

**DRAFT PROPOSAL: DIVERSITY, EQUITY AND INCLUSION (DEI) SESSION I -  
Monday, August 17th, [Enter start/end times]  
2020 Orientation for Incoming LBJ Students**

By

Chloe Goodman  
Ana Perez  
Maddy Spiering  
Azeem Edwin  
Juany Torres  
Brit Havey

**Contents**

I.	Goals & Purpose	1
II.	Draft Agenda (the “How”)	2
III.	Approach to Design & Methods	3
IV.	Lingering Questions for Dr. D	5

## Goals & Purpose

Goal	The Why
1) Students feel part of a welcoming, inclusive, and supportive learning LBJ community.	<ul style="list-style-type: none"> <li>● Foster an environment of belonging so that all students can show up as their full selves and feel valued and seen.</li> <li>● Students need to know they will be challenged as they engage with difficult issues on which many of them will have different perspectives.</li> </ul>
2) Students understand the importance and urgency of DEI and their role at LBJ.	<ul style="list-style-type: none"> <li>● Publicly state that LBJ has work to do in regards to DEI. For example, the LBJ class does not represent the state of Texas. It's important to recognize addressing DEI issues as a major growth area.</li> <li>● Silence is complicity—not speaking up in class can lead to complicity in microaggressions against peers. We need to empower students to speak up and own their place at LBJ</li> <li>● Connect the school's mission—what starts here changes the world—to LBJ's legacy, the state of the country. It is important to acknowledge the history of systemic racism and other isms in policy, and our role as future policy makers in dismantling them.</li> </ul>
3) Students come out questioning their positionality, biases and assumptions.	<ul style="list-style-type: none"> <li>● We view the world through the lens of our own background, experience, biases, and beliefs. These different lenses can block our growth and learning if we aren't aware of them. By fine-tuning our self-awareness, our individual lenses can richly inform classroom conversations and help us understand issues on a much deeper level.</li> <li>● In order to understand how oppression operates on the interpersonal, institutional and structural levels, participants need to acknowledge their own multiple positions within systems of inequality.</li> </ul>

### Draft Agenda (the "How")

**Goals for the first DEI session (est. 2-3 hours):**

1. Students feel part of an inclusive, supportive environment at LBJ by students and faculty.
2. Students understand the importance and urgency of DEI and their role at LBJ.
3. Students come out questioning their positionality, biases and assumptions.

Part 1: Establishing an Inclusive Space and Understanding the Why of DEI		30 min
Topic	Activity	Time
I. Welcome & housekeeping	<ol style="list-style-type: none"> <li>a. Introduce yourself and agenda for the afternoon</li> <li>b. Remind students of any housekeeping items</li> </ol>	5 min

II. Community Builder	a. <i>Who's in the room?</i> This activity is whole-group and can be used with the Zoom camera on/off feature. In advance, prepare statements to emphasize various social identities and their related experiences held by participants. As you read each statement, ask them to turn off their video. When the statement you read applies to them, ask them to turn it on.	5 min
III. Overview & Framing the "Why"	a. Overview of historical significance of LBJ tied to today (BLM, COVID-19, voter suppression, etc) b. Acknowledge that LBJ has work to do	10 min
IV. Creating Community Agreements	a. Show "An Invitation to a <a href="#">Brave Space</a> " b. Present list of community agreements that create a space for mutual respect, careful listening, and learning from each other. Ask students to type others in chat. c. Share <a href="#">Inclusive Language Guide</a> with students	10 min
<b>BREAK</b>		<b>5 min</b>
<b>Part 2: How We Show Up Matters, Understanding our Social Identities</b>		<b>45 min</b>
I. Exploring our Individual Identities	A. Overview of intersectionality and social identities (5 min) B. Identity Pie Activity (30 min) a. Facilitator models b. Individuals can turn off cameras and create their own pie using method of their choice c. Students are put into breakout groups of 2-3 to share their pie and answer open-ended, effective questions related to their identity (see PPT) d. Students share reflections via shared doc or chat e. Facilitator gives high-level takeaways from activity and ties individual identities to levels of oppression	35 min
<b>BREAK</b>		<b>10 min</b>
<b>Part 3: Exploring Institutional Manifestations &amp; Historical Legacies at LBJ</b>		<b>30 min</b>
I. PACC Panel	a. Students share stories and ways to be an ally b. Q&A with participants	25 min
II. Next Steps	a. Explain these conversations are ongoing and this is just one of many we'll have together. Make the plug for the upcoming implicit bias training with CRD and any others b. PACC members/facilitators share ways to get involved c. Share quick DEI feedback survey so we know how to	5 min

	improve future sessions	
--	-------------------------	--

### Approach to Design & Methods

**DEI Methods and Frameworks:** based on Critical Race Theory, the Cycles of Socialization and Liberation by Bobbie Harro, The Pedagogy of the Oppressed by Paulo Freire (1970), How to be an Antiracist Dr. Ibram X. Kendi (2019), and Teaching for Diversity and Justice by Adams, Bell, Goodman, and Joshi (2017)

#### Feedback on What We Want/Don't Want to See

	What we want to see	What we don't want to see
<b>Design Process</b>	<ul style="list-style-type: none"> <li>a. Sessions are co-designed with students and coordinated with CRD/others facilitating DEI</li> </ul>	
<b>Facilitators</b>	<ul style="list-style-type: none"> <li>a. Trained DEI facilitators</li> <li>b. Representation from PACC</li> <li>c. 15 minute PACC panel without admin/faculty</li> </ul>	
<b>Pedagogy / Format</b>	<ul style="list-style-type: none"> <li>a. 2 hour session minimum</li> <li>b. Small group discussions to maximize participation and engagement for all students</li> <li>c. Leading up to orientation- students receive a list of readings, podcasts and videos for asynchronous learning</li> <li>d. Based on effective DEI training and online learning</li> <li>e. Bystander intervention, resources to continue the work,</li> </ul>	<ul style="list-style-type: none"> <li>● Lecturing/talking at students</li> <li>● Role playing activities with a majority white students acting as POC</li> <li>● Catering to white students and the hypervisibility of POC</li> <li>● Making political ideology more important than race in diversity discussions</li> <li>● See <a href="#">Why Your Brave Space Sucks</a></li> </ul>

**Facilitation Methodology:** The following tips are based on “[Virtual Facilitation Guide](#)” by the Annie E. Casey Foundation and “[Facilitating Intentional Group Learning](#)” by FSG Reimagining Social Change.

- 1) Session time: attention span online is shorter, more diffuse and repetition and careful attention to agreements takes more time. Include at least a 15-minute break for every 60–90 minutes of work. Keep the meetings as streamlined as possible with a realistic amount of content.
- 2) Group size:
  - Avoid using full group mode for large groups for long periods (over 30 minutes at a time), as it is hard for large groups to engage in extended “discussions” online. Full-group mode for +10 participants is best used to share information, introduce and/or synthesize discussions or engage in very focused decision making.
  - Keep small group discussions without facilitators to 2-5.
  - With breakout groups, ask participants to take notes on the preset Google Doc or other shared tool and be prepared to report themes or highlights with the full group.
- 3) Materials:
  - Use the share screen function or share a meeting mini-workbook or worksheet ahead of time. This can help participants follow the agenda and stay focused on the related result.
  - Send meeting slides, workbook and/or worksheets ahead of time and resend as part of the meeting follow up.
  - Instead of using a flipchart, set up Google Doc or use the virtual whiteboard feature to track notes in real time. Try out tools like Padlet or Miro to experiment with more options to display work in real time. Google slides also allows for a closed captioning option.
- 4) Facilitator/Planning Team: Organize a team to hold the meeting, consisting at a minimum of a facilitator, a co-facilitator and a note taker. The co-facilitator can manage any slides or materials shared with the whole group; track the chat stream and synthesize verbally or in the chat box itself; track the “raise hand” function; and create a stack of participants who will speak. If possible, add a fourth team member to support the technology, opening the virtual room, managing break-out rooms, and attending to any glitches with connectivity, sound or video feed.
- 5) Facilitation:
  - Plan how your participants will warm up and build trust in the first few minutes of their collaborative interactions. Take time at the beginning of the session to help participants enter the virtual space and feel grounded. This may be done by taking time with the check-in, inviting people to close all their other apps and browser windows or offering a very short centering exercise.
  - Set working norms at the beginning of the meeting — for example, keeping oneself muted unless speaking and the use of the chat box. Communicate a system for wanting to speak — for example, by writing “hand up” in the chat box or, if available in your platform, virtually raising a hand.
  - Be clear when there is an expectation that everyone participates — certainly for the check-in and check-out, as well as other times when each person is expected

to respond to a question or offer a reflection or idea. Calling on individuals or establishing a queue for speaking may help move the conversation along, rather than waiting for people to decide to speak.

- Make sure your effective questions are simple and clear; use plain language. Make all effective questions available visually — in the chat box or in a slide.
- Communicate the sequence of topics the group will be working on (verbally or through a shared agenda or slide), and reiterate the sequence often, using the chat box if the sequence is changing in real time.
- Take time to check in to ensure closure before switching conversations. Invite reflection (analytic) and ask participants how they are thinking and feeling about the discussion.
- Keep synthesizing high-level ideas and use simple language; vary between providing synthesis and asking the group to build a synthesis of the discussion.

### **Lingering Questions for Dr. D**

1. How much time do we have for this session? We ask for 2 hours.
2. How many students are we estimating for this session? **150 students**
3. Who at CRD is facilitating the second session on implicit bias? How can we coordinate our sessions so there's a clear progression and coherence between them and we maximize our time?
4. Maddy mentioned the possibility of a third DEI session. Wondering if there are any updates on this.