

## What SD Can Look Like on Campus

Figuring out how to structure SD on your campus is challenging, can take time, and is very important. One of the strengths of SD as a program is its adaptability to fit within many different places on campus. Yet, this makes determining **where it should be housed, who should be involved, and how it should run** very important and strategic for the success of SD on campus.

Use the checklist below to help you think about your campus culture and support for SD. Then look through the next few pages to see some suggested models that might meet the strengths of your campus that you identified in your checklist. Finally, return to this page to write down the two or three structures you think would work best for SD on your campus.

**Checklist:** Select the statements that are true for your campus.

- My campus is primarily residential (Residential Life plays a big role on campus).
- My campus is primarily commuter (Residential Life does not play a big role).
- Student clubs are a really important part of campus culture.
- Students like to hold leadership positions and take them seriously.
- Many students are overcommitted and might not have time for leadership unless they were paid or given academic credit for their work.
- Students can help to design courses or seminars.
- We have faculty members interested in SD who might like to teach an SD course for academic credit.
- We have very strong support from top-level administrators.
- We have very strong support from a few faculty or staff members, but not the highest-level administrators.
- We could probably find some extra funding for things like retreats that make a strong impact.
- Our current program suffers from low participation and lot of people missing meetings. We could use some more accountability for participants and moderators.
- We have undergraduates interested in moderating and participating in dialogues.
- We have graduate students interested in moderating and participating in dialogues.
- We have staff members interested in moderating and participating in dialogues.
- We have faculty members interested in moderating and participating in dialogues.
- We have administrators interested in moderating and participating in dialogues.
- We have some specific groups on campus that want to dialogue (Greek Life, athletics, student government, etc).

**YOUR GOALS:** Now that you've gone through the checklist and suggested models, what do you think? How can SD best be organized at your school?

- 1.
- 2.
- 3.

# What SD Can Look Like on Campus: Potential Models

Please keep in mind that the following list is by no means exhaustive, but it does provide a diverse array of how many of our schools have organized SD. Please consult SDI staff to discuss the best possible structure for your institution’s needs. The models are broken down into five sections: **Organization, Audience, Credit, Initiatives, and Intensives.**

## 1. ORGANIZATION: Who Will Organize SD?

Structure	Example	What is good about this model?	What is challenging about this model?
<b>Student Club</b>	<b>University of Virginia:</b> is entirely student run with <b>student only</b> dialogues. Students organize everything from SDCN training to events.	Do student clubs play a strong role on campus? Is one goal to have SD entirely student run and student led? If so, then this is a useful model.	This requires a significant commitment from students. They must immerse themselves in SD and invest lots of time.
<b>Student group supported by staff</b>	<b>Cuyahoga Community College:</b> Staff organize and coordinate the SD initiative, partnering with a group of students who moderate dialogues.	Having a paid employee as coordinator ensures that tasks are completed and overseen by someone who is accountable.	This model can encounter challenges with roles – who does what – and building student ownership over the dialogues.
<b>Student group with staff/ faculty advisor and paid student intern</b>	<b>University of Nebraska Omaha:</b> Dialogues are <b>student only</b> . A faculty member advises the organization broadly and keeps administration up to date and in support. A paid student intern conducts the details of organizing recruitment, scheduling dialogues, and reservations.	Splitting the financial tasks and overarching structure from the daily logistical tasks can be ideal. Faculty or staff can better navigate funding. One or more paid students doing detailed work can assist with student ownership of dialogues. This takes a load off unpaid student mods or leaders.	Having only one or two interns in charge of all the organizing is a lot for them to handle! This also requires the institutional support to create a paid or work-study student position. Paying students requires accurate planning for budgets and hours.
<b>Organized by staff, with paid student moderators</b>	<b>Beloit College:</b> All of the logistics of the dialogue initiative on campus are organized by staff members, not a student leadership team. The student moderators are paid for their time.	Having staff organize creates accountability for ensuring that tasks are completed and frees up students to dialogue. Paying mods 4-6 hours a week gives them time to lead groups and large-campus events.	This model can encounter challenges with roles and building student ownership over the dialogues. Requires institutional support to pay staff and mods for their work on SD.

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### 2. AUDIENCE: Who will participate in SD?

Structure	Example	What is good about this model?	What is challenging about this model?
<b>Faculty dialogues</b>	<b>Beloit College:</b> Faculty (and some administrators) engage in dialogue across departments for a semester.	This can be an effective strategy to practice dialogue in a way that enhances classroom inclusivity, increases engagement, and addresses inter-faculty tensions.	Potential challenges with hierarchy and responsibilities can arise. Requires faculty members to be invested in creating, moderating, and supporting this initiative.
<b>Staff dialogues</b>	<b>Case Western Reserve University:</b> Staff members from various departments engage in dialogue across the campus for a semester, and work to impact employee policies.	This can be an effective strategy to help di-silo departments, increase quality of life, increase inclusivity in student support, and address tensions, ideally decreasing complaints at the HR EEO office etc.	Potential challenges with hierarchy and responsibilities could arise. Requires staff members to be invested in creating, moderating, and supporting this initiative.
<b>Blended Student and Faculty / Staff dialogues</b>	<b>Denison University:</b> The entire community collaborates on mixed student/faculty/staff dialogues co-moderated by 1 student and 1 faculty member.	This can be a unique opportunity for students, faculty, and staff to communicate and build understanding for their experiences on campus and is one of the most inclusive models.	Potential challenges with roles and responsibilities could arise. Requires both students and faculty to invest in creating, moderating, and supporting this initiative.
<b>Engaging outside of campus</b>	<b>University of Nebraska Omaha:</b> UNO SD partners with local organizations and communities to host a series of intergenerational dialogues.	This can be a very effective way to build town-gown relations. It also offers a venue for moderators to contribute to the community.	This requires connections with off-campus groups, and a group of students committed to making new connections off-campus.

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### 3. CREDIT: Will SD be for academic credit?

Structure	Example	What is good about this model?	What is challenging about this model?
<b>SD as a course: credit for weekly meetings</b>	<b>University of Alabama, Tuscaloosa:</b> Participants take a 1-credit pass/fail course comprised of a weekly dialogue group. Moderators take a 3-credit graded course moderating dialogue on Tuesdays and meeting with the professor to brush up on skills and troubleshoot their dialogue groups on Thursdays.	A model for establishing the work of SD institutionally. This can also help fight against two challenges of weekly SD groups: low participation and retention. Moderators also have ongoing training support in the form of weekly moderator meetings with the professor.	You need a faculty member willing and trained to teach this course and run moderator meetings. You need institutional support to get this course to happen. Another challenge that exists is ensuring that the course invites all majors.
<b>SD as a course: infusing an existing course with SD</b>	<b>University of Nebraska, Omaha:</b> has an introduction to Political Science class infused with SD. Aside from their more typical classroom meetings and readings, students meet in dialogue groups once a week, moderated by TAs and learn moderator skills. This is a full-credit course that satisfies the same requirements as any other introductory course in PoliSci.	This type of course can introduce SD to many people that might not join a more typical SD group or course. Students get credit and can satisfy distribution requirements through their participation. Like in the above example, this kind of course increases participation and retention.	This type of course requires a faculty member that is willing and able to infuse their existing academic course with SD principles and time for dialogue. It also requires TAs that are trained moderators to lead the smaller dialogue groups.
<b>SD as a requirement</b>	<b>Northwestern University, Medill School of Journalism:</b> Within their college career, all students in the major will be required to participate in an extra-curricular ungraded dialogue group before graduation.	Ensures that all students who graduate have a dialogic experience and a great way to impact NSSE scores. Can meet certain education requirements or goals of the college experience and mission.	Can have students in dialogue who do not want to be there, which can make the moderator's job more challenging.

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### 4. INITIATIVES: Is SD an initiative of a specific group?

Structure	Example	What is good about this model?	What is challenging about this model?
<b>As a Presidential initiative</b>	<b>Scripps College:</b> as a special initiative to the president, the program presents to the special diversity task force, and is coordinated in part by the administration with students as moderators.	Ensures support from the top of administration, creating fewer concerns regarding financial restrictions and support. Also is less susceptible to student leadership turnover.	There may be concerns over student ownership and/or how others within the College interact with SD if the President's name is on it. Can be politically challenging and introduce political elements that can be distracting.
<b>As a program in Residential Life</b>	<b>Auburn University:</b> Resident advisors are trained in SD fully, and the Housing Director organizes Sustained Dialogue events from the Housing office.	Residents on campus have a built in dialogic experience and RAs are trained to help prevent and address challenging identity based situations that may arise, ideally before they get too heated.	RAs already have a lot of training requirements, so this can be challenging to fit into their schedule. Also is a challenge to engage off-campus residents.

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### 5. INTENSIVES: Will you have retreats or long-term programs?

Structure	Example	What is good about this model?	What is challenging about this model?
<p><b>With a Retreat as a kick-off to weekly dialogues</b></p>	<p><b>University of Tampa:</b> Students participate in an intensive 2-3 day retreat off-campus. The students then continue to meet weekly once they return to campus.</p>	<p>Enables students to dive deeply and intensely into the topics at the beginning of the school year thereby, ideally enabling them to progress through all stages of dialogue to action more quickly once they begin weekly dialogues. Helps bond the groups together to combat retention problems during the semester or quarter.</p>	<p>Requires a significant time commitment and can be challenging coordinating schedules as students return to campus. Hosting a retreat can also be a heavy financial burden for some campuses.</p>
<p><b>A four-year plan</b></p>	<p><b>University of Tampa:</b> A select group of freshman will participate in a pre-orientation retreat and then meet weekly during the year for academic credit. Sophomore year, the cohort will participate in another retreat and meet weekly. Junior year, they will participate in a final retreat and plan the freshmen’s retreat. Senior year they will moderate the first-year retreat and dialogue groups. Students will graduate with a certificate in SD or other formal recognition of their participation.</p>	<p>This is incredibly intensive and definitely addresses concerns with retention, recruitment and preparedness of moderators. The deep-dive yearly also improves the likelihood of reaching stage 5 action. These students will graduate with intensive experience in dialogue, leadership, and issues of diversity and inclusion.</p>	<p>This initiative requires a vast amount of support from the administration. Hosting this many retreats is very expensive and requires a great deal of time to plan. This plan requires buy-in from many different administrative offices, including admissions (to sell this program to high school students), the deans, and those who are responsible for creating a recognition at graduation. It also requires strong buy-in from high school students to commit to a four-year program.</p>