

Diversity, Equity, and Inclusion in Being a Bronco



REPORT OF A STUDENT FORUM
Conducted by Students in
COMM 128B – Dialogue and Deliberation
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AUTHORS

Cole Bingham
Troy Burton
Paige Clement
Nick Feuillet
Gurleen Gill
Alanna Keenan
James Mabry
Charlie Miller

Arianna Mireles-Torrez
Malena Nguyen
Katie Pearce
Vicky Pham
Jake Putnam
Brian Santiago
Nicholas Scoville
Haley Skinner

Brittany Smith
Jack Sondag
Kristina Stoia
Morgan Stubblefield
Shahrbano Syed
Hailey Talia
Julian Tristan
Farah Charisse Villanueva
Pascale Wojcik

EDITOR

Chad Raphael

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Executive Summary

The Issue: Santa Clara University (SCU) orients new students to campus life and values through a year-long program known as Being a Bronco. Over the past decade, SCU has redesigned this orientation to devote greater attention to preparing students to create a diverse, equitable, and inclusive campus community. Students encounter this material in a mix of online modules and small group, face-to-face discussions that use an Intergroup Dialogue approach. SCU's Office for Multicultural Learning (OML), which coordinates the diversity, equity, and inclusion (DEI) material in student orientation, sought student feedback on how to strengthen student engagement and learning about these issues.

The Forums: On behalf of OML, students in COMM 128B - Dialogue and Deliberation organized a series of small group discussions to gather feedback from undergraduates on how to strengthen the introduction to DEI in Being a Bronco, especially:

- What would increase student engagement?
- What should students learn and what are the best ways to introduce these topics?
- Which topics should be addressed in the online components and which need to be addressed in face-to-face discussions?

The forums also gathered information about what students feel is working well now in Being a Bronco.

The Format: In consultation with OML, we chose an Appreciative Inquiry (AI) format. Many approaches to organizational change focus initial attention on diagnosing past problems, and can therefore become mired in them. In contrast, AI seeks to identify an organization's "greatest assets, capacities, capabilities, resources, and strengths – to create new possibilities for change, action, and innovation."¹ While this approach does not minimize problems and provides space to address them, it moves participants to discover past successes as well, and then to dream and design the future they desire. We felt that Appreciative Inquiry could be a valuable complement to the many other forums at SCU that necessarily focus on identifying problems of DEI on campus.

Prior to the forums, COMM 128B students were trained to facilitate and take notes on discussion. We drew on the facilitation guide used in Being a Bronco and other background readings to develop our own Facilitator's Guide. All discussions were held on Zoom and lasted about an hour, followed by a closing survey.

The Participants: COMM 128B students were able to recruit 50 registrants, 40 of whom showed up to one of 10 small group discussions of about 3-6 students per group, held at 9

¹ James D. Ludema, Michael R. Manning, and Amber A. Johnson, *Six Questions that Can Lift your Leadership, Shape Your Strategy, and Transform Your Organization* (Lisle, IL: Benedictine University), <https://cvdl.ben.edu/resources-tools/six-questions/>

different times over 2 days. To provide a safe space, participants were given the option to discuss Being a Bronco in an affinity group based on shared identity characteristics of their choice. Over half of students (57.4 percent) chose to join a mixed group. Almost a quarter requested a similar gender group, and all but one of them identified as female. Smaller percentages asked to speak in similar racial/ethnic groups, similar sexual orientation groups, or similar economic status groups. We were able to honor all requests for same gender, sexual orientation, and economic status groups. We did not have enough students who were available at the same time to honor every request for similar ethnic groups, but we were able to create one all-Latinx/Hispanic/Chicanx group and one students of color group (including Black/African, Middle Eastern/Northern African, and South Asian).

Participants were fairly diverse by year in school, race/ethnicity, income, and major. However, compared with their share of the SCU undergraduate population, males, students with disabilities, STEM students were significantly under-represented. BIPOC students (as a whole), Business School students, seniors, and four-year students were somewhat underrepresented. While 10.5 percent of participants identified as bisexual, the full range of LGBTQ students was not represented.

What Kind of Public Opinion is This? Although our participants are not a statistically representative sample of the SCU student body, the forum drew a diverse group who were exposed to a good deal of information about the issue. Crucially, they engaged in facilitated deliberation with other students for an hour. Thus, their responses offer a picture of especially well-informed and reflective student opinion – both because of the information presented in the forum and the opportunity to listen to their peers' views and experiences. In contrast, respondents to surveys tend to offer less considered responses that are often less well-informed. Compared with focus groups, participants in deliberative forums such as this one may be more likely to consider the pros and cons of different proposals, as well as the perspectives of people not in the room.

Best Experiences of Diversity at SCU: In response to our request to identify the best experience they have had at SCU in a diverse and inclusive group, students especially mentioned experiences in classes, clubs and campus jobs, residence life, and student orientations (for LEAD, transfers, and four-year students).

Visions of Diversity, Equity, and Inclusion: When asked what a future SCU that is fully diverse, equitable, and inclusive would look like, students envisioned a campus in which people of different cultures intermixed while respecting their differences. In this future SCU, attention to DEI issues would not wither away, but increase, with greater acknowledgement of their importance, more open and frequent discussions of these issues, and ongoing conversations that would continue beyond first year orientation. SCU would have a more diverse student body, faculty, and staff. Student organizations and clubs -- some organized around common identities that provide programming attended by all students, and others in which students of all identities felt comfortable joining and participating -- would be key hubs for supporting DEI. DEI themes would be addressed across the curriculum by a wide range of faculty members. At the

same time, SCU and individuals would be held accountable for fulfilling the promise of DEI or violating it.

Existing Strengths: Students identified several things that worked well now, which they felt ought to be preserved and expanded. The main aspect that students appreciated was the opportunity to engage in small group discussions about DEI and form connections with other students, which promoted engagement and inclusion in campus life. Students also said they appreciated how the definitions of terms (such as DEI, microaggressions, and stereotypes) and of SCU's values helped them to understand oppression. Several students valued that SCU prioritized DEI by including it in orientation. These are cornerstones on which Being a Bronco can continue to build.

Increasing Engagement: Students shared several suggestions for increasing their engagement in Being a Bronco. The most common themes were providing more options for the kinds of groups students might participate in (including affinity groups and self-selected groups); taking steps to increase the openness and trust in small group discussions; stronger facilitation, ideally led by other students; and expanding the role of in-person conversations and learning in orientation rather than online components.

Learning Goals: Students felt that five kinds of learning outcomes were especially important for Being a Bronco, including learning about the negative impacts of microaggressions and how to identify them; about cultures different from their own; about how to practice inclusion in their social lives on campus; about resources they might need to address these issues in the future and where to find them; and about the current state of DEI at SCU and our need for progress.

Accessibility, Common Language, Emotions: Participants in the forums believed that DEI concepts could be made most accessible through in-person, small-group discussions, in which definitions given online can be reiterated and explored. Students suggested that orientation could further establish a common language for discussing DEI by encouraging SCU students to share information and experiences about their diverse cultures, fostering open and honest communication about their differences and commonalities, and building community through discussion. The most important emotions that students saw as important for participating in Being a Bronco discussions were safety, comfort, and open mindedness.

Face-to-Face versus Online: Most students felt that online modules were best for introducing definitions of concepts of diversity, equity, inclusion, oppression, intersectionality, and the like. In-person conversations were seen as more appropriate for holding sensitive conversations about DEI issues in students' own lives because face-to-face conversations were more memorable, less prone to distraction, more likely to motivate engagement, and more transformative. Students also suggested ways for the online modules to be more engaging, such as using more visual activities, and to improve Zoom sessions, including holding more breakout discussions.

Priorities: At the end of our discussion, and again in our closing survey, we asked students to identify their top priorities for strengthening DEI in Being a Bronco. Students emphasized the

value of smaller discussion groups for boosting student engagement and comfort when discussing DEI issues, facilitated by well-trained peers whenever possible. Participants also reiterated the importance of holding these conversations in person. In addition, students prioritized connecting the DEI issues talked about in Being a Bronco to the SCU community – including our particular values, resources, history, and needs for progress. Finally, students suggested that there should be more opportunities for discussion and experiences involving DEI that extend beyond orientation – through residence life, clubs, mentorships, and other ongoing means of building a more diverse, equitable, and inclusive community.

Evaluation of the Forums: The forums themselves were evaluated very positively by participants. A large majority of participants felt that they explored different perspectives and demonstrated mutual respect for each other's ideas, that conversations were facilitated impartially, and that students learned enough to arrive at well-informed views. Students left the forums feeling that they learned more about DEI, and they felt more committed to creating a diverse, equitable, and inclusive SCU. Students believed that OML would pay attention to the ideas brought up during the forum.



The Forums

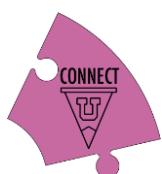


The Issue: Santa Clara University (SCU) orients new students to campus life and values through a year-long program known as Being a Bronco. Over the past decade, SCU has redesigned this orientation to devote greater attention to preparing students to create a diverse, equitable, and inclusive campus community. Orientation now addresses issues such as social identity, privilege, stereotypes, community values, forms of oppression, and other topics.

SCU's Office for Multicultural Learning, which coordinates the diversity, equity, and inclusion (DEI) material in student orientation, sought student feedback on how to strengthen student engagement and learning about these issues. DEI material features prominently in three components of orientation.



ODM Explore - A series of online development modules, which students complete online on their own, before coming to SCU.



ConnectU! - A mix of online modules and live group discussions (held face-to-face or via Zoom) during New Student Orientation at the start of the academic year.



Embrace - A concluding two-hour, in-person small group conversation, facilitated by peer student leaders later in the academic year.

Intergroup Dialogue: Especially in the Embrace component, Being a Bronco employs an intergroup dialogue approach. This format enables students from two or more identity groups to come together and talk about DEI issues in small groups, often for the first time. The goals of Intergroup Dialogues are to increase intergroup understanding, cultivate positive intergroup relationships, and promote intergroup collaboration and/or action. In an educational context, Intergroup Dialogues are especially valuable because they develop capacities for active

listening, questioning, and commitment to reach a shared understanding of the perspectives of other students.

Often, addressing DEI can be a sensitive subject for some students -- especially those who have had negative experiences in regards to DEI. Because of this, the non-adversarial nature of Intergroup Dialogues can be a major benefit when discussing these topics. These dialogues invite students to share and address DEI issues through their own personal experiences without fear of judgement or invalidating the experiences of others. Through this sharing of experiences, students can be introduced to a variety of views and opinions -- similar to or different from their own -- and thus are more likely to empathize with one another and reach a place of intergroup understanding.

Research across multiple universities finds that students who engage in Intergroup Dialogues on DEI develop greater understanding of inequalities based on race, gender, and income, and that students increase their empathy and motivation to bridge differences across groups. These dialogues also foster greater efficacy and frequency of students' intergroup action during college, as well as attitudes of cognitive openness and positivity in intergroup situations. Students also develop their commitment to engage in social and political action after college.²

Purpose, Organizers, and Recruiting for the Forums: The forums aimed to gather feedback from undergraduates on how to strengthen the introduction to DEI in Being a Bronco, especially:

- What would increase student engagement?
- What should students learn and what are the best ways to introduce these topics?
- Which topics should be addressed in the online components and which need to be addressed in face-to-face discussions?

The forums also gathered information about what students feel is working well now in Being a Bronco.

Students in Professor Chad Raphael's COMM 128B - Dialogue and Deliberation designed and organized the forums on behalf of the Office for Multicultural Learning (OML). The class met with OML Director Dr. Joanna Thompson and Assistant Director Bernell Nevil III to identify their questions about Being a Bronco. The class then refreshed their memories about Being a Bronco by reviewing agendas for the three components that include DEI material, completing the Online Development Modules, and reading slide decks and facilitation guides for the ConnectU! and Embrace components. The class also asked OML leaders for feedback on the format and agenda for our forums, as well as the draft registration form.

To recruit participants, COMM 128B students sent emails and text messages inviting acquaintances and students from social groups and student organizations. We also contacted

² Patricia Gurin, Biren (Ratnesh) A. Nagda, and Nicholas Sorensen, "Intergroup Dialogue: Education for a Broad Conception of Civic Engagement," *Liberal Education* 97, no. 2 (2011). <https://www.aacu.org/publications-research/periodicals/intergroup-dialogue-education-broad-conception-civic-engagement>.

professors in our current and recent courses in multiple departments, and included ideas for extra credit reflections tailored to their courses that professors could offer students. Several Department Managers agreed to distribute our invitation to their majors. Professor Raphael reached out directly to all Communication professors.

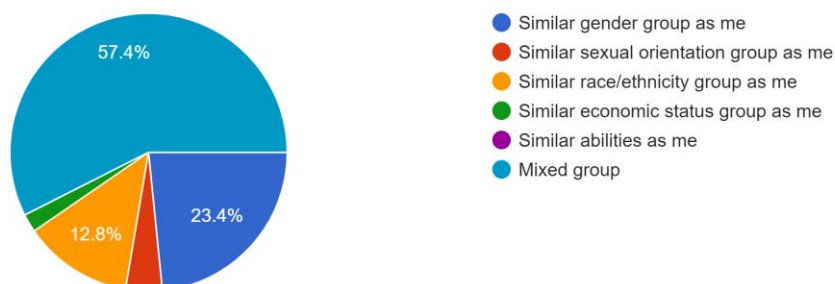
Participants completed a registration form prior to the forums. The form asked students to identify when they were available for a one-hour discussion during 16 potential time slots on Thursday March 4 and Friday March 5. Students could request to participate in an affinity group discussion of students of similar race/ethnicity, gender, sexual orientation, economic status, or ability, or to opt for a mixed group. Optional questions asked students how they identified with regard to each of these identity characteristics, and offered additional ways of defining themselves if they felt the options provided did not describe them accurately (see Appendix A). From this list we were able to gather 50 registrants, 40 of whom showed up to a discussion. We arranged participants in 10 small group discussions of about 3-6 students per group, held at 9 different times over 2 days.

Affinity Groups: We provided the option to be placed in an affinity group because one of the goals of our discussion was to create an environment in which people feel as comfortable as possible in expressing their thoughts, experiences and opinions, especially given that we are discussing sensitive topics such as diversity and inclusion. Some people may not be comfortable expressing themselves in groups of people in which they are in the minority, or when those around them identify differently than them. In contrast, affinity groups allow participants to have the option of being in a group where they are in the majority, or at least very similar to those around them, therefore increasing their comfort level.

Over half of students (57.4 percent) chose to join a mixed group. Almost a quarter requested a similar gender group, and all but one of them identified as female. Smaller percentages asked to speak in similar racial/ethnic groups, similar sexual orientation group, or similar economic status group. We were able to honor all requests for same gender, sexual orientation, and economic status groups. We did not have enough students who were available at the same time to honor every request for similar ethnic groups, but we were able to create one all-Latinx/Hispanic/Chicanx group and one students of color group (including Black/African, Middle Eastern/Northern African, and South Asian).

Which kind of group would you prefer?

47 responses



Format and Agenda: In consultation with OML, we chose an Appreciative Inquiry (AI) format. Many approaches to organizational change focus initial attention on diagnosing past problems, and can therefore become mired in them. In contrast, AI seeks to identify an organization's "greatest assets, capacities, capabilities, resources, and strengths – to create new possibilities for change, action, and innovation."³ AI engages participants in building on what works now in an organization to identify improvements by posing six broad questions:

1. What led me here?
2. What is the high point of the past?
3. What do I value?
4. What is changing?
5. What's the best future I can imagine?
6. What will it take to get us there?

While this approach does not minimize problems and provides space to address them, it moves participants to discover past successes as well, and then to dream and design the future they desire. The format is adaptable to small groups and collaborative in nature, building off the principle that when diverse people converse they have the ability to co-construct the processes, structures, and strategies they need to move forward. In addition, we felt that Appreciative Inquiry could be a valuable complement to the many other forums at SCU that necessarily focus on identifying problems of DEI on campus.

We constructed an agenda focused on AI's discovery, dream, and design-oriented questions. All meetings were held on Zoom. An abbreviated version of the agenda is below and a full version is in Appendix B.

1. **Welcome and Introduction:** Reiterated the purpose of the forum to gather feedback on Being a Bronco, our partnership with OML, and the confidentiality of our session. Asked permission to record the meeting. Introduced the Appreciative Inquiry format.

³ James D. Ludema, Michael R. Manning, and Amber A. Johnson, *Six Questions that Can Lift your Leadership, Shape Your Strategy, and Transform Your Organization* (Lisle, IL: Benedictine University), <https://cvdl.ben.edu/resources-tools/six-questions/>

2. **Definitions:** Reviewed the communication agreements that were emailed to participants before the forum (see Appendix C). Reviewed definitions of diversity, equity, and inclusion used in *Being a Bronco* (see Appendix D).
3. **Icebreaker:** Asked each participant to share the most important thing that attracted them to SCU.
4. **Positive Experiences:** Asked each participant to share the best experience they have had at SCU in a diverse and inclusive group.
5. **Envisioning the Future:** Open discussion in response to these prompts: Imagine that you returned to SCU in the future and found that it had become a fully diverse, equitable, and inclusive community. What would that look like? How would people talk to each other and treat each other? What would they be doing together?
6. **Charting the Path:** Reviewed how DEI is included *Being a Bronco* (see Appendix E). Open discussion in response to these questions: In your experience, what worked well in this orientation now, which ought to be kept in the future? What could be done to create a safe space -- where everyone is respected and valued rather than judged -- so that all students can engage themselves fully in *Being a Bronco*? What do you think is most important for students to learn about diversity, equity, and inclusion during orientation, and what are the best ways to introduce this? Which parts of *Being a Bronco* need to happen in the online modules and which parts need to happen in face-to-face discussions?
7. **Summary:** Asked participants to look back over our notes on their ideas and identify the two or three most important ways orientation could be strengthened to help create the future SCU they envisioned. Administered closing survey, asking participants to express any final suggestions and evaluate the quality of the discussion (see Appendix A).

Facilitation: COMM 128B students were trained to facilitate prior to the forums. We drew on the facilitation guide used in *Being a Bronco* and other background readings to develop our own Facilitator's Guide to Handling Difficult Dynamics (see Appendix F.)

As facilitators, our goal was to remain as neutral as possible. It was especially important for us to think beforehand about how we could "remain open to others, and be prepared to deal calmly and decisively with potential triggers and hot buttons" (Facilitator's Guide). Some of the scenarios that were detailed in our guide are: What if someone gets very emotional? What if someone engages in personal attacks on others? What if there is silence? In dealing with these situations, the guide laid out methods of handling these scenarios in a calm and neutral manner.

Facilitators took notes on the discussions in Google Docs. Given that there were 2-3 facilitators per discussion, one facilitator was in charge of note taking while the other(s) facilitated the conversation.

Demographics of Participants: Data from the closing survey, which only includes students who ended up attending a discussion, shows that they were fairly diverse by year in school, race/ethnicity, income, and major (except for Engineering and Business). However, compared with their share of the SCU undergraduate population, males, students with disabilities, and

STEM students were significantly under-represented. BIPOC students (as a whole), Business School students, seniors, and four-year students were somewhat underrepresented. While 10.5 percent of participants identified as bisexual, the full range of LGBTQ students was not represented.

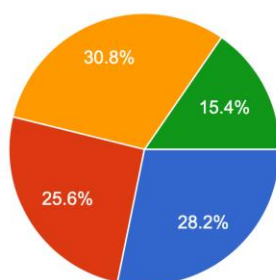
Some groups were over-represented. The majority of participants identified as female, heterosexual, Caucasian students from families with a moderate income. There was also an over-representation from the College of Arts and Sciences, specifically Communication majors, and juniors and transfer students. People who identified themselves as Caucasian, Latinx/Hispanic/Chicanx, or Black/African American were somewhat overrepresented.

Comparison with SCU's Undergraduate Student Body

	Forum Demographics	SCU Demographics
Year	<ul style="list-style-type: none"> - 28.2% First Year - 25.6% Sophomore - 30.8% Junior - 15.4% Senior 	<ul style="list-style-type: none"> - 26% First Year - 24% Sophomore - 21% Junior - 29% Senior
Transfer	<ul style="list-style-type: none"> - 20.5% Transfer students - 79.5% Four-year students 	<ul style="list-style-type: none"> - 3% Transfer students - 97% Four-year students
Gender	<ul style="list-style-type: none"> - 80% Female - 17.5% Male - 2.5% Questioning 	<ul style="list-style-type: none"> - 50% Male - 50% Female
Race/Ethnicity	<ul style="list-style-type: none"> - 65.8% Caucasian or White - 26.3% Asian or Pacific Islander - 21.1% Latinx/Hispanic/Chicanx - 10.5% Black or African American - 5.3% Middle Eastern/North African - 5.3% Native American - 7.9% Other 	<ul style="list-style-type: none"> - 40% White - 23% Asian - 15% Hispanic of any race - 3% Black or African American - 10% Two or more non-Hispanic races - 2% Unknown
Major/School	<ul style="list-style-type: none"> - 83.0% College of Arts and Sciences - 8.5% Leavey School of Business - 8.5% School of Engineering 	<ul style="list-style-type: none"> - 51% College of Arts and Sciences - 31% Leavey School of Business - 18% School of Engineering

Your year in school:

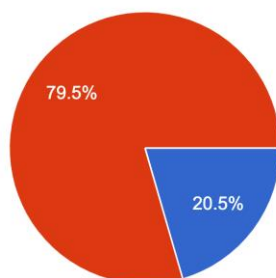
39 responses



- First year
- Sophomore
- Junior
- Senior

Are you a transfer student?

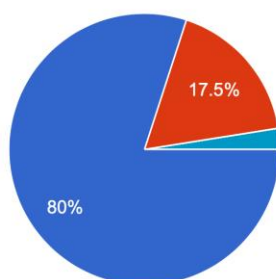
39 responses



- Yes
- No

I identify my gender as:

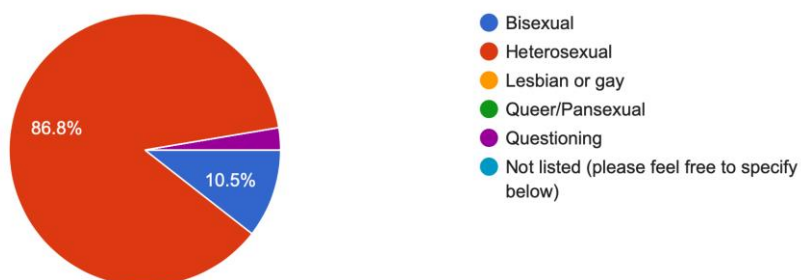
40 responses



- Female
- Male
- Transgender male
- Transgender female
- Nonbinary/Genderqueer/Gender Nonconforming
- Questioning
- Not listed (please feel free to specify below)

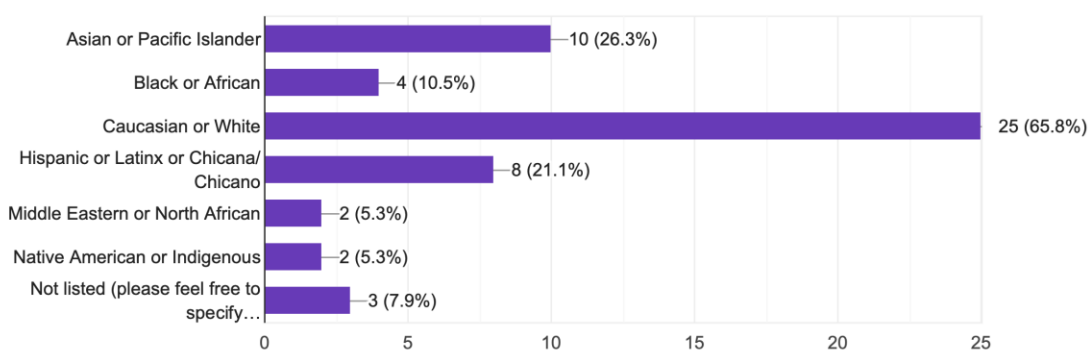
I identify my sexual orientation as

38 responses



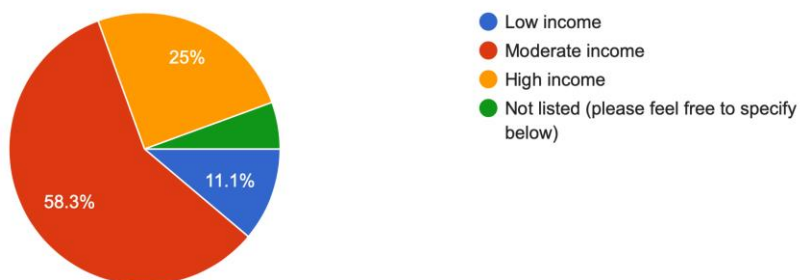
I identify my race or ethnicity as:

38 responses



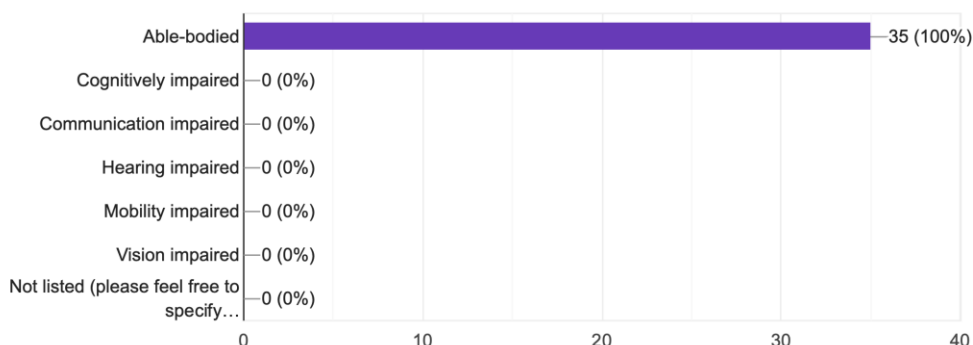
I identify my family's economic status as:

36 responses



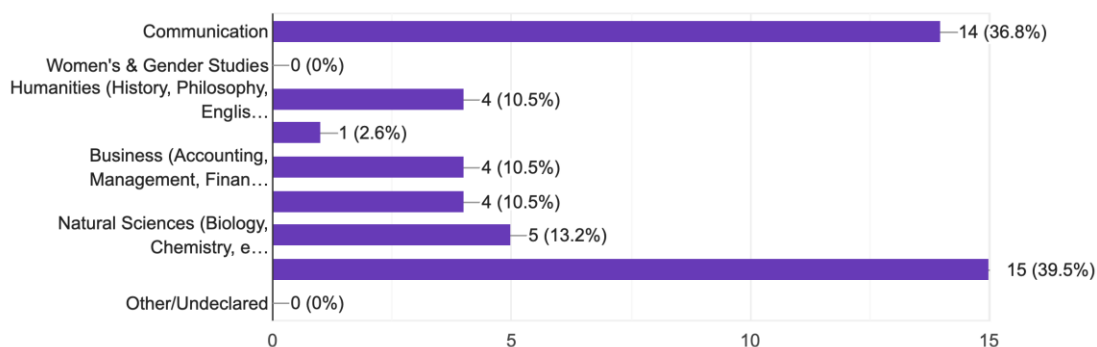
I identify my ability as:

35 responses



Your major(s):

38 responses



Best Experiences of Diversity at SCU

After the welcome and icebreaker, we asked students, “What is the best experience you’ve had at SCU in a diverse and inclusive group?” Facilitators asked each participant to respond. Here, we summarize the most frequent themes in their responses.⁴

Clubs and Jobs: 15 responses described involvement in campus clubs and jobs as being the most positive experiences with diversity and inclusion at SCU. Some examples of this include participation in Athletics, Greek life, founding a club with fellow students, and working at an on-campus job where students said they had the opportunity to meet people they would not have otherwise.

⁴ For this and following questions in which we summarize student responses, teams of two COMM 128B class members read through the facilitators’ notes together to identify the major themes in the notes. We then categorized and organized each response under these larger themes.

Classes: 13 students emphasized that their favorite experiences with diversity and inclusion stemmed from the classes at SCU. A few examples of these responses include the Cultures and Ideas courses in the Core, which implement effective ways of learning and understanding different cultures and backgrounds. Additionally, other courses, such as Philosophy, helped some students acquire valuable insights on other people's personal experiences with diversity and inclusion.

Residence Life: 6 students connected their fondest experiences of diversity and inclusion to residence life at SCU. For instance, life in Residential Learning Communities (RLCs) includes certain activities that influence students to meet people with different interests, which help broaden their minds to different perspectives. Additionally, one student discussed how she had an RLC-mate who came from India, and got to learn about her homeland, heritage, family, etc.

Orientations: 6 responses mentioned that student orientation -- for LEAD, transfer, or four-year students -- introduced them to peers from different backgrounds.

Miscellaneous: There were 5 responses in which students described positive experiences in other categories, such as working with an advisor, social media as an avenue for meeting new students from different backgrounds and future roommates as well, and even Zoom breakout rooms.

Visions of Diversity, Equity, Inclusion

Participants were asked: "Imagine that you returned to SCU in the future and found that it had become a fully diverse, equitable, and inclusive community. What would that look like? How would people talk to each other and treat each other? What would they be doing together?" Here are the major themes in students' responses.

Intermixing and Respect for Difference: 21 comments envisioned a campus culture in which people mixed easily while respecting cultural differences, rather than engaging in microaggressions or stereotyping. In this future SCU, people would "move away from microaggressions [to] reach a place where everyone is seen and feels like an equal." "Individuals [would] behave normally, in a society where differences are celebrated, labels aren't an issue, [and there are] intertwining cultures." The university would promote "more intermixing and opportunities to branch out," starting in students' first year placements in RLCs and classes. This would not feel like a forced requirement, but a natural state of things. "The wall of stereotypes would not exist." There would be a "more sensitive use of words about people of color." SCU would be "a community where everyone is accepted and can freely speak," and thus "people would be more authentic and show who they truly are."

Acknowledgement, Discussion, Celebration: 15 comments envisioned a campus climate in which DEI is widely acknowledged by all, frequently discussed in constructive ways, and accepted and celebrated as an inherent part of university life. In this vision of a future SCU, "even though there are different opinions, everyone will be understanding and open minded,

more accepting of how people think if we don't agree on things." Attention to DEI would not wither away, but increase, with "more open conversations about this" in discussions of diversity that continue beyond first year orientation. SCU would be "more involved in educating students and involving the community in discussions," in part by "talking about modern issues while engaging different sources and viewpoints." The campus would be "hearing about diversity, not just seeing it." People in these conversations would be "more understanding of different cultures," part of an "open community that can talk to each other and be more positive," rather than ignoring DEI or being a "cancel culture," and recognize that "compassion is key to a stable/open society."

Composition of the Campus Community: 10 comments envisioned a more diverse student body, faculty, and staff in the future. For example, one student explained that to learn to recognize that each culture is different and equally valuable, "we need a more diverse campus so that students and faculty can be more exposed [to different cultures]." Another commenter felt that a strong institutional commitment to diversity would be demonstrated most fully by recruiting a more diverse student body. Two comments envisioned admissions criteria including an openness to diversity. As one student said, in their vision SCU would "admit more students who are willing to embrace diversity [and] avoid closed-minded people that are unwilling to make changes to their behavior/mindset."

Student Organizations and Clubs: 8 comments envisioned a network of diverse student organizations, some organized around common identities that provide programming attended by all students, and others in which students of all identities felt comfortable joining and participating. In this vision, student organizations and clubs would be key hubs for supporting DEI because they would be easy to organize, well-funded, and exercise an influential voice in how the university operates. Greek organizations and athletic teams would regularly address DEI issues. In this future SCU, "everyone [would] be going to different events [to] experience diversity by approaching different clubs with an open mindset"; "people who aren't all of the same culture [would be] trying to understand one that is not their own"; there would be "a direct relationship between [SCU] decision making and clubs"; and "sororities and teams [would] have discussions about race and equality."

Accountability and Resources: At the same time, SCU and individuals would be held accountable for fulfilling the promise of DEI or violating it, according to 10 comments. Several comments, all from the same discussion group, emphasized that students would need to be held "accountable for racist remarks or actions," as would staff. Additional comments from this group linked accountability to providing resources needed to support DEI, including "better and more affordable [housing] options for LGBTQ+ community and lower-income students," a robust Title IX Office, and well-funded mental health resources.

Diversity across the Curriculum: 4 comments envisioned DEI themes being addressed across the curriculum by a wide range of faculty members. In this vision, DEI would be "a universal thing where all classes include an aspect about diversity, so no matter what class you

are taking it is brought to attention.” These classes would be taught by faculty members “who reinforce our values and standards” in the classroom.

Being a Bronco

Existing Strengths

To launch the discussion of Being a Bronco, we asked participants “In your experience, what worked well in this orientation now, which ought to be kept in the future?”

Conversation and Connections: The main aspect that students appreciated was the opportunity to engage in small group discussions and form connections with other students (as expressed in 12 comments). One comment mentioned that the “conversations [were] very helpful to understanding topics of DEI.” Other comments noted that “the group discussion, talking to other students required people to be real,” that “conversations require more mandatory engagement” by students than other activities, and that “see(ing) other people’s point of view” was most impactful on participants. Many students appreciated that these discussions helped them to “meet new people you wouldn’t have met before”, offered a “realistic view of campus,” and helped them to feel “more included in student life by talking to current students.”

Understanding Oppression: Students also said they appreciated how the definitions of terms (DEI, microaggressions, stereotypes) and SCU values helped them to understand oppression (6 comments). One comment appreciated “the ODM module focusing on different aspects of oppression. Others noted that “examples of microaggressions helped connect to real life events” and that the orientation “confront[ed] stereotypes head on.” Two comments praised the ODM videos for having “good messages,” and said the language used was “appropriate for students/our age group, realistic,” even if they could not remember everything in the videos.

Miscellaneous: A handful of other comments expressed appreciation that SCU prioritized DEI by including it in orientation and made “SCU feel like a safe place,” and for including student speakers talking about their own experiences with diversity at SCU, and the “stand up/sit down activity to demonstrate diversity in our surroundings.”

Increasing Engagement

During the discussion, facilitators asked students for suggestions about how to increase student engagement in Being a Bronco. More specifically, students were asked: “What could be done to create a safe space -- where everyone is respected and valued rather than judged -- so that all students can engage themselves fully in Being a Bronco?”

Students shared various suggestions relating to this question. The most common themes were the following: providing more group options, increasing openness and trust in groups, stronger

facilitation, and more in-person conversations and education. In part because we devoted a large portion of the discussion to this topic, there were many comments about it, so we report the percentage of our 10 discussion groups that mentioned the major themes.

Group Options: the need for group options was addressed in 80% of groups. The call for group options consisted of creating small groups for discussion more often, allowing for anonymous participation in groups, and giving students the option of joining an affinity group. Suggestions relating to the need for group options included “using [Zoom] breakout rooms with smaller groups” and “allowing options for conversations about diversity in affinity groups.”

Increasing Openness and Trust: 70% of groups centered on increasing openness and trust in the discussion groups. Generally, openness and trust include any action that builds inclusion and cultivates a safe space for students to share. Students called for leaders to “reiterat[e] that the space is open for people to share, especially those coming from different backgrounds” and “focus on inclusion in the beginning.”

Strong Facilitation: 60% of groups addressed the need for facilitators to take a more active role in creating a safe space for students to engage in conversations about DEI. Participants suggested that facilitators need to set the tone for the conversation by sharing personal experiences and give others a platform to do the same. Suggestions included “having the [facilitator(s)] show openness and vulnerability,” and having facilitators “share their experiences first.”

More In-Person Conversations and Education: 40% of groups called for more in-person engagement through conversations and education. Many participants favored in-person opportunities that allowed for synchronous discussions in which they could truly connect with peers. Due to accessibility issues such as Internet access, time zone differences, and other commitments (such as work), participants suggested “limiting the online format.” Participants mentioned that the asynchronous online modules for Being a Bronco are not only less accessible, but less engaging; some felt that OML should “move the most important definitions from online to in person” but most participants later suggested introducing definitions online and reiterating them in person.

Learning Goals

Participants were asked what they thought were the most important DEI learning goals in Being a Bronco. Specifically, facilitators asked, “What do you think is most important for students to learn about diversity, equity, and inclusion during orientation, and what are the best ways to introduce this?”

Student responses were divided into five main themes: microaggressions, other cultures, transparency, inclusion, and resources.

Microaggressions: Many students believed that there should be more awareness about the negative impacts of microaggressions and how to identify them. Suggestions included “bringing more attention to microaggressions: where they exist, the forms they can take, the fact that they *do* exist at SCU”; and “learning about microaggressions, hate-crimes and learning the difference between them.”

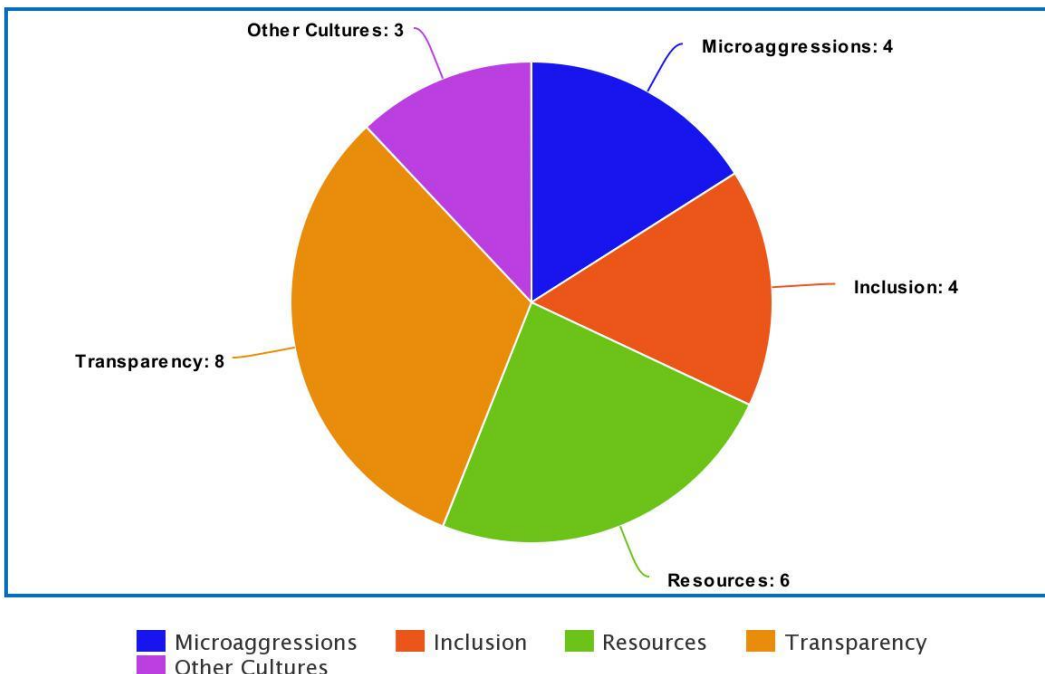
Other Cultures: Participants remarked that it’s important to teach students about different cultures and display diversity in the faculty and learning objectives. Comments observed that “representation of different backgrounds, representing student backgrounds, creates [a] welcoming atmosphere.” Instead of limiting this to the MCC office, this should be spread throughout the university, starting with orientation.

Transparency: Transparency in these discussions was said to be very important by multiple students. These students explained the importance of being forward about problematic events at SCU, and not “sugar coating” the importance of DEI and what the school needs to do about them. One comment urged orientation to “show not tell”, meaning that “concepts need to be felt and experienced rather than told.”

Inclusion: Several comments emphasized the need for students to learn to practice inclusion better, noting that some RLCs have less diverse residents and that RLC residents “can develop cliques, which limits diversity and inclusion.” Orientation should “let new students know what the culture looks like on campus (Clubs), describe how we advocate for DEI.”

Resources: Lastly, multiple students described how during orientation there should be more emphasis on how to seek the resources a person might need to discuss these issues in the future and where to find them. Students also need “resources that help people know that they can find a group of people that they can fit in with.” It would help to let students know that “everyone has similar experiences and fears,” and introduce “a dialogue about imposter syndrome.”

The figure below shows the distribution of all student comments regarding learning goals categorized into the five main themes.



Accessibility, Common Language, Emotions

We were also interested in how Being a Bronco could make DEI concepts accessible to students without oversimplifying, what common language students need to discuss DEI issues, and which emotions were most helpful for student engagement in DEI issues. Because facilitators did not ask participants direct questions about these topics, we compiled relevant responses from our other questions to students during the forum and from the concluding survey.

Accessibility: Several students noted the need for more in-person discussions as well as prioritizing small group discussions. Students agreed that having more in-person discussions would be helpful, engaging, and aid in the understanding of complex themes and terms. Comments called for “More stories and discussions among students,” “more in-person talks, the better,” “more group meetings amongst students to introduce themselves and discuss diversity,” and simply “more meetings.” It was clear that students preferred discussions over lectures and online modules, though some felt the online modules were helpful for definition purposes.

Participants also thought that it is helpful to provide definitions and examples of key terms before discussions, then reiterate them in the in-person discussions. Comments mentioned that “introductions to definitions and terms is good online so every student can know what they learn online”; called for “definitions and providing examples and visuals where students have a physical understanding and a visual supplement for it”; and appreciated “groundwork/definitions online before face-to-face discussions.”

<i>Increasing Accessibility</i>	<i>Student Responses</i>
Utilize small group discussions	12
Have more discussions	7
Provide definitions beforehand & reinforce throughout	5
Mix online & in-person	3

Common Language: As noted above, several students mentioned that Being a Bronco already establishes a common language by including definitions of key terms, which is helpful.

Students suggested this could be expanded to **educate new students about different cultures**, and encourage students at SCU to share information and experiences about their cultures. Comments suggested “including words in different languages,” “spreading cultures across campuses,” “incorporating other cultures, and “integrating various cultures.”

Another way students wanted to establish common language is by **fostering open and honest communication**, which can be done by creating an open community where people feel like they can speak freely and express themselves. This included “being understanding and open minded”; communicating that “everyone is accepted”; and “students sharing their differences and commonalities.”

Another relevant idea that participants noted to achieve this goal is **building community**. In order to achieve this, participants stated that having as many interactions as possible with other students discussing these topics is how we will be able to build community and common language here at SCU. This included forming “residence hall Zoom communities for first years,” “more interactions with the community,” and “involving the community in discussions.”

<i>Common Language</i>	<i>Student Responses</i>
Include information about different cultures	7
Open & honest communication	5
Build community	5
Provide definitions	3

Student Emotions: Many participants noted that it is important for students to feel **safety** while participating in Being and Bronco. Several students mentioned that having small groups filled with a maximum of 8 students is likely to create an environment where students feel safe and

more open to sharing. Some of the suggestions for improving engagement mentioned earlier are especially relevant here, including having facilitators “share their experiences first”; administering a pre-meeting survey where students choose their groups”; and “leaders creating a safe space.”

Another emotion that participants mentioned that was important is **comfort**. It was mentioned that this can also be achieved through the construction of smaller groups and group leader behavior. Employing student facilitators, having the same facilitator through the entire process, keeping discussions in a small setting, and using in-person activities could further these goals.

A final emotion found throughout meeting notes and the survey is students’ **open mindedness**. We found that this can be achieved through creating diverse groups and having students learn about different cultures to understand where others are coming from and accept that we are all a part of this SCU community.

<i>Student Emotions</i>	<i>Student Responses</i>
Comfort	13
Safety	6
Open Mindedness	3

Face-to-Face versus Online

We asked participants we asked “which parts of *Being a Bronco* need to happen in the online modules and which parts need to happen in face-to-face discussions?” We came away with four main themes surrounding the topic of face-to-face versus online Being a Bronco series.

Introducing Definitions of DEI in the Online Modules: 16 comments mentioned that the online modules were generally good for introducing definitions. As one student said, “Introduce concepts online to give students a foundational understanding of diversity, oppression, intersectionality, etc.” Some students asked that face-to-face components “repeat [definitions from the] modules so that it resonates more with students.”

Having Sensitive Conversations in Person: This was brought up 22 different times. Many of the participants agreed that with the sensitive and vulnerable nature of these topics, it is important to discuss them face-to-face rather than online. Students felt these conversations were more memorable, less prone to distraction, more likely to motivate engagement, and more transformative than online content. Similarly, two comments mentioned that hearing examples

of how DEI issues occur on campus from other students during orientation carries more weight than viewing them online. Face-to-face communication provides a level of humanity that online communication cannot and this is important to have for these topics. One comment urged “implementing more small group discussions, eliminating some online modules regarding diversity and moving them into face to face discussions where people will pay more attention.” Another student recommended “moving sensitive diversity topics covered in the online modules to in person discussions (in small groups),” further showing the importance of having certain conversations strictly in person rather than online.

More Engagement in the Online Learning Section: This theme was mentioned 5 different times throughout our discussions. One of the suggestions that a student made to improve the engagement was to “use more visual activities to help students understand diversity.” Another student suggested that, “everything online needs to be more inclusive so students get more of a takeaway.”

Additional Suggestions: There were 12 additional suggestions that were less easy to categorize. These included keeping alcohol and sexual assault prevention training online, holding discussions in smaller groups of 4-5 people with a facilitator, trying to let conversations happen more naturally, providing options for anonymous comments and more breakout sessions on Zoom, and expanding discussions of DEI beyond orientation throughout the first and sophomore years.

Priorities

At the end of our discussion, we asked: “Looking back on our discussion, what do you think are the two or three most important ways this orientation could be strengthened to help create the future SCU you envisioned?” Facilitators shared their screen with notes on the group’s thinking and highlighted the group’s highest priority recommendations. We posed the same question on the closing survey so that participants could express their views individually and privately, in case they differed from the group. Overall, students felt there were four most important ways orientation could be strengthened to help create the future SCU they envisioned.

Smaller Discussion Groups: The most frequently mentioned suggestion was for the Being a Bronco series to be conducted with smaller discussion groups. Smaller groups allow for more intimate and engaging discussions where students are less likely to feel intimidated or hide from the conversation. Most of our discussion groups recommended a group size of less than eight students, with the smallest at three to four students. Along with having smaller groups, participants recommended that a student facilitator be present to represent Santa Clara and serve as a guide to the conversation. As one comment summarized, “facilitate discussion in small groups so that students become more comfortable acknowledging their differences and openly share with others.”

More In-Person than Online: Many participants emphasized that the discussion of DEI topics should take place in an in-person, face-to-face setting. It was widely believed that the ability to discuss these sensitive topics openly was hindered during the online modules and the online discussions. Participants favored face to face communication with other individuals as a way to bring a sense of comfortability to these types of discussions. These types of conversations would also allow for real world growth amongst individuals as there would be a stronger connection between different kinds of people involved in the discussions.

Connecting DEI to SCU: It was clearly a priority to the participants to connect the DEI issues talked about in *Being a Bronco* to our campus at SCU. The topics of DEI were discussed in general which provided an introduction, but participants felt that there should be an increased emphasis to connecting these lessons to SCU. SCU prides itself on being a safe place for all students regardless of their background. Participants believed that orientation should do more to show new and incoming students this desired culture around campus. This focus on DEI on the SCU campus will give the overall program more context and bring a sense of realness to the discussions. Comments urged “making the series more specific to Santa Clara University, as in explaining where to go, who to talk to, and what you need to report any malfeasance;” “giving context to issues being discussed and relating them to SCU”; and “showing how SCU has diversity and inclusion ingrained throughout the campus.”

Extending DEI Beyond Being a Bronco: Participants suggested that there should be opportunities for discussion and experiences involving DEI that extend beyond orientation. Participants felt that there is no follow up or outlet to continue discussions or engage with other students about DEI. Participants suggested that OML should find ways to follow up with students, continue to implement DEI in life on campus so students do not forget and can have open conversations throughout their time at SCU. Some of the suggestions of how to do this include using clubs (such as *Into the Wild*) to foster inclusive environments. Another suggestion was to have mentorships for students, so that new students have the opportunity to reach out with questions or just to have a conversation, should they need it. Overall, participants felt that conversations about DEI should be more frequent and casual throughout their time at Santa Clara.

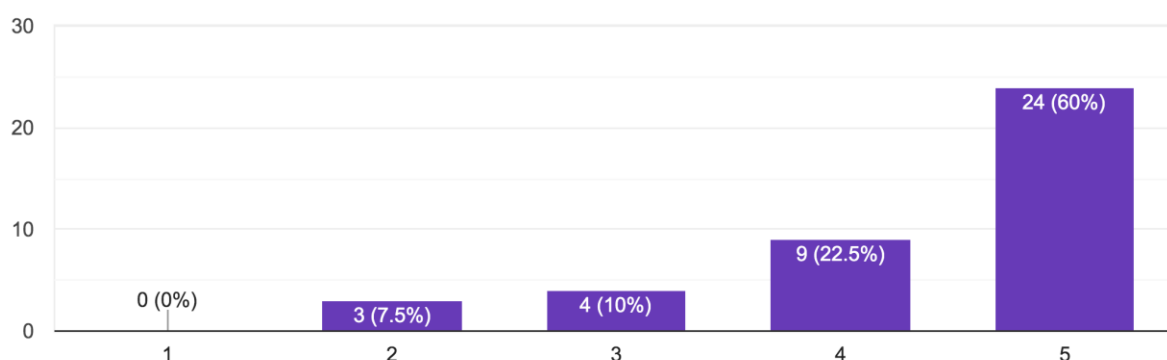
Themes	Student Responses
Smaller Groups	13
Face to Face Discussions	9
More Opportunities Beyond <i>BAB</i> - More Engaging	9
More Related to SCU and Creating Context	12

Evaluation of the Forums

In the closing survey, students were asked to evaluate the forum anonymously. Questions asked students to rate several statements on a scale of 1 (strongly disagree) to 5 (strongly agree). In general, students expressed positive views. We report these data and conclude with recommendations for additional consultation of students, which OML or others might conduct in the future.

I was able to explore diverse points of view on this issue.

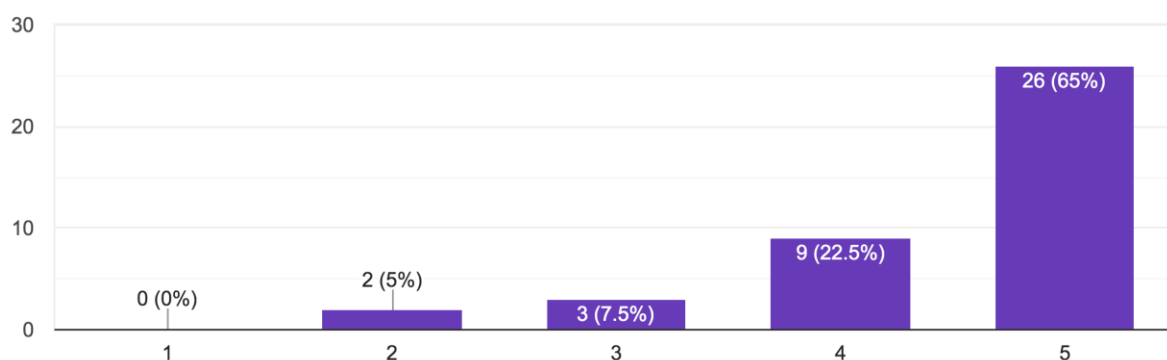
40 responses



About 82% of participants agreed or strongly agreed with the statement that they were able to explore diverse points of view on DEI in Being a Bronco. This suggests that most students can experience diversity of viewpoints even in small group discussions of 3-6 students, like the ones in this forum. This may have stemmed from the facilitators' asking open-ended and exploratory questions, encouraging a diversity of views, and our communication agreements, which aimed to create a safe space to air different views.

I learned enough to arrive at a well-informed opinion about the issue.

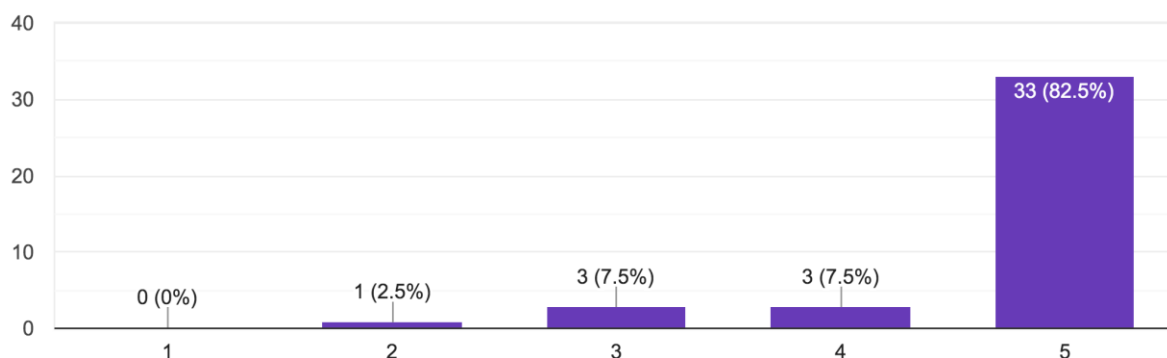
40 responses



Nearly all of participants (around 87%) agreed or strongly agreed that they learned enough to form a knowledgeable opinion about this issue. Importantly, this result also suggests that the forum was successful in encouraging students to learn and think deeply about DEI. The facilitators' brief presentations of the definitions of DEI and how it is introduced in *Being a Bronco*, students' memories of their own experience in orientation, and opportunities to learn from other students' comments in the forum appear to have left students feeling that they knew enough to express solid opinions.

The facilitators led the discussion in an impartial manner, without biasing the conversation.

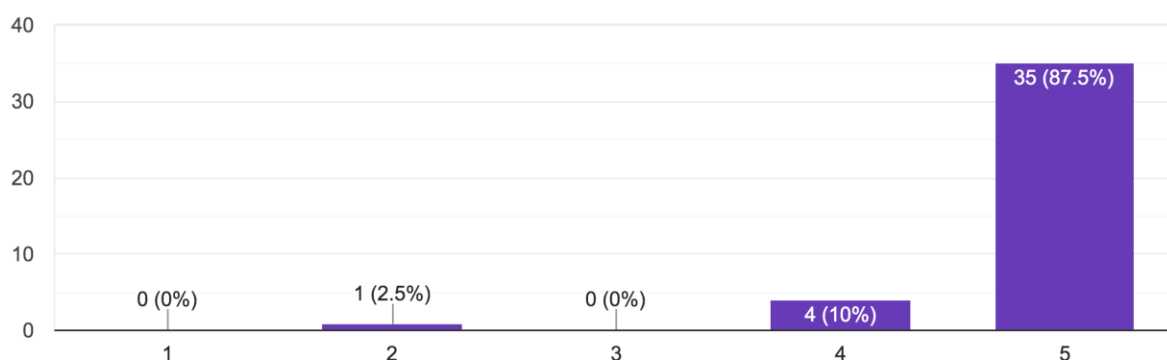
40 responses



Almost all students praised the student facilitators for their impartiality, with 90% of respondents agreeing or strongly agreeing that facilitators were neutral. These findings are promising for interpreting the other results and recommendations from the forum, as it is clear that recommendations presented are student-generated rather than facilitator-generated.

Everyone's ideas got a respectful hearing in the discussion, even if we didn't end up agreeing.

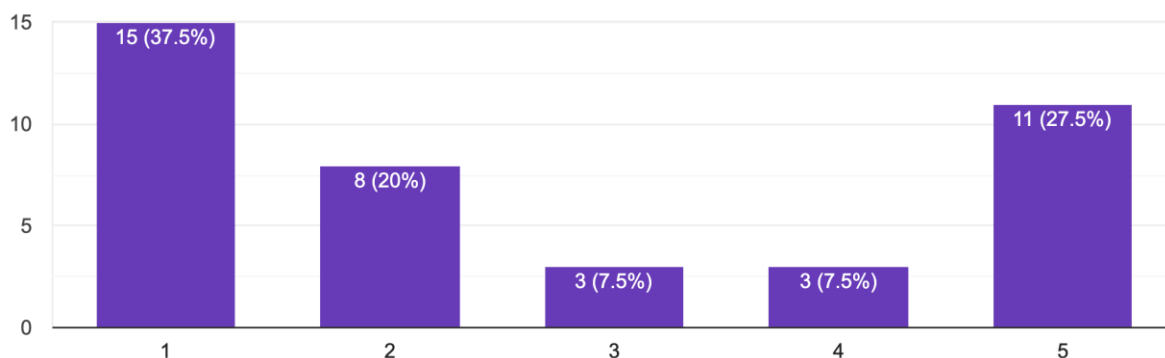
40 responses



Almost all students strongly agreed or agreed that their ideas about this sensitive topic were treated respectfully in the discussions, which may have been a result of several factors: the small group format, the communication agreements established at the start of the forum, the student facilitators, and the fact that groups were not forced to come to agreement on joint recommendations.

The discussion left out a major perspective on the issue.

40 responses

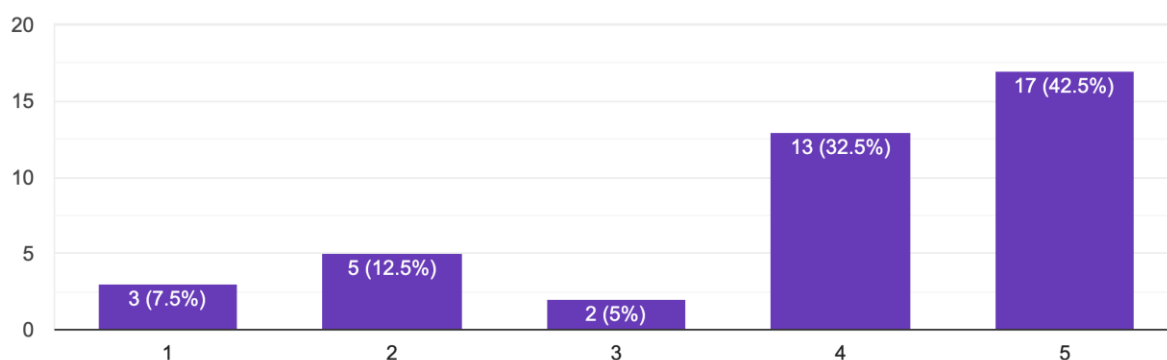


Participants' views on whether or not the forum was inclusive of all perspectives was more diverse. Nearly 58% of participants disagreed or strongly disagreed that the forum left out a major point of view on the issue at hand, while 35% of participants agreed or strongly agreed that the forum left out a major point of view on DEI. Participants who felt that the forum left out a major perspective was missing in discussions were more likely to be female, and sophomores or juniors (with juniors being more likely than sophomores). Other demographic information about participants who agreed or strongly agreed on this point were mixed. Though these results are interesting, it is important to note that the forum was predominantly conducted with sophomores and juniors and with female participants, so these demographic patterns may be coincidental.

However, these findings may reflect the survey design rather than participants' sense that a major perspective was missing. This was the only question in which agreement signaled dissatisfaction with an element of the forum. Some students may have answered without closely reading the question and attempted to give the forum consistently positive ratings, which corresponded to 4 and 5 on the Likert scale for all other questions. Most of the students who said that a perspective was omitted previously agreed with the statement posed in the first question: "I was able to explore diverse points of view on this issue."

I learned more about diversity, equity, and inclusion at SCU.

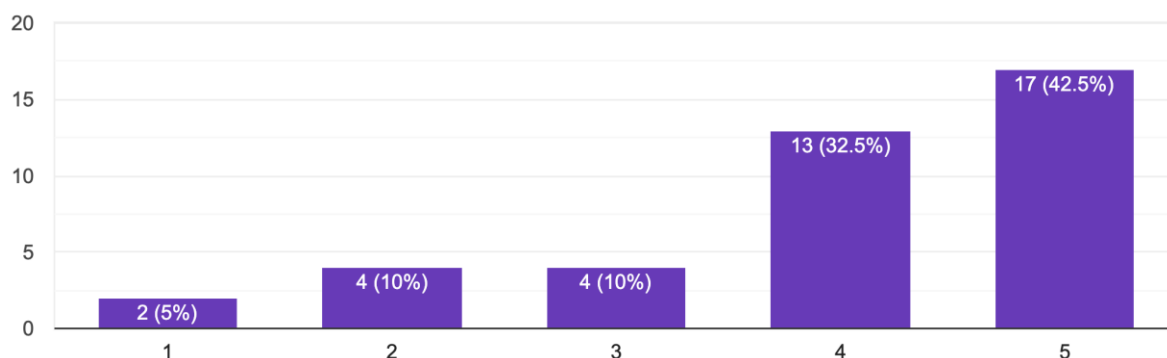
40 responses



Most participants felt more informed about diversity, equity, and inclusion at SCU following this forum. Some 75% of participants agreed or strongly agreed with this statement, while another 5% were neutral, and 20% disagreed or strongly disagreed. It is encouraging that an hour-long forum about envisioning a more diverse SCU, discussing the strengths of our existing diversity training, and imagining improvements could help so many students feel as though they learned more about DEI.

I think that the Office for Multicultural Learning will pay attention to the opinions expressed in our discussion today.

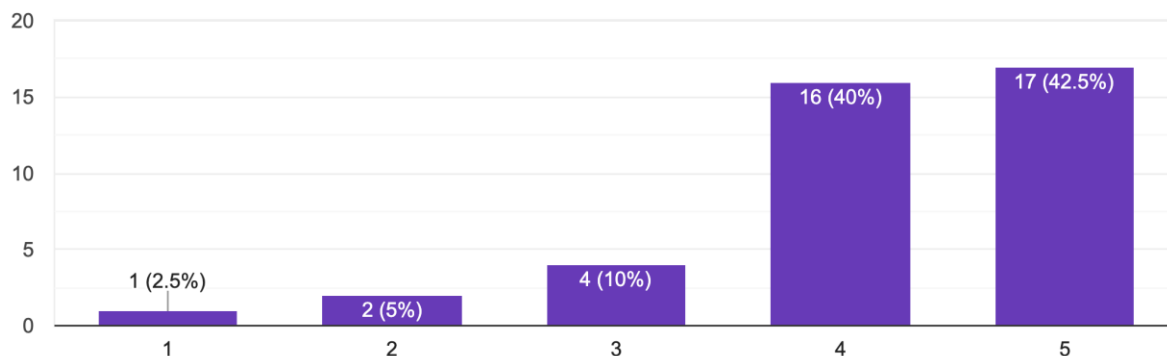
40 responses



Participants predominantly believed that OML would pay attention to the ideas brought up during the forum, with 75% of students agreeing or strongly agreeing with this statement. The registration survey presented the forums as organized by COMM 128B “on behalf of” OML. At the end of the forum, facilitators reminded participants that their views would be shared with OML and that the class would send an update about OML’s response before spring quarter.

I feel more committed to creating a diverse, equitable, and inclusive SCU than I did before this forum.

40 responses



Nearly all of our participants felt more committed to creating a diverse, equitable, and inclusive SCU after attending this forum. With nearly 83% of participants reporting that they felt more committed to this, and 10% feeling about as committed as they did before the forum, we believe we can confidently call this forum successful in this area!

We hypothesize that by envisioning their own diverse and inclusive SCU and making recommendations for improvements to the *Being a Bronco* series, participants were able to see themselves making a difference in the culture of SCU in regard to diversity and inclusion on campus. These results may suggest that asking students for formal feedback on existing mandatory orientation and learning programs may help increase student engagement and commitment to the issue at hand all on its own.

Ideas for Future Consultations: Taken as a whole, these findings suggest that future consultations about Being a Bronco could continue to use the small group discussion format without falling into groupthink. To ensure that students can arrive at well-informed views, it would be helpful to remind them of DEI definitions and how these issues feature in Being a Bronco to activate their memories about their own experiences. Many of the same techniques used in the Embrace discussions of Being a Bronco are well-suited to consulting students, including establishing communication agreements, neutral and inclusive facilitation, and avoiding forced agreement on a single set of action steps.

While surveying students rather than holding small group discussions might be more efficient and solicit feedback from a larger sample, it may not deliver the additional benefits found in these forums. The small group consultation process appears to have increased students' learning about DEI and their commitment to it. Thus, seeking student feedback could be one valuable way of deepening their reflection and renewing their energy to work toward DEI after their first-year experience in Being a Bronco. It would be important to show students that OML will consider their views seriously, and to report back to students on what OML heard at the forums and any next steps it plans to take in response.

Appendix A. Registration and Closing Surveys

Registration - DEI in Being a Bronco Discussions

Thank you for registering here by Tues March 2 for a small group discussion about how to strengthen SCU's introduction to diversity, equity, and inclusion in the Being a Bronco orientation series. Students in COMM 128B – Dialogue and Deliberation are organizing and facilitating these discussions on behalf of the Office for Multicultural Learning (OML). Your suggestions will be shared with OML, which is eager to hear them. However, your name will not be connected with your responses.

The data you enter into this form will be available to students in COMM 128B so they can plan the discussions. If you have any questions, feel free to contact Prof. Chad Raphael at craphael@scu.edu.

We will send you an invitation to a discussion early next week via email and Google Calendar invitation. Please be on the lookout for it!

Your email address will be recorded when you submit this form.

* Required

Your first name *

Provide the name you would like us to call you during the discussion

Your last name *

Your email address *

Your year in school *

First year
Sophomore
Junior
Senior

Your school at SCU *

College of Arts & Sciences
Business
Engineering

Prof and class that will give you extra credit

If you will earn extra credit for a class for participating in this forum, please give the name of your prof and the class. For example: Raphael - COMM 120.

Your Availability *

Please select all times when you are available to join a one-hour discussion on Zoom.

TR Mar 4 9-10am	Fri Mar 5, 8-9am
TR Mar 4 10:30-11:30am	Fri Mar 5, 9:15-10:15am
TR Mar 4 12:30-1:30pm	Fri Mar 5, 10:30-11:30am
TR Mar 4 2-3pm	Fri Mar 5, 11:45am - 12:45pm
TR Mar 4, 4-5pm	Fri Mar 5, 1-2pm
TR Mar 4, 6-7pm	Fri Mar 5, 2:15-3:15pm
TR Mar 4, 7:30-8:30pm	Fri Mar 5 3:30-4:30pm
TR Mar 4, 9-10pm	Fri Mar 5, 5-6pm

Which kind of group would you prefer?

Depending on how many students register and their schedules, it may be possible for you to choose to participate in a discussion with other students like you, however you define yourself. Would you prefer to participate in any of the following kinds of affinity group discussions? If so, please check all that apply and ensure that you answer the relevant question(s) about how you identify yourself below.

- Similar gender group as me
- Similar sexual orientation group as me
- Similar race/ethnicity group as me
- Similar economic status group as me
- Similar abilities as me
- Mixed group

I identify my gender as:

- Female
- Male
- Transgender male
- Transgender female
- Nonbinary/Genderqueer/Gender Nonconforming
- Questioning
- Not listed (please feel free to specify below)

Additional gender (if not listed above)

I identify my sexual orientation as

- Bisexual
- Heterosexual
- Lesbian or gay
- Queer/Pansexual
- Questioning

Not listed (please feel free to specify below)

Additional sexual orientation (if not listed above)

I identify my race or ethnicity as:

Please check all that apply

Asian or Pacific Islander
Black or African
Caucasian or White
Hispanic or Latinx or Chicana/Chicano
Middle Eastern or North African
Native American or Indigenous
Not listed (please feel free to specify below)

Additional race or ethnicity (if not listed above)

I identify my family's economic status as:

Low income
Moderate income
High income
Not listed (please feel free to specify below)

Additional family economic status (if not listed above)

I identify my ability as:

Please check all that apply

Able-bodied
Cognitively impaired
Communication impaired
Hearing impaired
Mobility impaired
Vision impaired
Not listed (please feel free to specify below)

Additional ability (if not listed above)

Closing Survey - DEI in Being a Bronco Discussions

This survey is anonymous. Your name and email are not being collected, so they cannot be linked to your responses.

We will share all input with the Office for Multicultural Learning, which organizes Being a Bronco, at the end of this quarter.

* Required

Proposals for Being a Bronco

What were the two or three most promising suggestions for improving Being a Bronco that were mentioned in our discussion today? *

Were there any suggestions that you wanted to make but didn't get a chance to raise today? If so, please add them here.

Prof and class that will give you extra credit

If you will earn extra credit for a class for participating in this forum, please give the name of your professor and class. For example: Chad Raphael - COMM 120.

In which kind of discussion group did you participate today? *

- Similar gender group
- Similar sexual orientation group
- Similar race/ethnicity group
- Similar economic status group
- Similar ability group
- Mixed group

Evaluation of the Discussion

Please share your views of how this discussion was conducted.

I was able to explore diverse points of view on this issue. *

1	2	3	4	5
Strongly disagree				Strongly agree

I learned enough to arrive at a well-informed opinion about the issue. *

1	2	3	4	5
Strongly disagree				Strongly agree

The facilitators led the discussion in an impartial manner, without biasing the conversation. *

1	2	3	4	5
Strongly disagree			Strongly agree	

Everyone's ideas got a respectful hearing in the discussion, even if we didn't end up agreeing. *

1	2	3	4	5
Strongly disagree			Strongly agree	

The discussion left out a major perspective on the issue. *

1	2	3	4	5
Strongly disagree			Strongly agree	

I learned more about diversity, equity, and inclusion at SCU. *

1	2	3	4	5
Strongly disagree			Strongly agree	

I think that the Office for Multicultural Learning will pay attention to the opinions expressed in our discussion today. *

1	2	3	4	5
Strongly disagree			Strongly agree	

I feel more committed to creating a diverse, equitable, and inclusive SCU than I did before this forum. *

1	2	3	4	5
Strongly disagree			Strongly agree	

Your Background

Answering these optional questions will help us to understand how inclusive our discussions were of diverse students.

Your year in school:

First year
 Sophomore
 Junior
 Senior

Are you a transfer student?

Yes
 No

I identify my gender as:

Female
 Male
 Transgender male
 Transgender female
 Nonbinary/Genderqueer/Gender Nonconforming
 Questioning
 Not listed (please feel free to specify below)

Additional gender (if not listed above)**I identify my sexual orientation as**

Bisexual
 Heterosexual
 Lesbian or gay
 Queer/Pansexual
 Questioning
 Not listed (please feel free to specify below)

Additional sexual orientation (if not listed above)**I identify my race or ethnicity as:**

Please check all that apply

Asian or Pacific Islander
 Black or African
 Caucasian or White
 Hispanic or Latinx or Chicana/Chicano
 Middle Eastern or North African
 Native American or Indigenous
 Not listed (please feel free to specify below)

Additional race or ethnicity (if not listed above)

I identify my family's economic status as:

- Low income
- Moderate income
- High income
- Not listed (please feel free to specify below)

Additional family economic status (if not listed above)**I identify my ability as:**

Please check all that apply

- Able-bodied
- Cognitively impaired
- Communication impaired
- Hearing impaired
- Mobility impaired
- Vision impaired
- Not listed (please feel free to specify below)

Additional ability (if not listed above)**Your major(s):**

Check all that apply to you.

- Communication
- Women's & Gender Studies
- Humanities (History, Philosophy, English, etc.)
- Arts (Theatre, Dance, Studio Art, etc.)
- Business (Accounting, Management, Finance, etc.)
- Engineering (Mechanical, Electrical, etc.) and Mathematics
- Natural Sciences (Biology, Chemistry, etc.)
- Social Sciences (Political Science, Psychology, etc.)
- Other/Undeclared

Appendix B. Agenda

Agenda

Time: 1 hour + 5 mins for closing survey

Preparation

- **Facilitator who is hosting the meeting in their Zoom meeting room** will open their room at least 5 minutes before the start of the meeting and designate Facilitator 2 as an alternative host. Facilitator 2 will also join 5 minutes early.
- **All facilitators** will open the following documents:
 - This agenda
 - Communication Agreements
 - Slides: DEI Definitions + Being a Bronco summary
 - Facilitator Guide to Dealing with Difficult Dynamics
 - Your Note Taking Template for this meeting

Dealing with Zoom

- **If one of the facilitators loses Zoom**, the other should continue running the meeting alone until the co-facilitator has returned.
- **If participants have an unstable connection**, facilitators can encourage these participants to turn off video, and/or comment in the Chat.
- **If participants drop the meeting and return**, the facilitator can welcome them back and briefly update them on what question the group is addressing at that moment.

1. Welcome – 5 mins

Facilitator 1

Thanks for helping us to think about how to strengthen SCU's introduction to diversity, equity, and inclusion in the *Being a Bronco* orientation series. Students in COMM 128B – Dialogue and Deliberation are organizing and facilitating these discussions on behalf of the Office for Multicultural Learning (OML). Your suggestions will be shared with OML, which is eager to hear them. However, your input will be confidential: your name will not be connected with your responses.

If you have the bandwidth, please turn on your video for our discussion. If you lose your Zoom connection, please come back as soon as you can.

We'll be taking notes on your ideas at today's meeting, but we **won't** attach the ideas to anyone's names to protect your anonymity. If you agree, we'd also like to record this meeting. The only people allowed to watch it would be the two facilitators in this meeting. We would use it to ensure we wrote up your ideas accurately in our notes, and we would erase the recording by

Friday March 12. If **any one** of you prefers that we **don't** record the session, we will not record it. Please let us know now if you prefer that we **do not** record this session. If you don't want us to record, you can unmute or send me a private chat now.

*[Pause. If there are objections, let them know we won't record. If there are no objections, note that you haven't heard any objections and press the record button at the bottom of your screen and **record to the cloud** - not to your computer.]*

Facilitator 2

Clearly, we have a lot of work to do to make SCU a fully diverse, equitable, and inclusive community. And there are improvements to be made in how the *Being a Bronco* orientation introduces these topics. There are many forums in which students have been able to identify the problems that we need to address as a community.

For today, we're going to take a somewhat *different* approach, which has been used successfully in many kinds of organizations.

- We're going to ask you to identify a *positive* experience of diversity and inclusion at SCU.
- We're going to ask you to *envision a future SCU* that is fully diverse and inclusive.
- And we're going to ask you to *imagine how Being a Bronco could be organized to help get us there*. (Of course, it will take more than that, but student orientation is *one* important way we can transform SCU's culture).

So, we don't want to minimize the need for improvements. But we want to use our time today to imagine the change we want to see.

Also, at the end, there will be a brief, anonymous survey where you can expand on any ideas you didn't get to explain fully in our discussion.

In our conversation today, we'll ask everyone to follow the ground rules that you agreed to when you registered for the forum. As a reminder, here they are.

Facilitator 2

[Share your screen with the communication agreements. Briefly repeat the short labels in bold for each agreement, rather than reading every agreement in full. Give people a little time to read them.]

We also want to remind you briefly of how SCU defines these terms.

[Share your screen with slides that define diversity, equity, and inclusion. Read these definitions briefly from the slides]

We only have an hour with you today, so we'll try to ensure that everyone can contribute during our time together. You can contribute by unmuting and via the chat.

2. Icebreaker - 5 mins

Facilitator 1

First, let's get to know each other a bit. What was the most important thing that attracted you to SCU? Why did you decide to come here?

[Facilitator 1 models a short, clear answer that is one sentence long and 20 seconds or less: "For example, I came here because I thought the campus was beautiful and I really wanted to live in the Bay Area. How about you? Can you tell us briefly what was the most important thing that attracted you to SCU?"]

[If participants are forgetting your questions, you can paste them into the chat as you ask them to help them remember and stay focused. Paste one question at a time.]

3. Positive experience – 5 mins

Facilitator 2

Even though we have a lot of work to do here, many of us have had at least one positive experience with a group that is diverse in some way -- in a class project, among our roommates, on a sports team, in a club or in Greek life, and so on.

Let's all take a moment in silence to consider this question: What is the best experience you've had at SCU in a diverse and inclusive group?

[Facilitator 2 models a short, clear answer that is 30 seconds or less: "For example, the best experience of diversity I've had here was ... I was able to make this happen because ... The group made it possible because ... How about you? Can you tell us briefly what was the best experience of diversity you've had here and why it was good?"]

[If no one volunteers, ask the person who looks most comfortable if they would be willing to start.]

[Facilitator 1 takes notes]

Follow up questions (if needed):

- What was it about the group and about you that made that experience possible?
- What did you value most about that experience?

4. Envision the future – 10 mins

Facilitator 1

Imagine that you returned to SCU in the future and found that it had become a fully diverse, equitable, and inclusive community.

What would that look like? How would people talk to each other and treat each other? What would they be doing together?

*[Open discussion. **Facilitator 1** moderates the conversation. **Facilitator 2** takes notes in a Google Doc.*

Facilitator 1: *Aim to get each person to contribute. If people get stuck describing current problems, acknowledge the problem and ask them to imagine what the opposite would look like – “I’m really sorry you had to deal with that. That’s not okay. How would conversations like that be different in an inclusive community?”*

Facilitator 2: *Check for understanding if you don’t understand what someone said. At the end of this section, briefly share your screen with notes on this question to summarize what people’s desired futures look like. Don’t attach people’s names to their comments.]*

5. Charting the Path – 5 min presentation, 30 min discussion

Facilitator 2

In a moment, we’re going to ask you how SCU could get to that future, starting with new student orientation. We’ll ask you how the *Being a Bronco* series could begin to create that community before students arrive and during their first year.

First, let’s briefly refresh your memory about how these issues are introduced in *Being a Bronco*.

[Facilitator 2 shares screen with slides summarizing how DEI is addressed in BaB now and describes this]

Facilitator 1 asks the following questions and moderates open discussion, trying to get everyone involved, while **Facilitator 2** takes notes in Google Doc.]

Now, we’re going to envision how SCU could get to this future, starting with new student orientation. Let’s think about how the *Being a Bronco* series could begin to create this community before students arrive and during their first year.

1. Let’s start answering those questions by building on what’s working well in *Being a Bronco*. In your experience, what worked well in this orientation now, which ought to be kept in the future? - *around 5 mins*
2. What could be done to create a safe space -- where everyone is respected and valued rather than judged -- so that all students can engage themselves fully in *Being a Bronco*? - *around 5 mins*
3. What do you think is most important for students to learn about diversity, equity, and inclusion during orientation, and what are the best ways to introduce this? - *around 5 mins*

4. Which parts of *Being a Bronco* need to happen in the online modules and which parts need to happen in face-to-face discussions? - *around 5 mins*

[Facilitator 2 shares screen to display notes on questions 2-4.]

Facilitator 1

Looking back on our discussion, what do you think are the two or three most important ways this orientation could be strengthened to help create the future SCU you envisioned? - *around 5 mins*

*[Brief go-around on this with **Facilitator 2** highlighting the most popular ideas in the Google Doc in a different color.]*

Facilitator 2

Thank you all for this valuable feedback on *Being a Bronco*. We'll share it in a report and presentation with the leaders of the Office for Multicultural Learning, so it can inform how they revise student orientation in the future. We'll share a brief summary of their responses via email with you before spring quarter.

[Paste the link to the closing survey into the Chat]

The last thing we need you to do is to complete a very **brief anonymous evaluation** of this discussion. Please use the link we've put in the Chat to complete the evaluation now, while the conversation is fresh in your mind. It won't take more than a few minutes and it will really help us as students to learn from this experience. Also, if there are any suggestions you didn't get a chance to raise in our discussion, you can share them in the survey.

[Facilitator 1: Note which people who registered actually attended your session. Please do this right after your session, while the memory is fresh in your mind.]

Appendix C. Communication Agreements

All participants in these discussions agree beforehand to practice these respectful and responsible ways of speaking, listening, and caring for each other and ourselves.

Speaking

- **Share the airtime:** We'll create mutual respect among us by sharing the airtime and not interrupting others.
- **Speak for ourselves:** We will speak for ourselves by using "I" statements about what we think and do individually. We won't try to represent "our group," and we won't ask others to represent, explain, or defend "their group."
- **Avoid stereotyping:** We won't stereotype anyone by generalizing about "all people" who share a common identity or experience.
- **Avoid personalizing the issues:** When we disagree, we'll say why we disagree with an idea or statement, rather than attacking individuals.

Listening

- **Listen fully:** We will be attentive and engaged when others are speaking, putting aside other media so we can be fully present. We will do our best to keep our cameras on (bandwidth withstanding) to show others we are listening attentively. We will leave our audio on mute unless we are talking.
- **Listen actively and with empathy:** We'll listen to understand others, not just to refute them. Everyone's opinions matter. We'll bring open minds to the discussion. Even if we don't agree with others' ideas, we'll try to understand their experiences, which may be different from ours.
- **Avoid assuming others' motives:** We won't make negative assumptions about the beliefs and motives of others. Instead, we'll ask "why is that important to you?" or "why do you feel this way?"

Confidentiality

- **What we say here stays here:** We'll create a safe space in which shared stories, experiences, and opinions stay within the discussion group. We won't attribute people's comments to them to others outside our group.

Care

- **Care for ourselves and others:** If we get upset, we can take a break and ask the facilitator to address what's upsetting us. If we upset someone, we'll do our best to understand why, and make amends.

Appendix D. Definitions of Diversity, Equity, Inclusion

Diversity

Diversity includes all the ways in which people differ.

It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued.

It also involves different ideas, perspectives, and values.

Being a Bronco Focuses on the Big Eight Identities

Age	Race	Gender	Ability
Socio-economic status	Sexual Orientation	Nationality/Citizenship	Religion

Inclusion

Inclusion means authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision making in a way that shares power.

Diversity is about valuing how we differ.

Inclusion is about valuing how we collaborate.



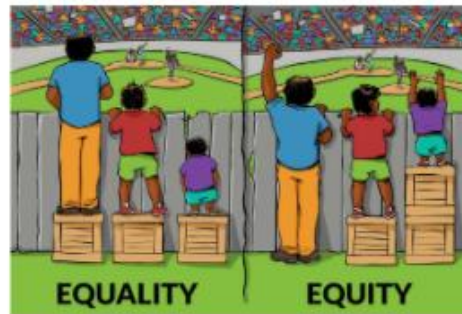
Equity

Equality is the quality or state of being equal, having the same rights, social status, etc.

Equity is justice according to fairness, especially as distinguished from mechanical application of rules.

Equality means everyone gets an equal platform to stand on.

Equity means each person gets the support they need to achieve a fair outcome.



Appendix E. Summary of Being a Bronco

Being a Bronco

There is DEI material in three parts:

1. **ODM Explore** - Students complete online, on their own, before coming to SCU.
2. **ConnectU** - Mix of online/on your own + live group (face-to-face or Zoom) during New Student Orientation.
3. **Embrace** - Face-to-face groups later in the year.



ODM Explore

Format

7 brief online modules before arriving at SCU

Introduces

- Foundational concepts: socialization, social identity, privilege, oppression, intersectionality
- Learning how to respond to microaggressions
- Developing a personal commitment to social justice



ConnectU

Format

Online + group discussion during orientation

Introduces

- Community values, including valuing diversity
- Definitions of DEI
- Group discussions of stereotypes:
 - “I am ____ but I am not ____” exercise to dispel stereotypes about your identities
 - How to overcome stereotypes about yourself and others at SCU



Embrace

Format

2 hour group discussion facilitated by peer student leaders later in the year

Introduces

- **Permission slip** - it's okay to be imperfect, not know it all
- **Concepts of privilege, oppression, and intersectionality**
- **Influence of our social identities on our daily lives** - “Step In” and “Identity Shuffle” activities
- **Engaging in dialogue** to build skills for developing respectful relationships across differences
- **Identifying a commitment** to contribute to inclusion and equity at SCU - in a personal “Letter to the SCU Community”



Appendix F. Facilitator's Guide to Handling Difficult Dynamics

Below are some good responses to common challenges. But as a facilitator you can't control everything and can't take total responsibility for every moment. If you intervene too quickly or too often, it can stifle conversation. Accept some inevitable imperfections in the interest of facilitating a good discussion as a whole.

Stay neutral and respond to questions with transparency about the process and goals.

Beforehand, reflect on your potential biases, triggers, and hot buttons. Think about how you can overcome them to remain open to others, and be prepared to deal calmly and decisively with potential triggers and hot buttons.

1. What if we have problems with Zoom?

- There will be two facilitators. Facilitator 1 will schedule the Zoom meeting and designate Facilitator 2 as an alternative host. If one of the facilitators loses Zoom, the other should continue running the meeting alone until the co-facilitator has returned.
- If participants have an unstable connection, facilitators can encourage these participants to turn off video, and/or comment in the Chat.
- If participants drop the meeting and return, the facilitator can welcome them back and briefly update them on what question the group is addressing at that moment.

2. What if there is silence?

- Be comfortable with a little silence. Let participants reflect before answering. Then use one of these strategies:
 - Look at people's faces for someone who looks like they are willing to speak and ask them to go first. After that, call on people one at a time.
 - Give people the option to contribute in the Chat first, then ask them a follow up question to transition them to speaking.
 - Tell people you'll give them a few moments in silence to collect their thoughts and express them in the Chat or by unmuting.
- Acknowledge that it can be challenging to discuss diversity. Reassure people that each of us has something to learn and that this is a safe and confidential space to speak.
- Encourage silent people to contribute: *Who else wants to say something? Could we hear from someone who hasn't talked for a while?*
- If necessary, do a brief go-around in which you ask people what they would need from each other to feel comfortable speaking.

3. What if some participants speak much more than others?

- What's most important is that all feel they have an *equal opportunity to speak*, not that everyone speaks for the same number of seconds.
- Don't be afraid to interrupt. The group comes first and it may need you to interrupt for everyone's sake. You can begin your interruption by thanking the contributor and briefly restating (mirroring) what they said, as a sign that they were heard and that it's time to move on to the next speaker.

- Pose questions for everyone in the group to consider and invite people who haven't spoken to speak first. Stack the speakers so that people who have spoken less will speak first.
- When someone becomes repetitive, paraphrase their thought and ask others what they think. "I hear that you're concerned that we avoid stereotyping men in this discussion. How can we ensure that doesn't happen in *Being a Bronco*?"
- Focus on the quiet participants: Remind people who haven't spoken yet that their opinions matter and ask them (as a group) to contribute. "Would anyone who hasn't spoken yet like to add something?" Smile and nod while they talk, and ask them supportive follow-up questions: "Yes, could you give an example of that?"
- Limit responses by setting time limits. "Let's make sure everyone gets to weigh in on this by limiting our individual comments to one minute."
- Use the clock by reminding people how much time we have left and that you want everyone to be able contribute before we end. "We have time for only one or two more comments, is there someone who hasn't spoken yet who would like to share?"
- *If all else fails*, ask everyone to think in silence and post a comment to the Chat. The facilitator can read off the comments as they come in, using them as a jumping off point to encourage discussion.

4. How do I deal with negative people or know-it-alls?

- In response to negative people (or "blockers") who reject all ideas, ask them to propose one solution of his/her own, then turn to others and ask them "What solutions do you think might work, based on your experience?"
- In response to a know-it-all, who knows more about the topic than others, equalize the playing field by asking other people to draw on their experience and values. "Each of us has experiences with this and our own values about it. Based on your experience and values, what do you all think might work well?"

5. What if the conversation strays off topic?

- Redirect: Acknowledge the shift in topic and ask politely how it relates back to the original question/idea. "How would you connect that thought to *Being a Bronco* for someone who didn't see the connection?" Address tangents immediately, so others don't follow one person off topic.
- Use the clock: Remind people how much time they have left until the end of the session and ask them a question that gets the conversation back on track. "In our last five minutes, let's focus on summing up. Which of the ideas you've heard here today would you most want *Being a Bronco* to adopt? Let's go around the 'circle' here so that everyone can contribute."
- Mention the survey: Remind people that they can suggest additional issues on the survey we'll give them at the end of the hour today.
- Name the problem and enlist the group to solve it: "We seem to be talking about important but different topics at this point. Can we try to integrate them into one discussion by talking about ...?"

- Remind people of the group's goals and capacity for influence: "We have an opportunity to help improve *Being a Bronco*. OML really wants to hear our suggestions about the topic of ..."

6. What if people interrupt each other or argue?

- **Is it because the speaker was dominating?** If so, remind people of our communication agreements: "We'll share the airtime and avoid interrupting others."
- **Is it because the interrupter was dominating?** If so, interrupt the interrupter politely but firmly and ask the person who was cut off if they wanted to finish their point. "Excuse me, John, I'm not sure Carol had finished her point. Did you want to say more, Carol?" You might also consider sending them a private chat: "Let's remember to share the air and avoid interrupting."
- **Acknowledge that it's harder to know when someone is done speaking on Zoom.** Consider asking people to raise hands and stacking them ("Let's hear from Joe, then Elena, then Ramon.")
- **Are multiple people interrupting because they feel they're not being understood?**
 - **Mirror or track** the conversation back to people and move on. "I'm hearing that some of you are concerned about freedom. And I'm hearing others say that you value equity. Is that right? How could *Being a Bronco* be designed to respect both freedom and equity?"
 - **Stack speakers** by asking people to raise their hand if they want to speak and put them in an order so everyone knows they'll get a chance. Ask people to raise hands or use the 'raising hand' button on Zoom.
 - **Sequence the discussion:** "First, let's make a list of short-term solutions and then we'll make a list of long-term solutions. What are the short-term solutions?"

7. What if someone gets stuck in an oppositional stance, repeatedly rejecting or arguing with others' comments?

- Remind people that raising different views can help all of us to clarify our thinking, as long as we can disagree respectfully.
- Remind people that we are generating a broad range of recommendations today and we don't have to come to agreement. Everyone's ideas will be shared with OML. Divergent and convergent thinking are both useful.
- Mirror the objector's concerns by summarizing them and checking to ensure that you got it right. If they feel heard, they may be able to move on.
- If necessary, remind people of our communication agreements: "We all need to keep an open mind" and "We'll all listen to understand others, not just to refute them because everyone's opinions matter."

8. What if someone makes an othering remark (inappropriate or insensitive)?

- **Check what you heard** - "Did I hear you say ...?"
- **If they deny it** - let them save face but clarify why it matters. "I'm glad I misunderstood because as you know we're trying to imagine a more diverse and inclusive SCU ..."
- **If they acknowledge they said it** -

- **Explore their intent:** “Help me understand what you meant by that. What were you hoping to communicate by that comment?”
- **Explore the impact:** “How might that comment impact others?”
- **Share your view of the impact:** “Many people might take that comment to mean ...” or “Many people might see that as a stereotype”
- **Give them better language:** If someone is using an outdated term for a group, give them a better term. “Most Black and Brown folks would be more comfortable referring to themselves collectively as ‘people of color’ than as ‘colored people,’ so let’s try to use their term out of respect.”

9. What if someone engages in personal attacks on others?

- Remind people of our communication agreement: “We’ll avoid making negative assumptions about the beliefs, values, and motives of other participants.”
- “Let’s keep our focus on what people are saying rather than attributing motives to each other.”

10. What if someone stereotypes another person as a representative of a group or tries to speak for an entire group?

- Remind people of our communication agreement: “We’ll speak for ourselves, rather than trying to represent a whole group, and we won’t ask others to represent an entire group.”

11. What if the group gets stuck on discussing one issue or perspective?

- **Stuck on one idea:** Point it out and direct the group’s attention to where it needs to go. “We’ve spent most of our time exploring why people are reluctant to participate in Being a Bronco. What would help people overcome their reluctance?”
 - Balancing the conversation: asking other members “*what are some other ways of looking at this?*” or “*does anyone have a different point of view?*”
- **Stuck on one perspective:** Play devil’s advocate. “I’m hearing that many of you want to do X. Suppose some students objected. What’s the most reasonable objection they might raise?”

12. What if someone gets very emotional?

- Empathize and thank them. “That must’ve been hard. I appreciate your courage in sharing it.”
- Then address the whole group: “Let’s all pause for a moment. I just want to remind everyone that you can take a break any time if you’re feeling overwhelmed. And if you need to pass on answering a question, that’s okay too.”
- Avoid quickly suggesting that the person leave the conversation in a way that suggests you are uncomfortable with their emotions and that they shouldn’t share their experience.

13. How will I know whether to intervene or let the group talk?

- **Consider the phase of the conversation:** Ideally, you’ll begin by managing the conversation closely to establish structure and speaking turns, then step back to let

people respond to each other more often during the open discussion phase, and then intervene a bit more during the final phase in which you lead the group to prioritize their ideas.

- **Signs that you are intervening too much:** In the open discussion phase, you are taking every other speaking turn and speaking at length (rather than briefly, as in “Who’d like to speak next?”). Group members don’t feel they can respond to each other directly (you can remind them that they can). You are moving too quickly through the agenda (checking off questions). Your co-facilitator has sent you a personal Chat about this.
- **Signs you need to intervene more:** One or two people are dominating the speaking time or stuck in an argument with each other. Someone is violating the communication agreements. It’s not clear to you or to some participants where you are in the agenda or what topic they are supposed to be discussing. People are agreeing too quickly and failing to explore multiple ideas or points of view. Your co-facilitator has sent you a personal Chat about this.

14. What if I don’t know the answer to a question?

- You’re a facilitator, not an encyclopedia, so your role is to ask questions, not to answer them. You especially want to avoid leading people to a particular opinion. Avoid giving a definitive answer if you don’t know.
- Instead, you can ask “Does anyone recall how that was when you went through *Being a Bronco*?”
- You can ask “Would that information be useful to provide as part of *Being a Bronco*?”
- You can ask how the information would inform the design of the program. People may realize that they don’t need the information to design new recommendations.
- You can reassure people that we don’t have to have all the answers to make good recommendations because we can draw on our experience of having gone through *Being a Bronco*.