RESEARCH EXPERIENCES WITH THE PROGRAM ON INTERGROUP RELATIONS
Race & Ethnicity-White Racial Identity Research Project
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DESCRIPTION OF PROJECT

Three years ago I started working on the Race & Ethnicity-White Racial Identity Dialogue research project. My first project consisted of analyzing preliminary papers for the hopes and fears participants have before taking a dialogue class and their experiences they discuss in the post paper and interview. This experience included:

- Assessing for interrater reliability
- Creating subcodes based on grounded theory methodology
- Conducting interviews for the dialogue research
- Coded 2 semesters of information from R&E and WRID dialogues

Then, I switched to a more independent research project within the Race & Ethnicity project coding for information involving facilitators. This project consists of:

- Coding 3 semesters of post-dialogue data (final papers and interviews) from R&E and WRID research dialogues
- Coding for the following keywords: facilitation, facilitator, facilitating, facilitated, helpful/comparing/contrasting findings with other researchers on dialogue facilitation
- Determining overall which facilitator behaviors are considered helpful and/or unhelpful

HOW ACADEMIC WORK WAS APPLIED

Based on my past roles as a dialogue participant and a facilitator, I am more aware of the emotions and frustrations participants discuss in their dialogue experience. I am able to recognize when a participant is feeling passionate and/or frustrated during dialogue. Also, I am able to relate to some of the emotions stated about dialogue activities (i.e. Privilege Walk, Caucus groups, etc). These activities tend to raise awareness about power and privilege; participants then realize if they are in the target or agent group and what that means for them.

Being in both roles as a participant and a facilitator, I am able to readily understand the perspective of the facilitator and the participant when those activities and the emotions associated with them are mentioned. It is crucial for facilitators to challenge, support, and provide a space of inquiry for their participants. My classroom experiences allowed me to understand both why facilitators may have employed a particular facilitation strategy and why participants may have responded to it in a particular way.

HOW RESEARCH ENLIGHTENED ACADEMIC WORK

Of the 10 subcodes in our code book, the 3 that were coded most frequently were:
- Participants most frequently expressed the helpfulness of their facilitators
- Participants also shared frequently when the facilitator's behaviors/interventions were not helpful
- Participants appreciate when their facilitators share their experiences in the dialogue space

This project enlightened my academic work because I am able recognize the need for multicultural perspectives when discussing issues of social justice. During some class discussions I have noticed how the voices of some students are silenced because of the dominant voices. Through researching students' experiences in dialogue, I learned that if students do not feel invited into conversations they will check out. The same behavior occurs in the classroom when professors are not actively inviting students into the classroom discussion.

In addition, the research dialogue participants often mention how the ground rules created at the beginning of the dialogue helped participants feel safe and comfortable speaking. This project allowed me to understand both why facilitators may have employed a particular facilitation strategy and why participants may have responded to it in a particular way.

This project has encouraged me to think about how I can better engage in my role as a facilitator. I have also been able to recognize the importance of creating a safe and inclusive space for dialogue.

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Program on Intergroup Relations
University of Michigan

Example of Codebook

CODE BOOK

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Facilitation</td>
<td>Participants often expressed the helpfulness of their facilitators in the dialogue group.</td>
</tr>
<tr>
<td>2</td>
<td>Helpfulness</td>
<td>Participants often expressed their appreciation for the facilitator's helpfulness during the dialogue.</td>
</tr>
<tr>
<td>3</td>
<td>Unhelpfulness</td>
<td>Participants often expressed frustration with the facilitator's unhelpful behaviors during the dialogue.</td>
</tr>
</tbody>
</table>

Table showing codebook with code, description, and example for each code.