# Facilitator Guide for Conversations in Inclusion and Belonging

The Conversations in Inclusion and Belonging video series contains four videos that captured discussions between experts in diversity, equity, and inclusion. We have provided a few ways for you and your campus to engage with these videos. The listener guide is a companion to the videos, providing reflective questions designed to help individual participants engage more deeply with the content. We have also provided this facilitator guide if you would like to host a watch party and discuss the content in the videos. The length of the videos may require that you only do one or two at a time. There are time stamps listed by the questions so that you can pause the video and reflect on that piece of the module. You may also suggest that your participants watch the videos on their own and then join in on a discussion.

## Panelists

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Director of Special Academic Initiatives

Associate Professor, Psychology

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Bennett College

**Lewis A. Eakins, PhD**

Vice President

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Ivy Tech Community College

**Susan E. Borrego, PhD**

Former Chancellor, University of Michigan-Flint

Special Assistant to the President, AASCU

Coauthor, *Where I Am From: Student Affairs Practice from the Whole of Students’ Lives*

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Senior Director of Culture, Diversity, and Inclusion

The New Orleans Saints and Pelicans

Coauthor, *DEI 2.0: A Toolkit for Building Your Own Online Diversity Course*

## Module 1: Managing the Impact of Biases (37 minutes)

**Key Terms**

**Bias:** a thought or belief about a group or individual that can be either positive or negative (Ruffin and Benson, 2022).

**Explicit Bias:** also known as conscious bias, an attitude or belief about an individual or group that a person is aware of consciously and whose actions are intentional. Negative explicit biases can be expressed in overt ways, such as exclusion, harassment, verbal insults, and physical aggression (Papillon, 2020).

**Implicit Bias:** also known as unconscious or hidden bias, an unconscious thought, belief, or stereotype about individuals or groups. Everyone forms implicit biases as our brains seek to find patterns based on our own identity, past experiences in social situations, media exposure, and cultural upbringing. Implicit biases differ from explicit biases and conscious prejudices, which are intentional. Although we may not be mindful of our negative implicit biases, there are ways to increase our awareness and reduce the unintended negative impact on others (Cherry, 2020).

### Discussion Questions

1. Which of the definitions and examples of implicit bias shared by the experts resonated with you? What are your experiences with implicit bias? (Pause video at 4:38.)
2. The panel discussed that managing implicit biases is daily work. Do you agree with this sentiment? Can implicit biases be eliminated? What steps do you or could you take to mitigate the impact of your implicit bias? (Pause video at 11:10.)
3. How can increasing the diversity on our teams help to reduce the impact of biases? (Pause video at 12:45.)
4. Describe one of the strategies that the experts discussed which they used to help others be “more comfortable feeling uncomfortable” when discussing implicit biases and why it was effective. What are the benefits of having a “brave space”? (Pause video at 19:35.)
5. The experts all cited examples of ways that various members of an institution can work to mitigate implicit bias. Reflect on their examples and describe how you or someone you have observed has addressed or mitigated implicit bias? What are some steps you could take in your own role? (Pause video at 32:14.)
6. What are your takeaways from this video? What steps will you take to better understand and manage implicit bias? (End of video)

## Module 2: Reducing Microaggressions (22 minutes)

### Key Terms

**Bystander:** a person who is present in a situation but does not take part or intervene (Merriam-Webster, 2022).

**Microaggressions:** brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial, gender, sexual orientation, religious, etc. slights and insults to the target person or group (Ruffin and Benson, 2022). The "micro" in microaggression does not mean that these acts are of little consequence or can't have life-changing impacts; they can and do.

**Perpetrator:** a person who expresses a microaggression toward another person or group.

**Target:** a person or group who is the victim of a microaggression.

### Discussion Questions

1. Reflect on the ways that the panelists disagreed with the term microaggression and describe why they held these opinions. Do you have any experiences with microaggressions? How would you describe them? (Pause video at 11:00.)
2. List strategies for handling microaggressions from the following viewpoints: the recipient or target, the bystander or witness, the aggressor or perpetrator. Which of these strategies would you feel most comfortable using? (Pause video at 21:35.)
3. Think about a time when you received or witnessed a microaggression. Describe what occurred and how you handled the situation. (Pause video at 21:35.)
4. What are your takeaways from this video? What steps will you take to understand and address microaggressions? (End of video)

## Module 3: Addressing Imposter Phenomenon and Stereotype Threat (25 minutes)

### Key Terms

**Imposter Phenomenon:** also known as imposter syndrome, refers to individuals' feelings of not being as capable or adequate as others. Common symptoms of impostor phenomenon include feelings of phoniness, self-doubt, and inability to take credit for one's accomplishments (Ruffin and Benson, 2022).

**Stereotype Threat:** a phenomenon used to describe how people’s actions can change based on their belief that they will be judged by others in terms of negative stereotypes of their identity group, including race, ethnicity, sexual orientation, gender, etc. (Schmader & Hall, 2014).

**Growth Mindset:** the belief that a person’s intelligence and ability to learn can continue to grow through ongoing work and implementation of new approaches and strategies (Dweck, 2015).

### Discussion Questions

1. How did the experts describe imposter phenomenon, and what examples did they share? Have you experienced imposter phenomenon? Explain. (Pause video at 8:57.)
2. What are some practices the panelists shared to help reduce the impact of imposter phenomenon? If you have experienced imposter phenomenon, how might these approaches support you? (Pause video at 12:30.)
3. The panelists described several examples of stereotype threat that they experienced. What practices did the experts share to help to counteract those stereotypes? (Pause video at 20:09.)
4. What are your takeaways from this video? What steps will you take to address imposter phenomenon and stereotype threat? (End of video)

## Module 4: Cultivating an Inclusive Environment (26 minutes)

### Key Terms

**Inclusion:** authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision- or policy-making in a way that shares power (Ruffin and Benson, 2022).

### Discussion Questions

1. What does having an “inclusive campus environment” mean to you? (Pause video at 7:18.)
2. The experts cited multiple strategies for creating an inclusive campus environment. Which ones do you think would be most effective, and why? (Pause video at 13:15.)
3. The panelists detailed their beliefs on the importance of ensuring that courses, programming, and environment are accessible to all. Explain your beliefs on the importance of an inclusive and diverse campus for you and all members, and describe the responsibility that everyone holds.
4. What are your takeaways from this video? What steps will you take to create a more inclusive campus environment? (End of video)