Northeastern IGR Conference
Skidmore College
Saratoga Springs, NY
June 7-10, 2015
Welcome to the 2015 Northeastern IGR Conference!

On behalf of the Skidmore Intergroup Relations Program, it is our true pleasure to welcome you to Saratoga Springs as we launch the inaugural Northeastern IGR Conference. The idea for this conference was born several years ago, as Skidmore IGR team members contemplated next steps for our growing program. We would like to specifically acknowledge team member Lei Bryant (Associate Professor of Music) for sparking the idea from which this conference has grown.

Surely we are keenly aware: the struggle for social justice is far from over. Indeed, the oppressive dimensions of the broader world we live in all too frequently find expression through the institutions and communities within which we live and work. And yet, those of us here share a common commitment to address injustices where we find them, and develop the potential of other individuals committed to doing the same.

We hope that vision finds voice with those of us here, from colleges and universities across the U.S., over the next three days. We hope you will be as excited by the events we’ve planned as we are. But most of all, we hope you will find yourself invigorated around the social justice principals that ground our unique pedagogical work, as you network with colleagues, share best practices, brainstorm challenges, and learn about the exciting new research emerging from our collective.

Once again, we’re so excited you could join us. Welcome to Skidmore College, and thank you for being part of making our team’s vision a reality!

Kristie Ford & Jenni Mueller
Conference Organizers
CONFERENCE MEDIA

Conference guests may access Wi-Fi using the “SkidmoreGuest” network (no sign-on required). Guests may also select to log-on to personal devices or Skidmore public computers using the “SkidmoreSecure” network, with conference login “sumIGR” and password “D1fl0gu3!”. We’d like to invite participants to share pictures and updates over social media using the official conference hashtag:

#2015NortheasternIGR
SCHEDULE AT A GLANCE

SUNDAY, JUNE 7th

2:00 – 7:00 pm  Registration and Check-In

5:30 – 7:30 pm  Reception with Performance by Garland Nelson

MONDAY, JUNE 8th

8:00 – 10:00 am  Registration and Check-In (Continued)

8:30 – 10:00 am  Breakfast and Keynote Address by Dr. Sylvia Hurtado: “Building Inclusive Classrooms: Learning from the Practice of Intergroup Dialogue”

10:30 – 12:00 pm  Concurrent Presentation Sessions

12:00 – 1:00 pm  Lunch on your own

1:30 – 3:00 pm  Scholars Panel with Dr. Kelly Maxwell and Dr. Ximena Zúñiga

3:30 – 5:00 pm  Concurrent Presentation Sessions

5:00 – 6:30 pm  Dinner on your own

7:00 – 9:00 pm  Screening of “Through a Lens Darkly: Black Photographers and the Emergence of a People” by Thomas Allen Harris
TUESDAY, JUNE 9th

9:00 – 10:00 am    Continental Breakfast
10:30 – 12:00 pm   Concurrent Presentation Sessions
12:00 – 1:00 pm    Lunch on your own
1:30 – 3:00 pm     Concurrent Presentation Sessions
3:30 – 5:00 pm     Concurrent Presentation Sessions
5:30 – 7:00 pm     Dinner and Keynote Address by Dr. Joe Feagin: “Social Justice Action in a Backtracking Nation”
7:00 – 9:00 pm     Mix-and-Mingle with Performance by Taína Asili y La Banda Rebelde

WEDNESDAY, JUNE 10th

10:00 – 11:00 am   Skidmore IGR Presentation
11:00 – 12:00 pm   Networking Mixer and Closing
Sylvia Hurtado is a Professor in the Graduate School of Education and Information Studies and Director of the Higher Education Research Institute at the University of California, Los Angeles. She has written over 100 publications that focus on student development in college, sociology of education, and diversity in higher education. Professor Hurtado is known for her publications on campus climate as it affects different racial/ethnic groups, and is the co-author of Enacting Diverse Learning Environments (Jossey-Bass), Intergroup Dialogue (University of Michigan Press), and Defending Diversity (University of Michigan Press). Dr. Hurtado served as the 2005 President of the Association for the Study of Higher Education (ASHE). Black Issues in Higher Education (Diverse magazine) named Hurtado among the Top 15 Influential Faculty, an honor bestowed on academicians who personify scholarship, service and integrity and whose work has had substantial impact on the academy. Hurtado has conducted several national projects on diverse learning environments and retention, diversification of the scientific workforce, preparing students for a diverse democracy, and innovation in undergraduate education. Professor Hurtado hails from San Antonio, Texas and earned degrees from Princeton in Sociology (A.B.), the Harvard Graduate School of Education (Ed.M.) and UCLA (Ph.D. in Education).
Joe Feagin is the Ella McFadden Professor in Sociology at Texas A&M University, and past president of the American Sociological Association (ASA, 1999-2000). Feagin was born in San Angelo, Texas and raised in Houston, and received degrees from Baylor (A.B. History/Philosophy) and Harvard University (B.D. Social Ethics; Ph.D. Social Relations/Sociology). Over his career, Dr. Feagin has served faculty appointments at the University of California – Riverside, the University of Texas, and the University of Florida, and from 1974-1975, as the Scholar-in-Residence at the U.S. Commission on Civil Rights. Well-known for his work in the areas of racial and ethnic relations, racism theory and gender, Dr. Feagin is the author or co-author of over 200 research articles and monographs, and nearly 70 books, including Racist America (Routledge, 3rd edition), The White Racial Frame (Routledge, 2nd edition), Liberation Sociology (Paradigm, 3rd edition), and The Agony of Education of Education: Black Students at White College and Universities (Routledge). His 1973 book with Harlan Hahn, Ghetto Revolts (Macmillan) was nominated for a Pulitzer Prize. Living with Racism (Beacon Press, with M. Sikes) won the 1995 Gustavus Myers Center Outstanding Human Rights Book Award, an honor he achieved again in 1996 for White Racism: The Basics (Routledge, with H. Vera). Among numerous honors, Dr. Feagin is the 2013 recipient of the W.E.B. DuBois Career of Distinguished Scholarship Award, bestowed by the American Sociological Association.
Defined by many spiritual dimensions, **Garland Nelson** is an entertainer’s entertainer. Pure Energy!

Nelson’s skills were honed as a singer during his days as a student at Skidmore College. Here he took part in the college’s Vocal Chamber Ensemble as well as Skidmore Chorus. He also served as choral director of “Quiet Storm,” a Skidmore R&B Gospel ensemble. His professional tools were sharpened further during his tenure as the lead singer/emcee of the popular touring entertainment band, New York Players, from 2000 to 2006.

In 2007 Nelson formed Soul Session Edu-tainment, Inc. In addition to producing shows throughout upstate New York’s Capital Region, the company also creates original promotional materials for small businesses and records and promotes new artists. Garland is currently bandleader of Soul Session, an 11-piece performance band that plays special events, weddings, corporate functions, and recording projects throughout the United States.

Some have suggested that the phrase “show” fails to capture Garland’s performances – they are a total experience, and he invites his audiences to ‘strap-in’ for a commanding emotional ride!
Puerto Rican vocalist Taína Asili carries on the tradition of her ancestors, fusing past and present struggles into one soulful and defiant voice. Her newest artistic work is with la Banda Rebelde (the Rebel Band), an international ensemble based in Albany, NY. This dynamic force brings love, resistance, and ancestral remembrance to venues, festivals, conferences and political events across the globe. Powerful vocals laid over an energetic fusion of Afro-Caribbean, reggae, rock, and hip hop sounds, the band’s eclectic style represents the diversity of its members, who have origins in Puerto Rico, Sicily, Greece, Spain, Brazil and Ghana.

The band released their debut album “War Cry” in 2010. Journalist Josh Potter (Metroland, Albany’s alternative newsweekly), described the album as “a pan-global roots-musical mélange that appeals to the struggle of tradition to envision a world of social justice.” Last year the band released the follow-up, “Fruit of Hope.”

Taína is dedicated to using her art as a tool for personal and social transformation. Her art is not only political, but based in the concrete organizing she is involved in, working in political prisoner liberation, prisoner rights, indigenous rights, environmental justice, and holistic health movements for over a decade. “If you look at our history,” she says, “you see over and over that music has played a central role in changing how people think, for the good and bad. How we make change in the larger political landscape starts with how we affect one another individually, and music brings message in a way that opens people—their heart, mind, spirit.”
Sunday, June 7, 2015

2:00-7:00 PM
Registration
2nd Floor, Case Center

5:30-7:30 PM
Reception & Performance by Garland Nelson
Payne Room, Tang Museum

Monday, June 8, 2015

8:30-10:30 AM
Breakfast and Keynote Address by Dr. Sylvia Hurtado
“Building Inclusive Classrooms: Learning from the Practice of Intergroup Dialogue”
2nd Floor, Murray-Aikins Dining Hall

10:30-12:00 PM
Session 1
Davis Auditorium, Palamountian
Intergroup Dialogues on Health Equity: Successes, Challenges, and Opportunities for Integrating Intersectional, Practice Focused Intergroup Dialogues into Graduate Professional Education
Nitesh Singh, University of Michigan (Moderator)
Susan King, University of Michigan

DOIT, a TEMPUS Project Aiming to Meet Challenges and Implement Transformations in Teacher Training for Multicultural Education
Manal Yazbak Abu Ahmad, Sakhnin College for Teacher Education, Israel

Session 2
Emerson Auditorium, Palamountian
Life After IGR: Alumni Reflections
Victoria Malaney, University of Massachusetts—Amherst (Organizer)
Sarah Faude, Northeastern University (Organizer)
1:30-3:00 PM

Scholars Panel
Gannett Auditorum, Palamountian

3:30-5:00 PM

Session 3
Bolton 103

Dialogue Facilitation: Theory and Praxis
Meredith Madden, Syracuse University (Organizer)
Kim Williams, Syracuse University
Jermaine Soto, Syracuse University
Jacob Bartholomew, Syracuse University
Diane Swords, Syracuse University

Session 4
Tisch 201

Expanding the Definition of "Sustained" Intergroup Dialogues: Challenges and Complexities of the 16-hour Weekend IGD Structure
Molly Keehn, University of Massachusetts—Amherst (Organizer)
Valerie Jiggets, University of Massachusetts—Amherst
E. Y. (Eun Young) Lee, University of Massachusetts—Amherst

Session 5
Bolton 282

Outcome Study: Engaging Faculty and Staff in Intergroup Dialogues Across Social Differences: Psychological Empowerment and Social Action
Ximena Zuñiga (Organizer)
Carey Dimmitt, University of Massachusetts—Amherst
Mamta Dadlani, Smith College of Social Work

7:00-9:00 PM

“Through A Lens Darkly:
Black Photographers and the Emergence of a People”
Payne Room, Tang Museum
Screening of award-winning documentary, followed by director’s talk
Tuesday, June 9, 2015

9:00-10:00 AM
 Continental Breakfast
 Zankel Lobby

10:30-12:00 PM
 Session 6
 Zankel 214
 Using Intergroup Dialogue to Foster Campus Climate Change
 Katelyn Fletcher, Cornell University
 Amber George, Cornell University
 Vivian Relta, Cornell University
 A.T. Miller, Cornell University

 Session 7
 Zankel 215
 Extending Intergroup Dialogue to Various Higher Education Contexts and Constituents
 Ximena Zuñiga (Moderator)
 • Margaret Arsenault (Five Colleges)
 • Eun Y. Lee (1 credit weekend)
 • Javier Campos, Carey Dimmitt, and Daniel Morales (Chilean program)
 • Sadaf Rathod, Bharat Rathod, and Sylvia Hurtado (India program)

1:30-3:00 PM
 Session 8
 Davis Auditorium, Palamountian
 Attitudes toward ‘the Other’: An Intercultural Communication Experience
 Manal Yazbak Abu Ahmad, Sakhnin College for Teacher Education, Israel

 Nurturing Mindfulness & Authentic Leadership through IGR
 Brighid Dwyer, Villanova University (Moderator)
 Ralph Gigliotti, Villanova University

 Pairing Dialogue with Existing Courses: The Villanova Multicultural Leadership and Dialogue Class
 Sheryl Perlmutter Bowen, Villanova University
Session 9
*Emerson Auditorium, Palamountian*

What does Participant Engagement and Disengagement look like and what Contributes to Disengagement in Race/Ethnicity and Gender Intergroup Dialogues?: Implications for Research and Practice.

- Ximena Zuñiga, University of Massachusetts—Amherst
- Jane Mildred, Westfield State College
- Rani Varghese, Adelphi University
- Molly Keehn, University of Massachusetts—Amherst

Intergroup Dialogue Facilitator Student Learning: What Factors Contribute to Student Action?

- Monita Thompson, University of Michigan
- Nicole Rixen, University of Michigan

Social Justice Education and Future Advocacy: Inter-/Intragroup Dialogue Facilitators’ Post College Reflections

- Kristie Ford, Skidmore College (Moderator)

3:30-5:00 PM

Session 10
*Davis Auditorium, Palamountian*

Training Practices and Methods for Preparing and Supporting Facilitators of Intergroup Dialogues

- Margaret Arsenault, University of Massachusetts—Amherst (Organizer)
- Keri DeJong, University of Massachusetts—Amherst
- Daniel Griffith, Indiana University—Purdue University Indianapolis
- Valerie Jiggerts, University of Massachusetts—Amherst
Session 11
Emerson Auditorium, Palamountian

U-M’s Faculty Dialogues Institute: Helping Faculty Develop Dialogic Strategies for Diverse Classrooms
Kelly Maxwell, University of Michigan

Beyond Undergraduates: Developing an IGR Program for Faculty & Staff
Brighid Dwyer, Villanova University
Sheryl Perlmutter Bowen, Villanova University
Terry Nance, Villanova University
Maurice Hall, Villanova University
Carol Anthony, Villanova University

Finding Common Ground: Promoting Cultural Diversity & Understanding
Silvena Chan, Skidmore College (Moderator)
Taryn Petryk, University of Michigan

5:30-7:00 PM
Dinner and Keynote Address: Dr. Joe Feagin
“Social Justice Action in a Backtracking Nation”
Spa, Case Center

7:00-9:00 PM
Mix & Mingle w/ Entertainment by Taína Asili y La Banda Rebelde
Spa, Case Center

Wednesday, June 10, 2015

10:00-11:00 AM
Skidmore IGR Presentation
Davis Auditorium

11:00-12:00 PM
Networking Mixer & Closing
Gannett Lobby
ABSTRACTS

Monday, June 8, 2015

Session 1

Intergroup Dialogues on Health Equity: Successes, Challenges, and Opportunities for Integrating Intersectional, Practice Focused Intergroup Dialogues into Graduate Professional Education

Nitesh Singh, University of Michigan (Moderator)
Susan King, University of Michigan

The University of Michigan School of Public Health and Program on Intergroup Relations partnered to expand and adapt the intergroup dialogue model to public health professional education. The dual aims were to prepare students for the practical experience of working with the diverse communities they will engage with as professionals, while simultaneously addressing school-level climate issues. Recognizing that health inequity is one of the most pertinent public health issues facing today’s communities, both in the United States and across the globe, we developed Public Health 510: Intergroup Dialogues on Health Equity. The course unpacks how health disparities are created and sustained, explores how they are experienced, and prepares students with the skills necessary to begin building community coalitions and alliances to address social inequity and injustice through professional practice. Course adaptations focused on (1) using an intersectional approach to understand the multi-dimensional aspects of identity, power, privilege, and oppression (2) integrating public health knowledge, practice, and curriculum in the course, and (3) helping students to identify how the use of dialogic skills in public health practice can contribute toward the creation of health equity and socially just communities. Following the IGR model, a facilitator-training course was also developed paying special attention to these goals. Based on data collected through semi-structured end of semester interviews with each of the course participants, the session will cover strategies for applying intergroup dialogue to graduate level professional education, in addition to successes and challenges of facilitating dialogue and training dialogue facilitators with a multi-dimensional, intersectional perspective. Overall, we will demonstrate intergroup dialogue as a highly flexible model for creating the transformative learning experiences professional students need to succeed in an increasingly complex world.

DOIT, a TEMPUS Project Aiming to Meet Challenges and Implement Transformations in Teacher Training for Multicultural Education

Manal Yazbak Abu Ahmad, Sakhnin College for Teacher Education, Israel
Laying the foundation which reinforces human rights is one of the greatest challenges facing culturally diverse countries today. Teachers are responsible for transmitting values, attitudes and codes of behavior for the next generation of citizens and leaders. In order to prepare their own pupils to participate in civic life and be committed to democratic participation, teachers need pedagogical competencies for lifelong learning tools and skills that promote Multicultural Education and positive interaction between different groups.

This session discusses the results of a TEMPUS project DOIT: Development of an International Model for Curricular Reform in Multicultural Education and Cultural Diversity Training. DOIT unites over 60 professionals associated in 22 different institutions in 7 countries: Israel, Georgia, United Kingdom, Netherlands, Austria, Germany and Estonia. This international team has worked together in developing courses that will transform teacher training. The discussion will include: Model for Managing an International Project, The Role of DOIT’s Portal in contributing to the creative thinking process and collaborative work and several innovative courses that have been developed aimed to change education and practice. These courses include Dealing with Diversity in the Classroom for Jewish and Arab students of Education learning at two colleges of education in Israel, Children’s Rights in and Through Education, Courses aimed to understand the particular multicultural dynamics and challenges of both Israeli and Georgian Societies. The session will consider the role of educational collaborations and their influence on changing education and practice on an international level.

Session 2

Life After IGR: Alumni Reflections

Victoria Malaney, University of Massachusetts—Amherst (Organizer)
Sarah Faude, Northeastern University (Organizer)

We propose a panel of Skidmore IGR Alumni in order to create a space for conversations regarding student involvement in the IGR process while in college and the impact of that involvement on subsequent professional and personal experiences. Following brief 1 minute introductions, the central questions of this panel will be: (1) What was your involvement with IGR at Skidmore? (2) How did IGR impact the rest of your time at Skidmore? (3) How did IGR impact your ambitions/plans/searches for post-graduation plans? (4) How has IGR impacted the work you have done since graduating? We are proposing a panel that is 75 minutes long to allow for the panelists to speak for a total of 60 minutes and for a 15 minute Q&A period with the audience. The panel will be co-moderated by Victoria Malaney and Sarah Faude in order to organize the conversation around central questions and manage time, with each panelists speaking briefly about each question. The panel will consist of 4-6 panelists.
(schedules permitting) who offer up a range of identity backgrounds, graduation years, levels of IGR participation, and subsequent career paths.

The invited panelists are:
1) Victoria Malaney (co-moderator/co-organizer)- MEd graduate student at UMass Amherst in Higher Education Administration specializing in social justice education and former AmeriCorps VISTA member.
2) Sarah Faude (co-moderator/co-organizer)- MSEd in Urban Education and former Philadelphia, PA secondary English teacher, now a PhD student at Northeastern University in Sociology, concentrating in race and class inequality in urban education.
3) Stephen Bisonnette - MEd and former elementary school teacher in Memphis, TN, and current after school elementary education teacher in Boston, MA.
4) Teshika Hatch - Youth Development Coordinator at Juma Ventures in San Francisco, CA. (tentative participant)
5) Luna Bajak - recent MSW graduate from Hunter College and has worked in women’s shelters in New York City. (tentative participant)

Research indicates that IGR is a transformative experience for those involved. Given that the audience of the conference is looking to better understand, develop, and measure IGR programs, we hope that this panel’s collective experience will provide new insight as to how Skidmore’s IGR program impacted both undergraduate and professional trajectories.

Session 3

Dialogue Facilitation: Theory and Praxis

*Meredith Madden, Syracuse University (Organizer)*

*Kim Williams, Syracuse University*

*Jermaine Soto, Syracuse University*

*Jacob Bartholomew, Syracuse University*

*Diane Swords, Syracuse University*

The papers presented in this symposium highlight Intergroup Dialogue (IGD) facilitation experiences to provide an account of how IGD facilitation is engaged across educational contexts, identities, and in presence of challenges.

Intergroup Dialogue Facilitation as Decolonial Feminist Pedagogy

*Meredith Madden, MPP, MS*

*Syracuse University, Facilitator, Intergroup Dialogue Program,*

*Doctoral Student, Cultural Foundations of Education;*

*Women’s and Gender Studies (CAS)*
Paper 1 identifies the applications and implications of decolonial feminist pedagogy for facilitating IGD across institutional contexts. Linda Tuhiwai Smith (1999) writes “Education is not innocent or neutral; it is designed to teach peoples to accept their subjection to colonial and capitalist structures” (p.40). Graduate students often receive pedagogical preparation for the role of “imperial agent” (Acker, 1990) in the academy, and are less often prepared for the role of democratic agent across higher education spaces. Through qualitative analysis, this paper offers graduate student reflections on engagement and education around social justice education. This paper explores the significance of IGD facilitation as social justice praxis/engagement for graduate students, offering theoretical framing based on feminist and sociology of education theoretical foundations.

Decolonizing Dialogue Boundaries through Social Identity

*Kim Williams, MS, MA*
*Syracuse University, Facilitator, Intergroup Dialogue Program, Doctoral Candidate, Cultural Foundations of Education*

Paper 2 draws from Zuñiga et al’s (2011) claim that skilled and thoughtful facilitation is integral to creating meaningful and effective dialogic experiences across social identity groups (Zuñiga et. al., 2011, p. 71). This paper explores the intersection of identity and facilitation across boundaries and examines questions of the impact of identity on space, identities, and authenticities. As a facilitator for Conversations About Race and Ethnicity (C.A.R.E.), a co-curricular dialogue, a Race/Ethnicity IGD, and university-wide conversations around an on-campus racial and homophobic hate crime, the author examines her impact and effectiveness as a Black Immigrant woman in those different spaces with separate facilitation rules. This paper explores methods of decolonizing the boundaried spaces across institutional contexts through social identities and explores the facilitator’s positionality inside and outside of those spaces.

Engaging Race in the Dialogic Space: A Critical Self-Reflection from a Facilitator of Color

*Jermaine Soto, MS*
*Syracuse University, Facilitator, Intergroup Dialogue Program, Doctoral Candidate, Cultural Foundations of Education*

Paper 3 centers the author’s role as a facilitator of color within a Race/Ethnicity IGD and engages the framework of Critical Race Theory in understanding the emotional labor involved, specifically the impact of racial battle fatigue (Smith, Yosso, & Solorzano, 2006) on facilitation experiences. Upon saying “yes” to Derrick Bell’s (1992) initial call to claim racism and oppression as real, and theorize its impact, as well as embrace the lived interactions and experiences that accompany it, there are many times when the emotional response to this
responsibility is overwhelming. Critically analyzing the facilitator’s racialized “self” allows for an understanding of how racial battle fatigue (Smith, 2004) sets in: of the nagging sense of (not) belonging; of the fatigue present when battling undergraduate student racial discourse “fatigue” (listening to the academic of color speak on yet more race “issues”). This paper also addresses best practices, directions, and importance in moving forward to address in-program development and preparation of graduate students of color as IGD facilitators including pedagogical practices, debriefing strategies, and self-care and well-being.

**Dialoguing About the Center: Whiteness, Dialogue, and Process**

*Jacob Bartholomew, MS*

*Syracuse University, Intergroup Dialogue Program, Doctoral Student, Cultural Foundations of Education; Women’s and Gender Studies (CAS)*

Paper 4 frames the experiences of the facilitator in an all-white multi-gender dialogue around whiteness and white racial identity at a predominantly white institution. This paper offers reflections on facilitation processes and highlights adjustments made to facilitation praxis, as well as discusses strategies and feedback. Dialogic goals and outcomes for participants whose shared identities recreated the dialogic space are presented, and reflections are offered on the facilitator’s relationship between the framing of whiteness, dialogue and democratic education (Hooks, 2003; Giroux, 1988).

**Applying Intergroup Dialogue Beyond the Classroom**

*Diane Swords, Ph.D.*

*Syracuse University, Adjunct Faculty, Intergroup Dialogue Program, Board Co-Chair, Peace Action of Central New York*

Paper 5 explores IGD as a key tool in the fight for justice providing an important opportunity to develop and practice the understanding and collaboration needed to address social group divisions and inequalities in educational contexts and communities (Lopez and Zuñiga, 2010, p.41). The author explores the experiences of facilitating IGD in new institutional spaces. This paper examines the process of co-facilitating a 6-week extra-curricular dialogue at a historically white college. Adapting the model to this duration and context raised many issues. Some include: How to sequentially build dialogue skills while deepening understandings of identity, social structures and inequalities in a shorter time-frame; adapting to students differing disciplinary backgrounds; development of trust in a short period; thinking about action for justice (while not having time to carry it out); and keeping our content aligned with current campus situations. Fore-grounding the process between the mixed-race facilitators and raising the importance of allyship is essential in this setting. Challenges, solutions, and continuing exploration will be discussed.
Session 4

Expanding the Definition of “Sustained” Intergroup Dialogues: Challenges and Complexities of the 16-hour Weekend IGD Structure

Molly Keehn, University of Massachusetts—Amherst (Organizer)
Valerie Jiggets, University of Massachusetts—Amherst
E. Y. (Eun Young) Lee, University of Massachusetts—Amherst

The critical-dialogic model of Intergroup Dialogue is a form of democratic practice and education that was created as a way to leverage “the diversity on college campuses and help students intermingle and connect across difference in an intentional, facilitated mutual learning process to explore contentious issues in a collaborative way (Gurin, Nagda & Zuñiga, 2013; Schoem, 2003; Zuñiga, Nagda, Chaseler & Cytron-Walker 2007). One of key design element of the critical-dialogic model of IGD is that it is a sustained experience that takes place over an extended period of time (Zuñiga et al., 2007). The importance of having a sustained dialogic experience stems from Pettigrew’s expansion of Allport’s conditions for positive intergroup contact (1954) which claim that for intergroup contact to be positive there needs to be the possibility for intimate sharing over a sustained period of time (Pettigrew 1998). This sustained engagement facilitates participants’ movement through the intentional four stage design of IGD from group building, exploring differences and commonalities of experience, dialoguing about hot topics and finally taking action (Zuñiga et al 2007). Many IGD programs in colleges and universities feature dialogues that meet the definition of “sustained” in that they meet once a week for approximately 7-12 weeks for about two and a half hours a session (Zuñiga et al, 2007). In this proposed session, we will present and discuss a unique experiment with a “sustained” dialogue experience that occurs over a weekend we will present and discuss a unique experiment with a “sustained” dialogue experience that occurs over a weekend rather than over the course of a semester. Although the 16-hour weekend course format has been utilized in more traditional Social Justice Education pedagogical applications using critical anti-oppression pedagogy (such as single “ism” social diversity courses) (ex. Griffin 1997; Bell & Griffin 2007) there is very little written about engaging students in intergroup dialogues in this format. We decided to experiment with the weekend “immersion” experiential learning model utilized by the Social Justice Education program at UMASS for the past thirty years because we were aware of its impact on students and also because we could use some of the course scheduling structures that were already in place on campus. The proposed session will feature members of a unique collaboration between the University of Massachusetts’s Center for Multicultural Advancement and Student Success (CMASS), the Social Justice Education graduate program, and the Office of Fraternities and Sororities who have created a weekend dialogue series to provide members of the Greek community and other student leaders with the opportunity to engage in weekend-long, one credit intergroup dialogues focusing
on issues of race, class, and gender, within and among organizations on campus. In this conference session panelists who have been intimately involved in these dialogues as facilitators and/or graduate student coordinators will share strengths of this model and will highlight some of the complexities and challenges in engaging in this dialogue format.

References:

Session 5
Outcome study: Engaging faculty and staff in intergroup dialogues across social differences: Psychological empowerment and social action.
Ximena Zuñiga (Organizer)
Carey Dimmitt, University of Massachusetts—Amherst
Mamta Dadlani, Smith College of Social Work

This session will report on a longitudinal study focusing action oriented outcomes in intergroup dialogues involving faculty and staff who participated in the Five College Intergroup Dialogue (IGD), a collaborative initiative implemented among five colleges (Amherst, Hampshire, Mt. Holyoke, Smith and UMass Amherst).

This initiative aimed to create campus communities that allow for respectful discourse about difficult topics across social differences. This highly relational program trained faculty and staff to lead six week intergroup dialogues across the topics of race/ ethnicity; class/ rank, gender and religion/belief involving their peers. The IGD initiative aimed to create more respectful, engaged, and inclusive campus workforces by bringing campus employees together to reflect
on their social identities within complex systems of advantage and disadvantage, and support them in exploring commonalities and differences of perspective and experience (Zuñiga, et.al., 2007). Presentation outline: 1) Overview of the conceptual and research frameworks informing this longitudinal study; 2) A brief description of the intervention that brought together faculty and staff to both lead and participate in intergroup dialogues across the topics of race/ethnicity; class/rank, gender and religion/belief; 3) A description of the mixed method research design used to assess change as result of intergroup dialogue participation in a matched sample of 35 participants - that is, before the IGD groups started (T1) and one year after they had ended (T3). The sample demographics was 68% white and 75% female, 55% 46 years old or older; and it was unevenly distributed across the Five colleges, with UMASS and Mt Holyoke being more overly represented. Quantitative instruments were used to measure: a) individual and collective actions that address prejudicial beliefs and challenge institutional discrimination (adapted from Nagda, Kim & Truelove, 2005), and a) measure of psychological empowerment to help assess perceived self-efficacy and influence in the workplace (adapted from Spreitzer, 1995). 4) Results: Pre and post analysis suggest that intergroup dialogue participation increases self-efficacy in the workplace and participants’ capacity to create transformative change. There were significant increases in participants’ psychological empowerment (p. < 0.03) after participating in IGD; for instance, the item assessing workplace decisions, “I am satisfied with the amount of influence I have over decisions in my workplace” (p. < 0.06) showed a significant change over time. In addition, participants confidence in taking actions for inclusion and social justice increased significantly overall (p. < 0.002). Items assessing the extent to which participants self-reported “avoiding using language that reinforces negative stereotypes increased significantly (p. < 0.002) as well as expressing concern when observing discriminatory behaviors” also increased significantly p. < 0.000). These findings suggest that intergroup dialogues can have a significant positive effect faculty and staff’s capacity to promote inclusive workplace environments but the may also be in a unique position contribute to build the self-confidence and self-efficacy of individuals to take responsibility for inclusion and social justice and serve in the role of champion of diversity initiatives. Analysis of open ended survey questions and interviews mirror and further some of the quantitative findings. As one participant stated: “I have been more tuned into how social class and academic rank dynamics play out on campus [and] felt more empowered to take action.” Participants also expressed greater ability to initiate conversations about diversity issues at work and create a more open and inclusive work environment. Another participant stated: “I have had a few conversations with co-workers and also asked leadership if diversity is something our department can incorporate into our ongoing conversations.” Significance of the study: The study can help provided helpful information about what relevant outcomes are most impacted by the IGD experience when faculty and staff are involved in the workplace as well as data can suggest what specific components of the process seem to be most impactful when adult
learners are grappling with questions and issues directly related to their work and personal lives.

References:

Tuesday, June 9, 2015

Session 6

Using Intergroup Dialogue to Foster Campus Climate Change
Katelyn Fletcher, Cornell University
Amber George, Cornell University
Vivian Relta, Cornell University
A.T. Miller, Cornell University

Cornell University’s commitment to diversity has always been a prominent part of its mission. Its motto emphasizes “... any person ... any study”; administration has made financial aid a priority for supporting low-income students; and all departments are required to make efforts towards improving compositional, engagement-, inclusion-, and achievement-oriented diversity. The student body has become more diverse in recent years, as evidenced by the fact that the underrepresented minority student population nearly doubled between 2002 and 2013, from 10% to 19.4% (Cornell IRP, 2014). And yet, a recent study (Cornell IRP, 2013) reveals that while the majority of Cornell’s students are satisfied with their Cornell experience, there are variations in satisfaction across various social identity groups. Namely, students from historically underrepresented groups (Black, low-income, non-heterosexual, and transgendered or gender-variant) have less positive perceptions of campus climate (Cornell IRP, 2013). In fact, this finding is not unique. While compositional diversity at predominantly White universities has increased in recent years, many of these campuses are perceived as “chilly” and “hostile” by students of color (Gusa, 2010). The privileging of Whiteness is so normalized at these universities that the change in compositional diversity alone has little effect on creating an inclusive environment.

We explore how the creation of the Intergroup Dialogue Project at Cornell holds promise for creating a more positive campus climate around various aspects of
diversity for all students, staff, and faculty. Our session examines how a multi-faceted approach to implementing dialogue at Cornell has begun to impact the campus on various levels.

A Survey of Student Attitudes

*Katelyn Fletcher, Cornell University*

According to the multi-university study (MIGR) conducted by Gurin, Nagda, and Zuñiga (2012), IGD initiatives have created significant changes in participating students’ cognitive involvement, affective positivity, understanding of structural inequality, intergroup empathy, and action. Results imply that intergroup dialogues influence students’ personal growth, relationships with their peers, and motivation to take collective action, thereby positively affecting campus climate. Utilizing the survey from the MIGR, practitioners at Cornell University have administered pre and post assessments to all students in the Intergroup Dialogue course. This study analyzes three years of student surveys to investigate the impact of Intergroup Dialogue on students who have completed the course. This paper investigates the relevance of student demographic characteristics on cognitive involvement, affective positivity, understanding of structural inequality, intergroup empathy, and action.

Principles and Best Practices of the Making Sense Of... Workshop Training Program

*Amber George, Cornell University*

In addition to offering two courses on Intergroup Dialogue, we conduct *Making Sense Of...* workshops for student staff and student groups that promote dialogue outside of the classroom. This presentation discusses the mission, method, and outcomes of past workshop training programs for Residential Student Life, Pre-Freshman Summer Orientation, and various student organizations. The presentation also explores the training methods and techniques used to create a better understanding of dialogic communication. Workshop participants’ feedback is used to assess how students perceive being able to make their student groups more inclusive environments.

“Creating a Culture of Respect”: Intergroup Dialogue for Staff

*Vivian Relta, Cornell University*

While staff are generally supportive of programs that allow them to take part in discussions of diversity, there continue to be gaps in the understanding that diversity is already a part of everything they do irrespective of their role, department, educational background, etc. It is critically important that staff at all levels understand the correlation between diversity and their work. This presentation discusses how opportunities for staff to dialogue and discuss diversity in a context of relative safety is one way to challenge the assumptions
and judgments that lead to exclusion and get in the way of respecting different identities and human experiences.

Faculty Dialogues & University Transformation

A.T. Miller, Cornell University

This fourth session focuses on the transformative potential of faculty dialogues, both for career satisfaction as well as an avenue for creating more inclusive classroom environments. In addition to having peer dialogues among faculty members, the Cornell program rotates faculty/teaching responsibilities among colleges and departments in order to reach many parts of the university. This final paper will also draw together our panel presentations to discuss the idea of a comprehensive dialogue project at Cornell that has very intentional impact on students, staff, faculty, and our community in order to achieve a synergistic and comprehensive capacity for institutional transformation, building skills at all levels of the community.

Session 7

Extending Intergroup Dialogue to Various Higher Education Contexts and Constituents

Ximena Zuñiga (Moderators)

- Margaret Arsenault and 5 College
- Eun Y. Lee (1 credit weekend)
- Javier Campos, Carey Dimmitt, and Daniel Morales (Chilean program)
- Sadaf Rathod, Bharat Rathod, and Sylvia Hurtado (India program)

Intergroup Dialogue (IGD) was originally conceived and designed as a stand-alone, single-semester, undergraduate course at the University of Michigan in the mid-1980s (Zuñiga, Nagda, Chesler, & Cytron Walker, 2007). While this initial conceptualization of IGD has been the subject of extensive research that has documented numerous positive benefits for student participants (Gurin, Nagda, & Zuñiga, 2013) the pedagogy and practice of IGD has been adapted to a variety of higher education contexts in bringing together groups of people from different social identity groups across social divides (and at times within groups of people with a social identity in common) to have meaningful conversations about social justice issues such as racism, classism and sexism.

This session will be structured as a panel conversation that brings together a group of experienced IGD practitioners to talk about the ways that they have extended IGD into a wide range of educational contexts involving a variety of campus constituents including faculty, staff/administrators, and students - nationally and internationally. The panelists will illustrate the value of IGD as
a practice and pedagogical method by showcasing a few examples, describing the possibilities that emerge from this practice across formal and non-formal educational contexts, and exploring some of the tensions and contradictions of working with dialogue in these settings within and outside of the classroom with various age and social identity groups. They will also present selected findings from research conducted to assess some of these efforts. These settings discussed in this session include a multi-institution faculty seminar, a comprehensive dialogue initiative for faculty, staff, and administrators, an international exchange two Chilean universities and a university in India, undergraduate service-learning courses, a diversity peer-theatre troupe, and weekend dialogue initiative for undergraduate students.

References:

Session Timeline:
• Brief introductions of presenters/panelists and intended outcomes for session (5 minutes)
• Brief overview of Intergroup Dialogue pedagogy (10 minutes)
• Each panelists shares the unique way that they are extending Intergroup Dialogue to another higher education context (50 minutes, 7 minutes per lead panelist)
• Question and answer session with session participants (20 minutes)
• Closing/evaluations (5 minutes)

Panel Organizer:
Ximena Zuñiga, University of Massachusetts Amherst, xZuñiga@educ.umass.edu

Topics and Panelists:
Five College Intergroup Dialogue Initiative (Faculty and Staff): Margaret Arsenault, Assistant Director for Workplace Learning & Development, University of Massachusetts Amherst
CMASS intergroup dialogues (1 credit weekend dialogues): Eun Y. Lee, CMASS, University of Massachusetts at Amherst.
International Academic Exchange with Two Chilean Universities (Implementing IGD in K-12 Chilean Schools): Javier Campos, Doctoral Student, Social Justice Education Concentration, Carey Dimmitt, Professor, School Counseling, Daniel Morales, Doctoral Student, Language, Literacy and Culture, Ximena Zuñiga, Professor, Social Justice Education, University of Massachusetts Amherst.
Shaha: The Storytellers (Diversity Peer-Theatre Troupe).
Supporting dialogues across caste and gender at Pune University, India (with graduate students): Bharat Rathod doctoral student, Sadaf Rathod doctoral student, Department of Educational Policy, Research, and Administration, and Ximena Zuñiga, Professor, Department of Student Development, University of Massachusetts Amherst; and Sylvia Hurtado, Professor, Graduate School of Education and Information Studies at UCLA.

Session 8

Attitudes toward ‘the Other’: An Intercultural Communication Experience

Manal Yazbak Abu Ahmad, Sakhnin College for Teacher Education, Israel

The benefits of collaborative e-learning for foreign language learners of all ages are well documented (Vilani, 2000, Razak & Asmawi, 2004, Bollati, 2002). This research aims to assess the impact of such a course, which was introduced to fill a need which goes beyond skills and proficiency development. The course, built on the foundations of a course in academic reading and writing skills for ELLs (English language learners) in two colleges of education (David Yellin Academic College of Education; Sakhnin College of Education), is the product of the researchers’ search for valuable and authentic content which would serve as a vehicle for both language learning and personal development. The content chosen was that of “conflict resolution and dealing with diversity,” on the assumption that these topics were relevant to future teachers especially as the classroom represents a microcosm of society at large.

The first stage of the course opens with theoretical background and activities focusing on the subject matter, and takes place in parallel sessions in classes at each of the colleges separately. The second stage opens with a face-to-face meeting at one of the colleges, where students become acquainted, and begin the process of collaborative learning which will continue in a virtual environment throughout the second semester of the academic year through e-mail, forums, and the use of Interwise. Small groups consisting of students from each of the colleges will be required to search for articles, summarize (and peer-correct), and share information regarding a topic focusing on the material discussed during the first stage of the project. Each small group will prepare an activity exemplifying and illustrating their topic, to be presented at the second face-to-face meeting at the end of the academic year.

It is hypothesized that content-based learning focusing on a topic relevant and meaningful to both groups of students will enhance the collaborative learning experience, and it is hoped that this experience will have an impact on these pre-service teachers’ attitudes toward “the other.” The interaction between
collaborative e-learning, a multi-cultural approach to content, and the students’ authentic experience with dealing with diversity will be evaluated through a questionnaire (given to students at the beginning and the end of the course) focusing on the following:

1. Student attitudes toward the collaborative e-learning
2. Student attitudes toward “the other” as partner in the study venture
3. Student perceptions of their learning process (in relation to skills and content) throughout the course

Nurturing Mindfulness & Authentic Leadership through IGR

*Brighid Dwyer, Villanova University (Moderator)*
*Ralph Gigliotti, Villanova University*

In the increasingly global society of the 21st century, higher education institutions are called to prepare students to engage with diverse people, ideas, and perspectives. Through fostering learning environments that encourage active self-reflection, dialogue, and collaboration, higher education institutions can support students to develop into confident and aware global citizens and leaders. This session showcases Villanova University’s Intergroup Dialogue (IGD) program as a unique collaborative and interdisciplinary initiative for fostering multiculturalism through the integration of mindfulness and authentic leadership development. In particular, this session will 1) highlight the Villanova model of IGR which is rooted in Communication and develops communication skills in students, 2) explain the ways in which Villanova’s dialogue program engages mindfulness as a tool for self-reflection, and 3) highlight how skills gained in dialogue classes translate into leadership competencies and students gaining securing leadership positions on- and off-campus. As a result of participating in this session, participants will:

1. Understand the unique communicative nature of Villanvoa’s IGR model.
2. Have explored the intersection of mindfulness and authentic leadership development in dialogue.

In the spirit of the 2015 Northeastern IGR Conference, this interactive session will highlight specific strategies for bridging IGR initiatives with undergraduate student leadership programs. By highlighting the intersections between these areas, students are encouraged to connect dialogue, leadership, and mindfulness.

Research on these intersections was recently published as a chapter in the book *Leading With Spirit, Presence, & Authenticity*. This book is part of the International Leadership Association’s “Building Leadership Bridges” book series. The paper, and subsequently this educational session, are grounded in current research on Intergroup Dialogue, authentic leadership, mindfulness, and
multiculturalism in higher education (a sample of relevant references may be found below). Additionally, relevant examples will be drawn from Villanova’s IGR program.

Selected References:

Pairing Dialogue with Existing Courses: The Villanova Multicultural Leadership and Dialogue Class

Sheryl Perlmutter Bowen, Villanova University

The current work being done on diversity seems to be pushing classroom talk about issues of social justice out of the information-reporting stage of pedagogy and into a stage marked by transformation and renewal. The transformation/renewal stage calls upon both teacher and student to challenge underlying assumptions about the place of the “other” not just in the facts they recall, but in the way they “know.” Many have argued that we must stop labeling groups of people “social problems,” and be committed to engaging difference in innovative and meaningful ways.

This session discusses pairing an innovative and engaging team-taught course in Multicultural Leadership with Intergroup Dialogue. This approach places experiential learning at the center of a student’s classroom experience. Students learn about issues of social justice while also learning about such communication skills as dialogic listening, speaking and facilitation.
To begin, Villanova University’s IGR model departs from the Michigan model in several ways: 1) explicitly builds in attention to the communicative processes of storytelling, or questioning and dialogic listening; 2) uses faculty/staff facilitators; 3) Moving from a co-curricular not-for-credit model started in 2011, currently offers 1-credit 12-15 contact hour topically-based courses. The 1-credit model allows us to add a module to intact 3-credit courses.

Prior to developing IGR, a team of Villanova faculty members developed a course to train students to facilitate dialogue when difficult and tense issues arose on campus. Multicultural Leadership a three-credit course was created to serve two primary purposes: to provide students with content background in identity and systemic injustice and oppression, and then to consider strategies to engage others in productive dialogue about such issues.

Each week, students in Multicultural Leadership are offered didactic content coverage through discussion of readings, a facilitated experiential exercise, and then processing and meta-processing that exercise. Later in the semester, groups of students, each tackling an “ism,” have a class period of their own to do the same.

In addition, each student is required to take a 1-credit IGR dialogue class where they can experience being a full participant in dialogue. This “lab” practice complements the Multicultural Leadership experience adding opportunity for sustained in-depth dialogue with a small group of people. Recently other courses on campus are adding this “lab” module as either a required part of the course or as an “option” in lieu of a research paper. Students report utilizing their knowledge and skills beyond the classroom, and professors report increased engagement within the classroom.

**Session 9**

What does participant engagement and disengagement look like and what contributes to disengagement in Race/Ethnicity and Gender Intergroup Dialogues?: Implications for research and practice.

_Ximena Zuñiga_
_Jane Mildred, Westfield State College_
_Rani Varghese, Adelphi University_
_Molly Keehn, University of Massachusetts—Amherst_

Engagement in intergroup dialogue is complex, dynamic and multi-dimensional. Recent qualitative studies have documented the value and positive effects of engaging in listening, speaking and active thinking in race/ethnicity and gender intergroup dialogue. For example, one study examined some of the cognitive processes stimulated by listening and speaking and suggested that both may be associated with active thinking and critical insights about race and gender.
inequities (Stassen et al. 2013). Other studies have also suggested that students in intergroup dialogue are actively facilitating and shaping their own (and each others’) development and learning. Despite our growing understanding of participant engagement, however, little is currently known about the factors that contribute to disengagement in intergroup dialogue and how becoming disengaged from the dialogue group or the group process may affect students’ learning and growth. While other studies suggest that negative emotions (Yeakley, 2011) or perceptions (Gurin et al. 2013) may deter or block student learning and may in turn contribute to student disengagement in IGD courses (Gurin et al., 2013; Yeakley, 2011), we do not know what other factors may contribute to disengagement. The study described in this proposal will begin to close that knowledge gap.

Using qualitative analyses of 248 interviews conducted with undergraduates who had recently completed a race/ethnicity or gender focused IGD course, we conducted a thematic analysis of all of the passages from these interviews that had been coded as disengagement” (moments when students either described being bored/ uninterested or shut down or checked out) to examine how participants described experiences of disengagement within the dialogue and to what they attributed these experiences. For this presentation, we will summarize our findings about what factors appear to contribute to participant disengagement and its possible effects on student learning. It is our hope that this study and presentation will contribute to our understanding of student disengagement, support the use of a more systematic approach to understanding engagement-disengagement processes in race/ethnicity and gender dialogues, help identify issues for further research, and offer concrete practice implications for dialogue facilitator preparation and facilitation.

References:
Intergroup Dialogue Facilitator Student Learning: What Factors Contribute to Student Action?

Monita Thompson, University of Michigan
Nicole Rixen, University of Michigan

The Program on Intergroup Relations (IGR) at the University of Michigan-Ann Arbor designed a study to assess student learning outcomes for the intergroup dialogue facilitators in the practicum course. The practicum course is a semester-long course that students enroll in while they are facilitating intergroup dialogue courses. The course is designed to provide planning and support for facilitating IGD while continuing the development of students understanding of intergroup and social justice education. The goals of the study were to examine the extent to which students 1) Develop facilitation skills; 2) Examine their social identities; 3) Understand social justice concepts; and 4) Build interpersonal and intergroup relationship skills and collaboration and action. The study conducted over five semesters includes a quantitative survey with 113 respondents.

While we looked at a number of factors (race, gender, prior participant in IGD, and first generation student) we found significant effects of facilitator effectiveness on frequency of action and confidence in action. Facilitators who believed that they became more effective over the time in practicum also became more confident in being able to act and more frequently acted. Frequency of action indicates how often students took a variety of actions to address issues of prejudice, discrimination, and injustices. Confidence in action indicates how confident they felt about their abilities in each of the actions listed. These included the following items: Recognize and challenge the biases that affect my own thinking; Avoid using language that reinforces negative stereotypes; Challenge others on derogatory comments; Reinforce others for behaviors that support cultural diversity; Make efforts to educate myself about other groups; Make efforts to get to know people from diverse backgrounds; Join a community group/organization that promotes diversity; Get together with others to challenge discrimination; Participate in a coalition of different groups to address some social issues. We will show what aspects of facilitator effectiveness were instrumental in facilitators becoming more
confident of their capacity to act and more likely to act.

Social Justice Education and Future Advocacy: Inter-/Intragroup Dialogue Facilitators’ Post College Reflections
Kristie Ford, Skidmore College (Moderator)

This study explores how, if at all, former inter-/intragroup dialogue (IGD) facilitators, trained in a social justice educational framework, are using and/or applying what they learned to their personal and professional lives three years post-college. In particular, this study seeks to understand IGD facilitator’s experiences with and struggles around social justice, as well as how they negotiate these issues in their day-to-day interactions. More concretely, I explore the following questions: Do peer-facilitators sustain their learning and skills post-IGD? Do they consider themselves social justice advocates? If so, what does this mean to them and how do they apply these goals? Finally, what challenges do they encounter when engaging in this work?

Session 10

Training Practices and Methods for Preparing and Supporting Facilitators of Intergroup Dialogues
Margaret Arsenault, University of Massachusetts—Amherst (Organizer)
Keri DeJong, University of Massachusetts—Amherst
Daniel Griffith, Indiana University-Purdue University Indianapolis
Valerie Jiggerts, University of Massachusetts—Amherst

Intergroup dialogue is considered a high impact practice in higher education, particularly in the areas of student engagement (Henning, 2012), social justice learning (Mayhew & Fernandez, 2007) and civic learning (The National Task Force on Civic Learning and Democratic Engagement, 2012). However, intentional and skilled facilitation is crucial to support meaningful conversations across differences (Maxwell, Nagda & Thompson, 2011).

This panel brings experienced trainers and facilitators of intergroup dialogue to discuss the value of different methods and practices for preparing dialogue facilitators. One of the hopes of this session is to identify some of the “baselines” for facilitator training across different efforts and programming structures. This session will introduce participants to 1) key conceptual frameworks and practices that guide facilitator training; 2) key characteristics of the learning sequence used to prepare students, faculty, and staff facilitators; 3) key challenges in training skilled facilitators. We hope to involve the audience in the discussion of key challenges and possible ways of handling them.
Margaret Arsenault, M. Ed., Workplace Learning and Development, University
of Massachusetts Amherst (panel organizer) email contact: marsenau@admin.umass.edu; Keri DeJong, Ed.D., University of Massachusetts Amherst and Smith College; Daniel B. Griffith, J.D., “Office for Intergroup Dialogue and Civil Community”; Valerie Jiggerts, M.Ed., University of Massachusetts Amherst; Ximena Zuñiga, Ph.D., Professor, Department of Student Development, School of Education, University of Massachusetts Amherst.

Session 11

U-M’s Faculty Dialogues Institute: Helping Faculty Develop Dialogic Strategies for Diverse Classrooms

Kelly Maxwell, The Program on Intergroup Relations, University of Michigan

The Faculty Dialogue Institute at the University of Michigan is an innovation and collaboration of the Center for Research on Learning and Teaching and the Program on Intergroup Relations. It is a 2-day institute for faculty to address teaching essentials about engaged classroom learning in a diverse setting. Specifically, the institute is designed to support faculty in helping themselves and their students to:

- Develop dialogue strategies and skills that can be used in class to deepen discussion and insights, especially in discussions of identity and power.
- Build inquiry methods for student engagement in the classroom.
- Move back and forth between the analytical and the personal. This set of skills includes the following:
  - Staying grounded in one’s own experience and the course framework.
  - Being attentive and responsive to ways in which social identity inflects teaching and learning exchanges.
  - Effectively choosing the boundaries of emotional experience appropriate to one’s own teaching.
  - Bringing out-of-class-experiences into the course in ways that enhance learning.
  - Practice handling moments in the classroom where one is unsettled or uncertain.
  - Facilitate learning from one another.

This workshop engages faculty from around the institution in reflective exercises, forum theatre, and practice teaching to change current syllabi and refresh lesson plans to emphasize dialogic classroom skills. The facilitators model pedagogical practices and exchange that are core skills of the Institute. This has led to cohort-building where faculty, who do not know one another well or at all at the start, are teaching and learning with one another throughout the
Institute. This is precisely the approach we hope faculty will adopt in their own classroom practice.

We also provide additional mechanisms of support as Institute follow up. Faculty participants have a later consultation with one of the session facilitators during the semester they are teaching their revised course. Also, institute participants meet as a group about 6 months after the Institute to discuss successes and continued challenges. Institute evaluations have been extremely positive! Faculty report that the most successful parts of the Institute are opportunities to build relationships with other faculty who face similar classroom challenges, learning facilitation techniques that lead to more dialogic interaction, and the practice teaching of their revised lessons.

This session will describe the Faculty Institute agenda, the pedagogical decisions for some of the exercises, and the facilitation process. We will also engage the participants in a key exercise from the Institute that will be accessible to all conference participants, whether faculty or staff. Finally, we will discuss questions and invite participants to share their successes and challenges working to build dialogic spaces with faculty groups.

Beyond Undergraduates: Developing an IGR Program for Faculty & Staff

*Brighid Dwyer, Villanova University*
*Sheryl Perlmutter Bowen, Villanova University*
*Terry Nance, Villanova University*
*Maurice Hall, Villanova University*
*Carol Anthony, Villanova University*

IGR programs mostly focus on engaging undergraduate students in dialogue; however faculty and staff have a need and an interest to engage in dialogue too. At Villanova we have a thriving undergraduate IGR program. In response to a demand from faculty and staff, we have developed a summer IGR workshop that engages them in the IGR process. During this 5-week session, participants meet for two hours each week and are introduced to the tenets of dialogue. They move through the 4-stage process and engage in dialogic exercises. At the end of the 5-week session, faculty and staff participants often report that they would like to continue these conversations during the academic year. As a result, in 2013 we instituted a dialogue series that continued through the academic year. This dialogue series has taken the shape of monthly brown bag lunch conversations. These opportunities allow participants from the summer workshop to stay connected with colleagues they met during the summer; it allows past summer participants to remain connected to dialogue; and it allows all attendees to continue talking through difference.

While the brown bag series departs from the IGR model of moving through
the 4-stage process, it does allow faculty and staff an opportunity to engage with their colleagues about difficult topics. It provides and entrance into talking about their own social identities, and it engages the campus community in conversation about current events and policy decisions being made on campus. Brown bag lunch topics have included: the shooting of Trayvon Martin, ability awareness on campus, Villanova campus safety becoming sworn and armed, and we plan to host an interfaith session in the next several months.

In this session, conference participants will learn about Villanova’s IGR model, and in particular, its approach which is rooted in the discipline of Communication. Participants will also learn about the generation of the faculty/staff workshop, the process used to recruit participants into the workshop, developing partnerships to provide incentives for participation, and about the details of the monthly brown bag sessions. Presenters from Villanova’s IGR program will also discuss the challenges presented by this model, engage in conversation with conference attendees about their own challenges, and respond to questions.

Finding Common Ground: Promoting Cultural Diversity & Understanding

Silvena Chan, Skidmore College
Taryn Petryk, University of Michigan

CommonGround is a workshop program that offers short, request-based workshops to promote and enhance awareness around social identity development and group dynamics, prejudice, stereotyping, power, privilege and oppression. In line with IGR’s broader philosophy, these workshops are peer-facilitated by undergraduate and graduate students. In addition, the program is in many ways operated and overseen by students, with the guidance of professional staff.

Goals of Presentation: This workshop aims to provide an understanding of the programmatic elements, student roles, leadership structure, and outcomes of the CommonGround workshop program, of The Program on Intergroup Relations (IGR) at the University of Michigan.

• By describing how the program runs and the different roles that students hold within the program, attendees can begin to consider how a program like this would work on their campuses.
• Additionally, by showcasing evaluative data from Participants, Workshop Facilitators, Student Coordinators, and Program Coordinators (all student roles), attendees will begin to understand the impact that this program is having on students at UofM and on the campus climate more broadly.
Outline of Presentation:

1. The session will begin with an overview of the history of CommonGround in the Program on Intergroup Relations. It is important to capture the context in which this program was developed, and in which it currently thrives.

2. As a key element to understanding the context and the program’s priorities, the next segment of the presentation will capture a review of relevant theoretical foundations. There is a small collection of literature that frames the impact of intergroup dialogue - the predecessor of CommonGround. Also, there are two student development theories that were considered very intentionally when creating this program (Self Authorship and Intercultural Maturity).

3. Next, will be a small discussion of how CommonGround works, including: the roles for students and the flow from request to workshop to evaluation.

4. We will specifically highlight our approach to program management, discussing how we collaboratively manage a departmental program using a unique student-staff partnership model.

5. Presenters will share evaluative data from all roles of students, and map it onto the aforementioned student development theories for analysis. This will lead to a conversation about effectiveness and impact.

6. The session will close with some considerations for implementing a program like this on other campuses. This will have discussion elements and involve question and answer, too.
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On behalf of the IGR Program, we would like to thank the hard work of many people who have helped to make this conference possible:

Student Assistants: Eric Beriguete, David Immerman, Rula Issa, and Heather Lipkin
Black Faculty Staff Group (BFSG)
Dean Beau Breslin
Lei Bryant
Dining Services
Facilities
Patricia Folts
Saratoga Convention and Tourism Bureau: Angela LaTerra and Heather McElhiney
Office of Special Programs: Wendy LeBlanc, Alyssa Meyers, and The Lipkin Family
Media Services
Associate Dean Crystal Moore
Associate Dean Paty Rubio
Linda Santagato
Brian Woods