

Racism is a reality! What is your community doing about it?

Presenters: Rose Aquino (Western University) &
Christina Lord (Brescia University College)



AGENDA

- Presentation – Our local situation, Impacts of racism & microaggressions
- Video clips of Student perspectives
- Small group conversation (sharing of experiences and institutional/community initiatives)
- Large group reflection
- Resource list (links, etc.)/handouts for further learning

Working Assumptions

Group comfort guidelines

- Create a safe and respectful space for sharing and learning
- Listen with openness and carefully before responding
- Listen carefully for insights and deeper questions
- Be aware of your biases
- Expect and lean into some uncomfortable moments

THE LOCAL CONTEXT

London, Ontario has been in national headlines in the recent past due to incidents of racism

- Racially motivated assault of an Iranian PhD student
- Actor in Martin Luther King play
- Anti-Islam Protests
- Polaris Music Award winner

Impacts of Racism and Microaggressions

- experiencing racism is associated with higher blood pressure, elevated measures of stress, higher rates of anxiety and depression
- “being on the receiving end causes a certain level of discomfort...AT THE VERY WORST, PREJUDICE MAKES PEOPLE DEVALUE THEMSELVES”. Dr. Jules P. Harrell (How Racism Affects Mental Health & What We Can Do About It, 2016)
- “racism works in a cycle to damage health. People at a social disadvantage are more likely to experience stress from racism. And they are less likely to have the resources to extinguish this stress, because they are at a social disadvantage.” (How racism is bad for our bodies, The Atlantic, 2013)

Impacts of Racism and Microaggressions

Excluded and avoided: Racial microaggressions targeting Asian international students in Canada

Houshmand, S., Spanierman, L.B., & Tafarodi, R.W. (2014)

- Excluded and avoided
- Ridiculed for accent
- Rendered invisible
- Disregarded international values and needs
- Ascription of intelligence
- Environmental microaggressions

Impacts of Racism and Microaggressions

“Fresh off the boat?” Racial microaggressions that target South Asian Canadian students.

Poolokasingham, G., Spanierman, L. B., Kleiman, S. & Houshmand, S. (2014)

- Perceived as Fresh Off the Boat
- Excluded from social life
- Notion that being Brown is a liability
- Assumption of ties to terrorism
- Compelled to be a cultural expert

Impacts of Racism and Microaggressions

Video: What is a Microaggression?
Dr. Derald Wing Sue

<https://www.youtube.com/watch?v=xAIFGBIEsbQ>

Impacts of Racism and Microaggressions

INCLUSIVE EDUCATION: Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

above: p.4, "Ontario's Equity & Inclusive Education Strategy"

THE LOCAL CONTEXT continued

- In addition, a recent study highlighted a lack of diversity in leadership positions across various sectors in the community.

<http://www.lfpres.com/2016/10/18/western-university-study-finds-visible-minorities-underrepresented-in-senior-leadership-positions>

Western University study finds visible minorities underrepresented in senior leadership positions

The London Free Press, October 19, 2016

Figure 1. Representation of visible minorities in leadership positions in London



ADDRESSING THE PROBLEM

Pathways to building welcoming, inclusive, diverse and vibrant communities

- London Community Diversity & Inclusion Strategy (CDIS).
Development of this as part of the City's Strategic Plan, presented to & accepted by City Council for implementation.
- London Middlesex Local Immigration Partnership (LMLIP)
Day of Learning: Building a Welcoming Community for Immigrants to London & Middlesex.
- London Police Board (first Black member of Board in Ontario)

ADDRESSING THE PROBLEM

Pathways to building welcoming, inclusive, diverse and vibrant communities

- London Community Forum on Racism
The courage to have difficult conversations. Interrupting racism.
- 1,000 Acts of Welcome, #AllAreWelcomeHere Campaign
London and Middlesex Local Immigration Partnership (LMLIP)
To engage community members in addressing issues of racial, religious & ethnic prejudice and discrimination
- International Student Allyship Project, Western University
Explores ways to enhance visibility of LGBTQIA+ International Students, and acceptance, sense of belonging and security in the university community. Speaker/Panel Event during International Week and visibility poster campaign.

Our World. Our Western. Our Pride.

STUDENT EXPERIENCE BELIEVES THAT EVERY STUDENT DESERVES TO HAVE THE BEST STUDENT EXPERIENCE. WE WORK ACTIVELY TO SERVE AS ALLIES TO OUR INTERNATIONAL STUDENTS AND LGBTQ2IA+ COMMUNITY. ENGAGE IN ANTI-OPPRESSIVE PRACTICES AS A DEPARTMENT. AND PROMOTE A CULTURE THAT CELEBRATES DIVERSITY ON OUR CAMPUS.

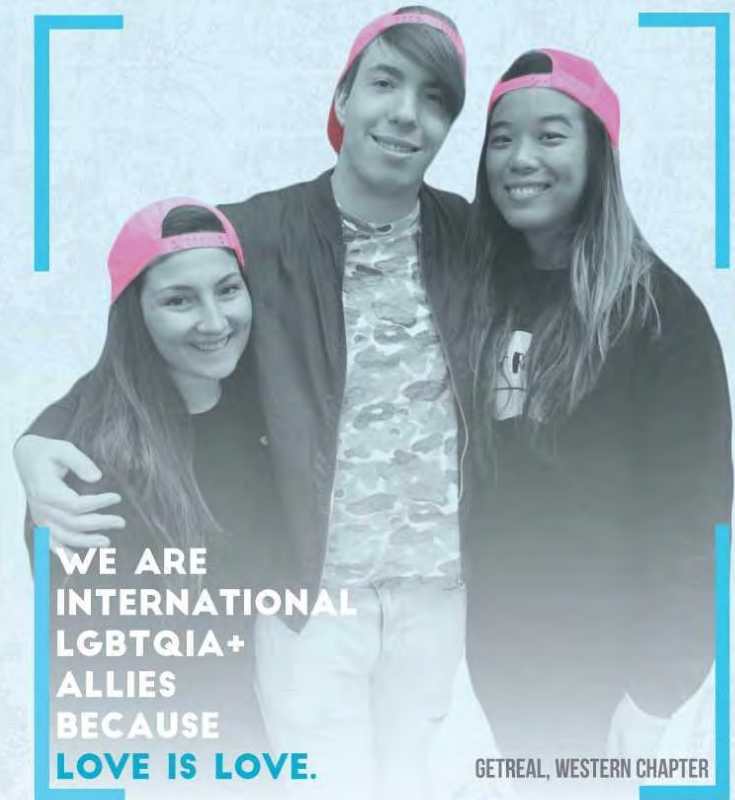


free
Capable
You are Valued
Welcome
equal



INTERNATIONALWEEK.UWO.CA/OURPRIDE.HTML

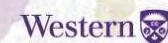
Our World. Our Western. Our Pride.



**WE ARE
INTERNATIONAL
LGBTQIA+
ALLIES
BECAUSE
LOVE IS LOVE.**

GETREAL, WESTERN CHAPTER

respected
Unique
You are Supported
Special
fearless



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YO SOY UN ALIADO INTERNACIONAL PORQUE YO CREO EN LA IGUALDAD DÉ TODOS LOS GENEROS Y DE TODAS LAS ORIENTACIONES SEXUALES.

FELIPE DEL CAMPO, MA'17

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Tu eres **Unico**
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Western 
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Our World. Our Western. Our Pride.



我们是你的国际盟友
我们支持多元性别
因为真实的自己
应当受到大家的接纳

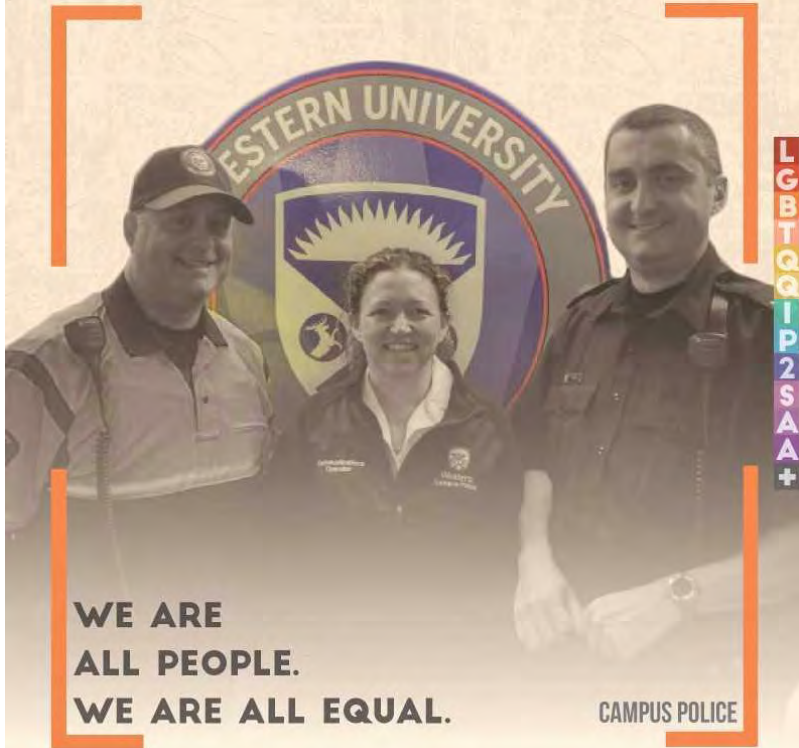
OFFICE OF RESIDENCE
EDUCATION & PROGRAMS

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你值得肯定
你值得被爱
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你是被支持的

Western 
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Our World. Our Western. Our Pride.



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WE ARE
ALL PEOPLE.
WE ARE ALL EQUAL.

CAMPUS POLICE

you are **Respected**
fearless
Loved
Unique
supported



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Our World. Our Western. Our Pride.

NOUS SOMMES
DES ALLIÉES
INTERNATIONALES LGBTQIA+
PARCE QUE NOUS VOUS
REPRÉSENTONS.



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THE SOCIETY OF GRADUATE
STUDENTS EXECUTIVE

Vous êtes **Persévérante**
inspirante
Inspirant
Persévérant
unique



INTERNATIONALWEEK.UWO.CA/OURPRIDE.HTML

ADDRESSING THE PROBLEM

Pathways to building welcoming, inclusive, diverse and vibrant communities

- Ontario's Anti-racism directorate
Teresa Armstrong (MPP London Fanshawe)
- CCLC Intercultural Services & Resources
- Lawn signs popping up across London
- The InterAction Collective

No importa de dónde eres,
estamos contentos que seas
nuestro vecino.

No matter where you are
from, we're glad you're
our neighbor.

لا يهم أين و لدتم، و لكننا
سعداء انكم جیر اننا.
#WelcomeYourNeighbors



Walk With Our Neighbours



Student Connector Program

STUDENT PERSPECTIVES

Video Clips

- Grace Wu
- Victor Zhang

(Videographer: Narmata Naguleswaran, Brescia University College)

GROUP CONVERSATIONS

1. What stood out from the student videos?
2. What kinds of incidents of racism have occurred in your local community? On campus?
3. What examples can you share about collaborative initiatives that address racism and/or promote inclusive, welcoming and respectful communities?
4. What possible action step(s) can you take back to your own campus and community?
5. What is MY call to action? (Self-reflection)

Notes from GROUP CONVERSATIONS

1. What stood out from the student videos?

- It's not enough to increase just numbers in diversity, but to increase support
- Not enough faculty minority representation; very westernized ideology
- Senior leadership is Caucasian; very white perspective
- Some minorities know how to discuss privilege but many do not know how. Video presenters well educated. Many victims not.
- Expression of appreciation that they can be part of the conversation
- Importance of being conscious re: micro-aggression – making safe/supportive environment
- Engage the whole community to be inclusive
- Words stood out – “Indigenous recognition” – similarities; use this conversation together with international students
- Even when feeling comfortable, there's still the worry of not knowing what's going on in other's minds (fear)
- To address/break down the makeup of privileged institutions, we need to do more
- Want to adapt to culture but not assimilate – is “inclusiveness” scaring students?
- He said we're accepting students, but he doesn't know what are in people's minds
- They spoke honestly and they had a good opportunity to share openly. They are not just words. They reflect reality.
- Got the impression that international students don't feel safe

Notes from GROUP CONVERSATIONS

2. What kinds of incidents of racism have occurred in your local community? On campus?

- Occurs in classroom; professors calling on Indigenous student to speak on behalf of all
- Religious beliefs
- Cafeteria incident – not believed to have paid
- Relationships with supervisors; grad students feeling different than “non-Canadians”
- We had a transgender student and even with support for them, the systems didn’t change to adapt to conditions
- Incidents happen everyday
- Professor wanted to show how different countries apply logistics but didn’t share context and people took wrong impression from the video he showed on Chinese autumnal festival, and the Chinese students were in tears

Notes from GROUP CONVERSATIONS

4. What possible action step(s) can you take back to your own campus and community

- Make a commitment to inclusivity, not too quickly so we lose sight
 - Senior administration, all levels etc.
 - Doesn't need to be perfect, always room to improve

(Note: Unfortunately there was only time for groups to discuss one or two questions.)

Closing Thoughts

“institutions have an obligation to protect students from discrimination and to ensure that they in turn benefit from cross-cultural exchanges. Because of the detrimental consequences of racial microaggressions to students’ lived experiences and the campus racial climate, we urge university personnel to acknowledge racial microaggressions, establish mechanism to address and mitigate their effects, and provide additional support to help students cope with these subtle forms of racism on campus.”

Houshmand, S., Spanierman, L. B. & Tafarodi, R. W. (2014). Excluded and avoided: Racial microaggressions targeting Asian international students in Canada.

Closing Thoughts

THANK YOU for contributing to an important conversation!

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RESOURCES

- http://www.authentiqconsultants.com/wp-content/uploads/2012/05/AuthentiqAlly_Model.pdf
- http://www.authentiqconsultants.com/wp-content/uploads/2012/05/AuthentiqAlly_Checklist_2.0.pdf

- CCLC Intercultural Services & Resources

<http://www.lcclc.org/index.php/cultural-diversity-training>

- Community Diversity & Inclusion Strategy

<https://www.london.ca/city-hall/Civic-Administration/City-Management/Pages/Community-Diversity-Inclusion-Strategy.aspx>

- What I Said When My White Friend Asked for My Black Opinion on White Privilege

<https://goodblacknews.org/2016/07/14/editorial-what-i-said-when-my-white-friend-asked-for-my-black-opinion-on-white-privilege/>

RESOURCES continued

- Houshmand, S., Spanierman, L. B. & Tafarodi, R. W. (2014). Excluded and avoided: Racial microaggressions targeting Asian international students in Canada. *Cultural Diversity and Ethnic Minority Psychology*, 20 (3), 377-388.
- International Allyship Initiative
http://iesc.uwo.ca/current/international_allyship_initiative.html
- Kitchen Table Conversations for Action on Inclusion
<http://www.ohcc-ccso.ca/en/kitchen-table-conversations-for-action-on-inclusion>
- London Community Forum on Racism
<http://crhesi.uwo.ca/2016/09/29/reflections-from-londons-community-forum-on-racism/>
- Ontario's Anti-racism directorate
<https://www.ontario.ca/page/anti-racism-directorate>
- Council of Canadians (lawn signs)
<https://canadians.org/>

RESOURCES continued

- Poolokasingham, G., Spanierman, L. B., Kleiman, S. & Houshmand, S. (2014). “Fresh off the boat?” Racial microaggressions that target South Asian Canadian students. *Journal of Diversity in Higher Education*, 7(3), 194-210.
- The rose-coloured glasses are off: Why experts, students suspect racism under-reported on campuses. CBC News investigation, March 22, 2017

<http://www.cbc.ca/news/canada/race-complaints-canadian-universities-1.3786176>

- Sue, D.W. (2015). *Race Talk and the Conspiracy of Silence*. Hoboken, NJ: Wiley.
- Landis, D., Bennett, J.M. & Bennett, M.J. (2004). *Handbook of Intercultural Training*. Third Edition. Sage Publications
- Thiagarian, S. (2006). *Barnga A Simulation Game on Cultural Clashes*. Intercultural Press

Your feedback is important to us!

Please take a moment to submit the evaluation for this session.

Evaluations are found on CBIE's Conference app.

Thank you!