

A Word from our Director

If you've ever participated in an Intergroup Dialogue Project (IDP) offering, you probably know that we are "not in the business" of making people feel comfortable. In IDP we push ourselves and each other beyond our comfort zones to explore who we are, who the "other" is, and how to overcome challenges that hinder our capacity to meaningfully connect with one another. Although this work is often challenging, its impact is profound, and, in many cases, life-changing.

As a team of dedicated educators, we strive to practice what we teach (and learn!) in all areas of our work. We strongly believe that in order to continue developing new, courageous and relevant, educational processes, we must always be at our learning edge. This means we are constantly evaluating our successes and challenges, and experimenting with new approaches to exploring our humanity.



Our EDUC 4826 mid-semester retreat last month

In the last year, we have pushed ourselves even further to experiment with pedagogical interventions that aim to address current social challenges in innovative ways. We strongly believe in the power of intergroup dialogue in transforming individuals and communities. However, we think there is more than one way to learn and implement intergroup dialogue. If we take our goals seriously, it is our responsibility to envision new possibilities and to experiment with a variety of models.

Through our thorough and ongoing assessment efforts, we have identified key aspects of our work that empower groups and individuals to become more courageous, empathetic, and thoughtful communicators and agents of change. Our findings led us to develop scaffolded, pedagogical processes (for students, faculty, and staff) centered around four interconnected, yet distinct areas of development: (1) human connection, (2) intergroup communication, (3) personal and social identity, and (4) strategic change.

In addition to focusing on these areas, our pedagogical innovations include the following revised or new educational opportunities that are tailored to the needs of different

constituencies on campus:

- A three-stage process for students who work with us outside the traditional course structure
- A year-long pilot course for academic advisors
- Professional support opportunities for faculty and lecturers to learn how to use intergroup dialogue frameworks and practices in the classroom
- Collaborations with the SC Johnson Graduate School of Management and Cornell Law School to offer unique programs for professional students
- A revised course for undergraduate students, to address issues related to multiple personal and social identities, social disconnection and loneliness, and the need to train engaged and empathetic leaders

Our deepest thanks and appreciation goes to our facilitators who do the most challenging and inspiring work both in and out of the classroom every day. They help us create collaborative, dynamic and sustained educational processes and always push us to grow, learn, and change.

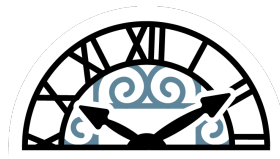
Adi Grabiner-Keinan, PhD

Executive Director for Undergraduate Diversity Education

Director, Intergroup Dialogue Project



Some of our wonderful EDUC 2610 facilitators



CORNELL
Giving Day

3.12.20

Thanks to all of you who chose to support IDP for Giving Day last year. The funds raised, as well as other generous gifts from alumni, enabled us to expand our existing offerings for students, alumni, faculty and staff, as well as continue to develop custom offerings for various groups and departments. Your support allows us to bring dialogue into more spaces and to have a greater influence on campus climate.

What does IDP mean to our facilitators?



New Developments

IDP continues to play an increasingly important role in fostering an inclusive campus environment that supports a diverse community of students, alumni, faculty, and staff. Our expansion continues as we work to meet the needs of the Cornell community and to promote the university's vision for campus experience. There is a growing demand for learning and practicing communication across difference both inside and outside the classroom and intergroup dialogue continues to show its effectiveness in this regard.

Read on for more about ongoing and upcoming developments!



Fall 2019 Orientation Facilitators

Assessment Updates

In the last two years, we have been working to institutionalize and formalize our assessment processes. By assessing each of our offerings we are able to capture a range of perspectives, thereby allowing us to better understand the needs of Cornell's students, faculty, and staff, the impact of our work, the particular programs we should develop, as well as ways to improve our programming.

Our approach to measuring impact varies depending on the programming being assessed; the depth of learning that can be expected in one 3-hour-long workshop is different from what participants might learn in a course that takes place across 13 weeks. We apply both qualitative and quantitative research methods in an effort to produce a thorough analysis of our work.

The stakes of this work are high; IDP is supporting those who strive to create a more inclusive campus and a world with more equity, dignity, and respect. Assessing IDP's impact is one manifestation of our commitment to providing high-quality programs that help individuals cultivate skills, knowledge, and relationships necessary for communicating, collaborating, and connecting across difference.

[Read more on our website!](#)

Dialogue & Dine - Collaboration with North Campus Faculty in Residence

After the implementation of dialogue sessions in first-year orientation, we identified collaboration between Faculty in Residence (FIR) and IDP as a promising avenue for expanding the impact of dialogue in residential communities. We sought to strengthen the relationships between faculty and students, and continue our scaffolded work with first-year students. Based on a series of pilot programs in 2018-19, we expanded Dialogue & Dine into a North Campus-wide initiative in Fall 2019. First-year students who took part in the program attended small-group dinners in FIR apartments and participated in dialogues led by IDP facilitators, focusing on topics such as the American Dream, Affirmative Action, and gender neutrality while practicing dialogue tools introduced at orientation. The success of this collaboration between facilitators and faculty have led us to examine new opportunities for working with faculty in different settings. We are thankful for Dr. Catherine Appert, Associate Professor of Ethnomusicology in the Department of Music and Faculty in Residence on North Campus, for co-leading this program.

Introducing IDP Fellows!

We're excited to announce the newest addition to the IDP family: IDP fellows! Our fellows are graduate students, post-doctoral fellows, faculty, and staff who have completed IDP training. IDP fellows collaborate with IDP on various programs and initiatives within IDP, as well as within their own units. We are grateful to have a variety of partners across campus who work to create educational opportunities that are rooted in core intergroup dialogue processes, that move us closer to our vision of equity, dignity, and respect for all Cornellians.

[Check out our Fellows!](#)



Underway: Year-Long Inaugural Course for Academic Advisors

This academic year, in collaboration with the Office of the Vice Provost for Undergraduate Education (OVPU), we are leading an inaugural course for academic advisors from all colleges. Through an interactive group process, this course provides participants with sustained opportunities to explore how social identities inform advising and mentoring processes; practice tools for leading and communicating across difference; strengthen their capacity to develop effective collaborations within and across campus units; and build a professional network of academic advisors interested in enacting systemic change past the completion of this course. The course is led by Executive Director for Undergraduate Diversity Education and IDP Director, Adi Grabiner-Keinan and OADI Assistant Director, Steph Cowling.



Coming Soon: Teaching and Learning with Dialogue - An Opportunity for Faculty

Later this month, faculty and lecturers will be invited to apply for the Fall 2020 inaugural Teaching and Learning with Dialogue (TLD) program - a semester-long opportunity for professional support rooted in core intergroup dialogue practices and tailored to the unique needs of each participant. Driven by the need for more engaging and effective communication among undergraduate students and between students and their instructors/mentors, the goals of the program are to (1) develop skills for dialogue and

effective communication (2) explore methods of dialogic teaching and learning (3) enhance understanding of social identities and student diversity (4) integrate dialogue into teaching and advising practices (5) integrate dialogue into teaching and advising practices (6) leverage dialogue to create meaningful connections with course content and students.

This is an advanced program for faculty interested in deepening skills for communicating across difference and developing more equitable and effective educational strategies. Keep an eye out for our call for applications!

We have a podcast!

"'I' Statements," where complexity, vulnerability, and curiosity collide. In each episode people with different identities come together to share their own beliefs, experiences, and perspectives, demonstrating the power and possibility inherent in communicating across difference.



[Read more in the Cornell Chronicle](#)

[Listen!](#) (New episodes are released the first Monday of each month)

A New(ish) Face!



Jumoke (Jum) Warritay, Diversity Education Specialist

We are excited to share that after many years of collaboration, Dr. Jumoke (Jum) Warritay officially joined our team in January 2020 as the Diversity Education Specialist! In this role, Jum is responsible for developing new multi-phase educational opportunities for undergraduate students to engage in meaningful educational processes rooted in intergroup dialogue frameworks, and providing support for staff and faculty who are working to create inclusive academic opportunities for undergraduate students on campus. As part of our leadership team, Jum will play an integral role in

manifesting and implementing a vision of an inclusive educational environment at Cornell.

Many of you already know Jum from her previous role as the Associate Director of the Cornell Interactive Theatre Ensemble (CITE), where she designed and delivered diversity programs for staff and faculty using a combination of theatrical material, facilitated discussion, and academic research presentations.

Jum completed her doctoral studies in the Department of Development Sociology at Cornell University. Her dissertation critically examined African print textiles and fashion markets as a lens into social identity, political economy, and capitalist development in West Africa. Before graduate school, Jum worked in education research at the Spencer Foundation in Chicago. She is a graduate of Northwestern University with a dual bachelor's degree in Education and Social Policy, and International Studies.

Please join us in welcoming Jum to IDP!

