

Your Impact On Students' Success and Wellbeing

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Disclaimer

This presentation is meant to generate thought and promote discussion. We recognize and appreciate that these topics may contain sensitive material.

- ▶ Define racial and generational trauma
- ▶ Understand the impact of racial trauma on your students
- ▶ Be able to recognize effects of racial trauma in your students
- ▶ Learn how to use a healing-centered approach
- ▶ Learn how to establish a brave space
- ▶ Become a better advocate for your students
- ▶ Practice!

Objectives

Race Based Trauma

Intergenerational Trauma

- ▶ Race based trauma refers to the mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism, and hate crimes.
- ▶ Intergenerational trauma generally refers to the ways in which trauma experienced in one generation affects the health and wellbeing of future generations.

How Racial Trauma Shows Up In The Academic Setting

Difficulty focusing

Lack of confidence

Hypervigilance

Mistrust

Chronic stress

Anxiety

Depression

Missed Classes

Reflection

- ▶ Thinking about your experiences with your students, are there examples of when you have seen these concerns show up?

Healing-Centered Approach to Trauma



Expands how we think about responses to trauma



Strength-based



Advances a collective view of healing



Recenters culture as a central feature in wellbeing



Moves the question from "What is wrong with you?" to "What strength does your history instill in you?"

Your Responsibility in a Healing- Centered Approach

Identify Strength

Being Culturally Authentic

Recognize the bidirectional benefits of the relationship

Accompanying, being with, and bearing witness

Honor the testimonies being offered and convey trust

Getting Started

The background features a series of overlapping, semi-transparent green geometric shapes, primarily triangles and quadrilaterals, that create a dynamic, layered effect. The colors range from light, pale greens to deep, dark forest greens. The shapes are positioned on the right side of the frame, extending towards the center, while the left side remains mostly white.

Brave Spaces

It takes bravery to be accountable, to cross cultures, and to speak the unspoken.

As such, we relate to each other with respect.

With respect for each other's bravery, we do not shame by calling-out our areas of growth.

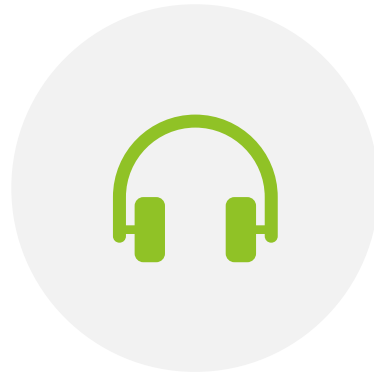
In our Brave Space, we call-in to learn together.



Showing Up with Empathy



APPROACH EACH SITUATION
WITH HUMILITY



LISTEN TO WHAT YOUR
STUDENTS ARE TELLING
YOU



VALIDATE THEIR
EXPERIENCE

Equality vs Equity

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

Let's Try It Out

- ▶ Sammy is a second semester freshmen that earned a 1.111 GPA his first semester. He identifies as an indigenous, straight, male. He comes to see you at the beginning of the spring semester to complete the Academic Success Agreement and learn more about what he needs to do to get back into good academic standing. He tells you that he failed most of his classes because he just couldn't get out of bed most days because he always felt sleepy and so he missed many days of all of his classes. He tells you that this semester is going to be better because he doesn't have any classes before 11 on MWF and 2 on TR. When you ask him what other specific changes he plans to make to be successful in the spring, he says he doesn't need to do anything else - later classes will fix everything.
- ▶ Using a healing-centered approach, what additional information would you like?
- ▶ How do you support Sammy?
- ▶ Use the information about a healing-centered approach and empathy, as well as brave spaces in your response.

Let's Try It Out

- ▶ Margaret, a new freshman, shares with you that they have been experiencing a great deal of anxiety since their second week at ISU. They identify as black, queer, and non-binary. They recently experienced a panic attack on their way to class which forced them to return to their residence hall, and since then they have skipped some classes for fear of having another panic attack on the way to class. They experienced anxiety during high school, but it had been manageable, so they had kept this struggle to themselves. Since arriving to ISU, they feel constantly “on edge” and are having difficulty concentrating in class.
- ▶ Using a healing-centered approach, what additional information would you like?
- ▶ How do you support Margaret?
- ▶ Use the information about a healing-centered approach and empathy, as well as brave spaces in your response.

- ▶ Social justice is the view that everyone deserves equal economic, political and social rights and opportunities.
- ▶ Advocacy is the organized efforts aimed at influencing public attitudes, policies, and laws to create a more socially just society.

Social Justice and Advocacy

Going Beyond Your Office

Consider how your student may best be supported holistically

- Emotionally
- Financially
- Academically
- Other

Consider services available to your students

- Financial Aid
- Student Access and Accommodations Services
- Student Counseling Services
- Diversity Advocacy Office
- Dean of Students Office
- Other

Wrapping It All Up

- ▶ What was this experience like for you today?
- ▶ What did you learn?
- ▶ What's one practical step you can take to support your students?
- ▶ What else do you need to learn?