

UCEDD Directors Meeting

January 27th 4-6pm ET

Breakout Room Notes

Breakout Room Topic:

Taking a Disability Lens to Racial Justice: Where Does the UCEDD fit in the University and Community?

What You're Seeing:

- DE: good track record to get disability recognized in the larger community
 - Common theme that is emerging here: some folks don't want to "dilute" the conversation by bringing the disability lens to racial justice conversations
- CT: seeing resistance from medical community to acknowledge disability as a component of racial justice because it is not recognized in language of NIH
- OH-Cinci: staff is resistant to equity training when led by myself, but more accepting/feel safer to engage when it is led by department leaders at our hospital (where we are situated)
 - However, these efforts at the department level at our hospital are very generic and only briefly touch on disability justice/ableism
- NM: observing undo impact of racial/ethnic status and socioeconomic status on mortality in our state re: COVID
 - What do we do on the service end of UCEDDs?

What You're Doing:

- NY: presenting disability as an essential tool in health equity
- MN- address racial justice from a point of intersectionality so that disability is not seen as "another/outside issue"
- IA: we intentionally put our disability leaders in places where racial justice and DE&I conversations are happening (councils, committees, etc. at the university)
 - Creating safe/brave spaces where people can talk about these issues together (intentionally creating interdisciplinary spaces in environments where these people ordinarily wouldn't collaborate) has been successful for us- this was an effort led by our DE&I director in conjunction with leadership from the hospital where we are located

- VI: we framed these discussions around school-to-prison pipeline and how it effects young POC with learning disabilities
 - Trainees were really interested in seeing community data on untreated/undiagnosed disabilities, incarcerated populations in their communities, and learning about community initiatives/interventions
 - Our trainees even advocated for legislation that reduced prison sentences based on education
- PA: intentionally hired some POC consultants to help us reframe our UCEDD's work
 - Have already started trainings on liberation and identity (for all staff), we hope to have smaller groups of staff continue the entirety of the training where we develop a plan for how to continue this work
- NY-Rochester: we have dedicated staff members who work on these issues, but they have (appropriately) had to refocus their efforts on managing peoples' responses to what is happening in the world while ALSO trying to make sure that disability is represented in broader discussions around racial justice
- WI: we are thinking a lot about how to meet community organizations where they are at, and how to diversify our staff in a meaningful way
- MO: creating a strategic plan and contracting with Vivianne Jackson at Georgetown UCEDD—it's going wonderfully!
 - Vivianne is so great because she herself is from a UCEDD so she understands some of the nuances of our work and what we are looking for
- CA-UCLA: different curriculums/activities for white faculty and POC faculty (different starting points and understandings of race and power)
 - White staff working through Me and White supremacy by Layla F. Saad

What Next?

- UCEDDs can play a huge role in shaping policy (as Kimberly in VI did!)
 - Providing data
 - Screening and intervention
 - Class action lawsuits
 - Advocacy
 - Listening-sessions
- How do we not only influence the world around us, but our staff within?