DISCUSSION QUESTIONS

Improving the campus climate and creating a sense of belonging for BISOC

• Consider your positionality going into this Inclusive Excellence Symposium presentation.
  o Name your identities (race, ethnicity, culture, status, gender or sexual identity, ability, SES, religion/spirituality, professional roles, lived experience, privilege, power, etc.) that influence who you are and your interaction with this space.

• Amand described the importance of a sense of belonging for Black, Indigenous, and Students of Color (“BISOC”) so that they can “not only survive, but thrive” while at USU.
  o What did Amand say contributes to a sense of belonging for BISOC at USU?
  o How can you in your role as a student, faculty, staff, or community member help BISOC at USU feel a sense of belonging?
  o Why does representation matter for BISOC at USU?

• Jamal-Jared explained that BISOC research USU’s campus climate before deciding to attend.
  o What aspects of USU’s campus climate may be challenging for prospective and current BISOC?
  o How can you in your role as a student, faculty, staff, and/or community member support a more inclusive campus climate for USU’s BISOC?

• Both Amand and Jamal-Jared described the importance of mental health resources for BISOC.
  o USU has mental health resources for students available through Counseling and Psychological Services (CAPS).
  o Resources for assisting a student in distress are available at studentconduct.usu.edu/sid.

• Theresa, Kirk, Jamal-Jared, Amand, and Jessica each described what they love about their racial identities. Jamal-Jared emphasized that the panelists “are not ambassadors for the same Black community. [They] each have different backgrounds, belief systems, experiences, and interests.”
  o What did you learn about each of these student’s unique identities and experiences?
  o In your role as a student, faculty, staff, and/or community member, how can you help BISOC feel safe and welcome to share their unique identities at USU?

• Amand described racial battle fatigue.
  o What is racial battle fatigue?
  o How might you or other members of the USU community have contributed to the exhaustion of BISOC?
  o How can you seek information and answers to questions about racial injustice without overtaxing BISOC at USU?

• Jamal-Jared stated, “You are either for Black liberation or for Black death. There is no in-between. It is about holding people, programs, communities, and departments accountable.”
  o What are some things Jamal-Jared listed that you can do to hold ourselves accountable and to better support diversity and inclusion in our departments and programs?
  o What are additional things Jamal-Jared did not list that you can do?

• What did Theresa suggest a person do when they do not know how to pronounce someone’s name?

• How has your view about the experience of BISOC shifted since viewing this presentation?

• As Theresa asked, “What are you going to do to stand up for people of color” at USU?

RESOURCES

• The Souls of Black Folk
• Self-Identity: A Key to Black Student Success, Andrea T. J. Ross, Angela M. Powell, and Richard C. Henriksen, Jr. (2016)
• Broken Mirrors: Black Student Representation at Public State Colleges and Universities, Andrew Howard Nichols and J. Oliver Schak, edtrust.org (2019)
• A Call to Revitalize Mental Health Wellness Practices for Black, Indigenous, & College Students of Color, Tyra Jean, Syracuse University Lerner Center for Public Health Promotion (Aug. 26, 2020)
• A List of Books on Racism, Films, and Other Anti-Racism Resources

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