Sustained Dialogue Campus Network

Initiation Guide

2016-2017

For more information, or to initiate a Sustained Dialogue program, visit
www.SustainedDialogue.org or call us at (202) 393-7643

The History of Sustained Dialogue

1973	Dr. Saunders participates in the Arab-Israeli peace process after the Arab-Israeli war.
1981	The Task Force on Regional Conflicts of the Dartmouth Conference—the longest continuous dialogue between American and Soviet citizens—is led by Dr. Saunders & Yevgeny Primakov throughout the 1980s.
1993	Dr. Saunders and Mr. Primakov publish the five stages; Dr. Saunders starts The Inter-Tajik Dialogue, which met 35 times over ten years. Mr. Primakov becomes Prime Minister of Russia in 1998.
1999	Students at Princeton University approach Dr. Saunders to adapt the Sustained Dialogue process to college campuses in order to improve race relations.
2001	Students at the University of Virginia work with students at Princeton to establish a Sustained Dialogue group on campus. In Fall 2001, SD spreads to Dickinson College in Pennsylvania.
2002	The Sustained Dialogue Institute (SDI) is founded, with Dr. Saunders as president, to promote the process of Sustained Dialogue for transforming racial, ethnic, and other deep-rooted conflicts around the world.
2003	The Sustained Dialogue Campus Network (SDCN), based in Washington, D.C. is formed as a part of SDI, offering support, moderator training, and network gatherings to schools across the country.
2016	SDCN partners with over 60 campuses and more than 10 workplaces and communities across the globe.

Partner Campuses			
Addis Ababa University (Ethiopia)	Ahfad University for Women	Allegheny College	Appalachian State University
Auburn University	Augustana College	Beloit College	Case Western Reserve University
Cleveland State University	Cuyahoga Community College	Deerfield Academy	Denison University
Dickinson College	Duke University	Elon University	Haramaya University
Harvard University	Islamic University (Uganda)	Jimma University	Lawrence University
Macalester College	Makerere University	Montana State University	Ntnl University of Science & Technology (Zimbabwe)
Northwestern University	Notre Dame University	Princeton University	Roger Williams University
Scripps College	Sonoma University	St. John Fisher College	St. Olaf College
Susquehanna University	Tec de Monterrey – Campus Chiapas	Tec de Monterrey – Campus Ciudad de México	Tec de Monterrey – Campus Ciudad Juárez
Tec de Monterrey – Campus Cuernavaca	Tec de Monterrey – Campus Monterrey	Tec de Monterrey – Campus Sante Fe	The Ohio State University
University of Alabama	University of California at Davis	University of Cape Town (South Africa)	University of Georgia
University of Khartoum (Sudan)	University of Nebraska, Omaha	University of North Carolina, Charlotte	University of North Carolina, Wilmington
University of Tampa	University of Virginia		

SD In Practice: How Could This Work On My Campus?

Participants in an SD group conduct multiple sessions over a period of time, building in depth from one meeting to the next, united under a common purpose and goal. These groups look something like this:

- SD takes place within dialogue groups of 8 to 15 participants, which form at the beginning of each academic year and are reflective of community diversity.

- Two trained moderators co-lead a dialogue group.

- SD leaders support groups logistically and hold events throughout the school year to engage with the larger community.

- **SD is sustained in three ways**: Time, Participants & Moderators, and Agenda

    1. Each SD group maintains the same participants and moderators.

    2. Each meeting is designed to continue where the last ended.

    3. Dialogues meet at an appointed weekly time for an hour and a half.

- Social activities are planned in order to build relationships within and between dialogue groups.

While SD groups all follow this basic format, dialogue groups can look quite different on various campuses. Some groups meet over lunch, some over dinner, some during the week, some during the weekend. Some groups are clubs, some are special university initiatives, and some meet as part of an academic class for credit. Some involve just students while others involve faculty and administrators. Many schools hold groups that last the entire length of the academic year, and some run for just a semester to accommodate changes in schedules. The format that your group takes is up to you, and should involve significant thought to achieve your goals.

Think about your school context as you plan your SD groups. Does your school run on a quarter or semester schedule? Is your school a residential or commuter school? Are clubs a big part of campus life on your campus? Do lots of students study abroad? Are you setting up SD at the graduate, undergraduate, or high school level? Thinking about these kinds of contextual matters will help you shape dialogue so that it is "do-able" for participants and manageable for moderators and leaders, which is one of the keys to an effective SD initiative.

Roles for Founding Leadership Team for SD Memberships & Programs

Can be filled by students, staff, faculty, and/or administrators

Financial Coordinator
- Requests and/or provide funds to support SDCN membership and/or programming.
- Is in contact with the purchasing office to ensure that invoices are received and paid on time.
- Communicates all year with funding partners about evaluation results, program goals, and future financial program needs.

Recruitment Coordinator
- Recruits moderators and training attendees by developing an application.
- Develops marketing language and flyers/emails for both moderator training and weekly dialogue group participants.
- Pair moderators and identify specific dialogue group meeting times.
- Recruit participants using an application that includes specific dialogue group meeting times.
- Schedules recruitment tasks and assigning them to specific people - attending sessions, classes, individual asks, presentations to clubs, etc.

Moderator Developer
- Makes sure moderators retain dialogue skills.
- Schedules follow-up trainings.
- Supports moderators by running program-wide moderator meetings.
- Supports moderator pairs through planned debriefs or meetings between dialogue sessions.
- Finds opportunities on campus for moderators to practice outside of dialogue groups.
- Connects moderators to additional resources on campus when necessary.

Outreach Coordinator
- Communicates with other departments about SD to spread the message of what is being done and what goals it is achieving.
- Encourages other departments and groups to: send people to trainings and dialogue groups, collaborate to bring SD trainings to their area (i.e. res life, orientation, first year experience, athletics, professional development days, etc).
- Makes sure upper administration knows about and supports SD efforts.
- Organizes and coordinating SDCN training hours between departments.

Institutionalizer
- Collects and maintains paperwork.
- Keeps records of what's worked and what hasn't.
- Builds measures for tracking impact.
- Stays involved from year-to-year to create institutional memory for the program.

Logistic Coordinator (Can be same as Recruitment Coordinator)
- Books and organizing room reservations for trainings and dialogue groups.
- Sorts participants into groups.
- Schedules initial training with SDCN and campus partners.
- Makes sure contracts are signed.

Who connects with SDCN? The person with the responsibility and vision for the program's growth who is also most aware of logistics. This person should be willing to get on the phone with us on a weekly basis during program for the first semester of implementation.

Key Roles

These are the key roles involved in a Sustained Dialogue program. Read this list to determine where you fit best.

I am a person who likes leadership, creating and designing programs, and want to help build this program from the ground up. I have between 2 – 5 hours per week I can dedicate to SD.

Founding Team: These faculty, staff and/or students work with all stakeholders to bring Sustained Dialogue to campus. They ensure that those in other roles read manuals, understand the mission of the organization, and that the launch is successful. Some members of Founding Team will go on to be on the Leadership Team, the Moderator Team, or serve as participants.

Student Leadership Team: These students work with all groups to maintain interest and activity regarding Sustained Dialogue. This team recruits others to participate in dialogue groups, coordinates recruitment of participants and moderators, builds events that further the group's mission, and works toward becoming a resource to the larger campus community. This group does most of the organizing and logistics for the SD group, and determines the group's direction.

Advisor(s): Advisors are faculty and/or staff who work closely with the Leadership and Moderator Teams to ensure they are supported. Advisors attend meetings with leaders, aid in brainstorming dialogue topics and other events, are attentive to program structure and growth goals, and help troubleshoot any challenges that arise. Ideally, the advisor has past dialogue experience and attends Sustained Dialogue training to become an expert in the unique SD model. Often, advisors work in the campus office or center that "houses" the SD program. Some programs have one advisor while others have an Advisory Council made up of 3 – 7 Advisors.

I am a person who likes the type of conversations we've been having, and I want to spend a lot of time in the dialogue circle. I have between 1.5 – 3 hours per week I can dedicate to SD.

Dialogue Moderators: Two trained moderators facilitate each SD of group of 8-15 people. These moderators should be peers of the SD group members, for example, students should moderate groups of other students, staff should moderate staff groups, etc.

Dialogue Participants: Each group has 8 – 15 participants, who attend each dialogue meeting to share personal experiences and learn from the others in the group. These participants commit to regular attendance and to following the group norms they establish during the first meeting. Participants can be students, faculty, and/or staff members, and are expected to represent a wide variety of backgrounds and interests.

I am a person who likes SD but doesn't have time to be involved on a regular basis. I have less than 1 hour per week I can dedicate to SD but I really believe in it.

Supporter(s): Supporters contribute to SD recruitment efforts, program evaluation, funding, and/or general name recognition. Champions typically interact with the leadership team or other members of SD less frequently than Advisors, but are committed to promoting and maintaining institution-wide support for the SD initiative.

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** (i.e. as a student club, supported by a specific Center, run as a course), **who should be involved** (i.e. faculty, staff, student leaders, Greek life, Resident Advisors, etc.) and **how it should run** (i.e. within a semester or quarter, in residence halls, etc.) 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, SGA, 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?
Student Club	**University of Virginia**: is entirely student run with student only 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.
Student group supported by staff	**Tri-C:** 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.
Student group with staff/ faculty advisor and paid student intern	**University of Nebraska Omaha**: Dialogues are student only. 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 intern in charge of all the organizing is a lot for one person 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.
Organized by staff, with paid student moderators	**Beloit College**: 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 4-6hours 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.

What SD Can Look Like on Campus: Potential Models

2. AUDIENCE: Who will participate in SD?

Structure	Example	What is good about this model?	What is challenging about this model?
Faculty dialogues	**Beloit College**: 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.
Staff dialogues	**Case Western Reserve University**: 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.
Blended student and faculty / staff dialogues	**Denison University**: 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.
Engaging outside of campus	**University of Nebraska Omaha**: 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.

What SD Can Look Like on Campus: Potential Models

3. CREDIT: Will SD be for academic credit?

Structure	Example	What is good about this model?	What is challenging about this model?
SD as a course: credit for weekly meetings	**University of Alabama**: 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.	This establishes 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.
SD as a course: infusing an existing course with SD	**University of Nebraska, Omaha**: An intro to PoliSci class infused with SD. Aside from typical classroom meetings and readings, students meet in dialogue groups once a week, moderated by TAs and learn mod skills. This full-credit course satisfies the same requirements as other PoliSci courses.	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.
SD as a requirement	**Northwestern University, Medill School of Journalism**: 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.

What SD Can Look Like on Campus: Potential Models

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

Structure	Example	What is good about this model?	What is challenging about this model?
As a Presidential initiative	**Scripps College**: 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.
As a program in Residential Life	**Auburn University**: 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.

What SD Can Look Like on Campus: Potential Models

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

Structure	Example	What is good about this model?	What is challenging about this model?
With a Retreat as a kick-off to weekly dialogues	**University of Tampa**: Students participate in an intensive 2-3 day retreat off-campus. The students then continue to meet weekly once they return to campus.	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.	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.
A four-year plan	**University of Tampa**: 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.	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.	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.

How to Adapt the SD Model to Your School's Needs

Consider the following options to get direction for the structure of SD on your campus. Schools have organized successfully using combinations of the following strategies:

Who will manage recruitment?	Who will be trained?	Who will participate in dialogue?	Who will moderate dialogue?	Who will select and support those leading dialogue?
Examples: Student executive team; Moderators; Advisors; Intern or coordinator	**Examples**: Invited student leaders; SD participants, mods, and execs; Advisors; Intern or coordinator; Residential Advisors	**Examples**: Student body; Graduate students; Invited student leaders; Residential communities; First-year students; Staff, faculty, administrators	**Examples**: Former participants; Staff, faculty, administrators; Residential Advisors; TAs	**Examples**: Student exec team; Intern or coordinator; Advisors; Residential Life coordinators; Faculty member; Academic dept

Assign Tasks: On Our Campus, The Following People Will:

Manage Recruitment	Be Trained	Participate in Dialogue	Moderate Dialogue	Support Dialogue

Conduct a Needs Assessment

As you continue to determine the right type of program for you, a helpful tool is this Needs Assessment. **Even if your program has been running for a number of years, coming back to this assessment can help you make sure that your SD program is meeting the needs of your campus**. We recommend that SD leaders meet to go over this assessment once a year. Spend some time with your team answering each question as you think about your strategy for the upcoming year.

1. What need(s) do you see for Sustained Dialogue (SD) at your institution? Specifically, how do you think and hope SD could impact your school? (Essentially, why SD and why now?)

2. What are the current "hot topics" of conversation at your school? Are there particular identity groups that have been targeted recently?

3. What is your 3-5 year vision for SD at your school?

4. SD's core offerings are: **student dialogue groups**, **SD retreats**, **SD courses**, **faculty and staff dialogue trainin**g, and **campus and community relations**. Which 1-2 offerings are you interested in implementing on your campus this year? Which offerings may be of interest in the future? How would these particular offerings help you make the impact that you are seeking?

5. Are there any existing initiatives that are similar to SD (dialogue groups, civic engagement initiatives, leadership development, etc.)? If so, what relationship do you envision between SD and these initiatives?

6. Is there an approach to dialogue, diversity, and inclusion that particularly speaks to your campus? What are some ways in which the campus describes or markets itself? How can your SD program best use those approaches to make a strong impact on campus?

7. Which administrators in offices such as the President's Office, Student Life, Chief Diversity Officer, Civic Engagement and Service Learning, etc. have been or should be approached regarding this initiative? What interests might they have?

8. What is the process of securing funding? What changes do you need to make, if any, in the way your program secures funding?

How to Build an Organizing Team

As you begin to consider how to structure SD on your campus, you should start to reach out to others who can help. We recommend a team of 3-5 people come together and agree to work to bring SD to campus. One person cannot do this heavy lift alone! There are certain key qualities in the team that we recommend considering. We highly recommend having at least one student and at least one faculty, staff or administrator be involved in the organizing team.

Qualities to Consider when Building Your Team:

- **Access to students** – Reaching out to students effectively is essential. You will need to be able to garner buy-in and commitment from a diverse array of students fairly quickly as you roll out the SD programming. Try to have students on your team that have access to different pockets of campus.

- **Access to faculty, staff, and administrators** – All programming can benefit from support by faculty and staff. Having at least one faculty and staff member on the team provides the team with access to multiple networks across the campus community for recruitment, support and financial stability.

- **Knowledge of SD** – The team will need to "sell" SD to the college, so an understanding of SD, what makes it different from other dialogue orgs, and why it can help your institution, is important.

- **Access to resources** – Bringing SD to campus requires funding. Someone who has funding in their department or center is a very important asset to bring to the team.

- **Review "An Effective Leader Checklist"** later in this manual for additional characteristics

Where to Find these Team Members:

- Consider reaching out to student groups that may be supportive of SD such as Multicultural Society, LGBTQ groups, Black Student Union, Student Peace Alliance, Greek councils, etc.

- Consider seeking faculty and staff in various departments such as: Human Resources, Office of Diversity and Inclusion, Student Activities, Deans of Student Affairs, Access, Student Affairs, Counseling, Women's Center, LGBTQ Center, Faculty Professional Development/Staff Development, Faculty Senate, Community Outreach/liaisons, Senior Citizen programming, Faculty that teach courses such as Women's studies, Race/Ethnicity, etc.

How to Pitch to these Potential Team Members:

- Make sure they understand how SD benefits them by improving the school
  - Not only are they given the chance to support a popular, dialogue initiative that will increase the quality of life on campus, but they're also joining other schools across the nation!
- Share stories from other schools
  - Highlight the two goals of SD: 1) building relationships and 2) taking informed, concrete action to improve the community
- Be ready to address any questions they might have and speak with confidence!
- Always follow up with an email or phone call.

Qualities of a Strong Leader

Use the following questionnaire to keep track of your responsibilities and evaluate your performance as an SD leader. Bring this handout to the first Leadership Team meeting. Have everyone go through the checklist and identify where there is room for improvement among the team. Then, at the next meeting, address this category through an activity or presentation. Continue this process throughout the year to ensure growth and focus within your team.

AN EFFECTIVE SD LEADER WILL...

Be comfortable and knowledgeable in the Sustained Dialogue process
- ☐ Be able to "pitch" SD to various stakeholders and motivate others to become involved
- ☐ Be able to communicate clearly the organization's mission, history, and goals
- ☐ Use inclusive and informed language to build a culture reflecting SD's mission

Manage and contribute to an impactful team
- ☐ Plan and attend regular leadership team meetings with clear goals, agenda, and next steps
- ☐ Use a planned process to select the moderators and new leaders on campus, if applicable
- ☐ Lead sessions to build moderator skills throughout the year or find outside opportunities for building moderator skills in addition to SDCN's Moderator Workshop
- ☐ Motivate moderators and leadership team members around a vision for the organization
- ☐ Communicate clearly with leadership team and mod team about meeting times
- ☐ Build and contribute to a culture of accountability and discipline
- ☐ Delegate efficiently and divide work responsibly
- ☐ Organize efficient adherence to leadership transition plans and other processes, if applicable
- ☐ Encourage feedback from team members

Use leadership skills to take a multi-year approach to strengthening the organization
- ☐ Contribute to and create work plans to ensure that processes like recruitment and event planning occur in a timely way
- ☐ Take responsibility for projects assigned to ensure division of work
- ☐ Ensure health of budgets and organizational financial status
- ☐ Work to keep strong records and build stable processes that last
- ☐ Build goals and measure progress on stated goals
- ☐ Build measures for tracking organizational impact and measure indicators of impact

Work with a network of support
- ☐ Organize phone calls with SDCN Program Directors
- ☐ Accomplish the goals within the Yearlong Mentorship Plan and Schedule of Activities
- ☐ Share resources across the network
- ☐ Use institutional resources such as faculty advisors and administrators effectively
- ☐ Build relationships with relevant campus offices, faculty, supporters, and champions
- ☐ Communicate successes, challenges, and impact to SDCN

Be a resource to external stakeholders including general members of the campus community
- ☐ Hold events on campus that are directly related to your mission and help benefit the campus
- ☐ Solicit feedback from the campus community and participants to determine your impact and to inform organizational direction
- ☐ Use Sustained Dialogue in spaces on campus where you see a need, even outside of an official SD group

Leadership Calendar and Tasks for Dialogue Groups

While some campuses structure their SD programs differently, including through courses, which require different tasks and timelines, this calendar of monthly tasks provides an example of what SD leaders should be thinking about during the year for implementing traditional dialogue groups at a semester-based college. Please consider adapting this to fit your college, leadership team, organizational structure and programming appropriately – **remember your campus might add other things to this calendar, like hosting a retreat or a staff training**.

June	• Students take SD post dialogue evaluation Survey • Leaders communicate with SDCN to plan **SLS** attendance
July	• Communicate with SDCN program directors about **SLS** arrangements • Complete **SLS** "homework" packet • Attend **SLS** & create work plan
August	• Return to school • Hold first leadership/ **visionary meeting** with organizing team • Meet with **administrators/advisors** • Contact returning **participants**/key stakeholders to join dialogue groups • Enact **recruitment** plan (refer to recruitment ideas in manual) • Organize to ensure completion of **pre-reading** and attendance for mod workshop • After workshop start 2x a month **calls with Program Directors** • Organize strong response rate online signups.
September	• Begin **Moderator Meetings** to ensure high dialogue quality • Organize & attend mod workshop and participant training/kickoff • **Form groups & begin dialogues** • **Organize strong response rate for pre-dialogue surveys** • Participate in across the network webinars
October	• Continue **dialogues** • Continue **Moderator Meetings** • Participate in across the network webinars • **Encourage Mods**, when appropriate, to begin moving beyond stage 2, into 3
November	• Create **leadership transition plan** and mod selection process to recruit for next year • Leaders plan **SD-wide events** • **Advertise** for leadership and moderator selection for spring semester • **Schedule Mod training for Spring**, if applicable • **Remind moderators** to move towards Stage 3-4, conduct root cause analysis, begin action planning
December	• **Select new** leadership and moderators for spring • Hold **SD-wide event** before Winter Break • Organize strong response rate for **post-dialogue surveys and close dialogues successfully** • Plan **action plan presentation** and **invite key stakeholders**

January	• Begin **shadowing period** for new leaders/mod meeting attendance for new moderators • New leaders meet administrators and PDs • Organize **conference** attendance • Contact returning **participants**/key stakeholders to join dialogue groups • Create yearlong **budget** & secure funding – make sure to submit during your campuses budgeting process – often February/March (refer to budgeting section in manual for more detail) • Enact **recruitment** plan (refer to recruitment ideas in manual) • Organize to ensure completion of **pre-reading** and attendance for mod workshop • Organize strong response rate online signups.
February	• Begin **Moderator Meetings** to ensure high dialogue quality • Organize & attend mod workshop and participant training/kickoff • **Form groups & begin dialogues** • **Organize strong response rate for pre-dialogue surveys** • Continue **Moderator Meetings** • Participate in across the network webinars
March	• Leaders plan **SD-wide events** • **Advertise** for moderator selection for fall semester • **Encourage Mods**, when appropriate, to begin moving beyond stage 2, into 3 • **Send appropriate people to SD Conference**
April	• Begin planning for SLS • **Remind moderators** to push towards Stage 3-4, conduct root cause analysis, begin action planning • **Select new moderators** for fall • **Schedule Mod training for Fall** • Hold **SD-wide event** before End of Year
May	• Organize strong response rate for **post-dialogue surveys and close dialogues successfully** • **Plan action plan presentation** and **invite key stakeholders** • Leaders communicate with SDCN regarding **SLS** attendance • Finalize **fall mod workshop dates** & schedule new moderators' attendance • Start to plan **calendar** for next year, including important dates (kickoff, events, etc.)

How to Create Budgets and Manage Funding

It is important to pursue and maintain funding for your SD program. As an organization, you will need money for: Moderator Workshop(s), advertising, action projects, the Annual SDCN Spring Conference, food for group meetings (optional), SD-wide social activities, room reservation fees, and more (see the sample budget on the next page.) It is important to think about what structures at your school would be interested in supporting the work that you are starting. Ideally you have someone in your organizing team that has access to resources. Many schools have multiple departments/offices contribute. For example the Office of Diversity and Inclusion covers the SDCN Institutional Membership and some other SDCN costs, while the Peace Center covers the costs of Advertising, Events and Supplies.

YOUR GOALS: What are some potential sources of funding for SD on your campus?

FINDING FINANCIAL SUPPORTERS:

Whether writing grant letters, making formal requests, or applying for awards, you want to make your purpose fit with the goals of whoever you are addressing. If it is an administrator, you are making the campus a more inviting community and taking programs on yourselves. If it is a business or a company, you are training and preparing future employees and leaders for working and living in a more diverse environment. Your initiative is making their job easier; make them realize this!

Obviously, not everyone you speak with will engage in SD, but in every presentation your goal is to develop an SD ally. These are individuals who cannot be actively involved in a dialogue group but support your initiative. Keep them informed about SD and make sure they have a basic understanding of it. This helps you gain more credibility, and they can often send interested individuals in your direction.

FUNDING SOURCES:

1. **Administrators and Departments** – consider the list of those invited to the Information session. Hopefully someone signed up to support the program during that session, or in follow up meetings
2. **Student Government** (If a student club)
3. **Individual Donors** – Are there interested alums or community based organizations
4. **Grants**—visit the Foundation Center online: http://fdncenter.org
5. **Fundraising**

Sample Budget

While this is by no means exhaustive, and many schools have allocated resources in additional areas, when planning your budget we recommend you consider at least all of these types of expenses. Please consider reaching out to SDI staff to receive quotes on the cost of SDCN costs.

ITEM	AMOUNT BUDGETED	ACTUAL COST
SDCN Costs • **Institutional Membership** • **Moderator Training**: (training fee, flights for trainers, lodging, food) • **SLS** (registration, transportation, lodging) • **Spring Conference** (registration, transportation, lodging)		
Advertising • Copies for flyer campaign • Newspaper ads		
Campaigns/Events • Materials • Food		
Office Supplies • Flip charts • Markers • Index cards		
SD Retreat (if applicable)		
Other Costs		