



# FACILITATING TOPICS IN DIVERSITY, EQUITY & INCLUSION

A GUIDE FOR HSC DE&I LEADERS



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## **Facilitator Tips: Diversity, Equity, and Inclusion**

You have decided or have been selected to take on the task of facilitating an activity, event, discussion, seminar, workshop, or presentation in Diversity, Equity, and Inclusion (DE&I). Below are some tips to assist you on this journey.

### **Step I. IDENTIFY THE AUDIENCE, PURPOSE, AND DESIRED OUTCOMES FOR THE DE&I ACTIVITY.**

- Audience: Is the audience willing participants and have volunteered to be a part of this DE&I activity? Is the audience required to be a part of this DE&I activity?
  - Understanding why your audience is there can help determine what type of event you will facilitate.
- Purpose: What is the purpose of why this group is together, and why have you been asked to facilitate an activity surrounding DE&I?
  - Whether the group of individuals are willing participants or required to attend, it is crucial to understand what prompted their attendance.
    - Has a recent event sparked a need or interest in this topic? Is this a part of an ongoing initiative that has taken place for a while with the organization?
    - This allows for a better understanding of the environment you would facilitate, and will allow you to be better prepared to handle challenging discussions.
- Desired Outcomes: Be clear on what organizers want the desired outcomes to be for the group. Also, identify if any pre-work, assignments, or action-items are necessary.
  - Diversity, Equity, and Inclusion topics are vast and versatile; it is vital to choose the topics that you feel the most comfortable facilitating to align with the group's desired outcomes.
  - Consider the following DE&I umbrella topics to focus outcomes:
    - Implicit and Explicit Bias
    - Inequality based on race, gender or sexual orientation
    - The concept of intersectionality
    - Anti-racism and Allyship

### **Step II. CONDUCT RESEARCH: RECENT LITERATURE AND CURRENT EVENTS.**

- Before facilitating any discussion, to compliment your knowledge in the area, be sure to do literature and current event searches related to the DE&I topic you will facilitate. Having this knowledge allows you to remain up to date with the most recent information, research, studies, and articles about this topic.
  - Ensure that your research includes information from all perspectives to help broaden your knowledge and understanding of the various ways your audience could receive and respond to your DE&I activity.
- In addition to research, attempt to find best practices for delivering this topic in a similar setting along with examples from that field. For example, if you are presenting to a group of pharmacy faculty or students, learn about best practices and literature from the field of pharmacy. If it is a presentation that has various professions, search for a broader umbrella such as "healthcare" or "post-graduate higher education."

### Step III. FACILITATOR TIPS

- Create a set of communication guidelines that will set the tone for creating a safe, welcoming, and respectful environment for the discussion.
  - Ensure that as the facilitator, you take time to emphasize the importance of these guidelines and feasible (usually in smaller groups) ask everyone to confirm that they understand and will commit to these guidelines.
- Provide an overview of your content and breakdown what the group can expect from your presence. This will help set the tone with the audience, so they are aware of what is expected from them in terms of discussion, engaging in an activity, and if there may be some discomfort with some of the topics or discussions.
- Facilitate the discussion; try to avoid interjecting with too many of your personal experiences, unless the situation allows for it. Encourage the group to engage and share their own experiences.
  - As the facilitator, it is acceptable to share your own experiences, but try to limit your viewpoints and how much you lead the conversation with personal stories.
  - To fill in long gaps of silence or for groups who are not engaged, have the topics your research readily available. By referring to the recent literature and current events, it allows you to offer a universal perspective and keep the discussion going.
- If the discussion reaches a point where there is friction, tension, or opposition, below are a few tips to diffuse the situation.
  - Remind the group of the communication guidelines discussed at the beginning.
  - Ask the group objective questions that will allow them to examine why there is opposition. If you direct these questions towards an individual,
  - Allow the group to respond with their own experiences – encouraging a health dialogue
  - Reference your research to address perspectives that may not be appropriate or offensive.
  - Acknowledge your appreciation of the group/individual sharing their perspective, but firmly end the discussion by offering to speak about it or offer resources after the activity or presentation and move on to the next topic.
- When anyone shares or speaks, show gratitude for their participation. Acknowledge any feelings of emotion (whether positive or negative).
- Always have a document that your audience can take away with your references, resources related to the topic, and current literature for further reading or exploration.

# Glossary of Terms for Diversity, Equity, and Inclusion

**Able-ism** | The belief that disabled individuals are inferior to non-disabled individuals, leading to discrimination toward and oppression of individuals with disabilities and physical differences.

**Accessibility** | The extent to which a facility is readily approachable and usable by individuals with disabilities, particularly such areas as the residence halls, classrooms, and public areas.

**Accomplice(s)** | The actions of an accomplice are meant to directly challenge institutionalized racism, colonization, and white supremacy by blocking or impeding racist people, policies and structures.

**Acculturation** | The general phenomenon of persons learning the nuances of or being initiated into a culture. It may also carry a negative connotation when referring to the attempt by dominant cultural groups to acculturate members of other cultural groups into the dominant culture in an assimilation fashion.

**Advocate** | Someone who speaks up for themselves and members of their identity group; e.g. a person who lobbies for equal pay for a specific group.

**Age-ism** | Prejudiced thoughts and discriminatory actions based on differences in age; usually that of younger persons against older.

**Ally** | A person of one social identity group who stands up in support of members of another group. Typically, member of dominant group standing beside member(s) of targeted group; e.g., a male arguing for equal pay for women.

**Anti-Semitism** | The fear or hatred of Jews, Judaism, and related symbols.

**Assimilation** | A process by which outsiders (*persons who are others by virtue of cultural heritage, gender, age, religious background, and so forth*) are brought into, or made to take on the existing identity of the group into which they are being assimilated.

**Bias** | Prejudice; an inclination or preference, especially one that interferes with impartial judgment.

**Bi-Racial** | A person who identifies as coming from two races. A person whose biological parents are of two different races.

**Bi-Sexual** | A romantic, sexual, or/and emotional attraction toward people of all sexes. A person who identifies as bisexual is understood to have attraction to male and female identified persons. However, it can also mean female attraction and non-binary, or other identifiers. It is not restricted to only CIS identifiers.

**Cis-Gender** | A person who identifies as the gender they were assigned at birth.

**Color Blind** | The belief in treating everyone "equally" by treating everyone the same; based on the presumption that differences are by definition bad or problematic, and therefore best ignored (*i.e., "I don't see race, gender, etc."*).

**Color-ism** | A form of prejudice or discrimination in which people are treated differently based on the social meanings attached to skin color.

**Conscious Bias (Explicit Bias)** | Refers to the attitudes and beliefs we have about a person or group on a conscious level. Much of the time, these biases and their expression arise as the direct result of a perceived threat. When people feel threatened, they are more likely to draw group boundaries to distinguish themselves from others.

**Culture** | Culture is the pattern of daily life learned consciously and unconsciously by a group of people. These patterns can be seen in language, governing practices, arts, customs, holiday celebrations, food, religion, dating rituals, and clothing.

**Cultural Appropriation** | The adoption or theft of icons, rituals, aesthetic standards, and behavior from one culture or subculture by another. It is generally applied when the subject culture is a minority culture or somehow subordinate in social, political, economic, or military status to appropriating culture.

**Disability** | An impairment that may be cognitive, developmental, intellectual, mental, physical, sensory, or some combination of these. It substantially affects a person's life activities and may be present from birth or occur during a person's lifetime.

**Discrimination** | The denial of justice and fair treatment by both individuals and institutions in many areas, including employment, education, housing, banking, and political rights. Discrimination is an action that can follow prejudiced thinking.

**Diversity** | The wide variety of shared and different personal and group characteristics among human beings.

**Dominant Culture** | The cultural values, beliefs, and practices that are assumed to be the most common and influential within a given society.

**Ethnicity** | A social construct which divides individuals into smaller social groups based on characteristics such as a shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base.

**Equality** | A state of affairs in which all people within a specific society or isolated group have the same status in certain respects, including civil rights, freedom of speech, property rights and equal access to certain social goods and services.

**Equity** | Takes into consideration the fact that the social identifiers (*race, gender, socioeconomic status, etc.*) do, in fact, affect equality. In an equitable environment, an individual or a group would be given what was needed to give them equal advantage. This would not necessarily be equal to what others were receiving. It could be more or different. Equity is an ideal and a goal, not a process. It insures that everyone has the resources they need to succeed.

**Feminism** | The advocacy of women's rights on the ground of the equality of the sexes.

**First Nation People** | Individuals who identify as those who were the first people to live on the Western Hemisphere continent. People also identified as Native Americans.

**Gender** | The socially constructed concepts of masculinity and femininity; the "appropriate" qualities accompanying biological sex.

**Gender Bending** | Dressing or behaving in such a way as to question the traditional feminine or masculine qualities assigned to articles of clothing, jewelry, mannerisms, activities, etc.

**Gender Expression** | External manifestations of gender, expressed through a person's name, pronouns, clothing, haircut, behavior, voice, and/or body characteristics.

**Gender Fluid** | A person who does not identify with a single fixed gender; of or relating to a person having or expressing a fluid or unfixed gender identity.

**Gender Identity** | Your internal sense of self; how you relate to your gender(s).

**Gender Non-Conforming** | A broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit into a category.

**Heterosexuality** | An enduring romantic, emotional and/or sexual attraction toward people of the other sex. The term "straight" is commonly used to refer to heterosexual people.

**Heterosexual** | Attracted to members of other or the opposite sex.

**Homophobia** | The fear or hatred of homosexuality (*and other non-heterosexual identities*), and persons perceived to be gay or lesbian.

**Homosexual** | Attracted to members of the same sex.

**Impostor Syndrome** | Refers to individuals' feelings of not being as capable or adequate as others. Common symptoms of the impostor phenomenon include feelings of phoniness, self-doubt, and inability to take credit for one's accomplishments. The literature has shown that such impostor feelings influence a person's self-esteem, professional goal directed-ness, locus of control, mood, and relationships with others.

**Inclusion** | Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

**Institutional Racism** | It is widely accepted that racism is, by definition, institutional. Institutions have greater power to reward and penalize.

**Intersectionality** | An approach largely advanced by women of color, arguing that classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals' lives, in society, in social systems, and are mutually constitutive.

**Lesbian** | A woman who is attracted to other women. Also used as an adjective describing such women.

**LGBTQIA+** | Acronym encompassing the diverse groups of lesbians, gay, bisexual, transgender populations and allies and/or lesbian, gay, bisexual, and transgender alliances/associations.

**Marginalized** | Excluded, ignored, or relegated to the outer edge of a group/society/community.

**Micro-Aggressions** | Commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory racial slights.

**Multi-Cultural** | This term is used in a variety of ways and is less often defined by its users than terms such as multiculturalism or multicultural education.

**Multi-Ethnic** | An individual that comes from more than one ethnicity. An individual whose parents are born with more than one ethnicity.

**Multiplicity** | The quality of having multiple, simultaneous social identities (e.g., being male and Buddhist and working-class).

**Multi-Racial** | An individual that comes from more than one race.

**National Origin** | The political state from which an individual hails; may or may not be the same as that person's current location or citizenship.

**Non-Binary/Gender Queer/Gender Variant** | Terms used by some people who experience their gender identity and/or gender expression as falling outside the categories of man and woman.

**Non-White** | Used at times to reference all persons or groups outside of the white culture, often in the clear consciousness that white culture should be seen as an alternative to various non-white cultures and not as normative.

**Oppression** | Results from the use of institutional power and privilege where one person or group benefits at the expense of another. Oppression is the use of power and the effects of domination.

**Pan-Sexual** | A term referring to the potential for sexual attractions or romantic love toward people of all gender identities and biological sexes. The concept of pan-sexuality deliberately rejects the gender binary and derives its origin from the transgender movement.

**Persons of Color** | A collective term for men and women of Asian, African, Latin and Native American backgrounds; as opposed to the collective "White" for those of European ancestry.

**Prejudice** | A prejudgment or preconceived opinion, feeling, or belief, usually negative, often based on stereotypes, that includes feelings such as dislike or contempt and is often enacted as discrimination or other negative behavior; OR, a set of negative personal beliefs about a social group that leads individuals to prejudge individuals from that group or the group in general, regardless of individual differences among members of that group.

**Privilege** | Unearned access to resources (social power) only readily available to some individuals as a result of their social group.

**Queer** | An umbrella term that can refer to anyone who transgresses society's view of gender or sexuality. The definition indeterminacy of the word Queer, its elasticity, is one of its constituent characteristics: "A zone of possibilities."

**Questioning** | A term used to refer to an individual who is uncertain of their sexual orientation or identity.

**Race** | A social construct that artificially divides individuals into distinct groups based on characteristics such as physical appearance (particularly skin color), ancestral heritage, cultural affiliation or history, ethnic classification, and/or the social, economic, and political needs of a society at a given period of time. Scientists agree that there is no biological or genetic basis for racial categories.

**Racial Equity** | Racial Equity is the condition that would be achieved if one's racial identity is no longer predicted, in a statistical sense, how one fares. When this term is used, the term may imply that racial Equity is one part of racial justice, and thus also includes work to address the root causes of inequities, not just their manifestations. This includes the elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

**Racism** | Prejudiced thoughts and discriminatory actions based on a difference in race/ethnicity; usually by white/European descent groups against persons of color. Racism is racial prejudice plus power. It is the intentional or unintentional use of power to isolate, separate and exploit others.

**Rainbow Flag** | The Rainbow Freedom Flag was designed in 1978 by Gilbert Baker to designate the great diversity of the LGBTIQ community. It has been recognized by the International Flag Makers Association as the official flag of the LGBTIQ civil rights movement.

**Religion** | A system of beliefs, usually spiritual in nature, and often in terms of a formal, organized denomination.

**Safe Space** | Refers to an environment in which everyone feels comfortable expressing themselves and participating fully, without fear of attack, ridicule or denial of experience.

**Sex** | Biological classification of male or female (based on genetic or physiological features); as opposed to gender.

**Sexism** | Prejudiced thoughts and discriminatory actions based on a difference in sex/gender; usually by men against women.

**Sexual Orientation** | One's natural preference in sexual partners; examples include homosexuality, heterosexuality, or bisexuality. Sexual orientation is not a choice, it is determined by a complex interaction of biological, genetic, and environmental factors.

**Social Justice** | A broad term for action intended to create genuine equality, fairness, and respect among peoples.

**Stereotype** | Blanket beliefs and expectations about members of certain groups that present an oversimplified opinion, prejudiced attitude, or uncritical judgment.

**Tolerance** | Acceptance, and open-mindedness to different practices, attitudes, and cultures; does not necessarily mean agreement with the differences.

**Token-ism** | Hiring or seeking to have representation such as a few women and/or racial or ethnic minority persons so as to appear inclusive while remaining mono-cultural.

**Transgender/Trans** | An umbrella term for people whose gender identity differs from the sex they were assigned at birth. The term transgender is not indicative of gender expression, sexual orientation, hormonal makeup, physical anatomy, or how one is perceived in daily life.

**Transphobia** | Fear or hatred of transgender people; transphobia is manifested in a number of ways, including violence, harassment, and discrimination. This phobia can exist in LGB and straight communities.

**Transexual** | One who identifies as a gender other than that of their biological sex.

**Unconscious Bias (Implicit Bias)** | Social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing.

**Veteran Status** | Whether or not an individual has served in a nation's armed forces (or other uniformed service).

**White Fragility** | Discomfort and defensiveness on the part of a white person when confronted by information about racial inequality and injustice.

**White Privilege** | White Privilege is the spillover effect of racial prejudice and White institutional power. It means, for example, that a White person in the United States has privilege, simply because one is White. It means that as a member of the dominant group a White person has greater access or availability to resources because of being White.

**Xenophobia** | Hatred or fear of foreigners/strangers or of their politics or culture.

**This information is courtesy of Pacific University Oregon's Office of Equity, Diversity & Inclusion:** <https://www.pacificu.edu/life-pacific/support-safety/office-equity-diversity-inclusion/glossary-terms>

## Additional Resources

- Banks, K.H. (2016, January 7). How managers can promote health discussions about race. *Harvard Business Review*. <https://hbr.org/2016/01/how-managers-can-promote-healthy-discussions-about-race>
- Hays, P. A. (2001). Addressing Cultural Complexities in Practice: A Framework for Clinicians and Counselors. Washington, D. C.: American Psychological Association.
- Scott-Brown, J.C. (2017). Connecting Assessment and Strategic Planning to Advancing Equity on Campus. *The Journal of Student Affairs Inquiry*. 3(1). <https://jsai.scholasticahq.com/article/2002-connecting-assessment-and-strategic-planning-to-advancing-equity-on-campus>
- Willis, D. (2018, March 26). On the road champion: advice for how to become a diversity, equity, and inclusion leader. *Inside Higher Education*. <https://www.insidehighered.com/advice/2018/03/26/advice-how-become-diversity-equity-and-inclusion-leader-opinion>

### **Online Resources Related to Diversity Education**

Diversity, Equity, and Inclusion: Health Science Center  
<https://www.unthsc.edu/students/diversity-equity-inclusion/>

Harvard, Project Implicit Social Attitudes  
<https://implicit.harvard.edu/implicit/index.jsp>  
Instructions for Project Implicit:

1. Go to the following website: <https://implicit.harvard.edu/implicit/index.jsp>
2. Select 'United States' from the drop-down menu on the left under 'Project Implicit Social Attitudes.' Select Take a Test from Header Banner.
3. Select 'I wish to proceed' at the bottom of the page after reviewing the "Preliminary Information" if you choose.

Leadership Institute's Disrupting Inequality: Having Brave Conversations about Bias Facilitator Toolkit: <https://blog.unbounded.org/bias-toolkit/>

Look Different: "What Can I Do?"  
Take action to stop discrimination and bias  
<https://www.mtvact.com/features/Look-Different>