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**Dialoguing Where You Live: Learning from Many Voices**

**In-hall Staff Dialogue Template**

**Overview:**

Dialogue can be a powerful tool for exploring ways to ensure residential communities provide innovative ways to engage with wellness, learning and inclusion. Inclusive dialogue serves as a way to clarify the expectations associated with our departmental goals and mission. These forums also amplify wider range of voices so that staff and student peers have a better understanding of how best to educate, empower and train students to be academically successful, wellness-minded, community builders.

**Desired Learning Outcomes:**

Paraprofessional staff who participate in this dialogue experience will be able to:

* Discuss why inclusive dialogue is important for fostering inclusive excellence in Residence Life
* Demonstrate the ability to use information from personal interactions with residents, participation in DICE and ILDS initiatives, personal experiences and viewpoints, and other resources to present a nuanced understanding of how best to serve students in their residential communities.
* Generate new or enhanced, achievable approaches and strategies for create excellent residential environments that support and facilitate the academic and social development of **all** students.

**Materials Needed:**

* Markers
* Large Paper or Post-It Pad for notes
* Laptop and Projector
* Video link to MTV Decoded segment “When Did You Realize Your Race?”: <https://www.youtube.com/watch?v=A5nQmLbbWz0>
* Video link to “What it’s like growing up undocumented in America”: -

<https://www.youtube.com/watch?v=rTGDBHgaRt8&t=166s>

* “Tips for Participants” sheet
* A comfortable room space that is as free from distraction as possible
* Light snacks (optional)

**Agenda**

* **Welcome (5 minutes)**
  + Welcome staff to the dialogue experience and discuss any preliminary questions the group might have
* **Overview (15 minutes)**
  + Provide an overview of the purpose of the dialogue such as:
    - “Hello everyone, today we’re talking about how we can make sure students in **(insert name of your hall/complex here)** succeed both personally and academically here at Ohio State. Dialogue is a way for our staff to think about and create new ways to make sure every student not only feels welcome in our hall but also supported regardless of how they choose to “fit in, or stand out.”
  + What is Dialogue?
    - Distribute the “Debate, Discussion, Deliberative Dialogue” and “Tips for Participants” sheets.
    - Discuss the difference between these differing styles of communication
    - Inform the group that today the group will be engaging in a dialogue designed to brainstorm workable ideas for improving life in the residence hall community.
    - Review the information on the “Tips for Participants” sheet.
    - Inform the group that:
      * A dialogue is more than just a conversation; it is a give and take. It involves multiple parties talking with each other in a constructive manner to further knowledge and understanding of a topic or idea. Provide group with handouts comparing discussion, debate and dialogue.
      * As part of a brainstorm, all ideas are OK.
      * The group does not stop to talk about ideas, and the group does not judge ideas.
      * During the reflection portion of this dialogue, the group will go back and look at beginning to prioritize and define the ideas presented.
    - Discuss any questions or concerns the group has about this activity
* **Agenda Information (5 minutes)**
  + Provide the Agenda for the session:
    - Welcome
    - Overview
    - Agenda Information
    - Taking the Pulse
    - Ground Rules
    - Dialogue
    - Reflection
  + Discuss any questions or concerns the group has at this point
* **Pulse Check (5 minutes)**
  + Briefly talk with the group about how they are feeling about this activity. Here are some sample questions to consider using for this:
    - How are people doing?
    - What are initial thoughts on dialogue?
    - What do you hope to get out of this dialogue experience in terms of supporting our hall/complex community?
* **Ground Rules (10 minutes)**
  + Using the large pad of paper and markers, discuss the ground rules for the dialogue session.
  + Invite the group to suggest any additional ideas they might have, and add those to the list of ground rules.
  + Here are some suggested ground rules to include:
    - Speak from personal experiences and avoid generalizations about groups of people.
    - Respect Confidentiality.
    - Share Airtime.
    - Listen respectfully to different perspectives.
    - Controversy with civility.
    - Own your intentions and your impact.
    - We share responsibility for making the conversation productive.
* **Warm Up Activity (15 minutes)**
  + Inform the group that the following video clip is designed to get the group thinking about how recognizing how unique aspects of identity often shape residents’ experiences here at Ohio State, and why we should be aware of this when working to help them be successful
  + Play MTV Decoded segment “When Did You Realize Your Race?”: <https://www.youtube.com/watch?v=A5nQmLbbWz0>
  + Gather reactions to the video.
    - What questions do staff members have about the information presented?
    - How are staff able to relate (or not relate) to the information presented?
    - Why would it be important for a staff member to consider these experiences when working with peers?
  + **Facilitator Note:** Please be aware that some students will likely be uncomfortable with this topic, or might not have ever considered it before. Use the facilitation techniques discussed in senior staff training to help them through this learning curve process.
* **Dialogue (40 minutes)**
  + Use the following prompts to facilitate dialogue on how best to create communities that help residents succeed:
    - Talk about that parts of your identity or identities that you believe make you most unique and why.
    - What are some positive and challenging experiences you have had related to this identities?
    - What do you wish people knew more about you about these identities (instead of maybe stereotypes about that identities?)
    - As a staff member, what are ways you can support other staff and residents who have similar or different identities than you, and are facing some challenges because of that?
* **Reflection (25 minutes)** 
  + Begin the Deliberation Process
    - Remind the group that dialogues seek to uncover do-able strategies to be implement in a timely manner.
    - Let the group know that the team will revisit ideas later that are not doable immediately, but will support departmental goals later.
    - Discuss which ideas from the dialogue are ones that should be considered for follow up action and why
  + Whose voices are not part of this dialogue yet?
    - Encourage the group to think about what perspectives or ideas were not included in this dialogue.
    - Play the video clip: What it’s like growing up undocumented in America - <https://www.youtube.com/watch?v=rTGDBHgaRt8&t=166s>
    - Discuss reactions to the video, and ideas on how to get more information/perspectives represented in discussions about how create excellent residential communities that are inclusive to all students.
  + Next Steps
    - Inform the group that the ideas presented will be followed up in one-on-one conversations, future staff meetings, and other Residence Life events
    - Encourage paraprofessionals to continue thinking and learning about the suggested approaches to creating a more inclusive community as they complete their RA/CA chats, in-services, and other opportunities to learn about diversity and inclusion.
* **Closing Thoughts/Actions**
  + - Gather any final thoughts from the group
    - Distribute relevant dialogue notes to participants electronically or in hard copy form after the discussion.