



THE HUDSON DEI ALLIANCE

Capacity Building and Implementation: Facilitating Community Dialogues on Diversity, Equity and Inclusion

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I. DEFINITIONS

Identity

Identity - an individual's sense of self defined by a set of physical, psychological, and interpersonal characteristics including but not limited to race, ethnicity, national origin, gender, sex, ability (mental/physical), faith and worship, socio-economic status, age, and language.

Dialogue v. Debate v. Discussion

United States Institute of Peace (USIP). 2018, *Comparing Dialogue, Discussion and Debate*.

[Dialogue-Discussion-Debate-V042818.pdf \(usipglobalcampus.org\)](#)



UNITED STATES
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Comparing Dialogue, Discussion, and Debate

The table below lists some key distinctions among three approaches to communication. These distinctions are especially useful for engaging individuals or groups around divisive or controversial issues.

 Dialogue	 Discussion	 Debate
In dialogue, we try to...	In discussion, we try to...	In debate, we try to...
Find common ground	Present ideas or opinions	Succeed or win
Look for shared meaning	Seek answers and solutions	Affirm our own point of view
Identify and examine areas of difference	Acknowledge areas of difference	Focus on difference in order to gain advantage
Listen to understand and find meaning	Listen to hear other perspectives	Look for flaws in others' arguments
Cultivate an open-minded attitude	Hold an accepting attitude	Keep a closed-minded attitude
Suspend what we believe	Share what we believe	Invest in what we believe
Share feelings and experiences and validate those of others	Avoid feelings	Deny others' feelings and personal experiences
Build relationships	Maintain relationships	Disregard relationships

Adapted by Ariana Barth and Alison Milofsky from various sources including the Boston Chapter of Educators for Social Responsibility, Shelly Berman, and the National Intergroup Dialogue Institute
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II. WHY ENHANCE CAPACITY FOR CIVIC ENGAGEMENT

The City of Hudson's racial demographics are 89.4% White, 4.29% Asian-American, 2.8% Hispanic, and 1.4% African American/Black. Hudson City School (HCS) students are 88.29% White, 5.43% Asian, 1.14% Hispanic, 3.53% Multiple Races, and 1.44% Black/African American according to the 2019 Census Data. This lack of racial diversity exacerbates the need for facilitated opportunities for community members to think about their role in making Hudson a community that welcomes all people and the need to hear the experiences of our underrepresented and sometimes marginalized neighbors. In order to live up to our goals of being a community where people who have many different senses of identity are welcomed, residents of Hudson must have honest conversations about their personal stories about how their identity impacts their experience of our community. Specifically, in order to make sure our community is most welcoming, the residents of Hudson need to have quality dialogue about the experience of being subject to indirect discrimination v. direct incidents; we also need to become comfortable talking about witnessing such incidents when they happen to other people.

All communities have work they need to do on topics of DEI. A healthy community recognizes the need to make improvements to our civic culture, including providing residents with the ability to engage in quality dialogue. The current moment is a good time for such efforts. HCS made the news in 2020 with events such as a racial slur spray-painted at the Hudson M.S. Athletic field, racial harassment, slurs, and intimidation in the girl's H.S. bathroom, and threatening social media directed to students. In part, due to these increased challenges and information gathered in HCS' Culture and Climate Survey by the Diversity Center of NE, Ohio, the HCS cultural proficiency advisory committee was created and a full-time Diversity Coordinator hired. Simultaneously, as a result of race-based violence across the country and the local community's experience of direct and indirect race-based discrimination, representatives from civic, government, and education organizations convened to develop the Hudson DEI Alliance with a mission to transform the community to one committed to DEI within a framework of cultural proficiency and antiracism.

In 2020, a community taskforce, which became the non-profit Hudson DEI Alliance (December 2020) hosted a city-wide book read and dialogue series on "White Fragility" with experts from the YWCA of Greater Cleveland and Western Reserve Academy's DEI Director. Evaluations from the book read, responses from interviews of 16 newly selected steering committee members (December 2020) for the Hudson DEI Alliance, and feedback from the HCS Cultural Proficiency Advisory, established a need for training in how to engage in difficult conversations with friends and family about aspects of identity. In addition, there was a desire by community members to enhance the skills to do something to address the issues. A key skill is for our community is learning how to have useful dialogue v. un-productive debate about the ways that our identity impacts our experience of our community.

The effort described herein reflects a will to lean into our challenges around inclusion and to bolster our ability to have meaningful conversations with each other. The following is proposed to help enhance capacity for large scale community dialogues on timely issues impacting our community (see Appendix A - Hudson in the News). This model is based on a prior state-wide model which community members in Hudson and Akron partnered on in 2017, funded by the

Akron Community Foundation, Welcoming America, and Essential Partners called “Civic Engagement Facilitator Training: Moving from Dialogue to Collaborative Action”. The dialogue model below will reach hundreds of Hudson community members through implementation of dialogue at scale needed to develop practical solutions to address current identity-based challenges while building the internal capacity of non-profit, city, and faith-based leaders to continue to use this method for a wide variety of topics as noted below.

III. PROPOSAL OVERVIEW

The proposed project which would be facilitated by The Dialogue Company (TDC) in collaboration with the Hudson DEI Alliance. It aims to build capacity in the community of Hudson, Ohio through a multi-phase process that includes:

- Part 1: Training of Dialogue Facilitators
- Part 2: Delivery of Public Dialogue Events
- Part 3: Training of Facilitator Conveners on Using Dialogue for Civic Engagement

TDC will train facilitators in dialogue techniques, then design and deliver dialogue events where they will use these skills to help residents engage in dialogue on important issues. The training of facilitators (Part 1) is the way of building the dialogic capacity of Hudson, while the public dialogues (Part 2), will increase public's belief in the idea that dialogues can help increase understanding and potentially initiate collaborative actions. Training facilitator leaders (Part 3) and community conveners – will inform local leadership in the variety of ways that this dialogic capacity can be strategically deployed to address a variety of community challenges such as economic development, diversity of housing stock, and allocation of funds for infrastructure improvements.

IV: Part 1: Training of Facilitators

PURPOSE

- Increase the capacity of community members' ability to engage in dialogue on difficult topics in a way that increases the number of people in Hudson who can integrate these methods into their personal communication habits.
- Strengthen the number and skill level of community members and organizations (local government, non-profits, faith-based institutions and education organizations) who can serve as facilitators of formal and informal dialogues across different points of view.

PROCESS

Selection of Facilitators

The Hudson DEI Alliance, with guidance from TDC about the desired mix of facilitators to be trained, will be responsible for the selection of teams representing a wide array of organizations. The pool should include both experienced and novice facilitators who represent one or more of the organizations noted above, as well as people from a variety of demographic backgrounds with respect to gender, age, ability, orientation, faith and race/ethnicity.

All potential facilitators from Hudson (residents and/or those who work in Hudson) will be required to complete an application. Priority will be given to teams of at least two representing their city government department/office, faith-based organization, nonprofits and/or educational organization. Individuals will also be considered representing these organizations.

Requirements for selection will include, but are not limited to, a commitment to participate in all training, practice, city-wide dialogues and to complete at least 1 large scale dialogue for their respective organizations within 6-9 months of the completion of the training. Trainees will not be allowed to charge for these services that are to be rendered as a service to their community as a result of the training.

Facilitator Training

TDC delivers the content of its highly effective dialogue process (See Appendix C: Process Outcomes) through its 18-hour contact facilitator training curriculum. The standard format for this training is six (6) -three (3) hour sessions over video conference, although this curriculum may be delivered in a combination of live and video conference workshops.

In addition to the 18-hour course, the facilitator training will include training sessions specifically aligned with the dialogue events listed from Part 2 below. Specifically, there will also be 60–90-minute event specific trainings and 60 minute debriefs after three events during which the facilitators will have an opportunity to engage.

The facilitators will be encouraged to create dialogue opportunities to benefit the community (for instance, for faith-based organizations, neighborhood groups, civic organizations, etc.) in order that they can further develop their enhanced dialogue facilitation skills and increase community experiences around dialogue. During and after the training, TDC staff will provide group technical assistance during which time the facilitators will receive coaching and support for their on-going skill building journey as dialogue facilitators.

OUTCOME

Each facilitator will grow significantly in both their skills in managing dialogue and in their appreciation of the power of dialogue to create transformative interactions between people.

The facilitators will see themselves as a cohort of community dialogue specialists who will be looking for opportunities to individually and collectively use the power of dialogue to increase understanding and to foster collaborative action.

BUDGET

Total time

Course: 18 hours X 2 facilitators = 36 hours

Dialogue preparation: 3 events X 2 hours X 2 facilitators = 12 hours

Preparation: 8 hours X 2 facilitators = 18 hours

Coaching: 8 months @ 3 hours per month = 24 hours

Total = 80 hours

Blended rate: \$200/hour

Sub-total: \$20,000

V: Part 2: Delivery of Medium Scale Dialogue Events

PURPOSE

Increase community recognition of the potential for medium to large-scale dialogic convenings to contribute to public decision-making, on topics including, but not limited to topics such as economic development, diversity of housing stock, and allocation of funds for infrastructure improvements.

Increase the number of opportunities for residents to have facilitated dialogue about issues related to community inclusion, including but not limited to divides based on race, sexual orientation, and ideological point of view.

Increase the degree to which community members see differences of point of view as opportunities for increased mutual learning that can be leveraged as opposed to risks of conflict that must be avoided.

PROCESS

Design/Convene 3-5 medium scale dialogues

In this phase of the project, TDC will deploy its medium to large scale dialogue design and management skills to design and deliver three events where between 25-100 people will engage in dialogue. The core dialogue encounter will happen in facilitated groups of 6-10, with electronic technology deployed to create multiple information feedback loops so that each person can see their own perspective within the context of the entire room.

After these events are delivered, TDC will assist in the design and supervision of 1-2 additional events, with local facilitators taking more leadership in the execution of the events with consulting support from TDC. Ideally, one of these events would occur after Part 3 (described below), wherein local leaders will learn about the potential benefits of using civic engagement strategies based on maximizing public input. One of these events could potentially happen over a video conference platform.

Possible Sequence of Topics:

The first public dialogue can focus on the relatively non-controversial topic: Increasing Inclusion and Combating Bias. This has 3-4 short dialogue elements that are typically non-controversial.

This experience will help the participants learn that inclusion focused dialogues need not be contentious, and will help the facilitation team learn the dynamics around processes that include table dialogues and full room feedback loops.

The topic of the second public dialogue could be a current issue not related to inclusion that has a low to moderate level of controversy but around which diverse resident input would be useful.

The specific subject will be selected by local partners after some consultation with TDC. This event will further strengthen the team's competence in the process and demonstrate the potential value of large-scale dialogues as means to get public input.

The third dialogue could be "deeper water" event, in that it might focus on a specific inclusion topic that has some notable level of controversy for the community, such as transgender youth sports, anti-racism education (sometimes called by the misnomer critical race theory), or protests at sporting events as examples. This event will be a demonstration to the Hudson community that people of vastly different viewpoints can engage in a civil way around a difficult topic and come to a greater degree of cross-group understanding, even if they cannot come to agreement.

OUTCOME

- Many members of the Hudson community receive a tangible demonstration of the power of advanced dialogue methods.
- The facilitation team builds its sense of collective accomplishment from executing successful events.
- Members of the facilitation team practice their facilitation skills and learn additional ancillary skills related to dialogue event management.

BUDGET

Session 1

Design: 2 hours X 2 facilitator = 4 hours

Delivery: 5 hours X 2 facilitators = 10 hours

Facilitator preparation:

Training: 4 hours X 2 facilitators = 8 hrs

Creation of manual: 4 hours

Consultation to outreach team on messaging: 2 hours

Logistics consultation: 6 hours

Session 1 total: 34 hours

Session 2

Design: 8 hours

Delivery: 5 hours X 2 facilitators = 10 hours

Facilitator preparation:

Training: 4 hours X 2 facilitators = 8 hrs

Creation of manual: 4 hours

Consultation to outreach team on messaging: 2 hours

Logistics consultation: 3 hours

Session 2 total: 35 hours

Session 3:

Design: 6 hours

Delivery: 5 hours X 2 facilitators = 10 hours

Facilitator preparation:

Training: 4 hours X 2 facilitators = 8 hrs

Creation of manual: 4 hours

Consultation to outreach team on messaging: 4 hours

Logistics consultation: 3 hours

Session 2 total: 35 hours

Sessions 4 and 5:

Consultation to local facilitators: 4 hours per meeting = 8 hours total

Subtotal

Session 1: 34

Session 2: 35

Session 3: 35

Sessions 4: 4

Session 5: 4

Total: 112 hours

Blended rate: \$200/hour

Subtotal: \$22,400

VI: Part 3: Training Facilitator Leaders and Community Conveners

PURPOSE

Increase community leaders' vision of how they can use their convening power to create settings where people of different points of view can be brought together to collaborate on community problem solving

Train facilitator leaders in the design and execution of medium-large scale meeting process that use dialogue methods and multiple feedback loops to produce a participants experience of small group dialogue and large group sense-making.

Prepare facilitator leaders to train future facilitators in advanced dialogue methods.

PROCESS

This engagement will involve delivery of a 4-session course for the facilitator trainers and community leaders who, by virtue of their position and/or reputation, have the ability to convene large numbers of people. Two of the four sessions will focus on exploring strategies for mobilizing dialogue at scale to address community concerns. Each of these sessions will last two hours. The strategic sessions will be attended by local leaders with convening power, such as people from the foundation sector, decision-makers of large non-profits, and government leaders.

Two of the sessions will focus on the critical factors in executing dialogues at scale; these sessions (three hours each) will target facilitator trainers.

These facilitators trainers will also join the two sessions for community leaders so that they can also understand a strategic perspective about how such sessions might be deployed.

This phase of the project will occur in coordination with Phase 2, which involves the delivery of the community dialogues. As a result, Sessions 2 and 3 of Phase 2 can be created in light of local leaders' understanding of how dialogue at scale can be deployed.

OUTCOME

Community leaders with convening power understand the benefits of community meetings and prioritize the inclusion of a large number of voices.

Having been involved in multiple scaled up dialogue experiences, a cohort of civic engagement minded facilitator leaders is equipped for and activated around the use of advanced dialogue methods to foster increased understanding and the exploration of greater collaborative action.

BUDGET

Course Delivery:

2 sessions for community leaders and facilitator trainers = 4 hours

2 sessions for facilitator trainers = 6 hours

Total = 10 hours X 2 trainers = 20 hours

Preparation time: 20 hours

Blended rate: \$200/hour

Total: 40 hours

Fee: \$8,000

VII: EVALUATION

Contingent on funding, the following strategies can and have been used to assess the efficacy of the key programmatic elements of this initiative. The evaluation would be completed in partnership with one or more universities in NE, Ohio.

Part 1: Facilitator Training

Pre and Post Evaluations:

- Questions assessing facilitators confidence level in various facilitation tasks

Post Evaluation:

- Questions assessing facilitators self-perceived impact of the trainings

Following the Dialogues:

- Participant evaluations reflect on the process and facilitation
- Facilitator evaluations focus on perceived areas of strengths and what additional support is needed for success.
- Overall evaluation of the action plan developed (if applicable) as a result of the dialogue(s) and whether or not the plan was implemented and with what level of “success”.

Part 2: Community Dialogue

Post:

- Questions assess participant reflections on the level of engagement and perceived value from the experience.
- Facilitator evaluations focus on their perceived areas of strengths and what additional support is needed for success.
- Overall evaluation of the action plan developed (if applicable) as a result of the dialogue(s) and whether or not the plan was implemented and with what level of “success”.

Part 3: Facilitator Trainer and Community Leader

Pre and Post:

- Questions assessing participants confidence in utilizing dialogue for a variety of civic engagement topics

Post:

- Questions assessing participants self-perceived impact of the training

90-120 day post:

- 3 months after the third community dialogue, a survey instrument can be sent to facilitators and to community leaders that concerns their assessment of the degree to which the dialogue effort has impacted the quality and frequency of dialogue in the city, as well as how the overall engagement affected their personal attitudes and behaviors regarding dialogue.

APPENDIX

APPENDIX A: EXAMPLES HUDSON OHIO IN THE NEWS

WKYC, May 27, 2021

[Hudson High School students make racist comments on game app | wkyc.com](#)

Akron Beacon Journal, *Parents debate instructional methods on race, racism*, May 27, 2021

<https://www.beaconjournal.com/story/news/2021/05/27/hudson-school-parents-debate-instructional-methods-race-racism/7440503002/>

News 5 Cleveland, *Hudson parents voice concern over district's diversity, equity and inclusion program*, May 28, 2021

<https://www.news5cleveland.com/news/local-news/oh-summit/hudson-parents-voice-concern-over-districts-diversity-equity-and-inclusion-program>

Fox 8 News, *Hudson School District launches investigation, contacts police after students make racist, homophobic comments on app game*, May 28, 2021

<https://fox8.com/news/district-launches-investigation-contacts-police-after-students-make-racist-homophobic-comments-on-app-game/>

Washington Post, June 2, 2021

[Watch as veteran's microphone gets cut off when talking about Black history of Memorial Day \(washingtonpost.com\)](#)

Associated Press, *Audio cut in speech on Black people's role in Memorial Day*, June 3, 2021

<https://apnews.com/article/sc-state-wire-lifestyle-memorial-day-race-and-ethnicity-f649e76fd5ae6140d501ac9dc0cac380>

Independent News (United Kingdom), *Another official resigns over censored Memorial Day speech*, June 8, 2021

<https://www.independent.co.uk/news/another-official-resigns-over-censored-memorial-day-speech-hudson-ohio-black-b1861879.html>

Akron Beacon Journal, *Residents pack Hudson school board meeting, speak out on inclusiveness*, June 15, 2021

<https://www.beaconjournal.com/story/news/2021/06/15/residents-pack-school-board-meeting-speak-out-dei-program-hudson-ohio-diversity-equity-inclusio/7696975002/>

Akron Beacon Journal, *Hudson finds itself at center of national reckoning on race, slavery and truth* (For subscribers) June 24, 2021

<https://www.beaconjournal.com/story/news/2021/06/24/hudson-ohio-suburb-controversy-race-slavery/7720665002/?fbclid=IwAR1g8BNHeqLzqz-SFXqpdh521UiiO8m3-4ueZEF6tzeAxJfNdHEV5hMEw>

WKSU, *89.7 Hudson City Schools' Attempt to Address Racism Generates Conversations about Critical Race Theory, Equity*, July 6, 2021

<https://www.wksu.org/education/2021-07-06/hudson-city-schools-attempt-to-address-racism-generates-conversations-about-critical-race-theory-equity>

APPENDIX B: KEY PROJECT STAFF

Dr. David Campt has 25 years of experience in the field of inclusion and equity, cultural competence, civic engagement, and intergroup dialogue . Dr. Campt worked with the U.S. military, The White House, global corporations, international organizations, higher education, professional associations, faith-based groups, and non-profits including the Faith and Politics Institute. He has authored many books, including *The Little Book of Dialogue for Difficult Subjects* (2007), *Compassion Transforms Contempt* (2020), and workbooks related to his signature White Ally Toolkit initiative, educating allies on engaging in transformative discourse about race and other polarizing conversations. Specifically, Dr. Campt’s work on dismantling racism was featured by several prominent media outlets, including NPR, The New York Times, and The Daily Show with Trevor Noah.

Dr. Campt has a bachelor’s degree in Computer Science from Princeton University and a master’s degree in public policy from the University of California, Berkeley. His doctoral studies were completed at UC Berkeley’s urban planning department, where his dissertation focused on ways that social service administrators can modify their organizations to make them more responsive to African-American populations’ cultural realities.

Matthew Freeman’s passion for racial equity and social justice has led him across the United States and overseas, helping people connect across differences and begin to address the challenges that divide them. Freeman has worked with members of Congress, the Federal Reserve system, as well as organizations of all sizes, from Fortune 500’s to small non-profits. With degrees in the sciences and in the humanities, Matthew appreciates the opportunities to bring that diverse educational background to bear on topics like unconscious bias- exploring what we know about how the brain functions and how that impacts our human interactions. He is the author of the book *Overcoming Bias: Building Authentic Relationships Across Differences*.

APPENDIX C: PROCESS OUTCOMES

The Dialogue Company's (TDC) Previous Experiences with Dialogue

Over several decades, personnel of TDC have played a central role in numerous initiatives focused on creating small, medium and large-scale events aimed at creating useful public dialogue about important community issues. The following are a few examples, presented in chronological order.

Example #1

In 2004, Dr. David Campt was the lead facilitator and designer of several community meetings in hurricane ravaged Central Florida. The meetings were sponsored by FEMA and were aimed at eliciting community perspectives on the priorities in the post-disaster redevelopment. As the newspaper article (see link below) described, one of the products of the meeting was a clear consensus about a plan to rebuild a local auditorium.

Reference:

<https://www.heraldtribune.com/news/20041111/fema-hears-communitys-reaction-to-draft-plan>

Example #2

In 2006, Dr. Campt was the co-facilitator and co-designer of Community Congress II, a meeting that electronically connected 2500 people in more than 20 locations. The focus of the meeting was to transparently clarify community priorities for redevelopment so that the corruption that has often plagued New Orleans would have less impact on redevelopment funds.

This event was considered a significant event in the evolution of the civic engagement sector. An academic analysis of the meeting included the following description.

In a city plagued by racial divisions, economic disparity, and the trauma of natural disaster, the event demonstrates that inclusive public deliberation does more than provide reasoned input and a public voice into difficult policy decisions.

It does more than legitimate new public initiatives. It can spark a sense of common purpose, connect one another through a shared love of place, and rekindle faith in the future of the beloved community. CCII was the pivotal point in galvanizing public support for the New Orleans recovery plan. It gave voice to the public's priorities, which were reflected in the final UNOP plan.

Reference: <https://pdfs.semanticscholar.org/600d/f87acd66055067b743c82ea99518c87a8f11.pdf>

The civic engagement blog Participedia describes CCII as follows:

At the second community congress, 60 percent of participants felt conversations were “very thorough,” 85 percent were “very satisfied” with the quality, 80 percent said hearing from people in the other cities made a “big impression” on them, and one in three participants felt their views had actually changed as a result of deliberation. These numbers suggest that using the Community Congress method was a successful way to get input from the public and create a more comprehensive and unified plan, inclusive of many diverse opinions.

Reference: <https://participedia.net/case/78>

A seven-minute video summary of the CCII is here:

Video reference:

<https://www.youtube.com/watch?v=jA8xIVZAok8>

Example #3

In 2006, Dr. Campt and Mr. Freeman led a team of 14 facilitators to design and implement a 3-day Race Summit in Detroit Michigan. Attending leaders included top corporate executives such as the chairman of Southwest Airlines, the Mayor of Detroit, the County Executive of the wealthiest county in the Metropolitan area, the local Catholic archbishop, and Former Governor Mitt Romney.

The following link is from a newspaper article summarizing the three day summit. .

Reference:

<https://static1.squarespace.com/static/567afe1be0327cd48ac42d52/t/56def3f7746fb9f2d8e55769/1457452024222/barriers.pdf>

Example #4

In 2015, Campt and Freeman were engaged by clergy in the Cincinnati region to convene a series of dialogue focused on police community relations. These dialogues included clergy, local police chiefs, and activists focused on police violence. The following is a 4-minute summary of

Session #1:

Video reference: https://www.youtube.com/watch?v=QEh_0Dyb9d4

Example #5

In 2018, Dr. Campt and Matthew Freeman were engaged by Monument Avenue commission in Richmond Virginia to improve public meetings aimed at soliciting community input about the disposition of confederate monuments. Campt and Freeman were engaged after multiple meetings held in traditional formats had attracted people who lived far outside of the city and that had descended into unproductive heated exchanges.

The following is a quotation from the attached newspaper article:

The tranquil commission meeting last week bore no resemblance to the verbal Molotov cocktails hurled about during a town hall-style meeting of the panel last August at the Virginia Historical Society, now called the Virginia Museum of History & Culture.

“He {Campt} did a superb job helping focus the meeting while providing ample opportunities for those attending to engage in a variety of ways,” said Christy Coleman, the commission’s co-chair and CEO of the American Civil War Museum.

Reference: https://richmond.com/news/local/williams-racial-dialogue-is-his-specialty-his-book-details-how-white-people-should-talk-to/article_7d086bdd-4b7f-5c7d-9947-8f66af2bf287.html

Example #6

In 2020, University of Richmond engaged Campt and Freeman to build the capacity of the campus for dialogue. They used a videoconference platform to deliver a multi-session facilitator training curriculum to a cohort of 23 facilitators. Because of the success of the project, the university is re-hiring Campt and Freeman to deliver the curriculum again as well as train local

leaders in how to deliver the curriculum in the future. The following is a direct quotation from Dr. Glyn Hughes, Director of Equity and Institutional Inclusion.

If you're trying to build your organization's capacity for dialogue facilitation, especially around difficult topics, and you select The Dialogue Company to work with you, what you get is a kind of full spectrum depth, from the planning to the execution, but also a kind of wisdom of experience for working with various groups. You also get a flexibility and understanding that there are local needs and they bring a real curiosity about that. I think all the way around everybody who was involved with the project, from those of us who were behind the scenes to those who were participants in the program, came away with a kind of optimism about going forward with it.