



Supporting Racially & Culturally Diverse LGBTQ2S+ Students

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Expectations and Limitations

- **High Level and Experiential**
- **Avoid 'Columbusing'**
(Jones & Okun, 2001)
- **Challenge the utility**
of terms such as Racially Diverse,
Racialized, Culturally Diverse and
LGBTQ2S+

Intrapersonal Questionnaire

CHECK OUT:
<http://unistoten.camp/supportertoolkit/>



Engagement

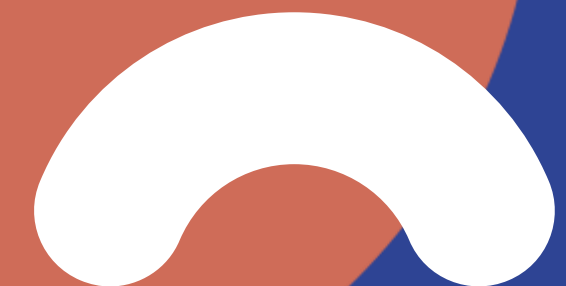
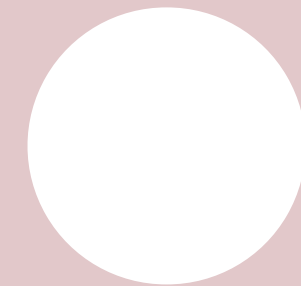
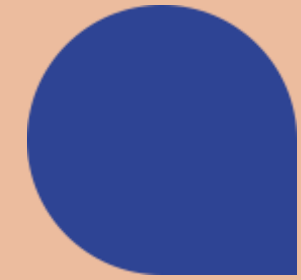
Complete a personal 'environmental scan'.

Cognitive Bias

Catalogue how bias may impact your perceptions, and decision-making process.

Contributions

Commit to sustainable, tangible contributions to issues you know impact students.



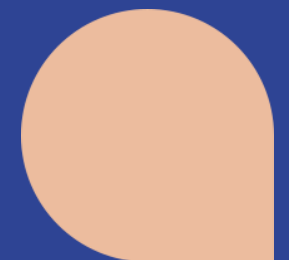
By and For Spaces

Examples: QTPOC Collective, Caucusing, Training, Communities of Practice & Advisory Committees.

- Resist acclimatization to white western dominant spaces (code switching, managing fragility (DiAngelo, 2011), centering whiteness etc.).
- Build community and capacity.
- Create opportunities to address lateral violence free from dominant gaze.
- Allow for sustainable cross-movement organizing.

Strategies For Barriers to Supporting By and For Spaces

- Request for students with experiential knowledge or expertise to sit on university committees, working groups and taskforces.
- Source facilitators, educators, counsellors that can facilitate by and for spaces and support ways to respond to harm within diverse spaces
- Create multi-campus/multi-university/cross-sector opportunities to build larger communities.
- Create strategic plans and terms of references that require a recognition of cross-movement organizing and the necessity of caucusing .



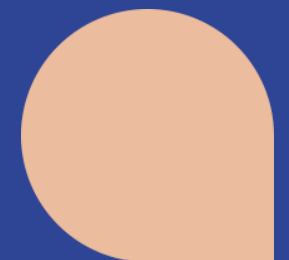
Networks of Culturally-Specific Supports

Example: Curriculum Developers, Counsellors, Educators, Student Affairs Practitioners, Chaplains, Experiential/WIL Learning Partners, Mentors etc.

- Address lack of representation and employment equity.
- Address gaps in student support service provision.
- Address gaps in racial and cultural literacy (Winddance Twine, 2006); Provide a stop-gap when there are disruptions to a 'culture of learning' such as paternalism or conflict avoidance (Jones & Okun, 2001).
- Connect students with mentors to support a sustainable professionalization pipeline

Strategies For Barriers to Creating Networks of Culturally Specific Supports

- Attend community events with the goal of building relationships before they are needed. (Facebook, Eventbrite, Cold-Call)
- Provide a template for practicums, placements, co-ops, external contractors etc. to ensure their policies, procedures, practices, values, qualifications etc. align with equity, diversity and inclusion (EDI) priorities; Ensure off-site supervision is equipped to identify and respond to structural and interpersonal oppression.
- Work towards employment equity and ethical service agreements. If this is not available, create a list of resources in an act of mutual aid that you can offer to internal/external partners who may provide support to you or your students.





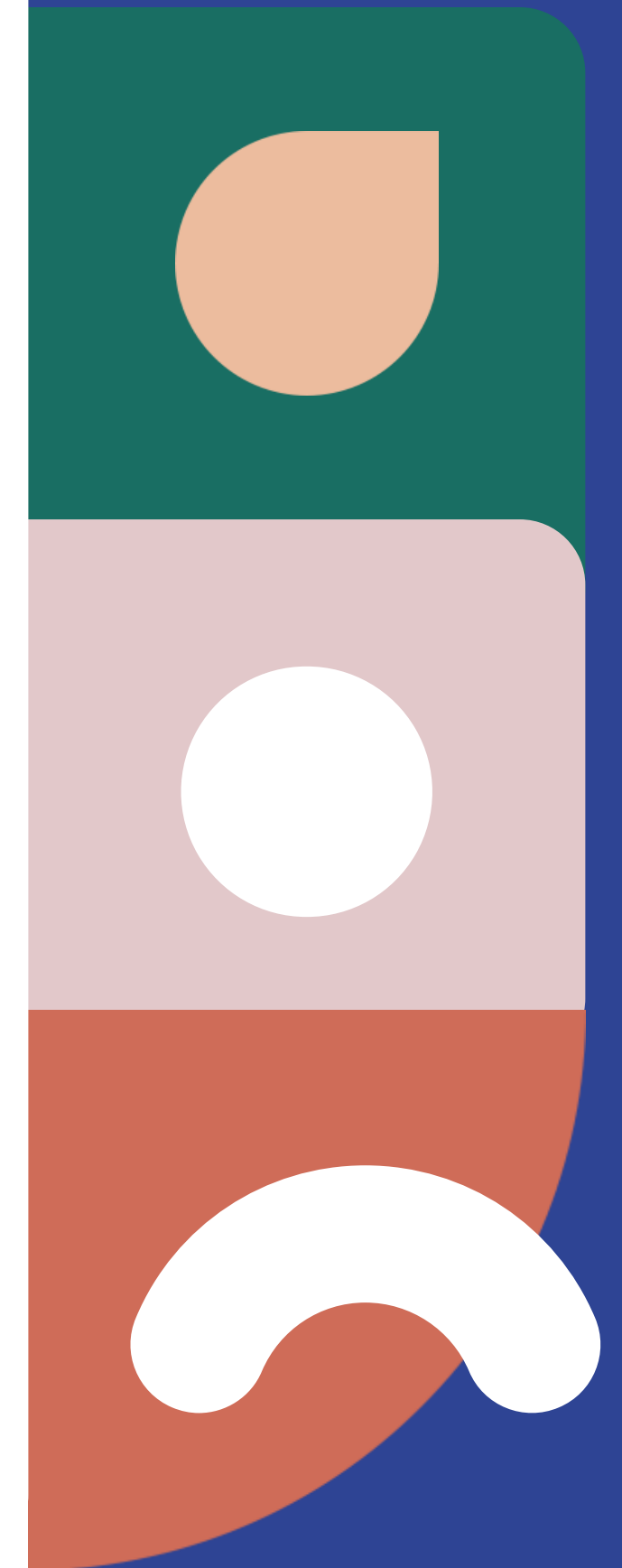
Divest from Celebration/ Deficit Binary

Example: Focusing programming solely on mainstream pride celebrations, or experiences of oppression, trauma or disenfranchisement.

- Disrupt attempts to depoliticize student experiences (Lindo, 2017).
- Create opportunities for micro-validations outside of mainstream discourses.
- Focus on the documentation of diverse histories including the ways in which communities innovate, create social change, process trauma, use local knowledges etc.
- Supporting student advocacy; create a culture of change-making

Strategies for Address Barriers to Moving Away from a Celebration/Deficit Binary

- Share intersectional and dynamic stories; respond to issues impacting racially and culturally diverse communities on LGBTQ2S+ platforms.
- If there are barriers to documenting institutional/organizational history, develop programs to work with mediums to document institutional memories that do not require academic rigor or are vulnerable to censorship (e.g. visual art, poetry).
- Develop skills training in which students do not have to manage environmental stress; trauma-informed, anti-oppressive etc.
- Source a training for all students to respond to racist and unjust discourses that align with wise practices in freedom of expression.





Mitigate Hypervisibility and Hyperinvisibility

Example:

Lack of representation within research, service provision, community resources; Overrepresentation in experiences and responses to violence.

- Address lack of inclusion in institutional landscape (Lindo, 2017).
- Decrease surveillance of students and student advocacy.
- Support institution-wide racial and cultural literacy.
- Create opportunities of justice (e.g. economic justice in paid opportunities for students).

Strategies to Address Challenges with Visibility

- Develop a working institutional definition of racism that includes intersection of race, culture, gender and sexuality.
- Develop an unofficial response team that will mitigate the burden on student to respond and diffuse threats to individual safety.
- Partner with appropriate resources to complete institutional research on these experiences within your institution or locality.



Thank You!

**Get in touch
with Lauren**

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