Melisa Echols, M.S.
Coordinator, Student Government Programs
Department of Leadership and Campus Life
mechols@okstate.edu

Tami L. Moore, Ph.D.
Co-Director, OSU-Tulsa Center for Public Life
Associate Professor, School of Educational Foundations,
Leadership and Aviation
tami.moore@okstate.edu
a Stillwater-based program of the OSU-Tulsa Center for Public Life, provides a process to involve members of the OSU community in making positive change through inclusive dialogue and action.
DIALOGUE AT OKLAHOMA STATE UNIVERSITY

2015
• Collaboration with Sabo Center for Democracy & Citizenship
• Reading group: more inclusive leadership development initiatives

2017
• New faculty interested in transplanting dialogue model
• Partnering with community engagement office

2018
• Campus Compact Fund for Positive Engagement
• CCT launched Spring 2018
DIALOGUE AT OKLAHOMA STATE UNIVERSITY

SHORT-TERM GOALS

• Improve educational experience
• Improve campus climate
• Build relationships and increase trust within campus community
• Encourage participants as agents of positive change
• Engage campus stakeholders

LONG-TERM GOALS

• Regular and recognized part of campus culture
• Trained facilitators available for rapid response to difficult issues that may arise in the future
DIALOGUE TO CHANGE MODEL

Everyday Democracy
Ideas & Tools for Community Change
Dialogue to Change

Organize
- Organizing Training
- Facilitator Training

Dialogue
- Kick Off
- Action Forum

Action
- Collective Action
- Institutional and Policy Impact
- Individual Change

Community Change
ORGANIZE

• Requires coalition building to reach all areas of campus
• Recruit diverse participants to reflect campus community and represent multiple viewpoints
THE TOPIC

... IN THE D2C MODEL

- Provide process for responding to community issues
- Engage residents in public problem solving
- Convene advisory group to select topic and engage
- Involve community members in writing dialogue guide

... AT OSU

- History of integration
- Specific incidents on MLK holiday weekend, 2017 and 2018
- Desire to move students beyond protests to effective change work
- Tailor Everyday Democracy materials for use on campus
RECRUITMENT

• Faculty, Staff, & Students as participants
• Faculty, Staff, & Graduate students as facilitators
  • Training-
    • Core team led
    • Weekly follow-up throughout dialogues
• Final Recap session
  • Wrap up thoughts/findings from dialogues
  • Lessons learned/Possible changes needed in future iterations
FACILITATOR SKILLS/COMPETENCIES

✓ Employ active listening
✓ Inclusive language
✓ Maintain impartiality
✓ Become knowledgeable about topic/dialogue guide content
✓ Create safe spaces
✓ Maintain confidentiality
✓ Engage participants
✓ Focus on group process, not personal experiences
• Well-trained facilitators
• Dialogue guide
• Constructive and respectful conversations
• Opportunity for all participants to hear the hopes and concerns of others
• Opportunities to build relationships with diverse others
• Action idea generation
Five Week Dialogue Experience

- Week 1 — Making Connections
  - Share stories and views

- Week 2 — Our Ethnic Backgrounds and Racism
  - Connecting personal experience with the larger issue

- Week 3 — Our Unequal Nation
  - Exploring the national/global context

- Week 4 — Why Do Inequities Exist?
  - Starting to solve the problem

- Week 5 — Moving to action
  - Develop group ideas for an action plan to move forward
THE ACTION FORUM

Event Schedule-Example

6:00pm  Registration
6:40pm  Welcome & Program Overview
7:00pm  Reports from Dialogue groups
7:30pm  Overview of Community Assets
7:40pm  Moving to Action
8:25pm  Closing Remarks
8:30pm  Adjourn
• Participants share ideas for action/change
• Group makes collective decision about which ideas move forward
• Action teams form to enact ideas
PROGRAM SUSTAINABILITY

. . . IN THE D2C MODEL

• Evaluation of the entire process
• Action groups implement ideas for change
• Future rounds of dialogues and additional ideas for change if/as needed

. . . AT OSU

• Core Team: organizing for CCT 2.0 and beyond
  • Resource development
  • 1:1 relational meetings
  • Strategic planning
• Research and Evaluation Team:
  • Final report to Campus Compact
  • Journal manuscript
  • Design longitudinal research
LESSONS LEARNED

STOP
• Depending on crisis to drive participation
• Unclear identity
• Low social media/web presence

START
• How do we relate to similar programs on campus?
• What support will action teams need?
• Who will provide this support?
• How can we develop a diversified funding model?

CONTINUE
• Strong core team
• Strong relationship with Everyday Democracy
• Foster relationships in campus community
• Connection with national networks/resources and colleagues
• Historical analysis as grounding for topics