THE TIME IS ALWAYS RIPE
REALIZING RACIAL EQUITY AND JUSTICE

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Washington State University Vancouver
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Land Acknowledgement

• We welcome you to WSU Vancouver in the homeland of Chinookan and Taidnapam peoples and the Cowlitz Indian Tribe.
In the Chat Box, please share:

• Your name
• Any social identities and attributes you want to share (i.e., pronouns + more attributes you want to share)
• WSU Campus + affiliation (staff, faculty)
• Unit/Department
Grounding Assumptions of Our Space

• Breathe
• Racism and Systemic Racism are real
• Be Present, stay engaged
• Brave Space, speak your truth
• Listen for understanding

• Lean-in. Expect and Accept non-closure
• Self-care
• Interact / Participate 😊
• Transparency / Let the Work Done Here Leave Here
• Love of a Critical Nature
• Practice
During this session you will

• Engage in crucial conversation about race and systemic racism.

• Reflect on the current movement for Black Lives and your experience with race.

• Examine advocacy for Black people and People of Color.

• Identify specific actions you will commit to realize racial equity, antiracism, belonging and justice across policies, processes and practices.
AMERICA, 1968

WHAT HAS CHANGED.
WHAT HASN'T.

BY DAVID VON DREVER
TIME

AMERICA, 1968

WHAT HAS CHANGED,
WHAT HASN'T.

BY DAVID VON DREHLE
BLACK LIVES MATTER

60% ARE POOR

JUSTICE NOW

I'M NOT A THREAT

BLACK AMERICANS

I CAN'T BREATHE
George Floyd
Breonna Taylor
Daniel Prude
Jacob Blake
Rayshard Brooks
Elijah McClain
Atatiana Jefferson
EQUITY-MINDED

Institutionally Focused
Race Conscious
Evidence Based
Systemically Aware
Equity Advancing
Equity-Mindedness

• The process of racial equity illuminates ways that individuals and groups are disadvantaged and privileged within a system of institutional and structural oppression rooted in white supremacy.

• Racial equity results from a dissolution of oppressive systems within any structure/institution leading to a rebalancing of power, opportunity and outcomes that center Black, Brown, Indigenous, Native and Asian people, People of Color and historically underrepresented people; and formalizes antiracist policies, processes and practices.
How do you show up?

• Do you have a racial identity? Do you have a culture?
• Everyone has a racial identity. Everyone has a culture.
• All people have experiences with race. These experiences may be covert, overt, implicit, and explicit. One may also not recognize ever having such experiences.
• People may be targeted because of their racial identity, witness the targeting of others, and/or experience opportunities and privileges because based on their racial identity.
Reflection: Crucial Conversation About Race

• What is your earliest experience dealing racism (even if the experience was well-meaning)?

• What was your response and what was the response of others around you?

• What impact did it have on you? What did you learn from the experience?
Reflection: Crucial Conversation About Race

• Did the encounter change you in some way? If so, how?
• How did you feel while this was happening or witnessing this?
• Did you tell or report the experience to someone else?
What is racism?

• “ism”
• A system, practice or philosophy
• A system of advantage based on race.
• Not only a personal ideology based on racial prejudice, but a system involving cultural messages and institutional policies and practices as well as beliefs and actions of individuals.
• Another definition: Racial prejudice + social power – access to social, cultural, economic resources and decision making leads to systemically and institutionally racist policies and practices.
What is systemic racism?

• Systems and structures that have procedures or processes that disadvantages African Americans. ~NAACP President, Derrick Johnson

• The complex interaction of culture, policy and institutions that holds in place the outcomes we see in our lives. Systemic racism is naming the process of White supremacy. ~ Race Forward President, Glenn Harris

• Collection of racist policies that leads to racial inequities that are substantiated by racist ideas. ~Ibram X. Kendi, How to be an Antiracist
Forms of Racism

• **Ideological** – The very intentional ideological development of the ism. Has at its core the IDEA that one group is somehow better than another, and in some measure has the right to control the “othered” group.

• **Individual/Interpersonal** – The idea of superiority and control becomes permitted, reinforced and dominant groups personally mistreat individuals from targeted groups implicitly and explicitly. Microaggressions, racist interactions, transferred oppression, stereotype threat.

• **Internalized** – The groups of people targeted by ism come to internalize negative messages and reproduce messages on oneself and on people of same group(s); or internalize privilege beliefs about superiority of an advantaged group.

• **Institutional (Structural, Systemic)** – How institutions and systems reinforce and manifest ideology – embedded in institutions of society through laws, policies, practices and processes. Societal history of oppressive policies, practices, processes. Systems of advantage/disadvantage. Disparate and disproportional outcomes and experiences (e.g., racialized).

• Maintained by social power, policy and prejudice. Each completely supported by the other – interrelated. Disruption and dismantling should include an element at all levels to result in equitable and antiracist change.
Your Homework Assignment

• Divide two pieces of paper into 6 sections. Write the following categories, one in each section, on the page: Education, Healthcare Treatment, Housing/Neighborhoods, Law Enforcement/Criminal Justice, Employment, Wealth Attainment. Do this for both pages.

• On the first sheet, jot down 1 - 3 racial groups of people you think get the best service/experience/outcomes in the U.S. for each category. You can repeat groups.

• On the second sheet, jot down 1 - 3 racial groups of people you think get the worst service/experience/outcomes in the U.S. for each category. You can repeat groups.

• Search the Internet, look up the racial group per category and the word “policy” (limit your search to U.S. policies and seek out fact-based sources).

• Browse through the results for things that strike you and record them.

• Bring your results with you to the workshop.
Breakout Conversations

• Share what you’ve learned about these systems and racial groups.

• Was it easy or difficult to find useful information on policies in these categories having to do with race? Why do you think that was?

• For those racial groups that you thought had the best outcomes, were you able to identify specific policies that helped them? Why yes? Or why not?
Share Out

• What did you discover that was new to you?

• Were you wrong about anything you thought? How did you find out?

• Was there anything uncomfortable about this exercise? Why/why not?

• How can our learning about policies, racial groups, and outcomes help support anti-racism efforts?
Equity-Minded Policies, Processes and Practices are Systemically Aware.

- Systemically Aware

- Reflect an awareness of and responsiveness to the historical and ongoing systemic nature of racial/ethnic inequities and other forms of systemic oppression.

- Acknowledge inequities did not just happen – they were created over time through policy and entrenched in maintaining the status quo of systemic oppression.
Being Systemically Aware

• U.S. was built by enslaved people – the U.S. Capitol, Wall Street, the White House – enslavement of Africans in the U.S. was an economic engine for the entire U.S.

• The ending of U.S. enslavement in 1865 (1867) did not end state control of Black Lives. Jim Crow laws legalized segregation and state sponsored terror against Black people that maintained pre Civil War racial hierarchy.

• Many government policies and institutional practices helped create this system, the legacies of slavery, Jim Crow and the New Deal – as well as the limited funding and scope of anti-discrimination agencies – are some of the biggest contributors to inequity and inequality in U.S.
Being Systemically Aware

• Together, these policy decisions concentrated workers of color in chronically undervalued occupations, institutionalized racial disparities in wages and benefits, and perpetuated employment discrimination.

• As a result, stark and persistent racial disparities exist in jobs, wages, benefits, and almost every other measure of economic well-being.
Being Systemically Aware

• Wasn’t until 1960s with Voting Rights and Fair Housing acts that Jim Crow era officially ended, yet the its effects continue to pervade per the New Jim Crow.

• Housing – redlining a government policy to effectively deny homeownership to Black Americans exists still. As White America builds wealth in suburbs (or in the city - gentrification), Black people by law were deliberately and systematically shut out.

• Criminal Justice - Black people make up apprx 13% of overall U.S. population, and 40% of U.S. prison population.
Being Systemically Aware

• Black Codes also existed in Pacific Northwest – has its roots in constitutional ban on Black people living in the Oregon territory.

• On June 26, 1844, the legislative committee of the territory then known as “Oregon Country” passed the first of a series of “Black exclusion” laws. The law dictated that free African Americans were prohibited from moving into Oregon Country and those who violated the ban could be whipped “not less than twenty nor more than thirty-nine stripes.”
Being Systemically Aware

• The territory passed another Black exclusion law five years later, in 1849. This one barred Black people who were not already in the area from entering or residing in Oregon territory.

• The final exclusion measure made it into the Oregon Constitution as a clause when the territory became a state 10 years later in 1859. This clause went further than the territory’s second law by also prohibiting Black people from owning property and making contracts.
Being Systemically Aware

• They did the job they were created to do: establish Oregon as a majority white state. And it's why Portland, the state's most populous city, is still known as the whitest big city in the United States.

• According to 2019 estimates from the United States Census Bureau, Oregon's population was nearly 87% white. (The figure for the Census category of "White alone, not Hispanic or Latino" was 75%.) The state's Black population was just over 2%.
Being Systemically Aware

• Although the laws were repealed almost a century ago, the racist language in Oregon's constitution wasn't removed by voters until 2002.

• Important to note — just 18 years ago — 30% of voters elected to keep the racist clause in the constitution.
Becoming Systemically Aware

• Research also shows that up to 100 African people were enslaved in WA state.

• WA state named after George Washington who enslaved over 300 African people at Mt. Vernon.

• King County
  • Renamed for Dr. Martin Luther King Jr. in 1986.
  • From 1852 – 1986, King County was named for William R. King who was the 3rd U.S. VP and proponent of the enslavement of African peoples.

• The vestiges of the Pacific Northwest anti-Black laws, enslavement, and redlining (e.g., Vanport) are felt today across systems, structures and institutions.
EDUCATION SYSTEM

Education
I have come to understand what people in power have long known – education can be used to both oppress and to liberate. Ideas are indeed powerful things. I further came to understand that America’s colonization of Blacks employed the textbook as often as the bullet...Colonial education in America was designed to control, pacify and socially subject people. The education of Black Americans has always been to inextricably connected to state politics and the labor market.
Eugenics

• The study of how to arrange reproduction within a human population to increase the occurrence of heritable characteristics regarded as desirable.

• Developed largely by Francis Galton as a method of improving the human race, it fell into disfavor only after the perversion of its doctrines by the Nazis.
• Carl C. Brigham
  • The “father of the SAT,” became interested in mental testing while a student at Princeton.
  • Later became a psychology professor at the university, where he was an enthusiastic member of the eugenics movement.

• Lewis Terman
  • Terman is best known for developing the Stanford-Binet IQ test
  • Made both him and Stanford University well-known throughout the United States.
  • Terman’s interest in intelligence, however, was not
  • It was motivated and shaped by Terman’s deep belief in eugenics.
AFRICAN AMERICANS IN EARLY PSYCHOLOGY

The Doll Test

Brown v. Board of Education
On May 17, 1954, U.S. Supreme Court Justice Earl Warren delivered the unanimous ruling in the landmark civil rights case Brown v. Board of Education of Topeka, Kansas. State-sanctioned segregation of public schools was a violation of the 14th amendment and was therefore unconstitutional.

“separate is not equal”

Kenneth Clark (1914-2005)
Mamie Clark (1917-1983)
The Doll Test

- https://www.youtube.com/watch?v=tkpUyB2xgTM
Tragedy struck Jackson State College on May 15, 1970, when Jackson police and Mississippi Highway Patrol officers suppressed student unrest with intense gunfire. Phillip Lafayette Gibbs and James Earl Green were killed and many injured when bullets riddled Alexander Hall and peppered nearby areas. Law enforcement had massed at the college to subdue students protesting harassment from White people driving through campus, police intimidation, and the recent killing of four student demonstrators at Kent State University by the Ohio National Guard.
Education

• Brown vs. Board of Education Decision 1954

• Today, schools not only remain segregated, but studies also suggest segregation may be worsening. Schools that are predominantly Black and Brown are chronically underfunded.

• Less experienced teachers, academic performance suffers, lead many to drop out, putting any dream of going to college at further risk for those who remain.
Education

• K12 Black students represent 19% of students with disabilities – and represent 36% of students with disabilities who restrained at school.

• Black students are suspended and expelled three times more often than white students for committing similar infractions.

• Black students make up 16% of student enrollment, but represent 27% of students referred to law enforcement and 31% of students subjected to arrest.
Education

• College access barriers – admission, matriculation, degree attainment.

• Study found college professors, spanning race and gender, responded more consistently to questions and requests from students with “white sounding” names.

• Stress of dealing with things like this and other daily encounters with racism and prejudice can result in mental health issues that go undetected.
Microaggressions - #BlackintheIvory

• When I (a Black man and professor) am walking across campus with another Black person (also a faculty or staff member) and a White person says, “here comes trouble.” #Blackintheivory

• #BlackintheIvory is being the editor of the Journal of African American Males in Education and an all-White tenure committee attempts to claim the journal is “self-published” when a simple Google search would lead you to the journal and information that it is indeed peer-reviewed.

• When I was in one of my science classes and I was told that I was smart for a Black girl. #Blackintheivory (College Junior, Black woman)
#BlackintheIvory

- I was asked by a White student in my class if I understood the material being taught out loud while the professor was teaching. I took great offense. Although I do ask a lot of questions, it is not her place to check my understanding. I felt extremely frustrated. #BlackintheIvory (College Junior, Black man)

- I recall being redirected from the faculty lounge to the student lounge by another professor who was White because I must have been “in the wrong place.” #BlackintheIvory

- The further I go in academia, I see fewer and fewer Black people. The same overt and covert anti-Black racism is prevalent. It gets exhausting being #BlackintheIvory
#BlackintheIvory

• I have been deeply moved by the testimony of those willing to share their #BlackintheIvory stories. However, so many of us (myself included) cannot freely recount our experiences without fear of retribution or backlash. DM me your stories and I will tweet them for you.

• I have a former racist advisor from my time during undergrad. I send him an annual report of all my successes. #BlackintheIvory

• Advocate and defend Black students and colleagues. There are entirely too many stories like this. #BlackintheIvory

• Reading through #BlackintheIvory and feeling empowered to share my experiences.

• Standing with my people and seeing us feel empowered to demand change is heartening. #BlackintheIvory
Education

• Black children make up 18% of preschoolers nationwide, they make up nearly 50% of suspensions.

• When all age groups are examined, Black students are three times more likely to be suspended than White students, even when their infractions are similar.

• Overall Black students represent 16% of student enrollment and 27% of students referred to law enforcement.

• Once in criminal justice system, Black children are 18 times more likely than White children to be sentenced as adults.
Education

• Repeated suspensions and expulsions eventually convince many students to drop out. Disproportionate number being Black and Brown students.

• School to prison pipeline – it’s channeling students right into the criminal justice system

• More than 43,000 school resource officers and other sworn police officers, and an additional 39,000 security guards in the nation’s 84,000 public schools.
Self-Taught

...freedpeople, not northern whites, initiated the educational movement in the South while the Civil War was being fought...It made perfect sense that someone who had climbed into a hole in the woods to attend school would, in freedom, sacrifice time and money to build a schoolhouse. It rang true that people who waited up until ten o’clock at night to sneak off to class on the plantation would want to establish schools in the open as soon as they could.

pg. 5
The Faces of American Power, Nearly as White as the Oscar Nominees

What needs disrupting here?

- 99.9% Vancouver City Council Members
  - 83% University Presidents
- 80% of tenured professors in higher education
  - 80% of the House of Representatives
  - 80-85% of the U. S. Senate
- 92% of Forbes 400 executive CEO-level positions
  - 90% pf public school superintendents
  - 99.9% of athletic team owners
  - 97.7% of U. S. presidents
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Becoming Systemically Aware

• Dismantle institutions/structures and individuals that reproduce and maintain the inequitable, anti-Black systems and rebuild equitable, antiracist infrastructure.
REFLECTION MOMENT

Leading to Transgress
Leading to Transgress

How will you:

• Lead to liberate, strengthen and educate?
• Lead to dismantle anti-Black, racist and sexist structures of power and privilege?
• Lead to develop the depth of humanity and to maximize human potential?
• Lead to make a difference in this world?
• Lead actions to establish racial equity and antiracism across policies, processes and practices?
Anti-Racist Developing Framework

- Communication
- Community/Climate/Culture
- Curriculum
- Disposition
- Privilege and Preference Systems
  - Evaluation
  - Hiring
  - Promotion
  - Seniority
  - Tenure
- Student ready from recruitment to graduation to alumnus
- Policies, Processes, Practices, Pedagogies
- Position
- Professional Development, Enrichment
- Resource Allocation
- Structure
- Self-Care/Self-Work
THE TIME IS ALWAYS RIPE

Strategies to Realize Racial Equity, Antiracism and Justice
Acknowledge Past and History of Anti-Blackness

- Addressing anti-Blackness begins with authentic reconciliation of institution’s history and legacy of racism and antiracism
  - Task force charged with conducting archival research and sharing findings
  - Letters, photos, yearbooks, journals, newspaper articles, speeches, meeting minutes
  - Consult local historical societies
  - Interview former students, leaders, educators
  - Share findings publicly

- Identify and remove campus rituals, symbols and artifacts that express racism and anti-Blackness
  - Statues, named buildings, donors, scholarships, mascots, traditions
  - Rename schools, structures named after people who championed racism in any way

- Identify tangible and concrete ways to account for history and legacy of racism against Black people and people of color
  - Scholarships, named programs, free tuition, endowed professorships
Amplify and Affirm Voices of Black People

• Be culturally responsive to students and colleagues voices and lived experiences of anti-Blackness in/out of the classroom and the workplace.
  • What is it like to be a Black student and/or Black employee here?
  • How has racism impacted health and well-being?
  • What are some ways in which anti-Blackness has limited the advancement of career?
  • How can the university do a better job of supporting Black employees?
  • Be more than an ally. Become and advocate and accomplice.

• Intentionally explore intersections of Black racial/ethnic identity with multiple salient identities: Black SGLBT+ students, caregivers, learners, disabilities, justice-impacted, veterans, foster youth, food/housing insecure, transfer students, etc.

• Listen to Black people. Believe Black people.

• Make findings public
Address anti-Blackness in Campus Culture

The Context of Teaching and Learning
- Curricula
- Syllabi
- Invisibility and Hyper-surveillance
- Persistent and unchecked racial microaggressions (ascription of intelligence, pathologizing culture, assumptions of criminality)

Student Services
- Underserving students – “There’s nothing more I can do for you.”
- Underchallenged – “That is a very rigorous major, I’m not sure it’s best for you.”
- Unwelcomed – “Why are you here?”

Outreach, Recruitment, Matriculation, Graduation
Address anti-Blackness in Campus Culture

Outreach, Recruitment, Hiring, Retention and Promotion

- Staff, Faculty and C-Suite
- Notice of vacancy
- Position descriptions
- Search committees
- Campus visits
- Employee concerns
- Hiring, Retention, Promotion
- Annual Review
- Racial microaggressions and macroaggressions
Critically Examine Student Conduct and Discipline Data

• **School Discipline**
  - Are Black students overrepresented amongst those expelled and suspended?
  - For what offenses are Black students being referred?
  - Are punishments equitable?
  - Are there more equitable alternatives to suspension and expulsion?
  - Are “de facto suspensions” occurring?
  - Are interrogation strategies being used?
  - How are caregivers engaged in the process?

• **Student Conduct**
  - Are Black students overrepresented in student conduct referrals?
  - Who are the sources of referrals for Black students (e.g., faculty, campus police, staff, other students)?
  - Are sanctions equitably applied?
  - Do students have access to an advocate?
Address Anti-Blackness in Campus Policing

- Conduct analysis of campus arrest data, citations, referrals/calls
- Comprehensive review of complaints filed by students including those that allege mistreatment based on race
- Assess cultural responsiveness in hiring process (concrete examples)
- Include culturally responsive policing as criterion in performance evaluation
- Intrusive and ongoing professional development that focuses on:
  - Racism and anti-Blackness
  - Experiences of boys and men of color in education
  - Policing in schools and colleges
- Convene an advisory board that includes Black students, faculty, staff and community members
- Provide opportunities for humanizing and relationship building (open house, intramurals, no uniforms at special events and meetings)
Devise Comprehensive Strategy for Addressing Anti-Blackness

• Statements of solidarity absent concrete actions are performative and symbolic, but not meaningful

• Make antiracism a strategic priority with measurable goals and resources

• Add “anti-racism” to your unit/department’s and institution’s mission statement

• Engage the governing board on a consistent basis
  • Add addressing anti-Blackness as a standing agenda item
  • Advocate for Black representation on governing boards
  • Hold special governing board meetings that focus on professional learning and enrichment

• Engage caregiver associations and councils

• Develop clear policies on hate crimes and hate speech; and including examination of protected speech policy
Establish a Black Resource Center

• Black culture centers share a mission of preserving and celebrating Black culture, history, and life through programmatic and service efforts beneficial to the entire campus community (Patton, 2006, p. 3).

• Black Resource Centers should include:
  • Dedicated space
  • Permanent funding
  • Dedicated staff
  • Student services
  • Student organizations
  • Community resources
  • Academic support
  • Cultural programming
  • Research agenda
  • Empowerment and Affirmation
Disaggregate Student Success Data

**Access**
- Proportion of Black students applied, enrolled and admitted
- Proportion of Black graduates of high schools enrolled
- Proportion who transfer to university
- Proportion enrolled in AP courses

**Campus Effort**
- Proportion Black student to faculty ratio
- Proportion who transfer to a university
- Representation on student government
- Utilizing campus support services
- Proportion involved in high impact programs

**Retention**
- Fall to Spring persistence rate for Black 1st year students
- Fall to Fall persistence rate for Black 1st year students

**Excellence**
- Proportion of Black students who graduate with honors
- Proportion on Dean’s list
- 4-year graduation rate of Black students
- 2-year transfer rate of Black students
- Proportion awarded merit-based scholarships
- Proportion awarded competitive fellowships (e.g., Fulbright, Rhodes, Truman)
Engage in Intrusive Outreach to Students, Staff and Faculty of Color

- When racist incidents occur on campus or in the local community check-in and offer support.
- Campus response team or campus bias response team
- Address awareness of incident and taking all feasible actions to address it
- Genuine concern about well-being
- Violation of campus values
- Name concrete actions being taken
- Immediate support available
Build a Community of Equity, Antiracism and Belonging

• Adopt a Racial Equity Lens
• Pursue ongoing professional learning opportunities on antiracism and addressing anti-Blackness
• BaCE Program and Intentional Intercultural Development Plan (Vancouver)
• Intercultural Development Inventory (IDI); IAT; Reflection/Journaling
• Intergroup Dialogue

• Equity and Justice Resources webpage (Vancouver)
• Virtual Gallery of Affirmations (Vancouver)
• Employee Resource Groups
• Intentionality to impact change across policies, practices and processes
• Commit to change agency – what is at least one thing you will do to realize equity and justice across policies, practices and processes?
Thank you!

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WSU Vancouver
@ObieTheLoveDoc
(Twitter & Facebook)
REFERENCES


• Governors State University Equity Project. www.govst.edu/EquityProject.


• WSU commits to addressing racial bias in campus policing (2020). https://news.wsu.edu/2020/07/30/wsu-commits-addressing-racial-bias-campus-policing/
APPENDIX

Structures reproduce systems of oppression
CRIMINAL JUSTICE SYSTEM

Criminal Justice/Law Enforcement
Criminal Justice

Black people are most likely to be killed by police

3x more likely to be killed by police than white people.

1.3x more likely to be unarmed compared to white people.

Police Killings per 1 million population

% Killed by Police Unarmed, 2013-19
Rayshard Brooks, In His Own Words

https://www.youtube.com/watch?v=SJQStSDYyjg
She was playing video games with her nephew - home with her door open (storm door was closed).
“The four police shootings that took place over the course of five weeks in February and March 2019. Three of them were fatal (Carlos Hunter, Clayton Joseph, Michael Pierce) the people who died were people of color.”

“This is what a state of emergency looks like. For our communities to feel safe and to begin to heal, and for our officers to be more effective in their jobs, we need our police to begin to build community trust. And right now, we have none.”
Criminal Justice

- Studies show if a Black person and a White person each commit a crime, the Black person stands a greater chance of being arrested.
- Once arrested Black people are convicted more often than White people and given much harsher sentences.
- Black people are 20% more likely to be sentenced to jail time and 20% longer sentences. Many states restrict voting rights for those convicted of felony-level crimes.
Criminal Justice

• WSU Office of CRCI (now CCR – Compliance and Civil Rights) found that Black people made up 10.9% of total arrests in Pullman during the period from January 1, 2016 and September 19, 2019.

• This, despite accounting for just 2.7% of the Pullman population according to 2010 census figures.

• Black people were arrested at 4 times the rate of people identified as White; and more likely to be arrested than people identified as Asian, Latinx, Pacific Islander/Native or Mixed Race.
Criminal Justice

• The 13th Amendment abolished slavery, but this loophole “except as punishment for crime.” States created laws guaranteed to lead to arrest of Black people who were again enslaved, in all but name. Mass incarceration are in those Black Codes.
BLACK DRIVERS ARE 30% MORE LIKELY TO BE PULLED OVER.
Surveillance

• More than half of all Black Americans know someone, including themselves, who has been harassed by the police.

• Black drivers are 30% more likely than White drivers to be pulled over by the police.

• Black people are twice as likely to die in pedestrian accidents than White people. Research shows that motorists are less likely to stop for Black people in the crosswalk.
HOUSING SYSTEM

Housing
Housing

• The subprime mortgage crisis of 2008 – Black Americans were disproportionately impacted due to being targeted by subprime mortgage lenders. Redlining was illegal, but racism in the housing/mortgage industry didn’t go away.

• Black people are shown nearly 20% fewer homes and 5% fewer rental units than White people.

• Black home ownership is at an all-time low (42% for Black people compared to 72% for White people.)
HEALTHCARE SYSTEM
# COVID-19 Cases, Hospitalization, and Death by Race/Ethnicity

## Factors That Increase Community Spread and Individual Risk

<table>
<thead>
<tr>
<th>Rate Ratios Compared to White, Non-Hispanic Persons</th>
<th>American Indian or Alaska Native, Non-Hispanic Persons</th>
<th>Asian, Non-Hispanic Persons</th>
<th>Black or African American, Non-Hispanic Persons</th>
<th>Hispanic or Latino Persons</th>
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</thead>
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<tr>
<td>CASES¹</td>
<td>2.8x higher</td>
<td>1.1x higher</td>
<td>2.6x higher</td>
<td>2.8x higher</td>
</tr>
<tr>
<td>HOSPITALIZATION²</td>
<td>5.3x higher</td>
<td>1.3x higher</td>
<td>4.7x higher</td>
<td>4.6x higher</td>
</tr>
<tr>
<td>DEATH³</td>
<td>1.4x higher</td>
<td>No Increase</td>
<td>2.1x higher</td>
<td>1.1x higher</td>
</tr>
</tbody>
</table>

Race and ethnicity are risk markers for other underlying conditions that impact health — including socioeconomic status, access to health care, and increased exposure to the virus due to occupation (e.g., frontline, essential, and critical infrastructure workers).

## Actions to Reduce Risk of COVID-19
- **Wearing a Mask**
- **Social Distancing** (6 Ft Goal)
- **Hand Hygiene**
- **Cleaning and Disinfection**

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¹ Data source: COVID-19 case-level data reported by state and territorial jurisdictions. Case-level data include about 80% of total reported cases. Numbers are unadjusted rate ratios.


Healthcare

• Studies have found that 67% of White medical doctors have a bias against Black patients.

• Black medical doctors also face discrimination – less likely than similarly credentialed White peers to receive government grants for research projects.

• 5.7% of U.S. physicians are Black Americans out of a population that is nearly 13%.

• Lifetime of racism leaves Black Americans vulnerable to developing health issues that can lead to chronic issues.
EMPLOYMENT SYSTEM

Employment
Employment

• For past 60 years, Black unemployment rate has been twice that of White unemployment – no matter if the economy was up or down.

• Even with a college degree, Black people are twice as likely to be unemployed as all other graduates.

• Job applicants with “White-sounding” names get called back about 50% more of the time than applicants with “Black-sounding” names – their resumes are identical.
WEALTH ATTAINMENT

Wealth Attainment
Intersections With Wealth Attainment

• Racial financial inequality is often discussed in terms of income inequality. While income inequality is important, it is essential that it is complemented by an understanding of wealth inequality.

• Racial inequities in holdings of wealth are particularly central to perpetuating economic immobility across generations.
  • Access to higher education and completion, employment, age, race, income, marital status, familial household, homeownership/real estate, equity and mutual fund shares, pensions and other assets, etc.
Intersections With Wealth Attainment

• Asian Americans have higher median wealth than Blacks and Latinos with a 2013 median wealth of $91,440.

• But they have substantially less wealth than White Americans whose median wealth in 2013 was $134,008.

• Asian Americans also suffered the greatest loss of wealth during the great recession, highlighting the economic vulnerability of this community.
<table>
<thead>
<tr>
<th></th>
<th>Median Wealth in 1989</th>
<th>Percent of families in upper half of nation’s wealth distribution</th>
<th>Median Wealth in 2013</th>
<th>Percent of families in upper half of nation’s wealth distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All families</strong></td>
<td>$85,575</td>
<td>50%</td>
<td>$81,456</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Black</strong></td>
<td>$7,736</td>
<td>20%</td>
<td>$11,184</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>$9,229</td>
<td>17%</td>
<td>$13,900</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>$64,165</td>
<td>41%</td>
<td>$91,440</td>
<td>51%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>$130,102</td>
<td>58%</td>
<td>$134,008</td>
<td>59%</td>
</tr>
</tbody>
</table>