



Creating Inclusive Communities: Facilitator Resource

CUPA-HR is committed to diversity, inclusion and equitable practices as a means to achieving excellence in higher education. As part of our commitment, CUPA-HR recently launched a Creating Inclusive Communities (CIC) project. Stories of diversity and inclusion can enrich a campus community and move the institution along the path to greater cultural understanding and competence.

Project description and details

Overview: Each of us has an important story to tell. Our stories are compiled from the reservoir of the institution's history, experiences, hopes and dreams. They intersect and are woven together to create a strong, diverse tapestry that represents our community. This project offers the CUPA- HR community and campuses that participate in the project the opportunity to provide a glimpse into the wonderful eclectic group of human beings that make up the higher education community.

Objective: To create a project that, through images, stories, and video, will offer the higher education community an opportunity to use their shared voices to inspire others about the difference each of our lives can make in the world. In addition, we are creating facilitator guides and resources for many of the 24 portraits and videos so that campus leaders can use the portraits and videos to facilitate discussions on campus.

As a way to facilitate a campus session, we'd like to share a few tips and tools for generating discussion.

Introduction

Effective facilitation involves the recognition and acceptance of everyone's different perspectives and skills, which can contribute to inclusive environments. Discussion is a powerful mechanism for active learning; a well-facilitated discussion can allow the learner to explore new ideas while recognizing and valuing the contributions of others. The overall objective of a CIC session is to provide an opportunity for learners to view personal stories and perspectives on inclusive communities and discuss ways to ensure inclusion in thought and in practice flourishes at their institution.

In order to effectively oversee discussion on your campus, let's consider some important features of effective discussions and conditions that promote small group interaction and engagement.

Facilitator's Role

Honest dialogue with your group starts with you. Ask yourself the following:

- What value will I bring to the group as a facilitator?
- How will I keep my opinions in check and not influence the discussion?
- How am I acknowledging what each participant can bring to the group? In what ways am I embracing the characteristics that illustrate each person's unique perspective?
- What behaviors am I most familiar or comfortable with? Conversely, what behaviors am I least familiar or comfortable with?
- What behaviors challenge me?
- Be sure to be prepared to respond to a learner asking for clarification or is unclear about their participation/role. And it's okay to admit you don't know. Offer to follow up later with an answer, if it's possible.

Getting the Discussion Started: Session Objectives

- Share the details of the Creating an Inclusive Communities project – see introduction above
- Consider adding another objective (or two) related to your campus expectations.
- Be clear up front about the session expectations and intentions, including honest dialogue, there is no silly question and that everyone can express their thoughts and suggestions without judgment.
- Share that everyone should treat each other with respect and consideration.

Materials to Assist You

- CIC portraits
- CIC video clips
- Computer/laptop with a projector
- Flip chart, flip chart stand
- Markers
- Pens and paper available at each table
- Name tags, if needed

Time to Cover Session

Depends on the number of CIC examples used. Recommended time is to allow around 20 minutes to cover each still shot or video. Recommended number of still shots and videos to use? For example, use at least 3 photos/videos to generate an hour's worth of discussion

The Session Outline

1. Introduction

- As a session opener, allow time for learners to introduce themselves. In addition to introducing themselves, you may also ask them to share something like:
 - A unique characteristic about themselves that we wouldn't know by looking at or talking to them.
 - Share what is the most important aspect about their position and why?
 - Who do they most admire?
 - If they could be a superhero, who would they be and why?
 - Other?

After covering the welcome, introductions, objectives and expectations, here are few question prompts to assist you during the session:

2. Explain to the learners that they will be reading and/or viewing individual stories of higher ed HR practitioners from around the country. But before they read or hear the stories, ask them:

- To describe the person they see
- Without knowing their story, have the learners share who they think the person is and what story/experience they will share

3. After discussion, ask them to continually share:

- Why do you think the person will share that particular story?

4. Now share with the group either a portrait or video clip. Ask the learners to answer the following:

- What story did the person actually share?
- What one message did you take from their story?
- Are there people like them on our campus?
- In what ways do we individually inspire, perpetuate or negate behaviors like those that the person shared in the photo/video?
 - As individuals, what do we need to do differently? The same?

[NOTE TO FACILITATOR: PLEASE REFER TO FINAL PAGES OF THIS GUIDE FOR ADDITIONAL INFORMATION AND DATA RELATED TO THE TOPIC REFERENCED IN THIS PORTRAIT OR VIDEO. INCORPORATE SOME OF THAT INFORMATION HERE TO ENHANCE LEARNING AND UNDERSTANDING.]

- On our campus, how do we as a community inspire, perpetuate or negate behaviors like those that the person shared in the photo/video?
 - As a community, what do we need to do differently? The same?
- After today, in what ways should we take action and do our part to transform our campus – to begin, improve or share the transformation with others?
 - Write suggestions on a flip chart.

- Identify who should/will take accountability in the transformation (participants can identify others on campus who are not in the session, too).
5. After the Session:
- Don't forget to follow up with learners (via email, for example) and thank them for the honest dialogue and contributions to the discussion. Also share with them the overall action items/steps to take to transform their campus.
 - Don't forget to share with the appropriate person(s) what recommendations were made and what steps are needed to implement them?

Other Tips and Techniques

To encourage discussion, you may have to:

- Ask follow-up questions, and paraphrasing the comments for everyone to ponder. A combination of initiating and probing questions can be an effective approach to bring out learners' ideas further.
 - How do you feel about this topic?
 - What I hear you saying is...
- Ask the learner for further clarification and/or elaboration.
- Re-visit past contributions and incorporate them into subsequent discussions.
- Encourage others to add their reactions or ideas to build on someone's comment.
- Invite others to provide resources, and use the opportunity to discuss with the group how one might go about researching the issue.

Don't forget to also:

- Provide sufficient time and space for learners to gather their thoughts enabling them to contribute to discussions.
- Provide opportunities for learners to consider a question on their own and/or provide an opportunity for learners to gather in small groups or pairs to discuss the question. You can then bring the entire group back together to further discuss the question.
- Establish ground rules:
 - Make sure to share from personal experiences rather than make general statements about groups of people (stereotyping).
 - Make sure in creating a safe space for conversation is important. Know what is said in the room, stays in the room; and know what learning can be shared outside the learning experience.
 - Allow facilitator and learners alike a chance to speak. Highlight the value of diversity of perspectives is an essential part of the discussion.
 - If necessary, cover constructive and destructive group behaviors at the start of the course / workshop.
 - Request that if learners challenge others' ideas, they back it up with evidence, appropriate experiences, and/or logic.

- On a piece of flip chart paper, write “Parking Lot.” Use the parking lot to write down questions that cannot be immediately addressed and can be followed up after the session or if discussion veers off topic. For example, if the group begins to address a different topic or vents without regard to the subject matter, write a note on the parking lot to revisit at the end of the session, if time permits.
- Step back when a group is working together – help learners become independent learners and take control of their learning.

Helpful Resources

Don't forget to check out CUPA-HR resources:

- [E-Learning resource, CUPA-HR Essentials: Facilitation Skills](#)
- [Knowledge Center: Training & Development Toolkits](#)
- [Building a Successful, More Inclusive Search: Facilitator Version](#)
- [DEI Toolkit](#)
- [DEI Resources](#)
- [CUPA-HR Inclusion Cultivates Excellence position statement.](#)
- And more!

Other Helpful Resources:

- Project Implicit study by Harvard - <https://implicit.harvard.edu/implicit/takeatest.html> or <https://implicit.harvard.edu/implicit/selectatest.html>
- Handelsman J, Miller S., Pfund C. *Scientific Teaching*. New York: W.H. Freeman; 2006
- *Creating a Collaborative Learning Environment Guidebook*, Center for Integration of Research, Teaching, and Learning (University of Wisconsin-Madison).
- Gelula, M.H. (1997) *Clinical discussion sessions and small groups*. *Surgical Neurology*, 47:400-403.
- Handelsman, J., Miller, S., & Pfund, C. (2006) *Scientific Teaching: Diversity, Assessment, Active Learning* (New York: W.H. Freeman & Co.)
- Sellers, S.L., Roberts, J., Giovanetto, L., Friedrich, K. & Hammargren, C. (2007) *Reaching All Students-A Resource for Teaching in Science, Technology, Engineering & Mathematics* (Second Edition) (Madison, WI: Center for the Integration of Research, Teaching, and Learning)

Microaggressions – Resources for Use With This Video

Background: What Are Microaggressions?

- The Civil Rights Act of 1964 prohibited discrimination based on race, color, religion, sex and national origin. Title VII of this law created workplace opportunities for those previously excluded. Bias still manifests itself in ways, often unconscious, that continue to have a negative impact. Microaggressions are described as brief and commonplace verbal, behavioral or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative slights and insults. (Sue, Derald Wing. "Racial Microaggressions in Everyday Life: Implications for Clinical Practice." *American Psychologist*. 2007. 271- 286.)
- As HR professionals, it is our responsibility to help create a workplace that values the contributions, supports the ideas, congratulates the successes, and offers opportunities for professional development and growth for all of our employees. Those who handle discrimination complaints know that people often complain about comments or actions that do not rise to the level of illegal discrimination, but nonetheless make the receiver feel devalued and unappreciated and seem to communicate unconscious biases.
- There are several themes identified in the article from *American Psychologist* (cited above). Let's engage in an exercise to look closely at microaggression themes that exert an impact at work and in society and practice thinking and acting differently. Discuss them in table groups.
 - Are there additional examples to share?
 - Think about what can be said or done to change the implicit message for the hearer/recipient.

Group Exercise:

Microaggressions – Themes, Examples and Implicit Messages

Ideal for table groups of four or five, using the chart that begins on the next page

The goal of the exercise is to look at some of the themes and examples identified and consider other ways of thinking and communicating.

- Allow at least 5-10 minutes of discussion per theme (select from the list provided).
- Each table group will note their ideas and then will share their results with the larger group.

Additional Resources and Links on the Topic of Microaggressions on Campus

- The War on Microaggressions on Campus
<https://www.washingtonpost.com/news/morning-mix/wp/2015/10/28/the-war-over-words-literally-on-some-american-campuses-where-asking-where-are-you-from-is-a-microaggression/>
- I Too Am Harvard
<http://itooamharvard.tumblr.com/>
- Race and Racism on Campus
<http://academicaffairs.ucsc.edu/events/documents/Critical%20Race%20Theory%20Racial%20Microaggressions%20and%20Campus%20Racial%20Climate-The%20Experiences%20of%20African%20American%20College%20Students-JNE.pdf>
- Women and People of Color Encounter Racism on Campus
<https://www.insidehighered.com/news/2015/01/08/report-details-microaggressions-campuses-students-color-and-women>
- A Proposal for Ending Campus Microaggressions
<http://thefederalist.com/2015/09/03/a-modest-proposal-for-ending-campus-microaggressions/>
- Microaggressions Can Have a Toxic Effect in the Workplace
<http://blog.cupahr.org/2014/04/microaggressions-matter/>

Microaggressions Table

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Themes	Microaggression Examples	Implicit Message
<p>Alien in Own Land: When Asians and Latinos are assumed to be "foreigners"</p>	<p>"Where are you from? Where were you born? You speak good English. You don't even speak with an accent. How long have you been in the States?"</p>	<p>You are not American.</p>
<p>Ascription of Intelligence: Assigning intelligence to a person based on race, gender or (perceived) abilities.</p>	<p>Assuming that Asians are naturally more intelligent in the sciences and math.</p>	<p>Asians are naturally gifted in the sciences and math; they do not work hard for it.</p>
	<p>Assuming that it is unusual for a Black or Latino person to be in an academically rigorous program or prestigious university.</p>	<p>People of color are not as intelligent as White people. It is unusual for them to be intelligent or articulate.</p>
	<p>"Oh, you are a bio major? Are you studying to be a nurse?" (when said to a woman)</p>	<p>Women are not smart enough to be doctors - men would rarely, if ever, be asked this question.</p>
	<p>"You get a note taker for every class? Why can't you take your own notes?" (when said to a student with a learning disability)</p>	<p>Students with learning or other invisible disabilities are not smart enough.</p>
<p>"Intrinsic Skills" and "Personality Types": Using stereotypes of race, gender and sexual orientation to assume an individual's interests and talents.</p>	<p>"You're gay? You have to give me some decorating tips!"</p>	<p>All gay men are interested and talented in interior design and decorating.</p>
	<p>"Women in power lead by emotion and are too sensitive!"</p>	<p>Women are "genetically" emotional and sensitive; They are not intelligent, rational and impartial.</p>
	<p>"Are you here on a basketball scholarship?" (when asked of Black students)</p>	<p>Black people are good at basketball and that is the only way they would be able to attend our college.</p>

<p>"Color Blindness": Statements that indicate that a White person does not want to acknowledge race (or a heterosexual person does not want to acknowledge sexual orientation) - <i>Please note that use of the term "blindness" itself is very problematic here.</i></p>	<p>"When I look at you, I don't see color."</p>	<p>Denying a person of color's racial or ethnic experiences</p>
	<p>"America is a melting pot."</p>	<p>Assimilate to the dominant culture.</p>
	<p>"She's so independent, you wouldn't even know she's in a wheelchair!"</p>	<p>Wheelchair users are unable to be independent</p>
	<p>"There is only one race, the human race."</p>	<p>Denying the individual as a racial or cultural different being</p>
	<p>"I don't support gay rights because they are 'special rights' - everyone is equal!"</p>	<p>Denying that queer people are treated differently in our society</p>
<p>Criminality: A person is presumed to be dangerous, criminal, or deviant based on their race, nationality and/or sexual orientation.</p>	<p>If something comes up missing or a fight ensues, a Black or Latino person is assumed to be the culprit.</p>	<p>You are a criminal.</p>
	<p>If a group of Black male students are walking down a street with dark hoodies, they are assumed to be dangerous.</p>	<p>You are dangerous and poor. You do not belong at the university.</p>
	<p>If a group of Black or Asian students are sitting together in a public place, they are "self-segregating" or must be talking badly about White people.</p>	<p>You are not to be trusted in a group; you are out to harm the majority.</p>
	<p>"Beware of people wearing a head scarf! Why are you dressed like Osama?"</p>	<p>You are part of the enemy. I don't trust you. Your clothing identifies you as a terrorist. I don't need to know anything else about you. I need to be wary of people like you.</p>
	<p>"I wouldn't want my children to be taught by gay/lesbian teachers."</p>	<p>LGBT people are sexually deviant and would try and recruit young people in to the "gay lifestyle" or even sexually abuse them.</p>

<p>Denial of Individual Prejudice: A statement made by those with social privilege to deny that they have that privilege or any oppressive thinking</p>	<p>"I can't be racist. My friend is Puerto Rican ... I voted for Obama ... My girlfriend is Asian, etc."</p>	<p>I am immune to racism because I have had positive associations or relationships with people of color.</p>
	<p>"As a woman, I know what you go through as a racial minority."</p>	<p>Your racial oppression is no different than my gender oppression. All forms of discrimination are equal.</p>
	<p>"I am not homophobic - I have gay friends, and I love Project Runway!"</p>	<p>I am immune to homophobia because I have LGBT friends and/or I associate with mainstream stereotypes of queerness.</p>
<p>Myth of Meritocracy: Statements which assert that race, class, gender, abilities or sexual orientation do not play a role in life success.</p>	<p>"I believe that the smartest and most qualified students should be admitted. The most qualified person should get the job."</p>	<p>People of color are given extra unfair benefits because of their race.</p>
	<p>"We all know she got hired because she is a woman!" (often said in a male dominated field)</p>	<p>Women are not as qualified as male candidates; gender was "used" as a way to get ahead.</p>
	<p>"I don't see why students with ADHD get extra time to complete exams? Everyone would benefit from having extra time on exams!"</p>	<p>Students with learning or other invisible disabilities are not smart enough - they are just using the system to get an unfair advantage.</p>
	<p>"Everyone can succeed if they work hard - just look at Obama!"</p>	<p>People of color are lazy, incompetent, and just like to complain if they don't get what they want. Individual exceptions (such as President Obama) are evoked to justify this stance.</p>
<p>Second Class Citizen: Occurs when a person with social privilege is given preferential treatment over people with oppressed identities.</p>	<p>When the needs or complaints of White parents, students, alumni and faculty are taken more seriously than those of people of color.</p>	<p>White people are more valued customers and employees. People of color should be content with what they get.</p>
	<p>A Black professor is mistaken for a service worker.</p>	<p>People of color are not as successful as White people; it's unlikely that they would occupy a high status position.</p>

	<p>"I have done a lot for <u>you</u> <u>people</u> or <u>your race</u> or <u>minorities</u>..."</p>	<p>You are a lesser being who needs to be grateful for the charity given to you by the majority.</p>
	<p>"We can't have a woman president! All of the world leaders are mostly men, and they would just walk all over her!"</p>	<p>Women's leadership abilities do not compare to that of men.</p>
	<p>"I'm not sure if we should hire a blind person for this job - there is no way she could do as well as a normal person."</p>	<p>People with disabilities are unable to perform job duties at the same level as able bodied individuals. There are no accommodations (such as adaptive technology) that could mitigate any performance concerns.</p>
	<p>"We can't have a lesbian chancellor! She would come in with her own agenda, and we don't want an activist leader - It would disrupt alumni giving!"</p>	<p>Assumes that all LGBT people have an "agenda" and that all straight people do not. Discrimination is often justified through raising alarm about morale, money or other material threats.</p>
<p>Religious or Cultural Superiority: When a person assumes that their race, religion, or culture (broadly defined) is better than those of others</p>	<p>"You have to cover your head? It's too bad that women are so oppressed in your culture!"</p>	<p>Your religious or cultural traditions are inferior and oppressive. Everyone in your country is "backwards." Women have no agency at all.</p>
	<p>"You are engaged to someone you never met? What about falling in love? You didn't stand up for your independence?"</p>	<p>Your traditions are ridiculous. Your parents don't care about you. The only way to get married is the way we do it here.</p>
	<p>"Why do I have to live with foreigners? Their food stinks and their clothes smell!"</p>	<p>People from other countries are inferior. My culture and traditions are better. Living with someone from another country will somehow diminish my quality of life.</p>

Environmental Microaggressions: Ways in which larger systems beyond the individual realm (such as institutional policies and practices) work to maintain systems of privilege and oppression.

A college of university with buildings all or mostly named after White upper-middle class males or heterosexual couples.	You don't belong. You are just visitors here. There is only so far you can succeed. Your achievements will not be memorialized.
Many of the university events are held in inaccessible spaces, or spaces that require significant work and planning to access. In addition most university events do not have sign language interpreters.	Your attendance and participation is not as important to us. If you want to come, you need to plan ahead of time - it is your responsibility to ensure your access to these events.
A college or university that does not offer classes in race, gender, LGBT or disability studies OR does not require its graduates to learn about these inequalities.	Learning about people of color is not important; they have not contributed to the U.S. The histories, issues, and perspectives of White people is essential knowledge for success during and after college.
There is no women's center on campus.	Women students' needs are not as important to us. Women are treated equally to men.
A university schedules its big career fair on a day that has been designated as a day without classes to respect the religious practices of some students, faculty and staff	Your religion and practices are unimportant to us. Your religious observances should not take precedence over a university function. Your access to careers is unimportant to us.
It costs significantly more for LGBT faculty and staff to cover their partners under the university's health insurance because this is a federally taxed benefit.	Institutions expect LGBT faculty and staff to cover this difference out of pocket. Your family's well-being is not as important to us.
The only options for gender on university forms are "male" and "female."	Transgender individuals do not belong or matter here.
TV shows and movies that feature predominantly White characters, without "diverse" representation of people of color.	You don't exist. If you do exist, it is as a one or two dimensional stereotype.
Overcrowding of public schools, lack of sidewalks, overabundance of liquor stores, and lack of green groceries in communities of color.	People of color don't or should not value education, fresh food, exercise and a quality living environment.

Sue, Derald Wing. "Racial Microaggressions in Everyday Life: Implications for Clinical Practice." *American Psychologist*. 2007. 271- 286.