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Sustained Dialogue Campus Network- sustaineddialogue.org

Campus Response Frameworks

Background: The Sustained Dialogue Campus Network is supporting campuses in responding to the events of the last few months in Israel and Palestine by disseminating this response framework and providing resources for campuses seeking tools to engage across and within beliefs and faith groups. We are supported by a rapid response grant from the AAA-ICDR Foundation to provide tools to **any campus seeking tools**. Please contact info@sustaineddialogue.org for questions, advice, and resources beyond the tools shared at this meeting of our network. This page adds resources dynamically.

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Step 1 From our colleague Tarek: Where is your campus?

(Georgetown professor Tarek Maassarani who works on nonviolence as a peacebuilder and professor concerned and expert in Religion and Reconciliation. Below is his response framework, if you are interested, this professor is a resource and wants SD campuses to reach out if they need support finding speakers. To be connected, reach out to info@sustaineddialogue.org with any specific needs.):

1. Readiness Level 1: **Ensure basic safety and well-being (immediately)**
 1. Disseminate information about mental health and other support services, alongside recommended academic accommodations for those in crisis
 2. Develop and communicate plans to address threats to safety
 3. Reach out individually to check in on the most vulnerable students and staff
 4. Create an anonymous feedback and tip line
2. Readiness Level 2: **Support emotional processing (over the coming weeks)**
 1. Set up facilitated affinity spaces and processes (e.g. circles), both religious and secular in nature
 2. Dedicate office hours for willing staff or student leaders to discuss the situation and its personal impacts
 3. Publicize and encourage self-care techniques
3. Readiness Level 3: **Encourage dialogue and reconciliation* (over the coming months)**
 1. Organize facilitated dialogues**
 2. Organize public storytelling events
 3. Organize joint speaking events that model constructive dialogue (I have recommended speakers)
 4. Consider a temporary or permanent memorial/art projects
 5. Support new and existing efforts at constructive action

(*note from SD: *reconciliation* in each locale may be a huge hope- productive interaction - understanding - de-escalation - pluralistic acceptance - safety for all/coexistence - we aren't sure what each place will be able to achieve. And public storytelling means varied things to many. See below.)

Step 2 Choose and structure your engagements -

this is written by SDI staff, not Tarek

Formats that DO work if you are ready to encourage gathering:

- **Vigil and healing spaces**
- **Processing spaces** that ask how people are doing
 - (<https://livingroomconversations.org/topics/conversations-in-troubled-times/>)
- **Formal public events:**
 - educational events
 - like modeling relationships across the divide, and formats that allow for narrative exchange without back-and-forth, like webinars to get different perspectives.
 - **Example from Elon University:**
 - Facilitated roundtable discussion to contextualize the conflict.
 - They set up some ground rules for the interaction such as: listening actively, committing to learning, respecting opposing views, critiquing ideas, not individuals, speaking from one's own experiences, and not resorting to generalizations.
 - Faculty members from political science, religious studies, journalism, history, and law, held discussions of 15 minutes each on their specific areas of expertise and how those areas relate to the ongoing conflict. Students rotated to other tables with different topics. <https://www.elon.edu/u/news/2023/10/18/community-wide-discussion-event-addresses-ongoing-conflict-in-the-middle-east/>
 - **Example from Dartmouth College:**
 - Facilitated events for over 1,000 and began webinars for higher ed jointly facilitated by Professors Susannah Heschel and Tarek El-Ariss

- <https://www.nbcnews.com/news/us-news/dartmouth-easing-tensions-sparked-israel-hamas-war-rcna-126594>
 - [Dartmouth Offerings on the Israel-Hamas War](#)
- Another format could be very carefully guided debates (For example: “What options are possible from government leaders to get to lasting peace?”)
 - Examples from Princeton and Columbia University:
 - [Opinion | Columbia and Princeton University Deans on How to Talk to One Another - The New York Times](#)
- **Formal student-led events:**
 - Very carefully guided or well-facilitated dialogue or discussion (ingroup or outgroup)
 - Example from John Carroll University:
 - In response, the student government's DEIB director gathered students who belong to SJP to begin practicing dialogue **within** their communities. Students experienced it as both, important, successful, and decreasing their stress.
 - Example from Davidson College (NC)
 - <https://www.interfaithamerica.org/article/davidson-israel-gaza-discussion/>
 - **Facilitated Ongoing Dialogue (either ingroup or outgroup)**
 - Current examples are found at UPenn, Case Western Reserve University, and others. See Step 3 or contact info@sustaineddialogue.org if you need help having pre-conversations to gauge interest in these conversations using structured questions for other groups.
 - (****intergroup dialogue is not always the right answer:** here are some questions to ask with people who are credible sources to help you assess the local capacity or need for dialogue vs other change or de-escalation processes):
 - How have groups and individual participants typically interacted with each other in the past?
 - How have groups and individual participants typically communicated with each other?
 - How does each group perceive the other groups involved in the conflict?
 - What are each group's interests?

- What beliefs, structures, and actions does each group perceive as threatening to their aims?
- Who are the participants involved and what aspects of their identities are very important to them?
- How are participants commonly identified or labeled by others?
- Which groups involved in the conflict tend to benefit from dominant practices or structures in place?
- What types of power (if any) does each group currently possess and/or have the capacity to build?

If you are ready to dive in and need some guidance on how to structure your intervention take a look at these guides depending on your purpose:

- *Want guides on how to **teach** about the conflict?* Take a look at these resources from [New York Times](#) that include media literacy to promote critical thinking and avoid misinformation.
- *Want to **facilitate a dialogue**?* Use the [Essential Guide to Dialogues About Israel-Palestine](#) co-created with our peers at Essential Partners.
- There are other resources available from organizations like BridgeUSA. Please email info@sustaineddialogue.org for more information.

Step 3 Build confidence about events through Sustained Dialogue

Stage 1 planning

...While thinking specifically about trauma-informed responses. Stage 1 is everything you have to do before an event to ensure it's set up for success -logistically, purposefully, emotionally, and otherwise.

For example, for an educational event with two speakers, here's a sample set of pre-actions that would be Stage 1 considerations (before anyone gets a flyer):

- Create a quick communication channel between facilitators and organizers to learn of day-of changes.
- Can there be food? We definitely want food.
- Find everyone who might be willing to facilitate skillfully and volunteer to support student spaces for conversation and processing.
- Check-in, especially with student organizations in a regular way as you are planning events related to them.
- Ask a trusted go-between or proxy about the temperature on the day of. Have a backup Zoom link if the event needs to switch to a webinar format.

- Ask professors who have relationships across differences to be a part of the event, and before that, check in on how they are doing.
- Look up the conduct code, Title XI, and every other relevant rule or policy. Ensure that all volunteers are well-versed on agreed institutional responses or student organizational responses if someone records someone, disrupts, or uses hateful language. Share these boundaries clearly.
- Find a trained individual who might be willing to lay the groundwork for trauma-informed conversations. Welcome the group by setting the stage as needed to recognize the deep ties many have to people in the region.
- Structure post-talk break-out spaces for specific needs (“Go here if you’d like to process with others who want to not be in dialogue”, “Go here if you want to think about your feelings about speaker x”, “go here if you want to have a professor to ask about X bit of education” or “go here to talk to someone one-on-one trained in listening” and multiple opt-out points.

Resources by audience need:

FACULTY/EDUCATOR CLASSROOM Resources:

- Workshops and capacity building
 - *Specific to Israel Palestine:*
 - Please contact info@sustaineddialogue.org for a two-sequence workshop structure for faculty with our colleague and a professor at Georgetown in the field, Dr. Tarek M. (see above), who has a guide available for the second event.
 - One: inviting productive dialogue about the conflicts at hand, and
 - Two: Creating productive conversation in classrooms
 - *How to facilitate difficult topics*
 - Sustained Dialogue Campus Network offers a workshop called “[Leading the Way: Educators as Skilled Facilitators](#)”
- Dialogue Guides:
 - **If you are ready to dive in and need some guidance on how to structure your intervention take a look at these guides depending on your purpose:**
 - *Want guides on how to **teach** about the conflict?* Take a look at these resources from [New York Times](#) that include media literacy to promote critical thinking and avoid misinformation.
 - *Want to **facilitate a dialogue**?* Use the [Essential Guide to Dialogues About Israel-Palestine](#) from our peers at Essential Partners.

- There are other resources available from organizations like BridgeUSA. Please email info@sustaineddialogue.org for more information.
- One-time questions:

STUDENT LEADERS looking for advice or support for intergroup dialogue:

- On campus help
 - Many schools seek to support students. Contact the following at your school for local help:
 - Faculty who teach conflict resolution, VP of Student Life/Affairs, those who work in belonging, the Interfaith Council, Hillel, or Muslim Student Association advisors.
- For off-campus support or help:
 - Contact us! Advice for any student leader available from the Sustained Dialogue Campus Network
 - Thanks to a grant, the Sustained Dialogue Campus Network staff can help! We can help:
 - advise,
 - Give you questions to ask other parties to ensure readiness for dialogue or recruit others
 - build skills (facilitator training)
 - answer questions,
 - Provide first-meeting agendas
 - Provide written guides and tools (we have manuals for this!)
 - Provide logistical support for any group organizing facilitated inter-group dialogue or intragroup dialogue.
 - Provide workshops on campus or help convene groups in rare cases
 - In some cases, we can offer payment for those who are willing to write or reflect on their experience building or participating in facilitated intergroup dialogue related to the conflict (this requires pre-approval and payment would only occur after the initiative is completed).
 - Contact info@sustaineddialogue.org. Why do you have to ask us? We have a grant through the American Arbitration Association and the International Conflict Dispute Resolution Foundations and we need to track who we support in reaching facilitated intergroup dialogue!
 - [Interfaith America](#) supports students doing this work through their toolsets!
 - They do student gatherings for Interfaith Leaders:
<https://www.interfaithamerica.org/events/interfaith-leadership-summit/>
- Funding to decrease hate and increase safety
 - CampusBridge Contest

- College and university students: You can make a real nationwide impact on a vital issue and win a \$10,000 grant for your college or university. The AAA-ICDR Foundation and [#CampusBridge](#) at [The Ohio State University Moritz College of Law](#) Divided Community Project (DCP) have announced a Student Video Contest.
- To enter the contest, produce and submit a compelling original short video addressing reactions to Middle East violence, aiming to foster campus safety, counter divisiveness, and promote anti-hate norms. Up to 10 winning groups of student creators will earn national recognition for positively impacting student life, and a \$10,000 grant will be awarded to the winners' colleges or universities. Each video will be showcased on the AAA-ICDR Foundation and [#CampusBridge](#) websites. This unique opportunity invites students to unleash their creativity, make a difference, and contribute to a culture of respect and inclusion.
- Apply now and be part of this important initiative: <https://bit.ly/3T4YGO7>