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I prepare graduate students to become school counselors. School counselors help K-12 students effectively manage academic, college and career, and social/emotional needs. Ordinarily, on any given day, these tasks are significant for those of us in counselor education. As a faculty member in a Jesuit institution, however, I am committed to move beyond the counselor education curriculum and inspire my students to become counselors who recognize their own gifts and talents and are in constant pursuit of the gifts and talents of their K-12 students. I encourage my graduate students to reach for the *magis* as they walk hand-in-hand with K-12 students and use the best of counseling theory and practice to help K-12 students stand triumphant in their lives.

But this is no ordinary day. These are no ordinary times. Last spring, uprisings in Baltimore made plain the deep concerns our youth have regarding the trajectory of their lives. A window into the painful realities of our children made many of us uncomfortable as we were forced to face the ugliness of systemic racism and the years of injustice and blight in our city. What many of us tried to ignore or relegate to a particular part of our community, revealed itself to be a reflection of our collective story: an image of who we have

become. To our dismay and shame, some of us recognized ourselves as both the oppressed and the oppressor.

As I have worked to make sense of the uprisings, I am forced to wrestle with many personal and professional questions. How do I make sense of what is before me? How do I as a woman of color navigate these issues? How do I occupy the privileged space of university faculty member? How do I live justice at Loyola? Answers have not come easily. Reflection and conversations with colleagues have challenged my thinking and caused me to step more purposefully toward the person and educator I am called to be. In pursuit of that aim and my desire to live justice, the following goals have helped me on my path.

Speak my truth and create and honor space that allows others to speak theirs. No longer can I afford to be silent. I recognize that one of the greatest gifts we can offer each other in an intellectual community such as Loyola is the willingness to speak with authenticity and clarity about our needs, hopes and dreams for a more just community.

Understand the importance of context and recognize that context can never be divorced from critical analysis of the needs of our students or our own worldviews. An appreciation of my own context and the context of others helps me to know that each individual's path to this place and time strengthens our walk forward, together. A full appreciation of diversity not only celebrates who we are today, but accepts our past and all that brought us together.

Recognize that the new accountability in education moves beyond test scores, student evaluations, and intent to ways in which I use my power and privilege to advocate

on behalf of those whose voices have been silenced or do not have a seat at the table. I must assume the role of advocate, whether I am introducing diverse counseling approaches, encouraging students to choose internships in underserved communities, or challenging beliefs about possibilities for my field, our students or our community. My role as advocate demands that I open my mind and adjust my mindset to respectfully receive and give voice to others.

Say “yes” to work that moves the conversation forward.

While there is much work to be done as a faculty member, what must get my full-throated “yes” is work that positions the eradication of racism, injustice and marginalization as central. This includes university committee work, teaching, scholarship, and service in our city. Perhaps there is no greater truth in this far from ordinary moment than the realization that the struggle continues and together we will overcome should we courageously work to live justice.