

FACILITATOR GUIDE



Cultivating Inclusive Communities for Faculty and Staff

Thank you for implementing Cultivating Inclusive Communities

Faculty & Staff have a leading role in fostering a safe and supportive school culture through building a connected campus with inclusive and equitable learning environments. This facilitation guide is designed to provide a framework for using this resource with your campus community.

In this guide, you will find a step-by-step guide to discuss each of the 4 modules. The goal is to take the critical content shared by Kognito and make it applicable to your campus and the experience of those you are working with. We will discuss each module and provide an opportunity to localize the content. The discussion guide is set up to leverage personal experiences, dialogue, and campus resources. This guide can be used in a multitude of fashions and we suggest you consider one of the following approaches. Regardless of approach, our guide is divided into modules for streamlined planning and facilitation. The guide also corresponds to the slide deck provided to you by the Kognito Team.

First, decide how you want to facilitate the program:

01 Asynchronous: Assign all modules to be completed ahead of the in-person discussion. To ensure content is fresh in learners minds, we recommend modules are taken, no more than 2 weeks in advance of the in-person workshops. We also strongly suggest you watch Module 1 together to begin the workshop and Module 4 to conclude the discussion.

- a. This approach will require approximately two hours for you to facilitate the full discussion guide.

02 Synchronous: Work through each module as a team in a space together. Each individual working through the content on their own computers with headphones, with facilitated discussion to follow.

- a. This approach allows you to work through and engage in the content as a team and will take approximately 2.5 hours to facilitate the full workshop.

You do not have to be an expert on the topic to lead this discussion.

The goal is to make room for others to share. When facilitating, try to use Frank, Amira, and Eve's example of being honest and vulnerable to guide how you approach these discussions. Talk through and about specific examples you have seen, heard, and experienced on campus (leaving out names for confidentiality).

In preparing to facilitate, there are a few things you will need to do and some supplies to prepare. Please find the short list below.

- Complete & print the "Refer @ (Your Institution Name) Guide to provide to your participants at the end of the facilitation
- Flip charts for group discussions.
- Post-it notes
- Pens for each participant.

However you choose to use the guide, we look forward to seeing the way this training impacts organizational culture. If you ever have any questions or concerns, please reach out to your Kognito team!

Curriculum Facilitator Key

HEADING	DESCRIPTION
Time	<p>This is the general amount of time you have for each portion of the discussion. Some sections might take more, some might take less, but this will give you a general idea as you are mapping out your session.</p> <p>You will see times listed like this: 15 min (35/90). That means that the section itself should take 15 minutes and, when you have finished that section you have facilitated 35 minutes of the 90 minutes total for the program.</p> <p>Facilitation tip: <i>Once you know your program start time, go back through this facilitation packet and create a time-roadmap making note of what time each section should begin and end.</i></p> <p>Pro tip: <i>As you are doing that, remember that if the program is slated to begin at 7pm ET you are not really going to begin at 7pm. Give yourself some flexibility in your time-roadmap</i></p>
PowerPoint slide #	<p>This identifies the PowerPoint slides that will be used during each section. It will be listed like this (PPT 1-3).</p> <p>Facilitation tip: <i>After you are comfortable with the curriculum go back through it and make a mark or add a sticker at the point in your facilitation that you need to advance the slide.</i></p> <p>Pro tip: <i>Then, practice facilitating the entire program while advancing slides. A remote clicker will help you be able to move freely around the room.</i></p>

Curriculum Facilitator Key cont.

HEADING	DESCRIPTION
<i>Facilitator notes</i>	This section provides context for the section you are facilitating and will always be in <i>italics</i> . Think of them like your information stops along the way. Please pay special attention to each of these sections as they can be rich with helpful information.
Facilitator talking points	These are the talking points that need to be conveyed for each section. The facilitator talking points are not to be used as a script that you read verbatim, but instead should be used to frame the message you share.
Text that is in BLUE	<p>If words are in BLUE FONT, that signifies that that text can be found on the PPT slides.</p> <p>Facilitation tip: <i>It's often helpful to underline or highlight the main points in each section. That way, as you are facilitating you can glance down at your notes and you will see those key words standing out on your page.</i></p>

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Module 1 serves as an introduction to the ideas covered in the program. Facilitating this module is focused on creating a shared understanding of the importance of this topic and baseline data to engage your team.

Module 1

30 min (30/120)

HEADING	DESCRIPTION
Share Understanding for a Productive Conversation	<p><i>It will be important to establish a set of ground rules or “shared understandings” to guide how the group speaks to and with each other. The content of this product can lead to a wide range of emotional responses and can create some constructive discord. Establishing these shared understandings will help ensure everyone feels like they have a place in the conversation. (PowerPoint Slides 2-3)</i></p> <p><i>Here are some suggested guidelines to read out loud to the group and display:</i></p> <ul style="list-style-type: none">• Let individuals express their full thoughts and/or ideas before responding.• Share from your own experiences, do not assume the experiences of others.• It’s okay to disagree, but do so with respect, curiosity, and a willingness to learn.• Give everyone who wants time to speak. You may have a lot to say, but so might someone else.• Sharing your experiences is personal, so keep what is said confidential.• It’s okay to not know the “right” thing to say.• Be willing to hear that you may have a negative impact and take responsibility.• Don’t be afraid to ask questions and speak your mind.• It’s okay to feel uncomfortable. It is in those moments we grow through embracing a growth mindset. <p><i>Ask the group if there are anything else they would like to add. If possible, keep these on display during the discussion in case they need to be referred to throughout.</i></p>

HEADING	DESCRIPTION
Introduction & Welcome	<p><i>Once you have established a shared understanding of how to proceed, it's important to share the "why" behind use of the program. A few key items to highlight in this area are:</i></p> <ul style="list-style-type: none">• Fostering DEI is everyone's job.• Faculty & Staff have a key role in fostering a safe and supportive culture where their students thrive and succeed both on campus and in their careers that follow.• DEI promotes better mental health and a sense of physical safety and belonging for students and peers.• DEI benefits everyone through higher levels of academic and professional achievement, improved cognitive skills, improved communication skills, stronger short- and long-term intergroup relations, personal growth, and prepares graduates to thrive in a diverse and globally interdependent world. <p><i>But sure to include any specific language your institution uses. You might also include your institutions' values, mission, and/or stated commitment to diversity and inclusion."</i></p>

HEADING	DESCRIPTION
<p>Defining Diversity, Equity, and Inclusion</p>	<p><i>We want to make sure all the participants are grounded in similar language and understanding of the topics being discussed. Share the following definitions with the group with their corresponding discussion questions. In small groups of 3-4, have them spend a couple minutes discussing each.</i> (PowerPoint Slides 4-6)</p> <p>Diversity: Differences in identities such as cultures, abilities, ideas, philosophies, backgrounds, histories, personal and social identities, and lived experience.</p> <ul style="list-style-type: none"> • Share what diversity means to you. Does it mean the same thing to everyone? <p>Inclusion: Supporting and embracing diversity in a way that gives everyone an unconditional sense of belonging, a feeling of physical and psychological safety, and the knowledge that they are respected and heard.</p> <ul style="list-style-type: none"> • Have you ever felt excluded? How did that make you feel? <p>Equity: Working to ensure everyone gets what they need to have the access, resources, opportunities, and room to succeed.</p> <ul style="list-style-type: none"> • Can you think of a time when you or someone in your school community was treated equally (given the same resources), but should have been treated equitably (given the resources they needed to succeed)? <p><i>When you come back together as a group, have each small group share one thing they will like the entire group to know.</i></p>

HEADING	DESCRIPTION
<p>Initial Reactions and Emotions</p>	<p><i>Now that they have done some sharing, have them stop and answer the following question anonymously on a post-it note, a white board, virtual poll, or a large paper.</i> (PowerPoint Slide 7)</p> <p><i>How does talking and learning about Diversity, Equity, and Inclusion make you feel? Skeptical? Curious? Defensive? Brave? Or maybe something else entirely.</i></p> <p>All reactions and feels are valid. Write them down and post them.</p> <p><i>Encourage anyone who wants to share out loud the feelings they are having, and why they feel that way. If you are comfortable, you can model some vulnerability, and start by sharing some of your emotions.</i></p> <p><i>Most likely there will be a range of emotions posted. It's important to note that to the group and validate any emotions that may have risen.</i></p>

HEADING	DESCRIPTION
<p>Growth Mindset</p>	<p><i>Follow up the first question about emotions with the following. (PowerPoint Slide 8)</i></p> <p>Now how does this particular statement make you feel?</p> <ul style="list-style-type: none"> It's not about being right or wrong, failing or succeeding. It's about having an open dialogue, talking about and across our differences, and strengthening our connection with others. <p><i>You will most likely hear and see some more positive emotions as a result. Highlight those. In order to prime their mind to be able understand and embrace the content, it's important for them to maintain a growth mindset.</i></p> <p>Frank gives an example of a time when he needed to have a growth mindset. He asked his coworker about her husband, but she had a wife. She always has to correct people, like she did with Frank, and worry about how they'll react. Frank had to employ a growth mindset instead of getting defensive.</p> <p>We move from thinking feedback and criticisms are personal, to thinking feedback is what helps me be better.</p> <p>Was there a time when you received feedback like this, around a DEI topic? Or a time you had to give feedback like this? How did it make you feel? How do you think it made them feel? Is there anything you wish you did differently?</p> <p><i>See if anyone is comfortable sharing their experiences. Start by sharing an experience you have had or one you have heard about. Make sure to leave out names and specific details so that you keep others confidentiality.</i></p>

HEADING	DESCRIPTION
Final Note	<p><i>Ask each participant to write down 1 item they hope to learn through this training.</i> (PowerPoint Slide 9)</p> <p><i>Emphasize the value this will bring to campus in helping create a safe and supportive campus where all students can thrive.</i></p> <p>What is something you want to know? What do you want to be able to do?</p> <p><i>As people are comfortable, please ask them to share. Once everyone has shared thank the participants for their participation</i></p>

Module 2 serves as an introduction to how we can start to think about and have conversations around our identities. The biggest thing is reminding everyone it's not about being right or wrong, it's about building off who we are to effectively talk across our differences.

Module 2

30 min depending on your team **(60/120)**

HEADING	DESCRIPTION
My Identity	<p><i>Share with the participants that we all have a complex identity that makes us who we are. It's important for us to understand that our identities shape our experiences. Identities can be personal, so ask everyone to write down their answers to the following questions quietly to themselves. (PowerPoint Slides 10-11)</i></p> <ul style="list-style-type: none">• How do you identify? (i.e. your social identities: race, ethnicity, gender, sexual orientation, ability, etc. Not your personal identities: hobbies, interests, etc.)• Think about all the different parts of your identity.• What do you find to be the part that affects your life the greatest? <p>When we understand our own identities and the emotions and how they make us feel, we can better empathize with others and their experiences.</p> <p><i>Ask if anyone would like to share with the group some of the identities they may have listed. Once again, if you feel comfortable sharing, share your identity with the group and some experiences you have had at your institution as a result. This may include positive and/or negative experiences.</i></p>

HEADING	DESCRIPTION
<p>Asking About Identity</p>	<p><i>There may be a genuine fear of getting it wrong when talking about someone's identity. Call out those feelings and validate them. Asking questions can be a powerful way to learn more. But know there are positive ways to ask questions. (PowerPoint Slide 12)</i></p> <p><i>Use Amira's story about what is said to her about her identity to turn the conversation to how you identify yourself, to thinking about how you can be respectful of how others identify themselves.</i></p> <p>Amira talks about being a Black Muslim straight cis woman. She is Muslim because she practices Islam. It's her religion, not her ethnicity. But yet people still say to her, "If you're Muslim you're not Black. You're Middle Eastern right?"</p> <p>If you are unsure of how to ask about someone's identify some of these might help:</p> <ul style="list-style-type: none"> • "Are you comfortable sharing how you identify?" • Is there anything about your background you would like to share with me? • "I use he/him pronouns. Can I ask what pronouns you use?" <p>In order to help create an inclusive environment, ask questions that show:</p> <ul style="list-style-type: none"> • Compassion • Sincerity • A genuine desire to connect • A respect for boundaries <p>You can do this by:</p> <ul style="list-style-type: none"> • Not making assumptions • Paying attention to their body language • Accepting that their answer might not be what you were hoping for • Respecting their wishes, their privacy, and/or how they identify • Being willing to take responsibility and apologize when you make mistakes • Not pushing for more detail than they're willing to give

HEADING	DESCRIPTION
<p>Asking About Identity <i>continued</i></p>	<p>Make sure to:</p> <ul style="list-style-type: none"> • Do your own research (DEI office, workshops, classes, etc.) There is a mental/emotional load of explaining one’s identity all the time, so it’s important to seek out existing sources of information when possible. • Reflect on any gaps you may have in your knowledge or understanding of DEI • Practice these actions regularly • Be mindful of any labor you’re asking of the person
<p>Impact vs. Intent</p>	<p>(PowerPoint Slide 13) <i>We might not always ask the question the right way, say the right thing, or do the right thing. And that’s okay, we all make missteps. It’s about how we react in that moment, and where we focus our attention. Share Amira’s story of the first time she met Frank as an example of how even the “expert” makes mistakes.</i></p> <p>Amira told the story of how she negatively impacted one of her peers. She scheduled a meeting with Frank in her second-floor office on a day the elevator was down. They hadn’t met yet, and so she wasn’t aware he uses a wheelchair.</p> <p>The elevator was down, so he had to ask for a change in location. It might not seem like a big deal, but he has to make these asks all the time. And that can be draining. It’s makes it easy for him to feel like people don’t care if he’s there. So, he talked to Amira about it.</p> <p>Her intent was never harmful, but that didn’t change how he felt. She took that moment to learn, and make adjustments to how she approached things, like considering the physical accessibility of her meetings.</p> <p>When we think about our actions, we usually think about why we did it (impact). But when someone else does something, we focus on how it made us feel (intent).</p>

HEADING	DESCRIPTION
Focus on Impact	<p><i>Point out to the participants that most of the time, people are not trying to cause any harm. So, when we focus on why someone did something, we hear excuses for their actions. (PowerPoint Slide 14)</i></p> <p>Focus on intention:</p> <ul style="list-style-type: none">• “I never meant any harm...”• “I’m not racist...”• “It was never my intent...”• “I’m not homophobic...”• “I’m not sexist...”• “I’m sorry if you were offended by what I said...” <p>Have you ever heard someone say one of these? Turn to a partner and talk a little about how the conversation went.</p> <p>Now let’s think about how different that might have gone if the focus was instead put on the impact of the actions, and why they did it is taken out of the equation.</p> <p>Focus on impact:</p> <ul style="list-style-type: none">• “I am sorry what I said and did was offensive.”• “I can see how that was hurtful.”• “I take responsibility for what I said and I’m working on it.”• “I’ll do better next time.”

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Why This Matters

At the end of discussing each module we always want to return to why we are talking about this and why it matters. Grounding everything in this lens allows participants to better connect with not just what they can do, but why they are doing it in the first place. We also want to return to a focus on a growth mindset, where the most important thing we can do is know we can learn and grow. (PowerPoint Slide 15)

What matters is being proactive and working towards having our words and actions meet our value of inclusion. And when they don't, we need to realize it, accept it, and adjust.

Take a moment to think about to think about an element of this conversation that really matters to you personally. Write a growth mindset mantra for yourself, or one that you would want to encourage others to have.

You can share one you write yourself, or use the following:

I will continue to seek out the help and advice of others when discussing

Module 3 serves as the foundation for equipping participants with evidence-based conversation skills in order to successfully engage in intentional, meaningful, and occasionally courageous conversations around DEI

Module 3

30 min depending on your team **(90/120)**

HEADING	DESCRIPTION
<p>Courageous Conversations</p>	<p><i>This module is about how participants can have difficult and perhaps courageous conversations to point out to a student or a peer when their words or actions may have been harmful. The last module is when they will turn the lens inward, so keep the focus here on others.</i></p> <p>The goal is to create an inclusive campus where everyone can succeed and thrive. But, in order to do that we have to have intentional, meaningful, and occasionally courageous conversations around DEI.</p> <p>These kinds of conversations are especially important when someone’s words or actions have been harmful, no matter their intent. They are essential in allowing us to heal and grow.</p>
<p>Conversation Steps</p>	<p><i>When participants see or hear something that they know doesn’t meet their value of inclusivity, it’s natural to default to telling someone what they’ve done wrong. We want to encourage participants to approach the conversation in a way that encourages a growth mindset. This means taking the conversation one step at a time. (PowerPoint Slide 16)</i></p> <p>With courageous conversations, there are three steps we can take:</p> <ul style="list-style-type: none"> • Create Space to Talk: Help them feel like they have a place in the discussion. • Understand Impact: Explore the impact of their actions and better understand others’ perspectives. • Brainstorm Next Steps: Exchange thoughts on next steps and what reconciliation might look like.

HEADING	DESCRIPTION
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<p>Open-ended Questions</p>	<p><i>Through the conversation there are some key techniques participants can use to help drive the conversation forward, the first technique being open-ended questions. (PowerPoint Slide 17)</i></p> <p>You can establish a welcoming tone by asking open-ended questions. Questions that invite more thoughtful and complete responses, and help you better understand their behavior. As opposed to close-ended questions that are usually answered in one word, like yes or no.</p> <p>Using open-ended questions encourages others to share their thoughts, perspectives, and feelings. And prompts them to consider the person they negatively impacted.</p> <p>Be sure to ask with an open mind, without judgment or assumption. And there isn't one right question. But asking shows you're willing to listen and are genuinely seeking to understand.</p>
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<p>Reflections</p>	<p><i>It's important to point out to participants that silence doesn't mean you are listening. We need to show someone that we are truly hearing what they have to say. (PowerPoint Slide 18)</i></p> <p>Reflections are how we show we are listening and that we understand. They echo back what a person is saying.</p> <p>When possible, reflect any positive values shared. When you recognize someone's strengths and efforts. This can build their confidence, and helps them realize they have the power to change.</p>
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HEADING	DESCRIPTION
<p>Ask-Tell-Ask</p>	<p><i>As the facilitator you want to point out that when pass on knowledge we want to do so in a way that doesn't feel like we are lecturing, or saying that we are right and they are wrong. (PowerPoint Slide 19)</i></p> <p>There might be moments when you need to share information. One way to respectfully share is called “ask-tell-ask.”</p> <p>This is a three-step process. First, ask what they already know or ask permission to share information. This reduces defensiveness. Then, tell a small chunk of information.</p> <p>Finally, ask a follow-up question to get the person’s response. Like, “What do you make of that?”</p> <p>Ask if anyone can think of a time they were being talked down to and <i>how it might have felt differently if they used this technique.</i></p>
<p>Role Play</p>	<p>Frank told the story of his conversation with his colleague Jeremy who had told a Black colleague, Nathan, to mentor one of his Black students.</p> <p>Frank: Hey Jeremy, what seems to be the issue?</p> <p>Jeremy: I emailed Nathan to let him know I scheduled a meeting with him and one of my struggling students. I thought they might relate, but Nathan hasn’t responded. I’m not sure why.</p> <p><i>Have the participants turns to each other taking turns role play a live conversation between Frank and Jeremy. Display the techniques and the step of the conversation for them to follow along.</i></p> <p><i>When you came back together ask if anyone would like to share their feels and struggles. Do they think the conversation went differently because it was in person than the one in the simulation that was by text?</i></p>

HEADING	DESCRIPTION
Conversation Debrief	<p><i>The participants will have also played a conversation with a student Kacey, who came to them after a student government meeting. The SGA had been discussing immigration, and Kacey felt like no one listened to her perspective because she used the term “illegal immigrant.”</i></p> <p><i>Take a moment for the group to think about how these steps and techniques were used in similar ways with a student than with a peer. See if there is an experience they’ve experienced at their institution they would like to share where they think this process could help.</i></p>

HEADING	DESCRIPTION
<p>Inward Reflection</p>	<p><i>The skills the participants used when talking with a colleague, Jeremy, and a student, Kacey, can help out in any type of situation, not only when you're pointing out a misstep to someone else, but also moments when something's been pointed out to you. Turning the lens inward can be difficult for some. Reestablish that this is a safe space to share, and that you are going into this discussion with a growth mindset.</i></p>
<p>Learning from Mistakes</p>	<p>Frank shared a moment when he used the wrong pronouns for one of his students. They came to him after class to remind him that they recently started using "they/them" pronouns. He wanted to show that he respected and affirmed their identity. So, he said, "I'm sorry. Thanks for saying something."</p> <p>But the last step in a courageous conversation isn't just the apology, but the "what now" moment.</p> <p>Some things you might say after an apology:</p> <ul style="list-style-type: none"> • I didn't even realize I was doing that. Thank you for mentioning it. • If you have the capacity, would you be willing to talk more about this? • I'm ready to learn about the impact of my actions. • I'm going to take some time to reflect. • I'm going to step back and figure out why I felt the need to say that. • I'm going to do the work to make sure I don't make the same mistake again. <p><i>If you can, share a moment from personal experience where you have had to have a growth mindset. Then have them write down something from their own lives. Ask if anyone is comfortable sharing.</i></p>

HEADING	DESCRIPTION
<p>Proactive Approach</p>	<p><i>Remind participants we don't want to just grow our understandings after a mistake, but that we want to be proactive. Seeking out and surrounding themselves with diverse voices speaking on their own lived experiences.</i></p> <p><i>Take a moment to customize this section with some institution specific information with items such as:</i></p> <ul style="list-style-type: none"> • <i>Names and numbers of offices on campus that can act as learning opportunities and resources</i> • <i>Multi-media suggestions such as books, podcasts, articles, movies</i> • <i>On and off campus programs</i>
<p>Final Affirmations</p>	<p><i>Wrap up with a sincere thank you for their time, vulnerability in the session, and for sharing their experiences. Finish up with the following affirmations from the sim, reminding them that this is a step on the journey and that is why we need to continue to look forward.</i> (PowerPoint Slide 20)</p> <ul style="list-style-type: none"> • I will be brave enough to admit and reflect on my biases and mistakes. • I will be strong enough to acknowledge I may not fully understand and appreciate the challenges of others. • I will be humble enough to recognize I'll never be done learning. • I will set an example of how to approach uncomfortable topics and situations with compassion. • I will not let the fear of getting it wrong keep me from trying. <p>(Final PowerPoint Slide) Thank you for leading the session and all the work you do to create an inclusive campus where everyone can thrive.</p>