



SUPPORTING BIPOC STUDENTS

IN THE COLLEGE OF EDUCATION

What are students experiencing?

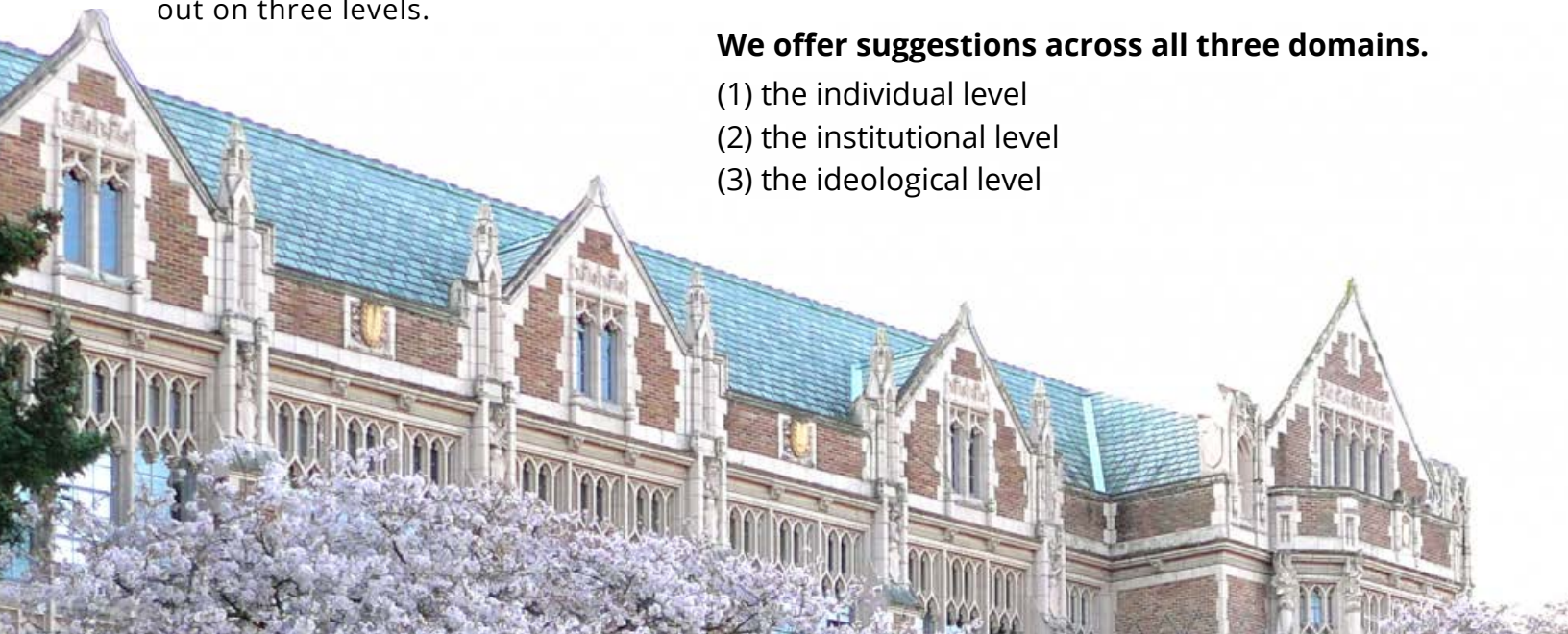
- Microaggressions in the classroom directed at BIPOC students from non-POC students and faculty. Being asked to share personal experiences on the spot, questioning or providing rationalizations for student's experiences, gas lighting, devil's advocate, etc.
- Isolation within programs, advising groups, work-sites, classes, caucus spaces, etc.
- Lack of space to engage about the impact of events like the recent insurrection of the nation's Capitol Building within courses. Treated like business as usual.
- Unpaid labor as research assistants or interns.
- Disproportionate airtime for BIPOC and non-POC students in group discussions
- Being penalized in classes for participating in protest, community organizing, or other forms of direct action in the community.
- Having to teach their peers or instructors about key historical figures and voices of color to include in class.

Supporting BIPOC students

The following information is meant to provide suggestions for faculty in supporting BIPOC students within the college. The college has adopted the Framework for Assessment and Transformation from the Education Deans for Justice and Equity (EDJE). The framework begins with the baseline assumption that injustices and inequalities play out on three levels.

We offer suggestions across all three domains.

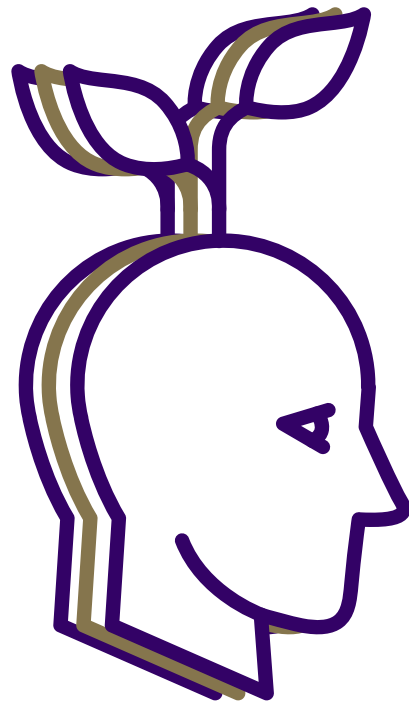
- (1) the individual level
- (2) the institutional level
- (3) the ideological level



Suggestions: the individual level

(INCLUDING INTERPERSONAL INTERACTIONS AND
INTERNALIZED OPPRESSION)

- **Engage in learning.** Professional development is only one way to access learning.
- **Practice unlearning.** Be open that your personal beliefs could be wrong.
- Be open to learning from your students. Familiarize yourself with their realities.
 - When you are unsure how to respond, ground yourself in appreciation and empathy and give gratitude to the person for sharing their experience
- **Resist fragility** when you are feeling overwhelmed
 - When you are experiencing push-back, ask why, and listen.
- Recognize your role in creating social change. Appreciate and value the roles of others.
- Offer the same level of humanity to your students that you expect for yourself.



Resources:

- [Professional & Organizational development courses](#)
- [Mapping Our Social Change Roles in Times of Crisis](#)
- [The Power of Unlearning](#)
- ['Interrupt The Systems': Robin DiAngelo On 'White Fragility' And Anti-Racism](#)
- [How I Learned to Stop Worrying and Love Discussing Race](#)
- [SEED](#)

Suggestions: the institutional level

((INCLUDING SYSTEMIC, STRUCTURAL, AND CULTURAL DIMENSIONS))

- Recognize that BIPOC stories and voices have been **excluded** and **invalidated** from traditional academic learning.
 - Position BIPOC students as experts in explaining their lived experiences.
 - Make sure that curriculum and readings include BIPOC scholars.
 - Learn directly from community members — perspectives shared by community leaders, families, youth.
- Recognize what voices are missing. **“Call-in”** communities you need to hear from.
 - Ensure white students are not fully occupying the emotional space in class.
- Recognize **privilege** within your reach and act.
- Assess how faculty and staff are held **accountable** to the college’s mission and vision.
 - Incentivize and value the work that is done at the individual level.



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- Do not **tokenize** your BIPOC students in your efforts to promote an understanding of **racial trauma**.
 - More broadly, consider who is served and who is harmed by learning activities. Are “learning moments” for white students re-inflicting trauma for BIPOC students?
 - Work on real relationships and connections with students.
- Do more in front of and in community with BIPOC students. Ensure impact is **seen and felt**.

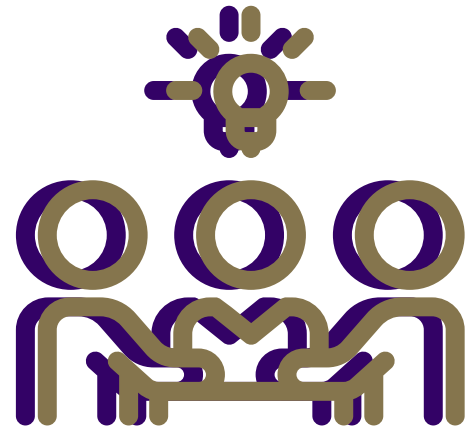
Resources:

- [Anti-Racist Action and Becoming Part of the Solution](#)
- [Social Justice Training Institute](#)
- [Anti-Racism resources \(UW\)](#)

Suggestions: the ideological level

((INCLUDING THE META-NARRATIVES THAT SHAPE
"COMMON SENSE"))

- **Shut down discussions that question the humanity or existence of BIPOC students** (no devils advocate).
- Do a **critical review** of your **world view**.
 - Read & Listen from a wider perspective and across time. Seek those who act, sound, look different from you.
 - Follow people and organizations who think differently than you do.
 - Engage in reflection and dialogue to cement personal evolution.
 - Eliminate voices of hate.
- **Language Matters** - Language is often used as a tool to maintain oppression. **As a college we should operationalize language that is affirming of the experiences of BIPOC students.**
 - BIPOC students have been historically excluded rather than marginalized.
 - "There is nothing minor about us." - B. Taylor



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- Consider how white supremacy culture shows up in your teaching, mentoring, and research — in terms of workload and workflow, explicit or implicit expectations, learning objectives, decision-making processes, etc.

Resources:

- [List Of Books, Films And Podcasts About Racism](#)
- [11 Anti-Racist Accounts That Are Worth Following](#)
- ['Underrepresented Minority' Considered Harmful, Racist Language](#)
- [Power of Language](#)
- [Characteristics of white Supremacy Culture](#)