



# **DIVERSITY & INCLUSION TOOLS & RESOURCES**



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**SECTION I:**  
**TIPS & TOOLS**

## TIPS FOR HAVING CRUCIAL CONVERSATIONS

- Have a clear goal for the conversation – what is your purpose for having the conversation? what outcome do you want to achieve? During the conversation, stay “on purpose” and focused on the desired outcome rather than dwelling on the other person’s offense.
- Recognize that there can be a “disconnect” between one’s intent and the impact of our communications. Take a 3 second pause to think, before speaking, about how best to align your intent with the possible impact on the other person so the message is understood as intended.
- What we say is not always in alignment with the unconscious messages we send through non-verbal cues such as tone of voice, posture, eye contact, etc. Paying attention to these non-verbal messages can help ensure the message you intend to send is the message received.
- Be aware of when you are reacting to “triggers” – words or actions that make us go on the defensive –practice deep breathing, counting to 10 or other relaxation techniques that relieve stress and allow us to control our emotions before responding.
- Practice deep listening – give the person your full attention; stop thinking about what you will say next; ask clarifying questions; don’t immediately go to your preferred solution – seek first to understand the other person’s perspective.
- Use simple, clear, direct and neutral language to deliver your message; Give examples to demonstrate.
- Be respectful and sincere. Don’t “talk down” to the other party; for example, lecturing in a judgmental, condescending tone can imply that someone is incompetent and derail the conversation.
- If you are the recipient of a complaint, ask the other person what remedy they wish to see. If you want to see a behavior change from someone else:
  - Describe the inappropriate/offensive behavior
  - Describe the impact of the behavior (share your perspective using “I” statements)
  - Ask for a change in the behavior
- If you are uncomfortable having the conversation, seeking the support of an ally – especially someone who is a peer of the other person – can be a successful strategy.
- Timing of the conversation is important – make sure that both you and the other person can give the conversation the attention it deserves and that you can fully engage in a calm, non-accusatory manner.

## STRATEGIES FOR MANAGING UNCONSCIOUS BIAS

- First, simply accepting that we all have biases. Without such awareness and acceptance, we won't be able to recognize their influence.
- Expanding our knowledge and exposure to others of varied backgrounds. Research shows that such exposure can go a long way in changing the automatic associations made by our brain.
- Develop and use structured processes for decision-making and require written justification of those decisions.
- Create clear criteria and objective standards that is directly related to the task (e.g. job performance, committee assignments, etc.) before the selection/evaluation process begins.
- Reminding ourselves of likely biases before making important decisions is another strategy that research shows can reduce bias.
- Reviewing people process results – hiring & promotion rates, compensation, performance ratings and employee feedback on a regular basis can help uncover hidden biases.

## **STRATEGIES FOR CHALLENGING PREJUDICE: HOW TO BE AN UPSTANDER**

- Recognize that people from dominant groups have important roles to play in promoting inclusion.
- Identify and cultivate the attitudes and values of “tempered radicals” — people so dedicated to the success of the group that they are willing to speak up when things are wrong.
- Teach about diffusion of responsibility and how to overcome it. Increase perception of allies willing to break conformity.
- Recognize and counteract the belief in a just world.
- Challenge the practice of prejudiced conversations as appropriate social activities.
- Expand conception of prejudice from an individual consciously-held attitude to a systemic inequality of outcome.
- Create the expectation in your circle of acquaintances that prejudiced behaviors will result in a loss of social status.
- Set the norm for respectful behaviors. Train leaders to set this norm.
- Challenge adversarial and zero-sum beliefs.
- Teach about diffusion of responsibility and how to overcome it. Increase perception of allies willing to break conformity.

## STRATEGIES FOR REDUCING PREJUDICE

- Work toward achieving a critical mass of the minority.
- Identify and cultivate “tempered radicals”—people so dedicated to the success of the group that they are willing to speak up when things are wrong.
- Teach about diffusion of responsibility and how to overcome it. Increase perception of allies willing to break conformity.
- Arrange for cooperative, equal status, diverse groups working toward common goals in an atmosphere of cooperation, equality, and friendship.
- Set the norm for respectful behaviors. Train leaders to set this norm.
- Expose people to art that depicts the humanness of and diversity within groups.
- Find motivations of people and frame prejudice reduction goals as being in concert with these motivations: enlightened self-interest.
- Challenge adversarial and zero-sum beliefs.
- Find ways to get people to behave in the direction of the desired attitude, which should effect an internal change if there is not a large external reward attached to it.
- Learn to recognize and counteract stereotype activation: “saying uh-oh to the uh-oh.”

## BEST PRACTICES FOR ADDRESSING SEXUAL HARASSMENT ON CAMPUS

Prevention of sexual harassment should be an important priority for all organizations, yet many are focused on merely “checking the box” by requiring an on-line, unimaginative training with a simple multiple choice test at the end in an effort to merely comply with the law. But we do not hold ourselves to this standard for most of our other work. Few of us have as our professional goals to finish our education with a 2.00 Grade Point Average and exit the workforce at the same level in which we entered. We have aspirations for our careers, and we should have aspirations for our workplace climate that go beyond mere compliance and into a commitment to establish and maintain a fully respectful workplace.

Moreover, the “check the box” approach communicates clearly that the leadership does not consider sexual harassment prevention to be very important, and we know that leadership—the top-down strategy—is one of the keys to effective prevention. When leaders make strong statements expressing their commitment to a fully respectful workplace climate and model that commitment through their behaviors, the organization is much less likely to have problems. The bottom-up strategy is also a key component—to train all employees to intervene as bystanders to address problematic behavior even at low levels.

Best practices include:

- A strong policy that is periodically reviewed prohibiting harassment, giving examples of prohibited conduct within specific work environments, covering consensual relationships, including multiple options for reporting, and stating that retaliation is a violation of policy.
- Investing resources into prevention. Currently, most institutions of higher education invest more money and time in protecting students’ and employees’ emails than they do in protecting their bodies and psyches.
- Periodic climate surveys of all employees and students to gauge the frequency and severity of incidents.
- Leadership training on how to create and maintain a fully respectful environment.
- Trained professional who respond swiftly to complaints with thorough investigations.
- Swift and strategic responses to critical incidents in which leaders seize teachable moments and demonstrate their commitment.
- Injunctive relief: protection of complainants while cases are under investigation.



## BEST PRACTICES FOR ADDRESSING SEXUAL HARASSMENT ON CAMPUS (CONT.)

- Affirmatively raising the issue. Most organizations have policies but do little to keep the policies in the awareness of employees and students, in which case they are nearly useless. Policies must be highly visible.
- “One-stop shopping” website that directs all parties to campus and community resources.
- Victim advocates who can be main points of contact for complainants, helping them to obtain necessary services and explore their options for resolutions.
- Terminating employees who display patterns of egregious harassment.
- Rehabilitating employees who have displayed less egregious problem behaviors.
- Implementing bystander intervention training for all.
- Developing codes of conduct and communicating clear expectations for workplace behavior.
- Evaluating the general equity of the work environment and taking steps to correct inequities.

Abrams, Z. (2018). Sexual harassment on campus. *Monitor on Psychology*, May, 68-71.

Cantalupo, N. C. & Kidder, W. (2017). A systematic look at a serial problem: Sexual harassment of students by university faculty. *Utah Law Review*, Retrieved May 4, 2018 from [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2971447](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2971447).

## **BEST PRACTICES FOR ADDRESSING GENDER-BASED VIOLENCE (SEXUAL ASSAULT, INTIMATE PARTNER VIOLENCE, AND STALKING) ON CAMPUS**

The gold standard for prevention of and response to gender-based violence is the Coordinated Community Response Team (CCRT). One or more full time positions are dedicated to coordinating the various stakeholders on the campus and in the surrounding community. Team members should include:

- Campus and community counselors and psychotherapists
- Residence life and Dean of Students staff
- Title IX officers
- Campus and community law enforcement
- Student conduct officers
- Community domestic violence and sexual assault agencies
- Student and community activists
- Student and community health practitioners
- Student and community multicultural centers
- Campus and community agencies that address sexual minority issues
- Victim advocates
- Peer educators
- Disability services

The team and its subcommittees (prevention, investigation, enforcement, programming) meet periodically to set goals and benchmarks for prevention and response. Best practices include:

- Affirmative consent policies requiring the presence of a “yes” rather than merely the absence of a “no” for sexual behaviors. Many victims experience a tonic immobility (“freeze”) response and are physically incapable of resisting.
- Immunity
- All law enforcement personnel trained in trauma-informed interviewing (<https://nij.gov/multimedia/presenter/presenter-campbell/pages/welcome.aspx>)
- Title IX investigators who respond rapidly to any complaint involving gender-based violence
- Victim advocates assigned to each complainant to help them through legal and policy processes and access resources such as medical and counseling services.

## **BEST PRACTICES FOR ADDRESSING GENDER-BASED VIOLENCE (SEXUAL ASSAULT, INTIMATE PARTNER VIOLENCE, AND STALKING) ON CAMPUS (CONT.)**

- Extensively trained peer education programs embedded in existing student groups such as fraternities, sororities, athletic teams, residence halls, student government, student interest groups, etc.
- Leadership training for President, Board members, and senior leaders on setting the tone of respect among their subordinates.
- Structural problems such as pay and duty inequities studied and rectified.
- Adequate personnel and financial resources allocated for prevention and response.
- An annual climate survey conducted to measure and track levels of misconduct by students and staff.
- Bystander intervention training for all students and staff.
- Rigorous evaluation of all programming (technical assistance available from the National Sexual Violence Resource Center (NSVRC):  
<https://campus.nsvrc.org/course/index.php?categoryid=15>)
- “One-stop shopping” website that directs all parties to campus and community resources.
- Periodic policy review and update.
- Evaluation of physical environments for risk: residence halls, fraternity and sorority houses, athletic facilities, etc.
- Periodic evaluation of all programs by outside assessors.
- Injunctive relief (protection of complainant) while cases are being handled.
- Trained advocates for complainants and respondents during hearings and investigations.

Koss, M. P., White, J. W., & Lopez, E. C. (2017). Victim voice in reenvisioning responses to sexual and physical violence nationally and internationally. *American Psychologist, 72*, 1019-1030.

McDermott, R., Kilmartin, C. T., McKelvey, D. K. & Kridel, M. M. (2015). College male sexual assault of women and the psychology of men: Past, present, and future directions for research. *Psychology of Men and Masculinity, 16*, 355-366.

## STRATEGIES FOR SPEAKING OUT ON INAPPROPRIATE BEHAVIOR

The following has been adapted from a Kirwan Institute resource on responding to biased comments.

### Steps to Being an Upstander

- Identify the emergence of bias.
- Decide to address the situation.
- Take action.
- Continue the conversation.

### Strategies for Speaking Out

- Use Humor
  - *“What are you?” “Human! How about you?”*
  - *“Your English is so good!” “I hope so; it’s the language I’ve been speaking my entire life!”*
- Be literal/refuse to rely on the assumption being made.
  - *“That’s so gay!” “I didn’t know that \_\_\_\_ could have a sexual orientation. How does that work?”*
  - *“That stereotype gets me every time! I don’t understand why so many people think that stereotyping an entire group makes any sense.”*
  - *“I don’t get the joke. Can you explain it to me?” If they say that “it was just a joke” or that “you can’t take a joke” you can say, “I know that you think it’s just a joke. But I don’t find it funny.”*
- Ask questions that invite discussion.
  - *“What do you mean when you say that?”*
  - *“Do you know what that phrase actually means and where it came from?” Most people have no idea that it actually has an offensive meaning.*
- State that you are uncomfortable.
  - *“That phrase makes me uncomfortable. Could you please not use it around me?”*
  - *“Assumptions about an entire group of people make me uncomfortable. I don’t think that we can take that assumption for granted or make our decisions based off of it.”*
- Use direct communication.
  - *Speak honestly and from the heart, using “I” statements to communicate how you are feeling, why, and what could be done.*
  - *“I know that you aren’t intending to stereotype anyone, but as your friend/colleague I wanted to let you know that what you said/did could easily be interpreted that way. Since I know you’re a good person who cares about others, I would hate for you to accidentally say/do it again without realizing how it can come across.”*

## **INTEGRATIVE LEARNING STRATEGIES TO FOSTER CULTURAL COMPETENCY**

There are numerous teaching/learning activities which have been found effective in developing sensitivity and ability in cultural competent care. These suggested activities are intended to assist faculty in selecting appropriate teaching/learning strategies for classroom and specific clinical settings.

### **Classroom Teaching Strategies**

- Assign students to perform their own cultural self-assessment
  - Explore student's own cultural backgrounds; family origin; advantages and disadvantages of belonging to own ethnic/racial group; own biases; prejudices and stereotypes about own group and others; similarities and differences between own group and others
  - Construct family history, including genogram and ecomap of resources
  - Share cultural symbols, food, and stories with other students.
  
- Assign students to do oral presentations on a cultural assessment of a family and its neighborhood
  
- Use guest presentations on cultural topics
  - Patients from diverse backgrounds who can speak of their experiences

Excerpted from: American Association of Colleges of Nursing, Tool Kit of Resources for Cultural Competent Education for Baccalaureate Nurses, August 2008.

## **STEPS TO BECOME MORE WELCOMING AND INCLUSIVE**

### **When Planning Meetings and Programs**

- Create and enforce a policy that meetings and events must be held in locations that are easily accessible for people with disabilities and comfortable for people of different backgrounds and religions. Consider alternating locations to accommodate different commuting distances.
- Schedule meetings and events to avoid conflicts with religious and cultural holidays for different groups.
- Offer food and refreshment options that meet varied religious, dietary, and personal preferences.

### **During Meetings and Programs**

- Encourage members to sit with and get to know people they don't already know.
- Discourage cliques. Consider having a greeter to connect new participants with members as they enter.
- Make your room setup welcoming. Have enough chairs for participants, and arrange them in a circle if possible.
- Start meetings with introductions, and ask participants to share their preferred names and gender pronouns. Respect gender pronouns and gently correct others who make mistakes.
- Encourage equitable participation in discussions. Do not allow certain groups or individuals to dominate discussions at meetings and events.
- Discourage and interrupt prejudiced and derogatory language, as well as assumptions about people with certain identities.
- Use inclusive language, and encourage others to do so. For example, tell members that they are encouraged to bring their "partners" to the event instead of "husbands."
- Diversify guest speakers. Invite speakers who are able to speak to a plurality of experiences and do not just represent the narrative of the majority of your membership.

### **Celebrating Diversity**

- Create/sponsor activities to explore issues of diversity and inclusion.
- Create opportunities for faculty/staff to identify and share their similarities and differences.
- Coordinate activities and events to celebrate the University's diversity, such as a heritage day.

## **STEPS TO BECOME MORE WELCOMING AND INCLUSIVE (CONT.)**

### **Engagement and Leadership**

- Conduct orientation sessions for new staff/faculty or have special events so that new members feel welcomed and included.
- Provide staff/faculty with a clear pathway to developing as leaders.
- Encourage new members to become involved in activities and pursue leadership opportunities, but be flexible in accommodating personal responsibilities and other time commitments.
- Encourage, recognize and reward leadership participation in D&I initiatives.
- Make decisions collaboratively when appropriate, and ensure that decision-making processes are transparent.
- Give all members the opportunity to provide input in the priorities and programs.
- Include discussion of D&I goals/accomplishment a standing agenda item on staff/faculty meetings.

### **Marketing**

- Develop, widely distribute and post the University's diversity and inclusion statement on campus, in publications and on your website.
- Take steps to make sure that marketing materials represent diverse identities and use inclusive and inviting language.
- Diversify your marketing strategy. Promote opportunities and events through multiple channels, including flyers, e-mail, word of mouth, and social media.

### **Evaluating**

- Regularly evaluate efforts to create and maintain an inclusive and welcoming environment and adjust plans.
- Regularly review policies and procedures to uncover unintentional bias or discriminatory impacts.
- Follow up with new faculty/staff to find out their impressions and how welcome they felt. Use this feedback to make adjustments where necessary.

## **STRATEGIES FOR COMMUNITY ENGAGEMENT AND COLLABORATION**

Collaborating with diverse organizations in your community (locally and more broadly) can help you increase your impact and expand recruitment efforts. By focusing on intersectionality, you may find common goals with groups that serve other marginalized communities, such as LGBT resource centers, organizations that serve immigrant populations, etc. Work with diverse organizations to hold programs that elevate the voices of diverse communities on important issues.

### **FINDING COLLABORATORS**

#### **I. Brainstorm**

Start by brainstorming about groups in your community that may be interested in building relationships with you.

#### **II. Assess Alignment and Community Influence**

Consider these two important factors as you research potential collaborators.

- **Mission alignment:** How well does the focus of the potential collaborator align with JMU's mission? Some organizations have similar interests, such as women's health, the wage gap, domestic violence, and encouraging underrepresented groups in STEM careers.
- **Community influence:** How well-known and respected is the potential collaborator in your community? Does the group have a large and diverse base? How active is it? You have a limited amount of time and energy to put into collaborations, so be strategic about the groups you choose. Seek groups that are well-aligned with your mission and have a strong influence in the community.

### **PRINCIPLES FOR WORKING WITH OTHER GROUPS**

- Build mutually beneficial relationships.
- Consider not only what other groups can do for you but also what you can do for them. As you build your relationship, work to understand their mission and goals and how you may be able to work together, while also being clear about what you are looking for out of the relationship.
- Think outside the box for ways you can enhance their work. What value can you offer to collaborators?



## STRATEGIES FOR COMMUNITY ENGAGEMENT AND COLLABORATION (CONT.)

- Consider cross-promoting events to each other's networks, helping them access your community contacts, and sharing best practices for navigating community systems and bureaucracies.
- Don't make it a "one and done."
- Although working together on a particular event may help launch a new relationship, having successful relationships with other groups requires continued engagement over time. Just like any individual relationship, you must nurture and invest in it to make it stronger.
- Touch base with the groups you have engaged with to explore how you can continue to work together and support each other's work.
- Understand and respect different approaches, styles, and processes.
- Every organization has a different culture and way of operating. Your collaborators may have many priorities, and while your goal is at the top of your list, other organizations may be working on projects that feel more pressing to them. (The stronger your relationship and the more mutually beneficial the project is, however, the higher your event will be on their priority list.)
- Different organizations have different timelines; be flexible
- Some organizations have a dominant culture of e-mailing, while others favor unscheduled phone calls or planned in-person meetings.
- Some of your contacts have the autonomy to make decisions and move forward on your joint work, while others may need time to consult with others before being able to move forward.
- Work to understand other organizations' operating methods and to agree on timelines, check-ins, and more. If you are having a challenge communicating, it may reflect a different way of operating rather than a lack of commitment to the collaboration.
- Distribute credit fairly.
- Make sure you recognize your collaborators for their work on a joint project. For co-sponsored events, list all collaborators on materials. Not only will this build trust with your collaborator, but it will also indicate to outsiders the significance of the event and help you attract new attendees. At your event, publicly thank collaborators for their specific contributions.

## **STRATEGIES FOR COMMUNITY ENGAGEMENT AND COLLABORATION (CONT.)**

- Similarly, when you support or collaborate on another organization's programs, make sure your organization is appropriately listed on materials and recognized in person.
- Outline roles and responsibilities for each group.
- Whether you are embarking on a joint project or looking for collaborators to play a smaller support role for your event, clearly establish each group's role and responsibilities from the start. This ensures that the planning process moves forward smoothly and that you achieve your goals. Being explicit about roles also helps you check in from the beginning to make sure you are each getting what you want out of working together.
- When you approach collaborators to ask for support, be clear about what role you envision them playing, while also being open to other ways that they may want to engage.

Adapted from: AAUW Diversity and Inclusion Tool

## HIRING AND RETENTION BEST PRACTICES

### Hiring Practices

- An organization may be successful in consistently identifying a diverse pool of applicants for open job positions, but may not have much success in hiring diverse candidates. If this scenario sounds familiar, it may be necessary to explore why efforts are breaking down at this stage.
- In the hiring process, as in the recruitment process, many unconscious assumptions are made when the job candidate and interviewer meet. All behaviors are silently evaluated and assumptions are made about a candidate's merit based on these assumptions.
- Especially in a multicultural environment, some of the assumptions may be incorrect. Incorrect assumptions and/or biases that go unaddressed work directly against increasing the diversity of the organization's workforce.
- Ideally, an organization's hiring practices are designed to facilitate clear and open communication that allows the interviewer to gather the best possible knowledge and understanding of the candidate and provides the candidate with the best knowledge about the interviewer and the organization.
- Differences in communication styles can easily derail this process, leaving both the interviewer and candidate disappointed with the experience. The impact of these differences can be minimized by interviewers building awareness of their biases when it comes to communication styles.
- Completing the "Recognizing Your Assumptions" worksheet on the following page may be a useful tool in introducing this topic to individuals within the institution, and may elicit behavioral trends that can be addressed in the framework of the larger initiative.

## HIRING AND RETENTION BEST PRACTICES (CONT.)

### Recruitment and Hiring: Recognizing Your Assumptions

In the column entitled, “Behaviors That Annoy Me or Make Me Feel Uncomfortable,” indicate those behaviors which push your hot buttons or annoy you. In the column entitled “Assumptions Made by Interviewer,” write down what your assumptions have been or might be at experiencing these behaviors in an interview.

Behaviors observed in Interview	Behaviors that annoy me or make me uncomfortable	Assumptions made by interviewer
<b>The job candidate...</b>		<b>My assumptions might be...</b>
1. Speaks too softly.		
2. Speaks too loudly.		
3. Stands too close.		
4. Stands too far away.		
5. Asks more questions about time for family than about work.		
6. Is uncomfortable acknowledging individual strengths and accomplishments.		
7. Asks too many questions.		
8. Won't initiate questions.		

## HIRING AND RETENTION BEST PRACTICES (CONT.)

9. Smiles and laughs nervously.		
10. Spends too much time making small talk rather than getting into the heart of the interview.		
11. Won't make eye contact.		

### Best Practices for Employee Retention

**Organization effectively communicates to ALL employees...**

- Leadership's commitment to supporting a diverse workforce
- Specific expectations for employees in all positions
- Honest feedback to employees regarding their work
- Steps in the employee grievance process
- Information on professional development

**Organization has policies that...**

- Hold managers accountable for providing career development opportunities to employees who inspire and represent the organization's commitment to diversity
- Establish systematic assessments of progress in recruiting and retaining diverse employees
- Engage all employees in regular diversity training, including new employee orientation. Training may include more general diversity issues as well as training specific to the needs of the organization and the communities it serves

## **HIRING AND RETENTION BEST PRACTICES (CONT.)**

- Provide aid for relocation costs (especially for overseas recruiting and retention)
- Establish a position for an ombudsman or neutral individual that has skills in mediation but also has experience working with diverse employees—this provides staff with a neutral party that can address their needs and concerns more effectively
- Identify and train mentors to assist new employees or rising leaders in learning the ropes of the organization and for informal professional development support. If your organization keeps regular contact with retirees, tap that group to be mentors. Utilizing retiree networks is an excellent way to leverage institutional knowledge and extend your network.
- Educate new employees about the organizational culture and provide a resource list to new hires.
- Compare retention rates with like organizations in your demographic area to determine if your retention issues are part of a larger trend in your community or if your situation is unique.



Source: Designing & Implementing a Diversity Initiative  
National MultiCultural Institute (NMCI)

**SECTION II:**  
**ADDITIONAL RESOURCES**

## 1. Creating an Inclusive Culture

### *Articles*

- A Guide To Planning And Implementing Cultural Competence Organizational Self-Assessment:  
<https://nccc.georgetown.edu/documents/ncccorgselfassess.pdf>
- Building Relationships with People from Different Cultures --  
<https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/building-relationships/main>
- From Intention to Action: Building Diverse, Inclusive Teams in Education to Deepen Impact -- <https://mlsvc01-prod.s3.amazonaws.com/bde93018001/ceb8fb5f-2000-4873-8b9f-31fd973dd40f.pdf>

### *Videos*

- “Inclusive culture in schools transforms communities”  
<https://www.youtube.com/watch?v=gsbNR2plts>
- “Inclusion Begins with You”  
<https://www.youtube.com/watch?v=StKnycqjIUo>
- “How to Handle Microaggressions”  
<https://www.youtube.com/watch?v=mRQCtt0035Y>
- “Say what?! Small slights ... big impact!”  
[https://www.youtube.com/watch?v=f83xc1sM\\_j4](https://www.youtube.com/watch?v=f83xc1sM_j4)
- “Bringing Cultural Context and Self-Identity into Education”  
<https://www.youtube.com/watch?v=bX9vgD7iTqw>
- “Improving your Diversity IQ”  
<https://www.youtube.com/watch?v=WuWmKdMJoPg>
- Diversity Best Practices: LEAD Model [tips on building successful and inclusive organizations]:  
[https://www.youtube.com/watch?v=JXKPG1B\\_i8o](https://www.youtube.com/watch?v=JXKPG1B_i8o)



- Diversity Plans & Faculty Diversity:  
[https://www.youtube.com/watch?v= X6QDsJdwlc](https://www.youtube.com/watch?v=X6QDsJdwlc)
- “Bringing Cultural Context and Self-Identity into Education”  
<https://www.youtube.com/watch?v=bX9vgD7iTqw>

## 2. Being an Upstander / Effective Ally

### *Articles/Publications*

- Learning to be an Ally for People from Diverse Groups and Backgrounds: <https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/be-an-ally/main>
- 5 Ways to be a Better Ally in the Workplace:  
<https://www.capgemini.com/us-en/2018/02/5-ways-to-be-a-better-ally-in-the-workplace/#>
- Men: It’s Easy to Be a Workplace Ally – Here’s How:  
<http://theglasshammer.com/2018/01/18/men-easy-workplace-ally-heres/>

### *Videos*

- 5 Tips for Being an Ally:  
[https://www.youtube.com/watch?v= dg86g-QIM0](https://www.youtube.com/watch?v=dg86g-QIM0)
- Getting Called Out: How to Apologize:  
<https://www.youtube.com/watch?v=C8xJXKYL8pU>
- Being a Good Ally: <https://www.coursera.org/learn/diverse-teams/lecture/RmLXA/being-a-good-ally>
- Cracking the Codes: Joy DeGruy "A Trip to the Grocery Store" [example of interrupting unfair behaviors]:  
<https://www.youtube.com/watch?v=Wf9QBnPK6Yg&feature=youtu.be>

### 3. Unconscious Bias

#### *Articles/Publications:*

- Blindspot: Hidden Biases of Good People by Mahzarin R. Banaji and Anthony G. Greenwald
- Everyday Bias: Identifying and Navigating Unconscious Judgments in Our Daily Lives by Howard J. Ross
- Thinking, Fast and Slow by Daniel Kahneman
- Subliminal: How Your Unconscious Mind Rules Your Behavior by Leonard Mlodinow
- Seven Tips for Managing Unconscious Bias at Work:  
<http://www.anneloehr.com/2016/05/19/tips-for-managing-unconscious-bias/>
- Bias-Spotter Partnerships: Calling Your Team to Action:  
<https://thiederman.com/bias-spotter-partnerships-calling-your-team-to-action/>
- Unconscious Biases: They Tend to Give Themselves Away:  
<https://thiederman.com/unconscious-biases-they-tend-to-give-themselves-away/>
- Avoiding Unconscious Bias at Work: Avoiding Accidental Discrimination: <https://www.mindtools.com/pages/article/avoiding-unconscious-bias.htm>
- Managing Unconscious Bias: Strategies to Address Bias & Build More Diverse, Inclusive Organizations:  
<https://www.washington.edu/diversity/files/2016/08/Paradigm.pdf>
- Harvard Implicit Bias Test:  
<https://implicit.harvard.edu/implicit/takeatest.html>

- The Impact Of Unconscious Bias On Leadership Decision Making:  
<https://www.forbes.com/sites/forbescoachescouncil/2017/09/13/the-impact-of-unconscious-bias-on-leadership-decision-making/#5e7028535b3f>
- The Real Effects of Unconscious Bias in the Workplace:  
<https://www.kenan-flagler.unc.edu/~media/Files/documents/executive-development/unc-white-paper-the-real-effects-of-unconscious-bias-in-the-workplace-Final>
- Outsmart Your Own Biases:  
[https://hbr.org/2015/05/outsmart-your-own-biases?referral=03759&cm\\_vc=rr\\_item\\_page.bottom](https://hbr.org/2015/05/outsmart-your-own-biases?referral=03759&cm_vc=rr_item_page.bottom)
- How to React to Biased Comments at Work:  
<https://hbr.org/2017/05/how-to-react-to-biased-comments-at-work>

*Videos:*

- Royal Society – “Understanding Unconscious Bias”  
<https://www.youtube.com/watch?v=dVp9Z5k0dEE>
- “Are you Biased?”:  
[https://www.youtube.com/watch?v=Bq\\_xYSOZrgU](https://www.youtube.com/watch?v=Bq_xYSOZrgU)
- “3 Design Principles to Help Us Overcome Everyday Bias”  
<https://www.youtube.com/watch?v=K6dstCUWsFY>
- “Mind Your Bias”  
<https://www.youtube.com/watch?v=OLIKvHsVjgE>

#### **4. Communication / Critical Conversations / Conflict Resolution**

*Articles:*

- How to Be a Better Communicator in the Workplace:  
<https://money.usnews.com/money/blogs/outside-voices-careers/2014/09/03/how-to-be-a-better-communicator-in-the-workplace>

- Strategies for Effective Cross-Cultural Communication within the Workplace: <https://trainingindustry.com/blog/performance-management/strategies-for-effective-cross-cultural-communication-within-the-workplace/>
- Working on Common Cross-Cultural Communication Challenges: <http://www.pbs.org/ampu/crosscult.html>
- Ten Strategies for Effective Cross-Cultural Communications: <https://www.newswire.ca/blog/Multicultural-Communications-Strategies.html>
- Tips to Manage Conflict – Political or Otherwise <https://info.umkc.edu/facultyomb/2016/11/02/tips-to-manage-conflict-political-or-otherwise/>
- The Foundations of Managing Conflict <https://info.umkc.edu/facultyomb/2017/10/27/the-foundations-of-managing-conflict/>
- Let's Get Real: The Dark Side of Difficult Conversations <https://info.umkc.edu/facultyomb/2017/12/08/lets-get-real-the-dark-side-of-difficult-conversations/>
- Conflict Intelligence and Systemic Wisdom: Meta-Competencies for Engaging Conflict in a Complex, Dynamic World <https://onlinelibrary.wiley.com/doi/full/10.1111/nejc.12211>
- Conflict Transformation <https://www.beyondintractability.org/essay/transformation>

*Videos:*

- “The Discomfort Zone: How Leaders Turn Difficult Conversations into Breakthroughs”: [https://www.youtube.com/watch?v=w4PhYEz\\_UY0](https://www.youtube.com/watch?v=w4PhYEz_UY0)
- “Empathy: The Heart of Difficult Conversations”: <https://www.youtube.com/watch?v=2UvDMQyBVLs>

- Positive Revolution – “Cultural Diversity Examples: Avoid Stereotypes while Communicating”  
<https://www.youtube.com/watch?v=XUO59Emi3eo>
- “Culture and Communication Styles”  
<https://www.youtube.com/watch?v=mRq-mWJhjB4>
- How to Have a Courageous Conversation:  
[https://www.youtube.com/watch?v=CoFe\\_NRRITQ](https://www.youtube.com/watch?v=CoFe_NRRITQ)
- Courageous Conversations:  
<https://www.youtube.com/watch?v=Sgjr-XcW4KE>
- Eight Causes of Conflict:  
<https://www.youtube.com/watch?v=R1xHDomYsrc>
- Resolving Differences Using the "Circle of Conflict":  
<https://www.youtube.com/watch?v=ufnC XK275kk>

**SECTION III:**  
**ACTIVITIES & EXERCISES**

## **Scenarios to Generate Discussion about Diversity and Inclusion**

### **1. *Creating a Welcoming Culture***

You are a member of the University diversity council which has gathered for its monthly meeting. There are 46 members of the committee, but mostly the same 10 or so show up at the meeting each month. The regular attendees are all women who are tenured faculty members that have been at the University for some years. These regular attendees lament the fact that they carry out all the activities for the local committee and openly wish for more involvement from the remaining members.

On this date, two men and one woman show up for the meeting. They are all relatively new to the University and no one at the meeting has ever met them before. No one greets them when they arrive, and they take seats in the back. Halfway through the meeting the president realizes that they have not been introduced and asks the new attendees to introduce themselves. None of the regular attendees are asked to introduce themselves at this time. Then the meeting continues as planned, and the new attendees aren't engaged or spoken to again.

1. How do you think the new attendees felt during and after this meeting?
2. What could have been done differently to make them feel included?
3. What could you have done in the meeting to address the problem you identified?
4. How could you approach a conversation with your colleagues about the issues you just identified?
5. A month goes by, and the newcomers do not attend the next meeting. What could be done to re-engage them?

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### **2. *Diversity Recruitment – Faculty/Staff***

You meet with the Search Committee to discuss new recruitment strategies and organizations to approach. Because your department wants to diversify, your committee decides that it would be worthwhile to reach out to LGBTQ organizations. Someone suggests that Marie, the only openly LGBTQ-identified member of the department, should do this outreach. Other committee members quickly agree, and they assign her to the task, even though she is not in the meeting. Afterward, the committee chair asks Marie to reach out to the LGBTQ resource center and a local chapter of a national LGBTQ organization. Marie reluctantly agrees, because although she is not involved in either of these groups and feels shy about outreach, this is the

## SCENARIOS TO GENERATE DISCUSSION ABOUT DIVERSITY AND INCLUSION (CONT)

first time she's been asked to take something on. After further investigation, Marie discovers that these are the only LGBTQ organizations being approached.

1. Why was Marie given these tasks?
2. How might this make Marie feel?
3. What could you have said in the meeting to interrupt the problems you identified?
4. How might the group have approached this recruitment work differently?
5. What could you do after this happened to address the situation?

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### **3. *Two Views of the Future***

Have participants read the two scenarios then discuss and challenge each other on which of these is closer to their experience and belief. What implications does your viewpoint have with regard to your efforts to build a more diverse, inclusive and culturally competent environment?

**View One:** Gen Y and the generation following, often called Gen M for mobile, don't carry the same baggage about gender, ethnicity, and other surface differences between people. They grew up with more awareness about different learning and communication styles and many of them are of mixed heritage/cultures themselves. Over the next few years, we will chuckle at the conflicts and issues that challenged us in the Twentieth Century. We will overlook physical differences, cultural and language differences, and embrace each other's strengths. We have elected a President who is half white and half black. He bridges divides and unites us in the process. This will be the direction of the world.

**View Two:** While the "surface" diversity of sex, color, and ethnicity decrease, new differences emerge. Religious and cultural differences are growing every day and political polarization is increasing. Rather than less diversity, we are discovering more and more areas of difference and are latching onto those differences to discriminate in many overt and subtle ways. It is becoming more challenging to find common ground. Religious sects are proliferating. Rather than become one, we are becoming ever more fragmented. We have learned how to hide our



## **SCENARIOS TO GENERATE DISCUSSION ABOUT DIVERSITY AND INCLUSION (CONT)**

feelings, but express them in nuanced ways. Recruiting diverse people will be very hard and there may be conflicts that we haven't anticipated. The world is more fragmented than ever.

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### ***4. Bad Joke***

The employees from your division go out for lunch to celebrate a coworker's birthday. While you are all waiting for your orders, the group is chatting about family and plans for the weekend. Doug speaks up, saying, "You know that reminds me of a joke." He then tells a racist joke. Most members of your group laugh outright. A couple appears to be bothered by the joke. You consider speaking up and pointing out that the joke is inappropriate and that Doug should not share such things at work. It appears though that most people did not notice or believe that the joke was offensive. You decide to avoid the issue and say nothing. Everyone is out to have fun, and you don't want to make everyone uncomfortable. Did you make the right decision? Is there a better way to handle the situation?

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### ***5. Diversity Recruitment – Students***

You handle the recruitment social media accounts for the school. The school has launched a series of television and online commercials that show diverse families enjoying touring the campus and diverse students participating in classes and events. In response, protesters are complaining about these depictions on social media in posts filled with stereotypes. Some protesters admit they buy your company's products but will find alternatives if the diverse images are not stopped. You tell your manager about the situation, and she instructs you to block and report all protesters. You disagree with her, arguing that the protesters are part of the community and that blocking will bar them from getting information about the school. You disagree even more with reporting these protesters, who you believe have the right to complain. Your manager is not convinced. She states that you can block and report the protesters or she will find someone who will take over your job and assign you elsewhere. You bow to her request and begin blocking and reporting all protesters. Have you made the right decision? Has your manager? Is there a better way to handle the situation?

# EXPLORING DIVERSITY INFLUENCES

It may be helpful to reference the Diversity Wheel while completing this exercise.



## INSTRUCTIONS

1. On the diagram above, map out all of the diversity dimensions of your identity by placing them above or below the waterline to indicate which are visible and which are invisible to others. If there are diversity dimensions that are important to your identity, but do not appear on the distributed copy of the Diversity Wheel, add them.
2. Circle the five dimensions that you believe have had the most influence overall in shaping who you are and how you see the world.
  - a. Why have these dimensions been most influential in shaping your worldview?

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- b. For each of these dimensions, give an example of how they might “show up” in your interactions with others.

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- 3. On your map, place an asterisk (\*) by the dimensions that have the greatest impact on how you act and interact with others in the workplace. These may or may not be the same dimensions identified above.

- a. For each of these dimensions, give an example of how they might help or hinder your ability to work effectively with others.

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- b. Think about a very difficult interaction/conversation you’ve had with a colleague or another staff member that was not satisfactorily resolved. What dimensions of diversity do you think most influenced your actions in the situation? Why and/or how did they influence you? How might understanding your diversity influences have helped you handle the situation differently?

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- 4. How can understanding your diversity influences help foster an inclusive workplace environment and support providing the best possible service for your members?

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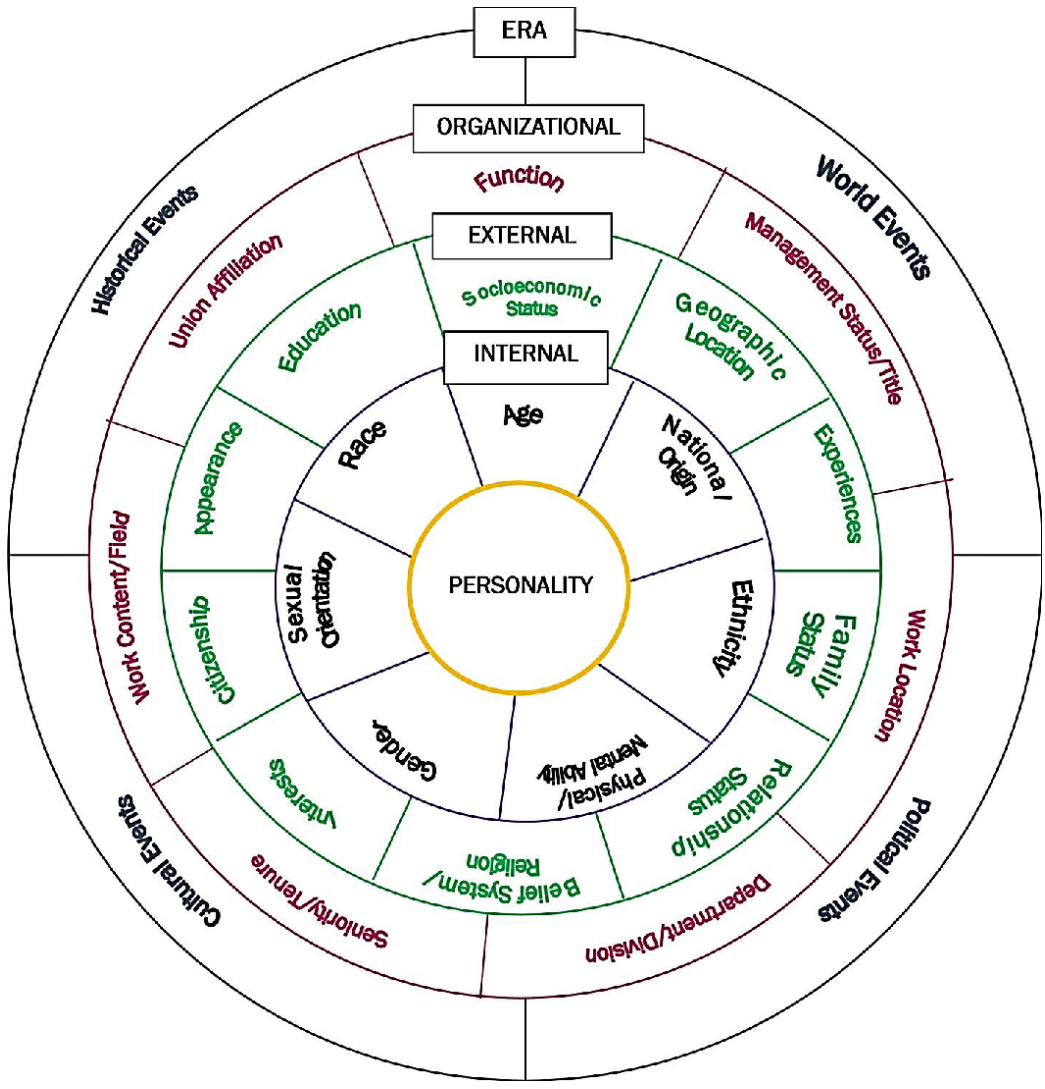
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# EXPLORING DIVERSITY INFLUENCES



# MAINSTREAM AND MARGIN

NOTE: THIS CAN BE A FAIRLY HIGH-RISK ACTIVITY

## KEY

Plain text: Facilitator talking points

*Italics*: Facilitator instructions

### OVERVIEW

In this activity, participants will be asked to explore their own experiences in mainstream and marginal roles as an entry point to discussing the experiences of dominant and marginalized groups. They will also be introduced to the concepts of power, privilege, and oppression.

This activity explores more advanced concepts and should only be done after your branch has spent time completing earlier activities or having in-depth conversations about diversity and inclusion.

### MATERIALS NEEDED

Mainstream and Margin handout (1 per participant)

Flip chart paper

Markers

### TIME NEEDED

90 minutes

### ACTIVITY INSTRUCTIONS

#### INTRODUCTION [2 MIN]

*Welcome participants and introduce each facilitator.*

During this activity we will share our identities and discuss how identity affects individuals' experience at the University. We will end with a brainstorm of specific things we can do to become more diverse and inclusive.

#### I. AGREEMENTS [5 MIN]

*When exploring sensitive or personal topics, it's important to take steps to ensure that you create a safe space. Start this activity by setting ground rules.*

#### II. EXPERIENCES OF FEELING MARGINALIZED [20 MIN]

*Pass out the participant packet.*

As I mentioned, we are going to start this session with a focus on your own experiences. First, we are going to reflect on a time when we felt marginalized or outside of the mainstream. This is something we can all relate to — the feeling like we didn't belong.

*Provide a few examples from your own experience of feeling outside the mainstream. It may be helpful for you to provide a system-level example, like an experience related to a marginalized identity you hold, as well as a localized example that may or may not be related to dominant and marginalized identities, like an experience when you got a new job and felt excluded from the social relationships that had formed before you began. The micro-level example will be especially helpful for participants who haven't previously reflected deeply on their own identities, so that they can easily come up with an experience to share.*

On the first page of your packet there are questions that will help you think through an experience of feeling outside of the mainstream.

Remember a time when you felt marginalized, or outside of the mainstream.

- a. What was the situation?
- b. How did you know you were outside of the mainstream?
- c. How did it make you feel?

We are going to get into groups of four and explore only part one right now.

### **III. EXPERIENCES OF FEELING MAINSTREAM [20 MIN]**

In the same groups we are going to shift gears and discuss a time when we were part of the mainstream, but we saw someone else marginalized or outside of the mainstream. By part of the mainstream, I mean that you felt that you mattered, and you felt accepted and validated.

*Again provide one macro-level and one micro-level example from your own experience.*

The questions we are now going to discuss are under part two on the front page.

Remember a time when you were part of the mainstream, but you saw someone else marginalized or outside of the mainstream.

- a. What was the situation?
- b. How did you know that you were part of the mainstream? What did people do to make you feel like you mattered?
- c. How did you know that this person was not part of the mainstream? How did people treat this person?

- d. How do you think it made her or him feel?
- e. How did it make you feel?

#### **IV. EXPERIENCES DEBRIEF [10 MIN]**

*Bring the full group together to debrief the small group conversations by facilitating a quick discussion with the following questions:*

Was this exercise easy or hard? What was hard about it?

What did you discover in the discussion that was new or surprising?

How did the discussion make you feel?

#### **V. DEFINITIONS [13 MIN]**

What we've been discussing so far is related to the concepts of power, privilege, and oppression. Turn to the next page in your packet to find definitions of these terms; I will go over each one.

*Go over the definition of each one. After each one, ask for questions. This may seem like more time than necessary to go over these definitions, but it is important to make sure that participants understand these definitions before moving on to the next section, so spend time helping them grapple with and process the definitions.*

*You may also ask for comments at this point, but know that there may be some people who want to use this as an opportunity to challenge or push back against the definitions you have provided. Make sure that such pushback does not derail the group. Respond to their comments, but if it seems like they are not likely to change their mind in that moment, let them know that we need to keep moving forward but that you would love to discuss the definitions further with them and hear their concerns after the activity is over.*

Power is access to resources that enhance the chances of getting what one needs or influencing others in order to lead a safe, productive, and fulfilling life (Adams et al., 1997).

Privilege denotes the power and advantages benefiting a particular group, derived from the historical oppression and exploitation of other groups (Ohio University).

Oppression is the systemic and pervasive social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups (Adams et al., 1997).

## **VI. FULL-GROUP DISCUSSION [15 MIN]**

Earlier we discussed examples of experiencing being part of a dominant or subordinated/marginalized group on a micro scale. Our society as a whole places certain groups inside the mainstream and in the margins, which is an experience that can't be changed. While in some of our own marginalization experiences we can simply leave a space and return to the privileges of our dominant identities, for people who are part of marginalized groups, they cannot simply leave a situation to escape.

So now let's think about what can be done about all of this. What can members of dominant groups do to share their power and create space for those who are experiencing marginalization?

*Have the group discuss and contribute ideas to answer this question. As ideas are shared, record them on a flip chart.*

*When it comes up naturally in the discussion (likely near the beginning), ask participants to turn to the next page of their packets and read the definition of "allies." Also read for them the excerpt from Beverly Tatum on the moving walkway of oppression.*

Allies are people who make the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways (Center for Assessment and Policy Development).

Moving walkway of oppression: "I sometimes visualize the ongoing cycle of racism as a moving walkway at the airport. Active racist behavior is equivalent to walking fast on the conveyor belt. The person engaged in active racist behavior has identified with the ideology of our white supremacist system and is moving with it. Passive racist behavior is equivalent to standing still on the walkway. No overt effort is being made, but the conveyor belt moves the bystanders along to the same destination as those who are actively walking. But unless they are walking actively in the opposite direction at a speed faster than the conveyor belt — unless they are actively anti-racist — they will find themselves carried along with the others" (Tatum, 2003).

## **VII. CLOSING [5 MIN]**

*Ask participants to silently reflect on one specific next step they are planning to take as a result of this activity and then turn to the person next to them to share.*

*Close by thanking everyone for their participation and for their honest and open reflection.*



## Handout: Mainstream and Margin Activity

### Part One

Remember a time when you felt marginalized or outside of the mainstream.

- What was the situation?
- How did you know you were outside of the mainstream?
- How did it make you feel?

### Part Two

- Remember a time when you were part of the mainstream, but you saw someone else marginalized or outside of the mainstream.
- What was the situation?
- How did you know that you were part of the mainstream? What did people do to make you feel like you mattered?
- How did you know that this person was not part of the mainstream? How did people treat this person?
- How do you think it made her or him feel?
- How did it make you feel?

## Handout: Mainstream and Margin Activity

### **POWER, PRIVILEGE, AND OPPRESSION DEFINITIONS**

Power: Power is access to resources that enhance the chances of getting what one needs or influencing others in order to lead a safe, productive, and fulfilling life (Adams et al., 1997).

Privilege: Privilege denotes the power and advantages benefiting a group, derived from the historical oppression and exploitation of other groups (Ohio University).

Oppression: Oppression is the systemic and pervasive social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups (Adams et al., 1997).

### **ALLIES AND MOVING WALKWAY OF OPPRESSION**

Allies: Allies are people who make the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways (Center for Assessment and Policy Development).

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—B. D. Tatum, professor and president of Spelman College, *Why Are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations about Race* (2003)

Source: AAUW Diversity and Inclusion Tool Kit

## WHAT IS RESPECT?

Though the word is used quite frequently, respect means different things to different people.

Ask participants to pair up and talk for five to 10 minutes about respect. What does it mean to you to “show respect?” How do you show respect to others? After the allotted time, ask all participants to sit and open the discussion. How did people define respect? What were some of the core concepts discussed?

Common responses will likely include:

- The “Golden Rule”
- Looking people in the eyes
- Honesty
- Accepting/appreciating someone’s ideas, even when you don’t agree with them.

All responses are worthy of reflection in terms of their cultural and hegemonic influences. Ask participants where their ideas of respect come from and whom they are meant to protect. If the group raises any of the common responses above, challenge them to answer the following questions:

- Does everyone really wanted to be treated the same way you want to be treated?
- Is eye contact during conversation respectful in every culture?
- If someone’s ideas are oppressive, should we still respect them?

The point of the discussion is to reflect critically on assumptions and socializations regarding respect. The point is to not agree and to learn from each other’s differences.

This activity helps to establish a basis of respect within the group, helping the participants take the first steps toward creating and maintaining a constructive discussion of issues related to diversity, inclusion and equity. The group may also discover similarities and differences between participants, potentially in ways that reflect privilege and power.