



Dear Reader-Viewer,

Welcome to this very exceptional set of materials from our webinar **Addressing Racism in CSD Education**. This material is our first attempt at delivering multimedia content to you, though we look forward to possibilities for more of this type of work in the future. What you will see are webinar sessions that were presented live, on 8/3/2020 and 8/5/2020, along with the corresponding handouts created by the presenters, and a brief commentary from one of the webinar moderators.

In preparing you for viewing these materials, some context may be helpful. Months prior to this webinar, the United States of America began to fully recognize the impact that the COVID-19 pandemic would have on our country. As people began to grapple with the idea of an extended quarantine, including teaching and learning from home, we also became aware of the disparities in the impact of the virus on our society. Within the first month, the data reflected the significantly greater impact that COVID-19 had on communities of color, with higher rates of infection and death. There were many reasons for this, but it was disheartening to many.

Several months into the epidemic, we saw a Black man, George Floyd, callously and senselessly murdered by a policeman while Mr. Floyd cried out that he could not breathe for over eight minutes. This demonstration of police brutality was the catalyst for a revitalization of the Black Lives Matter protests around the country and around the world.

These events are the backdrop for our decision to develop the *Addressing Racism in CSD Education* webinars. We were prompted by Dr. Nidhi Mahendra to take action and address a need that many in the academic CSD community were feeling. The professions of speech-language pathology and audiology remain approximately 93% Caucasian, despite efforts on the part of the American Speech-Language-Hearing Association (ASHA). While there are many reasons that can be hypothesized for this imbalance, we know that racism cannot be discounted as a compounding factor.

The webinar presentations are intended to give faculty and clinical educators tools and understanding to implement. As Maya Angelo said, “when you know better, do better.” We must begin to improve the communities we create for all learners if we are to improve the diversity of our professions.

We hope that you find this content to be supportive of what the late Representative John Lewis called the “good trouble” that helps to bring about change in our professions. As a journal that focuses on evidence-based education and the scholarship of teaching and learning we want to improve the quality of education in CSD. Recognizing the diverse experiences and perspectives of our readers and contributors, TLCSD strives to foster evidence-based educational practices that build capacity for all potential educators and students.

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