workplace practices that more often than not privilege the values of white and Western employees and leave behind people of color.”

Gray (2019)

https://ssir.org/articles/entry/the_bias_of_professionalism_standards

Communication in the Essential Functions

- A student must possess adequate communication skills to
 - ***Communicate proficiently in both oral and written English language. (Language to be determined by program.)**
 - *Possess reading and writing skills sufficient to meet curricular and clinical demands.
 - *Perceive and demonstrate appropriate non-verbal communication for culture and context.
 - *Modify communication style to meet the communication needs of clients, caregivers, and other persons served.
 - Communicate **professionally** and **intelligibly** with patients, colleagues, other healthcare professionals, and community or professional groups
 - Communicate **professionally**, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
 - Convey information accurately with relevance and cultural sensitivity.



Commentary on Communication in the Essential Functions

The knowledge and skills stated here are difficult (if not impossible) to measure. This is an example. Without a way to measure these, they are vulnerable to misuse.

We question whether white students would be asked to adapt their communication styles.

"proficiently" is undefined.

Rules out signers

Potential filtering mechanisms to keep out prospective students.

Extremely variable across cultures and contexts.

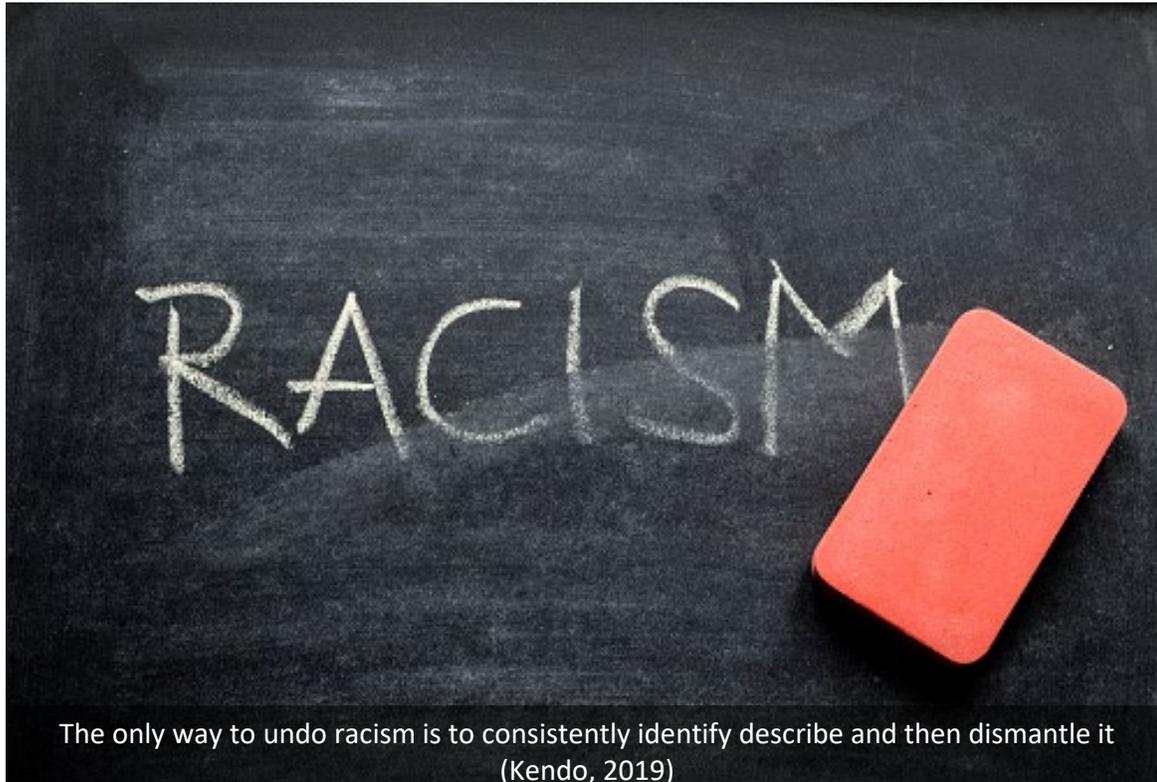
Potentially discriminating for neurodivergent students who may have difficulties with reading non-verbal cues.



Use of Ambiguous Language

- **Professionally**
- **Sufficiently**
- **Appropriate**
- **Intelligibility**

Professional standards are heavily defined by white supremacy and the systemic, institutionalized centering of whiteness. (Gray, 2019).



An Absence of the Acknowledgment of Racism in the Essential Functions on Communication

Opportunities to default to the norms of the socio-politically dominant language given the context of *language racism* or *linguicism* (Phillipson, 1992; Weber, 2015).

- *The tight connections between linguicism and racism have been well established (Baugh, 2003).*



Language Sciences

Volume 76, November 2019, 101170



Revisiting borders: Named languages and de-colonization

Mario Saraceni  , Camille Jacob



Are the Essential Functions on Communication Up to Date with Scholarly Perspectives?

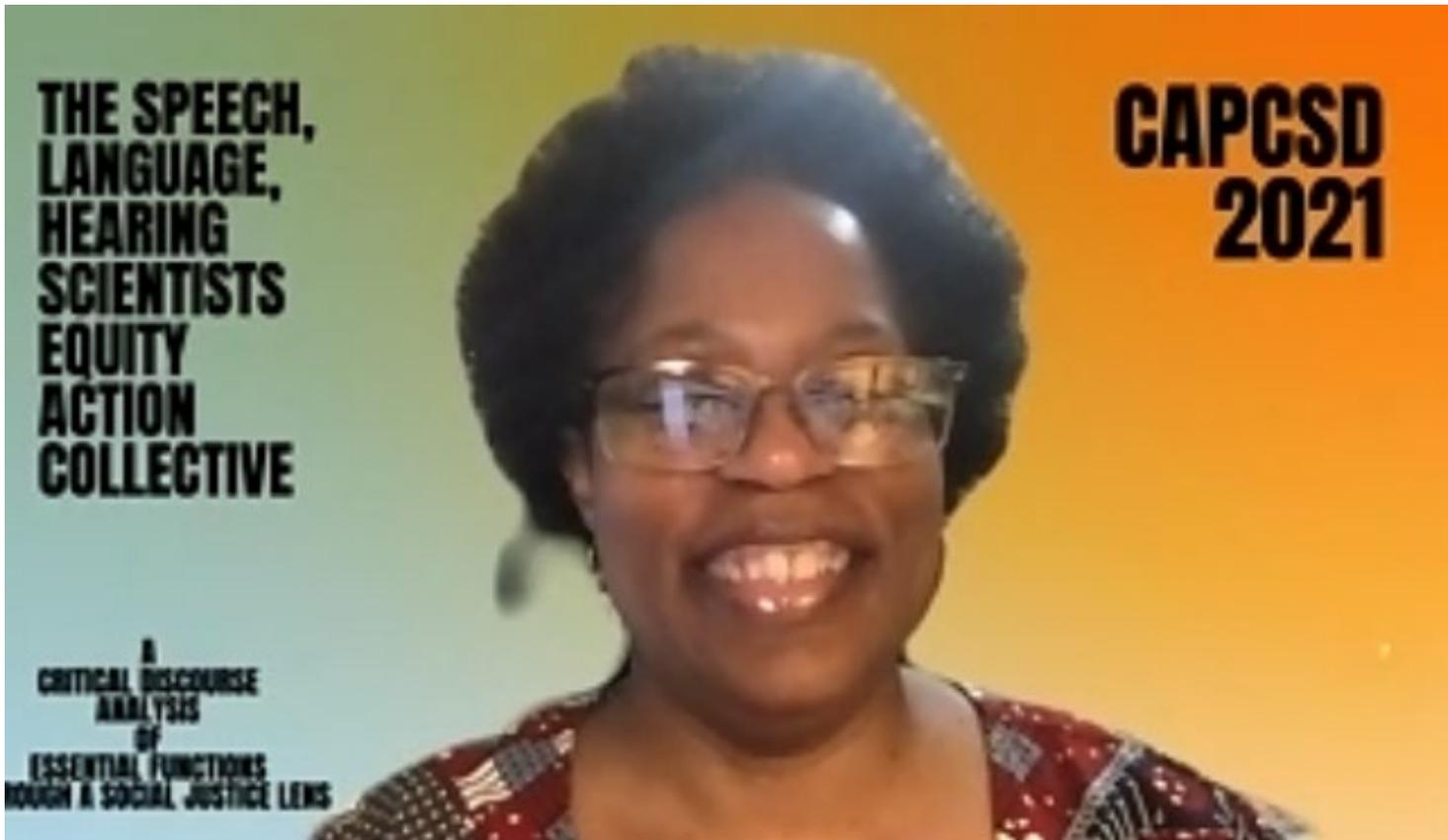
- Monolingual norm biased framework of inquiry has been shaping our research and practice
 - Also important to be aware that in assuming similarities or differences between languages has to avoid implicit **scientific cultural imperialism** “that runs the risk of obscuring important differences between scripts” (Colthrat & Perry, 1998 as cited in Weekes, Yin, Su & Chen, 2006. p603)
- Need paradigmatic shift : away from fixed categories of languages , cultures and ethnicities so that our study and understanding of language in its natural context shifting to consider the simultaneous use of languages or other linguistic systems as the normal

Example: Essential Functions and Language Variation

- What can we infer from the essential functions on communication in relation to
 - Divergence from general American English (accentedness)
 - Accentedness : How dissimilar a speech form is from the native variety (Derwing & Munro, 2009)
 - Code-switching
 - Non-mainstream American English varieties (Labov, 2003)
 - Subjective measures of perceived comprehensibility
 - Intelligibility/comprehensibility refers to the speech perception and what is being conveyed, respectively (Keintz, Hustad, Garcia, Klasner, n.d)
- The expectations from English speaking students seeking bilingual certificates: What proficiency levels are expected for these other languages?
 - Sociopolitical contexts
- Well-being of BIPOC students (and faculty)
- The only way to undo racism is to consistently identify describe and then dismantle it (Kendi, 2019)

Discussion

Color-Blind Racism in Relationship to Themes



Color-Blind Racism uncovered

- Systemic barriers
- Processes through which these barriers are formed

Universalism

Themes

Color-Blind Racism

Abstract
Liberalism

Minimization of
Racism
Naturalization
Cultural Racism

Individualism

Universalism

Egalitarianism
Meliorism

Theme 1
No Racism

Theme 2
Ambiguous
Language

Minimization of Racism

Color-Blind Racism

Themes

Abstract Liberalism



Naturalization
Cultural Racism

A Flash of Light

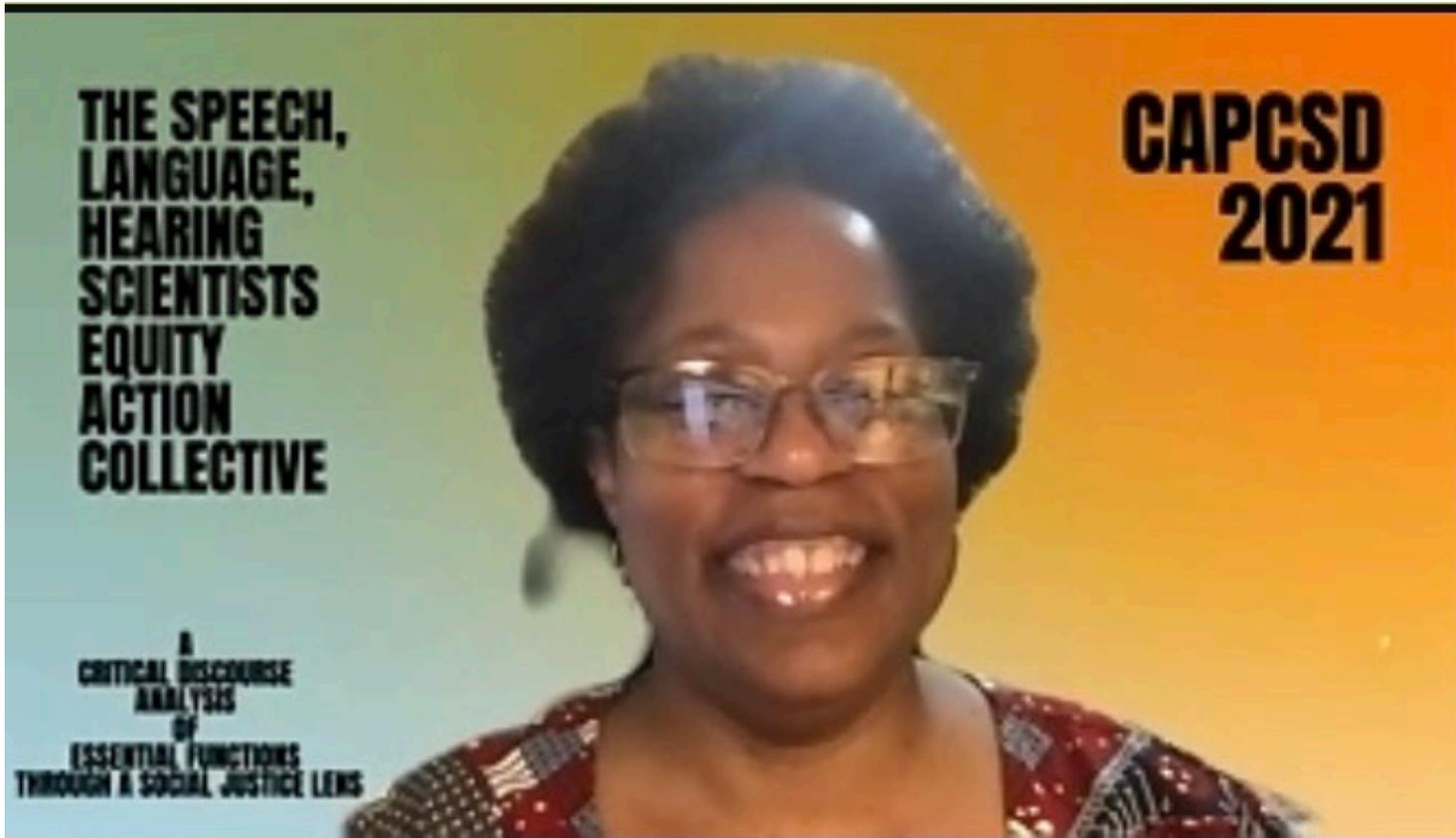
Universalism of
Abstract
Liberalism

+

Minimization of
Racism

Use of Naturalization & Cultural Racism
to
explain away Systemic Racism in SLHS

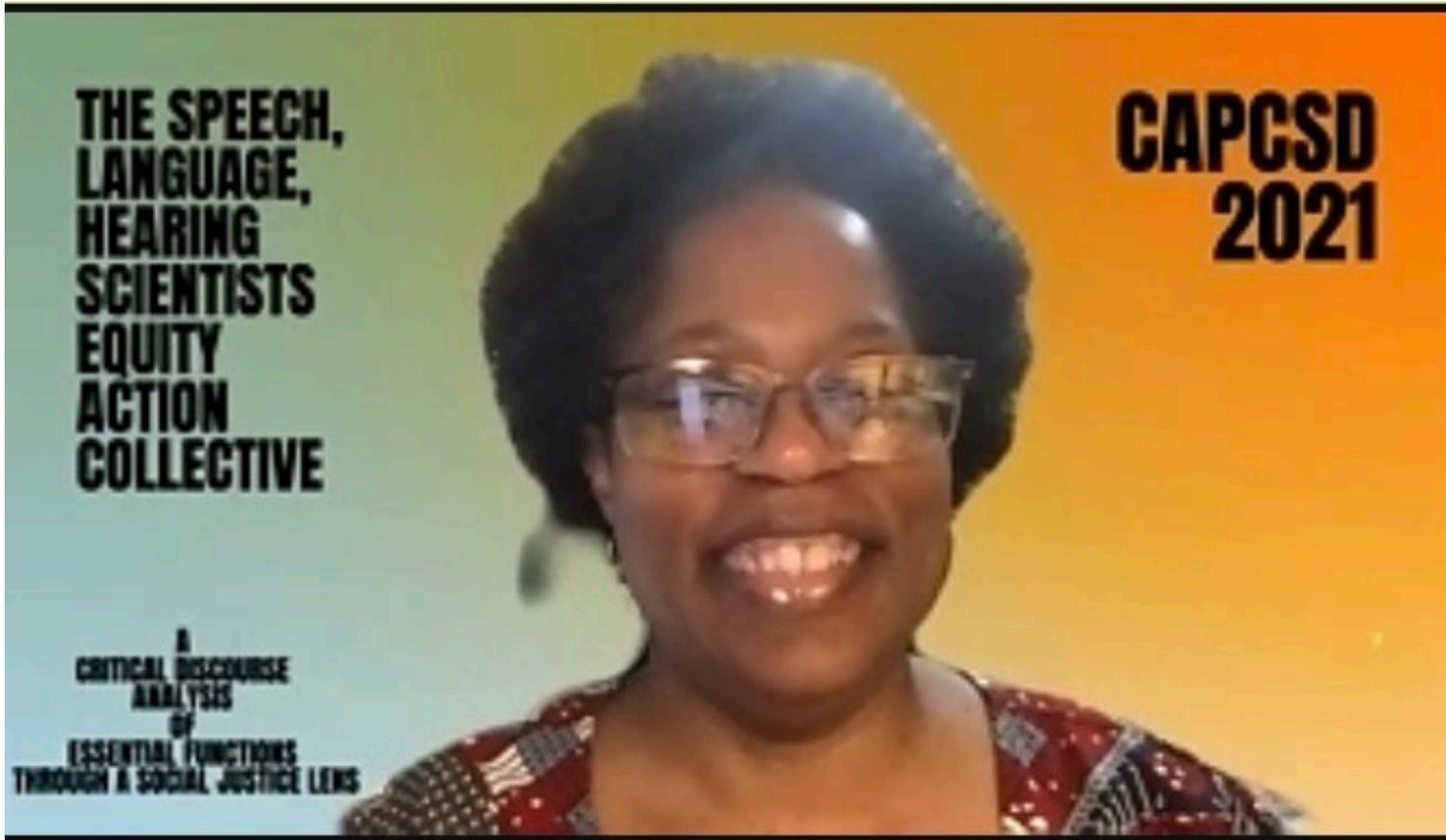
Naturalization



- Racist practices are “normal” rather than racists
 - This thinking is possible due to *Minimization of Race*
 - Example – A white senior professor saying the following about a BIPOC student

“She’s lazy! She comes into my class, sits in the back, and slouches in her chair. That’s not the kind of student who we want in the graduate program. Besides, I don’t want to expend the energy it would take to get her up to speed.”

Bonilla-Silva, E. (2018).



Cultural Racism

Bonilla-Silva, E. (2018); Nguyen et al., 2020,

- “. . . Ideology of racial inferiority in the values, language, imagery, symbols, and unstated assumptions of the larger society” (Nguyen et al., 2020, p. 2)
- Concurs with naturalization as a product of Abstract Liberalism and Minimalization of Racism
- “Cultural practices are fixed”
- Culture is to blame”

Recommendations

Write, and then enact, a resolution

Resolution

- A formalized expression of will or intent
- Elevate multiple voices
- Designed to institute a change in practices and/or policies
- Must be followed by action

CAPCSD Resolution
Submitted: 14 November 2020
Due: 18 November 2020

Title:

Resolution concerning systemic racism, exclusion, and inequity in speech, language and hearing, admission and retention, curricula, pedagogy, and clinical practices

Whereas the United States is at a critical political, social, and cultural juncture where conscientious citizens, including those who are speech, language and hearing scientists and clinicians, are making efforts to abolish racism, and all forms of systemic exclusion and inequity occurring in the country and in our professions.

Whereas these systemic and institutional forms of racism, exclusion and inequity are meted out particularly toward BIPOC (Black, Indigenous, and People of Color) and other groups with intersecting identities who are marginalized in speech, language and hearing sciences.

Whereas race, systemic and institutional racism, white privilege and patriarchy are increasingly recognized as significant barriers to culturally responsive and culturally sustaining education and training within professional associations and communities, such as the American Psychological Association (APA; Abrams, 2020; APA, 2020; APA Task Force on Race and Ethnicity Guidelines in Psychology, 2019) and the American Nursing Association (2020a, 2020b).

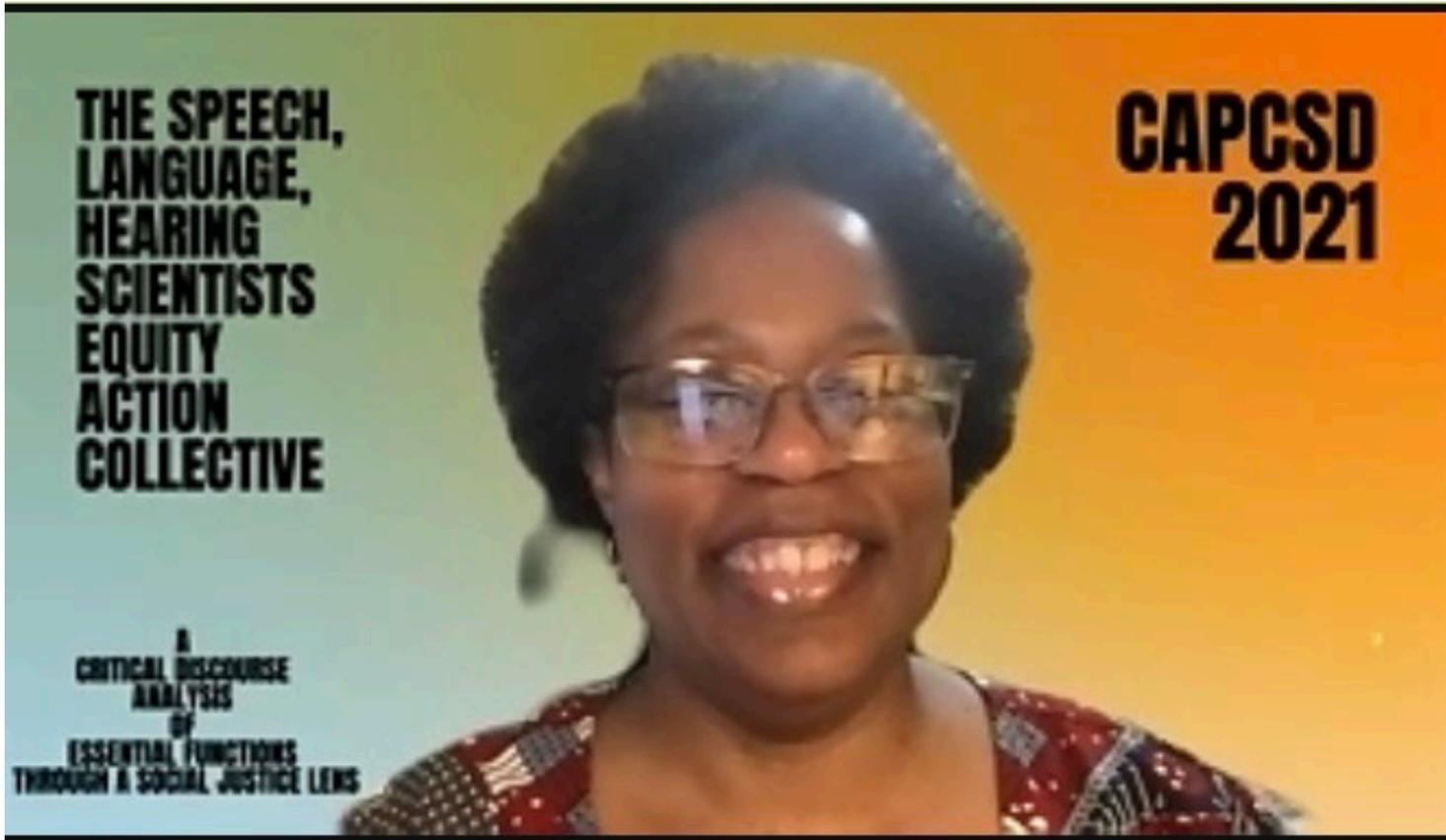
Whereas the lack of diversity in the speech, language and hearing sciences impacts and leads to racialized and ineffective health care and education disparities.

Whereas the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) does not have a goal for increasing Diversity, Equity or Inclusion within its association as demonstrated by the absence of such language on its website and printed materials (vision, mission, and core values statements and strategic plan 2018 – 2021; CAPCSD, n.d.).

Whereas the American Speech-Language-Hearing Association (ASHA) and other governing bodies of speech language and hearing scientists and clinicians including CAPCSD, the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and the Council for Clinical Certification (CFCC) utilize language and pedagogical practices that are outdated such as the concepts of *diversity* and cultural *competence* rather than culturally responsive or culturally sustaining practices (Alim & Paris, 2017; Ladson-Billings, 1994, 1995; Paris, 2012), and social justice (Hammond, 2015).

Whereas there have been increases in the representation of “minoritized” groups without the increase in supportive, inclusive and equitable environments within the disciplines’ professional networks.

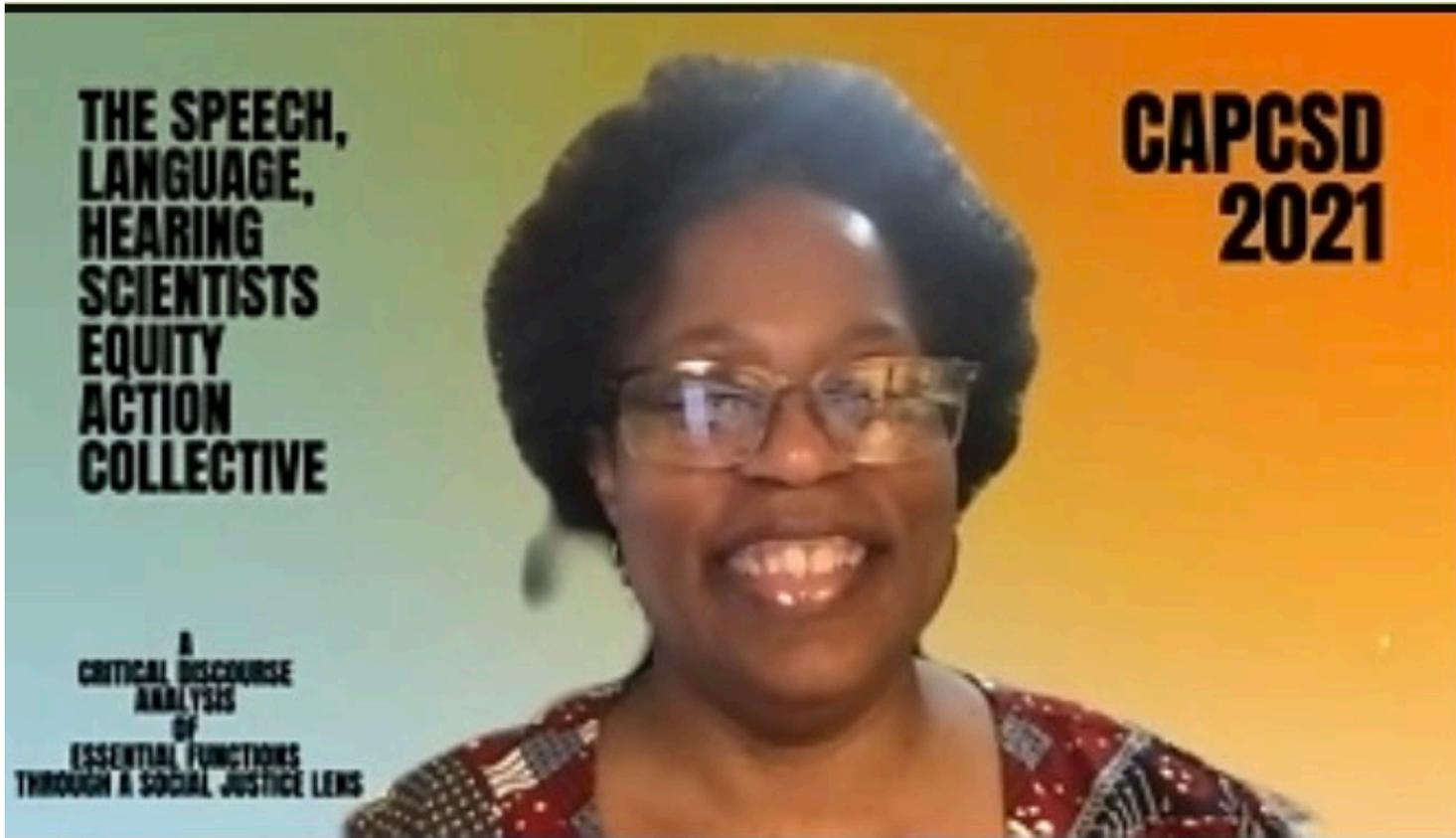
Whereas these systemic forms of racism, exclusion and inequity occur consistently in university programs of speech, language, and hearing sciences or communication sciences and disorders, through the omissions of *epistemological models* of research and practice that are responsive to the cultures, languages, perspectives and ethics of people of color (Hyter & Salas-Provance, 2019).



Resolution Submitted to CAPCSD

- *Resolution Concerning Systemic Racism, Exclusion, and Inequity in Speech, Language and Hearing Admission and Retention, Curricula, Pedagogy, and Clinical Practices*
 - Initial step toward addressing systemic racism
 - Acknowledges that systemic racism, exclusion and inequity are problems in speech, language and hearing sciences
 - Signals a commitment to address these problems

Resolutions are Designed to Address Color-Blind Racism



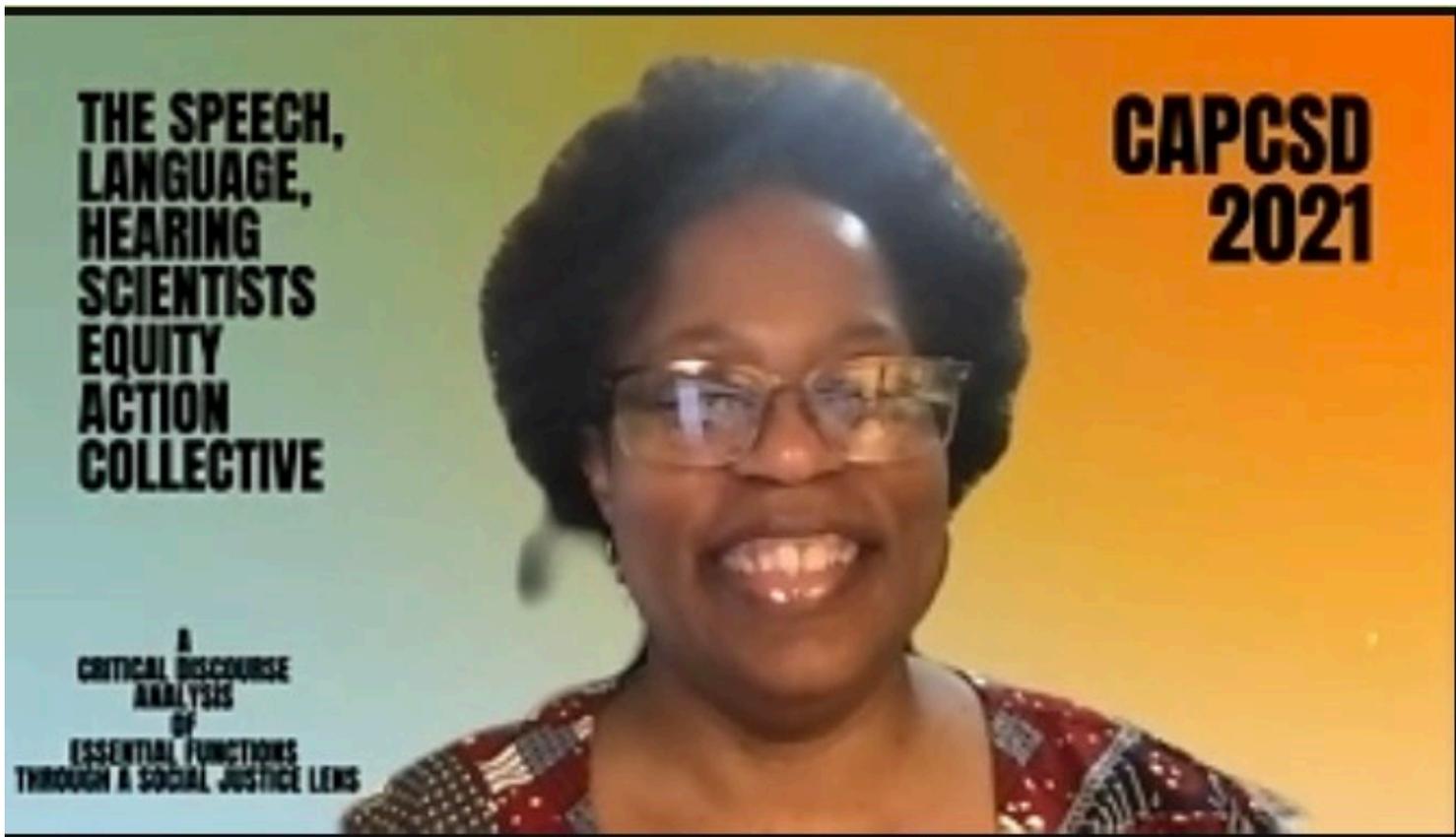
- Address the *Minimization of Racism* as evident in
 - Theme 1 - the absence of the acknowledgement of race
 - Theme 2 – the presence of ambiguous language

Resolution: write a position statement against systemic racism

- Eliminate the use of *Naturalization* and *Cultural Racism* to explain away racist structures

Resolution: analyze and revise documents to eliminate systemically racist and discriminatory practices from SLHS

Horton et al., 2021



- Address *Abstract Liberalism* in the areas of
 - *Individualism*

Resolution: Partner with scholars across disciplines

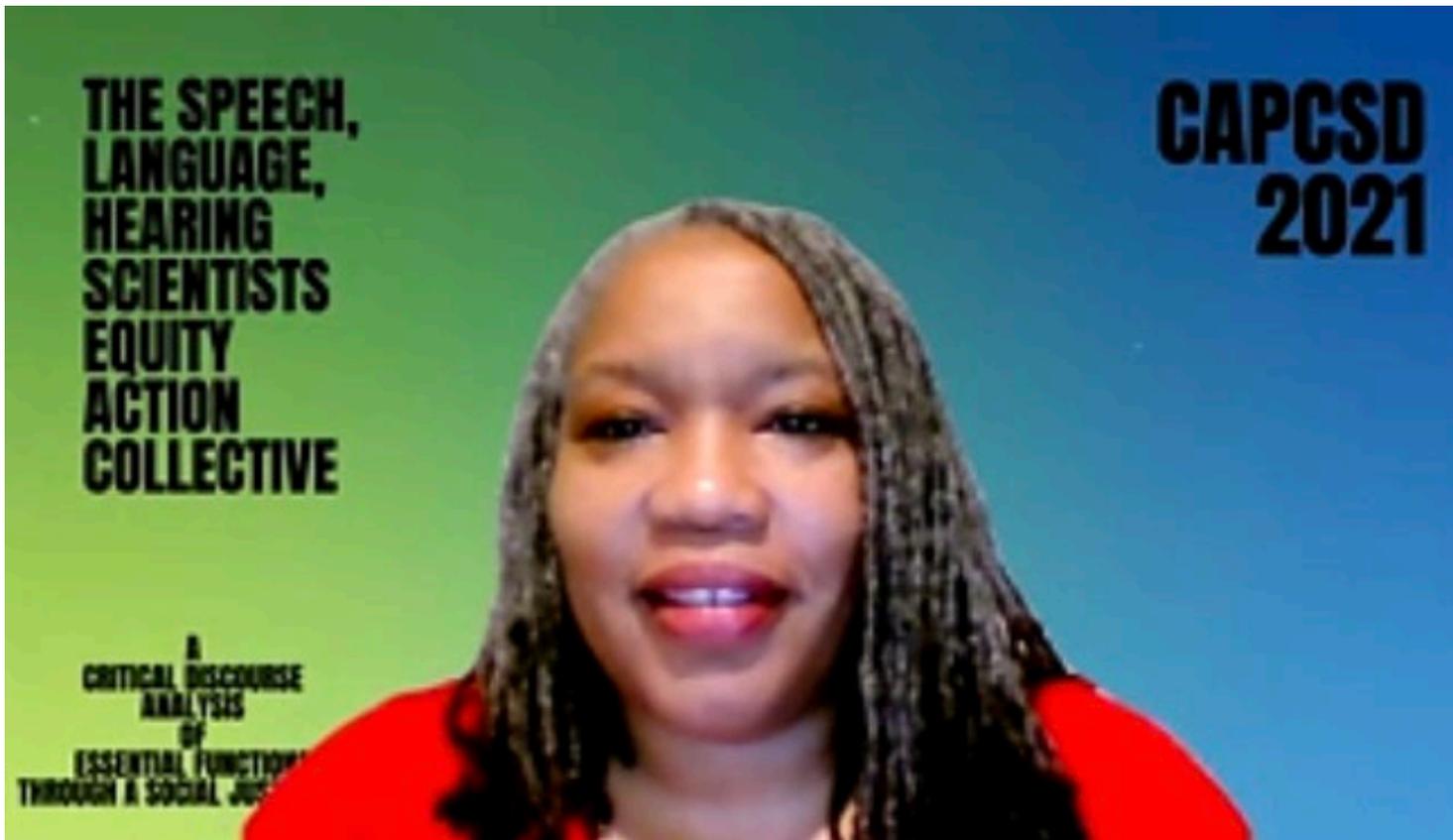
- *Universalism*

Resolution: Develop action steps that academic programs and partner institutions can take to make their programs more equitable, just and inclusive

Resolution: Assist departments in aligning values with actions and with accountability

Horton et al., 2021

Recommendation: Racial Equity Impact Assessments



- Equity Literacy Framework
- Origins-Social Impact Assessment
- Evidence for Equity/Racial Equity Impact Assessments
- Components of REIA
- Centering Race in Equity Planning

Equity Literacy Framework for Individuals and Institutions



Recognize



Respond



Redress



Actively
Cultivate



Sustain

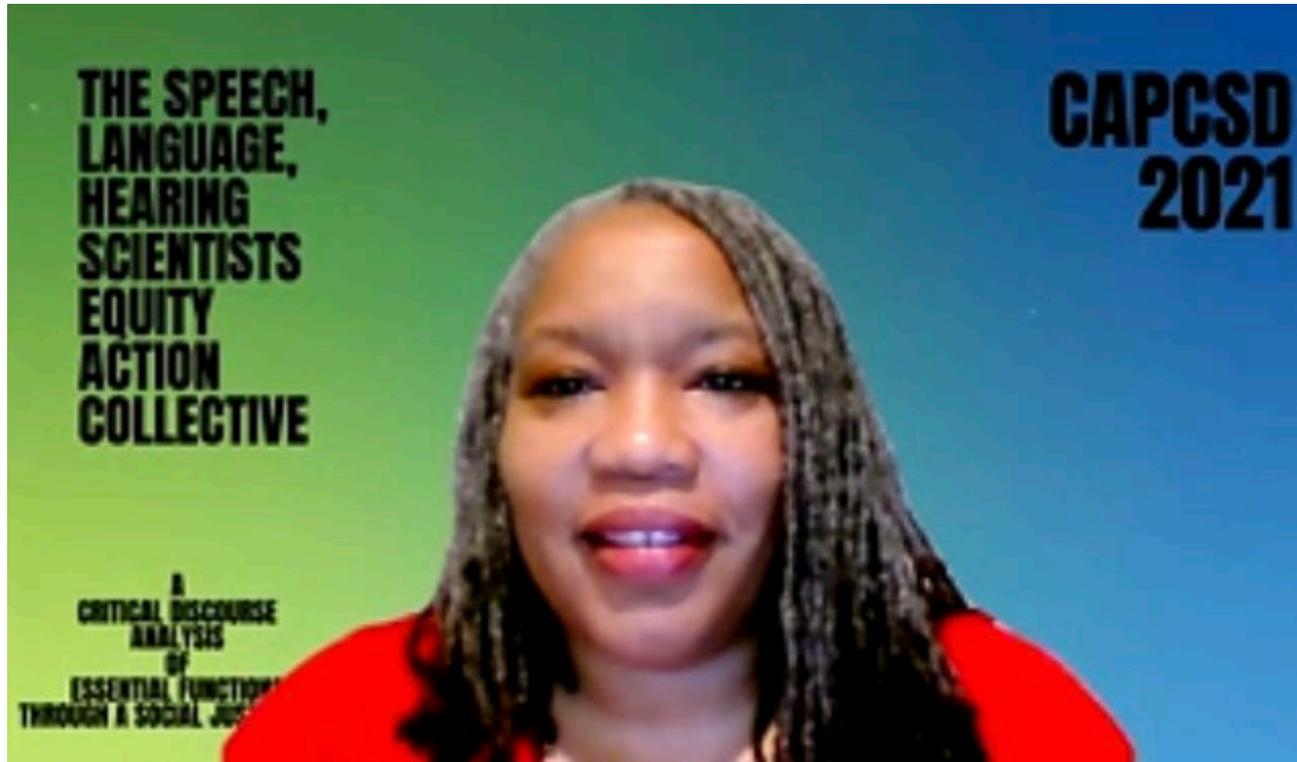
- SIA viewed as paradigm which addresses
 - Axiology
 - Ontology
 - Epistemology
 - Methodology
 - Theory
 - Structure



Constructivist Paradigm in Policy and Programs

Aledo-Tur, A., & Domínguez-Gómez, J. A. (2017). Social Impact Assessment (SIA) from a multidimensional paradigmatic perspective: Challenges and opportunities. *Journal of environmental management*, 195(Pt 1), 56–61. <https://doi.org/10.1016/j.jenvman.2016.10.060>

Evidence for REIAs



- Government Agencies
- Healthcare Organizations
- Educational Organizations

Calloway, E. (2019). The long road to the “all” of HIAP. *Chronicles of Health Impact Assessment*, 4(1). <https://doi.org/10.18060/23705>

Minneapolis Public Schools <https://accountability.mpls.k12.mn.us/edia>

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Components of REIAs



Purpose

People

Process

Power

Place

The Annie E. Casey Foundation. (2006). *Race Matters Toolkit*. Baltimore, MD: Author
Balajee et al., (2012) *Equity and Empowerment Lens (Racial Justice Focus)*. Portland, OR: Multnomah County.
Oregon Higher Education Coordinating Committee, 2014

Why Center Race in Planning for Equity



- Race neutral policies and programs and status quo (Delman, 2019; Katznelson, 2006; Losen, 2018; MAP, 2013; Michener & Brower, 2020; Saito, 2009).
- Intersectionality & CRT (Crenshaw, et al., 1995; Gilborn, 2015).

Concluding Remarks

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