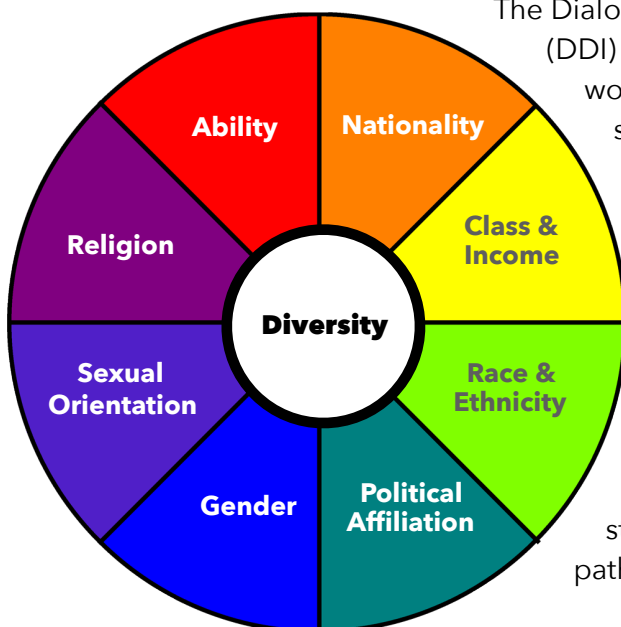# DIALOGUE ACROSS DIVERSITY AND INCLUSION

Context

Practices that intentionally support diversity and inclusion in the Bonner Program are critical to the impact and success of students, their effectiveness in community and campus leadership roles, and in building and sustaining the campus-wide culture. This is demonstrated through several factors. First, data collected from institutions in the Bonner Network suggests that Bonner Programs generally, if not always, have a student population with *greater proportions* of low-income, students of color, and historically underrepresented students than the student body as a whole. Furthermore, the Bonner Student Impact Survey and Alumni Survey found that the degree of diversity of the Bonner Program and broader campus climate is one of the strongest *positive contributing factors* in the impact of the four-year program on students' learning and post-graduate outcomes, followed by the importance of mentoring relationships.

Given that diversity plays a significant role in Bonner Programs and is also established as a Bonner Common Commitment, there have been previous Bonner initiatives with a focus on diversity and inclusion. One such initiative, entitled "dialogue across difference," aimed to provide students with safe spaces and an opportunity to explore, clarify, and refine their own values and beliefs. Additionally, the Bonner Network has come together during national meetings to collaborate and build resources on the issues of diversity and inclusion. Through these efforts, the frequency and depth of dialogue, intentional reflection, and structured meetings were found to be key factors in the impact of the program on student learning. Finally, students and staff have reported (in Annual Reports and student Annual Reports) an interest in more training and resources to support diversity and inclusion training and reflection, both for their Bonners and for the campus-wide environment. In light of this, the Bonner Foundation has invested in updating and augmenting training curriculum on these topics in ways that fits within the four year developmental calendar. The result of this initiative is the **Dialogue Across Diversity and Inclusion 4x4 Developmental Model**.

The Model

The Dialogue Across Diversity and Inclusion 4x4 Developmental Model (DDI) was designed as a developmental progression of intentional workshops that address eight categories of diversity: ability, class & socio-economic status, gender, political affiliation, race & ethnicity, religion, and sexual orientation. The content and processes drew on successful training models and was tailored to meet the needs of today's students.

The intention of the DDI model is to provide a structure for Bonner Programs to incorporate more deliberative dialogue around challenging issues. The model is categorized into four developmental stages, which align with the Bonner Developmental Model (the Five E's). It is the hope that as students grow and progress along the Bonner Developmental pathway, they will also be developmentally gaining skills and

knowledge in diversity and inclusion. The Bonner Foundation strongly encourages Bonner Programs to incorporate these trainings into their four-year training calendar. You can find a recommended four-year training calendar, including the new DDI workshops here.

Trainings

The DDI model is made up of a total of 21 trainings, with three slated "topic" trainings, where you have the option to choose out of a set of trainings related to the diversity topic. All of the trainings are shown below in table format, where each training may be downloaded by clicking on its link.

Stage 1: Exposure (Explore)	Stage 2: Understanding (Experience)	Stage 3: Application & Discussion (Example)	Stage 4: Adaptation (Excellence)
Exploring Diversity & Intersectionality	• Bridging the Divide Part 1: Political Discourse for Civic Action • Bridging the Divide Part 2: Maintaining Political Discourse on Social Media	**Political Engagement Topic:** • Advocacy and Public Education • Get Out the Vote • Understanding Issue Campaigns	**Socioeconomic Class Topic:** • Education & its Influences on Class Mobility • Gender Inequality and the Wage Gap
Unpacking the -Ism's: Common Terms To Talk About Social Justice and Oppression	Interfaith Perspectives on Service: Bridging Beliefs and Action	Differently Abled	Empowerment: It's Intersectional
River Stories: Our Gender Histories & Herstories	Who Am I?: Unpacking Race and the Privilege and Oppression That Follows	Faith and Me: Exploring Spiritual Beliefs	Empowered Voice Through Creative Expression
Bridging the Gap Between Service, Activism, & Politics	Keeping it Classy: Discussing Class & Socioeconomic Status	Y'all Means All: Discussing Gender and Sexual Orientation	**Social Justice Topic:** • Black Lives Do Matter • Refugee and [Im]migration Voice • Addressing Sexual Prejudice

The trainings may also be found on the Bonner Wiki on the Dialogue Across Diversity and Inclusion Trainings page.

We want to extend special thanks to five student leaders and staff who helped develop these resources: Al-Akashi (Allegheny College), Samantha Ha (Ursinus College alum and Bonner Foundation), Hunter Malone (Berea College), Jasmine Rangel (Berry College), and Asia Robinson (Allegheny College). Guided in training

design, they researched and created content, programmatic activities, and full guides and handouts for these sessions.

Implementation

Though the DDI model may seem difficult to implement in practice, it becomes easy to manage when the responsibilities are delegated amongst Bonner staff and student leaders. Below, you will find one possible option in delegating responsibilities to implement the DDI model:

- **Bonner Staff**
  - Look at existing training calendar and evaluate level of emphasis on diversity and inclusion
  - Introduce student leaders to the 4x4 model and identify facilitators to help plan and implement
  - Create a structure that engages students in this content and provides support for growth
  - Be prepared to navigate difficult conversations, incorporating them into advising and meetings
  - Help to facilitate diversity trainings or coach others to do so

- **Senior Interns**
  - Read through all of the overviews for diversity and inclusion trainings for context
  - Integrate these new resources and diversity trainings into the training calendar
  - Identify other facilitators to lead specific trainings (such as peers, faculty, and staff)
  - Help to facilitate diversity trainings or coach others to do so
  - Provide peer mentorship and facilitation support through dialogue and feedback

- **Bonner Leadership Team**
  - Browse through the wiki for context
  - Read extensively through the trainer guides
  - Do additional research (local and campus specific) on issue areas addressed by trainings
  - Support peers to work through diversity education and dialogue

Another way to think about implementation is by delegating based on cohort or class year, a common Bonner Program management strategy. Many Bonner Programs assign responsibilities, such as class meetings, one-on-ones, or mentorship, based on class or cohorts. By splitting the DDI model into cohort-based responsibilities, each staff member or team would only be responsible for four trainings each. See the potential implementation strategy below:

Senior Interns	Bonner Leadership Team	Bonner Coordinator	Bonner Director
1st year cohort	2nd year cohort	3rd year cohort	4th year cohort
Stage 1: Exposure	Stage 2: Understanding	Stage 3: Application & Discussion	Stage 4: Adaptation
4 trainings	4 trainings	4 trainings	4 trainings

Additional Resources

To find more information on context, implementation, or the trainings themselves, view Dialogue Across Diversity and Inclusion Trainings on the Bonner Wiki. Additionally, feel free to direct questions or concerns to Ariane Hoy (ahoy@bonner.org) or Samantha Ha (sam@bonner.org) at the Bonner Foundation.