Looking Within The Rainbow: An Action Research Project on The Rainbow Educators

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Looking Within the Rainbow: Action Research on the Rainbow Educators

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Abstract

The purpose of my research was to explore the importance of learning about oneself in order to teach others effectively. My overarching question was, how can I cultivate identity development and better equip Rainbow Educators (RE) as facilitators? A secondary question was: how can I create space for identity development and storytelling when people are in different developmental stages and have different experiences to help deepen the learning? Using Coghlan’s Spirals of Action Research as a guiding framework, I conducted one pre-cycle, a needs assessment, as well as three cycles of data collection. As a result of this study, I influenced the RE team’s growth and development through the themes of practice, praxis, trust, and community.
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Looking Within the Rainbow: Action Research on the Rainbow Educators

Introduction

As a Graduate Student at the Black Student Resource Commons at the University of San Diego (USD), I hold a multiplicity of identities. Navigating a predominantly white institution every day, I have found that it is difficult to understand who I am and even talk about it with others. In Spring of 2019, I joined The Rainbow Educators at USD. The Rainbow Educators (RE), are a group of students, faculty, staff, administrators, and alumni who develop original presentations and workshops to build awareness, educate, and engage the USD community around identities such as sexual orientation, gender, race, ethnicity, and class, while promoting the inclusion and visibility of the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) communities.

During my first team meeting with RE in April of 2019, leadership coaches were brought in to help us engage in a race talk. During this time that we had together, I noticed my team members were very uncomfortable and weary about talking about their experiences with race. It was then that I realized that we were engaging in true and meaningful dialogue. Afterwards, I remember coming across a really interesting reading that defined dialogue in a very intriguing way. Huang-Nissen (1999), Dialogue groups: A practical guide to facilitate diversity conversation, discusses how dialogue is vastly different from other ways of communicating and is a tool that is utilized to help create positive relationships through the use of our entire being. This made me ponder on how it is hard to bring our entire selves to difficult conversations and share that with everyone. The moment stuck with me and left me very curious, especially with the RE team.
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Through my position as the Graduate Assistant for the Black Student Resource Commons at the University of San Diego, I had the opportunity to explore, work, and collaborate with all identity specific spaces on campus due to them all being in one collective space. One community that really ignited my passion and that I wanted to explore further was the LGBTQIA+ community due to my new, at the time, Queer identity. Specifically, in this paper, I begin with the purpose of my study. Next, I summarize literature to provide the background for my action research project. Then, I discuss the context of my study and my use of Brannick & Coghlan’s Spirals of Cycles of Action Research. I follow this with an explanation of my Pre-cycle needs assessment, as well as three cycles of data collection that have my findings embedded throughout, followed by a Post-cycle. Finally, I conclude with a discussion of some limitations, some recommendations, and a final reflection. Reader, I hope you enjoy looking within the rainbow with me.

Purpose of the Study

The purpose of my research was to explore the importance of learning about oneself in order to teach others effectively. My overarching question was, how can I cultivate identity development and better equip Rainbow Educators (RE) as facilitators? A secondary question was: how can I create space for identity development and storytelling when people are in different developmental stages and have different experiences to help deepen the learning? My goal was to work closely with the Director of Rainbow Educators, Stacey Williams, to aid in the redevelopment of the RE presentation and development curriculum as well as lead sessions during monthly RE staff meetings. Through all of this work, I wanted to ensure that the RE team would have the opportunity to develop and grow as facilitators while also having a chance to explore their personal identity development.
Hufnagel (2015) explains the teaching method of case-in-point is used as an experiential learning format. This method uses a group’s own interactions to help learn concepts in order for all participants to understand the trials and tribulations of leading in a classroom. The instructor takes on a role by making observations and asking questions rather than lecturing. Hufnagel (2015, p.56-59) breaks down the format into 6 anchors that serve as concepts to help guide students and facilitators into understanding how it all works:

1. Frustration and discomfort are a part of the process
2. To engage in meaningful leadership development, we must learn to navigate disappointment
3. Exposing misconceptions about authority fuels learning
4. Facilitators must separate who they are from the role they are playing
5. Case-in-point helps a group discover its resilience
6. Growing capacity is the point of the methodology and the disequilibrium

Hufnagel’s points are relevant and salient in understanding how things go in the classroom. These tenets are also proven to be true in the workshops that the Rainbow Educators facilitate to the different audiences in the campus community. While I do not agree with all of the tenets that Hufnagel (2015) presents, specifically, “facilitators must separate who they are from the role they are playing”, these tenets will be utilized as inspiration, specifically as domains and guidelines, to help RE team members through their facilitations with a specific aim for them to pay attention to what they are personally feeling and experiencing.

With the RE team meeting experience in Spring of 2019, along with various programs that integrate dialogue, I took some time and dug a little deeper into the meaning of dialogue and
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came across the concept of intergroup dialogue. From literature, I found that with intergroup dialogue we are able to build community and foster connections within ourselves and with others. It provides an opportunity to look at identity-based conflict and discuss social conflict in a safe setting while also understanding that such conflict is often viewed as negative because it requires majority workers to adjust their patterns of interaction with minority counterparts (Dessel, Rogge & Garlington 2006; Madsen & Mabokela, 2002).

Sherestha’s (2014) dissertation examines the challenges with identity-based conflict through the use of intergroup dialogue. Shrestha conducted a dialogue with 11 students from Portland State University centered around the participants’ struggle with self and their social identities. The participants were representative of a diverse background nationality, geographically, and educationally. Shrestha (2014, p.13) used the four stages in Senge’s framework for dialogue as a part of her methodology:

1. Instability of the container
2. Instability in the container
3. Inquiry in the container and
4. Creativity in the container

Shrestha connects intergroup dialogue to higher education and how it creates the understanding of cross-cultural differences while allowing learning to occur.

The work of other scholars (Frantell, Miles, Muller, & Robinson, 2018; Engberg, 2004) echoes all literature that I found when the that intergroup dialogue aims to develop (a) relationships across groups, (b) a critical awareness of social issues (including of privilege and oppression) and, (c) capacities to work toward social justice. Frantell et al., (2018) go further and express that intergroup dialogue involves efforts to understand structural forces that perpetuate
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inequality, while emphasizing self-disclosure, reflective practice, active listening, and asking difficult questions. The goal is not to persuade others that one’s own perspective is right but instead to develop an understanding of the other from their perspective. I liked that they brought a focus on the importance of perspective because that's when the dismantling of biases occurs and the bringing in of one’s own stories and experiences from one another happens.

With RE being a program that deals with identity specific programming, it was important to look at what identities are included and portrayed by folks that are participating. This led me to search for literature on diversity in intergroup dialogue. Steiner & Beukema (2000) assert that the great challenge for group therapists facilitating these new kinds of groups is the need to know ourselves not only personally and individually, but also as members of societal-level communities, in relation to other groups and their members. Gurin & Nagda (2006) explored diversity initiatives and cross-racial learning with diverse groups in higher education by dissecting the common approaches of intergroup harmony and intragroup solidarity. Their aim was to shift gears to the importance of utilizing intergroup dialogue as a more integrative and innovative approach to learning. They explain the social psychological process of creating intergroup harmony through decategorization and recategorization. With the use of intergroup dialogue, they are seeking to develop intergroup understanding amongst individuals.

Context

The organizational setting for my research was working directly with the Director of the Rainbow Educators Team, Stacey Williams at the University of San Diego. The RE team was introduced to USD in 1999 as a signature diversity and education program that was established to diminish the “hostile” campus climate for LGBTQ+ faculty, staff and students at USD (Getz & Kirkley, 2007). I, myself, was new to the Rainbow Educators team. I had taken part in the
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Safe Space Allies training provided by the organization in the Fall of 2018 and that was my first introduction and interaction with RE. Soon after, I applied and became a Rainbow Educator in the Spring of 2019. Through this opportunity as a Rainbow Educator, I administered facilitations to teach fellow peers and campus partners about power, privilege, identity development, and how to support the LGBTQ+ community as allies at USD.

My critical friends and validations group were members of my Student Affairs/ SOLES Collaborative (SASC) cohort, Andrea Aduna and Andrea Garcia, who gave honest and constructive feedback and also held space and time together to write this paper virtually during the COVID-19 quarantine. Other members included, Ashley Barton, my supervisor and the current director of the Black Student Resource Commons, Stacey Williams, the Director of the Rainbow Educators, and Annie Guanciale, an alumna of the USD Higher Education Leadership Program who had previously participated in RE and currently serves as the Director of the Pride Center at San Diego State University.

My main role in the organization initially was to serve as a facilitator. Through this Action Research Project, I collaborated with Stacey Williams by aiding in the revamping of the curriculum that is taught to participants. I helped develop the Fall 2019 training for the RE team, created a competency framework to assess and measure the development of each team member, created domains for facilitation skills, and facilitated each of our monthly Brown Lunch Bag team meetings that specifically focused on cultivating the facilitation skills and development of our team members.

This Action Research project was of high importance to me because as a person who holds a few minoritized identities, I felt that it was pertinent that those that are facilitating these difficult conversations know what they are talking about and have the opportunity to highlight their own
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experiences while teaching others. I wanted this program to be more than just people who are interested in being allies and reading off of a script. There was a strong need for the personal development of each RE team member and it was important for me to see where each person was in their journey and to meet them where they were at and help them cultivate their development.

There were some challenges that I faced in the beginning of this Action Research Project with the Rainbow Educators. First, I worried about being taken seriously as someone who was new to the organization. At the time, I had only met with the team once and thought, “who am I to come in and be the one to say that things need to change?” Another challenge that I faced was how to gain the trust and respect of my peers as someone who was a Graduate Student. I also thought about how hard it would be to push the RE team to dig deeper and go further within themselves. Although these were perceived challenges, it was important to me to kickstart the growth and self-learning of these individuals and get this program moving in the right direction. And it was one of the most fun and amazing experiences that I have ever encountered and endured.

Methodology

For my methodology, I used David Coghlan and Teresa Brannick’s Spirals of Action Research. I utilized this specific methodology due to my first initial step of diagnosing and constructing the need for RE team members to be better equipped as facilitators and work on identity development before I chose this organization as my topic for my Action Research. This specific approach helped me understand how to identify a specific issue, make an action plan, perform that action, and evaluate that specific action which would help inform what next issue to tackle. I liked this method because it allowed me to make this project a collaborative venture with not only the Director of the Rainbow Educator but also all of the members of the RE team
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as relevant stakeholders in the process of diagnosing. With that collaborative piece, we were able to understand how the processes in which we performed led to alternative meanings, to collect evidence, and to create the rationale for the new shared meanings (Brannick & Coghlan, 2014).

The participants of this study were the 25 members of the Rainbow Educators team from the academic year of 2019-2020 during the months of September-January. These folks were all affiliates of the University of San Diego as Administrators, Staff, Graduate Students, Undergraduate Students, and other Campus Partners who shared my interest in identity work and social justice.

This research took place at the University of San Diego for the Fall 2019 Training, the monthly Brown Lunch Bag Team Meetings, and the 2:1 Check-In Meetings. For my data collection in this study, I utilized assessment through my creation of a competency framework (Head, Heart, Hands), conducted interviews through 2:1 check in sessions, and utilized written feedback cards and a post-survey in effort to measure the effect of the curriculum and facilitations that I had conducted throughout the duration of this process.

**Cycle Descriptions & Findings**

In this section, I provide the details of each cycle and summarize the findings using Brannick & Coghlan’s Spirals of Action Research. Because I was interested in equipping the RE team members as better facilitators and creating space for identity development, I focused on the specific needs of all the participants, which became the starting point for each cycle. It is important to note that while these cycles seem to occur in distinct categories, often they overlap and inform one another. As a result of this study, I influenced the RE team’s growth and development through the themes of practice, praxis, trust, and community.

**Pre-cycle: Needs Assessment**
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Shortly after I received my acceptance as a RE team member in Spring of 2019, I attended my first ever team meeting with the Rainbow Educators team (RE). We had engaged in a Restorative Justice Dialogue with leadership coaches around race. This started off very interesting because I was the only Black identifying individual in the room. I remember when they opened up the floor for dialogue, one of our team members, who identified as a White Male, disclosed his discomfort around the topic of race. In his monologue, he described his upbringing and how his Mother taught him not to see color but to hold all individuals at equal value because they are human first and foremost. I remember how the room fell silent and erupted with a very unsettling energy. A few voices from Women of Color shared and named their discomfort with the things that he had disclosed. This made me question how this man could feel this way and be a part of a group that is supposed to be creating and promoting safe spaces to many members of the USD community especially students. As I reflect back on that day, I also understand that we are not perfect and our experiences are valid and we should be able to share our story with others. That is when I questioned how we can equip the RE as facilitators and build their confidence while creating space for them to share their stories when they are giving their workshops. I found that there was a major need to help RE start with themselves and do some much-needed identity work.

I had the wonderful opportunity of working with the Director of the Rainbow Educator’s, Stacey Williams. After our first team meeting, I approached Stacey to reflect and debrief on my experience and how those that identified as White had some developing to do. We had both agreed that the team needed some work with their own personal identity development especially since the purpose of this program was to administer conversations around difficult topics. We questioned and wondered how we could see where people are in their personal development
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while also making sure they are comfortable and equipped to hold the space for these important
topics. She informed me that she was in the works of redeveloping the curriculum and expressed
that she would love to have some extra help and assured me that it would be a good professional
development opportunity.

Cycle One: Where Do We Begin?

Diagnosing: After the RE team meeting, and my debrief conversation with Stacey, we
were left with the question of how we can equip the RE as better facilitators and build their
confidence while creating space for them to share their stories when they are giving their
workshops. This is where I knew my first cycle of Action Research began.

Planning action: Through constant conversations, we decided to develop a plan of action
that would be implemented and utilized during our RE Fall 2019 training. For the longest time, I
pondered on how to equip and ensure that all team members were well rounded individuals and
that is where the Head, Heart, Hands framework was born. We were able to develop
competencies and also use it in the form of an assessment that would help us understand where
our RE Team Members felt they were in their role as a facilitator, their personal strengths, and
areas for growth during the academic year. The survey broke down the competencies into three
parts and the team members were able to evaluate themselves on their level of agreement using a
Likert scale ranging from 1-5, with 1 the highest level of disagreement and 5 being the highest
level of agreement. We wanted to find out what our team members already knew and their
experiences in regards to the topics that they would be facilitating workshops on. We also
wanted to find out if they understood their own personal values, beliefs, identities and
positionality with the type of work that they would be doing as a RE team member and how they
integrated themselves into the their roles as facilitators. This framework was inspired by Huang-
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Nissen (1999) and their framework called TING, which is a Chinese word for listening which encompasses the use of listening with your ears, mind, eyes, and heart. From there we expanded. The framework had a definition for the specific areas we would measure followed with a few statements for the team members to evaluate themselves on. See Appendix A for the RE Pre-Assessment. Below are the definitions for each Competency of the Framework:

- **Head**: Pre-existing knowledge and awareness of issues around identities and topics we seek to educate the campus community around awareness of others.
- **Heart**: Understanding of your personal values, beliefs, identities and including an awareness of your positionality within the work. Along with this is an understanding of where and how you want to develop and grow further.
- **Hands**: Application of self-awareness, awareness of others, and tying it into your facilitation skills.

Now that we had a foundation and a tool to measure where our team members were at, we were wondered how we could also equip them with tools to help them when facilitating. Stacey and I reflected on the different issues that we usually faced during our RE workshop facilitations with Hufanagel’s (2015) 6 tenets of facilitation. We came up with 7 Domains of Facilitation which are as follows:

- Establishing the Container
- Use Reflexive Voice
- Have Clarity of the content
- Use Inquiry and Reflection
- Navigate Triggers
- Learn how to pace and be flexible
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- Know how to read a room

We expanded and provided specific explanations of how to practice each domain and this became a key tool for our Team members during the 2019-2020 academic year. See Appendix B for the 7 Domains of Facilitation.

**Taking action.** With these new resources in hand, it was time to put them to use. Each year, during the Fall Semester, the RE team goes through training to get acquainted with the new presentation content. The training provides an opportunity for the new and former team members to build community with one another. Most participants return the next year. During this time, I served on the training committee and we decided that we would introduce the new core competencies that were developed to aid in the growth of team members through the use of the assessment. We also introduced the new curriculum and presentations that had been created for the next academic year. It was very important for us to focus on holding space and educating ourselves as well as other individuals on the experiences and identity of those that identify as Transgender and Intersex. Thus we invited one of our former team members, Marni LeFleur, to give a presentation. After that we gave the team members an opportunity to get acclimated with some of the new content so we ran through a mock presentation around Power and Privilege. See Appendix C for the RE Fall 2019 Training Agenda.

**Evaluation.** After the trainings, I had the team complete feedback cards. I used the Pre-Assessment Survey to see where everyone was at in their journey with the Head, Heart, Hands Framework. They evaluated themselves on a likert scale from 1-5, 1=Strongly Disagree, 2=Disagree, 3= No Opinion, 4=Agree, 5= Strongly Agree. With 14 of the 25 team members filling out the survey, I wanted to reflect on trends, specifically, where they ranked lower as a group and higher as a group. Table 1 reflects the statements where participants ranked themselves at a 1
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(strong disagree) or 2 (disagree). Table 2 reflects the statements where participants ranked themselves at a 4 (agree) or 5 (strongly agree).

Table 1

*Participants Who Ranked Themselves as 1 (Strong Disagree) or 2 (Disagree)*

<table>
<thead>
<tr>
<th>Statement</th>
<th># of people out of 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the capacity to craft questions that open up learning, reflection and dialogue</td>
<td>10</td>
</tr>
<tr>
<td>I feel confident in delivering and facilitating RE presentations</td>
<td>12</td>
</tr>
<tr>
<td>I am willing to use intentional storytelling and myself to serve other’s learning while maintaining appropriate boundaries</td>
<td>12</td>
</tr>
<tr>
<td>I am knowledgeable about historic and present social justice issues relating to race, gender, sexuality, and class (e.g. can make a case for the existence of oppression citing examples at the cultural, institutional, and interpersonal levels)</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 2

*Participants Who Ranked Themselves as 4 (Agree) or 5 (Strongly Agree)*

<table>
<thead>
<tr>
<th>Statements Where Participants Ranked Higher:</th>
<th># of people out of 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being aware of the importance, validity, and impact of using language that is inclusive to all individuals</td>
<td>14</td>
</tr>
<tr>
<td>I am aware of my own identities, beliefs, and values</td>
<td>10</td>
</tr>
<tr>
<td>Understand the importance of students and peers to continue and support learning</td>
<td>14</td>
</tr>
<tr>
<td>I am aware of the importance, validity, and impact of using language that is inclusive of all individuals</td>
<td>14</td>
</tr>
</tbody>
</table>

These findings made me reflect on how folks seem to lack some confidence around their abilities to facilitate and recognize the dynamics of the specific audiences that they were encountering.
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This made me realize that people needed to work on “getting into the work.” They needed time to practice and that led me to my second cycle, the RE Brown Lunch Bag Team Meeting.

Cycle Two: Practice – ‘Get Self In It’

Diagnosing. After a super successful training, I was really excited to get to work and in the swing of things for the next cycle. I took some time to ponder over the results and trends from the previous cycle. I found that out of the statements where participants ranked lower, two were important to tackle first: “I have the capacity to craft questions that open up learning, reflection and dialogue” and “I feel confident in delivering and facilitating RE Presentations.” These statements addressed two components that are a huge part of the RE framework so I wanted to make sure that I was starting there in cultivating the development of the team.

Planning Action. Shortly after our training, I got a chance to connect with one of the Community Directors at USD that was new to campus and new to the RE team role. We got lunch and took some time to discuss my research and plans. In the midst of chatting, we talked about their efforts and experience with program planning and workshopping that was pretty similar to the RE program at their previous institution. My conversation with this person helped me understand that the way that they helped with praxis in facilitation was to conduct facilitations on the fly. They would pick a random topic and someone had to do a mini facilitation about that particular topic, in front of an audience for about 5 minutes, based on knowledge that they already had. I found this to be a very interesting exercise and thought about how this strategy could be used to help our team. I took the idea back to Stacey and we got to the drawing board of how to take action.

Taking action. We planned on furthering the development for the Brown Lunch Bag Meeting that would be taking place on October 23, 2019. These meetings served as an
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opportunity for the RE team to come together and be in community while discussing updates, and possibly workshopping about current topics going on in Higher Education and with underrepresented populations on campus. Stacey allowed me to co-facilitate all of the Brown Lunch Bag Meetings for the Fall Semester. In order to help with building confidence in the delivery and facilitation of RE presentations, we decided to merge the facilitation on the fly activity with the concept of a fishbowl discussion. We wanted to ensure that we were finding ways to deepen the learning around the use of questions. We assigned them to read *Asking Good Questions* by Janice Lee which covered the different types of questions and how to ask them. See Appendix D for the Asking Good Questions Article. We designed the fishbowl activity with the expectation that at least 14 people would participate as follows:

1. Pick 6 Participants, 2 volunteers to facilitate and 4 to sit inside the fishbowl.
2. The 2 facilitators will pick a topic out of the fishbowl and have 2 minutes to brainstorm
3. The 2 facilitators will then lead a facilitation about the topic that they picked
4. The 4 participants will find ways to ask questions in order to take the conversation deeper (Try to utilize the reading to note what questions to ask)
5. For folks standing on the outside observing, you are allowed to tap in if you have a question, but your main task is to observe what is happening inside of the fishbowl
6. Debrief after each round (Approximately 2 rounds will be conducted)

The following are the topics that were up for discussion in the fishbowl:

1. Unpacking why reverse racism isn’t real/a thing
2. Explaining the construct of a gender binary
3. Addressing confusion around ace and aro identities
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4. Connecting the pee in peace initiative to trans inclusion

We chose these topics specifically due to them being subtopics that are embedded in our presentations that aren't always necessarily understood. I was very excited to see how this would take place and how the team would react to this particular activity. For a full look at the agenda and the order of events for the Brown Lunch Bag Meeting, see Appendix E.

**Evaluation.** The Brown Lunch Bag Meeting was very successful. The RE team was engaged and really excited to participate in the activities I had developed for them. Some of the themes and comments that that emerged were feelings of reassurance and confidence in the work that they were doing, understanding how to deepen the learning with their participants through asking questions, and leaning into discomfort and being okay with not knowing all the answers while using that in order to create space for narratives to occur. Every member of the RE team indicated that they really liked the fishbowl discussion format. One participant shared, “*It was super helpful to think of the different aspects of facilitation and break it down into smaller pieces to either see as being competent in or a growth area to work on.*” After this cycle I was happy to see the growth and development already starting to happen, but I was curious about the specific needs of the team members. I was able to see where they were, equip them with some tools around facilitation, get them in the practice but now it was time for them to see where they are in the work.

**Cycle Three: Praxis – ‘Reflection of Self’**

**Diagnosing.** After the success of the Brown Lunch Bag Meeting, I found myself still wondering about how to assess the individual needs of the team members. I knew that I wanted to take some time to push team members to reflect on their experiences thus far and see if the new framework and materials were helping them in their facilitation workshops. I met up with
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Stacey a few times to discuss and reflect on our process and what would be the course of action for development in the month of November, which is when we decided that it would be best to do some 2:1 meetings with the team members.

**Planning Action.** In late October, I sent out email correspondence for the RE team members to sign up for a 2:1 interview time with Stacey and I. These sessions would be about 30 minutes long. We planned to do a general check-in with scaffolding of 1-2 questions to assess their personal development with the framework and then open it up for suggestions.

**Taking Action.** I struggled with coming up with questions because I did not know how it would translate into our assessment framework. I knew that I personally could not fulfill all the individual needs of the RE team members and their development which is why I asked Stacey to be a part of these meetings. We came up with six questions to ask. See Appendix F for RE 2:1 Check-In Questions. The questions were intentional but hard to cover within a 30-minute window timeframe thus while I aimed to ask a few of the questions, number 4 and 5 were the most important. During this time, Stacey and I also worked on revamping the content from previous years to focus on and include information that was relevant and new in these topics. Of the 25 RE team members, I was able to meet with 12 team members and I enjoyed being able to engage with them on personal level to understand their experience with the work that they were doing.

**Evaluation.** These meetings were a wonderful way to engage and network with the members of the RE Team and community. A lot of the participants indicated that they still felt “a sense of uncomfortability and uncertainty in navigating the workshop and facilitation space.” Some other common themes participants shared was the need for more development in the heart of competency, wanting to build community, and insecurity in the workshop spaces because of
the lack of participation and engagement with their audience. I found myself pondering on all of these experiences and having to remind members individually that everything that they need to know is already within them and that it was pertinent to use their own experience and understanding of things to help deepen the learning as well. Thus, we went back to the drawing board to decide our area of development would be for the month of December.

**Cycle Four: Trust – ‘Everything You Need Is Already Within You’**

**Diagnosing.** After a month of 2:1’s we knew that we wanted to continue to enhance self-confidence and work on the aspect of trust when it comes to facilitating RE workshops. I found myself having to hold space and affirm for my fellow team members that everything that they needed was already within them, but I wondered how we could help them understand that for themselves. With this in mind, we began to plan for the Brown Lunch Bag Meeting for December 11, 2019.

**Planning action.** During this particular time in the semester, I was taking a foundation to leadership coaching course and participating in a lot of retreats and summits. Two things that I learned about and practiced during this time were charism and the value of storytelling. According to my instructor for the course, Dr. Zachary Gabriel Green, charism is defined as our unique gift to the world. This was a concept that broadened my understanding of who I am and my unique purpose and gift to the world. It was something that was so profound that I decided to adopt it and share this question with everyone that I could. I realized it would be essential to include for RE team members to explore. There was also a lot of storytelling that I was participating in at the time with various MyStory facilitations. MyStory is a night of storytelling and empathy that features members of the USD community. Audience members are encouraged to “shut up and listen.” My Story, now a nationwide social venture, was founded at USD as a
LOOKING WITHIN THE RAINBOW

student program by Charlotte Vitak ('17) during her Sophomore year in 2014. As Charlotte explored ways to build a more inclusive community, she decided to bring together students from across campus to share the critical moments and experiences that led them to become who they are today. I felt that it was necessary for the team to take some time and do some work around storytelling to be able to see themselves in the work that they were doing.

Taking action. We got right into it. Only about 10-13 folks came to the meeting so it was an intimate gathering. For a full look at the agenda and the order of events for the Brown Lunch Bag Meeting, see Appendix G.

We asked a question about Charism in regards to their work with RE and wanted them to be able to celebrate their growth and achievement given the time and effort they were putting in. Instead of asking them what their unique gift to the world was, we decided to ask them about their unique gift to the team. They took some time to reflect, to do a pair share, and then proceeded to do a large group share out. I remember it being a very difficult task for some, but overall folks were able to express positive gifts that they brought to the team. They all varied, which was the beauty of our dynamic team.

The next thing that we went into was the MyStory framing. Our intention was to spend some time with the Heart Competency since this was one of the statements that ranked lower for most of our participants during the first cycle. We used the following three activities from the MyStory framework:

1. Free Write/6 Word Story: First, a free write/doodle to prepare. Break into small groups, craft a 6-word story that encompasses your journey with who you are (alternatively, attempt to summarize who you are in 6 words), share in small groups.
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2. Wishes: What do you wish people knew about who you are? Consider all aspects of identities that you encompass. Who/what major events influenced your upbringing, begin crafting a story (15 minutes) +sharing?

3. Closing/Share out: How did the exercises make you feel? Were there any parts of the exercises that were challenging? Easy? What did you learn from other people’s stories?

This was also done to give the RE Team members the opportunity to get to know one another and build community. After the storytelling portion, we decided to revisit the fishbowl activity because it was so popular and impactful. It was done in the exact same way but with the intention of practicing being comfortable with facilitation, speaking to issues as they come up, and being able to assess and look for ways to ask deeper questions to deepen the discussion through the use of storytelling and sharing their own personal experiences. As they were participating or observing outside the fishbowl, we advised them to look for opportunities to share reflexively (e.g. use yourself/your story in service of learning). We saw the importance of scaffolding to help with the buildup of their skills and wanted to assess if the activity was beneficial to them. We also switched up the topics in the fishbowl to hit on different topics of awareness that were up and coming. Those topics included the following:

1. Unpacking why reverse racism isn’t real/a thing

2. Explaining how implicit bias is different from bigotry

3. Pointing out the way the conversation in the room perpetuated the black/white binary and the harm that that can cause

4. Defining AAPI and introducing the implications of umbrella identities such as this
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5. Addressing something someone said that neglected the existence of bi and multiracial people

Unfortunately, we reached our time boundary earlier than intended but the group was deeply engaged around the conversation that was taking place about the topic of unpacking reverse racism. I was unable to get any written feedback because folks had to leave due to other commitments but one person shared right after we finished up, “I really enjoyed being able to share my story with my partner. I felt seen and heard and will integrate this into my practice.”

Evaluation. During this time, I observed the RE team was able to dig a little deeper within themselves. They received validation about their lived experiences and were able to integrate themselves into the work that they were doing. I loved this cycle because we got to focus on our personal strengths and identities, as well as come together as one unit. I felt that this meeting could have occurred at a different time to encourage more participation from other team members and to have time to debrief and process what took place. At this point, I was curious to see where each of the members were and how much they had grown through our process together from September to December 2019. I also wanted to find ways for us to be and feel like we were in a community of our own, rather than people who come together every once and awhile.

Post Cycle: Community – ‘The Era of the Rona’

After a long Winter Break I was ready to reconvene with the team and administer an assessment during our first Brown Lunch Bag Meeting to explore the development of folks and the impact of the work we had all done together. To help with people's need for community engagement, the RE team went on a social outing to a play at the Diversionary Theatre in University Heights called A Fair Kind of Weather. This play centered the voice of a Trans individual who was trying
LOOKING WITHIN THE RAINBOW
to mend a relationship with their father, who had an issue with their identity as a Trans
individual. This outing was casual and provided us with a chance to get off of the USD campus.
While I was planning our next Brown Lunch Bag Meeting for March, the world took a turn when
the COVID-19 pandemic emerged and forced us to quarantine at home. Stacey indicated that we
would halt all RE operations and jump into the recommitment process for the next academic
year. Nevertheless, I wanted to find a way to assess how participants felt about their
development in an engaging and non-abrasive way due to the impact of the crisis that we were
all experiencing. I developed a few questions for the RE re-commitment form for distribution via
google forms. See Appendix H for RE re-commitment form 2020-2021. Below are the questions
that I developed to assess the learning of participants along with a few direct responses from the
participants:
- How have you grown and developed in your facilitation skills as a result of your involvement with RE?

<table>
<thead>
<tr>
<th>How have you grown and developed in your facilitation skills as a result of your involvement with RE?</th>
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<tbody>
<tr>
<td>Through my involvement with RE, I feel more confident as a facilitator and feel comfortable in being vulnerable with the attendees/class/students. I also have learned to ask questions that ensure they are understanding the content and comfortable enough to share their learnings.</td>
</tr>
<tr>
<td>I feel more comfortable engaging groups of students and faculty that I don't know. I think I am better able to gauge where a group is, and to recognize my role in the group better.</td>
</tr>
<tr>
<td>Being a RE has allowed me to gain a lot of various techniques in facilitation such as asking probing questions, working with a co-facilitator, and understanding the importance of silence as an indicator of processing. I believe that I have become a better facilitator within the few months that I have been a RE.</td>
</tr>
<tr>
<td>I believe the trainings and brown bag lunches have really helped me grow in my facilitation skills this year. One thing I was really conscious of wanting to work on is how to address problematic comments made by a person in the space, in a way that holds them accountable, shares our values as REs, but also values the learning and doesn't shut folks down. Through some of the brown bag lunch discussions, I learned skills others use to navigate these situations, and got to practice during one of the fishbowl exercises. I think I still have room to keep growing and working on this, but learning from others has really helped me begin to practice this.</td>
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</table>
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- What was most helpful to you (if anything) about the Head, Heart, Hands Framework that was used for self-assessment during training and the Fall check-in’s?

Any type of concept that addresses the spectrum/methods of learning, relating, and connecting is useful for my own understanding of intangible items. The head, heart, and hands framework expanded my understanding of how people can process information or instruction differently. It helped me identify where my methods of learning (head and heart) might lead me astray from communicating or working with “hands-minded” people. It identified a gap in my current instructional and communication methods to allow development in this deficit.

It was helpful to be able to reflect in community with others, and assess my own strengths and weaknesses.

This framework allowed me to be more aware of the areas of growth as a facilitator. For example, I sometimes felt like I could have done better with the hands portion. Specifically, straying away from the script and being more comfortable to having authentic conversations and input. I also realize that it was partly due to my own insecurity of being one that is also learning some of the topics and terms. I would prepare a few days and review content to ensure I felt confident but what was challenging was being in the thick of presenting and feeling the pressure to know the ins and outs of the topics and being afraid of having a question asked that I wasn’t quite sure how to answer. This is why I felt relief in our meetings that reiterated that we are also learning and we may not know all the answers and the ins and outs of each topic, and it’s okay. There wasn’t a question that either my co-facilitator or me couldn’t answer, but I was always afraid of that happening.

I found it helpful to recognize all the different ways I was engaging the material.

- What were some takeaways from the brown bag lunch meetings?

Specifically with the fish bowl activity, I learned that even as facilitators, we are afraid to put ourselves out there and make mistakes. I definitely hesitated being in the middle of the circle and having to choose a slip of paper and explain the meaning of terms. I was afraid of picking out a paper that I wasn’t sure of the meaning or that I couldn’t explain well. I also know that I wasn’t the only one afraid because there was hesitation from others to volunteer. This just goes to show that vulnerability is hard work and that as facilitators, we have to exemplify that we are humans, we don’t know it all and we are learning with our students.

The amount of support available, the diversity of the team, the need for continued education and training, and the necessity of this work.

Overall, I was happy to see that the work that I had done really did positively impact folks and their development. They gained confidence as facilitators, had new found understandings of themselves and how to use that in their role, and had the opportunity to build community with one another.

Limitations

Fortunately, this project and process went really smooth for me so I had very few limitations that I had encountered. Some challenges that I did experience was the collection of
feedback after each brown lunch bag. My use of index cards did not necessarily go as planned because people would leave during the Brown Lunch Bag meetings due to it being scheduled during the hours of the work day. Another limitation that I faced was the consistency with the same participants. All 25 members of the RE team signed up to be a part of my Action Research Project, but we didn't have the same folks consistently participating. One final limitation that I had was the impact that the COVID-19 pandemic had on the closing of my research. I was fortunate to have the ability to integrate a survey into the RE recommitment form, but I had also wanted to spend some time with the participants face to face and engage them through an activity to check on their development.

**Recommendations**

The work that I was able to complete with the RE team would have been impossible if it was just up to the Director of the RE program, Stacey Williams. Fortunately, I, along with the Graduate Assistant of the United Front Multicultural Center, Miso Jang, and the RE Undergraduate Fellow were able to manage these processes in a timely manner. I would recommend that there be a Graduate Assistant for the new LGBTQIA+ and Allies Commons to not only focus on efforts for the LGBTQIA+ community but also aid in the development of the RE content. In effort to continue to build community and support across the RE team, I suggest that there be an additional retreat added in the Spring Semester. With this additional time together, there can be opportunities to build community and provide the RE team with team building and education on new content and information that is going on in the communities in which they are facilitating workshops. I also highly recommend that the Head, Heart, Hands framework be used each Fall semester to evaluate RE team members and help with their personal goal setting for growth and development throughout the academic year. Lastly I recommend that
LOOKING WITHIN THE RAINBOW

there be a mandatory post session for RE facilitator pairs to meet up, discuss, and evaluate how they felt during their session. A post session would help strengthen their development and give them an opportunity to see opportunities for growth as facilitators.

**Final Reflections**

This Action Research Project was better than anything I could have ever imagined. I had one experience, questioned it, and that led to a beautiful journey of me walking into my role of being a practitioner. I developed a love for curriculum writing, training development, and got to engage with multiple campus community members. What inspired me the most was connecting to my personal Queer identity and doing Equity, Diversity, and Inclusion work on the behalf of the LGBTQIA+ community. I taught my peers to understand that they do not have to be experts on this work in order to be allies, but that it is really about looking within themselves, sharing their experiences, and conveying the knowledge that they have. Ultimately, I enjoyed looking within in the rainbow with the Rainbow Educators team and look forward to continuing this work in the future as a Student Affairs Practitioner.
LOOKING WITHIN THE RAINBOW

References


LOOKING WITHIN THE RAINBOW


Available from ProQuest Dissertations & Theses Global. (1636532085).
RE PRE-ASSESSMENT
This assessment will introduce you to the new RE competencies measured. By filling this out, you will be able to assess where you are at and be able to reflect on your areas of strength, and areas on which you would like to develop.

**Directions:** For each question, please check a box from 1-5. 1=Strongly Disagree, 2= Disagree, 3= No Opinion, 4=Agree, 5= Strongly Agree. After you fill out the survey, please answer each review and process question thoroughly.

### Head: Pre-existing knowledge and awareness of issues around identities and topics we seek to educate the campus community around awareness of others

<table>
<thead>
<tr>
<th>Self Assessment</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>I am aware of the importance, validity, and impact of using language that is inclusive of all individuals</td>
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<tr>
<td>I am familiar with definitions, language, and descriptions of the identities that are represented in the LGBTQIA+ Community</td>
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<td>I am knowledgeable about historic and present social justice issues relating to race, gender, sexuality, and class (e.g. can make a case for the existence of oppression citing examples at the cultural, institutional, and interpersonal levels)</td>
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<td>I feel fluent in speaking to common dynamics within power, privilege, and oppression (i.e. prevalence of microaggressions; privilege as blinding; intent v. impact; complicity)</td>
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### Heart: Understanding of your personal values, beliefs, identities and including an awareness of your positionality within the work. Along with this is an understanding of where and how you want to develop and grow further.
### Self Assessment:

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<tbody>
<tr>
<td>I am aware of my own identities, beliefs, and values</td>
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<tr>
<td>I have the ability to have clear, open, honest, and comfortable communication with team members and co-facilitators around my lived experience</td>
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<tr>
<td>I am comfortable creating a holding environment for dialogue around power, privilege and oppression</td>
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<tr>
<td>I am willing to use intentional storytelling and myself to serve other’s learning while maintaining appropriate boundaries</td>
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<tr>
<td>I am attentive to what is happening within myself and in the room as I am facilitating (i.e. contemplation in action)</td>
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**Hands:** Application of self awareness, awareness of others, and tying it into your facilitation skills.

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<tbody>
<tr>
<td>I feel confident delivering and facilitating RE presentations</td>
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<tr>
<td>I have the ability to connect with participants beyond scripted discussion and facilitate an organic learning experience/dialogue</td>
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<tr>
<td>I have the capacity to craft questions that open up learning, reflection, and dialogue</td>
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<tr>
<td>I understand the importance of students and peers to continue and support learning</td>
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<tr>
<td>I am aware of experiential learning and its use in helping enhance the session that you facilitate</td>
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</table>
I am conscious of the challenge and support principle and can offer challenges at a growth inspiring level for each individual.

**Review and Process:**

1. Please reflect on how participating in this assessment was for you?

2. Looking at the new competencies set for the RE Team, where were your areas of strength?

3. Based on the assessment, what are some areas that you would like to improve on?
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Appendix B: 7 Domains of Facilitation for Rainbow Educators

Establishing the Container
- Clarifying expectations—Invitations of bravery and community guidelines
- Commiting and respecting learners concern for their psychological safety
- Demonstrating trust, care, and commitment to participants learning
- Protecting and redirecting oppressive statements

Reflexive Voice
- How and when we place our voice
- Utilizing storytelling or personal examples as a way to call in folx during the process of learning

Clarity of the content
- Taking the time to understand and get acquainted with the content
- Utilizing your co-facilitator to chime in and assist with explanations that need to be made more clear
- Saying “I don’t know” when that’s the case

Inquiry and Reflection
- Taking the time to ask the participants questions/assessing the audience of what they are informed on
- Providing participants the opportunity to make reflections on their experience (follow the 80/20 rule)
- Actively taking some time for yourself to inquire on what is happening and openly reflect with your audience/participants (i.e. stay open and curious)

Navigating Triggers
- Asking everyone to take a collective breath
- Giving a moment of silence
- Giving those thanks that share something that might be triggering
- Taking a 2-5 minute break before transition

Pacing and flexibility
- Allowing the space for learning to happen
- Letting organic connections to happen
- Being able to adjust the schedule as needed
- Embrace silence as a part of the process
- Checking in with your co-facilitator on how to proceed

Reading a room
- Paying attention to what you feel
- Reading people’s facial expressions and body language
- Taking time to respectfully challenge and ask those who haven’t shared to share
- Panning for dynamics of sharing by visible identities
## Appendix C: Rainbow Educators 2019-2020 Team Training Agenda

**Rainbow Educators 2019-2020 Team Training**  
Saturday, September 14th 2019  
Location: MRH (SOLES) 135

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>8:30am-9:00am</td>
<td>Breakfast &amp; Welcome</td>
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<tr>
<td>9:00am-9:30am</td>
<td><strong>Coming Together (our symbols)</strong></td>
<td>Stacey Williams</td>
</tr>
<tr>
<td>9:30am-10:30am</td>
<td><strong>“The I and the T: What Do They Mean?” [Head]</strong></td>
<td><strong>Marni LeFleur</strong></td>
</tr>
<tr>
<td></td>
<td>Description:</td>
<td>This session will explore the gender spectrum. Specifically, we will discuss the naturally occurring diversity in biological sex and gender, and juxtapose these with traditional binary categorizations and pathologizing variation.</td>
</tr>
<tr>
<td>10:30am-10:40am</td>
<td><strong>Break Time</strong></td>
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<tr>
<td>10:40am-12:15pm</td>
<td><strong>Embodied Practice [Heart]</strong></td>
<td><strong>Khalia Li, Hannah Gray-Chambers, &amp; Stacey Williams</strong></td>
</tr>
<tr>
<td></td>
<td>Description:</td>
<td>RE Team members will engage in a somatic experience that is centered around identity work</td>
</tr>
<tr>
<td>12:15pm-1:00pm</td>
<td>Lunch: TBD</td>
<td></td>
</tr>
<tr>
<td>1:00pm-1:10pm</td>
<td><strong>Laying the Groundwork: 7 Domains of Facilitation Skills</strong></td>
<td><strong>Hannah Gray-Chambers</strong></td>
</tr>
<tr>
<td></td>
<td>Description:</td>
<td>RE Team members will learn 7 tips to help enhance their facilitation skills with RE presentations</td>
</tr>
<tr>
<td>1:10pm-3:30pm</td>
<td><strong>Unpacking Privilege Shared Facilitation [Hands]</strong></td>
<td><strong>RE Team :)</strong></td>
</tr>
<tr>
<td></td>
<td>Description:</td>
<td>The RE team will engage in a mock RE presentation on Unpacking Privilege</td>
</tr>
<tr>
<td>3:30pm-4:00pm</td>
<td><strong>Closing Reflection</strong></td>
<td><strong>Hannah Gray-Chambers</strong></td>
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</table>
Asking Good Questions?

"Draw a monster. Why is it a monster?"

- Janice Lee

It is through good questions that facilitation shines. And the shiniest facilitators around have the ability to identify a good question, ask it in a non-judgmental, non-shaming way, and then use the response given to further catalyze learning.

We define a good question as one that intentionally leads to learning, whether that’s an expected direction or not. Good questions are productive questions. Good questions facilitate further exploration and curiosity.
Unlocking the Magic of Facilitation

Good questions don’t necessarily have to be answered aloud; sometimes a question itself, without an answer, will prompt introspective learning. Good questions also don’t have to follow a particular format; every type of question can lead to learning, and every type of question can stunt learning. Let’s start by exploring that.

UNDERSTANDING DIFFERENT TYPES OF QUESTIONS

Most people, in learning to become facilitators (or, you know, during life), are taught two types of questions: open-ended questions (that don’t have a “yes” or “no” answer, which we’re told are good) and closed-ended questions (yes” or “no” answer, which we’re told are bad). That’s a start, but a great facilitator has far more than two types of questions in their back pocket, and knows all types of questions can lead to learning, depending on how you use them. Here are a bunch of different types of questions we rely on in every facilitation:

Challenging questions: a way to suggest an alternative idea, or a different way of thinking about something, that grants agency to the person who had the idea you are challenging. Example: “Is it possible that the alternative [to what you just said] might be true for some people? How so?”

Clarifying questions: often a rephrasing of another’s point or question, these are used to ensure that what was communicated (from the other person to you) was heard. Example: “What did you mean when you said [...]?”

Gauging questions: to get a sense of where someone, or
Looking Within the Rainbow

Asking Good Questions?

A group, is at, mentally, emotionally, or physically. The responses can be used to determine what activities or discussion is needed next. Example: we often use “how would you define gender identity” as a gauging question, and based on the complexity of their explanation (e.g., “gender exists as a spectrum” vs. “GENDER IS PENISES OR VAGINAS!”), we know how to move forward.

Leading questions: often used when you have an answer to in your mind (e.g., a particular learning outcome) and you use to help participants get there (mostly) on their own. Example: “How might [...] be a factor in creating [...]?”

Probing questions: follow-ups to a broader question, probing is pinpointing a specific part of someone’s answer (or a sentiment expressed in a group) and asking questions to highlight, expose, or better understand where it’s coming from. Example: “Can you speak more to that idea? Why is it important?”

Reflective questions: prompts for the participants to think about themselves, what they’ve learned, who they are, or what they are engaged in currently, with the hope of bringing that understanding to the greater group as an opportunity for learning. Example: “Have you ever experienced [...]? What did it feel like?” (We dig more into this second question in the chapter on Learning from Emotions.)
Brown Lunch Bag Meeting 10.23

Check-In/ Introduction
1. Greet everyone.
2. Have everyone go around and introduce themselves: Name, Affiliation on Campus, Pronouns (if they choose to share), and what tv show, song, movie, or podcast are you hooked on right now?
3. Share that you are beginning your research. Collect waivers and make an invitation for folks who did not join via the eval to join now (pass out blank waivers to those people).

IceBreaker-Heads Up / Five Fingers
1. Have everyone write their 5 finger descriptions on their card.
   ● Thumb: something good in your life
   ● Pointer: something you’re looking forward to
   ● Middle: something not good in your life/you want to change
   ● Ring: something you’re committed to
   ● Pinky: Fun fact, anything
2. Team members will form a circle. Make sure that everyone is shoulder to shoulder or just close.
3. Have all the team members look at the ground
4. Hannah or Stacey will say “Heads up” and each team member should raise their head and look at another team member
5. If the team members make eye contact/ look at each other they are eliminated from the game.
6. Those that are eliminated with talk to their partner and share 3 of their 5 fingers
7. Continue process until last pair is left

Context of Today
Taking a look at the Head, Heart, Hands Competencies there were some trends where a lot of folx ranked lower. Specifically with the areas below:
   ● I have the capacity to craft questions that open up learning, reflection and dialogue
   ● I am conscious of the challenge and support principle and can offer challenges at a growth inspiring level for each individual
   ● I feel confident in delivering and facilitating RE presentations
   ● I am knowledgeable about historic and present social justice issues relating to race, gender, sexuality, and class (e.g. can make a case for the existence of oppression citing examples at the cultural, institutional, and interpersonal levels)

Areas that were ranked higher:
   ● Being aware of the importance, validity, and impact of using language that is inclusive to all individuals
   ● Awareness of own identities, beliefs, and values
LOOKING WITHIN THE RAINBOW

- Understand the importance of students and peers to continue and support learning

Today we are going to enhance our facilitation skills and work on questions!

**Debrief reading**
1. 10 minutes to debrief the reading, “Asking Good Questions?”
2. What are some things that you are sitting with after reading the text?
3. In your experience as a RE team member, what type of questions do you feel are beneficial to ask of your audience during facilitation?
4. Reflect on which type of question you feel that you need to work on being skilled in, share with a partner.

**Fishbowl Discussion**
Intent: to practice with being comfortable with facilitation, speaking to issues as they come up, (people on the inside) and to be able to assess and look for ways to ask deeper questions to deepen the discussion (folx on the outside)
1. Pick 6 Participants, 2 volunteers to facilitate and 4 to sit inside the fish bowl.
2. The 2 facilitators will pick a topic out of the fish bowl and have 2 minutes to brainstorm
3. The 2 facilitators will then lead a facilitation about the topic that they picked
4. The 4 participants will find ways to ask questions in order to take the conversation deeper (Try to utilize the reading to to not e what questions to ask )
5. For folx standing on the outside observing, you are allowed to tap in if you have a question but I want you to observe what is happening
6. Debrief after each round

**Debrief Questions**
1. What was it like to participate in this activity
2. What was it like to have to facilitate on the fly on topics that are so in depth? What did people notice? How did you feel?
3. What are some questions that were asked to deepen the learning / what did you notice that was happening a questions we asked ?
4. How can this tool contribute to your role as a RE team member?

**Topics to put into fishbowl**
1. Unpacking why reverse racism isn’t real/a thing
2. Explaining the construct of a gender binary
3. Addressing confusion around ace and aro identities
4. Connecting the pee in peace initiative to trans inclusion

**Closing**
Share out
Appendix F: 2:1 RE Check-In Questions

1. Here are the sessions that you have done, how have they gone this semester

2. What have you reflected upon in terms of your facilitation as you walked out of those sessions?

3. What would be one learning goal that you can assess for the rest of the semester?

4. How have you been adjusting to the new rainbow educator content? What has it been like getting aquatined and facilitating these new presentations?

5. How have you integrated/ What competency do you feel very strong in as of today and which one do you see a need and opportunity for growth in? Head, Heart, Hands into your practice?

6. For people that are more equipped (How are you supporting the learning and growth of your co-facilitator? How can you be better supported through your learning and growth as a co-facilitator?)
Appendix G: RE Brown Lunch Bag Meeting Agenda 12/11/2019

**Intro:** Invitations of Bravery

**Opening Activity:** Charism in the context of RE. As we did the 2:1 meetings, we noticed that some of y’all are not giving yourself the props that we think every one of you deserves. While we want to be oriented towards growth, we also want to celebrate the good work you all do and cultivate the confidence it takes to do this work. In wanting to highlight the wonderful aspects and gifts that you all bring to the team, we want to affirm that everything you need to know is already within you.  
(What is your unique gift to the RE team?)

**My Story Framing:** Today’s we are going to focus on Storytelling. We would like to take some time to strengthen our Heart competency in the sector of  being willing to use intentional storytelling and myself to serve other’s learning while maintaining appropriate boundaries. We want you all to be able to create a space for yourself within facilitating to help further the learning for participants. So we are going to use some activities from the MyStory program on campus.

My Story, now a nationwide social venture, was founded at USD as a student program by Charlotte Vitak ('17) during her Sophomore year in 2014. As Charlotte explored ways to build a more inclusive community, she decided to bring together students from across campus to share the critical moments and experiences that led them to become who they are today. The event became an immediate success and from there the My Story team built a curriculum, a brand, a peer to peer mentoring program, and name for themselves on campus. Charlotte's legacy continues in the hands of different student-led teams putting together a My Story event every year as well as during orientation for all incoming students.

**Free Write/ 6 Word Story:** First, a free write/doodle to prepare. Break into small groups, craft a 6 word story that encompasses your journey with who you are (alternatively, attempt to summarize who you are in 6 words), share in small groups.

**Wishes:** What do you wish people knew about who you are? Consider all aspects of identities that you encompass. Who/what major events influenced your upbringing, begin crafting a story (15 minutes)+sharing (15 mins)

**Closing/Share out:** How did the exercises make you feel? Were there any parts of the exercises that were challenging? Easy? What did you learn from other people’s stories?

**Fishbowl:** to practice with being comfortable with facilitation, speaking to issues as they come up, and to be able to assess and look for ways to ask deeper questions to deepen the discussion with the use of storytelling and sharing our own experiences. As you participate or observe outside the fishbowl, look for opportunities to share reflexively (e.g. use yourself/your story in service of learning).

Pick 6 Participants, 2 volunteers to facilitate and 4 to sit inside the fish bowl.
LOOKING WITHIN THE RAINBOW

1. The 2 facilitators will pick a topic out of the fish bowl and have 2 minutes to brainstorm
2. The 2 facilitators will then lead a facilitation about the topic that they picked
3. The 4 participants will find ways to ask questions in order to take the conversation deeper
4. For folx standing on the outside observing, you are allowed to tap in if you have a question but I want you to observe what is happening
5. Debrief after each round

Topics for the Fishbowl:
1. Unpacking why reverse racism isn’t real/a thing
2. Explaining how implicit bias is different from bigotry
3. Point out the way the conversation in the room perpetuated the black/white binary and the harm that that can cause
4. Define AAPI and introduce implications of umbrella identities such as this
5. Address something someone said that neglected the existence of bi and multiracial people

Closing:
Share out
Feedback Cards
RE Re-Commitment Form 2020-2021

THANK YOU for your service this year. We are so grateful to each of you for your contributions to campus on and beyond this team.

* Required

Training & Development Feedback
This section is to provide Hannah feedback on the steps she took for her Action Research and will also be used to inform ongoing RE Team Development.

How have you grown and developed in your facilitation skills as a result of your involvement with RE? *

Your answer

What was most helpful to you (if anything) about the Head, Heart, Hands Framework that was used for self-assessment during training and the Fall check-in’s?

Your answer

What were some takeaways from the brown bag lunch meetings? *

Your answer