



Addressing Microaggressions: Calling-Out & Calling-In Facilitator Guide

Purpose:

This Facilitation Guide was created to enable discussions based on the [Addressing Microaggressions: Calling-Out & Calling-In Module](#). Below are conversation starters and resources that can be utilized to further the discussion and implementation of actions to address microaggressions in educational and professional settings.

Conversation starters:

The following questions were developed in order to guide a discussion through initial reactions to module content, to reflection on relevant past experiences, to application for this work team in future settings. While it is not expected to discuss every question, it is recommended to ask questions in the order they are listed.

- *What is something that stood out to you from the module?*
- *Did anything surprise you?*
- *How did you feel as you went through the module?*
- *Was there a specific scenario that resonated with you? (See appendix for review of scenarios)*
- *Have you ever called someone out or in? What happened? How did it feel at the moment? What about afterward?*
- *Has someone else ever called you out or in? What happened and how did that feel?*
- *What are some common themes we're hearing about what people were thinking or feeling about calling in and calling out?*
- *Why is it important for all of us to participate in modules like this?*
- *How does calling out and in help to create a more inclusive campus community and workplace ?*
- *How can we take today's conversation into the norms of how we interact as colleagues?*
- *What are some expectations we want to set for ourselves, both when we're being called out/in and when we're doing the calling out/in?*

Facilitator Tips:

The following tips were developed for facilitators to keep in mind as they moderate and participate in what can be a difficult conversation. It is important to create a supportive, respectful space to engage in meaningful dialogue. In order to do so, it is recommended that

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facilitators keep in mind phases that a group moves through during these discussions and strategies for leading these conversations.

Adapted from Adams M, Bell L A, and Griffin P. Teaching For Diversity and Social Justice. 3rd edition. New York: Routledge; 2007

1. Confirmation Phase: Create an environment where colleagues feel safe to take risks and be vulnerable.

- Thank everyone for completing the module and state how important it is for the Rowan-Virtua SOM community to collectively be engaged with growth.
- Set and model an appropriate and respectful tone.
- Model self-disclosure by participating in the discussion.
- Acknowledge the significance of feelings that may arise - for some, this may be the first time they are engaging in a discussion like this. Acknowledge that there may be supervisors and subordinates in the room but this conversation is not about rank at the institution and that we must all be committed to lifelong learning.

2. Contradiction Phase: Beliefs and understanding are challenged and held up for examination.

- Carefully monitor the discussion for power dynamics that may be at play during the discussion.
 - Are two or three people dominating the discussion? Have several people not spoken at all? Are only supervisors contributing significantly?
 - If so, state the importance of providing space where every person can meaningfully participate in this discussion.
- Address inaccurate information and views contrary to the Rowan-Virtua SOM mission.
- Use silence: Silence can often be a learning opportunity and a way of deepening the discussion.

3. Continuity Phase: Address the need for closure and continuity beyond the session.

- Acknowledge the feelings that may have arisen and encourage each person to engage in some self-care to process the conversation.
- Encourage team members to use their spheres of influence to make a change on a daily basis.
- Recognize the value of group support and moving forward proactively.
- Discuss appropriate next steps.
 - As necessary, schedule individual follow up.

Resources:

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- Module [Presentation](#) (includes Scenarios and Reflective Questions)
- [Calling-Out & Calling-In](#) Handout
- [Microaggression Response Toolkit](#) Handout

Appendix 1: Module Scenarios

Scenario 1: A Meeting of Peers

At a staff meeting to discuss a recent change to sick leave policy, the supervisor, Shirley, asks Lisa, a senior staff member who recently returned from sick leave, a question about her experience with the previous policy.

A male staff member, Jerry, answers with a brief statement about the current policy and then asks a question of the group about the former policy.

Lisa starts to speak, but Jerry interrupts her to explain why he asked the question. She sits back to wait, patiently listening as he explains.

Reflective Questions for Scenario 1:

1. Why do you think Jerry answered a question directed at Lisa?
2. What do you think is Shirley's responsibility to redirect the question to Lisa?
3. Why do you think Lisa didn't call Jerry out for interrupting her?
4. Do you think Jerry would have behaved the same way if a male colleague had been asked the question?
5. Do you think Lisa would have reacted the same way if a female colleague had interrupted her? In your experience, would you expect a female colleague to interrupt her?

Scenario 2: Power Dynamics

A group of male colleagues are planning a seminar for their department. Of the four men, the three white men include the department supervisor and two junior staff members, one of whom has only recently joined the department. The fourth is a Latino staff member who has worked in the department for years.

The division head has asked for four major concerns to be addressed. The supervisor, Albert, has started the meeting by asking if anyone has prepared any comments. Luis, the mid-career staff member, has visible notes in front of him.

James and Cal immediately begin speaking, throwing out off-the-cuff suggestions. Albert responds enthusiastically to each suggestion. Noticing that Luis has notes in front of him, he asks if he can take notes of everyone's suggestions.

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Reflective Questions for Scenario 2:

1. Why do you think James and Cal felt comfortable speaking up even without prepared notes?
2. Do you think James and/or Cal had the necessary expertise to comment?
3. Why do you think Luis came with notes?
4. Should Albert have asked Luis to speak first, as he had clearly prepared for the discussion?
5. Why didn't Luis jump into the discussion?

Scenario 3: Pre-lecture Banter

Before class, Professor Van Buren likes to engage students in some light-hearted banter, in an effort to build relationships with her students. Noting that Valentine's Day is coming up, she asks the students if they have any plans to celebrate.

Andrew looks down and doesn't respond, even as the rest of the class discusses local restaurants and how hard it is to get a reservation.

Professor Van Buren asks Andrew if he and his girlfriend are having trouble getting a reservation. The rest of the class, trying to be helpful, offers suggestions of recipes if he wants to cook at home.

Reflective Questions for Scenario 3:

1. If you are Andrew, what might have made you uncomfortable with the discussion?
2. Why did everyone assume Andrew had a girlfriend?
3. Why would the professor single out Andrew?
4. How would your opinion of this situation change if you knew Andrew was his first same-sex romantic relationship?
5. What might be some good ways to deflect attention from Andrew?

Scenario 4: Zooming through a Project

Five coworkers are meeting on a Zoom call to provide feedback on a survey to the developer, Anthony. During the discussion, Nicole, the only Black woman in the group, says, "I am concerned that the survey will have a bias towards people who can afford internet access and computers. What about clients who have limited access? I think the survey should be made phone-friendly to accommodate participants who use their phone for their internet access." Another group member, Chris, agrees, and Anthony makes a note in his list of suggestions.

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The next day, Nicole is called into the team leader's office. There, she is told that Anthony raised concerns about her professionalism, specifically how to criticize someone while being considerate of their feelings. The team leader says that she should be friendlier and kind when she offers feedback, as she came off "angry" and "intimidating." Nicole is baffled by Anthony's perception and the team leader's response. The team leader continues to provide additional suggestions on how Nicole can manage these expectations.

Reflective Questions for Scenario 4:

1. What do you think the team members may have felt was unprofessional, intimidating, or angry about Nicole's comments?
2. How might race and gender impact how others in the meeting perceived Nicole's comments?
3. What role do you think bias might have in Anthony's perception and the team leader's response?
4. What are the implications of the team leader's coaching suggestions, especially if they are Nicole's supervisor?