

FOSTERING INTERGROUP DIALOGUE THROUGH PROGRAMMING IN ACADEMIC ADVISING

Identify the needs of your students.
Outline the purpose of this programming initiative.
What strategies for programming will work best for this initiative? E.g., Large Group Presentations, World Cafes, Passive Programming...

Identify the learning goals that guide this programming.

-
-
-

What specific, measurable outcomes do you hope this event achieves?

-
-
-

CREATING A FACILITATOR GUIDE

Define Equity, Diversity, and Inclusion for your

Institution:

Unit:

Audience:

Identify campus/community partners to help coordinate programming:

-
-
-
-

What challenges might there be in developing programming like this?

Assessment ideas: How will you ensure learning has occurred?

- Follow-up survey
- Pre-test/Post-test
- Quick review and check

SAMPLE Ground Rules and Principles of Community

The Art of Social Justice 2020-21

The Art of Social Justice 2020-21

The Art of Social Justice: Book and Film Discussion Group

Judy Genshaft Honors College

Forward: "This group is intended to be a forum for **discussion** of ideas and for learning about differing viewpoints, not for **debate**. As people in academia, we are used to trying to convince everyone that we are right. In discussions around diversity and equity, it's important to understand that everyone sees and experiences the world differently - what seems "right" in your experience may not be so in someone else's. Everyone is asked to consider different perspectives, for the purpose of sensitivity, learning, and growth. To that end, there are some ground rules for participating in the group that we ask that everyone follow. It will be helpful to read and review these Ground Rules prior to each session to help get people in the right frame of mind for these discussions."¹⁾

We will modify these as a group to meet our needs.

- **Recognize:** We recognize that we must strive to overcome historical and divisive biases, such as racism and sexism, in our society.
- **Acknowledge:** We acknowledge that we are all systematically taught misinformation about our own group(s) and about members of other groups. This is true for everyone, regardless of our group(s).
- **No Blame:** We agree not to blame ourselves or others for the misinformation we have learned, but to accept responsibility for not repeating misinformation after we have learned otherwise.
- **Respect:** We agree to listen respectfully to each other without interruptions. Only one person speaks at a time. However, this does not mean we should ignore problematic statements. See information on "calling in and calling out." Both approaches are valid and can be done with care and respect, with the goal of helping each other learn. We acknowledge that we may be at different stages of learning on the content and discussion topics.
- **Individual Experience:** We agree that no one should be required or expected to speak for their whole race or gender. We can't, even if we wanted to. Additionally, we will practice speaking from the "I" and not the "you." We do not want to project our behaviors or assumptions onto anyone else, or expect that we all have the same political, emotional, social, or intellectual beliefs.
- **Don't freeze people in time:** everyone is at different points in their learning journeys and we respect that people's attitudes and beliefs shift over time. Growth and change are welcome, and we choose not to freeze a person in their worst moments.
- **Trust:** Everyone has come to the table to learn, grow, and share. We will trust that people are doing the best they can; we all make mistakes and have bad days; when these occur, let's challenge and encourage each other to do better. We acknowledge once again that we may be at different stages of learning on the topic.

1

- **Share the Air:** Share responsibility for including all voices in the discussion. If you have a tendency to dominate discussions, take a step back and help the group invite others to speak. If you tend to stay quiet, challenge yourself to share ideas so others can learn from you. Think "WAIT": Why Am I Talking (or not talking).
- **Not Experts:** We are not experts. Everyone in the group is here to learn. We also recognize that everyone has an opinion. Opinions, however, are not the same as informed knowledge backed up by research. Depending on the topic and context, both are valid to share but it's important to know the difference. To engage in deep learning, we will want to learn more toward informed knowledge and gain practice reflecting and speaking thoughtfully on difficult or uncomfortable topics.
- **Ask for help:** It's okay not to know. Keep in mind that we are all still learning and are bound to make mistakes when approaching a complex task or exploring new ideas. Be open to changing your mind, and make space for others to do so as well.
- **It's okay to need space:** Sometimes a conversation gets emotional, uncomfortable, or difficult in other ways. We recognize the need to prioritize mental health and "take breaks" from difficult conversations. Everyone has the right to say they can no longer engage in a discussion without backlash, criticism, or questions. The daily facilitator may also request a "one-minute drink break" to relieve tension for the group.

(1) Forward and Ground Rules from: Ground Rules and Tools: Facilitating Productive Discussions (UCAR) also from the ISU Principles of Community, Center for Research on Learning and Teaching (CRLT) Library Case Academy, and in Everyone Really Does? These Ground Rules are not static and continue to be refined over time as faculty do an work to deconstruct expectations of "neutral" and advance an strategies for non-engagement.

Ground Rules: Original Sources

- **Ground Rules & Tools: Facilitating Productive Discussions**
From University Corporation for Atmospheric Research (UCAR; formerly known as National Council for Atmospheric Research, or NCAR) . Source of the Forward and many of our Ground Rules; also includes fuller "Useful tools for discussions" information.
- **ISU Principles of Community**
ISU's principles address Respect, Purpose, Cooperation, Richness of Diversity, Freedom from Discrimination, and Honest and respectful expression of ideas. - Approved Feb. 9, 2007.

2