



What Black Students Wished Educators Knew- Alumni Edition

OFFICE OF GENERAL EDUCATION

BLACK HISTORY MONTH WEBINAR SERIES

FEBRUARY 16, 2024

Upcoming Webinars



2/19- Culturally Relevant Frameworks for Black Student Mental Wellbeing

2/29- Beyond Diversity Philosophy: An Introduction

Join one, some, or come to all!

All webinars start at 12:00pm (noon) Arizona Time

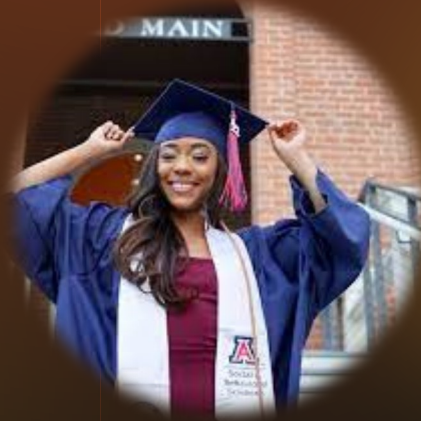
All webinars utilize the same Zoom room.

Celebrating Black history means learning Black history!

Meet Our Panel



Kyrrah Hughley
Class of 2022



Kennedy Nichols
Class of 2022



Brysen A. Young
Class of 2021



Raquel De Los Santos
Class of 2021



Leshana Nelson
Class of 2019

Shared Panel Experiences And Data Themes

Experiences on the next seven slides are themes that appeared in the panel transcripts from the panel. Major themes include Humanity, Community, Psychological Safety, and Belonging. This is not a comprehensive review. Viewers are invited to watch the session replay.

What Black students wished educators knew: Diversity of Blackness

- Blackness is not a monolith
- Blackness is extremely diverse, Black people are extremely diverse.
- One size fits all "minority group" representations are not representational. There is a difference between other communities of color and Black people. There is a difference between Black people from Hawaii, Chicago, Arizona and the larger African Diaspora. We are not the same

What Black students wished educators knew: See Our Humanity

- Black students are human.
- Work on finding the balance in relationship with Black students. We are either hyper invisible or Hyper visible. We are either infantilized or ignored.
- See us as human. Humanize us. There is nothing special or wrong with Black students. You can speak to us like humans.
- We constantly have to prove our humanity. This gets tiring.

What Black students wished educators knew: Our Communities Are Necessary

- Same- race/ Same ethnic group communities are a necessity. It provides us space where we don't have to be "on" all the time.
- Our communities help us to navigate predominantly white spaces from others that have also navigated those spaces but have cultural insight. This is different than an advisor or other services that do not understand how this experience is different for Black people.
- Black communities know us and see us successful from the beginning. They constantly pour into us. They want to see us grow and move forward in our dreams. They know us and are constantly trying to map us opportunities.
- Having spaces that are Black allow for cultural reciprocity. They ensure me that I am not crazy and that I can do this.

What Black students wished educators knew: Our Communities Are Necessary Cont.

- Student ran clubs, Black advisors of clubs, and community members provide us with resources for us to be successful.
- Our communities provide us with psychological safety in ways that others cannot . These spaces allow for comfort, and a break from fighting stereotypes, fatigue.
- You do not have to perform your blackness.
- These spaces allow for knowledge transfer and the sharing of institutional maps that help younger students get through.

What Black students wished educators knew: Safety Is Not Just Physical

- Cultural reciprocity- knowing that there are others that share similarities with me is comforting
- Not having to be on all the time or feeling as though I am fighting against stereotypes is important
- Having someone understand what being Black is like, even if we are not from the same place.
- Having people take you for who you are without proving anything or worrying about being “too Black” is everything.
- Not fighting against stereotypes, racism, or people thinking that I am not smart is so needed.
- Psychological/ Mental Safety is just as important as physical safety

What Black students wished educators knew: Belonging In The Classroom

- When covering Black communities in the curriculum, professors forget that this is our life. No one wants to go to class and feel like a case study. I did not want to engage.
- I never felt like I belonged in my major as a Black Woman in STEM.
- It is always assumed that Black people are “supposed” to be an activist. Not every Black person is an activist or on the front lines of a protest. I am not an activist.
- In my major I constantly had to prove that I spoke [second language] even though I was fluent in the language as a heritage speaker. I left the major and settled on a minor to not have to deal with this anymore.
- Sometimes as the “only” you feel like an animal in a zoo.
- I didn’t feel like I didn’t belong, but they [non-Black faculty, staff, and other students] could have made be feel more welcomed.

What Black students wished educators knew: Spaces and Places of Support

- Academic Advisors that shared my lived experience [Black Advisors]
- Black Student Clubs and Organizations
- The Divine 9 Organizations
- The Thrive Center
- African American Student Affairs (AASA)
- Black Community
- B.L.A.C.K. Living Learning Community and Programming

Strategies

- Understand the demographics of your class and how the material might impact “only students” (*e.g. only race, gender, etc.*).
- Work to create a meaningful relationship with students that does not infantilize them or ignore them.
- Notice when students are invisible or hyper-visible.
- Address your own unconscious bias and beliefs about Black students. These show up in your interactions with students and teaching even if you are not aware.
- Talk to your students directly. Check in to see if what you believe you are teaching/advising is what your students are experiencing

BHM Challenge

Don't just listen, act! Use the information that you have heard here today.

- Implement a strategy discussed.
- Create a climate survey beyond the end of semester report.
- Connect with services and spaces that serve Black, African, and African American Students.
- Read widely about the Black experience, both fiction and non-fiction.

Make connections and share your learning with colleagues and other learning spaces!

Contact Us

Office of General Education

ge.arizona.edu

