VOICES OF DIVERSITY

Creating a culture of safety, respect and belonging on campus

FACILITATOR'S GUIDE

Produced for

WESTERN'S CAUCUS ON WOMEN'S ISSUES
The University of Western Ontario
and
THE VIDEO STANDING COMMITTEE
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ABOUT THE VIDEO

"The spirit of the intent is that we are all in this together. It's good for you, it's good for me, it's good for the community – to make us better people. There will be good times and there will be bad times, it's all part of the process."
  - **Professor Mac Saulis, Tobique First Nation, Coordinator, Master of Social Work, Aboriginal Field of Study, Wilfrid Laurier University**

Provocative, insightful and highly personal, ***VOICES OF DIVERSITY: Creating a culture of safety, respect and belonging on campus*** is a timely and unique video. It is aimed at students, staff, faculty and college and university leaders – and anyone who cares about improving the environment and culture of our campuses. The video challenges many of our preconceived ideas about what it means to study and learn, live and work at a Canadian university or college.

VOICES OF DIVERSITY examines issues of discrimination, intolerance and lack of safety. The video captures the lived experiences, observations and analytical perspectives of dozens of diverse graduate and undergraduate students, faculty, support staff, student services coordinators and counsellors, college and university administrators and leaders. It offers a window into their academic and campus lives.

At school and at work, issues of safety, disrespect and exclusion are often not recognized, discussed or addressed. The social norms and power relations that create advantages for some and harm others are familiar, but not always acknowledged. This video provides insight into these themes – and how individuals and the quality of campus life are affected.

The need to ensure safety, respect and a sense of belonging on campus are the key themes that emerge. Woven into this tapestry of experience and analysis, of hurt and hope, are concerns about

- individual and systemic power and privilege,
- social norms and their influences,
- what creates a culture that values everyone – or does not,
- the effects on individuals, groups and institutions, and
- how to make a difference and bring about change.

The voices in the video and guide were gathered from over two years of preparatory research, involving hundreds of on-camera and off-camera participants and interviewees. These include:

- Aboriginal students, staff and faculty
- international students
- members of the LGBTQ community (lesbian, gay, bisexual, trans and queer people)
- people of diverse ethnic, religious and racialized backgrounds
- people with disabilities or who are differently abled
- women and men
- people who reflect the intersections among these and many other identities

Designed to be flexible for the user, the 55-minute video can be shown in its entirety or by specific topics or "chapters" (from 1 to 10 minutes in length).

ABOUT THE FACILITATOR'S GUIDE

The video is a vehicle to prompt discussion, learning, reflection and action.

We developed this guide to help you use the video effectively and simplify your preparation. It gives you **facilitation tips, discussion questions, sample agendas** and **handouts** you can adapt to the needs of your audience and session.

How to use this guide

We suggest that you skim through the Table of Contents to locate the content that interests you.

If you are *inexperienced* in facilitating discussion, using a video, or in the issues this video raises:
- browse the menu of general discussion questions (page 15) – you may find a set of questions that meets your needs,
- jump-start your preparation by turning to "Getting Started: The Basics" (pages 5-7),
- pick from the sample agendas (pages 16, 17),
- dip into the discussion questions provided for each topic (pages 8-14) to find ways to frame your discussion,
- skim through the facilitation tips to sharpen your facilitation skills (pages 3, 4 and check the web link www.uwo.ca/wcwi),
- talk with colleagues who have experience (you might want to co-facilitate your discussion and use of the video).

If you are an *experienced* facilitator:
- scan "Getting Started: The Basics" (pages 5-7), general discussion questions (page 15), and sample agendas (pages 16, 17) to familiarize yourself with the material,
- adapt the topic-specific discussion questions (pages 8-14), exercises and group activities (pages 18, 19) to your unique needs and audience,
- browse **"Beyond the Basics: Advanced facilitation methodologies"** on the web link www.uwo.ca/wcwi to prompt ideas about the style of discussion to utilize.

There are additional discussion questions, facilitation tips and resources on the web link www.uwo.ca/wcwi

The use of a video is one way to facilitate learning and can be a powerful vehicle for discussion.

What is my role as a facilitator?

As a facilitator your role is to *create an opportunity and an environment for discussion.* You are there to *make it easy* for participants to discuss, use the video and achieve the purpose for which you have come together.

You will be less successful if you just show the video and let the discussion flow with little, if any, input from you as the facilitator.

Since this video focuses on campus life, frame your role as a *helper of learning.* You are to help individuals or a group
- experience something,
- engage in something,
- learn something,
- reflect on something,
- feel safe and confident to speak out and share their experience, and
- take action.

Should I set ground rules?

As a facilitator you may want to begin a discussion with a few comments about the need for participants to listen and speak respectfully as we discuss topics that may arouse strong and personal feelings and opinions.

> **TIP:** Avoid setting "rules" but encourage "civil discourse". Here's why: in an academic environment it is often inadvisable to frame discussion guidelines as "rules". There may be resistance to the notion of "rules" – which may be seen as limiting academic freedom, restraining discussion or avoiding contentious points of view.

As a facilitator you have a two-fold responsibility: to model the message of the video – safety, respect and inclusion – and to provide a climate of civil, thoughtful and free-flowing discussion, along with critical analysis.

Our advice to facilitators is to engage the audience at the beginning in a collaborative discussion of "what will help us to effectively discuss these issues" or "what style of discussion will make this a good experience". **We know that a discussion is usually ineffective if**
- a few people talk too much or one person dominates the discussion
- participants say nothing or so little that nothing of value emerges
- the discussion assumes that there is a single or correct "reality" – or "answer"
- individuals feel silenced by the tone of the discussion

Given the video's themes, it would be harmful if your participants felt excluded, disrespected or unsafe to express their experience and views. Therefore, you need to set a tone and a context for respectful and inclusive discussion. Your agenda and style of questions will help to do this.

GETTING STARTED: THE BASICS

Step 1: Preview the video, if possible

- Ideally, preview the entire video, or at least the topics/chapters you plan to use.
- Alternatively, review the topics listed in the TABLE OF CONTENTS (inside the front cover of this guide) under "Discussion Questions: by Topic/Chapter in Video."

> **TIP:** The DVD is "chaptered", so you have the option of playing it all through at once ("Play All"), or playing only specific "chapters" or topics to fit your needs and time.

> **TIP:** If you wish to play selected chapters only, give them context by playing the "Overview: Opening of Video" first, followed by your selected chapters and end with "Conclusions to Video".

Step 2: Decide whether to use the entire video or video chapters

- Do you have time in your session to view the entire video and have a discussion?
- Do you only have time to view one or more video topics/chapters, along with a discussion?
- See the sample agendas on pages 16-17 for some ideas on how best to use your time.
- See pages 8-14, "Discussion Questions: by Topic/Chapter of Video", with minutes listed for the duration of each video topic/chapter.

> **TIP:** Consider scheduling the use and discussion of the video over several sessions.

Step 3: Decide the purpose and outcomes you desire

- Who are your participants and what are their needs, interests, knowledge of the topic(s), experiences, etc.?
- Having watched and discussed the video, what do you want your participants to know, feel or do?

Step 4: Match purpose with a discussion approach

- Decide on your approach, given your time, your audience and your facilitation skills.
- Examples of different discussion approaches:
  - ➤ Introducing the video with a discussion question
  - ➤ Lecture/briefing with Q & A (question and answer)
  - ➤ Plenary/whole group discussion
  - ➤ Small group discussion or exercise
  - ➤ Paired interviews
  - ➤ Individual self-reflection

> **TIP:** If you want to experiment with other approaches, visit the VOICES OF DIVERSITY web site at www.uwo.ca/wcwi and follow the links for **"Beyond the Basics: Advanced facilitation methodologies"**.

Step 5: Design an agenda

- **Consider the time available:** what will be done, for how long, in what order?

> **TIP:** Sandwich the video: Decide how you will introduce the video and what question or discussion activities you will use *before* showing the video. Then, determine what discussion questions or exercises you will use *following* the video.

- An agenda can be as simple as an **informal list** of what will be done and when.

- A **formal, detailed agenda** can be used by the facilitator or given to participants.

- Faculty may want to develop an **instructional plan** to guide their use of the video as part of classroom learning or a seminar discussion.

> **TIP:** More interest will be created if you aim for a mixture of activities in your session: plenary (the entire group) discussion; small group activities (discussion or exercise); paired interviews/discussion; individual or reflective activities.

- If you do not have a lot of time or if your group is large, consider using a **paired interview** activity. For example: Each participant turns to the person next to him/her. They share their experiences about "X" (the question or issue) with each other for a defined time (usually 2, 3 or 5 minutes). Afterwards, the facilitator calls on two or three participants to tell the whole group what they learned or key points.

- Be sure to include **an opening to your session:**
  - ➤ welcome the participants
  - ➤ define your role
  - ➤ explain the purpose of the session and the agenda for discussion.

> **TIP:** Here's a sample opening:
> *"Welcome to this viewing of the video "VOICES OF DIVERSITY: Creating a culture of safety, respect and belonging on campus". My name is _____ and my role is to facilitate discussion of the issues. With your help and participation we'll have an interesting and productive discussion. We will use the video and some discussion starters I've adapted for our use from the video's guide. First, let's look at our objectives and agenda for today, then I'll start with an opening discussion question before we see the video."* (For more sample openings, go to www.uwo.ca/wcwi)

To close your session you may want to do some or all of the following:
  - ➤ Thanks: Thank everyone for the discussion (the ideas, the interest expressed...)
  - ➤ Summary: Quickly summarize key discussion points or outcomes. (Or arrange in advance to have one of the participants provide a summary.)
  - ➤ Evaluation: Ask them to fill in an evaluation form, if you're using one. (Page 20)
  - ➤ Next steps: Review any next steps or actions that will be taken.

Checklist for your session

Before:

- ☐ Send a notification to participants or put up posters indicating what your session is about, when and where it is, as well as why you are showing the video and having the discussion.
- ☐ Arrange for the equipment to show the video. Test it in advance!
- ☐ Research and identify referral sources within your university/college community – and in the larger community – for those who may want access to services or counselling, or who want to get more involved in activities related to the issues discussed.
- ☐ Prepare any handouts.
- ☐ Know how to dim the lights in the room.
- ☐ If you can, arrange the chairs/tables/desks in the room to encourage discussion and participation, especially if you want small group discussion.
- ☐ Have the equipment ready to show the video – or the chapter(s) you are using.

During:

- ☐ Welcome participants and introduce the session.
- ☐ Clarify objectives and agenda.
- ☐ Warm-up with a question, paired interview activity, example or comment.
- ☐ Show the video or video chapter(s).
- ☐ Discuss questions, exercises and activities.
- ☐ Close the session: thanks, summary, evaluation, and next steps.
- ☐ Stay positive! Be empathetic. Let the discussion be the focus of the session.

After:

- ☐ Be available for participants who show a personal interest or an emotional response to the video and discussion.
- ☐ As needed, refer individuals to counselling or other services. Be empathetic – listen and affirm – but don't "play therapist".
- ☐ Review the evaluations (if used) to identify the group's response to the session: what was effective, what could be done differently, what was learned, and what follow-up activities are suggested.
- ☐ Act as a conduit to decision-makers and leaders in your university/college by passing on concerns, ideas or suggestions.

Here we offer you 44 discussion questions specific to the video's different topics. If you use topics/chapters from the video (instead of the entire video) to generate discussion, you may find it useful to focus your discussion about a particular topic by using or adapting some of the following questions or exercises. We have organized them by topic. Many more discussion questions and resources can be found at www.uwo.ca/wcwi

Topic: Overview: Opening of Video *(6 minutes in length)*

Discussion Question 1:
Either before watching the video or after seeing the opening, ask: What does "diversity" mean to you? What does "safety" mean to you? Respect? Belonging on campus? Discuss.

Discussion Question 2:
In the opening of the video we see portraits of the Chancellors, Vice-Chancellors and top leaders of the university from the nineteenth century to the present time. They are mostly white men. While these portraits are being shown, a university staff member states: *"The university was set up to serve the interests of the most privileged, historically, the white, able-bodied, not yet elderly, Canadian-born, heterosexual male. Those are our societal norms around where power and privilege flows."* Discuss how the world view of the originators of the academy influences learning and education on campus. [Probes: Welcoming or feelings of belonging extended to whom? Curriculum created through whose perspectives and experiences? Teaching content and styles geared towards what groups of people? Academic excellence defined by what standards?]

Discussion Question 3:
In the opening of the video, a faculty member refers to an early teaching experience. She says: *"You don't realize you're in a culture, it's like being a fish in water. So, coming in as a new person, into a new culture and really not knowing the unstated assumptions, not knowing the unstated values – I really got the sense of running into a lot of invisible brick walls. Invisible, but hard and fast rules! That people should fit this mold. It's a rather narrow mold and it doesn't give a whole lot of flexibility."* What are some of the 'invisible' rules that you feel dominate the 'culture' of your university/college? Where do you think these rules came from? How do they influence those who live, learn and work here? (Examples of invisible rules: the way a woman student should dress – latest fads, clothes, etc.; one's accent, its acceptability; who is allowed to or feels comfortable speaking up in class and who doesn't; the expectations about socializing, drinking, or sexual behaviour; what age is 'normal' for being a student; the campus set up for able-bodied people; gender-biased language; assumption that 'couples' are male/female – heterosexist.)

Discussion Question 4:
Representatives of many diverse groups on campus talk about how the system of the university and the definitions of 'normal' and 'who belongs' just don't fit with who they are and what they value. These diverse groups, added together, form the majority of students on campus (for example: women are over half of all students on most campuses; people of colour, diverse ethnicities, races, religions and cultural traditions also represent a large demographic; LGBTQ students represent the same percentage on campus as they do in society – at least 8-10%; there are thousands of mature students on campus and growing numbers of students with disabilities). How could our university or college campus be more welcoming, more inclusive, more representative of this majority demographic of students who are not white males, born in Canada? (Examples: the look and feel of the place, the policies, media/posters/publicity, attitudes of students or professors in classrooms, curriculum and events on campus, etc.)

Topic: Changing Cultures and Social Norms *(1 minute in length)*

Discussion Question 5:
"Social norms" (definition): expected behaviours; what is commonly done or expected; the usual way of behaving or acting. In your experience, what are some of the dominant social norms at your university/college (department, school, residence, student organization, work unit…)?

Discussion Question 6:
An organization is said to have a "culture" when the members of the organization share an understanding or have a common perception of the organization, especially where it distinguishes that organization from another. Describe the organizational culture of your university/college (or department, program, class, residence floor, work unit, etc.) Has this culture changed over time? Is it likely to change in the future? Is it a culture of safety, respect and belonging? Why/why not?

Discussion Question 7:
An array of issues and concerns are highlighted in this video. Are there issues you did not see addressed, issues related to respect, belonging and safety that are important to you? Discuss. (Examples: issues related to age – younger or older, religious belief or practice, class and socio-economic status, education or credentials, power relations between faculty and staff, role of unions or employee associations, etc.)

Topic: Multiculturalism and Racism *(6 minutes in length)*

Discussion Question 8:
A classic article, *"White Privilege: Unpacking the Invisible Knapsack"* by Peggy McIntosh, lists ways in which those who are white and live and work in our own country are privileged compared to people who are newcomers, refugees, immigrants, or are here as international students for the first time, or speak with an accent, do not speak English as well, etc. Make a list of the "white privileges" that are taken for granted on a daily basis. What "privileges" are not available to newcomers or international students? (Examples: language, food, family, aromas, etc.) How difficult would it be for you to do without these privileges of your race and culture? [Probe: What could we do to 'make it better' for international students and newcomers who might feel lonely, alienated or fearful?]

Discussion Question 9:
An international graduate student says, *"You live in a world where you know that who you are is not necessarily who they're seeing."* What do you think she meant by this? What effect would it have on you if you felt nobody really knew who you were?

Discussion Question 10:
In your experience – or drawing from examples in the video – what are some of the university's/college's "cultural norms" that might be confusing or alienating for international students, for newcomers/new immigrants, or for members of a racialized minority? [Probe: Do you think some of these same norms also make Canadian students feel uncomfortable? If so, how?]

Discussion Question 11:
"The adjustment [of international students] can be pretty intense." In our classrooms, study groups, in residence, in interactions with professors, counsellors or student services – or in any aspect of life on campus – what might help or hinder international students or newcomers to feel safe, welcome, respected and included?

Topic: Sexual Diversity and Homophobia   *(4 minutes in length)*

Discussion Question 12:
For many reasons *"it's difficult for gay/lesbian international students when they come here"*. Other LGBTQ students may have similar fears. What can you do – what can we do – to support a gay/lesbian student, especially if they have a fear of coming out? What can be done by your college/university?

Discussion Question 13:
What can be done – and by whom – to prevent or deal with *"words that hurt"*? (By professors in the classroom, by other students/co-workers, residence advisors, counsellors and student services providers, student leaders, university leaders/administrators and others.) [Examples: homophobic graffiti, homophobic remarks ("that's so gay"), non-inclusive language in the classroom (always saying 'husband and wife' or 'girlfriend and boyfriend' rather than 'partners' or 'couples'), professors not challenging students who make homophobic or derogatory remarks in class.]

Discussion Question 14:
Many issues – as well as several suggestions for improvement – are voiced in the video. What do you think would create a more safe, respectful and inclusive climate for LGBTQ students?

Topic: Ableism   *(3 minutes in length)*

Discussion Question 15:
What is "ableism"? How is the world as seen through the eyes and needs of an able-bodied person different from the world as experienced by a person with a disability?

Discussion Question 16:
A student recommends that a new building not have big doors, yet *"giant oak doors"* are installed. Why might the suggestions of students with disabilities NOT be implemented or taken seriously by your university/college? [Probe: What are the advantages/disadvantages of seeking the input of students with disabilities when making decisions, planning the design of buildings, deciding what to teach in class, etc.]

Discussion Question 17:
"Sometimes we just maybe need to be a little bit more outgoing than the average person just to let them know 'It's OK. It's OK for you to help me. It's OK for you to ask me whatever you want to ask me'." Do you think it is up to the person with a disability to "break the ice" and make the other person feel more comfortable when interacting with a person with a disability?

Discussion Question 18:
What do you think? A graduate student talks about how, for him, the barrier is linguistics, semantics: *"Disability varies to everybody. You can't define disability, and disability can't be defined because the word disability means a loss of ability and we all have losses of ability. We all have things that we are not able to do. We're all disabled, that's sort of the beauty of it, is that we all know what it's like to have limitations. The problem is the people who don't see that and the people who say, 'No I am able bodied. You are disabled.' That's the barrier."*

Topic: Safety on Campus   *(10 minutes in length)*

Discussion Question 19:
Use the "Safety quiz" (page 19) as a discussion starter before viewing the video.

Discussion Question 20:
In your experience, what does it mean to be physically safe, to be emotionally safe? [Probe: What helps us to feel and be safe? What hinders us from feeling and being safe? What can we do personally to ensure our own safety and the safety of others? What can the university/college do?]

Discussion Question 21:
When does someone's behaviour cross the line into stalking? Into bullying? Into harassment? Into cyber-harassment? Into porn?

Discussion Question 22:
The video emphasizes the risks for women, particularly women students. How can men be "part of the solution"?

Discussion Question 23:
Bullying and harassment is a problem – at school and at work. What examples of bullying or harassment have you witnessed, heard about or experienced? How does it affect the learning or work environment?

Discussion Question 24:
In the video a First Nations professor says, *"If you don't have a sense of recognition at that place, then you're not going to feel like you belong there...and you won't feel safe and you won't feel connected and you won't feel cared for... As you unfold a society, a caring society, time is a sign of love. Time – if you give people your time – they will feel as if they belong. They'll feel recognized. They'll feel cared for. They'll feel safe."* Tell a story about an experience where you were given 'time' by someone, and it helped you. [Probe: How does the concept of faculty and administrators giving 'time' to students play out on a campus? Does this happen? Is this possible? Why or why not?] [Probe: How do you think people giving more time to each other could help a campus be a safer, more respectful place, where people feel a sense of belonging?]

Discussion Question 25:
Both the director of campus police and a faculty member stress that violence is a process – and it escalates on a continuum of severity. Have you seen this or experienced it?

Discussion Question 26:
Annual reports to the university/college administration from campus police & equity services record less than 5% of sexual assaults – only those that have been brought forward. Why are women reluctant to report? Is it any easier for men to report?

Discussion Question 27:
Using the messages of the video concerning safety, discuss the following: At our university/college, what is working well to ensure the safety of students, staff and faculty? Where do we need to improve? How do we build on the best of our successes to be more effective?

DISCUSSION QUESTIONS: BY TOPIC/CHAPTER IN VIDEO

Topic: Indigenous Services and First Nations Studies *(6 minutes in length)*

Discussion Question 28:
Making connections: *"One of the first things that Native students look for at the university when they come is someone who cares. Do we have a place? Do we have a spot? I think non-Native students also come to the University looking to make it their own place, for a connection."* Thinking back to your own experience, were you looking for a connection? Tell a story about that time. What creates a campus culture that creates caring or a connection?

Discussion Question 29:
A First Nations faculty member says, *"When people feel safe, they learn better. They explore, they reach beyond themselves."* What do you think that means? Give examples from your own learning experiences. [Probe: Conversely, when you don't feel safe, can you learn?]

Discussion Question 30:
Compare Indigenous and non-Indigenous ways of learning and being at university. Discuss how they differ. (The video identifies Indigenous ways of learning as: caring; having a sense of place and a connection; community focused; sharing knowledge; learning from each other in a more equal way; appreciating the other ways of knowing.) How would it change your experience if Indigenous ways were incorporated?

Topic: Sexism *(5 minutes in length)*

Discussion Question 31:
In the video a woman says, *"It's hard to picture what a university would be like today if we hadn't had the feminist movement"* and a man says, *"Sexism is a difficult one, because I think that people believe that we have come so far and that men and women are equal. And yet..."* Discuss, making reference to your experience at university/college, other organizations or society in general.

Discussion Question 32:
In your experience, have you observed male students acting like "alpha males"? What effects have there been on other students, specifically female students and other male students? Does the "alpha male" behaviour help or hinder discussion? What, if anything, do you think should be done – and by whom – about this kind of behaviour? (Include a discussion of what should be done by the professor, female students, the "alpha male" himself, and by other male students).

Discussion Question 33:
"A very female leadership style – which is entirely collaborative – starts with a recognition that everyone around the table has gifts. And it's a question of finding out how to liberate that." What is your experience with different leadership styles? [Probe: Tell a story about a leadership style/styles that you prefer or that you find works most effectively. What would you recommend about cultivating a leadership style?]

Discussion Question 34:
"The teachers that students remember ... are humble teachers. The ones who made them feel good, who gave them a second chance." Discuss.

Topic: Student Services: the few serving the many *(2 minutes in length)*

Discussion Question 35:
One of the voices in the video states, *"student services providers are key relationship builders"*. Another person argues that student services need to be *"well staffed"* and *"well funded"*. Assess the situation at your university/college: what is working well and what changes are needed? (Note: In advance, research the ratio of staff to students for particular student services, i.e., international students, Indigenous services, services for students with disabilities, etc., as well as for all student services and the student body. Try to identify the funding available for student service providers. You may want initially to disclose the findings of your research, or to ask the participants to "guesstimate" the staffing and funding, and later disclose your statistics.)

Discussion Question 36:
"How can we expect two to three people to serve thousands of people from 40 different countries around the world? How can one or two staff address the lack of Aboriginal people on our campus? We can't avoid seeing a degree of tokenism." Do you agree? Is it tokenism by a university/college to have so few in student services serving the many? ("Tokenism": making only a token or superficial effort, or a symbolic gesture towards accomplishment of a goal.)

Discussion Question 37:
What are the pressures or stresses faced by staff in student services? How do these conditions affect the students with whom front-line staff interact? Do you see ways in which the system could be changed to eliminate or reduce these pressures or stresses?

Topic: Faculty, Staff and Graduate Students: Power Relations *(8 minutes in length)*

Discussion Question 38:
Do you perceive or experience a hierarchy at your university/college operating among students, faculty, staff and administration? Discuss. [Probe: How do you think that hierarchy affects people? Does status play a role?]

Discussion Question 39:
A former ombudsperson says, *"It's difficult because things don't happen for the university as a whole, they happen in these little kingdoms, these little patchworks."* What do you think she meant by this? Do you think that universities/colleges should have the same standards of behaviour for everyone? Why or why not? [Probe: If you argue for universal standards, what would they be? If you argue against universal standards, what would govern behaviour?]

Discussion Question 40:
For faculty, staff or graduate students: Do you get feedback in terms of how you're valued? Is this important to you? Why or why not? [Probe: What is effective and constructive feedback? What makes it effective?]

Discussion Question 41:
What are the pressures or stresses faculty members face? How do these conditions affect the students with whom faculty interact? Do you see ways in which the system could be changed to eliminate or reduce these pressures or stresses?

Topic: Conclusions to Video *(5 minutes in length)*

Discussion Question 42:
In the opening, we hear a strong and provocative statement by Dr. Walter DeKeseredy, a national expert on campus violence and professor, Faculty of Criminology, Justice and Policy Studies at the University of Ontario Institute of Technology: *"The system is the same at almost every Canadian university and college. It is a collaborative system that contributes to much pain and suffering. The problem with our post-secondary system is not a few rotten apples, the whole barrel has to be cleaned and restructured and reorganized."* Now that you've viewed and discussed the video, or parts of it, what is your conclusion? In your experience, is the source of problems in the campus culture individual (*"a few rotten apples"*) or is it systemic and structural (*"the whole barrel"*)? What about the solution: individual or structural? Discuss.

Discussion Question 43:
Use the Exercise (Handout) "What resonates with you?" (page 18) to generate discussion of the messages that participants value or with which they identify. [Probe: If you had three recommendations for someone using the video, what would they be?]

Discussion Question 44:
Distribute the poem by David Whyte called *The House of Belonging.* You will find the poem at www.davidwhyte.com/house.html. [Alternative: Use the end of the poem as cited below and distribute it, or write it on a chalkboard/whiteboard, or show it on Power Point:
"This is the bright home/ in which I live........There is no house/ like the house of belonging."
Describe your "house of belonging". Discuss what makes a "house of belonging" on campus.
(Note: You might want to focus the discussion of "a house of belonging on campus" for
- students, women students, international students, aboriginal students, minority students, first-year students, students living in residence for the first time, off-campus students, graduate students, etc.
- faculty, new faculty, part-time/contract faculty, probationary faculty, etc.
- staff, front-line staff who work with students, student services counsellors and coordinators, staff who work closely with faculty, staff who work in food services or care-taking, part-time staff, etc.)

IMPORTANT TIP: Making connections
Although we encourage the use of the entire video, we know that you will not always have time to use and discuss the entire video in your session. However, please keep in mind that the various topics/chapters are linked by themes and issues.
Therefore, when you facilitate the discussion (or design your agenda), consider making connections between the different topics, highlighting concerns related to safety, respect and belonging voiced by diverse groups, and encouraging identification of solutions that benefit a wide range of individuals and groups.
The general discussion questions in the next section of the guide may help your participants to make these important connections.

"It is not the answer that enlightens, but the question."
-Eugene Ionesco, playwright and dramatist (1909-1994)

There is no single right way to use the video. Only you can decide what will work best for your audience, purpose and needs.

To prepare this facilitator's guide we interviewed dozens of people, including students, staff, faculty and university leaders. Often they asked for "four or five good questions" they could use to facilitate a discussion of the entire video or specific topics.

Below are four versions of general discussion questions you might use with your audience. Each takes a different approach, but all focus on broad issues and themes. Browse through these examples to find a set of questions that fits your needs. Adapt them – the number, wording and sequence – to your audience and purposes. For more general discussion questions, go to the web link www.uwo.ca/wcwi

1. Simple and Straightforward
1. What stood out for you? (i.e., made you think, moved you, surprised you, inspired you...)
2. From your experience, does this video reflect your campus?
3. What steps could you take to make someone's experience safer, more respectful and inclusive?
4. For change to happen, what could we do to make everyone in our campus community – all students, staff and faculty – feel safer, respected and that they belong?

2. Reflection
1. Have you ever felt "different" or "on the margins"?
2. How were the experiences, perceptions and analysis presented in the video similar to or different from your own?
3. Having heard the VOICES OF DIVERSITY represented in this video, how do you feel? Are you more empathetic? Do you feel hopeful or discouraged?
4. What can you/we do to make life on campus a better or more positive experience?

3. Knowing, Feeling and Doing
1. Awareness: What is one thing you became aware of? What stood out for you?
2. Learning: What is one thing you learned?
3. Feeling: What is one feeling the video generated for you?
4. Action: What is one thing you will begin to do, do more of or do differently?
5. Follow-up: What next steps are needed? By whom? (Individual or Institutional)

4. Generating Momentum
1. Past successes: Think of a time in your experience at university/college (as a student, staff member or faculty member) when you felt safe, valued, respected and that you belonged. Tell a story about that time. What were you and others doing? (Tell this to the whole group/plenary OR in small groups OR in paired interviews/discussions.)
2. Supports: What external/organizational factors were present that supported those experiences or moments?
3. Building on this: How might this university/college (or student group, or class, or department, or work unit...) function if we could build on or expand the conditions that led to past successes?
4. Specific topics: Let's identify some specific topics for deeper inquiry.

SAMPLE AGENDAS: How much time do you have?

Here are 6 sample agendas. You can adapt them for use with the entire video or selected video chapters. The agendas range from 30 minutes to 3 hours or a full day. For more sample agendas go to the web link www.uwo.ca/wcwi

> **TIP:** The only guarantee is that you will not have enough time!

If you are using the entire video:

Agenda #1: 90 minutes (We do not recommend using the entire video with less than a 90 minute session; indeed, more time is preferable.)

3 minutes	- Introduction to the session
5 minutes	- Discussion starter: reflection exercise
4 minutes	- Debriefing in plenary
55 minutes	- Video – with handout of video topics
10 minutes	- Discussion: use 1-2 questions in paired interview format
10 minutes	- Debriefing
3 minutes	- Close the session

Agenda #2: 2 hours

5 minutes	- Introduction
6 minutes	- Discussion starter: paired interview exercise
4 minutes	- Debriefing in plenary
55 minutes	- Video – with handout of video topics
10-15 minutes	- Small group discussion using 2-3 questions
10-15 minutes	- Plenary debriefing
15 minutes	- Plenary discussion, using 1-2 questions
5 minutes	- Close the session

Agenda #3: 3 hours/half-day to full-day agenda

5 minutes	- Introduction (be sure to review the agenda)
10 minutes	- Discussion starter: paired interview exercise
5 minutes	- Debriefing in plenary
55 minutes	- Video – with handout of video topics
60-80 minutes	- 4 questions – each discussed in a small group (10 minutes each) with plenary debriefing (5-10 minutes each)
20 minutes	- Plenary discussion, using 1-2 questions or key points
5 minutes	- Close the session

> **TIP:** If you have more time, use extra questions, give additional time for discussion in the groups or in plenary, or substitute an exercise (case study, scenario, problem-solving question, role playing, etc.) that may generate more discussion.

MORE DISCUSSION ACTIVITIES AND RESOURCES

If you are using video topics/chapters:

Agenda #4: 30 minutes

3 minutes	- Introduction
5 minutes	- Discussion starter: reflection exercise
3 minutes	- Debriefing in plenary
5 minutes	- Video chapter: "Sexism"
6 minutes	- Discussion: use 1-2 questions in paired interview format
5 minutes	- Debriefing
3 minutes	- Close the session

Agenda #5: 50 minute class or student seminar

4 minutes	- Introduction (connect the topic/video to the course)
4 minutes	- Paired interview question/discussion
2 minutes	- Class debriefing
6 minutes	- Video chapter: "Overview: Opening of Video"
1 minute	- Video chapter: "Changing Cultures and Social Norms"
4 minutes	- Video chapter: "Sexual Diversity and Homophobia"
5 minutes	- Video chapter: "Conclusions to Video"
10 minutes	- Discussion: use 1-3 questions in plenary (or paired interview format)
10 minutes	- Class debriefing
4 minutes	- Summary of key learning points

Agenda #6: 60 minutes

4 minutes	- Introduction
5-10 minutes	- Safety quiz – individuals try the quiz and discuss with their neighbour or in a small group
6 minutes	- Video chapter: "Overview: Opening of Video"
10 minutes	- Video chapter: "Safety on campus"
5 minutes	- Video chapter: "Conclusions to Video"
10-15 minutes	- Discussion: use 1-3 questions (small groups or paired interview format)
10 minutes	- Debriefing
5 minutes	- Close the session

TIP: Use the "Opening Overview" and "Conclusions" chapters to sandwich your selected chapter(s) for viewing. This gives a context to each chapter, before and after.

TIP: Always be prepared to "go with your audience" – while keeping an eye on achieving the agenda and objectives you have set – especially if the discussion is energetic, of value.

TIP: Prepare in advance for "more/less": if time is tight, be ready to discard/revise some activities; similarly, have some extra activities in case you have more time.

TIP: Have a wall clock facing you so you can be aware of the time, without making it obvious to your participants you are "checking your watch".

VOICES OF DIVERSITY
Creating a culture of safety, respect and belonging on campus

The ending comments in the video include the following. Which ones resonate with you? Why?

- *"I think we need to also be able to see the institution's celebration of diversity."*

- *"...when I graduated...what was most important to me...was the relationships that I had formed, the sense of community that I discovered."*

- *"...the best student experience has got to contain receiving respect and giving respect to difference."*

- *"How do we create a safer environment? Simply, I believe, by starting those dialogues, starting those discussions..."*

- *"Everybody is different, but honestly, I think in every culture there's a little thing that connects us."*

- *"There are those who make you feel wonderful because you are different."*

- *"...there are enough pockets of really great possibilities at this school that there's potential for it to change."*

- *"...it's something that requires continual momentum, buy-in from the university community."*

- *"Being respectful and being diverse strengthens the ability to be a great university where all kinds of interchange on all kinds of subjects can occur."*

- *"We don't have a perfect situation, but perfection belongs to the gods. We are human beings and we're imperfect and we need to get on in our glorious imperfections and address those imperfections. That's what moves us forward, everyday."*

- *"People with disabilities currently in Ontario and abroad are being left out in the cold... so as a result I decided I am going to take my wheelchair, in solidarity with all the people in Ontario, all the way to Ottawa and raise awareness about it and push for a re-vamped rejuvenation of accessible transportation."*

- *"I have never felt [so much] joy, accomplishment in a program – because it's not just Indian students, it's non-Indian students too, who are coming in, examining the body of knowledge, experiencing holistic learning and becoming good people at the end."*

- *"Work with other people, make other people feel valuable – and we'll come together. We can do it. We can achieve it."*

SAFETY QUIZ

1. Stalking is a major problem for students who _____.
   - (a) Are trying to leave their boyfriends.
   - (b) Have left their boyfriends.
   - (c) All of the above

2. The greatest safety risk posed to our female students at Canadian universities/colleges is:
   - (a) Strangers (off campus)
   - (b) Strangers (on or off campus)
   - (c) Male student dates and acquaintances

3. In a 12-month period it is estimated _____ percent of female university/college students will experience some type of physical assault by a dating partner or acquaintance.
   - (a) 5
   - (b) 10
   - (c) 15
   - (d) 25

4. _____ percent of female university/college students will experience psychological abuse.
   - (a) 8
   - (b) 20
   - (c) 40
   - (d) 80

5. Less than _____ percent of female university/college students who have experienced sexual assault will report to campus authorities, including service providers (counsellors, residence advisors, etc.).
   - (a) 5
   - (b) 10
   - (c) 15
   - (d) 25

6. Violence is best defined as:
   - (a) A "violence continuum" of a broad range of behaviours on a spectrum or continuum of behaviours that are increasingly severe, and which generate concern for personal safety and/or injury, whether physical or psychological.
   - (b) One or more incidents or acts of aggression that result in physical injury or psychological harm to a person, or damage to property, and include abusive and threatening behaviour.
   - (c) An incident or act of aggression that results in physical injury to a person or damage to property.

> For more information about the "violence continuum", dating safety, work safety and other safe campus community initiatives and policies, go to www.uwo.ca/police and click on "Safe Campus Community."

Answers: 1 (c). 2 (c). 3 (d). 4 (d). 5 (a). 6 (a) is the "best" definition as it includes the understanding of violence as a continuum; answer (b) is also a good definition.

Voices of Diversity
Creating a culture of safety, respect and belonging on campus

In your opinion, how would you rate this session on the following factors?

VIDEO & DISCUSSION

		Poor				Excellent
1.	Content appropriate to my needs	1	2	3	4	5
2.	Video	1	2	3	4	5
3.	Discussion activities	1	2	3	4	5
4.	Increased my understanding of issues of safety, respect and belonging on campus	1	2	3	4	5
5.	Increased my motivation to make change	1	2	3	4	5

FACILITATOR(s)

		Poor				Excellent
1.	Well prepared and organized	1	2	3	4	5
2.	Interested and enthusiastic	1	2	3	4	5
3.	Encouraged participation/discussion	1	2	3	4	5
4.	Overall ability to facilitate session	1	2	3	4	5

What did you **learn that was new or different?**

What did you like the **most?**

What did you like the **least?**

	Poor				Excellent
My overall impression of the session:	1	2	3	4	5

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