

# INTERGROUP DIALOGUE AND DIVERSITY EDUCATION TRAINING

February 11-13, 2019

American University of Paris

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INTERGROUP DIALOGUE CONNECTIONS, LLC

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**What is “intergroup dialogue”?** It is a process for exploring identity, social justice and communication across differences and within community. Intergroup dialogue externalizes the internalized by breaking the silences created by power/voice, oppression, privilege, trauma and fear.

This workshop introduces participants to Intergroup Dialogue (IGD), gives them practice in intergroup dialogue, introduces skills for facilitating dialogue groups, and provides space to explore ways in which IGD can be incorporated within the participants’ institution. Intergroup Dialogue seeks to “educate students proactively to understand and work with intergroup conflicts that are not only historical and structural but persistent and present in their daily college lives” (Gurin, Nagda, & Zuniga, 2013). This is accomplished through focusing on social identities and inequalities, with the aim to improve and deepen intergroup communication, and to cultivate civil discourse and social responsibility.

In addition to increased knowledge and understanding of diversity and social identities, participants, members of the AUP staff and faculty, will improve their communication skills and their abilities to engage misunderstandings and conflicts. Participants learn how to validate those with whom they disagree, and to ask essential questions to promote intergroup understanding. Participants will also gain ideas and resources for implementing courses, faculty/staff development, and co-curricular programming in intergroup dialogue and diversity education.

The workshop follows the “train the trainer model,” providing resources and structure for participants to develop their own programs or institutes for intergroup dialogue and diversity education on their campuses. Using this model, the workshop trainers were able to train 130 of 240 faculty at Hope College, resulting in 2600 student exposures to IGD in just two years.

The workshop curriculum takes participants through five phases of Intergroup Dialogue, which address setting the environment, developing communication skills, exploring social identities, leaning into conflict, and building allies. Progression through these five stages applies research-based knowledge about social identity group interactions to real world situations (Gurin, Nagda, Zuniga, 2013).

The workshop incorporates interactive activities and communication skills practice, and is therefore limited to 24-28 participants.

# Schedule for Intergroup Dialogue and Diversity Education Training

## OUTLINE OF OPENING DINNER SESSION + 2-DAY WORKSHOP

**Monday, February 11, 18-21h00**

### **Monday Dinner Session (Introduction to Intergroup Dialogue and Diversity Education)**

- Introduction of facilitators and participants
- Introduction of Intergroup Dialogue and Diversity Education
- Describing the model. Reviewing the five stages
- Stage 1: Setting the environment
  - Framing expectations and dialogue guidelines
  - Understanding differences between debate, discussion and dialogue
  - The role of trust & exercises for building trust

**Tuesday, February 12, 9-17h30**

**9-9h30 Coffee and welcome**

### **9h30-13h00 Tuesday Morning Session (Dialogue Skills and Social Context for Dialogue)**

- Stage 2: Dialogue skills (learning about skills and practicing them)
  - Listening for understanding
  - Speaking concisely and from own perspective/experience
  - Validating others
  - Acknowledging feelings (own and others')
  - Questioning (questioning for understanding and depth)

## **13-14h00 Lunch**

## **14h00-17h30 Tuesday Afternoon Session (Social Identities)**

- Stage 3: The role of social identities in dialogue
  - Stereotypes
  - Microaggressions
  - Power of Narratives
  - Oppression
  - Privilege
- Stage 4: Leaning into conflict
  - Hot topics
  - Nonviolent communication

## **Wednesday, February 13, 9-17h30**

### **9-9h30 Coffee and welcome**

## **9h30-13h00 Wednesday Morning Session (Building Allies & Preparing to Facilitate)**

- Stage 5: Building Allies
  - Good and bad ally behaviors
  - The ally development continuum
- Preparing to Facilitate
  - Creating the Environment
    - Group Dynamics
    - Building Trust
    - How to assess Progress
  - Content-Process Balance
  - Meeting Students Where They Are: Identity Development

## **13-14h00 Lunch**

## **14h00-17h30 Wednesday Afternoon Session (Facilitation Skills... and Institutional Planning)**

- Facilitation skills
  - Multi-partiality: Advocating for the process not a position
  - Impact vs. Intent
  - Disrupting the Dominant Narrative
  - Identifying and responding to Triggers
  - Reading Nonverbals
  - Responding to Anger and Conflict
- Institutional Planning Workshop
  - Developing your action plan
  - Developing your Individual and Institutional Plans
  - Global Learning Goals
  - IGD Models
    - Curricular
    - Co-Curricular
    - Faculty/Staff Development
  - Assessment
  - Workshop: Developing Plans for AUP
- Closing exercise, wrap up and evaluation of workshop

## Bio - Johnston



Dr. Deirdre Johnston is Associate Dean of Global Education and Professor of Communication at Hope College, Holland, MI, where she integrates administrative, teaching and research roles. She is the Campus Director of the Global Crossroads Project, a Great Lakes College Association program to internationalize the curriculum, and serves as Hope's liaison to the Global Liberal Arts Alliance, a consortium of international liberal arts institutions, connecting faculty with international partners to design globally connected courses and engage in international scholarship. She has brought in over \$250,000 in institutional grants in the past two years to support student learning and faculty development projects, as well as \$179,000 in research grants while at Hope. She served as Campus Facilitator for the Great Lakes College Association's \$4-million New Directions Initiative Grant, mentoring over 90 faculty in successful grant applications for new directions in scholarship and teaching. She has served as Director of Assessment, Chair of the Hope College Institutional Human Research Board, Chair of the Department of Communication, and also as Faculty Moderator.

A commitment to diversity initiatives characterizes Dr. Johnston's career. Johnston recently completed a two-year study on internationalizing the curriculum at Hope College, including: an audit of the faculty's international expertise and experience, a comprehensive institutional self-study, an external reviewer of international programming, and the creation and coordination of 6 task groups generating ideas for international curriculum development. She also leads study-abroad courses in Japan, Northern Ireland, Scotland and South Africa, and recently secured \$35,000 in grant funding to develop a conjoined course with students in the USA, Slovakia and Pakistan and to bring students from Hope, Slovakia and Pakistan together in South Africa to conduct oral history interviews about apartheid and post-apartheid experiences. She created the Hope intergroup dialogue curriculum, and co-created a faculty development program which has trained 130 of 245 Hope faculty in diversity education and intergroup dialogue. She is co-founder of Intergroup Dialogue Connections, LLC, and conducts trainings in intergroup dialogue, civil discourse, and conflict mediation for churches, seminaries, denominations, and universities.

Dr. Johnston received her Ph.D. in Communication Studies from the University of Iowa, and her M.A. in Journalism from the University of Texas. Dr. Johnston is the author of "The Art & Science of Persuasion," and co-author of "Research Methods for Everyday Life," as well as numerous academic journal studies. Johnston's research on work-family balance was twice nominated for the Rosabeth Moss Kanter Award (Boston College, Center for Family Research) for top work-family research article published in one of 74 international English-language journals. Her current research is in the area of Global Communication, Cross-Cultural Happiness, the Assessment of Globally-Connected Courses for High Impact Student Learning, and a book on Intergroup Dialogue.

For recreation, Dr. Johnston enjoys tennis, pottery, reading, ballroom dancing and travel. She lives in Holland, MI with her spouse, Dr. James Dumerauf, and very active dog. Her daughters both work in community social work with underserved populations in Chicago.

## Bio - Hernandez Jarvis



Dr. Hernandez Jarvis is the Chief Diversity Officer and Associate Vice President of Diversity, Equity and Inclusion at Whitworth University. She is a cognitive psychologist with a strong publication record in the fields of psycholinguistics, bilingualism, and the effects of acculturation on psychological well-being. Dr. Hernandez Jarvis was a faculty member in the psychology department at Hope College for 24 years. She served for three years as the director of cultural diversity courses in the general education curriculum at Hope College, and for three years as the Director of General Education. She also served on the Hope College Board of Trustees, and as Chair of the Psychology Department. For several years she served as a co-leader of the Hope College Teaching

Enhancement Workshop program.

Dr. Hernandez Jarvis is an avid advocate of multiculturalism and diversity education. She collaborated in the development and implementation of an interdisciplinary course, Encounters with Cultures, as well as two different courses for the psychology curriculum, The Psychology of Latino Children and Multicultural Psychology. She developed a “Best Practices in Teaching Cultural Diversity” workshop for faculty, which has now become an annual event at Hope College for over 12 years. In collaboration with Dr. Johnston of the communications department, she designed and implemented the “Shalom: Global Learning Fellows,” a faculty and staff development program on using intergroup dialogue as a pedagogical tool to address conflict and multicultural issues. Through this intense program over 130 faculty members have been trained to most effectively address global learning

Her own experience as a multicultural individual motivated and informed her scholarship agenda. She spent the first half of her professional career publishing in the field of semantic development in young children, bilingualism and bilingual education. Later, she collaborated on publications studying the effects of acculturation and ethnic identity on psychological well-being, particularly on the development of adolescents who are second-generation immigrants.

Dr. Hernandez Jarvis has served on several Boards of community organizations in Holland, MI such as El Centro, Latino Americans United for Progress, The Tulipanes Art and Film Festival (of which she is one of the founder members), and Black River Public School, and as a facilitator at the Summit on Racism and Inclusion. She gives talks in churches, schools, and other organizations about multiculturalism, acculturation, ethnic identity development and Latino psychology, as well as corporate trainings.

Dr. Hernandez Jarvis and her husband recently moved to Spokane, Washington. Their son is a professional ballet dancer with Cleveland Ballet, and their daughter is a professional ballet dancer with the corps de ballet of the Compañía Nacional de Danza of Mexico (National Dance Company) in Mexico City, Mexico.