



Deepening Capacity to Design & Facilitate Foundational Workshops on Diversity, Equity and Inclusion, Part 1

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Purpose of this Virtual Institute:

Increase your capacity to...

1. Create an effective workshop environment to deepen learning and behavior change.
2. Design & facilitate engaging, powerful foundational training sessions to deepen capacity to create greater equity and inclusion in the organization.

Adams, Bell and Griffin (2007) define social justice as both a process and a goal. "The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure."

*Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2007). Teaching for diversity and social justice: A sourcebook (2nd ed.). New York, NY: Routledge.

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Self-Assessment: Effective Design and Facilitation Skills

Revised by Kathy Obear, Ed. D., 2018

Directions: Read each of the following and rate your current level of knowledge and skill in each of the five sections using the following scale.

1 = Rarely 2 = Sometimes 3 = Much of the time 4 = Most of the time 5 = Almost always

A. Designing training sessions:

- _____ 1. I assess the learning needs of participants before I design the training session.
- _____ 2. I gather background data on the demographics and experiences of the participants before I design the training session.
- _____ 3. I use some type of conceptual model(s) as I design activities. (Examples: “What, So What, Now What,” Gibb: Who am I? Who are You? What are we going to do? How are we going to do it?” or the Experiential Learning Cycle: Do, Reflect, Analyze, Generalize, Apply.
- _____ 4. I write specific, realistic, and behavioral learning outcomes that are linked to the learning needs of participants.
- _____ 5. I write clear and understandable designs and lesson plans.
- _____ 6. I develop effective warm-up/icebreaker activities that leave participants feeling energized, engaged and motivated to learn.
- _____ 7. I sequence activities to teach foundational concepts and skills before more complex ones.
- _____ 8. I design activities that meet the varying learning styles of all learners.
- _____ 9. I effectively use a variety of learning methods and tools, including experiential learning, small group activities, journaling, media, role plays, etc.
- _____ 10. I create multiple opportunities for participants to teach each other in a participative, democratic learning environment.
- _____ 11. I design activities, so they are inclusive of all participants across social group identities.

- _____ 12. I use the principles of Universal Design in all learning activities to create maximum accessibility to the material and activities.
- _____ 13. I develop useful handouts and learning tools that help participants both deepen their learning and apply the concepts and skills to their lives.

B. Facilitating training sessions:

- _____ 14. I create brave learning environments that are respectful and challenging.
- _____ 15. I use effective listening and communication techniques, including clarifying, paraphrasing, open-ended questions, etc.
- _____ 16. I demonstrate empathy effectively.
- _____ 17. I use silence effectively.
- _____ 18. I use humor appropriately and effectively.
- _____ 19. I manage time effectively.
- _____ 20. I introduce activities and give directions effectively.
- _____ 21. I effectively teach and reinforce key concepts, definitions, and terms as I process activities and facilitate discussions.
- _____ 22. I process activities using open-ended and closed-ended questions effectively.
- _____ 23. I use processing questions to move participants through the Experiential Learning Cycle to help them make meaning of activities and apply their insights to create change (Do, Reflect, Analyze, Generalize, Apply; or What? So What? Now What?)
- _____ 24. I effectively move discussions and activities along and keep the group focused and “on track.”
- _____ 25. I acknowledge and appreciate people’s participation.
- _____ 26. I summarize discussions and make transitions effectively.
- _____ 27. I encourage group members to participate and I engage them in the process through my choice of activities and my facilitation style.

- _____ 28. I use “Connecting Language” that bridges one person’s comments to another’s.
- _____ 29. I effectively find some relevant point in participant comments, even those that seem way off the topic.
- _____ 30. I effectively help participants recognize assumptions and help them differentiate between observable facts and interpretations.
- _____ 31. If I believe someone is on a tangent, I can effectively acknowledge their point, and redirect the conversation back to the group’s topic.
- _____ 32. I minimize how much I use the “telling” style, and maximize how often I pose questions or dilemmas to facilitate dialogue among participants.
- _____ 33. I am able to “relate in” and “see myself in the participants” to find compassion and make a connection with them, rather than judging them or distancing from them.
- _____ 34. I use self-disclosure and share feelings, thoughts, opinions, and personal experiences effectively.
- _____ 35. I easily “go with the flow” and am flexible with the agenda as I adjust to the needs of the group in the moment.
- _____ 36. I consider feedback and coaching from group members and co-facilitators.
- _____ 37. I can “meet the participants where they are” and not judge them or demand they be farther along in their understanding or skill development.
- _____ 38. I can easily stay in the facilitator role and not become a participant in the learning process, i.e., work my issues” on the group.
- _____ 39. I effectively use my voice and nonverbal behavior to facilitate learning and engage participants.
- _____ 40. I effectively name and discuss group dynamics with participants in the moment and use them as “teachable moments” to facilitate deeper learning.
- _____ 41. I can “let go of the outcome” and “trust the process” knowing learning takes place even when I do not recognize it happening in the moment.

C. Facilitating with an Inclusion Lens

- _____ 42. I talk about the organization's commitment to diversity, equity, and inclusion.
- _____ 43. I state that it is everyone's responsibility to help create an organizational climate that is respectful and inclusive for all members.
- _____ 44. I effectively discuss the common daily indignities and microaggressions that people from marginalized groups experience in the organization and local community.
- _____ 45. I effectively discuss specific behaviors and actions that help create an inclusive organizational environment.
- _____ 46. I consistently demonstrate respect for all participants across privileged and marginalized group memberships.
- _____ 47. I pay attention to the multiple group memberships of participants and notice patterns of participation, including who's talking, who is quiet, who interrupts, who gets interrupted, who takes leadership, whose ideas "plop" or are ignored, etc.
- _____ 48. I notice what issues of diversity are discussed effectively and which ones are ignored or not addressed productively.
- _____ 49. I recognize and interrupt prejudice, stereotypes, and exclusionary group dynamics that occur in the session.
- _____ 50. I am aware of how people may experience and interpret comments and nonverbal behaviors differently based upon their cultural perspective and their experiences in their multiple privileged and marginalized groups.

D. Responding in "difficult dialogues" with an Inclusion Lens

- _____ 51. I effectively navigate discussions where group members are feeling and expressing deep emotions, including anger, sadness, fear, frustration, hopelessness, etc.
- _____ 52. I am able to be "in the moment" ~ fully present and focused on what is happening in the group and in myself during difficult dialogues.
- _____ 53. I effectively respond to participant behaviors I believe are distracting, including dominating, interrupting, side-tracking, side conversations, etc.
- _____ 54. I acknowledge comments which sound inappropriate or triggering.

- _____ 55. I engage people in dialogue when I experience one of their comments as inappropriate or triggering.
- _____ 56. I recognize that “resistance” and challenges from participants are often doorways to deeper understanding and learning for the group.
- _____ 57. I effectively navigate conflict and disagreement among group members.
- _____ 58. I respond effectively to challenges and engage “resistance” from group members without taking it personally or feeling deeply triggered.
- _____ 59. I can use triggering events as “teachable moments” for the group.

E. My self-work as a facilitator

- _____ 60. I am aware of my biases, assumptions, and stereotypes for the full range of privileged and marginalized groups.
- _____ 61. I continually interrupt, reframe, and unlearn my biases, stereotypes, and assumptions about privileged and marginalized groups.
- _____ 62. I understand how my various privileged and marginalized group memberships impact how I am perceived and experienced by others.
- _____ 63. I understand how my various privileged and marginalized group memberships impact how I make meaning of situations and then how I react/respond.
- _____ 64. I am aware of how my beliefs about “what is “effective” _____ has been influenced by my socialization and experiences in my multiple privileged and marginalized group memberships (i.e., facilitation, dialogue skills, conflict resolution, training, meeting management, supervision, advising...)
- _____ 65. I continuously self-reflect to examine my behaviors, assumptions, feelings, and attitudes and their impact on others with an Inclusion Lens.
- _____ 66. I continually seek and utilize feedback about my behaviors and attitudes from members of privileged and marginalized groups; I utilize their input to improve my practice.
- _____ 67. I am aware of my “early warning signals” that I am beginning to feel triggered.

- _____ 68. I am able to notice and navigate my own triggered feelings of anger, fear, stress, grief, etc., so that I do not “work my issues on the group.”
- _____ 69. I am aware of my common triggers and their intrapersonal roots.
- _____ 70. I actively do my work around my triggers: explore their roots; do my healing work; etc.
- _____ 71. I actively expand my understanding of issues of diversity, inclusion, and social justice.

Facilitating vs. Teaching

The role of a facilitator is very different from that of a teacher or educator. Rather than giving information or giving your opinion, your role will be to ask lots of questions that help group members share their reflections, feelings and experiences. At times, you may relate to what someone has said and share a bit about yourself to make a connection; however, what is most important is that the group members dialogue with their peers.

Your role is also to try to get as many different voices into the dialogue as possible, and to help them share the air time equitably. So, if 1-2 members talk more frequently or for longer periods of time, your role will be to encourage others to join the conversation, by either relating to what's been said or sharing a differing or new perspective. The following prompts usually help folks get engaged in a dialogue after someone has spoken:

- How do others relate to what's been said?
- Who has a similar experience? Can you say more...
- I'd like some new voices in as we talk about this further...
- I can relate to what you're feeling...anyone else?
- I appreciate what you're saying...anyone have a different perspective or something else to add?

Helpful tips

You may have a few moments where a group member's comments or actions are not aligned with the purpose of the discussion. The following approaches may be useful in these situations:

- If someone **interrupts**: Hold that thought, and we'll come back to you after _____ is finished.
- If someone **talks very frequently**: Thanks for your comment, and let's get some other folks into this conversation....
- If **few people are talking**: What I'd like us to do next is go around and have everyone give a brief comment. As always you can pass and we can come back to you later. (Or have them turn to a partner and have a 30 second conversation about the topic, and then open it back up to the large group.)
- If someone **takes the discussion off track**: How might what you're saying be related to what _____ was saying before?

- If **someone doesn't participate at all** in the discussion, check in with them after the session and ask how they're doing...make a point to connect with them before the next session as well.
- If someone **makes a comment you think is inappropriate**, possibly grounded in bias or misinformation: That's one perspective, anyone have another one? OR Interesting point and my guess is there may be other perspectives, what do folks think? OR Another way to think about that is...OR My experience has been a bit different....

NOTE: The intent is to have people leave feeling whole as you offer a differing perspective, if needed, while you don't let egregious comments go unnoticed.

Self-Assessment: Critical Skills for Inclusion Practitioners

Developed by Kathy Obear, Ed. D., 2014

Directions: Read each of the following and rate how often you currently practice these skills:

1 = Never 2 = Rarely 3 = Occasionally 4 = Often 5 = Always

A. Use an Inclusion Lens to both observe and respond effectively to group dynamics.

- _____ 1. I intentionally notice/track the various privileged and marginalized group memberships of others during meetings, conversations, etc.
- _____ 2. I intentionally use an Inclusion Lens to notice/track how people interact with each other, including: whose ideas get attended; whose ideas are ignored/dismissed; who interrupts; who gets interrupted; who is given leadership; how much air time people use; how people react verbally and nonverbally as others share; how decisions get made, who has eye contact with whom; to whom do people direct their comments, etc.
- _____ 3. I describe the details or “facts” of what I observe/pan without judgment, assumption, interpretation or conclusions.
- _____ 4. I notice what issues of diversity are discussed effectively and which ones are ignored or not addressed productively.
- _____ 5. I introduce topics or issues related to diversity, equity, and inclusion that others do not seem to raise or bring up.
- _____ 6. I respond effectively when I notice stereotypic and/or exclusionary comments and behaviors in meetings.
- _____ 7. I am aware of how people may experience and interpret comments and nonverbal behaviors differently based upon their cultural perspective and their experiences in their multiple privileged and marginalized groups.

B. Engage others effectively

- _____ 8. I encourage group members to participate and engage them in the process.
- _____ 9. I use effective listening and communication techniques, including clarifying, paraphrasing, open-ended questions, etc.

- _____ 10. I use “Connecting Language” that bridges one person’s comments to another’s.
- _____ 11. I demonstrate empathy effectively.
- _____ 12. I am able to “relate in” and “see myself” in others to find compassion and make a connection with them, rather than judging them or distancing from them.
- _____ 13. I use silence effectively.
- _____ 14. I effectively use my tone of voice and nonverbal behavior to engage others.
- _____ 15. I use humor appropriately and effectively.
- _____ 16. I use self-disclosure and share feelings, thoughts, opinions, and personal experiences effectively.
- _____ 17. I acknowledge and appreciate people’s participation.
- _____ 18. I summarize discussions and make transitions effectively.
- _____ 19. I effectively move discussions along and keep the group focused and “on track.”
- _____ 20. I effectively include all members in the discussion.
- _____ 21. If I believe a member(s) has been overlooked or excluded, I intervene to either indirectly bring them into the conversation or more directly note the group dynamic.
- _____ 22. I effectively find some relevant point in participant comments, even those that seem way off the topic.
- _____ 23. If I believe someone is on a tangent, I can effectively acknowledge their point and redirect the conversation back to the group’s topic.
- _____ 24. I effectively help participants recognize assumptions and help them differentiate between observable facts and interpretations.
- _____ 25. I minimize how much I use the “telling” style and maximize how often I pose questions or dilemmas to facilitate dialogue among group members.
- _____ 26. I easily “go with the flow” and am flexible with the agenda as I adjust to the needs of the group in the moment.

- _____ 27. I can “meet people where they are” and not demand or expect them to be farther along in their understanding or skill development.
- _____ 28. I effectively name and discuss group dynamics among members in the moment and use them as “teachable moments” to facilitate deeper understanding and learning.
- _____ 29. I can “let go of the outcome” and “trust the process” knowing learning takes place even when I do not recognize it happening in the moment.

C. Facilitating discussions with an Inclusion Lens

- _____ 30. I talk about the organization’s commitment to equity, inclusion, and social justice.
- _____ 31. I state that it is everyone’s responsibility to help create an organizational climate that is respectful and inclusive for all members.
- _____ 32. I effectively discuss the common daily indignities and microaggressions that people from marginalized groups experience in the organization.
- _____ 33. I effectively discuss specific behaviors and actions that help create inclusive organizational environments.
- _____ 34. I consistently demonstrate respect for all participants across privileged and marginalized group memberships.

D. Responding in “difficult dialogues” with an Inclusion Lens

- _____ 35. I effectively navigate discussions where group members are feeling and expressing deep emotions, including anger, sadness, fear, frustration, hopelessness, etc.
- _____ 36. I am able to be “in the moment” ~ fully present and focused on what is happening in the group and in myself during difficult dialogues.
- _____ 37. I effectively respond to participant behaviors I believe are distracting, including dominating, interrupting, side-tracking, side conversations, etc.
- _____ 38. I acknowledge comments which sound inappropriate or triggering.
- _____ 39. I engage people in dialogue when I experience one of their comments as inappropriate or triggering.
- _____ 40. I recognize that “resistance” and challenges from group members are often doorways to deeper understanding and learning for the group.

- _____ 41. I effectively navigate conflict and disagreement among group members.
- _____ 42. I respond effectively to challenges and engage “resistance” from group members without taking it personally or feeling deeply triggered.
- _____ 43. I can use triggering events as “teachable moments” for the group.

E. Use an Inclusion Lens to analyze current policies, practices, services, programs, and marketing/media

- _____ 44. I recognize what identity groups will most likely have their needs met given a specific policy, practice, program, or service.
- _____ 45. I recognize what identity groups might not have their needs met given a specific policy, practice, program, or service.
- _____ 46. I recognize possible unintended negative differential impact across group memberships given a specific policy, practice, program, or service.
- _____ 47. I track current utilization of programs and services within your area by group membership.
- _____ 48. I continually gather data about the impact, perceptions, and experiences of the programs, services, climate, etc., by group membership.
- _____ 49. I use these data to continually evaluate and revise current programs, services, practices, procedures, facilities, etc., to ensure inclusion for the full breadth of people who work in and are served by our area.
- _____ 50. I create process maps of current programs, services, policies, procedures, norms, unwritten rules, etc., to identify where they currently create inclusion as well as areas needing greater equity.
- _____ 51. I identify the discretionary points where unintended bias could result in differential treatment and experiences in planning and decision-making processes, hiring and development practices, programs and services, policies, procedures, etc.
- _____ 52. I continually research national/international trends and promising practices from peer institutions and other departments in the organization.

F. My self-work as an Inclusion Practitioner

- _____ 53. I am aware of my biases, assumptions, and stereotypes for the full range of privileged and marginalized groups.
- _____ 54. I continually interrupt, reframe, and unlearn my biases, stereotypes, and assumptions about members of privileged and marginalized groups.
- _____ 55. I understand how my various privileged and marginalized group memberships impact how I am perceived and experienced by others.
- _____ 56. I understand how my various privileged and marginalized group memberships impact how I make meaning of situations, and then how I react/respond.
- _____ 57. I am aware of how my beliefs about “what is “effective” _____ has been influenced by my socialization and experiences in my multiple privileged and marginalized group memberships (i.e., communication styles, decision-making practices, dialogue skills, conflict resolution, training, meeting management, supervision, advising...)
- _____ 58. I continuously use an Inclusion Lens to self-reflect to examine my behaviors, assumptions, feelings, and attitudes and their impact on others.
- _____ 59. I continually seek and utilize feedback about my behaviors and attitudes from members of privileged and marginalized; and utilize their input to improve my practice.
- _____ 60. I am aware of my “early warning signals” that I am beginning to feel triggered.
- _____ 61. I am able to notice and navigate my own triggered feelings of anger, fear, stress, grief, etc., so that I do not “work my issues on the group.”
- _____ 62. I am aware of my common triggers and their intrapersonal roots.
- _____ 63. I actively do my work around my triggers: explore their roots; do my healing work; etc.
- _____ 64. I actively expand my understanding of issues of diversity, equity, inclusion, and social justice.

Inclusion 101 Training Guide

BUILDING AN INCLUSIVE, RESPECTFUL CAMPUS COMMUNITY

Developed in 2008 by Kathy Obear, Ed.D.

Note: There are so many useful activities to teach about issues of inclusion and social justice. In this document, I have outlined many of the ones I have found to be especially effective with traditional aged college students, staff, and faculty. Many of these may be familiar to you ~ they have been used, adapted, and shared over the years. Unfortunately, I do not know the original creators of some of these activities. I am grateful to all those who have come before so that we may keep building on their creative work!

HIGH-LEVEL OVERVIEW OF DESIGN

Overall learning outcomes for the session: Content and Process Outcomes

Note: *While the CONTENT learning outcomes are key, the PROCESS outcomes, the means to the end of accomplishing the Content outcomes, are equally critical*

CONTENT learning outcomes, foundational capacity to:

1. Recognize the breadth of differences on campus
2. Recognize that we all have many group memberships
3. Understand that privileged and marginalized groups exist
4. Recognize privileged and marginalized group dynamics
5. Engage in authentic dialogue about common privileged and marginalized group dynamics on campus
6. Identify their multiple privileged and marginalized group memberships
7. Engage in authentic dialogue about experiences of microaggressions and other exclusionary situations on campus
8. Interrupt disrespectful/exclusionary treatment on campus
9. Recognize opportunities to create greater inclusion proactively

PROCESS outcomes for the session:

1. Feel connected to the other participants; valued, respected, a part of a learning community
2. Have their ideas, comments and feelings heard and used in the session – they have a voice
3. Comfortable and connected enough to share their experiences, thoughts, and feelings (maybe even attitudes)
4. Slightly nudged and challenged to consider new and differing perspectives
5. Energized to help create and maintain a respectful, inclusive campus community
6. Willing to do their part to notice disrespectful treatment, speak up, support others...

Facilitating Notes:

* Lean much more towards facilitating the discussion and dialogue among the participants, and less towards lecturing, teaching, and presenting modes of learning...while the content outcomes are important in this session, the process of participants engaging each other and learning from each other is more important than their “getting” the concepts and tools perfectly. Setting a tone for how to live in an inclusive community and laying the conceptual groundwork will help them in the next part of their learning journey as they take courses, participate in meetings, attend workshops/programs, etc.

*** Be prepared to shift the logistics of some activities if participants are living with a visual, hearing, neuro or mobility disability.**

List of Activities

1. Welcome

2. Icebreaker/Warm-up activity

- Categories
- and/or BINGO

3. Learning Guidelines

4. Activity to deepen feelings of safety and trust AND begin to discuss core concepts, such as: bias/prejudice, group memberships, privileged and marginalized groups, and common privileged and marginalized group dynamics

- Concentric Circles
- Or Core Group discussion

5. Activity to identify the breadth of “differences that make a difference”

- Common Ground Activity

6. Activity to explore privileged and marginalized group dynamics

- Card Activity
- Or Let Me In!
- Summarizing common privileged and marginalized group dynamics: Input or large group discussion

7. Activity to identify multiple privileged and marginalized group memberships

- Self-assessment Activity

8. Activity to begin to recognize common privileged and marginalized dynamics

- Gallery Activity

9. Activity to explore ways to respond and intervene to create greater inclusion

- Small group discussions and report outs
- Role plays

10. Action Planning Activity

- Individual reflections to identify next steps for continued learning and ways to create inclusion on campus

11. Closure Activities

- Button Grab Bag
- Closing Circle

DETAILED LESSONPLAN

1. Welcome

Time needed: 3-5 minutes

Welcome participants

Review learning outcomes, agenda/flow and logistics of session

2. Icebreaker/Warm-up Activity(s)

Categories

Purpose:

- An active icebreaker to warm up the participants
- A low-risk activity to begin to introduce the concept of group membership

Time needed: 15-20 minutes

Instructions:

- Stand in the center of the standing circle of participants
- Call out a category you are a part of
- Invite anyone who also is a member of that group to move quickly across the circle and to find a new place in the circle (like musical chairs)
- The last person to find a space in the circle is “it” and stands in the center and continues the process by calling out another category
- Continue this process until about 20+ have been called out
- Call an end to the activity
- Suggested processing questions:
 - * What did you notice during this activity? How is this like what you and others experience on campus? (invite 4-5 different responses)
 - * How are people treated if they are considered to be a little too “different?” (invite several responses)
 - * How does it feel to be in the center? When does this happen in people’s lives?

* Imagine what life would be like if we were to move towards differences, if we valued and sought out people who were different from us...

BINGO

Purpose:

- An active icebreaker to warm up the participants
- A low-risk activity to facilitate authentic dialogue among participants, to increase feelings of connection and comfort
- Introduce the key learning outcomes of the session

Time needed: 15-20 minutes

Preparation:

- Create a customized BINGO handout where each of the prompts/questions relates directly to the learning outcomes of the session (use 6 or 9 prompts, depending upon time available)
- Bring enough prizes so many of the participants can “win”
- Possible prompts/questions:
 1. How are you feeling about being here? What do you hope to discuss in this session?
 2. Who are you? And what are some of the ways you already work to create a respectful, inclusive campus community?
 3. Why do some people feel nervous when talking about issues of diversity and inclusion?
 4. Talk about your passion for creating an inclusive campus community. Where does it come from?
 5. What do you think it feels like to be considered a little “too different” on this campus? What comments and treatment might they experience?
 6. Describe a time you noticed someone being treated with disrespect and you spoke up to create greater inclusion.
 7. Describe a time you were treated with disrespect and someone else spoke up to create greater inclusion.
 8. What are some diversity issues that you know a lot about? What are some you don’t know as much about?
 9. Identify 10+ groups that get treated with disrespect on campus and in society.
 10. Identify 10+ groups that are given a high social status and treated with extra respect and privilege on campus and in society.
 11. Discuss 10 things that everyone on this campus deserves to experience and feel.
 12. Discuss 10 things that no one on this campus should ever have to experience or feel.

13. Identify where you get stuck around issues of diversity and inclusion ~ what do you want to know more about? or know how to handle more effectively?

Instructions:

- Post these directions on a chart or PPT slide: Find someone to talk with and choose a topic to discuss from one of the squares. Initial each other's sheet, then find a new person with whom to discuss a new topic. When you have ALL 6 of the boxes filled in, yell BINGO! And come get a prize! then go back and keep helping others win BINGO.
- Model how to begin the activity with a person.
- Ask for any questions.
- Start the activity.
- After 1/3 of the people have gotten prizes, give the group a 1-minute warning to complete their current conversation.

Suggested processing questions

- How are you feeling now compared to when we started BINGO? and what do you think helped you shift? (others have the same issues or feelings I do; I'm not alone; I feel more connected to people; we had honest conversations; I realized everyone here wants to create an inclusive environment....)
- Note: You can take the time to discuss a few of the questions, like: Why are some people nervous to talk about issues of diversity? Or, you can transition to the next activity.)
- Transition: The prompts and questions in the BINGO are an overview of what we'll be discussing in this session. For the next activity...

3. Establish Learning Guidelines

Learning Guidelines/Norms

Purpose:

- Invite participants to discuss what Learning Guidelines will help them learn and engage in authentic dialogue
- Review key Learning Guidelines

Time needed: 5-10 minutes

Instructions:

- State: As in most meetings or programs, this discussion will work best if we all follow some Learning Guidelines/Norms
- State: Please take a moment and individually review the list of Learning Guidelines, and
* Choose 2-3 that you think will be particularly useful in this discussion whether on the list or any others
- Share Pair: After about a minute, put people into pairs and ask them to share the 2-3 Guidelines they each felt would be useful in this session
- Large group: Ask for 5-6 people to talk about a learning guideline and why they feel it would be useful in the discussion
- Transition: Ask if there are any others that people want to highlight? And then ask if everyone will work to engage others within these guidelines.

Suggested List of Learning Guidelines

1. ENGAGE IN OPEN AND HONEST DIALOGUE
2. PARTICIPATE FULLY (AT A +1 COMFORT LEVEL)
3. SPEAK FROM PERSONAL EXPERIENCE
4. LISTEN RESPECTFULLY; SEEK TO UNDERSTAND; LISTEN HARDER WHEN YOU INITIALLY DISAGREE
5. MOVE IN, MOVE OUT; ENCOURAGE OTHERS TO PARTICIPATE
6. BE FULLY PRESENT
7. BE OPEN TO NEW AND DIFFERENT PERSPECTIVES
8. EXPLORE THE IMPACT OF COMMENTS AND BEHAVIORS; ACKNOWLEDGE INTENT
9. TAKE RISKS: LEAN INTO DISCOMFORT; BE BRAVE
10. RESPECT AND MAINTAIN CONFIDENTIALITY
11. NOTICE AND SHARE WHAT'S HAPPENING IN THE GROUP, IN YOU
12. RECOGNIZE YOUR TRIGGERS; SHARE IF YOU FEEL TRIGGERED
13. TRUST THAT THROUGH DIALOGUE WE WILL REACH DEEPER LEVELS OF UNDERSTANDING
14. ENGAGE THIS OPPORTUNITY!

**4. Activity to deepen feelings of bravery and trust AND
begin to discuss core concepts**

Concentric circles (or Share Pairs)

Purpose:

- To engage in authentic dialogue
- To deepen feelings of trust, bravery, comfort, connection
- To share stories that illustrate core concepts: prejudice/bias, group memberships, privileged and marginalized groups, discrimination, unlearning prejudice/liberation, being an ally/speaking up for social justice

Time needed: 30+ minutes

Set-up: Move the group into 2 concentric circles

- We're going to do an activity where you'll talk with different people about diversity issues
- Please count off in 2's: 1,2,1,2.... all the ones come form a circle and then face outwards
- All the two's come stand in front of someone you may not know as well
- OR please find a partner and one of you stand/sit in an outer circle facing inward, and the other face them to form an inner circle

Directions:

- State: For the next 2 minutes have a two-way conversation with your partner about the following: (Note: Consider starting at #3 if you feel the group is ready; most groups begin to get restless after 4 share pairs)

1. Talk about a time in your life when you felt that you mattered ~ when you were a part of a group or situation where you felt included; important; valued, connected to others; you were respected for who you are

NOTE: Give a brief example from your own experience

- Debrief: Let's get a few "pop-outs" about what you talked about...Who will share a quick story of a time you felt valued/you mattered (3-5 is plenty). What happened that helped you feel you mattered? You were respected and valued?

- Next round: Will the inner circle move one person to your right to find a new partner?

2. Talk about a time you felt you were treated less than, by someone or a group because of their attitudes towards some difference you had...or they perceived you had....

***What happened...how did you feel?**

***What did you do?**

***What, if anything, did you or someone else do to intervene and create more inclusion, understanding, stop the disrespectful treatment?**

NOTE: Give a brief example from your own experience

- Debrief: Gather 4-5 stories; then ask the whole group to collect a few more brainstormed phrases for each of the following:
 - * What were your feelings when you were treated less than?
 - * What did you do?
 - * Raise your hand if someone else spoke up to intervene?
 - * What are some of the differences people have that tend to get treated as less than in society? on campus?

- Next round: Will the outer circle move one person to your right to find a new partner?

3. Think about a time you used to feel uncomfortable, uneasy or biased about a certain group, but something happened and you SHIFTED to feel more accepting. What was the turning point in your awareness? What helped you to be more open minded and let go of your assumptions and discomfort a bit?

NOTE: Give a brief example from your own experience

- Debrief: Gather a few stories, if possible; OR ask, "What helped you shift?"
 - * Transition: We all can tell stories of what helped us shift we can continue to create those opportunities for ourselves, as well as invite others to be open to shifting their perspectives and learned biases.
- Last round: Will the inner circle move one person to your right to find a new partner?

4. A time you noticed something disrespectful and spoke up to create greater respect, inclusion...to try to educate...to stop the negative treatment.

- Debrief: Ask for a show of hands of how many people spoke up. You can ask for a few examples and/or transition: It is critical that we all continue to broaden our ability to recognize disrespectful moments and to choose courage and speak up to create greater inclusion for our next activity....

Core Group discussion

- Instead of using the format of Concentric Circles, you can have participants discuss the same prompts in small groups
- Form “Core Groups” by asking participants to find 2-3 other people who they don’t know very well AND who are different from them in some way.
- NOTE: Plan to use these Core groups at least 1-2 more times during the session OR in follow-up activities.

5. Activity to identify the breadth of “differences that make a difference” on campus

Common Ground activity

NOTE: There are many versions of this activity. The facilitator can call out the group memberships, have the participants initiate which groups they call, or a hybrid version.

Purpose:

- Participants experience the breadth of differences that exist on campus
- Participants broaden the number of differences that they pay attention to
- Group development of comfort, connection and greater safety

Time needed: 30+ minutes

Set-up: Move the group into a large standing circle

- Transition: As we continue to get to know each other, we know that we are each unique individuals, AND, at the same time, we each are members of many different groups.
- Directions to the group:
 1. Anyone can call out a group, but ***you have to be a member of that group***
 2. When someone calls one out, they move into the circle
 3. Anyone else who also is a member of that group can join them in the circle.
 4. Notice who’s in the inner circle, who’s in the outer circle
 5. Then the inner circle steps back to rejoin the full group

6. A couple of rules: Even if you are a member of a certain group that is called, you **don't have to move in if you're not wanting to share** that with this group. Please just pay attention to your thoughts and feelings about why you aren't sharing that with the group. **2nd rule: No outing!** If a group is called, and you notice that someone who you think belongs to that group didn't move in, you can't point that out or call them out. Everyone gets to decide if and when they move into the inner circle. NOTE: Give an example that is low risk: who didn't get enough sleep last night, who is a student...
7. As we do this activity, notice your thoughts, feelings, and reactions, as well as what groups get called.

Demonstrate:

- *Here's an example ~ Anyone who grew up in a city... (suburb...a rural area...)
- *Any questions?

Begin the activity

NOTE: Track how relevant the groups are to your purpose. *If they start to get too light or superficial*, model some that are some of the “differences that make a difference” to how people get seen and treated in society and on campus.

- You can even intervene half-way through and prompt: “Now let's focus on more of the “difference that make a difference” to how people get seen and treated in society, and on campus.”
- Track which group identities have not been called, and find ways to introduce them if they group doesn't. Common ones that may not get called: educational background, sexual orientation, gender identity and expression, size/appearance, race...
- Give a “last call” when you sense the activity is winding down

Debrief: Turn to a new partner and discuss; then discuss as a large group

1. What did you notice during this activity? About yourself? About us as a group?
2. Any differences that exist in society or on campus that we didn't name?
3. What, if any, impact did doing this activity as a group have on you?

Transition: It is critical to student success that we create a campus environment where people from all types of groups are a part of our community; and feel respected, valued, and appreciated for their differences, even if we might disagree with each other.

6. Activity to explore privileged and marginalized group dynamics

Card Activity

Purpose:

An interactive experience to feel what it's like to be an in-group or out-group; less physical than "LET ME IN!"

Time needed: 15+ minutes

Set-up:

1. Enough playing cards for 1/participant
2. A range of cards: Ace, K, Q, J, 10.....8.....6.....5....3...2

Directions:

1. I'm going to give each of you a playing card
2. Now, without looking at your card, trade it 5 times with others. Make sure you do not know what card you have after your last trade
3. (When everyone has finished trading) Now hold the card out in front of you so others can see it, but you can't
4. Now, stand up and come into the center of the room
5. For the next 3-minutes we are going to talk to each other. You can talk about anything you'd like, and there's only one rule:
*You must treat each other based upon the value of their playing card: Ace is high, then K, Q, J, 10 = the higher cards get better treatment; 2, 3, 4, 5, 6 get not very good treatment; and the middle cards get so-so treatment
6. Any questions?
7. Begin the activity

NOTE: Facilitators participate. This activity will probably "make the point" after 2-3 minutes.

Debrief prompts (Can be discussed in pairs first, or as a large group)

1. What card do you think you have? Why?
2. What happened? What did you notice during this activity?
3. What were you feeling during the activity? Did your feelings change over time?
4. What were some of the subtle ways people were treated less than?
5. What were some of the ways people were given more attention and better treatment?

Making Meaning, possible prompts:

1. What about this activity felt familiar?
2. What feelings or moments do you relate to?
3. What has it been like when you were in an “in-group?” privileged group?
4. What has it been like when you were a member of an “out-group?” marginalized group?
5. What are some of the in/out groups that existed in your high school? on campus?
6. What could be some of the exclusionary dynamics that might occur on campus?
7. What can you do if you observe, experience, or hear about some exclusionary comments or actions?

Optional small group share: Ask each person to share 3 stories with their partners ~

1. One where they experienced being treated like a LOW CARD
2. One where they experienced being treated like a HIGH CARD
3. One where they experienced being treated like a MEDIUM CARD

NOTE: Debrief in large group

LET ME IN!!! (15+ minutes with the debrief)

Purpose: A chance to physically experience being in the in-group or the out-group

Time needed: 15+ minutes

Directions:

1. I need 5-6 volunteers to come form a circle in the middle of the room. This activity could involve some physical movement.
2. Please hold hands
3. **NOTE:** Unobtrusively whisper to the circle of participants to “Don’t let anyone join your group”
4. Now I need a volunteer to come up and join their group
5. **NOTE:** Monitor the level of physicalness to make sure no one gets in a position to be hurt
6. **INVITE** others to come and join the circle until 8+ people are participating
7. **STOP** the activity once enough has happened to discuss (3-4 minutes)

Debrief, possible prompts

1. What happened? What did you notice during this activity?
2. What strategies did you use to try and join the group?
3. How and why did you keep people out?
4. What were you feeling as you tried to join the group?
5. What were you feeling as a member of the in-group?

NOTE: Invite responses until some of the key points get made:

- In-groups tend to keep others out
- Groups get stronger, more group-identified, when “different others” try to join
- Individuals may want to let people in, but the group can put pressure to keep them out
- People may try many different, escalating strategies to join the group: asking permission, asking politely, gently trying to pull hands apart, trying to force their way in, breaking in by going into the center of the circle, etc.
- Some people give up
- Some don’t even try to join
- Some may try to form their own group, but are usually still focused on the original in-group
- Feelings of joiners: increasing frustration, powerless, anger, indifference
- Feelings of in-group: camaraderie, confusion, guilt at colluding, solidarity, discomfort, irritation at those that let others in, enjoying the in-groupness/power, etc.

Input/Large Group Discussion on Privileged and Marginalized Group Dynamics

Time needed: 10-30 minutes

Purpose:

- To summarize the key points of common Privileged and Marginalized Group Dynamics
- An opportunity for conceptual and reflective learners to make meaning of the experiential activity

Set-up:

1. Engaging lecture: reference the handout and PPT slide
2. Large group discussion, suggested prompts:
 - So, what do people who have a High Card/are in the Inside circle get just because of their privileged group identity? How do they get treated? What gets assumed about them? What privileges and types of access do they get?

- And people with a low card/not in the Inner Circle, how do they get seen and treated, just because of their marginalized group membership? What do they miss out on? Have to work extra hard to get?
- NOTE: As a summary, you can reference the handout/PPT slide as you transition to the next activity

7. Activity to Identify Multiple Privileged and Marginalized Group Memberships

Self-assessment Activity:

Identifying Your Multiple Privileged and Marginalized Group Memberships

Purpose:

- Participants reflect on their group memberships on 20+ different categories of difference
- Reflect on the impact of their combined privileged and marginalized group memberships

Time needed: 20-30+ minutes

Directions:

- Explain how the worksheet lists 20+ categories of difference and then the privileged group(s) and the corresponding marginalized group(s) within a U.S. societal context
- Ask participants to individually think about their own group memberships in each of the listed categories, and
- For each category of difference, CIRCLE their group membership
- For some they may circle something on both sides, give an example: private high school AND 1st generation college student
- Invite them to write-in their specific group membership, if it is not listed
- And to add more categories of difference that impact how people get seen and treated on campus
- Then count up their # of groups in each column
- And notice their feelings, reactions, insights
- As people are finished reflecting, ask them to make some notes individually about the following questions:
 1. Which of your group memberships do you:
 - * Rarely think about? Why?
 - * Sometimes or often think about? Why?
 2. Reactions as you look at full balance among your multiple group memberships?

3. Which 2-3 group memberships seem to impact how you get seen or treated ~ more positively or more disrespectfully?
- Move people into groups of 2-3 to share their reflections to the above prompts
 - Large group debrief

8. Activity to begin to recognize common privileged and marginalized group dynamics

Gallery of Stories

Purpose:

- Participants read/hear examples of what people from marginalized groups have experienced on campus
- Broadens and deepens understanding of current privileged and marginalized group dynamics on campus
- Creates empathy, energy to create greater inclusion

Time needed: 40-60 minutes

Set-up:

- Materials needed: 2 pages of blank copy paper/participant; pens
- Distribute paper, pens as needed
- Give directions
- Give participants 5+ minutes to write their examples

Directios: (post on chart/PPT slide)

Write about TWO actual situations or patterns of uninclusive and/or disrespectful treatment that marginalized group members experience on campus. Write one (1) example/piece of paper. May have happened to you, or you witnessed it, or heard the story about from a credible source:

- Recent situation or pattern of experience (within last 2-3 years)
- Occurred on campus or in the local community
- Anonymous/Generic: NO NAMES or key references
- You can share one or more of the following:
 - * What is/was the situation?
 - * By group membership ~ who were the main players and their central group memberships?

- * How did you feel? Others feel?
- * What was the impact of this situation on you? Others?
- * What, if anything, did someone do to create greater inclusion?

Create Small Groups

- Ask each person to trade their examples with 5 different people
- Then ask them to form small groups of 6-8, mixed by group membership

Directions for Small Groups

- In a moment, people will read the stories aloud to the small group
- One person reads 1 story, then the next person in the circle, and so on
- Do not talk about the stories, just keep reading them
- Silently as you listen, begin to notice your feelings and reactions, and any patterns you notice
- One person collect up the stories as they are read, so a facilitator can come around and pick them up
- We will circulate these stories a couple of times so that each small group will read about 40+ stories before we talk about them
- Any questions?

Debriefing in Small Groups

- After 10-15 minutes, end the reading of the stories
- Ask group members to discuss the following prompts among themselves (post on chart/PPT slide)

*In your small group share and discuss:

1. What are your feelings and reactions as you hear these stories?
2. What's 1 example that stood out to you and why?
3. What impact could this have?
4. What are other examples that these reminded you of?

Note: This activity is called the "Gallery" because we used to post the stories on the wall and have participants silently read them, and then discuss.

9. Activity to explore ways to respond and intervene to create greater inclusion

Small group discussions and report outs

Time needed: 20+ minutes

Directions: Keep people in the same small group and invite them to choose a few stories and discuss the following:

- What could someone do to create greater inclusion
 - * in the moment
 - * after the moment
 - * proactively
- Large group discussion

Role plays

Time needed: 30-40+ minutes

Directions:

- Form mixed small groups of 5-6 people
- Have them choose 1 situation from the Gallery activity or another that they anticipate occurring on campus
- Give them 5 minutes to prepare a 2-minute demonstration/skit for the large group that shows how someone could effectively respond to the situation to create greater inclusion that would do one or more of the following:
 - * Stop the uninclusive, disrespectful behavior
 - * Help the participant(s) see a differing perspective
 - * Support those impacted
 - * Re-affirm the campus values of social justice and inclusion

10. Action Planning Activity

Action Planning ~ Individual reflections

- Ask participants to individually think about/write down 3-5 specific actions they will take to help create greater inclusion on campus
- A variation: Have them write what they will STOP doing, START doing, and CONTINUE doing
- You can have them do a share-pair, small group, or the button grab bag to share their ideas

11. Closure Activities

Button Grab Bag

Purpose: To share action steps with others, bring some closure, and have participants share motivational comments

Set-up:

- Need at least 1 button/participant (can order from Donnelly-Colt, Syracuse Cultural Workers)
- Quickly pass them out

Directions

- Ask participants to have a quick one-on-one conversation with several different partners, and to keep moving around until you bring them back together as a group
- Tell them that with each partner, please share 1-2 action steps they plan to take on campus to create greater inclusion, and also trade their button
- Then go talk to another person, and trade your button
- NOTE: Depending on the time available, people may have 3+ exchanges.
- Call the group back, and ask folks to reflect on the button they now have.
- You can then mention that everything happens for a reason, and messages come to us from all places...and so this button today may have a personal how message for you...
- Ask for 5+ people to quickly share in the large group about what message their button is bringing them at this moment...and also mention that for some, the message may not yet be clear, but in a few days, they might get some insight....

Closing Circle

- Gather participants into a closing circle (standing or chairs)
- Invite their closing reflections, possible prompts:
 1. As I leave I feel...
 2. What I have appreciated about this group...
 3. What I've appreciated about our session together is....
 4. As a member of this community I will...
 5. One learning I'm taking with me is...
- Share your closing reflections and appreciations

Learning Guidelines

1. Engage in open and honest dialogue
2. Participate fully (@ comfort level +1)
3. Speak from personal experience
4. Listen respectfully; Seek to understand; Listen harder when you initially disagree
5. Move in, Move out; encourage others to participate
6. Be fully present
7. Be open to new and different perspectives
8. Explore the impact of comments and behaviors; Acknowledge intent
9. Take risks: lean into discomfort; Be Brave
10. Respect and maintain confidentiality
11. Notice and share what's happening in the group, in you
12. Recognize your triggers; Share if you feel triggered
13. Trust that through dialogue we will reach deeper levels of understanding
14. Engage this opportunity!

Workshop & Meeting Guidelines

- To create environments that assist everyone in achieving their academic and personal goals
- To create a positive learning environment for the open and respectful exchange of ideas, perspectives, and opinions
- To promote respectful dialogue, fair discussion of issues, and mutually respectful conversations

- ✓ Create a positive, collegial atmosphere
- ✓ Engage in respectful discourse
- ✓ Demonstrate mutual respect for the comments and views of all
- ✓ Be open to new ideas and express counter or conflicting ideas in a civil and respectful manner
- ✓ Tolerance of differing points of view ~ which doesn't mean accepting or agreement
- ✓ Treat others with respect, dignity and care
- ✓ Sensitive to the impact on others of what you say and do
- ✓ Accept responsibility for the overall welfare of the entire group
- ✓ Respect our differences by actively discouraging bias and hurtful speech and behaviors
- ✓ Respectful disagreement: Argue passionately about issues, not personalizing it to the person
- ✓ Speak and act in ways that do not disrupt or interfere with the learning and work of others
- ✓ Explore controversial issues through open dialogue and respectful deliberation
- ✓ Disagreeing with a person's ideas without attacking their humanity

Diversity and Inclusion BINGO!

Directions:

Find someone to talk with and choose a topic to discuss from one of the squares. Sign each other's sheet, then find a new person with whom to discuss a new topic. When you have ALL 6 of the boxes filled in, yell BINGO! And then keep connecting!

<p>How are you feeling about being here? What do you hope to learn and discuss during the workshop?</p>	<p>Why are some/many people nervous to talk about some issues of diversity, equity, and inclusion?</p>	<p>How do you think it feels to be a student who is a “little too different” on campus? What comments and situations might they experience?</p>
<p>What are some of the differences you are more knowledgeable about? Less knowledgeable about?</p>	<p>List 8-10 answers to these questions: What should NO ONE ever have to experience on campus? What does EVERYONE <i>deserve</i> to experience on campus?</p>	<p>Talk about a time you felt uncomfortable when talking about some issue of diversity, equity and inclusion.</p>

BINGO!

Directions:

- * Find someone to talk about a topic in one of the squares.
- * Both share your responses.
- * Sign each other's sheet.
- * Each find a new person to discuss a new topic.
- * When you have filled in ALL the blocks, yell BINGO! And keep helping others win!

<p>What are the types and topics of meetings, courses, and discussions you currently facilitate around issues of equity and inclusion?</p>	<p>How are equity and inclusion integral to the University's mission, values, and strategic plan? Developing students to be effective global leaders?</p>	<p>What do you see occurring on campus and in the local community that has this effort be necessary?</p>
<p>Describe the ideal campus that is inclusive and equitable.</p>	<p>How close are we to reaching this goal? "Our goal is to embrace the changing faces of our diverse community and engage our diverse community in a welcoming and affirming manner which is accepting of all forms of diversity."</p>	<p>How would you describe the difference between teaching and facilitating?</p>

Selected Research ~ The Case for Inclusion

1. Evidence shows that learning in diverse environments improves critical thinking and leadership skills for all students.

(Milem, J., Chang, M., and Lising, A. (2005). *Making Diversity Work on Campus: A Research-Based Perspective*. Washington, DC: AAC&U)

2. Faculty and staff diversity correlates with success of historically marginalized students.

(Williams, R. (2000). Faculty diversity: It's all about experience. *Community College Week*, 13(1), 5.)

3. "...institutions of higher education are more influential when they offer students a social and intellectual atmosphere that is *distinctively different* from that with which they are familiar. Such an atmosphere creates greater discontinuity for students and subsequently improves the chances for enhanced cognitive and identity development."

(Milem, J., Chang, M., and Lising, A. (2005). *Making Diversity Work on Campus: A Research-Based Perspective*. Washington, DC: AAC&U)

4. "By contrast, institutions that have a homogeneous community and replicate the social life and expectations of their students' home communities are *more likely to impede personal and intellectual development* because students are not as challenged in these ways."

(Milem, J., Chang, M., and Lising, A. (2005). *Making Diversity Work on Campus: A Research-Based Perspective*. Washington, DC: AAC&U)

5. "Nearly all employers (96 percent) agree that 'all college students should have experiences that teach them how to **solve problems with people whose views are different from their own.**'"

(Falling Short? College Learning and Career Success (2015). *National Surveys of Business and Nonprofit Leaders and Current College Students*. Washington, DC: AAC&U

<http://www.aacu.org/leap/public-opinion-research/2015-survey-falling-short>)

6. More than three-quarters (78 percent) agree that "all college students should **gain intercultural skills and an understanding of societies and countries outside the United States.**"

(Falling Short? College Learning and Career Success (2015). *National Surveys of Business and Nonprofit Leaders and Current College Students*. Washington, DC: AAC&U

<http://www.aacu.org/leap/public-opinion-research/2015-survey-falling-short>)

7. In 2011, people of color made up 36.2% of the US population (13.1% black, 5.0% Asian, 16.7% Hispanic or Latino Origin, 1.2% American Indian and Alaska Native Persons, and .2% Native Hawaiian and Other Pacific Islander Persons).

(U.S. Census Bureau, "State and County Quickfacts, USA", 2012)

8. More than half of the growth in the total population of the United States between 2000 and 2010 was due to the increase in the Latino/a population.

(Karen R. Humes, Nicholas A. Jones, and Roberto R. Ramirez, "Overview of Race and Hispanic Origin: 2010," *2010 Census Briefs*, March 2011).

9. The number of high school graduates peaked in 2008-09 and will decline through 2014-15, still not recovering its peak through 2020-21.

(National Center for Education Statistics, <http://www.thelawlogroup.com/trends-2013-2>)

10. From 2012 to 2019, the number of white college students is expected to increase 5%, while the number of Hispanic students will increase 27%.

(College Board, <http://www.thelawlogroup.com/trends-2013-2>)

11. As any admissions officer could tell you, the number of high-school graduates in several Midwestern and Northeastern states will drop sharply over the next decade, according to the Western Interstate Commission for Higher Education. Nationally, the number of black and white students will decline, and the number of Hispanic and Asian-American graduates will increase significantly. The nation's already seeing a sharp rise in first-generation and low-income graduates—the very students whom selective four-year institutions have long struggled to serve. January 19, 2014, (Bracing for Demographic Shifts, Colleges Face Tough Trade-Offs, By Eric Hoover

<http://chronicle.com/article/Bracing-for-Demographic/144085/>)

12. Less than 60% of college students currently are age 18-24. The proportion of students 25 and older will continue to grow.

(<http://blog.noellevitz.com/2011/10/11/government-projections-forecast-dramatic-growth-college-students-25-older/>)

13. Compared to a decade ago, 31% more international students were studying at U.S. colleges and universities in 2011-12.

(Institute of International Education, <http://www.thelawlogroup.com/trends-2013-2>)

14. Several findings from <http://heri.ucla.edu/briefs/urmbriefreport.pdf> “The Climate for Underrepresented Groups and Diversity on Campus,” ^[1]_[SEP]Sylvia Hurtado & Adriana Ruiz, June 2012.

- Underrepresented college students at low-diversity institutions reported more incidents of stereotyping, discrimination, and harassment on campus.
- Across the country, most incidents of stereotyping or harassment are not reported. Only about 13% of all students report racial incidents to a campus authority.
- 55.4% of Black students reported feeling some level of exclusion at low-diversity institutions.
- 60.4% of students of color on low-diversity campuses reported being the target of negative racial verbal comments. For Black students, the percentage was 67.2%.

15. Research continues to show that women, across race, experience a chilly climate on campuses, including sexual objectification, assumptions of inferiority, use of sexist language, and second-class citizenship.

(Capodilupo, Christina M., Kevin L. Nadal, Lindsay Corman, Sahran Hamit, Oliver B. Lyons, and Alexa Weinberg (2010). “The Manifestation of Gender Microaggressions.” In *Microaggressions and Marginality: Manifestations, Dynamics, and Impact*, Derald Wing Sue, (Ed.), 193–216. Hoboken, NJ: Wiley and Sons, Inc.

http://www.aacu.org/ocww/volume39_2/feature.cfm?section=1)

16. Several findings from *The 2010 State of Higher Education for LGBT People*, a research study conducted by Campus Pride (for a copy of the Executive Summary ~

<http://www.campuspride.org/research/projects-publications>:

- LGBT students, faculty and staff feel that they face a lack of inclusiveness, more heightened safety concerns, and an abundance of harassment and discrimination on campus.
- Lesbian, gay, bisexual and queer (LGBQ) respondents experienced significantly greater harassment and discrimination than their heterosexual allies, and those who identified as transmasculine, transfeminine or gender non-conforming experienced significantly higher rates of harassment than men and women.
- LGBQ students were more likely than heterosexual students to have seriously considered leaving their institution as a result of harassment and discrimination.

Inclusion Quiz

(Developed around 2005, EYCA Associates)

1. What % of employees may retire over the next 10 years?

Source: SHRM (Society for Human Resource Management)

- 17%
- 42%
- 30%

2. Two experienced workers are leaving the workforce for every inexperienced worker who enters. For the first time, the number of workers entering the workforce will not replace those leaving.

Source: SHRM (Society for Human Resource Management)

- True
- False

3. Nearly 78 million Baby Boomers will be retiring in large numbers over the next 10 years, and Generation X has only 49 million members.

- True
- False

4. In the next decade, globally, ___% of the new workers will likely be from Asia, while North America and Europe will have ___ % of the world's new labor force. Source: Hewitt Associates, referenced in SHRM research paper: Workplace Diversity

- 53% and 10%
- 61% and 8%
- 75% and 3%

5. A survey by the Corporate Leadership Council of 50,000+ employees in 59+ organizations worldwide reports that increased employee commitment can lead to a ___% improvement in "discretionary effort" – basically employees' willingness to exceed the expectations of their job. That greater effort produces, on average, a 20% individual performance improvement and an 87% reduction in the desire to leave the organization. The CLC has also found that commitment to diversity is the number one managerial driver of employee engagement. Source: Corporate Leadership Council

- 71%
- 28%
- 57%
- 42%

6. By 2008, white women, women of color and men of color will represent ____ of the new labor force entrants (US). Source: Hewitt Associates, referenced in SHRM research paper: Workplace Diversity

- 47%
- 70%**
- 81%
- 58%

7. There are more childless couples, same sex couples, and single-parent households. Unmarried adults head close to half of American households. Source: Census Bureau and Bureau of Labor Statistics data referenced by SHRM

- True**
- False

8. Trillions of wealth will transfer to the next generation in the next twenty years. (Source: National Foundation for Women Business Owners)

- True**
- False

9. In the United States, women-owned firms represent ____% of all firms; ____% of women business owners have invested in stocks, bonds, and mutual funds (Source: National Foundation for Women Business Owners)

- 38% and 72%**
- 22% and 67%
- 47% and 89%

10. Of the students enrolled in colleges and graduate schools, 56% percent are women.

- True**
- False

11. Women of color (African America, Latina/Hispanic, and Asian American) will account for what percentage of all women in the U.S. by 2008:

- 31.2%**
- 22.7%
- 34.8%
- 19.6%

12. By 2010, ___ of the U.S. workforce will be people of color. Source: Hewitt Associates, referenced in SHRM research paper: Workplace Diversity

- 34%**
- 22%
- 17%
- 29%

13. Hispanics will account for 9.2% of all U.S. buying power in 2010, up from 5% in 1990: from \$736 billion in 2005 and \$1.87 trillion by 2010.

- True**
- False

14. How many African Americans live in households making \$60,000 per year or more?

- 2.8 million
- 9.3 million**
- 7.6 million
- 11.8 million

15. The buying power of African Americans is expected to reach \$761 billion in 2005 and \$1 trillion in 2010.

- True**
- False

16. The median household income for Asians was the highest among all race groups.

- True**
- False

17. The Asian American buying power will have nearly quintupled by 2010, climbing from \$117 billion in 1990, \$269 billion in 2000, \$397 billion in 2005 and to \$579 billion in 2010.

- True**
- False

18. The market potential for Gays and Lesbians is \$450B. Annual household income over \$100K is 27%. Gay household income is 8% higher than annual average for heterosexual households. 59% of this market are college graduates. And 81% are more likely to do business with companies they think are gay friendly. Source: GLCensus Partners

- True
 False

19. What percentage of the population in urban markets is gay or lesbian?

- 6%
 4%
 15%
 10%
 20%

20. The buying power of people with disabilities is worth over \$220 billion in collective spending.

- True
 False

21. About 51.2 million people in the U.S. have some level of disability. What percentage of the population do they represent?

- 12%
 15%
 18%
 22%

22. The higher the competency and skill set required to function in a specific position, the higher the cost associated with turnover; often as high as 1.5 times the annual salary of the position.

- True
 False

***(Circle the items which have significant business implications for our organization (for our clients and our staff members.))**

Increase your awareness of what is happening inside of you and around you by using the skill:

PANNING

Just as a movie camera “pans” the environment to see the whole picture, we need to continuously **PAN** all around us and inside of us as we increase our ability to notice the patterns of treatment and experiences of members of both privileged and marginalized groups.

Some guidelines for using the skill of PANNING:

PAN:

PAY

ATTENTION

Now

- Intentionally observe and notice behaviors, comments, feelings, patterns of treatment...
- Wonder: Is this an isolated incident or a possible pattern of experience?

*****AVOID falling into the trap of making a *SNAP JUDGMENT* ~ creating a “story” about what you see.**

- **PAN** the specific details and facts of what you see, feel, hear...
- Describe what you **PAN** without any assumptions, interpretations, conclusions, or prejudgments
- Notice the group memberships of people involved as you **PAN**, and describe the group memberships *if this information is useful to the discussion...*

Adapted from materials developed by Elsie Y. Cross Associates, Inc. 1994 Delyte Frost, et al. Tracking™

Panning Group Dynamics with an Inclusion Lens

Use the following prompts as you use an Inclusion Lens to observe and observe/pan group dynamics. Identify “just the facts” and the actual details of the situation without any assumptions, interpretations, judgments, or conclusions.

1. What differences are present in the group? Which group memberships? and how many from various groups?
2. Who is talking?
3. Who is quiet? Doesn't speak as often as others?
4. How are people reacting nonverbally?
5. Who initiates the topics?
6. What ideas are brought up? By whom?
7. Whose ideas get considered? Whose ideas don't get much discussion?
8. Whose ideas are discounted? Or “plop” without comment?
9. How do decisions get made?
10. Who interrupts others? Who gets interrupted? Who is never interrupted?
11. How and when do the tone and energy of the conversation shift and change?
12. How much air-time do people take?
13. Who has changed their way of engaging recently?
14. Who do people look at when they are talking?
15. Who has eye contact with whom while others are talking?
16. Who engages in side conversations?
17. Who brings up issues of respect and inclusion?

18. How do people respond when different issues of inclusion are raised?
19. What issues of inclusion and respect are not being brought up or discussed?
20. As you notice interpersonal dynamics that are not inclusive, who intervenes to shift the dynamics? Who doesn't?
21. As you observe exclusionary comments and actions, wonder: Is this an isolated incident or a possible common pattern of experience?
- 22.
- 23.

**Adapted from materials developed by Elsie Y. Cross Associates, Inc. 1994 Delyte Frost, et al.,
"Tracking™"**

Privileged and Marginalized Group Patterns

Privileged Groups

- Greater access to power and resources
- Make the Rules
- Define what is normal, “right,” the “Truth”
- Assumed to be leader, smarter, competent...
- Given the benefit of the doubt
- Often unaware of privileged group membership and privilege
- Less aware about uninclusive and discriminatory treatment of marginalized group
- Are more comfortable with members of marginalized groups who share similar behaviors, appearance, and values to them
- Hold to privileged group cultural beliefs, often without examination
- Collude, and if challenge, risk being ostracized/punished
- Focus on “how far we’ve come”

Marginalized Groups

- Less access to power and resources
- Often seen as less than, inferior, deficient...
- Often assimilate, collude, abide by the rules, try to fit in...
- Track the daily indignities they experience; very aware of oppression
- Punished if challenge the status quo
- Have their truth and experiences questioned and often invalidated
- Know more about members of privileged groups than privileged group members know about them
- Often struggle with finding a balance between who they are and who they are told they need to be to be “acceptable”
- Often struggle with finding their voice and speaking up to challenge
- Focus on “how far we need to go”

Key Concepts of Privileged/Marginalized Group Dynamics

- Not always about numbers
- Visible and invisible; Innate and chosen
- Multiple group memberships
- Not always about individual behaviors or feelings
- You didn’t ask for it and you can’t give it back

Adapted from materials developed by Elsie Y. Cross Associates, Inc.

PRIVILEGED GROUP		MARGINALIZED GROUP
Late 30's to late 50's/early 60's	1. Age	Younger; Older
White	2. Race	Person of Color; People who identify as Biracial/Multiracial
Male	3. Sex Assigned at Birth	Female; Intersex
Cisgender	4. Current Gender Identity	Transgender; Gender Nonconforming; Gender Queer; Androgynous
President, Vice Presidents, Directors, Managers, Supervisors	5. Hierarchical Level	Individual contributors; Direct service staff
Heterosexual	6. Sexual Orientation	Gay; Lesbian; Bisexual; Queer; Questioning
Upper class; Upper middle class; Middle class	7. Social Class	Working class; Living in poverty
Graduate or 4-year degree; highly valued school; private school	8. Educational Level; Credential; Certificate	High school degree; 1 st generation to college; less valued school; public school
Christian (Protestant; Catholic)	9. Religion/Spirituality	Muslim, Jewish, Agnostic, Hindu, Atheist, Buddhist, Spiritual, LDS, Jehovah Witness, Pagan ...
U.S. born	10. National Origin	"Foreign born;" Born in a country other than the U.S.
Non-disabled	11. Disability Status	People with a physical, mental, neuro, emotional and/or learning disability; People living with AIDS/HIV+ ...
"American;" Western European heritage	12. Ethnicity/Culture	Puerto Rican; Navajo; Mexican; Nigerian; Chinese; Iranian; Russian; Jewish...
Fit society's image of attractive, beautiful, handsome, athletic...	13. Size, Appearance, Athleticism	Perceived by others as too fat, tall, short, unattractive, not athletic...
Proficient in the use of "Standard" English	14. English Literacy	Use of "non-standard" English dialects; have an "accent"
Legally married in a heterosexual relationship	15. Marital Status	Single; divorced; widowed; same sex marriage or partnership; unmarried heterosexual partnership...
Parent of children born within a 2-parent heterosexual marriage	16. Parental Status	Unmarried parent; do not have children; non-residential parent; LGBTQ parents...
More years in organization; field	17. Years of experience	New; little experience in organization; in field
U.S. citizen	18. Immigration Status	People who do not have U.S. citizenship, are/assumed to be undocumented
Suburban; valued region of U.S.	19. Geographic region	Rural; some urban areas; less valued region
Light skin; European/Caucasian features	20. Skin color; phenotype	Darker skin; African, Asian, Aboriginal features...
Nuclear family with 2 parents in a heterosexual relationship	21. Family Status	Blended family; single-parent household; grandparents raising grandchildren; foster family; adopted; LGBT household
Extrovert; task-oriented; analytical; linear thinker	22. Work Style	Introvert; process-oriented; creative; circular thinker
	23.	

How Do You Identify?

1. Age	
2. Race/Racialized Identity	
3. Sex Assigned at Birth	
4. Gender Identity and Gender Expression	
5. Hierarchical/Positional Level	
6. Sexual Orientation/Sexuality	
7. Social Class	
8. Educational Level; Credential; Certificate	
9. Religion/Spirituality/Ways of Knowing	
10. Nationality	
11. Disability Status	
12. Ethnicity/Culture	
13. Size/Appearance	
14. English Proficiency	
15. Marital/Relational Status	
16. Parental Status (yours and or the adults with whom you grew up)	
17. Years of experience	
18. Athleticism	
19. Geographic region	
20. Skin color; phenotype	
21. Family Status	
22. Work Style	

Microaggressions

“Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.”

Blog by Dr. Derald W. Sue, Microaggressions: More than Just Race - Can microaggressions be directed at women or gay people? Published on November 17, 2010

<http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race>

Microaggressions: Characteristics

- Every day actions that occur all around us
- By people who believe they are fair-minded, without prejudice
- Possibly, without any conscious intent or malice
- Usually unaware of how their comment, tone, or behavior negatively impact others
- May be considered “no big deal”
- Few recognize the cumulative, enduring impact of constant barrage of microaggressions
- Some may not even recognize they experienced a microaggression until later

Potential impact and emotional toll on members of marginalized groups

- Uncertainty – never knowing when they will experience another microaggression
- Constantly vigilant, always tracking their surroundings
- Self-doubt ~ given the ambiguous nature of some situations, some might obsess over questions like, “Am I over-reacting? Being too sensitive? Misinterpreting what just happened? Just being paranoid?”
- If they bring it up to the member of the privileged group, often met with denial, defensiveness; fear that this could hurt their relationship, career path
- Left feeling “I don't belong, I can't be successful here”
- May change their behavior in hopes that this may lessen their experiences of microaggressions; may come across as overly friendly, helpful, passive, soft-spoken, ingratiating....
- Feel pressure to “act right” or their actions could be used to reinforce stereotypes about their marginalized group; carry the group on their shoulders

- Damages the respect they may have for members of privileged groups; may not use them as resources in the future
- Often invest time and energy trying to diagnose what happened, manage the impact and feelings, decide if and how to respond
- If choose to “let it go,” may judge self as colluding; feel guilty for not stepping up

Unproductive Meeting Behaviors

- a. In the 1st column, check-off any unproductive behaviors which you have observed in meetings.
- b. Then in the 3rd column, check-off any of these behaviors that you have ever done.
- c. Choose 5+ items, and in the 4th column, note the probable impact of each type of unproductive behavior.

Others do this	Unproductive meeting behaviors, when someone:	I've done this	Probable impact
	1. Makes inappropriate comments or "jokes"		
	2. Belittles the input or comments of others		
	3. Minimizes or rationalizes away the frustrations and comments of group members		
	4. Interrupts or talks over others		
	5. Engages in side conversations		
	6. Dominates the conversation		
	7. Makes snide or sarcastic comments		
	8. Only interacts and makes eye contact with people like them; people they like		
	9. Gives unsolicited "advice;" tell someone how they should have felt or responded differently		
	10. Dismisses or ignores the input of others		
	11. Disregards feedback from group members		
	12. Laughs at or makes fun of other group members		
	13. Treats peers with disrespect		
	14. Gives someone the "silent treatment" or "cold shoulder"		
	15. Uses a negative, judgmental tone		
	16. Uses an overly aggressive or forceful style		
	17. Refuses to participate in the discussion or the activity		
	18. Is silent, shut down or withdrawn		
	19. Challenges the validity of the information being presented to serve a personal agenda		
	20. Questions the usefulness of an activity or a discussion to serve a personal agenda		

	21. Gives excuses or PLEs (Perfectly Logical Explanations) for disrespectful comments and behaviors		
	22. Raises their voice to try to silence others		
	23. Emphasizes “good intent” and does not also listen to the impact of actions		
	24. Makes negative stereotypic comments about others or self		
	25. Tells others they are “too sensitive”		
	26. Repeats or rewords what members with lower status have just said		
	27. “Hears” and acknowledges ideas only if they come from members with higher group status		
	28. Does not engage or “hear” comments from members with lower group status		
	29. Judges or dismisses input from members of lower status groups if they express anger or frustration		
	30. Only asks members of lower status groups to repeat what they have just said		
	31. When confronted, frames the situation as an “attack”		
	32. Go to lunch or socializes only with certain group members		
	33. Acknowledges and praises only certain group members		
	34. Rolls their eyes or makes other negative nonverbal behaviors when others are talking		
	35. Chastises others publicly		
	34. Critiques and questions only the ideas and materials presented by lower status members		
	35. Bullies other group members		
	36. Has a patronizing or condescending manner		
	37. Derails the planned format and agenda to serve a personal agenda		
	38. Criticizes the personal character of group members		
	39. Takes credit for the work or ideas of others		
	40.		
	41.		

Common Universal Needs/Values

Adapted from R. Gill, L. Leu, and J. Morin (2009). NVC Toolkit for Facilitators.

acceptance	effectiveness	openness
adaptability	efficiency	order
appreciation	empathy	participation
authenticity	equality	partnership
autonomy	fairness	peace
awareness	follow-through	play
balance	freedom	presence
beauty	fun	progress
belonging	growth	purpose
caring	harmony	reflection
celebration	healing	relaxation
challenge	health	reliability
choice	honesty	relief
clarity	hope	respect
collaboration	humor	rest
communication	inclusion	safety
community	independence	security
companionship	inspiration	self-expression
compassion	integration	self-reliance
competence	integrity	space
consciousness	intimacy	stimulation
connection	joy	spontaneity
consideration	learning	stability
contribution	love	support
cooperation	matterng	trust
creating	meaning	understanding
creativity	mourning	warmth
dependability	movement	wellbeing
dignity	mutuality	
ease	nurturance	

Examples of Microaggressions

- | |
|---|
| 1. Over time you have noticed that most people do not greet or interact with someone who is using a wheelchair like they do with others walking by. |
| 2. You observe a colleague asking a person you think might be multiracial or biracial, "What are you?" |
| 3. You notice some of the newer staff getting talked over or ignored in meetings and more informal discussions. |
| 4. Someone talks louder and more slowly when addressing someone from Korea. |
| 5. You hear some people making fun of an "overweight" client. |
| 6. You notice when your task force meets to work on a project, the men only talk to men; whites only talk to whites; and overlook, don't engage other members. |
| 7. During a discussion about how to celebrate the winter holiday season, several staff are pushing the idea of a Secret Santa party to celebrate Christmas. You notice a few people look down or seem restless. |
| 8. You hear someone asking a person they think is Asian, "Where are you from? And where did you learn to speak English so well?" |
| 9. Someone is writing, "That's so gay!!" on the bulletin board. |
| 10. You notice a man standing really close to a woman. As she backs away a couple of times, the man continues to move closer. |
| 11. You overhear a staff member discussing what accommodations that they will need in the workplace, and the supervisor seems distracted and frustrated. |
| 12. You notice that some colleagues seem to react negatively when they see a woman wearing a veil/hijab. |
| 13. Over a casual lunch, one staff member talks about being LGBTQ and a colleague says, "I'll pray for you." |
| 14. You notice that the activities the manger is planning for "teambuilding" will require individuals to pay between \$40.00-50.00 each. |
| 15. At a party you see a group of U.S. born colleagues approach a new staff member from another country and ask him to teach them swear words in his native language. |
| 16. The manager continues to call two staff by the wrong names, confusing them for each other even though they look nothing alike; except they both are men of color. |
| 17. A supervisor refuses to use the gender pronouns and name of a transgender employee. |
| 18. You notice some of your friends regularly looking women up and down, staring at their breasts. |
| 19. A manager doesn't agree with a staff member and seems to raise their voice to silence them and end the conversation. |

20. You notice the organization’s website talks about people of color, but never mentions anything related to Native Americans or Indigenous Peoples.
21. A colleague asks a team member, “How did you get hired with your type of learning disability?”
22. You overhear someone saying to an African American woman, “You’re very articulate!”
23. In a group meeting a woman questions a male colleague and he turns and mutters, “What a B_____!”
24. A Latina friend of yours is talking to some of the staff in the hallway about a supervisor’s comment she felt was racist. One of the white staff says, “Why do you have to make everything about race? They treat everybody that way! They are an equal opportunity obnoxious person!”
25. Clients who are Black or Latino are more often asked to show 1-2 forms of ID when they check out and pay their bill, while white clients are not.
26. You notice that some team members repeatedly mispronounce or shorten a colleague’s name who is from Pakistan.
27. In the break room, staff are talking about immigration issues and turn to the only Latino in the group and ask, “What do you think about what is going on?”
28. While walking past the coffee station, you overhear a few people making disparaging comments about Islam and Muslims.
29. The events manager schedules a high-profile awards ceremony in a venue that requires all awards recipients to climb 6 steps onto a stage.
30. You notice that the manger seems to pick the same few, more experienced employees for special projects and more valued/visible “stretch opportunities.”
31. You see a couple of clients treating a custodial staff member with disrespect.
32. As some staff are talking about a female colleague who is rumored to have filed sexual harassment charges against a male supervisor, you hear one of them say, “Given me a break! Do you see what she wears to work?!?”
33. In the organization’s cafeteria, someone at your table leaves they tray as they start to leave. When someone reminds them to bus their dishes, she says, “These workers get paid to clean up after us.”
34. When someone points out the racist comment a colleague just made, their 1 st reaction is, “I’m not racist. I was just kidding. I didn’t mean it.”
35. During a meeting about the need to hire and retain more women in leadership, you notice a couple of men having a side conversation and smiling.
36. During a teambuilding retreat, a newer, younger staff member is talking about some unproductive team dynamics and an older colleague says, “That happens to me, too, and it has nothing to do with being new.”

37. You overhear a white colleague saying to a woman of color, "You should straighten your hair. You'd be much more attractive."
38. You overhear a colleague talking about how their child is attending community college and takes the bus to the campus. Someone says, "What, are you too cheap to buy them a car?"
39. When a woman gets confused during a meeting, someone says, "She's having a blonde moment!"
40. A supervisor listens intently and considers new ideas when a more experienced employee raises them, but quickly shuts down new or younger staff who ask questions or offer innovative ideas.
41. A female supervisor is assumed to be the secretary of the department.
42. You see people shaking their heads as they watch an overweight person putting food on their plate in the cafeteria.
43. A colleague sees two men holding hands and cuddling, and mutters, "I don't care what they do in their bedroom, but do they have to flaunt it in public."
44. Someone comments to a person of color: "You got this job because of your race!"
45. You often see people standing and talking to colleagues at the desk of the administrative assistant while s/he is there trying to get work done.
46. In a required training online course, the videos are not captioned.
47. A manager publicly chastises an employee if they are a few minutes late to a meeting, but then will casually walk in 10 minutes late and not apologize for keeping others waiting.
48. A male manager of color is working on the weekend in jeans and a t-shirt and is assumed to be a maintenance worker.
49. You observe a supervisor talking to an "average looking" staff member who seems to get distracted when a "very attractive" staff member walks by and quickly stops talking to the original person and turns their attention to the more attractive one.
50. The trainer in a leadership workshop talked about how Columbus discovered America.
51. A leader visiting the project team greets several members by name, then just nods as they greet the only person born outside the U.S., and doesn't use their name.
52. Three men of color were talking at the coffee station, and someone walked by and "joked", "You're not starting a gang, are you?"
53. You hear colleagues all too frequently use derogatory terms to describe situations or people, "That's so gay!" "She's such a retard!" "He's such a pussy!"
54. During a hiring process, one of the committee members has positive comments only for the white men and white women candidates: "He seems like he'd be a good fit;" "She'd be a team player."

55. A 6-foot person pats the head of someone who is 5'2", someone they hardly know.
56. Introducing the male leader as Dr. ___, and the female leader with a doctorate as Ms. _____ or by her first name.
57. A manger frequently announces new practices or changes the focus of task forces without including those who have to develop or implement the decisions.
58. A team member who often raises issues is not invited to lunch when the manager organizes informal gatherings among most staff.
59. At a coffee break you overhear a colleague say, "The realtor brought a Mexican family to view the house next door. I just hope my neighbor doesn't sell to them."
60. You notice the group tends to not engage their colleague who is hard of hearing, even when they offer an idea.
61. An athletic coach called the captains together and asked, "Who is gay on the team?"
62. Someone called security to investigate a man of color who was walking through the building. He was a supervisor from another department.
63. An employee transitioned from female to male. The supervisor refuses to use his pronouns and constantly refers to him by his previous name.
64. A team member suggests to translate key forms and policies into the most common 1 st languages of the customers, and the manager refuses to support this.
65. A colleague with children asks a new female employee, "Do you have kids?" When she says "No," the person says, "What a shame. You'd make a wonderful mother."
66. While reviewing resumes, someone asks about a candidate who is a recent Veteran, "I wonder if he has PTSD?" No one suggested he be given an interview.
67. A middle-aged white woman seemed surprised as she said to the black male passenger in the seat next to her, "You are so well-spoken and have a Masters!"
68. You hear a colleague say, "These Chinese and Arabic names are too hard to pronounce."
69. A colleague recounted how an academic advisor had told her daughter, "You want to go into Engineering? Most females drop out in their 1 st or 2 nd year."
70. Several mid-level managers are talking about the expensive vacations they took with their families during a team meeting. A few lower level staff sit silently.
71. As a task force was updating the organization's policies, someone suggested they revise any irrelevant gender-specific language. No one in the group supported this idea.
72. A major organizational event is schedule on a high Jewish holiday.
73. A white teenager says they want to go to a specific junior high where the students are predominantly black and Latinx. Her parents comment, "You're so smart. You should go to a different school."

74. A manager mumbles as an accommodations meeting for a new employee is starting, "I don't know why we have to do this."
75. A frustrated customer asks a lower level employee to do something that is against organizational policy. As the staff member explains why they can't, the customer gets angrier, raises their voice, and demands to speak with a manager. When the manager come over, the customer is very sweet and polite.
76. When parents try to register their child for school, the form only has two options to list their names: mother and father.
77. A team leader talks more slowly and with a louder voice to a team member whose English is their 2 nd language. Later, when the employee offers an idea, the leader interrupts them and changes the subject.
78. A younger employee offered an idea that many thought was innovative and exciting. A 58-year old team member looked frustrated as they turned to a colleague and muttered, "I suggested that last week and no one liked it then...."
79. A new team member asked a question in a meeting and offered an alternative idea for the project. One of the more experienced staff said, "When you are here longer, you can criticize me."
80. A colleague said, "I've been so schizophrenic lately...I can't seem to decide on anything!"
81. The policy is that employees need to pay their own travel expenses to conferences and later get reimbursed by the organization.
82. A team leader walks quickly up to the desk of the administrative assistant and interrupts them talking to a colleague, "I need 25 copies of this immediately for my meeting."
83. A white team member comes back from a vacation at a beach and says to a Latina colleague, "I'm now as dark as you!"
84. You overhear a white colleague complaining about the diversity training, "Why do we have to label everyone? I see people as people. I am color-blind. I don't see race."
85.
86.
87.
88.
89.

Common Unproductive Reactions

Fight Responses

- Aggressively argues and debates
- Raises their voice, yells
- Tries to silence others
- Tries to compete, win at any cost
- Interrupts
- Self-righteous, arrogant, or condescending behaviors
- Controlling, manipulative behaviors
- Intimidating, threatening behaviors
- Forces change
- Aggressively attacks and berates
- Dismisses or minimizes the comments of others
- Explodes and directs their feelings onto others
- Sarcastic or off-handed remarks
- Belittling comments
- Intentionally tries to embarrass others
- Criticizes or accuses with the intent to humiliate and shame
- Bullies others into submission
- Turns their words against them

Flight responses

- Gets defensive
- Becomes overly guarded
- Withdraws
- Ignores or avoids issues
- Tries to smooth over conflict
- Placating to keep things under control
- Minimizes, downplays the issues or conflict
- Shuts down
- Disengages
- Uses humor and jokes to distract and smooth things over
- Quickly changes the subject
- Pretends to agree to avoid conflict
- Uses crying to distract and not engage

Freeze responses

- Blanks out, forget what wanted to say or do
- Zones out
- Feels frozen, like they can't move
- Doesn't respond or interrupt exclusionary comments and actions
- Overly anxious and scared

Flounder Responses

- Giving contradictory comments/examples
- Stream of consciousness, blabbering
- Off on tangents; way off topic
- Can't decide: maybe this or maybe that
- Out of your body, still talking

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What Could You Do? ADDRESS IT!

Directions: Choose 1-2 examples of microaggressions and exclusionary situations. Write each one in the left-hand column. Then discuss and note how you could ADDRESS the situation in the other column.

Consider as you discuss:

- What is the probable impact if **no one speaks up** in this situation?
- What could be the **positive outcomes if someone does intervene** and speak up?
- What could you do to **ADDRESS*** the situation?
 - **A** = Acknowledge (that something occurred)
 - **D** = Dialogue (in the moment or afterwards)
 - **D** = "Document" (tell someone; use the Bias Reporting System)
 - **R** = Redirect (the conversation)
 - **E** = Educate (the person)
 - **S** = Stop (the exclusionary behavior)
 - **S** = Support (the people impacted)

Microaggression, Exclusionary Situation	WHAT COULD YOU DO?

Developed by Naomi Sigg, Director of Office of Multicultural Affairs, Case Western University, 2015
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PAIRS: EFFECTIVE DIALOGUE SKILLS

P: PAN the environment and yourself; describe what you notice or engage others based on what you see (**Pay Attention Now**)

- I'm noticing I'm feeling...anyone else?
- I noticed how quiet everyone got; I'm wondering what is going on for folks?
- It seems some people were impacted by that statement, am I right?
- I'm noticing you're speaking with a lot of energy and emotion...
- I'm noticing that people get interrupted as they try to share...
- You seemed to have a reaction to what I just said...

A: ASK about the specifics behind the person's comment or behavior

- Could you say more about that...Tell me more...
- Can you give us an example of what you're saying...
- Help me understand what you meant by that?
- What were you hoping to communicate with that comment?
- Can you help me understand what your intent was when you said/did...
- Can you give me some background on this situation...
- How were you impacted when... What were you feeling when...

I: INTERRUPT the dynamics

- Let's slow down the conversation and talk about what just happened...
- I'm going to interrupt and try a different approach to this conversation...
- We are not engaging according to our group norms.
- Let's take a breath...

R: RELATE to the person or their comment/behavior

- I relate to what you're saying, I...I have felt the same way...
- I remember a time when I... I did the exact same thing...
- How do others relate to that comment?
- What you're saying seems to relate to what so-and-so just said...

S: SHARE about yourself ~ self-disclose with a story or example; your feelings in the moment; the impact of a comment or behavior, etc.

- When I hear you say that I think/feel....
- Just last week I... I remember when I...
- I was socialized to believe...
- I'm beginning to feel ____ ...
- My heart aches as you tell that story...
- I notice I'm feeling a little triggered...

Engaging Skills	Examples/Descriptions
Ask the person for more information ~ seek to understand	<ul style="list-style-type: none"> • Can you tell me more... • Can you give me an example... • Can you give me some background on this situation... • What do you mean when you say... • Help me understand what you disagree with...find frustrating... • Help me understand how you came to that conclusion? • What were you feeling when...? • What's your perspective? • What led you to that conclusion?
Paraphrase the person's comments	<ul style="list-style-type: none"> • So you're saying that... • So you feel that... • So you think that... • Are you saying that... • So from your perspective...
Explore their INTENT	<ul style="list-style-type: none"> • Help me understand your intent when you... • What had you wanted to communicate with your comment? • What was your intended outcome? • What is underneath your comment/question?
TRACK/PAN the person's body language, tone, and comments	<ul style="list-style-type: none"> • I notice you had a reaction to what I just said... • I don't believe she was finished with her comment... • I notice you just got very quiet...looked away...shook your head... • I'm noticing your tone of voice... • I'm noticing your body language...
Explore the IMPACT on them	<ul style="list-style-type: none"> • It seems my behavior had an impact on you... • How did that impact you? • What were you feeling when...
Acknowledge and validate their points as much as possible	<ul style="list-style-type: none"> • I hear that you feel... • I can see that from your perspective you think... • I'd probably feel ____, too...
Explore possible solutions	<ul style="list-style-type: none"> • What do you think we can do? • What do you see as the next steps? • One thought could be to...what do you think? • Might it be possible to...
State your desired outcome	<ul style="list-style-type: none"> • This is what I suggest we do... • I want to...I need...
Summarize the dialogue	<ul style="list-style-type: none"> • Summarize the dialogue without stating opinions or judging the dialogue. • So we've discussed...we agreed to...

Group Identity Cards: Various Ways to Use Them with Your Team Members

1. Socialization experiences

- a. Invite each person to: Choose 4-6+ group identities that seemed to have **had the most influence in shaping your experiences as you were growing up.**
- b. Have them share stories, reflections and insights in groups of 3-4

2. Panning

- a. Ask folks to choose the cards that reflect the group identities they tend to notice and pay attention to when they are scanning/panning group dynamics in meetings

3. What is on your “screen?”

- a. Ask participants to make 3 piles or groupings of cards
 - i. Areas of diversity that you most often think about, are “on your screen”
 - ii. Those that you sometimes consider and think about
 - iii. Those you most often do not consider or think about
- b. Share in groups of 2-3
- c. Large group debrief

4. Your privileged and marginalized group memberships

- a. Ask participants to make several groupings ~ Categories of diversity where they are in:
 - i. A privileged group
 - ii. A marginalized group
 - iii. A group where they receive both marginalization and some forms of privilege
- b. Share in 2-3's: share examples and stories, insights

5. Which playing card are you, generally?

- a. Ask folks (after completing the playing card activity) to think about which “card” they get treated as:
 - i. In most situations
 - ii. In varying contexts
- b. Note: They can use the group identity cards to talk about the intersections of various cards that contribute to the various forms of treatment they receive in different settings

6. Next steps in your professional development

- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Know a lot about; could coach others
 - ii. Know some, but want to know more
 - iii. Don't know much; need to learn quickly
- b. Share in groups of 2-3
- c. Large group debrief

7. Which types of microaggressions do you interrupt effectively in a consistent manner?

- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Easily recognize the types of microaggressions that occur AND respond effectively
 - ii. Generally, I can recognize them in the moment, but I struggle to respond effectively
 - iii. Not very aware or respond very effectively
- b. Share in groups of 2-3
- c. Large group debrief

8. Stereotypes

- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Recognize they still have stereotypes about privileged and/or marginalized groups
 - ii. Intentionally have worked hard to interrupt and unlearn the socialized stereotypes about privileged and/or marginalized groups
- b. Share in groups of 2-3
- c. Large group debrief

9. Beginning to analyze current policies, practices, services and programs with an Inclusion Lens

- a. Identify a practice, policy, program or service to analyze
- b. Ask folks to use the group identity cards to identify all of the marginalized groups that MAY be negatively (unintentionally) impacted by the current state; And/or have extra hurdles and obstacles given the current state
- c. Could also make several groupings:
 - i. Most likely negatively impacted
 - ii. Not sure if this group would be
 - iii. Probably would have needs met, advantaged, or at least not disadvantaged by the current state

10. Scanning how we present to others

- a. Ask people to “scan” you and your environment for a week or so
- b. Then use the cards to describe which topics of diversity you seem to talk about, champion, or care about based on what they observed about you:
 - i. in meetings
 - ii. in your office area
 - iii. on Facebook, Pinterest, Instagram
 - iv. as you interacted in the organization

11. Conducting an Environmental Scan

- a. Divide up the 24 cards among team members
- b. People can work individually or in pairs
- c. Ask folks to each to use each card as a “lens” through which to observe, scan, and experience the unit to begin to assess how the environment sends messages about how welcomed, respected, and attended to members of various marginalized groups may feel Office decorations
- d. Ask folks to pay attention to everything, including:
 - i. Who is present in the office; how do they interact across group memberships?
 - ii. Office decorations, paintings, posters, bulletin boards
 - iii. Pamphlets, books, and other materials on display
 - iv. Web site statements, pictures/graphics, descriptions of programs and services, marketing
 - v. Office set-up
 - vi. How accessible is the office space/web site for people with disabilities (mobility, visual, hearing, learning) and language differences?
- e. Have people share their evidence and observations in staff meetings or at a retreat

Group Identity Cards

Race/Racialized Identity	Educational Background
Customer-facing/ Back office	Skin Color
Gender Expression, Presentation	Position & Level in the Organizational Hierarchy

<p style="text-align: center;">Immigration Status</p>	<p style="text-align: center;">Religion/Spirituality/ Ways of Knowing</p>
<p style="text-align: center;">Age</p>	<p style="text-align: center;">Veteran/Military Status</p>
<p style="text-align: center;">Disability Status (Learning; Sensory; Mental health or psychological; Mobility; Neurodiverse; Chronic illness; ADD/ADHD; TBI; Autism/Asperger's, etc.)</p>	<p style="text-align: center;">Socio-Economic Class (of origin; current)</p>

Size/Appearance	Relationship/ Marital Status
Family Make-Up (of origin, current; family constellation; household members)	Years of Experience (in the field, organization)
Geographic Region	Sexual Orientation/Sexuality

**Housing
Status**

**Language Proficiency/
Use of English/
“Accents”**

**Criminal
Background**

**Gender Identity
(Cisgender, Transgender)**

**Work Style
(extrovert or introvert, results
or process oriented, etc.)**

**Sex Assigned At Birth
(male, female, intersex)**

**Ethnicity/
Culture**

**Nationality/
Citizenship**

**Food Availability/
Security**

**Revenue producing/
not revenue producing**

Athleticism

Notes