



SCHOOL OF
PUBLIC HEALTH

SPH Antiracism Initiative Report (AY 2020-2024)

SPH Social Justice Team

Mission and Purpose:

The OHSU-PSU School of Public Health (SPH) is aligned with the American Public Health Association in declaring racism a public health crisis, and our school is committed to becoming an antiracist SPH. We are working to center social justice in our internal and external work as a school and are committed to addressing structural and institutional racism, and to holding ourselves accountable for this work.

Contact Info:

Email: adjones@pdx.edu

Citation:

Jones, A. & Richardson, D. (2024). SPH Antiracism Initiative Report (AY 2020-2024). Unpublished manuscript. School of Public Health, Oregon Health & Science University - Portland State University

Overview

OHSU Commitment to Antiracism

As Oregon's only academic health center, OHSU has a special place in the life of Oregonians. We are a unique health and education resource for the state, and our goal is to improve the health and well-being of all Oregonians.

We take pride in being a community leader, a good partner and a good neighbor. Learn about OHSU's efforts in areas as varied as becoming an [anti-racist institution](#) and extending our reach into [digital health care](#).

PSU Commitment to Diversity, Equity, & Inclusion

Diversity, equity, and inclusion is not only a value and a mission of Portland State University, it is the essential framework of who we are and what we do as an institution and community. Global Diversity & Inclusion is the central division that leads and facilitates the continuous quest for inclusive excellence. We structure our ongoing diversity, equity, and inclusion journey through four pillars: Student Support & Programs, Equity & Compliance, Diversity Advocacy, and Diversity Education & Learning.

OHSU-PSU SPH Commitment to Antiracism

Since its inception, the OHSU-PSU SPH has worked to intervene on racial inequities in health through education, research, and community service; this commitment is reflected in the school's mission, vision and values, and in the work of our faculty, students and staff.

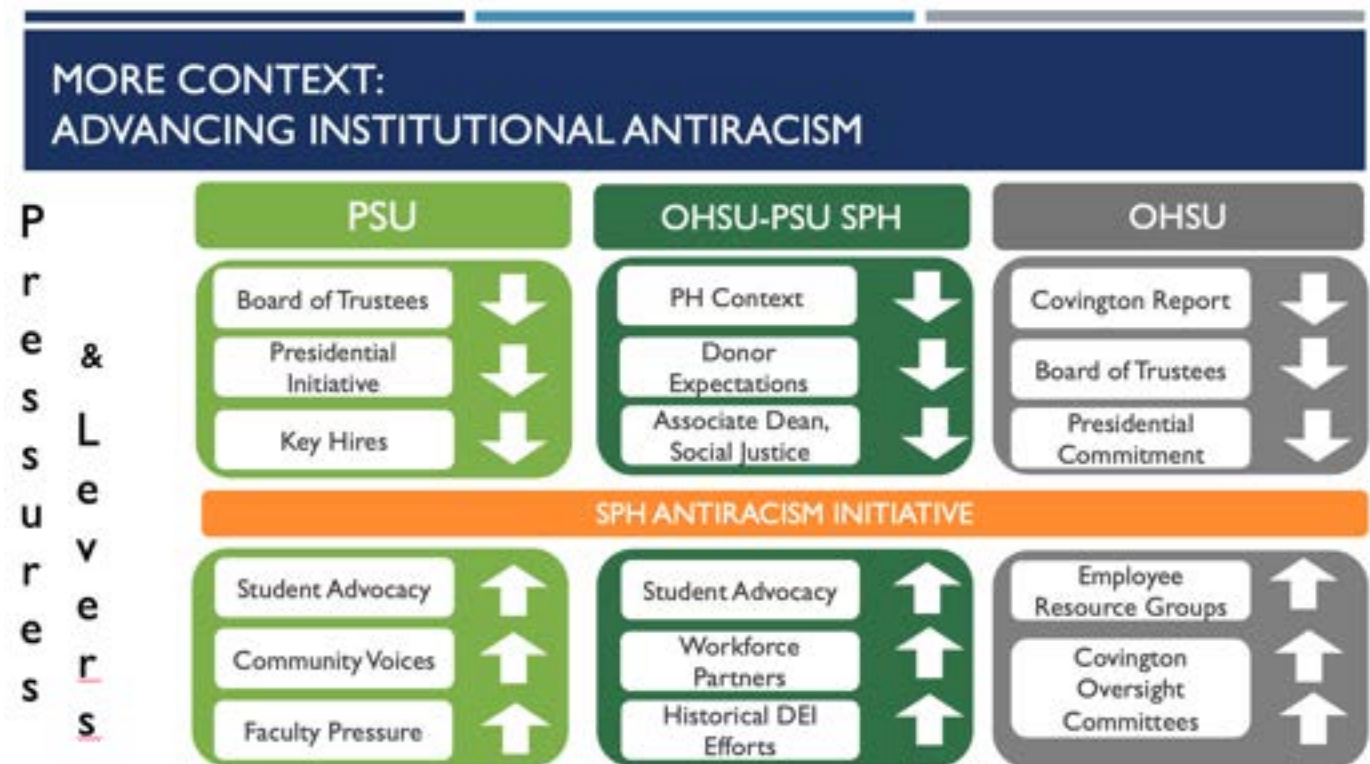
In May of 2020, the SPH took a stand with the American Public Health Association in declaring racism a public health crisis, and committed the school to building and sustaining an anti-racist SPH to confront racism and dismantle oppressive structures and systems that allow racism to persist.

But while the impact of racism on health is well-established, much less is known about how to dismantle racism in ways that can advance public health in far-reaching, sustained ways. OHSU and PSU- the parent institutions of the SPH- are both actively advancing organizational transformation towards becoming antiracist institutions, and the SPH is moving with them.

You can read more on the current SPH Strategic Plan here: https://ohsu-psu-sph.org/wp-content/uploads/2023/05/2023_SPH_StrategicPlan_R4_spreadsCompressed.pdf

Summary of Report

The antiracism initiative was announced in 2020; however, various efforts and conversations were already taking place within the School of Public Health and both parent institutions (OHSU and PSU). The initiative reflects a culmination of these ongoing efforts and ushered in a wave of opportunities for structural changes.



Citation: Richardson, D. (2024, June 27). Antiracism & Organizational Change- Advancing Antiracism in a Joint SPH: A Case Study [Conference presentation]. ASPPH Sections Retreat 2024, Boston, MA.

Among these efforts include students, with the support of faculty and staff, sending an open letter to administration . The following recommendations were included in this letter:

1. Committing to institutional solutions and power sharing to engage with antiracism, by supporting recommendations and strategies for action put forth by Black and non-Black students and faculty of color. Individual behavior changes are not systemic interventions.
2. Addressing OHSU-PSU SPH's complicity in reproducing systems of oppression against Black and non-Black students and faculty of color in every way possible.
3. Hiring more faculty and staff of color, including those working in administrative roles.
4. Incorporating disclosure of the racism in public health as a discipline, and the ways white supremacy is deeply embedded in our science. In every class, where

relevant, engaging in critical discussion of eugenics, forced sterilization, ongoing unethical medical experimentation, and medical and scientific racism.

5. Explicitly acknowledging the role of police and policing in the murders and systematic divestment of Black and Indigenous people and communities.
6. Developing concrete practices for education and accountability around white supremacy and racism, so the work within the school can influence the wider community.
7. Institute mandatory training embedded in antiracist and decolonial frameworks for all members of the SPH community. A short course on implicit bias is not enough.
8. Developing a process to address white supremacy in the curriculum and incorporate anti-oppressive practices in every class to address racist behaviors and attitudes expressed in the SPH by professors, guest lecturers, and administrative staff, and students.
9. Provide resources and spaces for culturally-specific healing and community building and continue to provide students the space to voice their concerns.

These following recommendations have served as programmatic goals for moving this work forward. This report shares highlights of our efforts to advance our commitment

Goals and Objectives

We have incorporated the recommendations from the open letter from students (2020) as our programmatic goals. Within each goal sits objectives to help us advance progress in these areas. In this section, we provide additional context for each goal to help us document the history of our initiative.

The journey to becoming an antiracist institution requires ongoing & conscious efforts. The work we do centers around three principles: 1) Building Racial Literacy, 2) Actively Practicing Cultural Humility, and 3) Self-Accountability & Sharing Collective Responsibility. We will continue to provide updates as we continue to make progress toward our goals.

Goal #1: Committing to institutional solutions and power sharing to engage with antiracism, by supporting recommendations and strategies for action put forth by Black and non-Black students and faculty of color. Individual behavior changes are not systemic interventions.

Objectives	Action
Design qualitative interviews/activities to gather feedback and recommendations from students	<ul style="list-style-type: none"> • Marunggay Activity • BIPOC Exit Interviews (Counternarrative Project)
Address the equity gaps that DREAMers, undocumented, and international students experience	<ul style="list-style-type: none"> • Expand scholarship opportunities - in progress • Create opportunities for increased awareness for Faculty & Staff - in progress • Develop job board on website with relevant filters - in progress)
Develop a resource to decenter power in knowledge creation	<ul style="list-style-type: none"> • <u>Public Health Resource for Equitable Education (PHREE)</u>.
Share resources for body liberation and support ad-hoc social justice groups	<ul style="list-style-type: none"> • Fat Justice Working Group

Goal #2: Addressing OHSU-PSU SPH's complicity in reproducing systems of oppression against Black and non-Black students and faculty of color in every way possible.

Objectives	Action
Establish a Racial Harm Policy	<ul style="list-style-type: none"> • <u>Racial Equity Policy Intensive (Subduction Counseling)</u>, - in progress

Goal #3: Hiring more faculty and staff of color, including those working in administrative roles. (*This has legal implications within the HR process; therefore, we propose taking into consideration the lived experience of candidates along with their professional experience*)

Objectives	Action
Centering lived experience alongside professional experience	<ul style="list-style-type: none"> • Associate Dean for Social Justice & Antiracism Program Manager • Antiracism Faculty Cluster Hire
Evaluate hiring practices and recruitment process	<ul style="list-style-type: none"> • Search Advocate Training (OSU) • Require every search committee ask the following interview question:
Develop opportunities to support the retention of BIPOC Faculty & Staff	<ul style="list-style-type: none"> • Junior faculty mentorship • BIPOC Faculty Affinity Group • BIPOC Staff Affinity Group

Goal #4: Incorporating disclosure of the racism in public health as a discipline, and the ways white supremacy is deeply embedded in our science. In every class, where relevant, engaging in critical discussion of eugenics, forced sterilization, ongoing unethical medical experimentation, and medical and scientific racism.

Objectives	Action
Revise MPH curriculum	<ul style="list-style-type: none"> • MPH Curriculum Revisioning Group • Propose Curriculum Changes for AY 2025-2026

Goal #5: Explicitly acknowledging the role of police and policing in the murders and systematic divestment of Black and Indigenous people and communities.

Objectives	Action
Develop resources for	

abolition and support ad-hoc social justice groups	<ul style="list-style-type: none"> • Abolition for Public Health
--	---

Goal #6: Developing concrete practices for education and accountability around white supremacy and racism, so the work within the school can influence the wider community.

Objectives	Action
Develop a evaluative tool for self-accountability	<ul style="list-style-type: none"> • Antiracism Self-Accountability Evaluation

Goal #7: Institute mandatory training embedded in antiracist and decolonial frameworks for all members of the SPH community. A short course on implicit bias is not enough. (*subject to Union rights*)

Objectives	Action
Increase capacity for our faculty to address and dismantle racism and other forms of oppression; Offer workshops for our faculty to raise critical consciousness	<ul style="list-style-type: none"> • Interrupting Oppression Workshop (Sally Eck) • OHSU Office of Educational Improvement and Innovation (Graciela Vidal & Caleb Feldman) <ul style="list-style-type: none"> ◦ Inclusive Syllabus ◦ Difficult Conversations in the Classroom ◦ Difficult Conversations with Colleagues • Progressive Pedagogy Workshops <ul style="list-style-type: none"> ◦ Antiracism & Social Justice ◦ Trauma-Informed Practices

Goal #8: Developing a process to address white supremacy in the curriculum and incorporate anti-oppressive practices in every class to address racist behaviors and attitudes expressed in the SPH by professors, guest lecturers, and administrative staff, and students.

Objectives	Action

Revise MPH curriculum	<ul style="list-style-type: none"> • MPH Curriculum Revisioning Group • Propose Curriculum Changes for AY 2025-2026
Goal #9: Provide resources and spaces for culturally-specific healing and community building and continue to provide students the space to voice their concerns.	
Objectives	Action
Support student-centered spaces that promote solidarity and empower SPH students	<ul style="list-style-type: none"> • Social Justice Student Advisory Group (SJSAG)-disbanded in 2023 • BIPOC Resilience, Empowerment, and Affirmations Towards Health Equity (BREATHE)
Design qualitative interviews/activities to gather feedback and recommendations from students	<ul style="list-style-type: none"> • Marunggay Activity • BIPOC Exit Interviews (Counternarrative Project)
Host BIPOC relationship building events and workshops	<ul style="list-style-type: none"> • BIPOC in STEM Karaoke Night (Winter & Spring 2024) • BIPOC Relationship Building Workshop series

Workshops/Events & Faculty Training

Workshop/Event	Term (Year)	Purpose/Description
BIPOC Relationship Building Workshop series	Spring 2024	Our goal is to provide BIPOC students the opportunity to practice/develop networking skills. We will also be reframing the concept of networking to connecting (focus on developing relationships vs. asking what you want from a person).
Antiracism Initiatives in Public Health: Highlighting Student Experiences and Practices	Spring 2024	To hear from current students and alum about their experiences in advancing the school's antiracism initiative.
SPH Teach-in for Palestine	Spring 2024	To build capacity within the School of Public Health to discuss global public health crises/current events. This was a screening of the University of Washington Department of Global Health's webinar on the "Humanitarian Crisis in Gaza".
BIPOC Karaoke Night	Winter 2024 Spring 2024	To serve as a networking and community-building opportunity for BIPOC students, faculty, staff, and alum in the School of Public Health. Funds from the LAMFROM grant will be used to promote a sense of

		belonging and encourage BIPOC students to engage in other SPH-related activities.
Social Justice Student Advisory Group Winter Kickback	Winter 2023	To provide SPH students the opportunity to build community and discuss antiracism initiatives within the SPH.

Faculty Training	Term (Year)	Purpose/Description
Progressive Pedagogy Workshop	Spring 2024	<ol style="list-style-type: none"> 1. Incorporate antiracist and social justice pedagogy and content into the curriculum 2. Actively contribute to discussions around antiracism and reflect on the systems in which we operate 3. Contribute to a database of work that amplifies the voices of authors of who are historically and currently underrepresented in academia 4. Develop learning environments that recognize that different forms of epistemology are equally important to the forms that traditionally appear in academia, and make students feel like they can bring themselves, their perspectives, and their expertise into the classroom
Progressive Pedagogy Workshop	Winter 2024	
Progressive Pedagogy Workshop	Fall 2024	
Interrupting Oppression Workshop	Spring 2023	<p>The School of Public Health Social Justice team is partnering with Sally Eck, teaching faculty in Women, Gender, and Sexuality Studies, and the School of Gender, Race, and Nations to facilitate the "Interrupting Oppression" workshop. In this interactive workshop, participants will</p>

		<p>discover their own practice and learn new methods for meaningfully discussing issues like racism, heterosexism, classism, sexism, ableism, and more with people in our school, work, family, and activist communities.</p>
Inclusive Syllabus Workshop	Spring 2022/Winter 2023	<p>The main goal for the syllabus workshop is to provide guidance and feedback for faculty who are working to incorporate antiracism and social Justice within their curriculum. The team is aware of the focus on public health and working toward incorporating inclusive practices when teaching.</p>
		<p>OHSU's Office of Educational Improvement & Innovation (EII) has developed this workshop in consultation with the SPH's Social Justice team. This training aims to support SPH faculty in engaging in difficult classroom conversations around upstream drivers of health inequities. SPH courses often incorporate in-depth discussions about health inequities resulting from systemic racism and other forms of oppression. While</p>

<p>Difficult Conversations in the Classroom</p>	<p>Spring 2022/Winter 2023</p>	<p>it is essential for students to connect health inequities with these upstream drivers, these discussions can also lead to added social/emotional tax on learners with lived experiences of racism and other forms of oppression.</p> <p>This workshop will build faculty capacity to (1) discuss health inequities with an antiracist lens and (2) recognize and mitigate potential harm to students most impacted by racism. Thoughtful consideration of one's own positionality and social location will be a key component of engaging in this training. Prior to the session, participating faculty will be asked to share at least one scenario from their own classes, or create one based on a past experience for group discussion and learning.</p>
		<p>How do we create an equitable and respectful work environment while keeping it highly collegiate, collaborative, and productive even during challenging conversations?</p> <p>We will discuss different perspectives of</p>

Difficult Conversations with Colleagues	Winter 2023	professionalism and communication, and the role of power dynamics in these conversations. We will create a conversation around communication improvements, tools, and strategies to advance communication safety and successfully with colleagues
--	-------------	---

Practice Experiences & Integrative Projects

Project Name	Name	Program
Integrative Project: Trauma-Informed & Anti-Racist Title IX Reporting	Janellie Mesa (c/o 2023)	MSW/MPH in Health Promotion
Practice Experience: Amplifying Antiracism Work Through Communications	Jennifer Piacentini (c/o 2023)	MPH in Health Promotion
Practice Experience: Community-Driven Health Education in the OHSU-PSU School of Public Health	Sydney Gilbert (c/o 2024)	MSW/MPH in Health Promotion
Integrative Project: Implementing Teach-in Programs for Community Learning and Resilience	Corrin Murphy (c/o 2024)	MPH in Health Promotion
Practice Experience: Black, Indigenous, and People of Color (BIPOC) Exit Counternarrative Project Integrative Project: Reimagining Social Justice at the OHSU-PSU School of Public Health: Observations and Opportunities	Tomas Zurita (c/o 2024)	MPH in Health Promotion
Practice Experience: Focus areas: Language & Health Equity; Linguistic Discrimination (in progress)	Vincenzo Cornacchione	MPH in Epidemiology

Research & Data

In this section, we elaborate on the importance of our data collection efforts to gather feedback from our students and alumni on the antiracism initiative.

Marunggay Activity

Citation: Jones, A., Zurita, T., Gilbert, S., Westbrook, M., & Richardson, D. (2024, May 17). Marunggay Activity: Gathering Student Input to Advance the School of Public Health's Antiracism Initiative. Oregon Health & Science University (OHSU) Symposium for Educational Excellence, Portland, OR, USA

Objectives:

1. Using the data to inform decisions around curriculum revisioning and integrate opportunities for strengthening advocacy skills necessary for community engagement/organizing efforts
2. Incorporate this activity across SPH courses to empower students and encourage their involvement with social justice
3. Engage students in decisions around improving the programmatic efforts of the Social Justice department and informing the need for ad-hoc social justice groups
4. Provide opportunities for continuous input on student needs and interests around antiracism

Abstract:

Student feedback is necessary for holding the institution accountable for its commitment to advancing antiracism; however, low response rates to traditional surveys have led us to explore innovative ways to collect student input. This activity aims to identify student interests, goals and needs to further the SPH's commitment to becoming an antiracist institution.

To address the low response rates, an activity was devised to encourage students to share their insight on improving antiracism initiatives in the school and empowering them in their journeys. As a Black and Filipina woman from Kalihi (Adri Jones), my approach to designing the activity incorporated my Hiligaynon culture and the Bisaya, Ilokano, and Kapampangan cultures that influenced my upbringing. From a cultural context, Marunggay (also known as Balunggay, Malunggay, Kalamunggay, Moringa, or Drumstick tree) is a plant that provides sustenance and healing across various cultures within the Filipino diaspora. The bunga (seed pod) represents the learning that has been foundational to a person's journey in antiracism. The marunngay (leaf/tree) represents a person's strengths as a result of their lived and professional experiences. Lastly, the katuray (flower) represents areas for growth, learning, and the support needed to thrive in their efforts.

Data was collected from students (new and returning undergraduate/graduate) who attended the Fall Welcome in September 2023, as well as students in PHE 511 Foundations in Public Health (Fall term). Everyone was asked to answer the following questions:

1. What is important for your journey in antiracism? What has been a foundation for you and your journey?
2. What are your strengths? The things you bring to the table or have experience with?

3. What areas of social justice would you like to see yourself get more involved in?
How do you envision getting involved in these efforts?

Brown Notecard Bunga	Green Notecard Marunggay (students were asked to keep this card)	White Notecard Katuray
		
What is important for your journey in antiracism? What has been a foundation for you and your journey?	What are your strengths? The things you bring to the table or have experience with?	What areas of social justice would you like to see yourself get more involved in? How do you envision getting involved in these efforts?

Students were asked to write their responses on corresponding color-coded notecards. Responses written on brown and white notecards were collected for data analysis. Students were encouraged to keep their green notecards to serve as a reminder of their strengths as they embark on or continue their educational journey. By intentionally asking students to reflect on their strengths, we aim to shift the conceptualization of educational success away from the deficit thinking model. This shift in conversation can benefit our understanding on how to best support students from historically/currently marginalized communities and promote a sense of belonging (Smit, 2012).

Further data was collected from students of the PHE 511-Foundations of Public Health course. The students enrolled in this course were divided into two breakout groups and held group discussions to determine categories for the data. One group was tasked with sorting responses to the first group of questions, while the other sorted responses to the third group of questions. After spending time in their breakout groups, we had the class discuss their methods for categorizing responses, their findings, and responses that stood out to them. Students in this course were then tasked with sorting and analyzing all 145 responses on a shared document.

UPSTREAM GOALS

Culturally competent
public health workforce

Relevant and evolving
educational opportunities

Normalizing directives
based on collective input

Eradication of racism in
public health

Equitable policies for
a healthier society

MIDSTREAM GOALS

Guidance for SPH events
& ad-hoc groups

Continuous feedback about
student needs & interests

Data for curriculum
revisioning

Incorporate across
courses in SPH

Align with Antiracism
Initiative



Gilbert, S. (2024). The Marunggay Activity: Recognizing foundations, strengths, and spaces to grow in one's antiracist journey. Unpublished manuscript. School of Public Health, Oregon Health & Science University - Portland State University, Portland, Oregon. Submission date: March 15, 2024.

Thematic Analysis:

In partnership with Dr. Lisa Marriott, data from the Marunggay Activity was made available to students enrolled in the Qualitative Methods for Health Professionals course (UNI 504). A team of students reached out to the Social Justice to conduct further analysis of the responses that were collected in the Fall. By the end of the term, these students developed a coding guidebook and presented their thematic analysis.

Citation: Linver, C.L., Pizii, C.T., Cornacchione, V.C., Stokes, S. E. (2024). Antiracism Student Perspectives in the OHSU-PSU School of Public Health. Qualitative Methods for Health Professionals (UNI 504, Spring Term). Oregon Health & Science University, Portland, Oregon. Submission date: June 19, 2024.

Future Directions:

1. Incorporate feedback to inform workshops, consideration for curriculum, and additional projects
2. Create online module for this activity (Universal Design & Learning Principles-PERALTA Equity Rubric)
 - a. In progress- Collaboration with Ellen Garcia, faculty in the OHSU School of Nursing to pilot this activity for students
3. Continue to do this activity with incoming and current students (SPH Fall Welcome)

BIPOC Exit Interviews (Counternarrative Project)

Citation: Zurita, T. (2024). BIPOC Counternarrative Project. Practice Experience (PE, Spring Term). Oregon Health & Science University-Portland State University, Portland, Oregon. Submission date: June 09, 2024.

Objectives:

1. Share findings to improve curriculum design, faculty training, SPH community events, and institutional policy & procedure reform.
2. Conduct regular interviews to address equity gaps and challenges experienced by BIPOC students from various backgrounds & intersecting identities.

Abstract:

This project explores the experiences of Black, Indigenous, and People of Color (BIPOC) students in their Masters in Public Health (MPH) programs at the OHSU-PSU School of Public Health (SPH) and focuses on how they navigate institutional structures and contribute to addressing equity gaps. Using critical race theory and grounded theory approaches, I conducted 24 in-depth semi-structured interviews with recent graduates from the MPH program. Thematic analysis revealed insights on community building, advocacy, and the need for institutional transformation. The project highlights experiences of community cultural wealth, perseverance, mentorship, and systemic change while centering the voices of these students throughout their journeys.

The counternarrative investigates three main questions: (1) How do BIPOC students in the SPH navigate through institutional structures within their graduate programs? (2) How do their experiences differ based on their background/positionality? (3) In what ways do BIPOC students contribute to addressing equity gaps within the institution?

Preliminary findings reveal that BIPOC students draw strength from peer networks and mentorship, find belonging in student-led groups, and engage in advocacy and leadership to foster inclusive changes. Their resilience and perseverance radiated through as they overcame challenges in a predominantly white institution. The students envision a more equitable and inclusive future in higher education by reclaiming narratives and pushing for systemic change.

Participants were asked to provide a pseudonym

Goals:

1. Reclaim and amplify BIPOC narratives within higher education
 - a. Center BIPOC student voices to address equity gaps and inform progress toward systemic change
2. Develop resources for BIPOC students to support them in navigating institutional barriers and structures within the MPH program

Data Results:

A total of 24 alumni were interviewed across the Spring and Summer Term. Transcripts were shared after each interview to provide an opportunity for participants to share any

necessary edits and as an opportunity to provide additional feedback. The following are common themes that surfaced during the interviews:

1. Lack of Representation and Diverse Perspectives
 - a. Feeling isolated as one of the few students of color in their cohorts
 - b. Lack of BIPOC faculty and mentors to provide guidance and support
 - c. Curriculum and coursework lacking diverse perspectives and voices
 - d. Difficulty having their lived experiences and knowledge valued in the classroom
2. Racism and Discrimination
 - a. Experiencing racist incidents and microaggressions on campus and in the community
 - b. Having their identities questioned or challenged
 - c. Feeling silenced or met with discomfort when calling out systems of oppression
 - d. Impact of racist experiences on mental health and sense of belonging
3. Lack of Support Services
 - a. Limited access to community spaces, graduate lounges, affinity groups
 - b. Inadequate mental health accommodations and medical withdrawal policies
 - c. Lack of visible support resources tailored for BIPOC students
 - d. Minimal mentorship and career guidance, especially for non-traditional paths
4. Institutional Barriers
 - a. Financial aid issues and penalties for withdrawing from courses
 - b. Navigating power dynamics with faculty and administration
 - c. Lack of communication and guidance from the institution
 - d. Performative diversity efforts rather than substantive change

Themes of strength and perseverance in the face of adversity:

1. Resilience and Self-Advocacy
 - a. Persisting through racist incidents, imposter syndrome, and mental health challenges
 - b. Self-motivating and pushing through difficult courses/requirements like the CPH exam
 - c. Advocate for themselves with faculty, and form study groups for support.
2. Building Community
 - a. Forming supportive bonds with cohort-mates and peers
 - b. Creating affinity spaces like BREATHE to foster belonging
 - c. Appreciating the few supportive professors who provided guidance
3. Determination
 - a. Completing the program despite lack of institutional support
 - b. Calling out hypocrisies and holding the school accountable
 - c. Persisting through financial strains of tuition/withdrawals
4. Leveraging Strengths
 - a. Recognizing their resourcefulness and creativity as assets
 - b. Utilizing lived experiences to contextualize and connect with material
 - c. Seeking out help from strong peers in areas they struggled
5. Uplifting Voice
 - a. Using coursework to explore personal histories and prevention
 - b. Refusing to be silenced when calling out oppressive systems
 - c. Boldly criticizing the school's inaction on social justice issues
 - d. Despite facing systemic barriers, racism, isolation, and unsupportive environments, these students displayed incredible inner strength. They advocated for themselves, united with their peers, creatively problem-solved, and bravely raised their voices for change.

We also asked participants to share why they chose their program/this school. These are the main reasons:

1. Lived Experience (communities that are most impacted by health inequities)
2. Interest in Community Health, Advocacy, and Policy Work
3. Proximity to Home and Connections to OHSU/PSU Program
4. Passion for Public Health
5. Life Considerations (Affordability, Scholarships, & Geographical Location)

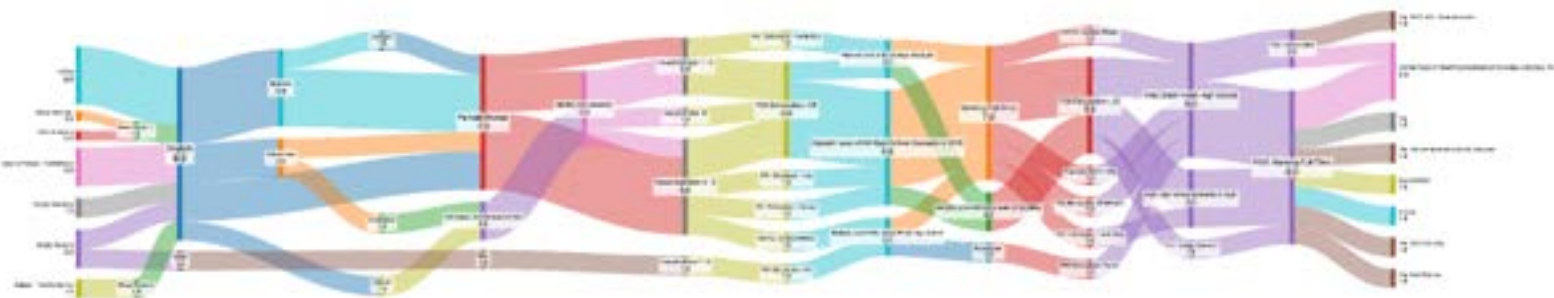
Participants also filled out a sense of belonging questionnaire:

Which of the following made you feel like you belong at SPH? Select up to three statements and rank them (1-3; with 1=most important, 2=important, and 3=somewhat important):

- ☐ Making connections/friendships with my fellow students
- ☐ Having instructors that care about my academic success
- ☐ Making connections/mentorships with my instructors/faculty
- ☐ Attending SPH events/joining student groups
- ☐ Having a variety of campus resources and support available
- ☐ Making connections/mentorships with SPH staff
- ☐ Connecting with professionals/mentor in my field of interest
- ☐ Engaging with student resource centers
- ☐ Conducting research in my field of interest
- ☐ Being represented in the campus environment
- ☐ None of the above

The top four statements reflect what contributed the most to their sense of belonging:

1. Making connections/friendships with my fellow students
2. Making connections/mentorships with my instructors/faculty
3. Having instructors that care about my academic success + Connecting with professionals/mentor in my field of interest (tie within the results)



***This Sankey diagram doesn't reflect the additional 14 people that were interviewed over Summer term**

Recommendations:

It is important to keep in mind that we interviewed alumni who graduated between 2020-2024. Some of these recommendations have already been incorporated within the SPH.

Antiracism Initiative Goal	Recommendations from Report
<p>#1 - Committing to institutional solutions and power sharing to engage with antiracism, by supporting recommendations and strategies for action put forth by Black and non-Black students and faculty of color. Individual behavior changes are not systemic interventions.</p>	<p>Regular Listening Sessions and Feedback Mechanisms</p> <p>Expanding Student Representation and Decision-Making Power</p>
<p>#2 - Addressing OHSU-PSU SPH's complicity in reproducing systems of oppression against Black and non-Black students and faculty of color in every way possible.</p>	<p>Faculty Development & Support (Burnout Prevention & Build Educational Initiatives in FTE to improve their ability to support students, particularly those with disabilities or specific needs)</p> <p>Expanding Support Services, Accommodations, and Advising</p>
<p>#3 - Hiring more faculty and staff of color, including those working in administrative roles. (*This has legal implications within the HR process; therefore, we propose taking into consideration the lived experience of candidates along with their professional experience*)</p>	<p>Increase BIPOC representation among faculty, staff, and leadership</p>
<p>#4 - Incorporating disclosure of the racism in public health as a discipline, and the ways white supremacy is deeply embedded in our science. In every class, where relevant, engaging in critical discussion of eugenics, forced sterilization, ongoing unethical medical experimentation, and medical and scientific racism.</p>	<p>Incorporate anti-racist frameworks into curriculum and coursework</p>
<p>#5 - Explicitly acknowledging the role of police and policing in the murders and systematic divestment of Black and Indigenous people and communities.</p>	<p>Incorporate anti-racist frameworks into curriculum and coursework</p>

<p>#6 - Developing concrete practices for education and accountability around white supremacy and racism, so the work within the school can influence the wider community.</p>	<p>Enhancing transparency and communication around social justice initiatives, policies, and training programs is critical</p> <p>Ensure that students are well-informed about the progress and outcomes of these efforts, to foster trust and accountability</p> <p>Bring in guest lectures on diverse topics, such as Palestine, Black, Indigenous studies, feminism, etc.</p> <p>Establishing regular listening sessions, focus groups, and town halls to gather feedback from BIPOC students is crucial</p>
<p>#7 - Institute mandatory training embedded in antiracist and decolonial frameworks for all members of the SPH community. A short course on implicit bias is not enough.</p>	<p>Provide ongoing antiracism & cultural humility training for faculty</p>
<p>#8 - Developing a process to address white supremacy in the curriculum and incorporate anti-oppressive practices in every class to address racist behaviors and attitudes expressed in the SPH by professors, guest lecturers, and administrative staff, and students.</p>	<p>Value and incorporate students' experiential knowledge</p> <p>Provide further learning opportunities for international students</p>
<p>#9 - Provide resources and spaces for culturally-specific healing and community building and continue to provide students the space to voice their concerns.</p>	<p>Expanding Support Services and Advising</p> <p>Collaboration with Student Groups and Support for Initiatives</p> <p>Have more opportunities to get BIPOC teachers, faculty, and staff together</p> <p>Partnering with student groups focused on diversity, equity, and inclusion can foster collaborative solutions.</p>

	Providing funding and support for student-led initiatives is crucial for empowering these groups and ensuring their sustainability.
Additional Recommendations	Give space, let us BREATHE!

Future Directions:

1. Share recommendations with Academic Operations Team (AOT) & Faculty
 - a. For communication purposes, AOT leads were asked to provide information on past, current, and future projects/events that incorporate these recommendations
2. Review and update interview questions as needed
3. Continue to interview BIPOC alumni and graduating students in the Spring & Summer terms
 - a. Additional component on experiences of linguistic discrimination

Acknowledgements

We honor and acknowledge those who have contributed to this work prior to 2020 and continue to be instrumental to shaping our collective future. We greatly appreciate the contributions of those that have worked closely with our Social Justice Team these past four years. We also look forward to continuing to build new relationships and collaborations across the SPH and beyond. Thank you for your support!

Graduate Assistants & Students/Alumni

Allysson Angeldekao, Adri Jones, Brian May, Sydney Gilbert, Tomas Zurita, Vincenzo Cornacchione, Janellie Mesa, Jennifer Piacentini, Teresa Campos Ortiz, Vivian Duong, Corrin Murphy, Elijah Hart, Nell Carpenter, Daniel Oron, Sylvia Rivera, Alana Carrasco, Daysi Bedolla Sotelo, Kalera Stratton, Rosol Mikail, Marissa Wilson, Joselyn Orellana, Jennifer Vuong, Nicholas Sievers, Taryn Robertson, Jennifer Piacentini, Liliana Diaz, Barbara Cassese, Danielle Higbee, Luis Garcia, Priyanka Gautom, Kaisa Holt, Sydney Ito, Corey Linver, Connor Piizi, Sterling Stokes, and Jessica Renken

Faculty/Administration/Staff

Dr. David Bangsberg, Dr. Dawn Richardson, Dr. Paul Halverson, Karen Camp, Dr. Brad Wipfli, Dr. Debbie Kaufman, Dr. Marisa Westbrook, , Dr. Lynne Messer, Dr. Sarah Andrea, Dr. Betty Izumi, Dr. Alexis Dinno, Dr. Ryan Petteway, Adri Jones, Juniper Poole, Jamie Jones, Kelly Malakaua, Candace Chin, Lydia Gyllepsie, Theo Caldwell, Ashely Groves, Andrew Wyman, Emily Kemmerer, Belinda Zeidler, Dr. Marguerita Lightfoot, Dr. Lisa Marriot, Andrea Griggs, and Noni Villalobos

Antiracism Faculty Fellows

Dr. Alexis Dinno, Dr. Rochelle Fu, Dr. Kelly Gonzales, Dr. Betty Izumi, Dr. Ryan Petteway, and Dr. Jon Snowden

And to all the amazing community members, faculty and staff who worked together with these faculty.

*Please reach out to me at adjones@pdx.edu if I forgot to shout you out. I want to make sure everyone receives their flowers. *

Appendix

Open Letter to Administration-redacted signatures (2020)

June 2, 2020

An Open Letter to the Deans, Administrators, and Faculty of the OHSU-PSU School of Public Health:

In addition to other communication you have received, we are writing to urge the leaders of the OHSU-PSU School of Public Health to take assertive action against the state-sanctioned violence that led to the recent murders of Ahmaud Arbery, Breonna Taylor, George Floyd, James Scurlock, and countless others. These murders do not just occur elsewhere but have existed in our own community in Portland, including Kendra James, James Jahar Perez, Patrick Kimmons, Keaton Otis, Terrel Johnson, Andre Gladden, Quanice Hayes, and Jason Washington [who was murdered by PSU police officers in 2018](#). The lack of engagement with these difficult conversations stretches from administration to students, where a minority of individuals try to raise their voices to those who rest in positions of power. We are writing because it is our duty as public health students to demand that the OHSU-PSU School of Public Health do the work to become an [antiracist](#) institution.

It is our responsibility as a school of public health to condemn and actively work to dismantle the systems that perpetuate violence against Black communities. Full stop.

The American Public Health Association (APHA) acknowledges that [law enforcement produces and reproduces](#) physical and psychological violence against communities of

color. Additionally, the American Psychological Association has described the events of the past week as part of an ongoing [racism pandemic](#), calling for an end to police brutality. We understand that the public health community, especially in Oregon, is devoting many resources to the COVID-19 pandemic. APHA has also explicitly released statements that "[policing and punishment do not protect public health](#)" as it relates to public measures to prevent the spread of coronavirus. These issues are inextricably connected. We know that Black and Indigenous communities are disproportionately at risk for [coronavirus exposure](#), police [brutality](#), and [death](#). While Dean Bangsberg has addressed the issue of health disparities related to COVID-19, the School has not taken an explicit stance against police brutality, and there is no working process for supporting people of color in the School of Public Health or addressing white supremacy in the classroom.

Our School of Public Health envisions eliminating the causes of injustice and disparity, yet our own students and faculty of color bear the extreme burden of structural violence in their lives and places of school and work and do not feel seen or heard within our own institution. **It is not the job of faculty, staff, and students of color to challenge racist acts or prove their existence matters.** In our school, those of us with race-based privilege must take a deep dive inward, acknowledge our positions of power, and 1) challenge our own individual racism and that of institutions, 2) listen to those who are hurting, 3) center the narratives and perspectives of the people most affected and 4) work to be actively antiracist.

Here are examples of what other universities have done:

- [University of Minnesota has divested its relationship from the Minneapolis Police Department](#)
- [University of Washington School of Health Sciences leadership \(Deans\) are creating space led by students and faculty of color to discuss what it means to be an antiracist institution](#)

Following up with these actions that other universities have taken, OHSU-PSU could disinvest in funding for police-sanctioned public safety officers, from the [Department of Public Safety](#) and [Campus Public Safety \(CPSO\)](#), at OHSU and PSU, respectively. At PSU, the group, "Disarm PSU" has been advocating for the disarming of CPSO officers for several years, without avail.

Our institution can also support community and internal student organizations that are already engaged in strengthening communities of color, building political power and

material support, and working for accountability and access to justice systems and political decision-making. It is the responsibility of our institution to use our privilege to teach and to engage with the work that these organizations are doing to address police brutality and structural racism.

If our mission as a School of Public Health is "to prepare a public health workforce, create new knowledge, address social determinants, and lead in the implementation of new approaches and policies to improve the health of populations," **we are obligated to condemn white supremacy and acknowledge the state-sanctioned violence against communities of color. This begins with a frank, transparent discussion about how white and non-Black members (intentionally or otherwise) perpetuate inequality or benefit from white supremacy within higher education.** As [has been established](#), police violence and use of force policies are public health crises. Acknowledging this and providing our community with the expertise and resources to address this disparity in adverse health outcomes are essential during this policy window.

School of Public Health leadership can move forward by:

- Committing to institutional solutions and power sharing to engage with antiracism, by supporting recommendations and strategies for action put forth by Black and non-Black students and faculty of color. Individual behavior changes are not systemic interventions.
- Addressing OHSU-PSU SPH's complicity in reproducing systems of oppression against Black and non-Black students and faculty of color in every way possible.
- Hiring more faculty and staff of color, including those working in administrative roles.
- Incorporating disclosure of the racism in public health as a discipline, and the ways white supremacy is deeply embedded in our science. In every class, where relevant, engaging in critical discussion of eugenics, forced sterilization, ongoing unethical medical experimentation, and medical and scientific racism.
- Explicitly acknowledging the role of police and policing in the murders and systematic divestment of Black and Indigenous people and communities.
- Developing concrete practices for education and accountability around white supremacy and racism, so the work within the school can influence the wider community.
- Institute mandatory training embedded in antiracist and decolonial frameworks for all members of the SPH community. A short course on implicit bias is not enough.
- Developing a process to address white supremacy in the curriculum and incorporate anti-oppressive practices in every class to address racist behaviors and attitudes expressed in the SPH by professors, guest lecturers, and administrative staff, and students.
- Provide resources and spaces for culturally-specific healing and community building and continue to provide students the space to voice their concerns.

The OHSU-PSU School of Public Health needs to be a leader in correcting health inequities in our community. This is the time for action. We commit to the real work of public health science, with racial justice at the center and in every aspect of every discipline. We anticipate you will receive other communications and demands for action steps, and we expect a conversation of how to move forward that centers the experiences of students, faculty, and staff of color.

Summary of Antiracism Program Manager Activities/Responsibilities (2021-2024)

The purpose of this section is to provide you with a general sense of daily/monthly tasks. This is by no means a comprehensive list of responsibilities.

AY 2021-2022

- Racial Equity Assessment for Portland State University Advising and Career Services ReImagine PSU Grant
 - Conducted research, submitted a final report, and presented results alongside co-researcher, Lindsay Benstead. This was an opportunity to work with the ACS Antiracism Task Force and identify areas for improvement to advance antiracism.
- Returning Student Orientation
 - Collaboration with Theo Caldwell, Academic Coordinator MPH ESHH & PHP, to provide returning students an opportunity to engage with the SPH community. Provided feedback for slides on positionality and presented information about the SPH Social Justice Student Advisory Group.
- Performance/Presentation for Oregon Students of Color Conference
 - Shared original spoken word poetry and provided context for students interested in antiracism work.
- Discuss PIAA Community Convening with Global Diversity and Inclusion
 - Met with Lindsay Romasanta and Patrick Villaflores to identify potential community partners. Also discussed current needs of the PIAA community, specifically around health equity.
- Antiracism Curriculum/Faculty Development
 - Discussed areas of need for SPH undergraduate faculty and developed a document for potential course competencies reflecting SPH's commitment to antiracism.
- New Student Orientation
 - Helped with planning and presentation of antiracism initiatives in SPH. Brought together a panel of students to share their experiences and wisdom.
- Employee Accountability Evaluation
 - Developed an accountability evaluation for areas around antiracism initiatives as they relate to student development, personal and professional development, and advocacy and accountability.

- SPH Boilerplate Language
 - Provided feedback on boilerplate language document developed by Kelly Mackura, SPH Communications Manager, to reflect SPH's commitment to antiracism.
- Developed work plan for hosting student Integrative Project
 - The students will be supporting the SPH in developing a document that clearly lays out the process for reporting Title IX and discrimination/harassment at PSU. The student will also be focusing on trauma-informed practices to communicate this information to diverse student populations.
- Anti-fat Bias Working Group
 - Collaboration with Debbie Kaufman, Sarah Andrea, and graduate/doctoral students to develop materials for Fat Justice Journal Club.
- Social Justice Student Advisory Group
 - Led by Adri Jones, Antiracism Program Manager, the group meets weekly to address various social justice projects and student equity initiatives happening in the SPH, at OHSU, and in the community.
- Facilitator for PIAA Community Convening
 - Participated in convening and provided support in facilitating and notetaking for the event. Followed up with organizers via debrief meeting.
- Dr. Richardson's Foundations of Public Health course
 - Foundations of Public Health (PHE 511) introduces many direct and indirect influences of racism on public health. The course outlines various ways discrimination influences the health of individuals and communities. We are in the beginning stages of writing a paper on how Dr. Richardson developed this course using an antiracism lens, the public health competencies taught, and how students use this education moving forward.
- Student Emergency Funds
 - The PSU Foundation collects money during a bi-annual donation period. Surrounding each 'Day of Giving' donation period, we develop an emergency fund survey for students, send it around, collect responses, and coordinate the dissemination of funds.
- Connecting about web specialist priorities
 - Provided hiring committee with feedback on antiracism questions to ask applicants, including areas in which an applicant can contribute to antiracism initiatives in SPH.
- Health Equity Circles Informational Session
 - Collaboration with Luis Manriquez, WSU Community Health Equity Director to provide information regarding Health Equity Circles.
- Developed work plan for hosting student Practice Experience
 - A student will be supporting our efforts to develop a communication plan for sharing antiracism work and amplifying research done by the Antiracism Faculty Fellows.
- Organizing Abolition work in SPH
 - Providing support to a group of students passionate about developing an abolition journal club and course curriculum to enhance abolition work in the SPH.
- Faculty Training

- Collaboration with Caleb and Graciella from the Office of Educational Improvement and Innovation to host trainings for SPH faculty. In Winter 2023, we have sessions scheduled for equitable syllabus development and having difficult conversations.
- Collaboration with Megan from the Office of Academic Innovation to host trainings for SPH faculty in Universal Design for Learning.
- Community Engagement
 - Present educational and career goal talks to AVID students (Kalakaua Middle School & Farrington High School)
 - Discuss vocational training programs (Job Corps), college applications/admissions process, recommendations, community service, extracurricular, personal career goals, navigating higher education, how to apply for social benefits (SNAP, Medicaid), etc.
 - Share information on public health

AY 2022-2023

- Funding Students/ Financial Support (transferred responsibility the following year to Student Affairs)
 - SPH Day of Giving - Hardship Campaign & SPH Emergency Fund
 - Monitor and update emergency fund email
 - Collaborate with Kelly Malakaua to promote "Day of Giving"
 - Surrounding each 'Day of Giving' donation period, we develop an emergency fund survey for students, send it around, collect responses, and coordinate the dissemination of funds
- Academic Engagement
 - SPH students are required to complete a practice experience (PE) and an integrative project (IP). We are able to support these projects through the SJSAG and Antiracism Initiative. IP= Title IX processes (transparent and accessible practices for SPH). PE=developing antiracism communication guidelines + evaluating ARFF related program events
 - Develop interview guides, schedule weekly 1:1 check-ins, schedule meetings with interviewees, provide comments/edits to final project
- Faculty Capacity Building
 - Coordinate with EII to host workshops for faculty
 - Discuss development of training with EII staff, promote trainings, share registration form and calendar invites, develop post-survey, and address any questions
 - Coordinate with Sally Eck to host "Interrupting Oppression" workshop
 - Discuss development of training with Sally, promote trainings, share registration form and calendar invites, develop post-survey, address any questions, and follow through with payment for consultation
 - Amplifying ARFF Work
 - Sharing/Planning opportunities to showcase ARFF work. PDXPLORES podcast, SPH website, SPH hosted events, etc.
 - Student Groups
 - Social Justice Student Advisory Group (meetings Fridays at noon)

- SJSAG is a committee open to all SPH students. Meet weekly to address various social justice projects and student equity initiatives happening in the SPH, at OHSU, and in the community
- Abolition Group (Meeting Tuesdays at 10am)
 - SPH students Nell, Corrin, and Elijah (faculty supervisor: Nic Smith) are organizing a journal club to introduce foundational concepts of prison abolition (mass incarceration, state-sanctioned violence, the school-to-prison pipeline, the prison-industrial complex, etc.) in the context of public health practice
- Supporting BIPOC SPH Student Group
 - Meeting with students to finalize their constitution and support their efforts to apply through SALP
 - Support students in submitting application by Spring term
 - Advocate for student space within Vanport Building

AY 2023-2024

- Antiracism School of Public Health
 - Finalize draft for self-accountability tool for; gather feedback around this evaluation tool and implement
 - Collaborate with Director of Assessment & Evaluation (Lydia Gillespie) to develop BIPOC Exit Interviews
 - Attend MPH Curriculum Revisioning meetings, review resources, develop goals, provide feedback on incorporating antiracism principles
 - Develop & lead classroom workshops for the following: Cultural Humility and Competency for PHE 225; Marunggay and Sorting Activity with Foundations Class; Develop a process to shareout this work and have other classes do this activity
 - Plan, schedule, and create materials for BIPOC Karaoke Night
 - Precept Practice Experience in the Fall/Winter and Spring
 - Support student goals for PE, set deliverables, and meet weekly with student
- Committees/Working Groups
 - Covington Oversight Committee
 - Attend meetings, review SBARS, provide feedback and vote on drafts
 - *Committee no longer meets, moved forward with next stage in process*
 - Abolition for Public Health
 - Attend meetings, Manage budget, help with reimbursements, liaison to Ashley/Beth, planning committee for events (e.g., solidarity events, collaborate with Disarm PSU, art exhibition event, SPH Teach-ins)
 - BREATHE
 - Manage budget, help with reimbursements, liaison to Ashley/Beth, advocate for student space
 - Fat Justice
 - Attend meetings, manage budget, help with reimbursements, liaison to Ashley/Beth
 - MPH Curriculum Revisioning Student-Centered Space
 - Provide foundation to students on structuring the group and hand off the space to be student led
 - BIPOC Staff Affinity Group

- Schedule meetings, plan activities/icebreakers
- Collaborations
 - Academic Affairs
 - Progressive Pedagogy Workshops, Social Justice / Equity Lens RE PE Search???
 - Student Affairs
 - Fall Welcome, Title IX process SPH, meet with prospective students, attend conferences, Relationship Building events (Networking skills for BIPOC)
 - Website/Communications
 - Develop Antiracism Comms Handbook, develop tool for vetting SJ resources to share on SPH website, add information to website on advisory groups
 - SPH Teach-ins
 - Teach-ins around global health equity issues
 - PSU DREAMer Center
 - Meet with Joanna and discuss best practices to support our DREAMers
- Professional Development
 - OSU Search Advocate Training
 - Attended and completed trainings in March 2024
 - PSU Data Champions
 - Attended workshops, work on a research question for student success, analyze and present data
 - Completed project: "U THRIVE HERE" Multilingualism- Setting Students Up for Success
 - Racial Harm Policy Intensive
 - Fridays from April 26-June 14; collaborative effort with Jamie Jones
 - ASPPH Sections Retreat 2024
 - Attended conference in Boston, May from June 25-June 28
 - Discussed strategies and current political landscape with fellow DEI leaders
 - MindGym Facilitator Certification Training
 - Six half-day sessions, independent work, facilitation assessment (in support of OHSU's DEIB initiative)

BIPOC Exit Interview (Counternarrative Project)

Interview Guide

1. Background Information:

- Can you tell me a little bit about your background? (Feel free to share a statement on your positionality)
- What influenced your decision to apply to your track in the MPH program?
- In thinking about what you shared with me about your background, tell me a bit about your experiences in your MPH program.

2. Empowerment and Agency:

- How have you navigated institutional structures and dynamics within the program? (e.g., course material, graduation requirements, financial aid, research/career

opportunities, systems of power, etc.)

- Can you share any instances where you felt your voice was heard and valued within the SPH community?
- If you proposed new ideas to improve the school, how confident are you that you would receive support from the SPH community? Why?

3. Community Spaces and Support:

- Were there community spaces or support networks/mentors that have been instrumental in your journey through the program?
 - If yes: How did these spaces contribute to your sense of belonging and well-being?
 - If no: Do you feel that an absence of community impacted your experience?
- Can you share any experiences of unity or solidarity with other BIPOC in the SPH Community
- In particular, how often do you engage in conversations or attend events where others incorporate an intersectional lens to social justice?

4. Engagement with SPH Social Justice (SJ) Department:

- Did you engage with the SPH SJ department during your time in the program? How?
 - If yes:
 - Can you describe any experiences or interactions with the SJ department that were particularly meaningful to you? Not at all impactful?
- What are your perceptions of the school's commitment to antiracism? (e.g., leadership, SPH events, policy/procedures, curriculum/pedagogy)
- Do you have any suggestions for future initiatives, institutional policies, or programs to support BIPOC students within the SPH community?
- What do you think SPH could/should do to meet those expectations for future students better?"

5. Program Recommendations:

We are seeking to understand your overall experience within your program. This can include a range of areas, such as advising, curriculum, courses, faculty, PE/IP experiences, and other professional development aspects.

- In your opinion, which aspects of your program effectively support BIPOC students and why?
- Are there any specific recommendations you have for enhancing the overall experience of BIPOC students in the MPH program?

BIPOC Exit Interview (Counternarrative Project)

Demographic Questionnaire

Race and Ethnicity

How do you identify your race, ethnicity, tribal affiliation, country of origin, or ancestry? *

Your answer

Language

What language or languages do you use at home? *

Your answer

Gender

Can you provide your gender identity? *

Your answer

Disability

Do you identify as a person with a disability or other chronic condition? (this includes non-visible/non-physical) *

- ☐ Yes
- ☐ No
- ☐ Prefer Not to Answer

If yes, how would you describe your disability or chronic condition?

Your answer

Socioeconomic Status

How many people (NOT including yourself) lived in your home growing up? *

Your answer

What was the highest level of education parent/guardian 1 has completed? *

- ☐ Didn't Finish High School
- ☐ Didn't Finish High School, but completed a technical/vocational program
- ☐ High School Graduate or GED (General Education Diploma)
- ☐ Completed High School and a technical/vocational program
- ☐ Less than 2 Years of College o 2 Years of College or more/ including associate degree or equivalent
- ☐ College graduate (4 or 5 year program)
- ☐ Master's degree (or other post-graduate training)
- ☐ Doctoral degree (PhD., MD, EdD, DVM, DDS, JD, etc)

Where did parent/guardian 1 complete their highest level of education? (Country) *

Your answer

What was the employment status of Parent/Guardian 1 during your upbringing? *

Check ALL that apply.

- ☐ Working full time for pay
- ☐ Working part time for pay
- ☐ Not currently employed, looking for work o Retired
- ☐ Homemaker
- ☐ Disabled (not working because of permanent or temporary disability)
- ☐ Other (please specify in next question)

Please use this section to share how many hours parent/guardian 1 worked per week and describe their employment situation if you checked "other" *

Your answer

What was the highest level of education parent/guardian 2 has completed?

- ☐ Didn't Finish High School
- ☐ Didn't Finish High School, but completed a technical/vocational program
- ☐ High School Graduate or GED (General Education Diploma)
- ☐ Completed High School and a technical/vocational program
- ☐ Less than 2 Years of College o 2 Years of College or more/ including associate degree or equivalent
- ☐ College graduate (4 or 5 year program)
- ☐ Master's degree (or other post-graduate training)
- ☐ Doctoral degree (PhD., MD, EdD, DVM, DDS, JD, etc)

Where did parent/guardian 2 complete their highest level of education? (Country)

Your answer

What was the employment status of Parent/Guardian 2 during your upbringing?
Check ALL that apply.

- ☐ Working full time for pay
- ☐ Working part time for pay
- ☐ Not currently employed, looking for work o Retired
- ☐ Homemaker
- ☐ Disabled (not working because of permanent or temporary disability)
- ☐ Other (please specify in next question)

Please use this section to share how many hours parent/guardian 2 worked per week and describe their employment situation if you checked "other"

Your answer

Did your family receive any food/housing/medical coverage subsidies when you were a child? (If yes, please describe) *

Your answer

Thank you for completing this demographic survey :) We also ask that you share an alias/unidentifiable pseudonym that you would like for us to use when sharing data results

Why is this important? Academia traditionally refers to participants as numbers, which does not reflect our values in wanting to honor your stories and your wisdom.

Please share your name and an alias/unidentifiable pseudonym (example: Adri Jones/Jochelle) *

Your answer

Graduation Year:

- ☐ 2021
- ☐ 2022
- ☐ 2023
- ☐ 2024

Were you a full-time or part-time student at the School of Public Health? *

☐ Full-Time

☐ Part -Time

How long were you in your program? (Years) *

☐ 2 Years

☐ 3 Years

☐ 4 Years

☐ 5 Years

☐ 6 Years

☐ Other: _____

Sorting Activity - PHE 511: Foundations of Public Health

PHE 511 Sorting Activity

Marunggay Activity for Reflection

Social Justice Session during 2023 Fall Welcome

BROWN SEED POD “BUNGA” CARDS:

WHAT IS IMPORTANT FOR YOUR JOURNEY IN ANTIRACISM? WHAT HAS BEEN A FOUNDATION FOR YOU AND YOUR JOURNEY?

Individual level

- planetary justice
- Time to read, reflect and listen
- Commitment to social justice
- Constant learning
- Civil/equality rights

- Letting go of defensiveness/perfectionism/fear of making mistakes

Positionality

- staying connected to the filipino diaspora and identity as a filipino
- being open to make mistakes and learning about my own privilege
- recognize my own racist upbringing and learn from other backgrounds
- being a Muslim female whose first language is not English
- Growing up in DC in a melting pot culture
- Being mixed race, understanding my own experience and using it
- Acknowledging my own disadvantages and not being ignorant of others
- My own experience with disability makes me want to support others
- Being Mexican and how my identity is not always what it seemed
- My kids are biracial filipino/white
- Being white with non-white kids and needing to do better
- Finding my own blind spots
- Being Mexican and White, growing up in MS
- Being a Southeast Asian woman makes me want to ensure healthcare is equal for all
- Being aware of my own positionality and that of others
- Being conscientious of my own positionality
- Acknowledging that I benefit, even when I struggle, and have a responsibility to dismantle white supremacy
- Understanding my own privilege, learning when to speak up versus leave space, being bullied in middle school

White supremacy/historical racism

- stepping up to undo white supremacy in our school and field of public health
- knowing the history of racism in US
- center perspectives that uplift traditionally marginalized communities
- reading work from BIPOC
- know how to advocate for anti-racist
- unlearn ways that you might be contributing to racism

Opportunity

- Health equity
- Cultural acceptance
- Support system
- Education
- Exchange of ideas in constructive manner
- Room for mistakes and error but allow for growth and blossom
- Emphasis on healing and constructive and difficult conversations without shaming those who disagree
- Don't let our ideas intimidate those who differ
- More educational and employment opportunities and healthcare access
- Surrounding myself with a varied community on purpose
- Living in white Hood River

Inclusion/ Sense of belonging

- Acceptance

- Making sure those I care about feel welcome, supported and loved
- To be surrounded by open-minded people/willing to learn
- To be included
- Support
- Guidance
- To be included, and not be scared to speak my mind
- Understanding institutionalized racism and how systems are built, and how we can change them to be more supportive/inclusive

BIPOC Spaces

- Network, power to my colored self
- Living in community with others that hold differing & diverse experiences (Soul Food Fridays, Study Groups, BSU)
- Lived in OR all my life- not the most culturally diverse, would like to make friends w ppl from other cultures
- Listening; meeting ppl from diverse backgrounds
- Having spaces where I feel supported by other BIPOC
- Making space emotionally & physically for ppl to feel welcome to be themselves
- To see multiple ppl of color in the same room, in leadership, meeting spaces, in classrooms
- Being in the Hispanic community I want to be part of my culture & the changes that my community can make
- Connection with students & facilities; meeting BIPOC students in social events
- Better understanding the challenges of fellow BIPOC students so I can figure out how to be best of help

Interpersonal Community/Relational

- Educating myself on supporting others
- Helping others who don't have the space
- Community of advocates to learn from
- Quality of life
- Dignity of human beings
- Build a better, safer world
- Uplifting Pacific Islander Native Hawaiian voices socially - in govt, health, and research
- Acknowledging historic wrongdoing & systemic racism
- Allyship is a learned and ongoing skill
- Community of Practice
- Sharing experiences
- Resilience
- Equity
- Continuous learning

73

Learning From Others

- Education, accountability, reflection, interracial questions, using privilege
- Discovery, learning, authenticity --> building community (reaching out) --> advocacy & giving back

- Learning from people's lived experiences & really listening to these effects. My undergrad provided a great foundation for this.
- Be someone who is supportive, welcoming, and kind to everyone. Engage in learning about people's stories.
- Ability to have uncomfortable conversations. Foundation has been living in different parts of the country and working in public health and family
- How to understand those who experience racism and how can I help BIPOC
- Seeing first hand the things minorities go through when they are just trying to live their own life and how many problems people try to cause.
- Experiences of systemic oppression --> seeing how it connects to white supremacy. Seeing examples of health disparities first hand.
- Exposure and exploring resources. Identifying situations
- Having like-minded peers & support --> resources. Friends and family.
- Being at ease with continuous learning. It is never going to be complete but being dedicated to living the lifestyle of antiracism and learning wherever and however I can from POC.
- Supportive friends
- To be a strong and committed ally
- My family & friends
- Seeing black friends get treated differently

Action items

- -Creating comfortability in having tough conversations regarding race + racism
- -education, exposure, experience
- -helping people understand the struggles of others they have had little to no interaction with
- -thriving not surviving
- -hearing stories and experiences of people from oppressed groups
- -acknowledgment and awareness have been especially important in combating racism
- -listening
- -teach others to be one. We all bleed the same color. We're all connected

96

WHITE FLOWER "KATURAY" CARDS:

WHAT AREA OF SOCIAL JUSTICE WOULD YOU LIKE TO SEE YOURSELF GET MORE INVOLVED IN? HOW DO YOU ENVISION GETTING INVOLVED IN THESE EFFORTS?

Body Positivity

- Accessibility
- Body equality, diversity, accessibility
- More involvement with making the world a more accommodating place for disabled people

Queer

- Resources for queer, multi-racial, and fat justice/liberation

- HAES in support of BIPOC and queer communities

HAES

- More initiative for Health at Every Size
- Involvement in Fat Justice group
- Fat Justice - Speaking with the group
- Health at Every Size - becoming knowledgeable in this initiative

Indirect Involvement: Undecided

- Participate in topics of my interest and also be there to support others- do my best to join a group-learn about current issues
- Get more involved
- Growth: how can I be more deeply involved in spreading awareness and witnessing not only the big picture but the smaller pictures too?
- Explore resources and be curious-cultural awareness-anti racism
- I do not really know what areas of Social Justice I see myself being involved in.
- Families and Children-Minorities-anti racism-women empowered-groups, internships relationships w students and faculty

Research

- Research and Work Programs

Work, CBOs, FBOs

- Join club or movement to have more difficult conversations And know how to be more involved with community as a whole
- Attend Workshops and discussions concerning POC-All areas really
- I can participate in events and learning opportunities. I can listen to others stories and learn to understand them more deeply.
- I'd like to get involved in social justice of healthcare accessibility- I envision getting involved by learning about policy/outreach/working with companies that share the same goal.
- I would like to get more involved in areas of social justice where resources are equitable for everyone-involvement through class community involvement.

DIRECT INVOLVEMENT

Housing and infrastructure:

- getting more rooted in SJ issues in Portland and among the student body, finding out where my time/labor/experiences/empathy are needed
- mutual aid efforts to reframe helping our neighbors

work/career

- I would like to be involved in local community efforts to provide housing or food or resources to marginalized or historically underrepresented communities
- More involved in working on ending mass incarceration of Black people
- Getting involved by doing more research and finding relevant positions/opportunities

Political:

- Run for office to help everyone see we all need each other. We are not alone.
- Sitting at the table for important discussions that impact policy and downstream effects

ADVOCACY

Racial advocacy

- educating on social issues surrounding different cultures
- expansion of anti-racism efforts
- research on decolonizing healthcare

Self-efficacy

- expansion of anti-racism efforts
- creating space for conversations and equitable opportunities
- being a voice for those struggling
- learning more about organizations around to help educate more on racial topics, or have these conversations
- standing up for others, reaching out to people around them, and sating their own personal story.

Advocacy + Involvement

Health Equity

- acknowledge BIPOC in development of communities
- policy and implementation
 - criminal justice and rehabilitation
- healthcare access related top SDoH
- healthcare and education access

Political Advocacy

- participation and engagement
- addressing community and educational concerns
- educational
- social justice that intersects w.public health
- immigrant refugee focus
- immigration and working conditions

Indirect involvement (access)

- Health equity/support communities
- wealth, community, and legal advocacy
- unbiased support, deconstructing class status

Other: (responses that were originally not included in the sample

- Make less jokes

- Curious is white no longer a color? I haven't been in power. explain reverse racism. Unsure at the moment. common sense! learning w/out be intolerant of hate towards christians.

Thematic Analysis- Project Codebook

Citation: Cornacchione, V.C. (2024). Antiracism Student Perspectives in the OHSU-PSU School of Public Health. Qualitative Methods for Health Professionals (UNI 504, Spring Term). Oregon Health & Science University, Portland, Oregon. Submission date: June 19, 2024.

CODE	DEFINITION	EXAMPLE QUOTE
Consciousness Raising	Strategy that relies on increasing awareness about the anti racist / social justice-oriented behavior (One of the 10 processes from the Transtheoretical Model of Change).	<i>"I can participate in events and learning opportunities. I can listen to others stories and learn to understand them more deeply."</i>
Dramatic Relief	Emotional arousal about the anti-racist / social justice oriented behavior to motivate change, whether positive or negative arousal. (One of the 10 processes from the Transtheoretical Model of Change).	<i>N/A - Initially suggested as a code, but no responses reflected this process of change.</i>
Self-Reevaluation	Self-reappraisal to realize the anti-racist / social justice oriented behavior is part of who they want to be. (One of the 10 processes from the Transtheoretical Model of Change).	<i>"I would like to get more involved in areas of social justice where resources are equitable for everyone-involvement through class community involvement."</i>
Environmental Reevaluation	Social reappraisal to realize how their anti-racist / social justice-oriented behavior affects others. (One of the 10 processes from the Transtheoretical Model of Change).	<i>"standing up for others, reaching out to people around them, and sating their own personal story."</i>
Social Liberation	Creating environmental opportunities, or relying on existing ones, to show that society is supportive of the anti racist / social	<i>"I would like to be involved in local community efforts to provide housing or food or resources to marginalized or historically</i>

	justice-oriented behavior. (One of the 10 processes from the Transtheoretical Model of Change).	<i>underrepresented communities"</i>
Self-Liberation	Commitment (or recommitment) to change behavior based on the belief that achievement of the anti-racist / social justice-oriented behavior is possible. (One of the 10 processes from the Transtheoretical Model of Change).	<i>"Sitting at the table for important discussions that impact policy and downstream effects"</i>
Helping Relationships	Finding supportive relationships that encourage the desired change. (One of the 10 processes from the Transtheoretical Model of Change).	<i>"Join club or movement to have more difficult conversations And know how to be more involved with community as a whole"</i>
Counter-Conditioning	Unlearning or substituting racist behaviors and thoughts for anti-racist / social justice-oriented behaviors and thoughts. (One of the 10 processes from the Transtheoretical Model of Change).	<i>"unbiased support, deconstructing class status"</i>
Reinforcement Management	Rewarding the anti-racist / social justice-oriented behavior and reducing the rewards that come from racist behavior. (One of the 10 processes from the Transtheoretical Model of Change).	<i>N/A - Initially suggested as a code, but no responses reflected this process of change.</i>

Stimulus Control	Re-engineering the environment to have reminders and cues that support and encourage the anti-racist / social justice-oriented behavior and remove those that encourage the racist behavior. (One of the 10 processes from the Transtheoretical Model of Change).	<i>N/A - Initially suggested as a code, but no responses reflected this process of change.</i>
Individual Level (Micro Level)	Student responses alluding to actions, ideas, and thought processes at the personal (individual) level.	"unlearn ways that you might be contributing to racism"
Interpersonal Level (Micro Level)	Student responses alluding to actions, ideas, and thought processes at a level that involves relationships and interactions with two or more people.	<i>"Making space emotionally & physically for ppl to feel welcome to be themselves"</i>
Community Level (Meso Level)	Student responses alluding to actions, ideas, and thought processes that involve groups or social units that may share significant characteristics or identities, beyond interpersonal relationships.	<i>"Being in the Hispanic community I want to be part of my culture & the changes that my community can make"</i>
Societal Level (Macro Level)	Student responses alluding to actions, ideas, and thought processes that impact or reflect larger structures of society, such as social institutions or systems of oppression.	<i>"More involved in working on ending mass incarceration of Black people"</i>
Recognizing and leveraging one's positionality	Reflecting on one's positionality, such as one's racial, ethnic, and cultural	<i>"Being Mexican and how my identity is not always what it seemed"</i>

	experiences, to build upon personal anti-racist journeys. This could be considered a sign of attempting to reconnect with a background that might not have been fully explored previously or that is currently at the forefront of students' identities and motivations to commit to antiracism.	
Observing Racism	Recognizing, acknowledging, or identifying experiences of racism at any level. Examples include racist attitudes, microaggressions, or institutional policies.	<i>"Seeing black friends get treated differently"</i>
Adopting a growth mindset	Practicing making mistakes and learning from them; potentially recognizing that antiracism is a journey and allowing oneself to continuously remain open to feedback	<i>"Letting go of defensiveness/perfectionism/fear of making mistakes"</i>
Knowledge growth	Expanding opportunities to engage in antiracist efforts through some sort of knowledge acquisition	<i>"Better understanding the challenges of fellow BIPOC students so I can figure out how to be best of help"</i>
Technical growth	Expanding opportunities to engage in antiracist efforts through some sort of skill development	<i>"Uplifting Pacific Islander Native Hawaiian voices socially - in govt, health, and research"</i>
Embracing personal belief systems (Intersectional justice)	Committing through antiracism through core beliefs and values (potentially using this as a way to guide one's decisions and motivate antiracist journeys)	<i>"Civil/equality rights" //</i> <i>"Health equity"</i>
Structural reconstruction	Referencing examples of direct action to change	<i>"stepping up to undo white supremacy in our</i>

	social functions	<i>school and field of public health"</i>
Reflecting white fragility	White fragility is a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. Therefore, responses categorizes under this theme are likely embedded in white supremacy beliefs and potentially suggest race-based stress from this activity.	<i>"Make less jokes"</i>