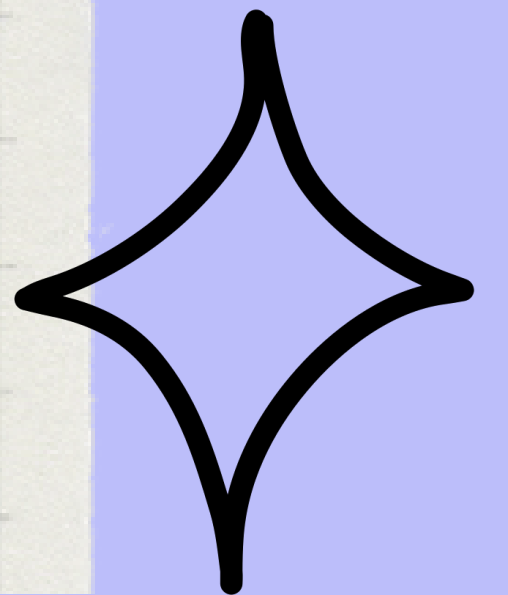


# DAR STUDY GROUP

Being an ally in the university !!!



By: Pierre, Zamara, Kelsea, Melissa



# BEFORE WE BEGIN!

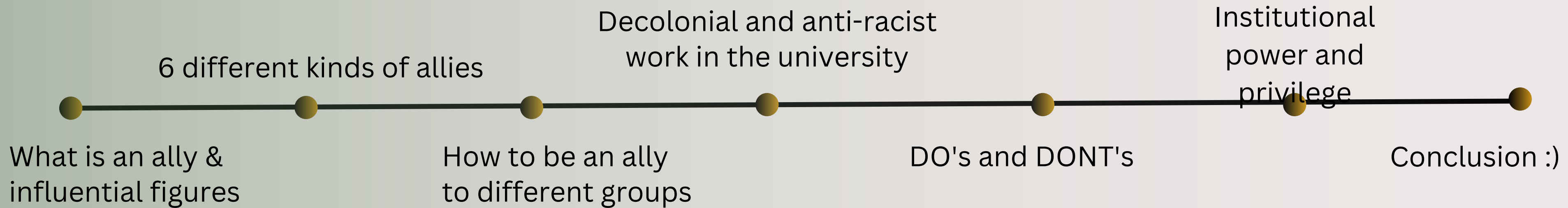


We aim to create a principled space for **open** and **respectful** communication. In signing up to the session you are agreeing to the following guides:

- We have **zero tolerance** for racism, sexism, homophobia, transphobia, islamophobia, xenophobia, ableism, ageism and any other form of discriminatory behaviour.
- We have **zero tolerance** for prejudice based on class, faith/religion, language ability, gender presentation, physical ability, learning difficulty or mental health.
- We do not assume anyone's gender (if in doubt ask or use gender neutral pronouns until specified otherwise).
- If we are called out, we **redirect** defensive behaviour and use the space as an opportunity to reflect and learn.



# TABLE OF CONTENTS



# Allyship

*Allyship is a proactive, ongoing, and incredibly difficult practice of unlearning and re-evaluating, in which a person of privilege works in solidarity and partnership with a marginalised group of people to help take down the systems that challenge that group's basic rights, equal access, and ability to thrive in our society.*



# INFLUENTIAL FIGURES



**Audre Lorde**



**bell hooks**

# Audre Lorde



- Audre Lorde was a **Black queer poet, writer, and activist**.
- She was **born in New York City in 1934** and died in 1992.
- Lorde was a prominent voice in the **feminist, anti-racist, and LGBTQ+ movements** of the 20th century.
- She wrote extensively about her experiences as a Black lesbian woman, and her work explored themes of **identity, oppression, and liberation**.
- Lorde was also a teacher and mentor to many other writers and activists, and her influence can still be seen in social justice movements today.



## bell hooks



- bell hooks was a **Black feminist writer, scholar, and cultural critic.**
- She was **born in Hopkinsville, Kentucky in 1952.**
- She is particularly known for her work on **intersectionality**, or the idea that different forms of oppression intersect and reinforce one another.
- hooks has also written extensively about the concept of **love as a political act**, and the importance of **empathy and compassion in social justice work.**
- Her work has had a significant impact on feminist theory and social justice movements more broadly.



# Audre Lorde

"It is not our differences that divide us. It is our inability to recognise, accept, and celebrate those differences."

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Audre Lorde's work emphasised the importance of recognising and celebrating differences, rather than letting them divide us.

She believed that true allyship requires acknowledging the complex and intersecting systems of oppression that affect different individuals and communities. Through her writing and activism, Lorde called for solidarity across different struggles and identities.



# bell hooks

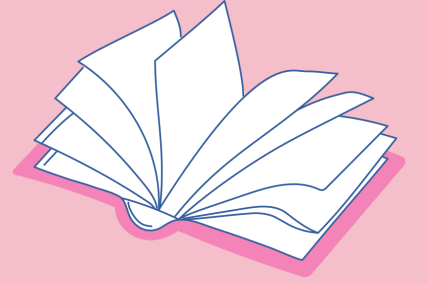
"To build community requires vigilant awareness of the work we must continually do to undermine all the socialisation that leads us to behave in ways that perpetuate domination."

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hooks emphasised building inclusive and compassionate communities that recognise and address different forms of oppression.

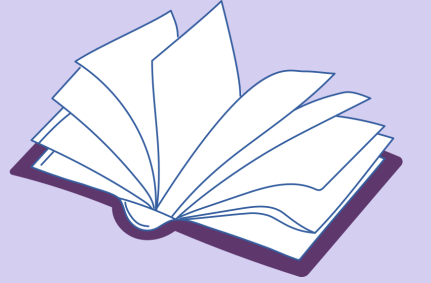
She called for an ongoing commitment to unlearning societal norms that perpetuate oppression, and understanding intersectionality.

# Audre Lorde



- **"The Black Unicorn"** (1978) - A collection of poems that explores themes of identity, love, power, and oppression.
- **"Zami: A New Spelling of My Name"** (1982) - A memoir that tells the story of Lorde's childhood in Harlem and her coming-of-age as a black, lesbian woman.
- **"Sister Outsider"** (1984) - A collection of essays and speeches on topics such as racism, sexism, homophobia, and intersectionality.
- **"The Cancer Journals"** (1980) - A memoir that documents Lorde's experience with breast cancer and her reflections on illness, mortality, and healing.
- **"Uses of the Erotic: The Erotic as Power"** (1978) - An essay that argues for the importance of reclaiming the erotic as a source of power and liberation for women and marginalised communities.
- **"A Burst of Light"** (1988) - A collection of essays written during the last years of Lorde's life, addressing topics such as activism, illness, and spirituality.

# bell hooks



- **"Ain't I a Woman? Black Women and Feminism"** (1981) - A groundbreaking analysis of the intersection of racism, sexism, and class oppression in the lives of black women.
- **"Feminist Theory: From Margin to Center"** (1984) - A critical examination of mainstream feminist theory and a call for a more inclusive and diverse feminist movement.
- **"Teaching to Transgress: Education as the Practice of Freedom"** (1994) - A manifesto for radical and transformative education that challenges traditional power structures and promotes critical thinking and creativity.
- **"Black Looks: Race and Representation"** (1992) - A collection of essays that explores the intersections of race, gender, and representation in popular culture.
- **"All About Love: New Visions"** (2000) - A powerful critique of the culture of domination and a call for a more loving and compassionate society.
- **"The Will to Change: Men, Masculinity, and Love"** (2004) - A critical analysis of masculinity and a call for men to engage in feminist politics and challenge patriarchal power structures.

# The *different* kinds of Allies

YOU CAN BE!

# ***What are the strengths of an ally?***

Vocal Awareness

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Utilising Privileges

---

Active Listener

---

Conveying Knowledge

---

Advocating Social Justice

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# The sponsor



- 1 Vocal supporter of minorities
- 2 Sponsors and advocates for social justice
- 3 Contributes to minorities getting dismissed

# The champion

1

inclusion of  
underrepresented  
groups in public  
avenues



2

aim of giving them  
greater visibility and  
sending a message to  
large audiences about  
the need for equity  
and inclusivity

# The Amplifier

Ally works to ensure that marginalized voices are both heard and respected. This type of allyship can take many forms but is focused on representation within the communication.



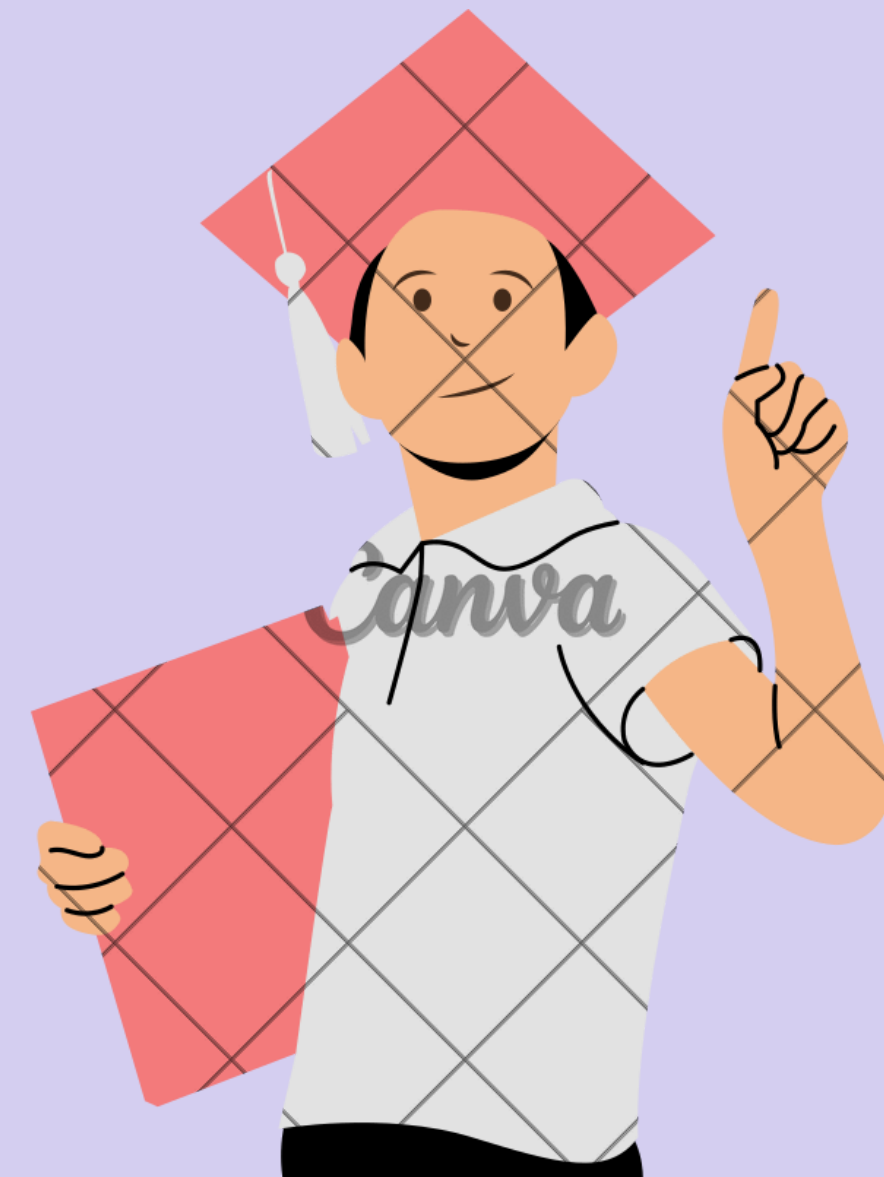
# The advocate



This ally uses its power and influence to bring peers from underrepresented groups into highly exclusive circles. The Advocate recognises and addresses unjust omissions, holding their peers accountable for including qualified colleagues of all genders, races and ethnicities, abilities, ages, body shapes or sizes, religions, and sexual orientations.

# The scholar

This is an ally that seeks to learn as much as possible about the challenges and prejudices faced by colleagues from marginalised groups. Investigate and read publications, podcasts, or social media by and about underrepresented groups within your industry



# The confidant

This is an ally that creates an environment that makes people from minority groups comfortable enough to express their needs, frustrations, fears, and challenges. Confidants provide a listening ear without being judgmental, believing that the people from minority groups are being truthful with their stories.



# ***What kind of ally would you like to be?***



Feel free to unmute to speak or utilise the chat box!

01

The Sponsor

02

The Champion

03

The Amplifier

04

The Advocate

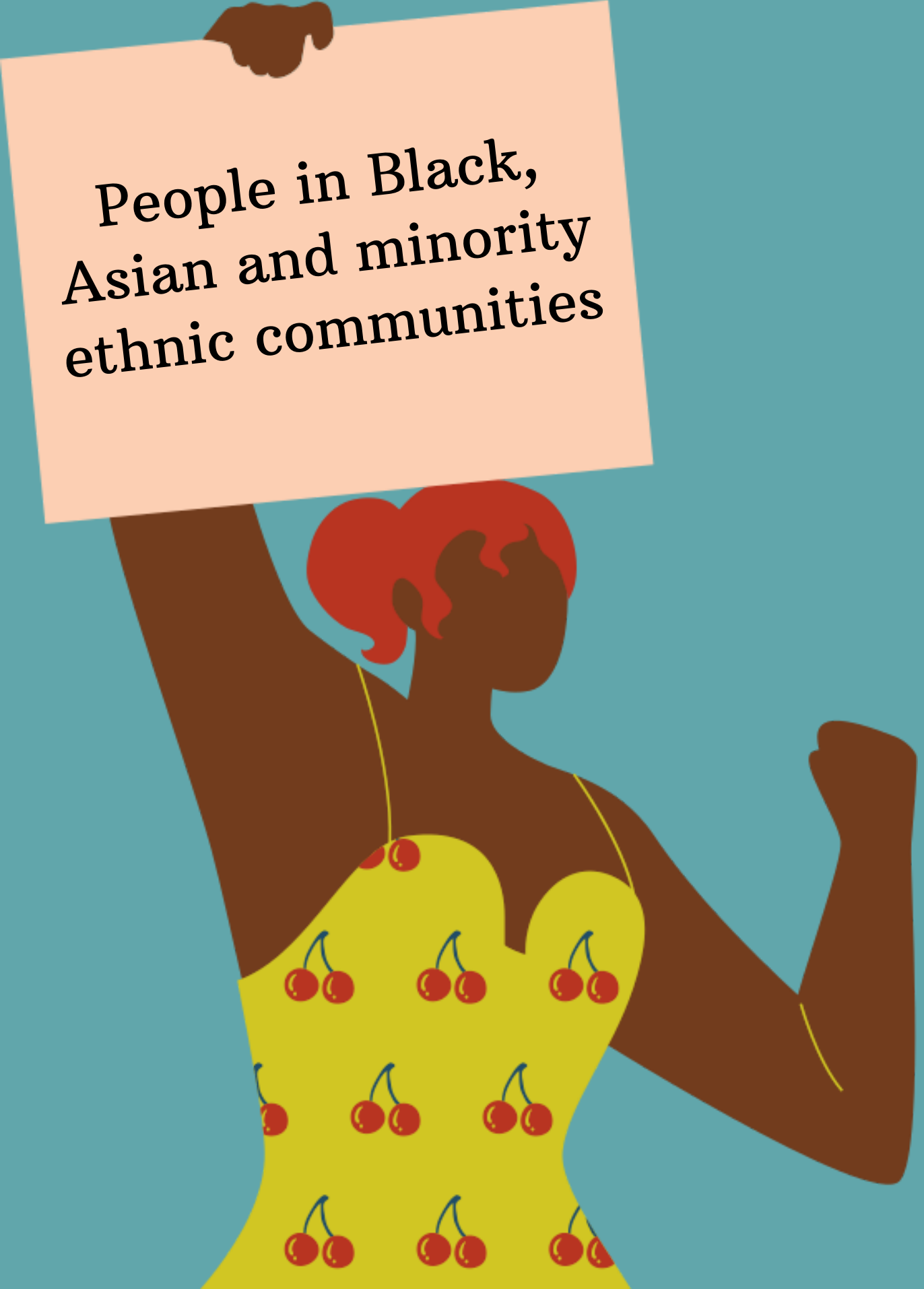
05

The Scholar

06

The Confidant

# HOW TO BE AN ALLY TO...

An illustration of a person with dark skin and short red hair, wearing a yellow dress with a red cherry pattern. They are holding a light orange rectangular sign with their right arm. The sign contains text about supporting Black, Asian, and minority ethnic communities. The person's left arm is raised in a fist. The background is a solid teal color.

People in Black,  
Asian and minority  
ethnic communities

- **Avoid microaggressions:** Microaggressions are ‘subtle insults (verbal, nonverbal, and/or visual) directed toward people of colour, often automatically or unconsciously’ (Solórzano, Ceja and Yosso, 2000, cited in Sue and Spanierman, 2020, p7).
- **Talk to others:** Talk to other allies and people in this community about how to continue supporting people in BAME communities. You also need to be prepared to talk to friends and families who may have different views from you, and ask them to rethink.
- **Call out racism:** Calling out acts of racism helps to further prevent these acts from happening again and highlights that racism is not acceptable.

# HOW TO BE AN ALLY TO...

- **Familiarise yourself with the language:** (You can do something as simple as reading a glossary of terms to learn about the right language to use).
- **Educate yourself on the history of LGBTQ+ activism:** This will help you to better understand the sacrifices that have been made to be able to get to where we are now, as well as how to keep supporting.
- **Get involved and show your support:** Attend events and be active in your allyship. Your presence at events is a significant show of solidarity and support.



# HOW TO BE AN ALLY TO...



- **Respect their name and pronouns:** If you're unsure of which pronouns to use for someone, ask, and consider sharing yours too. The name and pronouns which they give you is what you should use.
- **Avoid making assumptions:** Don't make assumptions about somebody's gender because of the way they dress, talk or act.
- **Don't misgender them:** You might get someone's name or pronoun wrong a few times accidentally, but deliberate misgendering is a form of transphobia. If you see someone else deliberately misgendering, stop them and ask them to use the correct name and pronouns.

# HOW TO BE AN ALLY TO...



- **Treat disabled people the same way you treat everyone else:** Respect them the same you would anyone else, by speaking directly to them and asking how they would like to be helped.
- **Think about disability in everything you do and be a disability advocate:** Speak up about disability and accessibility issues when you encounter them.
- **Think about the language you use:** Avoid harmful terminology, and be mindful and respectful if someone asks you to use a specific word or phrase for them.

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*What do you  
think **good**  
allyship in the  
university  
looks like?*

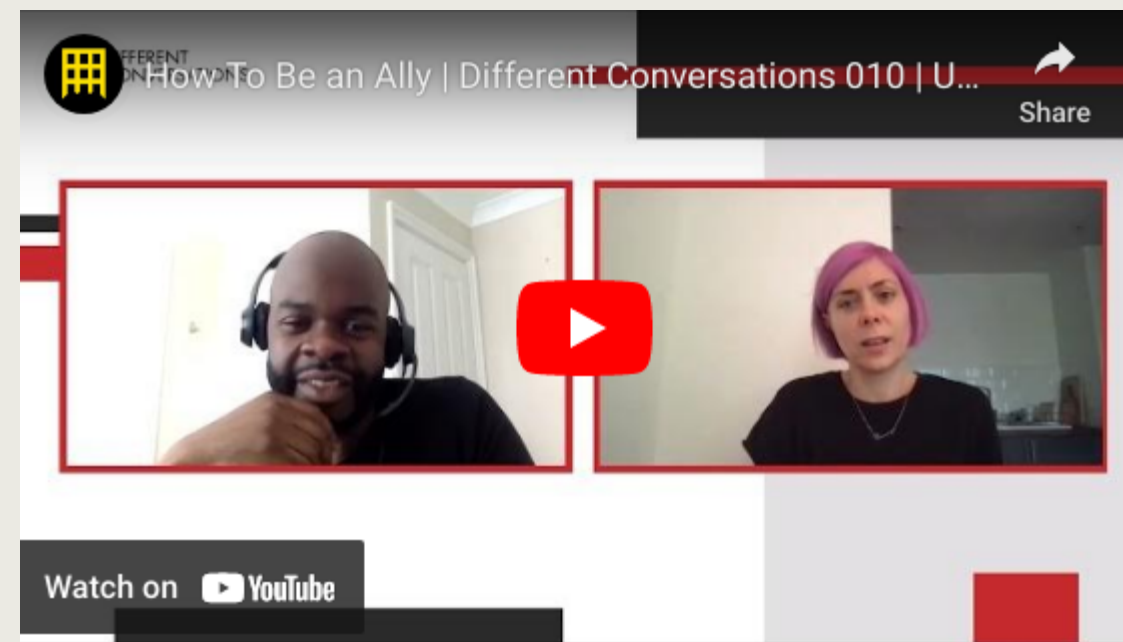
Feel free to unmute to speak or  
utilise the chat box!



# BEING AN ALLY IN THE UNIVERSITY

Both students and staff from marginalised backgrounds are underrepresented in the university, and they encounter more discrimination than those in privileged groups. 'Allies can play a vital role in changing the climate in academic institutions' (LeMaire et al., 2016).

The clip below involves a discussion between Stephen Bunbury, a senior lecturer at the UOW Law School, and Kate M. Graham, a lecturer in English Literature at the university. (18:36-20:32).

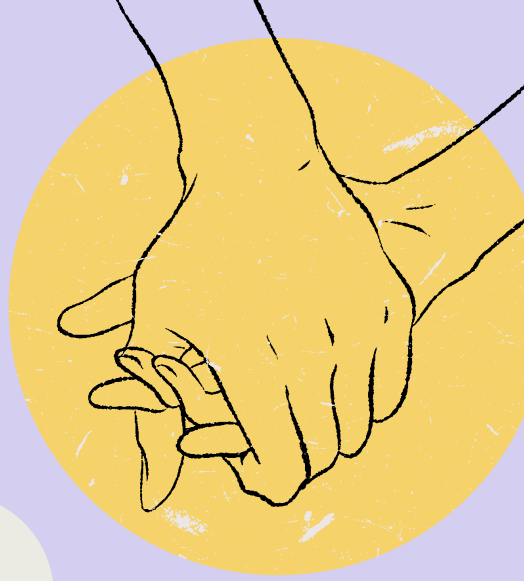


# HOW DOES ALLYSHIP CONTRIBUTE TO DECOLONIAL AND ANTI-RACIST WORK IN THE UNIVERSITY?

Examples of decolonial and anti-racist work:



- Allyship can put pressure on universities to deliver decolonial and anti-racist strategies, such as presenting a statement of demands to transfer the university into an anti-racist institution (University of Westminster BME network).
- Decolonial and anti-racist education schemes have been adapted with the support of allies, for example the Union Black course: Britain's Black cultures and steps to anti-racism (Santander Scholarships).
- The creation of anti-racist and decolonial groups and projects, as well as allyship networks to strengthen allyship to support marginalised groups.



The role of institutional power and privilege in shaping the experiences and opportunities of marginalised communities in higher education, and the importance of allies in advocating for structural change



## The role of institutional power and privilege

Institutional power and privilege play a significant role in shaping the experiences and opportunities of marginalised communities in higher education. This includes issues such as access to education, representation in leadership and decision-making positions, access to resources and funding, and support systems for marginalised students.

Allies, individuals who do not necessarily belong to a marginalised community but actively work to promote equity and inclusion, play a crucial role in advocating for structural change in higher education.

Allies can use their privilege and influence to amplify the voices of marginalised individuals, advocate for policy changes, and work to create more inclusive and equitable environments within institutions.

Here are some **do's** and **don'ts** for doing decolonial work in university as an ally:



DOs



DON'Ts

### Do's:

- Educate yourself about the history and ongoing impact of colonialism and other forms of oppression.
- Listen to the perspectives and experiences of marginalised communities, and amplify their voices and leadership.
- Use your privilege and power to advocate for and support the needs and rights of marginalised communities.
- Challenge and confront systemic oppression and bias in all its forms.
- Work to create inclusive and equitable spaces within the university.
- Hold yourself accountable for your own actions and biases, and actively seek feedback and input from marginalised communities on how to be a more effective ally.

### Don'ts:

- Centre yourself or your own experiences in discussions and actions related to decolonial work.
- Assume that you understand the experiences and perspectives of marginalised communities without seeking out their input and feedback.
- Speak for or over marginalised communities, rather than amplifying their own voices and leadership.
- Engage in performative allyship that is primarily focused on appearances rather than substantive change.
- Get defensive or dismissive when challenged on your own biases and actions.

# Thank you for listening!



## Links and contact information:

**To see our website and ways to follow the project:**

<http://blog.westminster.ac.uk/psj>

**To watch our seminars about ethical and decolonial partnerships:**

<http://cti.westminster.ac.uk/student-partnership-resources/>

**To listen to our podcast about decolonising the curriculum:**

<https://anchor.fm/student-partnership>

**To read discipline-specific and general reading lists about decolonising higher education:**

<http://blog.westminster.ac.uk/psj/tools/reading-lists/>

If you have any questions about the DAR study group, email Kyra Araneta (Student Partnership Coordinator) at: [aranetk@westminster.ac.uk](mailto:aranetk@westminster.ac.uk)