

## 15 September CTE Meeting Student Interests Subcommittee Presentation

As a CTE subcommittee we are charged with identifying and addressing student interests, and we come to you today in vocal support of the brave work of ISU's student-led Anti-Black Movement. If you aren't aware, "The Anti-Black Movement is a group of dedicated Black students committed to abolishing anti-Black practices overall, specifically at Illinois State University." Most recently this group and student athletes have submitted their reasonable list of demands solidified in the wake of Athletic Director Larry Lyons' recent, racist remarks. The Anti-Black Movement's agenda is also a reaction to the institution's **lack** of action in light of the Campus Climate Assessment Study commissioned in 2016 as well as the lack of implementation of Report findings, since little has changed for ISU's Black students despite the Report's significant findings of institutional racism and the large number of proposed short- and long-term recommendations for institutional change.

To be clear, we are not looking for a letter of support or a statement of solidarity or some other purely performative action to come out of this discussion but are calling for specific steps capable of invoking change across those aspects of institutional racism and societal racism within our control as a Council. Our subcommittee members' resolve is aligned with recent demands put forth by the #antiBlackISU movement **and** by the recent revisions to IBHE Standards for All Illinois Teachers (23 IAC 24; 44 Ill Reg 14574) that establish Culturally Responsive Teaching and Leading (CRTL) standards for Illinois educator preparation programs.

We propose the CTE forms an Antiracism Committee who will work with ISU's Anti-Black Movement membership to develop a substantive action plan the larger CTE and its program members can follow. When the Antiracism Committee is given its charge, it is vital their work be transparent and there be accountability to the committee's charge.

According to recent ISBE guidance and upcoming policy amendments, all education majors must be prepared in and "responsive to the diverse cultural identities (including race, ethnicity, religion, gender identity, sexual orientation, physical/ developmental ability, and socioeconomic class) among their students." And ISU teacher education graduates now must be prepared for "Leveraging student activism: Educators will support and create opportunities for student advocacy and representation."

Ultimately, we question how we can clearly show (and not just tell) our community and partners that the College of Education is fully committed on all levels (and with all partners) to becoming anti-racist and shifting away from exclusionary practices. We propose requiring a course specifically focused on antiracism for all education majors (which corresponds to Demand 6 on the Anti-Black ISU Movement list of demands calling for a required, university-wide, antiracism course). Such preparation of pre-service teachers requires deep-dive coursework designed and implemented by qualified antiracism professionals and pedagogues, not "flavor-of-the-month" "diversity" education or education so deeply steeped in deficit-based thinking that it only reinforces educational practices rooted in anti-Blackness.

Finally, a required teacher education course specifically focused on antiracism aligns with the ISBE guidance regarding pedagogy on "Systems of oppression: Educators will understand that certain systems in society create inequities and oppressive conditions that they must actively work against. Educators will understand how the system of inequity has [affected] them as an educator; be aware of the effects of power and privilege; understand how a system of inequity creates rules regarding student punishment that negatively [affects] students of color; and understand 'how a system of inequity reinforces certain truths as the norm.'"