



Global participation

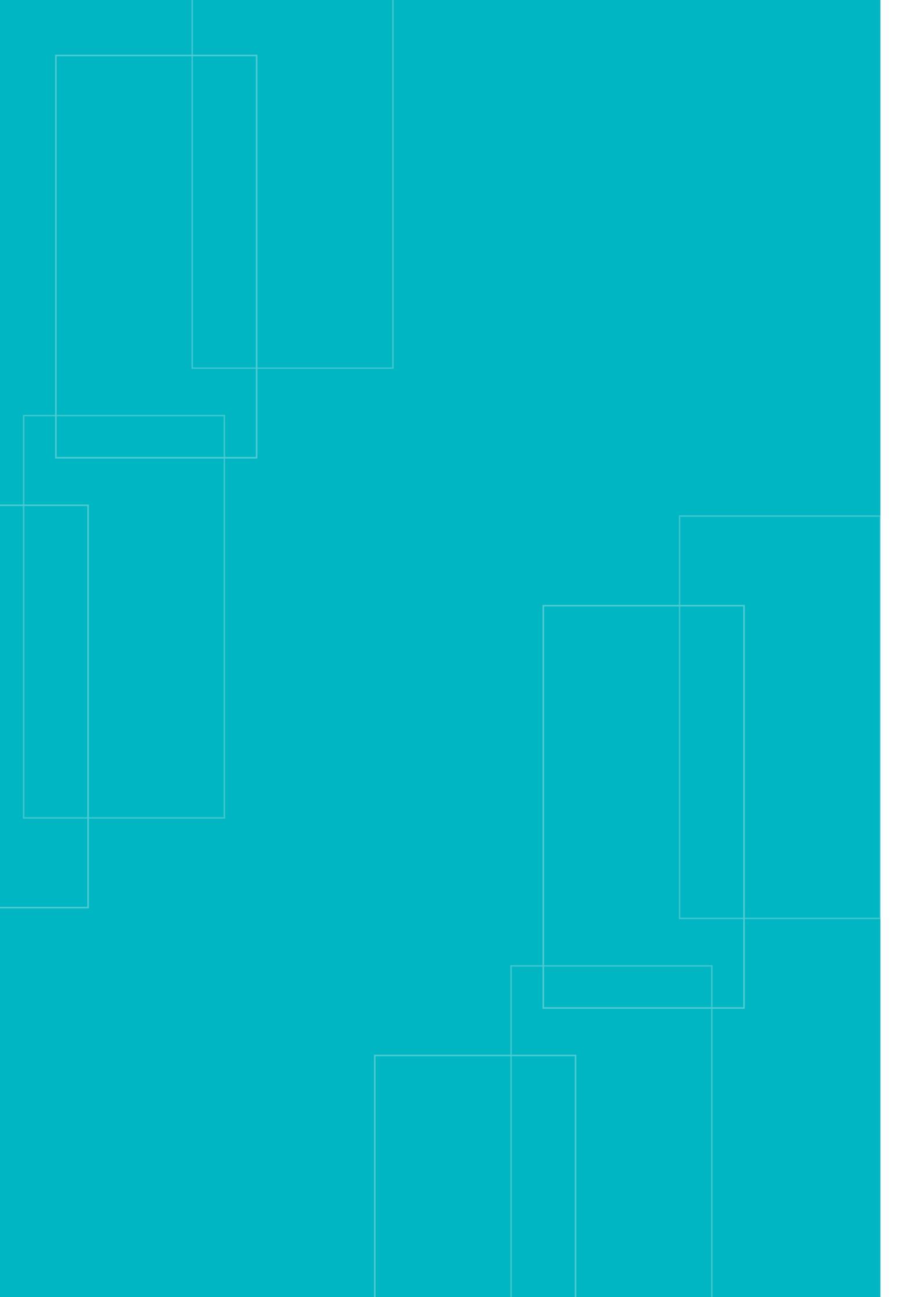
8 OSUN Institutions

Focus on Inequalities

Addressing Racial, Economic and Educational Inequalities through Our University Network

OSUN Hannah Arendt Humanities Network Final Report





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This report documents the results of a virtual workshop (referred to as Co-Laboratory) held during March 2021. The Co-Laboratory, sponsored by the OSUN Hannah Arendt Humanities Network, was implemented by Future World Center and Innovative Compliance Europe Ltd. Eighteen participants from differing cultural, economic and societal backgrounds explored initiatives and/or actions that the communities of faculty, staff, and students from around the Open Society University Network could take and which could contribute towards narrowing racial, economic, and educational inequalities.

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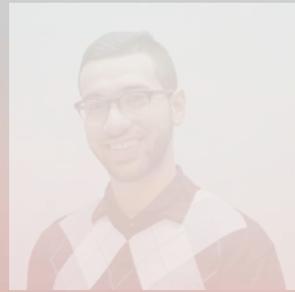
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Executive Summary

The Co-Laboratory to “Address Racial, Economic, and Educational Inequalities through Our University Network“ was organized by Future Worlds Center and Innovative Compliance Europe Ltd on behalf of the OSUN Hannah Arendt Humanities Network. The methodology utilized to facilitate the Co-Lab was the Structured Democratic Dialogue process, supported by specialized tools¹.

The Co-Laboratory was held as a series of online virtual events during March 2021. Eighteen academics and students from eight OSUN Universities and Colleges came together to propose actions that could be implemented either locally or through OSUN to improve educational access for disadvantaged students. The participants came from very differing cultural, economic, and societal backgrounds across OSUN, and included academics and students, with equitable cross-gender distribution. The participants represented both OSUN founding institutions (e.g., Bard College and CEU) and a broad cross section of European (Bard Berlin, American University in Bulgaria) Middle Eastern (Al-Quds Bard) and Asian (BRAC University, American University of Central Asia, Kyrgyzstan) OSUN members. Two participants were OSUN students who reside in refugee camps.

During the first online Co-Laboratory session, many of the OSUN students commented, even before introducing themselves to the group, that they wished to thank Bard College Hosts for providing this opportunity for their voices to be heard on this important subject. In the participants surveys OSUN students highlighted the importance they attributed for their ideas and their clarifications being treated as equally important to those from the Professor and Lecturer participants. The extremely high level of response in two Co-Laboratory participant surveys was unprecedented.

To facilitate the dialogue process, a Triggering Question² was formulated as “What initiatives/actions could the communities of faculty/staff/students around the Open Society University Network take that would contribute towards narrowing racial, economic, and educational inequalities?” The Triggering Question and the goal of the process were communicated to all participants one week before the initial online Co-Lab virtual session. In response to this question, the participants put forth 40 proposals of initiatives/actions capable of addressing the challenge. Using a bottom-up clustering approach, the participants identified 10 “dimensions”. Community Building was the most common dimension that appeared in 8 actions, to be followed closely by Funding and Scholarships and Accessible Education (each with 5 actions). Raising Awareness appeared in 4 actions closely followed by Admissions and Outreach, Educational Resources and Support, Democracy, Advocacy and Human Rights, and Employment Opportunities each of which appeared in 3 actions. Following a selection of ideas using preference voting, the participants used Interpretive Structural Modeling to explore whether one idea could support another, thus constructing a tree of influences.

Out of the 40 ideas generated, the influence tree revealed that those that one should give priority (because they leverage on others) included projects, proposed by students themselves, that would directly benefit disadvantaged students and that could be implemented rapidly and at low cost:

#23 Academic research resources

#1 Stop Requiring Conventional English Testing Methods

The “Academic research resources” proposal addressed the lack of availability to disadvantaged students of many of the academic resources open to students at the founding OSUN institutions. Individual colleges in many countries may face issues relating to library and administrative logistics and/or cost. This idea proposed that OSUN make the same level of educational resources at the

¹ IdeaPrism, a mobile App, was used to collect the contributions of participants in the form of one-sentence descriptors, detailed text-based, and short video-based clarifications. It also supported asynchronous communication between participants between the Zoom sessions. Cogniscope v.3, a desktop application, was used to support the Clustering and Mapping process.

² The SDDP utilizes the Triggering Question to kindle responses that are relevant to the social challenge being addressed, as well as to keep the dialogue focused.

Central European University available to all students in the Network. The proposal requesting the removal of IELTS, GRE and other entrance testing methods for OSUN candidates was based on the belief that such entrance testing methods put additional and unnecessary difficulties in the way of disadvantaged students wishing to apply to OSUN.

The next set of proposed projects were predominantly proposed by the academic participants. They include topics that could increase the attractiveness of OSUN education to a wider group of cohorts, but would be more costly to implement and included:

- #6 Community Building
- #24 Civic Engagement
- #38 An OSUN funded students Leader Scholar Program
- #2 Open Scholarships
- #3 Increasing curricular flexibility

The ideas that made it to the final phase were scored for Impact, Feasibility, and Probability of happening without intentional intervention. Ideas with a significant impact but low probability to be implemented without active intervention should be given priority. The analysis pinpointed to: “#29: Anti-bias training”, “#31: Kindergarten for Young Mothers”, “#3: Curricular flexibility”, “#13: Friendly environment for students with disabilities”, “#20: Early Colleges pipelines”, and “#38: OSUN funded student leader scholars programs”. When the perceived feasibility was also taken into account, the analysis indicated that “#29: Anti-bias training has average feasibility, “#3: Curricular flexibility”, “#13: Friendly environment for students with disabilities”, and “#38: OSUN funded student leader scholars programs” are both high priority and quite feasible, while “#31: Kindergarten for Young Mothers” and “#20: Early Colleges pipelines” have high priority but their feasibility is more challenging.

The key conclusions of the Co-Lab were:

Ample proposals The participants have generated 40 proposals for initiatives or actions that in their opinion can narrow the racial, economic, and educational inequalities in the OSUN network

Effective actions The exploration of how the implementation of one proposal could support another, helped the participants to agree on which actions should be addressed first, based on the leverage they provide to the implementation of others. They learned how to apply SMART criteria to make their proposals concrete, measurable, assignable, relevant, and time-bounded. Finally the participants scored those actions that made it to the Influence Maps for impact, feasibility and probability of happening without intentional intervention. This resulted in concrete recommendations for acting on those that have high leverage, but also are reasonably easy to implement:

- #23 Academic Research Resources
- #1 Stop Requiring Conventional English Testing Methods
- #2 Open Scholarships
- #3 Increasing Curricular Flexibility
- #38 OSUN funded Student Leader Scholars Program
- #13 Friendly environment for students with disabilities
- #6 Community Building
- #19 Vocational and Foundational Education

Personal Development

More than two thirds felt (scores 4 & 5) that their understanding of Racial, Economic, and Educational Inequalities within OSUN was improved during the Co-Laboratory; their level of confidence in presenting their ideas publicly was boosted; the experience of students co-constructing knowledge and action plans with professors in a democratic environment and on equal footing meant a lot; and, the opportunity to present their ideas and provide pro-and against arguments on different opinions, was an empowering process.

f2f vs virtual

The incidence of genuine dialogue between the participants was expected to be somewhat limited by the constraints of the virtual process. Offline interactions, however (e.g., when participants were encouraged to work together to comment on and enhance the clarifications of each other's ideas shared in a cloud document) facilitated additional reinforcement. The final Co-Laboratory participants evaluation indicated that more than two thirds (with scores 5 or 4) reported that they felt comfortable taking the workshop online; the "offline effort" (in the weeks between Zoom sessions) was acceptable"; the final outcome authentically recorded their contributions ; the final MAP was considered to "shared" amongst all; and, the conclusions and recommendations represented their own and were tangible and actionable.

This Report and the Book are available online at:

https://www.futureworlds.eu/wiki/OSUN_Hannah_Arendt_Humanities_Network_Structured_Dialogue

The Zoom sessions were recorded. All ideas and their clarifications were provided by the participants as short video-recordings within IdeaPrism:

In IdeaPrism™ the Dialogue with Name: Bard/OSUN SDDP 2021

They are also available as a videowall and as a channel in Youtube and as a video wall:

<http://www.bard.edu/SDDP2021Videowall>

https://youtube.com/playlist?list=PLtRZOO2EAm3dSwwMzOszR_aH1Q3MXcEbL



Needs, Goals, and Choice of Topic

Race-based economic inequality is both a defining and persistent feature that is at odds with international narratives regarding progress towards equality. Systematic overestimation of the extent to which society has progressed toward racial and economic equality may be driven largely by overestimates of current racial, economic and educational equality. There may be a profound misperception of, and misplaced optimism regarding, contemporary societal equality - a misperception that will continue to have important consequences for public policy and academia.

Is “Do something” still the primary meaning of the “affirmative action” program launched in 1961 by then US President John F Kennedy. Does it remain a valid mechanism to achieve equality of rights in university admissions, or is it a form of *reverse racism*? Have we sufficiently addressed the “critical mass” of underrepresented groups in our multi-racial and multicultural societies? Can the market be relied upon to put “a price on discrimination” or must we stop waiting for Capitalism to cure inequality?

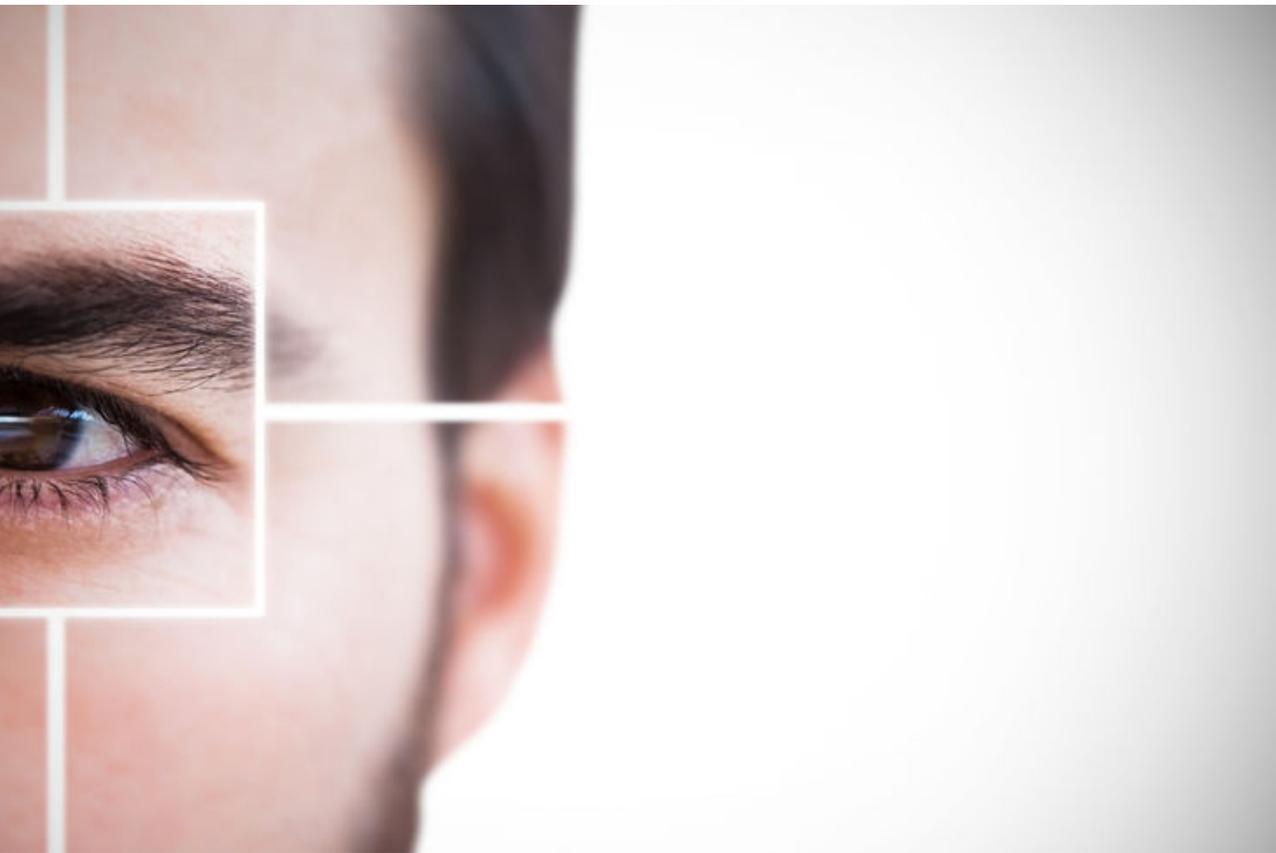
Racial, economic, and educational inequality impacts minorities, people of color, citizens of lower economic status, religious groups, individuals with disabilities, and women. Education must strive to create critically-minded, socially-responsible citizens, who can challenge authority by relating individual occurrences to wider systemic concerns. Failure by academia to adequately address the challenges presented by inequalities will diminish our capacity to “*incite students to treat with skepticism and to question everything they assume, think they know or care about*”³.

The goal was to pilot a structured democratic dialogue Co-laboratory on racial, economic and educational inequalities. We will launch a dialogical process of active listening and democratic deliberation that will encourage and facilitate the establishment of participant relationships of mutual trust, where individual vulnerabilities can be acknowledged and accepted. We will strive to foster relationships that permit the examination of attitudes to history and cultural diversity and relate these to the lived experiences of co-participants.

³ Attributed to political scientist Wendy Brown in Giroux, H. (2016, June 20). The Violence of Forgetting. Interview by B. Evans. The New York Times. http://www.nytimes.com/2016/06/20/opinion/the-violence-of-forgetting.html?_r=5

The structured process of dialogue intended to enable participants to become aware of the extent to which historical and systemic racism, ethnically-cleansed education, and group social pressures have impacted their understanding. Entry to the dialogue began with an invitation to participants to articulate their personal perspective regarding what should be done and why. Each person's statements were protected from editing⁴ by other participants as well as the facilitation team. The SDD Co-laboratory enabled participants to reach a more consensual, normative vision of an ideal future. It accomplished this by moving participants away from a focus on which ideas they most preferred towards building a larger whole through relational reasoning and the identification of interdependencies among their ideas. Thus, the resulting actions to be taken, described in a project roadmap deliverable, support and reinforce each other. Whereas the preliminary assessments of aggregate voting on which ideas were the most important did not attain a majority opinion on even one idea, the resulting structural understanding of those actions which would act with the most leverage on the overall system of actions was achieved with near unanimity at each step of the final stage of deliberation.

⁴ This principle of facilitation is referred to as "The Requisite Autonomy of Distinction-Making" and derives from the work of the Feminist scholar Tsivacou, I. (1997). *The Rationality of Distinctions and the Emergence of Power: A Critical Systems Perspective of Power in Organizations*, *Systems Research and Behavioral Science*, 14, No. 1, 21-34.



Keeping the Discussion Focused

The initial component of the SDD Co-Lab was the formulation of an appropriate **Triggering Question** (TQ). The TQ is framed in a way that provokes participants to generate relevant and concrete responses. It also serves as a tool to keep participants focused on the objectives of the Co-laboratory.

We considered two options: either conduct a **Problématique** SDDP or an **Action** SDDP. The first type focuses on identifying the root causes of the challenge at hand. The second focuses on exploring options for its resolution.

The respective proposed TQs, that could effectively address inequalities either by examining the factors that contribute towards inequalities or focusing on actions that could address them, were

Problématique TQ

What factors contribute towards aggravating racial, economic and educational inequalities?

Action TQ

What initiatives/actions could colleges take to contribute to address racial, economic and educational inequalities? or

What initiatives/actions could the OSUN Network of Universities and Schools take that would contribute towards narrowing racial, economic and educational inequalities?



Figure 1: Call for participation

Selecting & Engaging Stakeholders

A Call for Participants (Figure 1) was published on the OSUN Events page early in February 2021. The attached text was posted:

Participants were required to read a preliminary version of the White Paper describing the Co-Laboratory, and complete an Application Questionnaire, in which candidates were requested to provide their responses to the following questions:

1. Why are you interested in participating?
2. What do you believe your personal contribution could be?
3. What benefits do you wish to obtain from your participation?

More than thirty candidates applied. A participant requisite variety matrix was developed to permit a valid cross section of applicants. The answers of the candidates to the above questions were combined with the responses below to permit the evaluation of their commitment to the subject of the inequalities challenge. Twenty three applicants were invited to participate; five of the invited candidates withdrew, leaving a total of eighteen participant.

The distribution of the profile characteristics of the 18 participants is depicted in the Figures in the following pages.

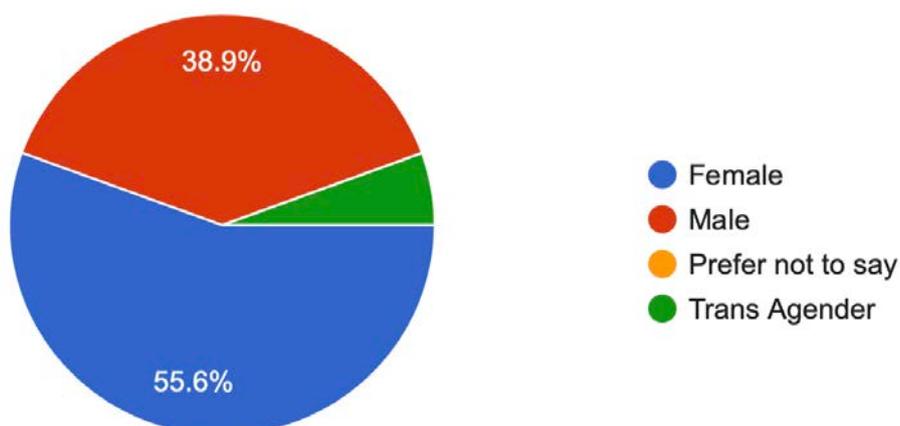
Affiliations and Citizenship

OSUN Affiliation	Participant Citizenship
American University of Central Asia, Kazakhstan	Somalia, resident Nairobi Kenya
America University in Bulgaria/Al-Quds University, Palestine	Somalia, resident in Dahab Refugee Camp
Al-Quds Bard College of Arts and Sciences, Palestine	Palestine/ Ukraine
Bard College,USA	USA
Western New Mexico University, USA (Non-OSUN)	USA
Al-Quds Bard College of Arts and Sciences, Palestine	Palestine
Bard College Berlin, Germany	USA/Germany
Bard College USA (Alumni)	USA/Denmark
Central European University	USA
American University in Bulgaria	Kenya
SOAS, London, UK (Non-OSUN)	India
American University in Bulgaria	Somalia, resident in Dahab Refugee Camp
American University Washington DC, USA (Non-OSUN)	Cyprus
BRAC University, Bangladesh	Bangladesh
BRAC University, Bangladesh	Bangladesh
Bard College USA (Administration)	USA
Al-Quds Bard College of Arts and Sciences, Palestine	USA/Palestine
Bard Queens, USA	Bangladesh

Role/Position

Category	Detail	Number
Students	PhD	1
	Masters/second degree	2
	Undergraduate	10
Academics	Professors	2
	Lecturers	2
University Admin		1

Gender distribution



Ethnicity

18 responses



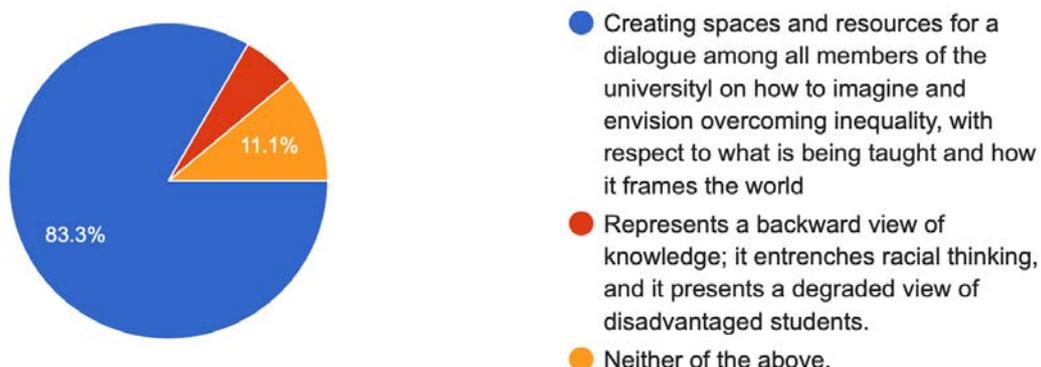
The participants provided a valid cross section of the OSUN community, taking into account the desire to obtain the inputs from students and academics at both founding institutions and newer entrants into the Open Society University Network.

Eligibility Evaluation Questions

As an element of the eligibility evaluation candidates were asked to answer questions that would indicate their interests in the challenge. The coverage of answer is provided in the following Figures:

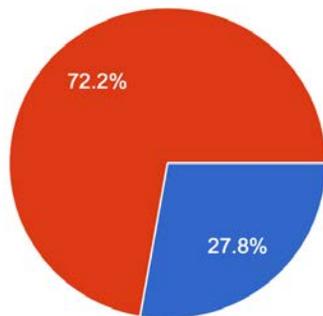
Which of the following statements, in your opinion, best describes the objectives of an inquiry into inequality?

18 responses



You believe that the argument could be best resolved by:

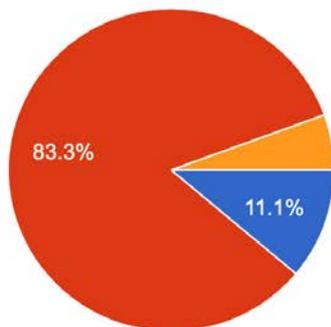
18 responses



- Incremental adjustments to teaching methods and materials over time to address/explain inequality
- An ideological change to the treatment of inequality by academia
- Neither of the above

What has driven inequality to become a "hot topic"?

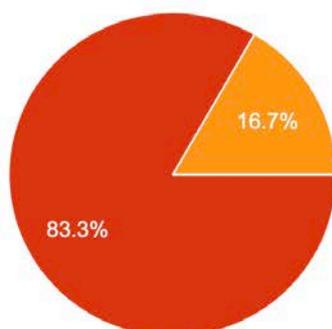
18 responses



- Adoption of the subject by academia to divert attention from, and avoid serious discussion on this topic
- Growing awareness that inequality is an existential challenge to society, and must be treated as such
- Neither of the above

What do you consider could be the result of ignoring the topic of inequalities?

18 responses



- The subject will blow over and be replaced by a different "hot topic" of disagreement
- Increasing tension between academia, policy makers and students will impact on the ability of the university to contribute significantly to closing the inequality divide
- Neither of the above



Co-Lab Methodology: Brief Description and Justification

The Co-Laboratory was implemented and facilitated using the methodology of Structured Democratic Dialogue^{5,6} (SDD), and in particular, a hybrid model which combines online synchronous with offline asynchronous sessions⁷. SDD is a modern participatory method of discussion and decision making for the management of complex problems and issues involving multidisciplinary and multi-sectoral stakeholders. This method allows for the integration of contributions from individuals with diverse views, backgrounds, and perspectives through a process that is structured, inclusive, and collaborative. It is considered particularly effective in resolving multiple conflicts, interests, and values and in bringing the participants closer to developing a shared language and understanding, as well as strategy for resolving the issue.

Avoiding Groupthink Phenomena: In meetings where no measures are taken to protect the autonomy and authenticity of all opinions, there is risk that some participants will support views that represent their “leader” or the majority of the group because they do not want to “go against the group”. This results in participants reaching an apparent agreement, which only represents the “most powerful opinion”. This phenomenon is known as “Group Think”. The SDD methodology prevents this phenomenon by using the Nominal Group Technique, which gives equal time and

5 SDD was developed in the 1970s with the initiators Alekos Christakis (Christakis, 1973), John Warfield (Warfield, 1982), and Hasan Özbekhan (Özbekhan, Jantsch & Christakis, 1970), within the Club of Rome.

6 SDD is based scientific on 7 laws of science of complex systems (complex systems) and government (cybernetics) and it has been scientifically documented worldwide in hundreds of cases over the last 30 years. More information on the methodology of the Structured Democratic Dialogue exist in books (Christakis & Bausch, 2006; Flanagan & Christakis, 2009), websites (Wiki, 2010), simple introduction to the theory (Lauris, 2012), or earlier related applications (Lauris, Dye, Michaelides & Christakis, 2014; Lauris, Michaelides & Sapio, 2007; Lauris & Christakis, 2007).

7 The new hybrid model has been developed by the Lauris Group at Future Worlds Center (Lauris & Christakis, 2007; Lauris & 105 others, 2017).

equal importance to each contributor/idea. Furthermore, it requires a complete separation of content and process, which means facilitators are not allowed in any way to interfere with the content. Finally, all contributions are typed and shared with everyone in real time, which prevents any subsequent modification by others. Together, these measures combat *Groupthink*.

Avoiding Erroneous Priorities: It is well established that a complex problem cannot be solved even if all individual subproblems are solved, simply because there exist interactions between them. The SDD methodology requires participants to explore and detect influence relations between their contributions. This is important because it has been shown that if different stakeholders discuss and propose actions to solve a complex problem, but then choose those actions that the majority sees as most important (i.e., using popular voting), they are likely to decide to invest in solving sub-problems, which at first seem important (in the eyes of the majority) but they in reality might not have sufficient leverage. However, if the same stakeholders were prompted to explore the influence of one action to solve another, they end up discovering so-called deep drivers, which are different from those chosen earlier through popular voting. The phenomenon of choosing to act on factors that are not the most efficient is known as *Erroneous Priorities Effect*. The SDD methodology utilizes Interpretive Structural Modeling⁸ (which is incorporated in the Cogniscope software), which eliminates this phenomenon, while also minimizing the number of binary comparisons required with the use of mathematical algorithms.

The implementation of SDD is performed in well-defined phases during which a complex topic is reconsidered and reorganized as shown in the illustration below.

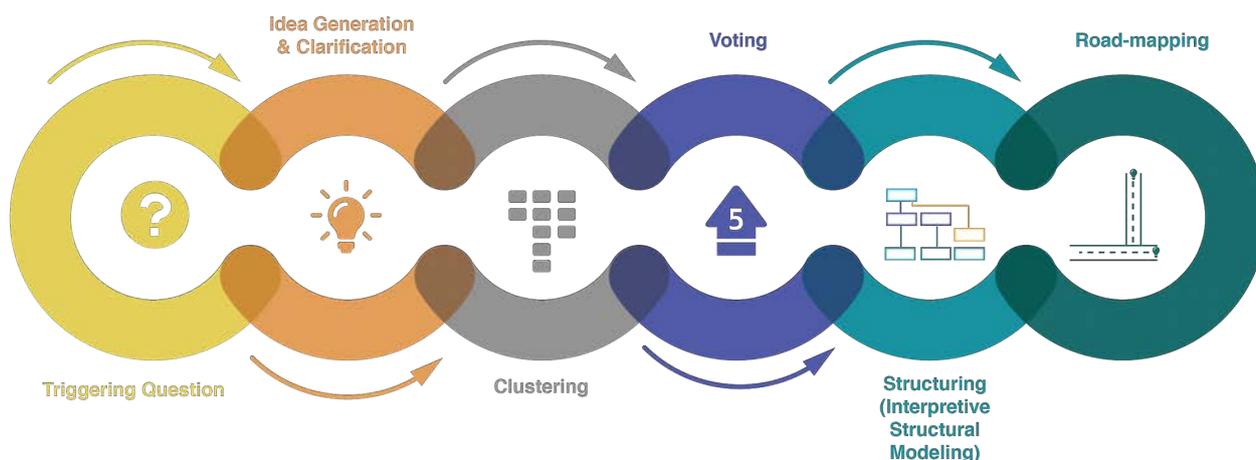


Figure 2: Structured Democratic Dialogue Phases



8 Developed by Warfield (1900).

Idea Generation and Clarification

The participants were asked to provide their ideas for initiatives or actions by entering them in the IdeaPrism mobile application during the week prior to the first online synchronous Zoom session. They were required to provide their contributions in three different formats:

- A single, concise and concrete Statement
- A few paragraphs clarifying their idea
- A short (max 2 min) video clip clarifying their idea

The purpose of this was, firstly to begin engaging the participants well ahead of the live plenary session, and secondly to reduce the time required for collecting all ideas during the plenary.

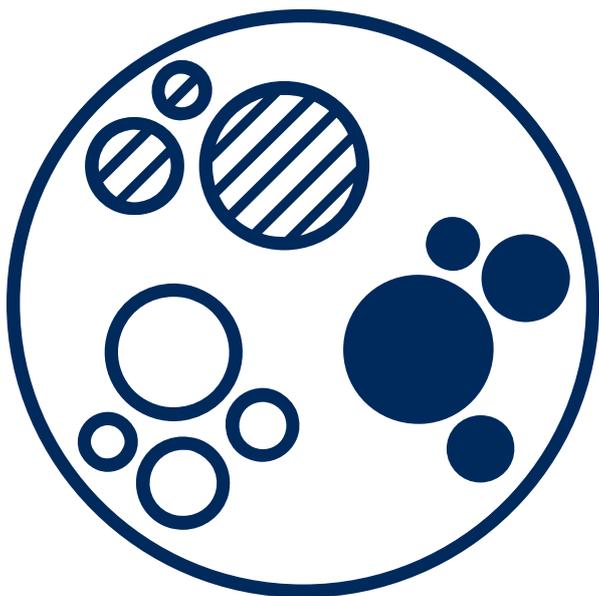
The participants were advised to state their ideas in the form of action statements in order to encourage them to think in practical terms. They were also encouraged to explain how their ideas were SMART!



S pecific	How this action could be implemented
M easurable	Provide indicators to measure progress of the action
A ssignable	Who is responsible for the implementation of the action
R elevant	What would the results of the action be?
T ime-bounded	When the result(s) can be achieved?

The plenary session began with a short introduction of the purpose and aim of the project by one of the hosts. The facilitator reminded them to state their ideas-actions following the SMART criteria. Subsequently, the participants stated and explained their ideas/actions to all other participants one after the other. This requires active participation and active listening by all. Time was allocated to each idea for others to ask clarification questions, but were not allowed to express judgement or criticise any idea. The premise of the clarification phase is to allow participants to gain greater understanding of the action based on the meaning attributed to the action by its own author. Each proposed action was recorded in Cogniscope™ software and broadcasted via Zoom to all. The sessions were also videotaped.

Clustering



that all participants can see them.

All ideas/actions are grouped into categories or clusters based on similarities and common characteristics. The method requires that the clustering takes place while the participants are asked how two random ideas have enough common features to justify placing them in the same cluster (without this cluster yet existing!). This bottom-up process results in evolutionary clusters and participants benefit from an in-depth discussion around the meaning and importance of each action/ idea, enabling the creation of wider consensus regarding the hot topic discussed. Through this process, participants develop a common vocabulary and a common understanding about the various aspects of the hot topic (triggering question) being discussed. Broad consensus is achieved through discussion of possible different perceptions in relation to the meaning and importance of each idea/action. The clustering is registered in the Cogniscope™ tool. The clusters and their actions/ideas are printed and distributed, so

Voting

All participants are given five votes and are asked to choose the actions/ideas they believe can help solve the hot topic and are the most important for them. Only actions/ideas that receive votes will move to the next and most important phase.



Mapping

This phase collects the actions/ideas that have received votes. Typically ideas with 3 or more votes are considered further. If time allows, then ideas with 2 votes are also considered for Mapping. The participants are asked to investigate whether making progress or implementing one action/idea can **SIGNIFICANTLY** support the implementation of another. Two actions are selected by the Interpretive Structural Modeling algorithm and presented in the form:

Assuming we make progress in implementing the first action
would this **SIGNIFICANTLY** support the implementation of the second action
in the context of the Triggering Question

Participants discuss thoroughly and provide their arguments pro or against an influence of one to the other and then take a vote. If $\frac{2}{3}$ of the votes are positive, then the relative influence of the first action on the second action is established. When the facilitator asks the participants to vote and the vote is higher or close to 50% but lower than $\frac{2}{3}$, the matter is discussed in more depth and the participants are asked to revote. Gradually after evaluating all relevant pairs in this manner, an influence action tree is created. This is typically used to The actions at the bottom of the tree structure are considered the “deep drivers”, because support those actions above: they pinpoint to those actions that must take place first in order to enable the rest of the actions to be implemented with less effort.

Final and Multi-Dimensional Evaluation

In order to consider additional parameters to support decisions for action, the factors that made it to the final MAP are scored by the participants for Impact, Feasibility and Probability of happening without intentional intervention. These scores, in connection with the consensus achieved during the ISM phase, are used to make better decisions when choosing actions to act upon.

Scheduling

The SDD Co-Laboratory on Racial Inequalities was planned as a series of 3 virtual online sessions. The process as planned, and as implemented, is illustrated in the following table:

Wk.	Step	Description and Durations of Actions		
1	Project Overview	ONLINE	Participants' introductions; Presentation of project goal and process	1 h
2	Idea Generation Clarification	OFFLINE	Participants submit 2-3 responses to TQ: Single-sentence statements; 1 paragraph; 1 min video	30 M
		OFFLINE	Participants view video clarifications of others and possibly ask questions	[1-2 h]
		ONLINE	Synchronous event to share, discuss and clarify all contributions	2 h
		OFFLINE	Participants edit and resubmit their contributions following SMART criteria	30 m
3	Clustering	ONLINE	Participants conduct pairwise comparisons between ideas	2 h
	Importance Voting	OFFLINE	Participants choose and submit 5 ideas they consider the most important	20 m
4	Mapping	ONLINE	Pairwise exploration of the influence of one idea on another to gradually produce a tree of influences ^v	2-3 h
	Road Mapping	OFFLINE	Participants score ideas present in the tree for impact, feasibility, etc.	1 h
		OFFLINE	Participants edit their individual contributions, as well as edit the various deliverables	[1-3 h]
		OFFLINE	Participants use the data to develop their own action maps, roadmaps, and other plans ⁹	[2-3 h]

⁹ Optional actions that may be carried out by individual participants

Results

Co-laboratory Execution Process

The following Table documents the dates and the activities completed in each phase, along with relevant comments. The 18 participants have invested a total estimate of 144 person hours in online group sessions (i.e., 18 participants; 8 online h online) and approximately 7-10 hours of personal time in-between sessions to complete requested tasks such as review and edit their own and others' contributions, respond to others requesting them additional clarifications through the mobile App, sending their votes or completing evaluation questionnaires.

Event	Date	Preparatory Actions	Activities
First On-line Co-Lab session	Mar 4	<p>Participants were notified of the Co-Lab procedures and the Triggering Question and asked to prepare at least 2 Ideas and enter their ideas into the IdeaPrism application</p> <p>Introductory video presentations from Bard college and the head facilitator were provided to participants.</p> <p>Instructions on the use of the IdeaPrism App were distributed. immediately prior to the session applicants were asked to review their own and other submissions</p>	<p>Presentation and explanation/ clarification (in round robin) of initial idea by each participant, including a brief personal statement, After a full set of ideas had been contributed by each participant, a second round of ideas was solicited. Participants were encouraged to ask for additional clarifications</p>
Offline Tasks	Mar 5-11	<p>Participants requested to enhance their submissions, review those of others, consider proposing additional ideas, and to complete a participant survey. A video explanation of the survey and supplementary IdeaPrism user instructions were distributed.</p>	<p>Clarifications were enhanced using SMART Criteria (Specific, Measurable, Achievable, Relevant, and Time based) and ideas review for similarity/inclusion in other ideas</p> <p>The survey on the initial session was submitted</p>
Second On-line Co-Lab session	Mar 11	<p>A listing of all 40 ideas and clarifications was provided to participants to facilitate the next phases (Clustering and voting)</p>	<p>The submitted ideas were clustered into groups by asking participants to discuss whether two ideas have SIGNIFICANT Common Attributes (similarity) to place them in the same Cluster. Although the session was planned for 2 hours, a number of participants agreed to continue working for an extra 30 minutes to complete the clustering process.</p>
Offline Tasks	Mar 11-15	<p>Voting for top 5 ideas</p> <p>Review output from the clustering activity in the printout distributed to all</p> <p>A Link to the online project Book was provided to participants</p>	<p>Each participant was asked to provide a list of the top 5 ideas to support the structuring phase of the dialogue.</p> <p>Participants reviewed the output of the clustering process and were asked to provide comments/observations.</p> <p>Participants were requested to start to update their ideas and Bios in the project Book</p>

Third On-line Co-Lab session	Mar 18	Participants were asked to familiarise themselves with all ideas and clarification and to prepare themselves to discuss how one proposal could enhance the implementation of another (Structuring phase)	Nine action ideas were structured within the two hours dedicated to this session. a. Participants directly considered the relationship among 46 pairs of proposed Actions. The Cogniscope software inferred an additional 26 relationships based solely on the input of the participants and the relational property of transitivity. An initial influence map was generated and a follow up session was proposed.
Offline tasks	Mar 19 -24	A video explaining the structuring process and its achievements was distributed to participants and a doodle requesting availability for a follow up one hour online session was distributed. A questionnaire relating to feasibility, impact and probability for the top voted ideas was distributed	Participants continued to update the project Book and submitted responses to the questionnaire
Additional On-line Co-Lab session	Mar 24	The actions for structuring remaining from the previous session (those receiving 2+ votes) were distributed to participants	A further 5 action ideas were structured in this one hour session and an updated influence map was generated
Offline Tasks	Mar 24 - April 12		Participants continue to update the project Book , will review the draft final report and complete a Learning Experience Survey

Table 2: Implementation of the Structured Democratic Dialogue Process

The image shows a screenshot of the Cogniscope3 software interface. The main window displays a question: "What initiatives/actions could the communities of faculty/staff/students around the Open Society University Network take that would contribute towards narrowing racial, economic and educational inequalities?". Below the question, an "Action Plan 1" is shown with the text: "Testing Methods like the IELTS and GRE Should Be Made Defunct Across OSUN Partner Institutions (Jo)". The interface includes a toolbar with buttons for "NEW", "ENTER EDIT", "CLARIFY", "RELATE", and "PRINT". A video conference grid on the right side shows four participants: Marcus - Process, Kevin, Boston, U.S., Sup..., yiannis, and Roberta (U.S.).

Screenshot during the Idea Generation step of the Structured Democratic Dialogue Process

Idea Generation

The TQ was sent to all participants, with a reminder of the rules for participation and the following request:

“We encourage you to take time to think deeply about this challenge, reflect and explore different approaches before you settle on two preferred proposals that you will submit. Some people find it helpful to start taking notes, talking to others or simply writing up 5-6 ideas before selecting their preferences. Whoever has knowledge of “Free Writing” is encouraged to use this technique”

Participants were requested to prepare by watching the short movies produced by the sponsors and the organizers. They were asked to record their ideas and submit them through the IdeaPrism mobile application. They were also encouraged to watch the submissions of others and use IdeaPrism options to ask structured questions and/or request better clarifications of the ideas of others during the days before the first live, synchronous Zoom session. The 18 participants have generated 36 ideas prior to the live session.

During the first online session, the Idea Generation phase, the 18 participants had the opportunity to introduce themselves and subsequently present the first of their (pre-submitted) contributions. Time was provided for others to ask clarifications questions. They presented their ideas in round-robin fashion and at the end the facilitators allowed them to contribute any additional ideas that might have been “born” during the live session. As a result, a total of 40 ideas were generated in the form of concrete action statements.

Clustering

The next key phase of the Co-Lab was undertaken during the second virtual synchronous session and aimed to categorize the proposed ideas in clusters according to similarities and common characteristics. To achieve clustering, the participants discussed and compared the ideas in pairs to identify whether they shared enough characteristics to justify clustering into the same category. In many cases, their discussions were quite vibrant and took longer times to reach an either “yes” or “no” consensus. This resulted in not managing to complete the Clustering within the 2h foreseen window. All participants agreed to stay half an hour longer to complete the session and a smaller number stayed behind to put names to all Clusters, The participants have finally mutually and collaboratively converged to ten clusters namely:

1. Admissions and Outreach
2. Funding and Scholarships
3. Educational Resources and Support
4. Community Building
5. Democracy
6. Advocacy & Human Rights
7. Accessible Education
8. Employment Opportunities
9. Empowering Refugees
10. Raising Awareness

The **Admissions and Outreach** cluster included three ideas that related to the abolition and re-consideration of standard and costly admission testing methods, both of which would facilitate increased OSUN admission outreach to inner city and rural high schools.

Funding and Scholarships. This cluster included six ideas that focused on increasing the range of scholarships available to OSUN students. Ideas within the cluster addressed supporting students in identifying potential Grants and Scholarships, increasing the ability of OSUN students to access external Grants and Scholarships and creating a student leader scholars program focused around student-initiated community engagement projects.

The **Educational Resources and Support** cluster covered three ideas relating to the provision of high-level academic research resources across the OSUN network, the provision of vocational and foundational education across OSUN, and increasing curricular flexibility.

Community Building. This cluster was the most populated by the participants and covered eight ideas. The ideas ranged from tackling racial, economic and educational inequalities through community building actions, through delivering educational training to fulfil student volunteer hours and providing funding to support grassroots inequalities actions. Additional ideas related to tackling inequalities through civic engagement, capacity building of organisations addressing social inequality, activism, youth empowerment and pressure groups.

The **Democracy** cluster addressed three ideas that included better informing US citizens on their voter rights, proposals for reinventing democracy and addressing prison-based gerrymandering.

Advocacy & Human Rights is a cluster that also attracted three ideas. These related to considering Broadband Internet access as an “essential human right” that would enable students from communities most deficient in resources to participate equally as members of the OSUN community, advocating for equality and justice in educational reach and empowering young people, especially women and adolescent girls to access inspirational quality education.

Accessible Education included five ideas, addressing the needs of students with disabilities and providing specifically students with mental health issues with an equitable classroom environment, the challenge of hyper independence, enhanced student health plans, and support for young mothers to study at OSUN facilities through the provision of Kindergartens.

Employment Opportunities is a cluster that garnered three ideas. These included the provision of temporary paid positions for students to address issues of inequality, ensuring internships or work experience while studying, and the creation of employment opportunities.

The **Empowering Refugees** cluster included two ideas. The first related to empowering refugees in camps through increased educational opportunities, and the second to empowering the refugee communities through the provision of well trained and remunerated teachers.

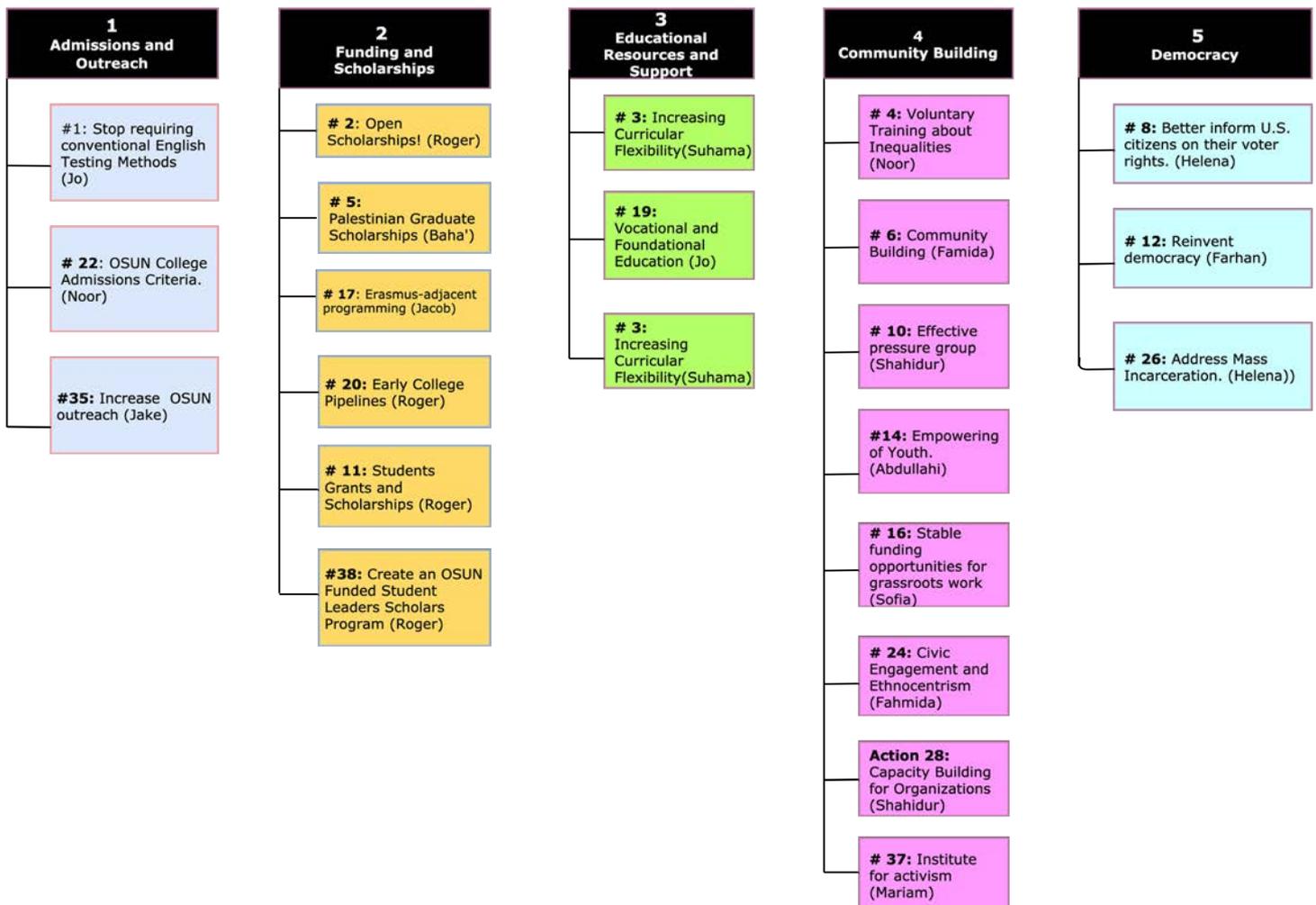
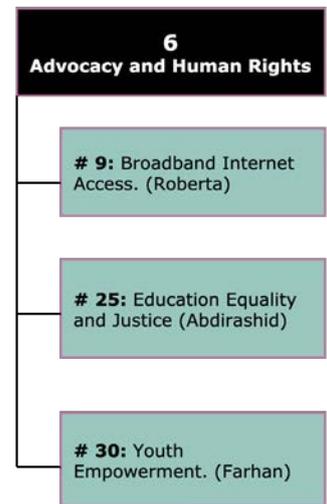
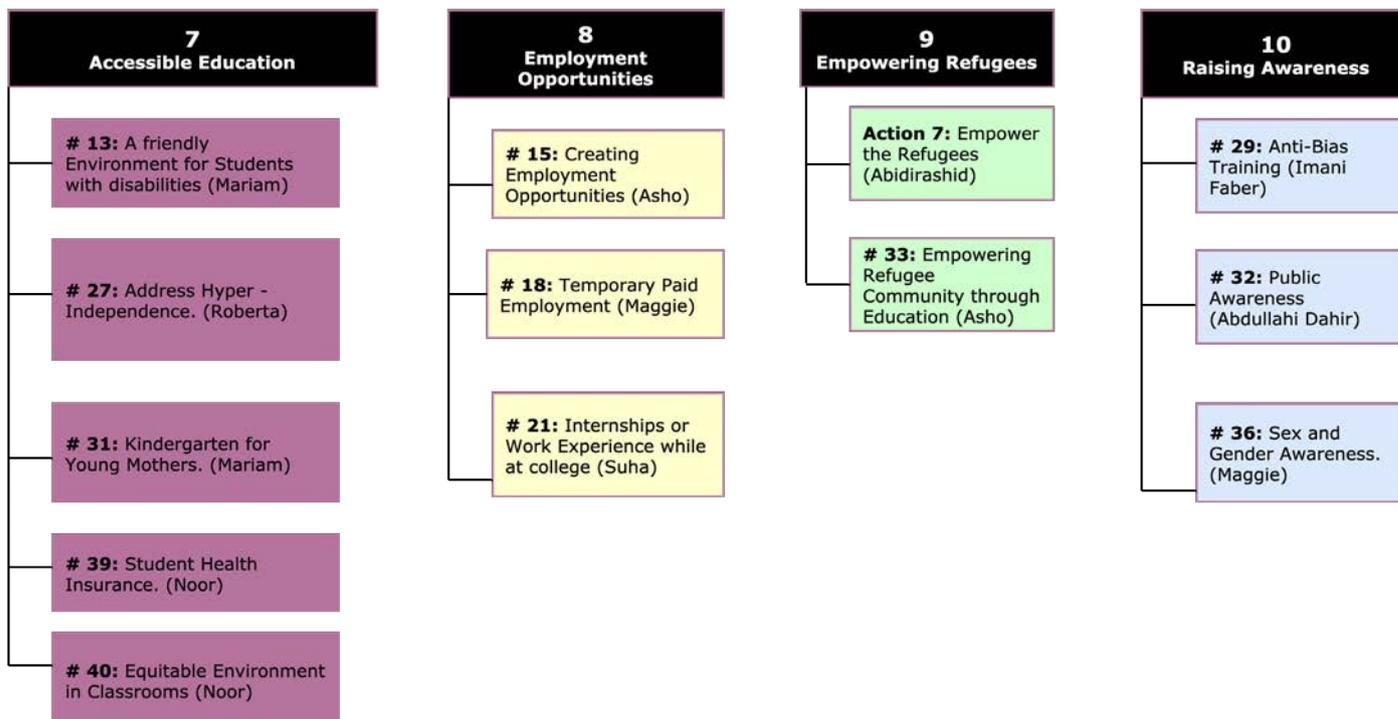


Figure 3 A & B: Clusters assembled by the participants of the Co-Lab



Raising Awareness is a cluster with four ideas that concerned the provision of anti-bias training, public awareness and communication to address racial discrimination to provide better information about migration and asylum laws, and the provision of workshops on topics such as gender and sex education in the intercultural university setting.

The distribution of all the actions across the 10 clusters is provided in the Figures.

Overall, Community Building was the most populated dimension with 8 actions, followed closely by Funding and Scholarships and Accessible Education (each with 5 actions). Raising Awareness with 4 actions followed by Admissions and Outreach, Educational Resources and Support, Democracy, Advocacy and Human Rights, and Employment Opportunities each of which had 3 actions.

Upon completion of the Clustering, the participants were asked to consider all proposed actions by reviewing them, examining the Clustering Table and choosing the five (no ranking) that they considered the most important. Each participant had only 5 votes that they could distribute in any way they thought it was most beneficial to respond to the challenge at hand. They were asked to submit their choices by email within the next 2 days. They were also invited to propose amendments and/or discuss the final Clustering Table during the week leading to the next session.

Preference Voting

As a result of the voting, 85 votes were cast in total for 40 ideas.

Votes	Idea #	Description	Participant
8	31	Kindergarten for young mothers	Mariam
5	1	Stop requiring conventional English Testing Methods	Jo
5	3	Increasing curricular flexibility	Suhama
5	13	A friendly environment for students with disabilities	Mariam
4	2	Open Scholarships!	Roger
4	16	Stable funding opportunities for grassroots work	Sofia
4	20	Early College Pipelines	Roger
4	23	Academic Research Resources	Baha
4	24	Civic Engagement	Fahmida
4	38	Create an OSUN-funded student leader scholars program	Roger
3	6	Community Building	Fahmida
3	18	Temporary paid Employment	Maggie
3	19	Vocational and Foundational Education	Jo
3	35	Increase OSUN outreach	Jake
2	5	Palestinian Graduate Scholarships	Baha
2	8	Better inform U.S. citizens on their voter rights	Helena
2	9	Broadband Internet Access	Roberta
2	10	Effective Pressure Group	Shahidur

2	25	Educational Equality and Justice	Abdirashid
2	26	Address Mass Incarceration	Helena
2	32	Public Awareness	Abdullahi
2	40	Equitable Environment in Classrooms	Noor
1	4	Volunteer Training about Inequalities	Noor
1	7	Empower the refugees	Abdirashid
1	11	Students Grants and Scholarships	Imani
1	14	Empowering of youth	Abdullahi
1	21	Internships and Work Experience while at College	Suhaman
1	28	Capacity building for Organisations	Sahidur
1	29	Anti-Bias Training	Imani
1	33	Empowering the Refugee Communities through Education	Asho
1	34	Migration and Asylum Legal Awareness	Sofia
1	37	Institute for Activism	Mariam
0	12	Reinvent Democracy	Farhan
0	15	Creating Employment Opportunities	Asho
0	17	Erasmus-adjacent Programming	Jake
0	22	OSUN College Admissions Criteria	Noor
0	27	Address Hyper-Independence	Roberta
0	30	Youth Employment	Farhan
0	36	Sex and Gender Awareness	Maggie
0	39	Student Health Insurance	Noor

One important observation was that participants did not necessarily choose their own actions, but instead actions that (in their mind) would help the most towards narrowing racial, economic, and educational inequalities. 14 ideas (i.e, 35%) received more than 3 votes, 22 ideas (i.e., 55%) received two or more votes, while 32 (i.e. 80%) received at least one vote. The Spreadthink is 77% which is higher than the normal range (35-65) of face-to-face dialogues. This is expected because of the constraints of the virtual process. The result reflects, nevertheless, the fact that the participants have converged their opinions significantly towards a shared understanding and action plan. It shows a sound basis for consensus, which will help in the effective treatment of the challenge. Only the actions/ideas that received at least two votes continued to the next phase. In the Table, the voting results are listed in descending order based on the votes that each action received.

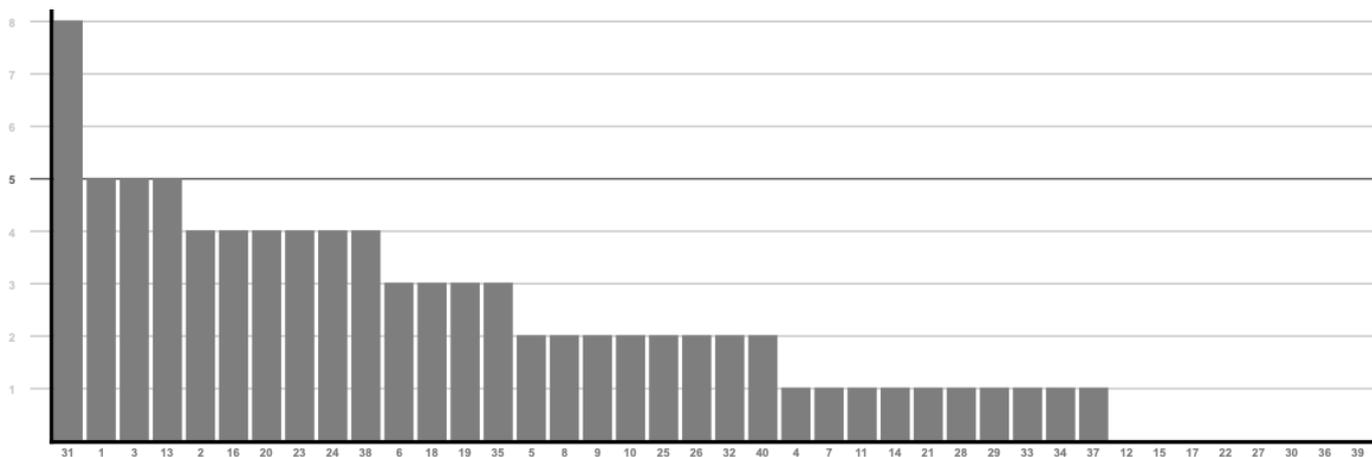


Figure 4: Distribution of votes across ideas (For descriptors of ideas check Appendix 1)

Community Building and Funding and Scholarships were considered pivotal

Cluster 4 entitled “Community Building” was considered as the *most important* in terms of the number of votes received. In particular, 17 votes were distributed across the actions categorized under this cluster with an average of 2.1 votes/action. Three out of the eight actions from the Community Building Cluster have been included in the Influence Action-Map. The actions emphasized steps to be taken in order to greatly influence improvements in the long term. Enhanced community building with accurate and insightful information will lead to more informed and conscious students and increase the student intake in OSUN. The cluster involved actions, which were primarily specific, measurable, assignable and realistic.

Cluster 2 “Funding and Scholarships” had 6 actions that received a total of 15 votes positioning itself as the second most important cluster. Three out of the eight actions from this cluster were included in the Influence Action-Map

Despite its low population with only three actions, Cluster 3 “Educational Resources and Support” received a total of 12 votes positioning itself as the third most important cluster with 4 vote/action. All three of the actions from this cluster were included in the Influence Action-Map.

Tree of Influences

At the end of the 2hr live session, the participants managed to structure only 9 ideas; all with 3 votes or more except one. They expressed the wish to reconvene for an additional session the week after in order to add more ideas on the Map. The completion of the formal session resulted in the creation of the tree structure shown in Figure 5 (Map 1).

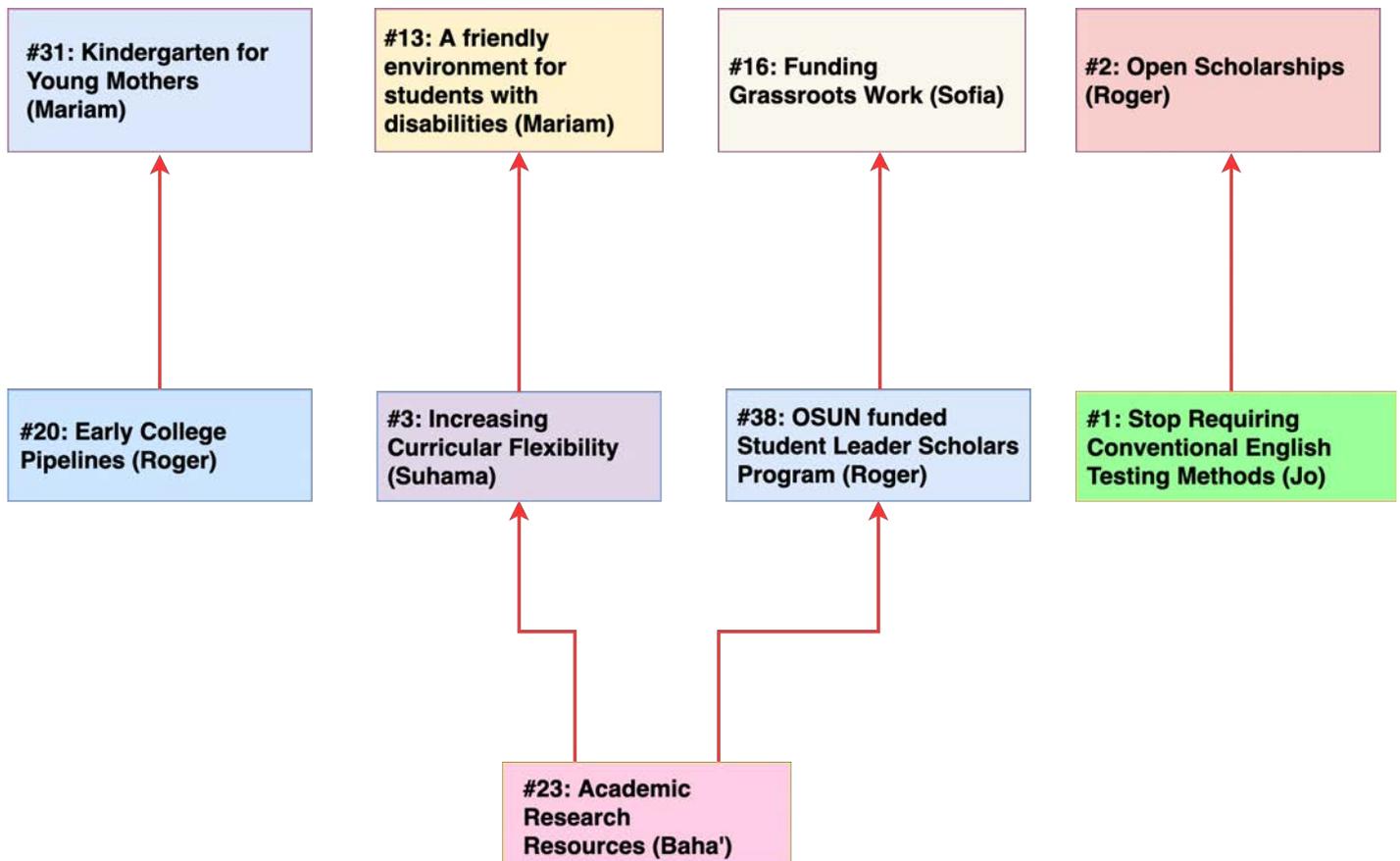


Figure 5: The first version of the MAP

During the next session, the participants structured additional 5 ideas and produced the tree shown in Fig. 6. This can be, to some extent, be read as a roadmap that incorporates three different levels. The most influential actions are those at the root of this tree: they are considered to be the deep drivers, i.e., those, which if implemented first, they support the implementation of actions in higher layers. Recall that the arrows represent cases in which the great majority of the participants (following a debate) decided that if the action in the source box is implemented, it will SIGNIFICANTLY support the implementation of the action at the target box. In other words, those root actions that are located at the lower levels of the map, have the greatest influence. This tree structure informs us that the implementation of actions 23 and 1, which are located at the base of the map, would significantly support or ease the implementation of actions 2, 3 and 38 (Map 2 in Figure 6).

Thus, the MAP informs us that priority should be given to:

- #23: Academic Research Resources
- #1: Stop Requiring Conventional English Testing Methods
- #2: Open Scholarships
- #3: Increasing Curricular Flexibility
- #38: OSUN funded Student Leader Scholars Program

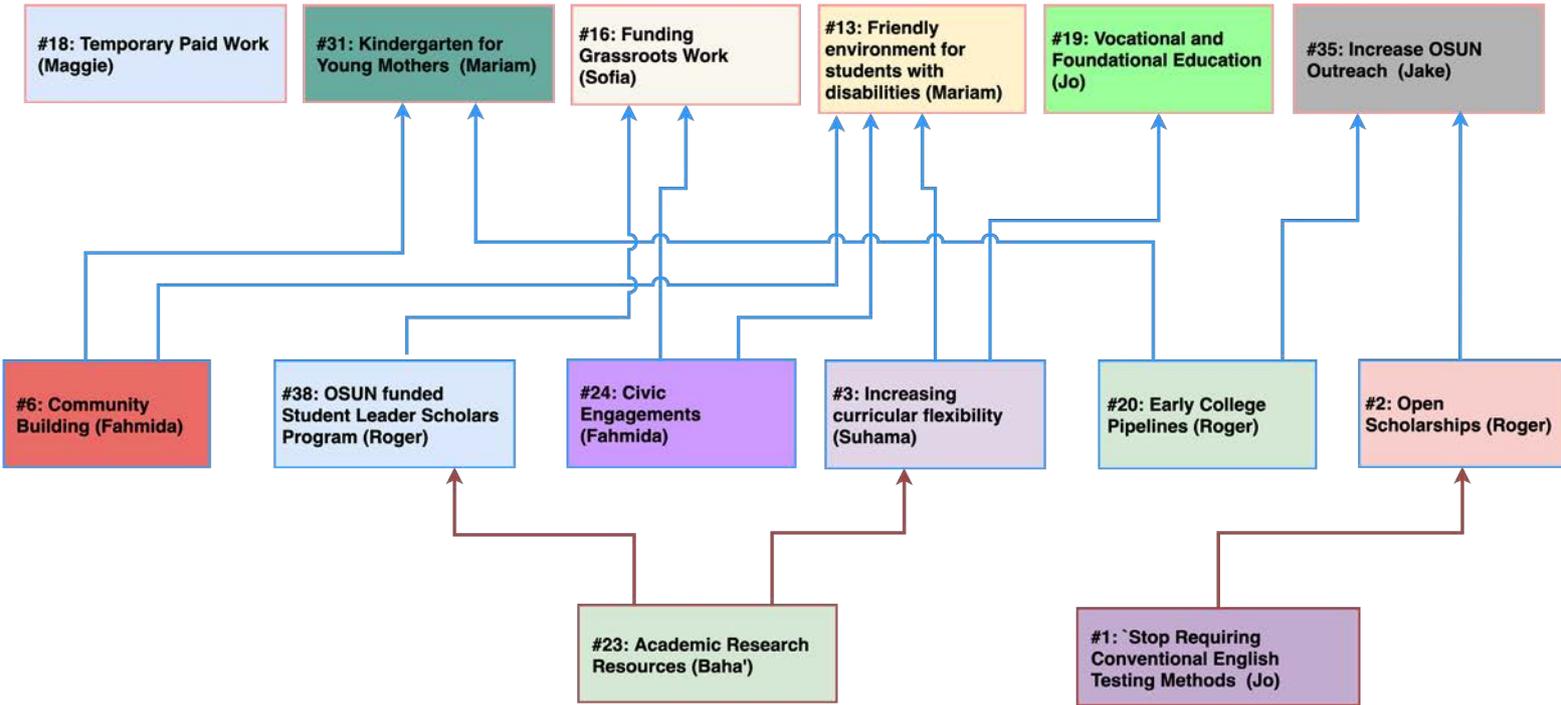
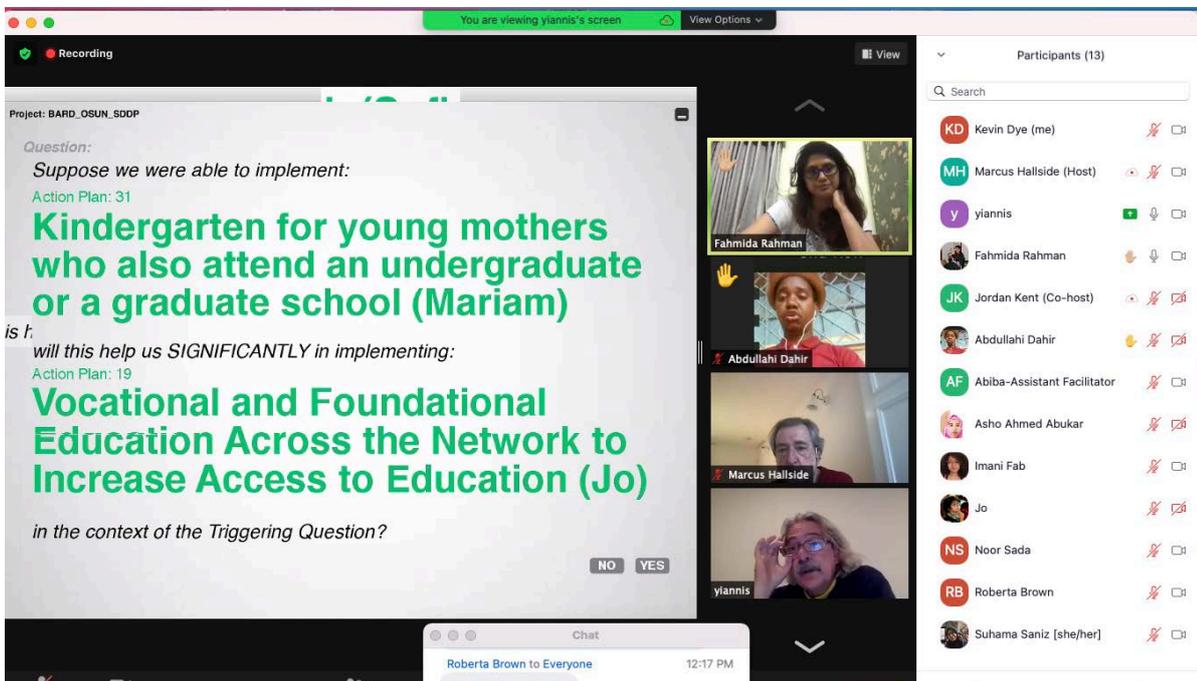


Figure 6: The final version of the MAP



Screenshot during the Mapping session

Discussion and Conclusions

The goal of the project was for participants to enrich and expand their comprehension and knowledge on the topic; to develop a common framework of understanding of the underlying challenges and potential solutions; to harness the views of academic staff, students and experts in a democratic dialogue where all are treated as equal; and, to utilize the collective wisdom of all to jointly develop a roadmap of actions resolving this challenge to which all feel committed. The outcomes will be discussed utilizing the results of the SDD process and the responses of the participants to the three evaluations.

Results of the Evaluations

The participants completed three evaluations, the first took place after the first Zoom session, the second after the completion of the Mapping phase (i.e., 3rd and 4th Zoom session), and the third and final after the completion of the process with draft versions of the Book and the Report available to the participants. The detailed results are provided in Appendices 2, 3, and 4 respectively. The key findings along with how they should be interpreted and utilized by the stakeholders are provided in the discussion section.

Reflections based on the first Evaluations provided by participants

The detailed analysis of the responses from the first Evaluation Questionnaire is in Appendix 2. The most interesting findings are summarized below:

- None of the participants knew more than one other of the participants; i.e., the group consisted of individuals who interacted with one another more or less for the first time.
- Approximately 60% responded that they have probably thought of 6-10 of the proposed actions before, which means that their thinking regarding options has at least quadrupled.
- The majority (60%) of the participants considered that less than 10 out of the 40 proposals were truly novel, which means that the virtual environment has probably somewhat compromised creativity.
- Many (60%) regarded at least 10-20 ideas as meeting the SMART criteria, which means that most participants have grasped the SMART requirement; however less have managed to implement it.
- About one third of the participants admitted that they have not provided methods of verification for their own proposals, and did not provide information as to whom they expect to take action on their proposals. This means that there is space for improvement in supporting participants to consider more seriously these two parameters, i.e., proposals for actions require methods and indicators to verify progress and they also need to be assignable to someone.
- More than 80% of the participants thought that the Triggering Question and the process have managed to capture the diversity of perspectives relating to inequalities that exist in the real world, and all possible approaches to dealing with the challenge.

Feedback from those who thought otherwise included:

- Wish for more bottom up perspectives and ideas to come more from students
- If there was more time, one admitted that s/he would suggest another idea, but still preferred to focus on the ones already proposed than compromise time for additional ones.

- More women in the dialogue would capture better the diversity of perspectives.
- Expand this kind of mobilization from the cities to remote areas.
- Three people thought that the group had too much agreement.

Reflections based on the second evaluation provided by participants - scoring ideas

The participants were asked to score (Likert scale 1-5) the ideas that made it to the MAP for Feasibility, Impact, and their Probability to happen without any new intervention. The detailed results are available as Appendix 3. The consideration of these scores, in connection with the consensual discovery of the most effective actions (i.e., those at the root of the MAP), equipped stakeholders with additional criteria to support the selection and prioritization of the most appropriate, value-for-money, actions while developing a change strategy. The following Fig. 7 shows the differences between the scores for Impact and Probability for the 18 actions.

A high number for a particular idea means that this idea has high impact, but it will only happen if the relevant stakeholders take targeted actions, i.e., low probability to happen without new intervention.

The dotted line corresponds to the average. The illustration shows that a few ideas have a significant impact associated with low probability to be implemented without active intervention. Especially “Kindergarten” came out as an idea with very high impact but very low probability to happen without intentional action.

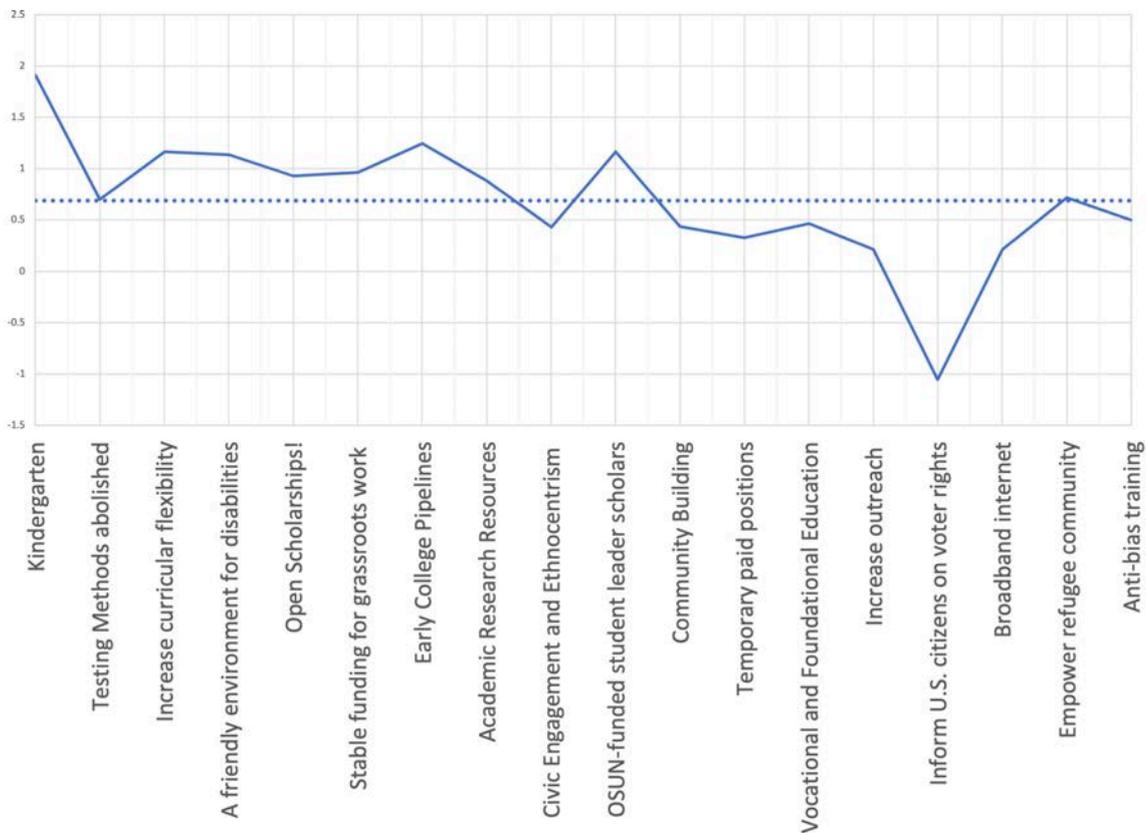


Figure 7: Differences between the scores for Impact and Probability

The list of ideas that fall above the baseline are:

#31: Kindergarten for Young Mothers

#1 Stop Requiring Conventional English Testing Methods [Baseline]

#3: Increasing Curricular Flexibility

#13: Friendly environment for students with disabilities

#2 Open Scholarships

#16 Stable funding for grassroots work

#20: Early Colleges pipelines

#23: Academic Research Resources

#38: OSUN funded Student Leader Scholars Program

#33 Empower Refugee Communities [Baseline]

Thus, based on these considerations, in addition to #1, #3, #2, #16, #20, #23, #33, and #38, which were also in the two lower layers of the MAP, this analysis informed us that we should pay particular attention to #31 and #13 (shown as bold).

As a final consideration, it might also be advisable to control proposals for feasibility. Typically, one should leave this factor to the end, because premature examination might discourage stakeholders from even considering proposals that are scored with low feasibility. In other words, we check the feasibility of ideas that turn out to have high priority based on the previous analyses and promote those that are easier to implement (i.e., higher score in feasibility).

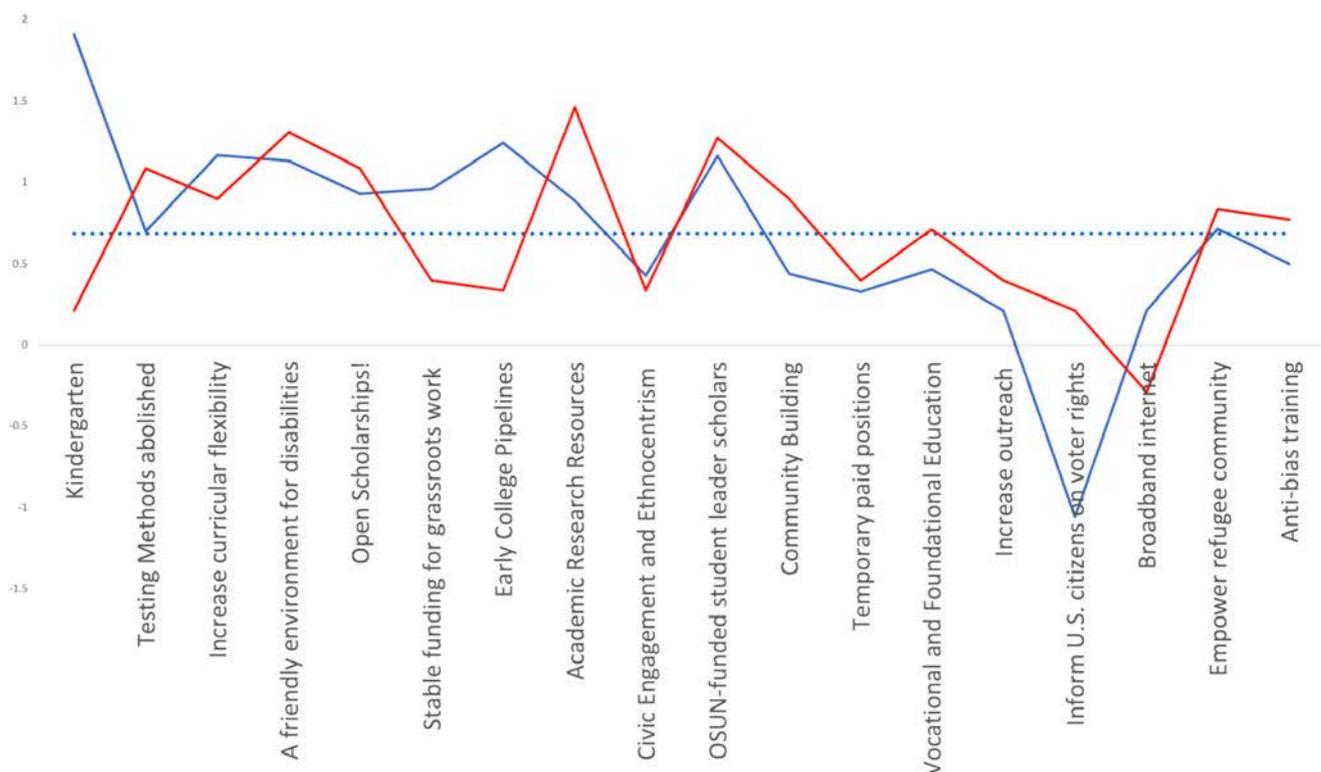


Figure 8: Averaged Feasibility overlapping to previous Fig 7

The Diagram in Fig. 8, shows the averaged feasibility (red line) for each action overlapping on the previous graph, but shifted so that its average overlaps exactly with the average of the previous graph. This was done to make it easier for the naked eye to discuss the result.

All actions of the blue line that are (on or) above the average (dotted line) must be given attention, in addition to those that made it to the roots of the Influence MAP. Out of those, it makes sense to prioritise those that are more feasible. Therefore actions whose feasibility (red line) is below the average values (dotted line) are less likely to be effective. These considerations lead to the following conclusions:

- #31 Kindergarten for Young Mothers has high priority but feasibility is difficult
- #1 Stop Requiring Conventional English Testing Methods has baseline priority, but it is feasible
- #3 Curricular flexibility has both both high priority and high feasibility
- #13 Friendly environment for students with disabilities has both high priority and high feasibility
- #2 Open scholarships has both high priority and high feasibility
- #16 Funding Grassroots Work has high priority but very low feasibility
- #20 Early Colleges Pipelines have high priority but would again require considerable efforts to implement
- #23 Academic Research Resources has high priority and is also quite feasible to implement civil engagement
- #38 OSUN funded Student Leader Scholars Program has high priority and high feasibility
- [#6 Community Building has low priority, but it is feasible]
- #18 Temporary Paid Employment has both low priority and low feasibility
- [#19 Vocational and Foundational Education has low priority, but it is feasible]
- #33 Empower the Refugee Community through Education has baseline priority but it is feasible

In sum, in addition to #1 and #23 which are at the root of the Influence MAP #29, #13, we should add to our recommendations #3, #2, #38, and #33 (bold). Those that have scored low on both criteria (italics) will be left for the future: while #31, #16, #20, and #18. Depending upon available resources, one could add #6 and #19 (in square brackets), because although they have scored low on the first analysis, they are feasible.

Final Recommendations

The structuring phase of the SDD Co-Laboratory (i.e., the Mapping) informed us that actions #23 and #1 exert maximum leverage on others, and #2, #3, #38, #20, #6, #24 also exert leverage on actions above them. These should therefore be given priority.

In the next phase, we have applied multivariate analysis to examine the actions for more criteria. First we have considered the difference between Impact and Probability; i.e., if an action has high impact, but low probability of happening without intentional interventions, it should be given priority. This analysis informed us that we should also consider #31 and #13.

In the final phase, we have considered feasibility, in addition to the previous criteria.

The result was that a few ideas had to be dropped out because their feasibility is too low. This included #31, #16, #20, #18. From this only #31 and #20 had to be left for the future, because the other two were not included in the “winners’ list” anyway. Depending upon available resources, we could add #6, which is also on the second layer of the Influence MAP, but also #19, which scored low for priority, but are feasible (shown in plain text rather than bold).

In conclusion, the final recommendations for actions to be considered for implementation based on the above analysis include:

- #23: Academic Research Resources**
- #1: Stop Requiring Conventional English Testing Methods**
- #2: Open Scholarships**
- #3: Increase Curricular Flexibility**
- #38: OSUN funded Student Leader Scholars Program**
- #13: Friendly environment for students with disabilities**
- #6: Community Building
- #19: Vocational and Foundational Education

Reflections based on the final evaluation

The overall experience, including learning and suggestions, was evaluated.

Appendix 4 documents the detailed responses. Below, we discuss briefly the results of these evaluations.

Quality and authenticity of the dialogue

The goal of the SDD process is to create a space in which all participants feel confident and empowered to share their opinions, and trust that they will be dealt with respect and accuracy. Furthermore, SDDP asserts that each individual participant recognizes that the final product includes their own ideas authentically, but also the ideas of all others. It should therefore be not surprising (but definitely encouraging) that the responses to “I have been able to freely and confidently share my opinions without interference”, “The Final results and deliverables contain my contributions authentically without modifications”, “The degree to which I believe that the relations in the Final MAP are “shared” amongst most of the participants“, and “The degree to which I feel that the conclusions and recommendations represent my own”, were scored with more than 80/100 by more than 80% of the participants. A bit worrying was the result of “interference”, in which almost 27% reported that they felt some pressure. It is difficult to know whether they indicate that the “presence” of professors made them feel “under observation” or whether they referred to “pressure” coming from the facilitation team when they were requested to expand and/or complete their offline tasks.

Quality of the process

The process has been evaluated in terms of compliance with the originally planned time schedules, in terms of compliance with the principles and laws of the underlying science (i.e., considering the differences between face-to-face vs virtual communication), and in terms of participants’ satisfaction.

Regarding compliance with the original schedules, there were two types of deviations. In almost all sessions, the respective process did not finish within the 2h foreseen window, but the participants were willing to stay 20-30 min longer and complete it. This was partly due to time lost in the first session for at least short introductions (for which unfortunately no time had been scheduled) and to the fact that in the second session (Clustering) the participants exhibited strong opinions which required additional time to resolve and satisfy everyone about the final decision.

Regarding the evaluation of this process in comparison to a face-to-face equivalent, the (high) scores reported for the quality of the dialogue (in the previous section) is an indicator that the quality is similar. Nevertheless, there were two noticeable differences. One, the number of ideas contributed were less than in a typical face-to-face dialogue. The explanation is probably that the experience, immediacy, and intensity that occurs in a physical interaction is more likely to kindle inspiration and produce more ideas. The second was that the Spreadthink was at the high end of the normal. A good quality face-to-face dialogue produces a Spreadthink of less than 60%. A higher one means that there was space for a deeper dialogue and more deliberation to produce shared understanding and more consensus.

More than 80% felt that “The directions on how to participate and to contribute my ideas on the various platforms were clear”, but the remaining one in five pinpointed the need for better instructions.

50% responded with 8-10 and 24% with 6-7 to “I felt comfortable taking this workshop online”, which is encouraging, but at the same time underlines the need for further improvement in making the experience more natural. More than 90% evaluated the “The offline effort (in the weeks between Zoom sessions) required from me as a participant was acceptable” with 8-10.

More than 75% scored “The workshop/dialogue has produced tangible results in the given period of time” with 7 or more, with one in three scoring it with 10, which reflects their view that the results were tangible. This high positive response is taken to mean that the participants feel overall that a tangible change has taken place within their own group, and that the final results of their work pinpoint to specific actions that are measurable, assignable and implementable. The high score should probably also be at least partly attributed to the fact that the methodology documents all ideas, discussions, and judgements in real time and produces deliverables that include their authentic contributions.

Finally, 75% responded “I would recommend the process of Structured Democratic Dialogue to others” with 8-10, while almost 20% scored it with 6.

Personal development

On the question “Please tell us to what degree your understanding of Racial, Economic, and Educational Inequalities within OSUN has changed”, about one in three felt that their understanding did not change a lot, while two out of three felt that the change was significant (56% 4 or 5 and 13% a 3).

It was quite interesting to review the responses on “Has your level of confidence in presenting your ideas publicly changed?” About two thirds of the participants reported that their confidence was boosted (38% “5”, 25% “4”). This result could probably be attributed to a number of factors. The experience that students had in co-constructing knowledge and action plans with professors and lecturers in a democratic environment and on equal footing has probably meant a lot to many. Similarly, the opportunity to present their ideas, and more importantly to provide pro- and against arguments on different opinions, is an empowering process.

Last, almost all participants (94%) appreciated that “My level of understanding of the structured process used in implementing this dialogue” was quite satisfactory (44% “4”, 50% “5”).

Appendix 1: List of actions and their clarifications

#	Action	Clarification	Votes	Cluster	MAP
1	Stop Requiring Conventional English Testing Methods	<p>Testing methods like the IELTS, TOEFL, CAR, and other English tests have been made a business, and this is felt the most in developing countries within the intersections of class, caste, gender, and social mobility. While the tests are usually required by universities to check the language competency of students, and, in the case of a GRE, tries to create a standardized test to measure the aptitude of a student, it is not affordable nor a fair comparison. These tests create a system to gate-keep those from economically precarious backgrounds who cannot spend, for example, 14,000 Indian Rupees on an English test. While this example is only one from India and one that I have direct access to, there are plenty of other examples across developing countries where students are not allowed a fair chance at applying for a course because they do not have a test that they have taken. There is no way to pay for these tests other than out of one's pocket, and no funds/grants that make it easier to access. By making it this expensive as well as compulsory, there is a process of 'choosing' students who can afford rather than ensuring education is accessible by anyone and everyone who wants to be in educational spaces. It is also a colonial tool because the test is often required of what one assumes is a 'native' speaker—even though students in a lot of Asian countries have studied only in English medium schools all their life, and use English as their first language. This expectation does not center the importance of being multilingual, fluent speakers, and, again, places power in the hands of a eurocentric understanding of 'well educated/literate'. These tests only make those who are already privileged enough to access these tests have more access to education through these tests and the loopholes that come with it to reach already inaccessible spaces.</p> <p>By not using these tests, people will be judged on the basis of how they can use a language to communicate rather than using language to assess a person's class/race/privilege background. An adoptable alternative is simply a case by case system for departments to judge whether a person is able to comprehend and respond to the work they will undertake in university, free of cost- this should also be made compulsory for ALL students entering the university rather than just "non-native" speakers. Paid English tests should be made defunct. An interview would be a good option too, but I understand the logistical issues that come with it as well.</p> <p>Time Frame: The action to stop requiring English tests to prove one's language proficiency can be begun immediately post a few information sessions and a meeting with all OSUN institutions that can agree on other methods that they will use in case they want to standardize the way they select students or want to test how students understand a language.</p> <p>Proposed Methods:</p> <ol style="list-style-type: none"> 1. Make the current testing system defunct, defund the businesses that run on these testing methods, and the possibility to scam, loophole their way out of these tests. 2. Each college can create a test they can use to understand whether a student can communicate in the language of teaching; students can have a variety of ways to prove this, including writing an essay, showing that they have studied in English Medium schools, and more. 3. Colleges can also create systems that give students the space to learn even if they are not great at the language of teaching; this will also assist students that are not international students. 	5	1	1,2
2	Open Scholarships	<p>Have competitive scholarship competitions for OSUN College Courses that anyone can compete for regardless of income or prior education. There are smart and capable people who don't apply to college because they are not in the college pipeline and simply don't even think about college or know how to apply. Or they think college is not for them. The Open Scholarships would be promoted in regions and on social media amongst people who don't often think of going to college, thus reaching a population that is usually excluded from higher education. It would be designed through games and tests to identify potentially successful students, who would then be offered need blind scholarships.</p>	4	2	1,2

3	Increasing Curricular Flexibility	<p>Remote learning during this pandemic has forced colleges to be more equitable when considering how to deliver the education that their students signed up for. So far they have had to take into account the students' home situation, technological needs, accessibility for those in special programs, and more. Putting together the creative solutions to these different problems that various colleges have come up with, it is possible to tailor a college track that would primarily benefit students who do not have the time or money to afford full-time, in-person college. Many poorly designed courses target vulnerable and financially disadvantaged students, costing them precious time and money in exchange for a worthless degree. What I am ultimately suggesting here is that universities within the OSUN/Bard network initiate highly competitive, low-cost, (and possibly fast-paced but this is optional since it might be a restriction to some of those who could really use this) blended learning programs which would enroll students from a low socio-economic standing, and there are a couple of ways the OSUN administration can get involved.</p> <p>Summer workshops: Some of the main reasons students fail to complete online or self-paced college courses are lack of time management skills, learning skills, or even mastery of concepts from core high school subjects. OSUN can invest in creating summer workshops for incoming freshmen that review basic English grammar and algebra, teach students time management and learning strategies, and allow students to get familiar with the faculty members. The same program could offer a select group of teachers training on how to manage blended courses.</p> <p>Mental health counseling: At Bard Queens, we all belong to a small advisory group which meets up once a week. It is a safe space where students can share their anxieties and build community. While this was already a very healthy outlet during traditional learning times, it became almost essential during remote and blended learning times. I believe a similar sort of small group advisory or counseling would help students within this unique program pace themselves and give them space and support to grow as a person. One of the biggest disadvantages of a non-traditional college is missing out on fun community activities. Someone attending this program would likely not have the privilege of spending time attending various student activities due to financial constraints, responsibilities outside of school, etc., therefore investing in advisors or mental health counselors and having this activity built into the curriculum would provide at least one socializing opportunity as well as a place to seek or provided with mental health resources.</p>	5	3	1,2
4	Voluntary training about inequalities	<p>Colleges should make educational training a mandatory and/or highly encouraged way of fulfilling volunteer hours. Such training will have a first and foremost goal to educate students and spread awareness about the inequalities various marginalized communities face in numerous institutions. Addressing crucial topics such as systemic racism, capitalist economy, neo-colonialism, and other forms that have produced inherent disadvantages to people. Helping them understand the significance of these alarming issues will allow them to question the underlying frameworks that have yielded such inequalities and injustices existing in our societies today.</p>	4	1	-
5	Palestinian Graduate Scholarships	<p>87% of Al-Quds Bard College graduates pursued a fully-funded Master's Program upon the completion of their Bachelor's Degree, these fully-funded Master's Programs are made available through a couple of prestigious scholarships, including Said Foundation, Chevening, and Fulbright. While many AQB students have been awarded these scholarships over the past seven years on the basis of their strong academic, professional, and leadership backgrounds, this makes the competition over such scholarships increasingly severe year after year among AQB students in particular, and among other Palestinian undergraduates from the West Bank and Gaza who are eligible for these well-known scholarships too. OSUN could create an annual fully-funded Master's Program Scholarship for three AQB graduates with outstanding academic performance and strong leadership skills. This will doubtless create more opportunities for AQB students to pursue higher education degrees that will improve the well-being of the Palestinian society.</p>	2	2	-

6	Community Building	<p>Goal: Tackle racial, economic and educational inequalities through community building.</p> <p>Teaching tolerance and diversity; and promoting multicultural education are the two of the multiple ways of community building that OSUN University partners can initiate to reduce racial, economic and educational inequalities. The initiative is for teachers, students and the University administrative members. Community building will create understanding of ascriptive traits of people being different and being different is acceptable; promoting a sense of belonging; and preventing from making any flawed assumptions about the individuals we mentor; and learning to value and experience the richness in diversity found within different races, religion, cultures, etc.</p> <p>Despite racial and ethnic diversity in schools or communities differing greatly from regions to regions, the underlying methods to solve them are still similar. The practice of teaching in tolerance and diversity; and promoting multicultural education can be conducted in two ways to ensure that the goal is achieved: 1. Qualitative method: An in-house behavioural practice which the teachers practice in the classroom with their students and every supervisor in the University administration practices with their co-workers. 2. Quantitative method: Arranging conferences or workshops with students and facilitators combining all OSUN partner universities to discuss the steps or initiatives to reduce the inequalities To make it worthwhile, I would propose 4-5 groups (each group containing 6 students) from each university who will only observe and take notes on the actions caused by other students which explains absence in tolerance and diversity. This engagement will go on for a week. After a week, all the notes will be submitted to one facilitator (focal person) from each university and who will archive the notes and share with other university members. Finally, a conference will be arranged where the facilitators bring their student groups (out of five, the group who collected the most relevant stories will represent) who talk about the issues they wrote during their off-classroom engagement. Every year if a group represents their campus story about the absence of tolerance and diversity, the community as a whole will be empathetic enough to address these issues seriously and ensure that racial, economic, and educational inequalities are minimized as much as possible.</p> <p>A conference to be held once in two years and all the stories collected for discussion should be archived.. The off-classroom engagement of participant observation will be conducted every six months.</p> <p>In-house behavioural practice will not require any funding, but to accomplish the second option we need funding. The goal of the activity before the conference and arranging the conference requires funding and logistical support which the grant from OSUN could step in. The initiative is attainable as a few workshops on community building were already conducted online. My step is to make community building more engaging for the younger generation through experiential learning.</p> <p>Community building is also relevant with my second idea, Civic Engagement. Both involve experiential learning. For example: appreciating diversity is all about trying to find the best in people. It uses the cultural paradigm in cultural differences with regards to creating classroom interventions and strategies to support the learning of students of different colour, ethnic background, taste and cultures. Therefore, in the conference we will discuss the steps each OSUN partner university can take to minimize the differences and inequalities.</p>	3	4	2
7	Empower the refugees	<p>The refugees who live in the world have beings under suppression for the last two decades for the side of education whereby they don't get an equal opportunity with others, thus this needs to be addressed globally by discussing how we can improve their education by empowering them, whether its capacity building or vocational training or even normal scholarship to encourage the desperate immigrants and the refugees who live in foreign countries, therefore for empowering them they will help back to their communities In the country the knowledge, experience, and skills that they will gain from the given opportunities.</p>	1	9	-

8	Better inform US Citizens on their voter rights	<p>Time Frame:</p> <p>OSUN institutions located in the U.S. can come together to promote education for democracy. Better informing U.S. citizens on their voter rights can take the form of a semester-long course; an intensive skills institute during a weekend or a series of evenings during the week; or even a summer intensive course. It will be a course that aims to integrate the academic/campus bubble with voters in the community.</p> <p>Proposed Methods:</p> <p>It is no doubt that structural racism is still very much corrupting America's democracy and founding values. With one founding institution and twelve members located in the United States, OSUN can take initiative to tackle voter disenfranchisement within minority groups in the USA. Informed citizens are democracy's best defense. OSUN can get involved in initiatives/create initiatives that empower citizens' voting rights with regards to their states' voting regulations, especially taking into consideration that these regulations present themselves as barriers that disproportionately affect African American and Latino communities. Community work will be a measure of progress for this course as the idea is to inform not only OSUN's student body but the communities/state around each institution.</p> <p>Issues include and are not limited to:</p> <p>Enabling those with past criminal convictions to vote;</p> <p>Increasing the number of "early voting days,";</p> <p>Bolstering more companies to embrace civic responsibility by giving employees the day off for voting;</p> <p>Making the registration process less complex,</p>	2	5	-
9	Broadband Internet Access	<p>This proposal specifically posits that internet access can be provided to many people currently lacking the ability to connect to the web either for financial or geographical reasons. The idea specifically is to provide portable wifi devices of which many varieties exist made by companies such as Netgear to individual households to make a college education more accessible. This device sells for \$109 on Amazon. This could be measurable. The Navajo Nation for instance covers over 17 million acres of three states that border one another. If all of the Navajo Nation households in one of those states, to begin with, were surveyed, the percentage of households among that state's Navajo community lacking internet service could be determined, as well as the number of college-age or near college-age residents in those homes. If each of those households lacking internet connectivity and containing one or more college-age occupants were given a portable wifi device for their home and then surveyed a year later, we could of course see the reduction in households lacking internet, as well as learn how many of the college-age students living in newly connected homes were able to enroll in college.</p>	2	6	-
10	Effective pressure group	<p>Time Frame: This pressure group can also work as an OSUN student club. At the beginning of each semester, students will be given an opportunity to join this club.</p> <p>Proposed Methods: To convince OSUN to form a pressure group, a flyer can be prepared on the importance of having such a group and disseminate to the network. After formation, this pressure group or student club organizes different student activities (discussed below) to address inequality.</p> <p>Strengthen OSUN structure on Inequality by creating a pressure group that will work as a student club solely responsible for issues on inequality that will identify and present stories of inequality, organize and follow up conversations on these stories; communicate with the key stakeholders responsible for these specific problems and organize in-campus protest, and share videos with the network. The group will be responsible for the dissemination of information and creating an understanding of the causes and consequences of these inequalities and will reach out to the Policymakers for accountability and transparency in order to undertake public shaming for the people responsible for a particular crisis and will search for collective consensus to the public. We should identify a specific center from OSUN whose mission is aligned with this proposal.</p>	2	4	-

11	Students Grants and Scholarships	<p>Not all students have access to academic advisors in high school, and many are not provided enough information about how to find scholarships and grants. OSUN could provide a free service for students to receive help in finding grants and scholarships, and to receive help in how to write an application. Through lessons, one on one sessions, and writing tutoring, OSUN could help students from marginalised communities get better opportunities in higher education. Starting early is particularly important as the step from high school to college is an important one for students seeking higher education. Additionally, for students of colour who do not have BIPOC academic advisors, there is often a knowledge gap by the advisor in what options to pursue for the student. Unconscious biases and stereotypes by white advisors can lead to certain opportunities for BIPC students going to waste. For this reason it is also important that the free service offered by OSUN will employ or find BIPOC volunteers to help. A project like this would need funding and a website for advising and lessons to take place on. The OSUN Management committee could oversee that a diverse team is hired or diverse volunteers are found to provide online video lessons and help individuals find grants and scholarships (This may include how to answer scholarship questions, what options BIPOC students could pursue, etc.). Keeping track of online traffic on the website as well as the amount of students who received grants and scholarships thanks to this service will be a good way of measuring its success. To expand the project further specific schools could be given help and access to the website based on their need. If a student with uncertainty about how to find a scholarship is able to use the free resources of a website and one-on-one assistance, they could get opportunities at higher education that they would have otherwise missed out on. Additionally if a BIPOC student is facing difficulties receiving aid in finding scholarships and grants due to a lack of BIPOC advisors at their school, being given information about scholarships specific to their experience and goals would be helpful for them. This idea could also be used to help college students find and apply to scholarships and grants.</p>	1	2	
12	Reinvent Democracy	<p>Provide funding to enable democracy to overcome its current bias towards the here and now. This is a politics of anticipating the future through common feelings that frame common goals around them, bridge the gap and reinvent democracy across countries and peoples</p>	0	5	-
13	Students with Disabilities	<p>Students with visual impairments, motor disabilities, or chronic illnesses have a hard time attending college, especially in Palestine.</p> <p>Students with visual impairments have a difficult time doing the readings, which are a pivotal part of any liberal arts college. If access to various audiobook libraries, like Audible and Scribd, could be made available, it would encourage these students to continue pursuing their education and help them engage in classes.</p> <p>Students with motor disabilities should be able to move around campus freely when the covid is over.</p> <p>Mobility for students with disabilities around AIQuds University campus is not taken into account. The campus has many stairs and very few ramps and elevators. For instance, AIQuds Bard College consists of three floors with one outdoor elevator to move from the ground to the first floor. This means students with motor disabilities cannot access the second floor because there is no elevator inside the building. The second floor contains the main hall room where the major AQB events and meetings happen, the Dean's office, the AQB library, various classrooms, and the offices of some professors. Hence, students with motor disabilities are deprived of the basic experiences, rights, and practices of the average AQB college student.</p> <p>Lastly, for students with chronic illnesses, workshops can be organized for students and faculty members to raise awareness about specific common chronic illnesses and auto-immune diseases in Palestine such as Rheumatoid Arthritis and Ischemic heart disease.</p> <p>This initiative will help attract students with disabilities to study at AQB, especially those who were hesitant to pursue higher education because of their disabilities. This will also increase the diversity of the students and reduce social inequalities. Students with disabilities can also be offered scholarships to encourage them to attend.</p>	5	3	1,2
14	Empowering of Youth	<p>Racial and inequality of education are some of the problems that communities are facing in the world. Children from poor families may not access education due to poverty. These challenges can be solved if the youth are empowered with knowledge, skills, and leadership. Youth play very important roles within the societies and they have great involvement with their people. Educated youth can change the life of the community positively. Youth are very essential agents that can do so many things and help their people. Therefore, the Open Society University Network can give special attention to the side of the youth. The youth can take part in solving some complex issues if they are empowered with knowledge, skills and leadership. OSUN should provide scholarship to the youth worldwide because education is a very powerful tool. Education transforms society and the youth themselves can engage the process of transforming the society. People can live in a life full of happiness through education. Knowledge is what empowers us and makes us strong people.</p>	1	4	-

15	Creating Employment Opportunities	<p>Employment contributes to economic growth. Education will ensure equality between the skilled and unskilled and will improve the economic situation of all.</p> <p>Creating jobs for people can contribute to sustainable development in the country with a large objective of facilitating finance access. If jobs would be created for the youth women, children, and vulnerable who hope to start a business but lacking the capital to start their business, moreover, they will develop their existing business further and eventually achieve growth</p>	0	8	-
16	Funding Grassroots Work	<p>In attempting to narrow racial, economic, and educational inequalities it is important to continually be in touch with those responding directly to inequalities affecting their communities. By offering funding opportunities for grassroots work, the OSUN network could be more in touch with bottom-up change around the world (like the TLS office at Bard Annandale, but more global). In my time working with organizations that attempt to tackle issues facing asylum seekers and the homeless in Denmark, what has struck me most is how stressed and unstable the work environment is. Most of the funding available is for start-up costs for new initiatives, but none for the continuation of these projects. This creates incredible instability, which is obviously problematic when working with marginalized communities and not conducive to long-term structural change. With every funding application and GoFundMe campaign, the issues become over-dramatized and organizations move further away from addressing the structural racial, economic and educational inequalities that are being pointed to in academic circles. Linking grassroots organizations with funding that understands the importance of long-term structural change to inequality would be an indispensable contribution. Stronger connections to grassroots organizations could also provide opportunities to incorporate people with first-hand experiences of an issue into education in the universities.</p>	4	4	1,2
17	Erasmus- Adjacent Programming	<p>Studying abroad in my undergraduate studies opened up greatly my understanding of the global community, and allowed me to engage in dialogues that I wouldn't have had otherwise in my American university setting. I believe having access to global perspectives has made me a more culturally sensitive and understanding world citizen. College campuses in the OSUN Network and around the globe could benefit greatly from opening up funded programs with the aim of creating a space for interacting with other ideas, customs, and cultures. The fully-funded program would be a semester abroad and would take credited classes in foreign languages and cultural studies.</p>	0	2	-

18	Temporary Paid Employment	<p>The current model of addressing institutional social issues (including, and especially those concerning inequalities) includes student engagement in a voluntary and unpaid form. While the tradition of voluntary student advocacy is important for the civic environment within the university, it should also be acknowledged that in many cases students are doing advocacy work because it is necessary for their own well-being and safety and that their advocacy work is time-consuming and emotionally exhausting. I do not suggest that every student activist be compensated for their work, but rather that students who bring social issues to the table and who express an interest in working in-depth with the administration in addressing the issue should be offered temporary working contracts to take up the issue. This is especially true when the university administration is unable to easily identify someone to work on the issue and asks the student to substantially increase the time/energy spent on their advocacy and work. This is a truly equitable approach that acknowledges that many student advocates are doing this work because they have been negatively affected by the conditions in the community and are interested in seeing change. To ask them to work exhaustively for free not only takes away from their lives as students, but also potentially deepens the trauma or difficulty which compelled them to raise the issue. This approach of hiring student activists to work within the community destabilizes the bureaucratic hierarchy of problem-solving within the institution and empowers young activists to value their own work. It also protects vulnerable students from being compelled to perform unpaid labor in the interest of addressing the inequalities that affect them.</p> <p>Adopting a suggestion from a colleague, I will clarify this idea by adding that students may self-nominate or be nominated by others for such activist positions. These students (fellows/employees of the University) shall be given stipends for their work. I would recommend that stipend amounts are determined according to the typical pay of administration members who are hired to work on issues of diversity, equality, etc. This elevates the work of students to the level of a hired employee of the university, rather than only an elevated level of volunteering that warrants a small amount of recognition pay.</p> <p>WHO? Students in the University- current students or recent alumni.</p> <p>HOW: process of self-nomination and submission of application to the administration OR nomination of a student by another individual or group of students (with the consent of the one nominated); both options will happen on a rather ad-hoc basis, rather than on a structured schedule of application/review/approval; there shall be a maximum amount of applications considered per semester, depending on budgetary limitations/concerns.</p> <p>WHO DECIDES?: the university community via democratic vote (students, faculty, staff); anyone may vote, and voting individuals are strongly encouraged to explain their vote; these votes are reviewed by a board, which may challenge the vote results if it believes there is a compelling reason in the interest of equality (in this case, there is a re-vote); the student activist can appeal the vote decision with a compelling reason, where new input is invited from the community and where the board re-opens deliberation</p>	3	8	2
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19	Vocational and Foundational Education	<p>The Open Society University Network has the capacity and resources to make education and knowledge as accessible as possible. This means both skill-based education that can really sharpen skills of large communities that are unable to access jobs because they cannot afford/are gate-kept out of academic institutions as well as foundational courses in academic language and skills so that access to knowledge becomes easier. There need to be vocational courses and training available for people who have been historically excluded and gate-kept from ivory tower academia; across class, race, caste, and gender lines. I see this happening through different approaches to creating space to learn skills about academic learning that people expect people to know, we need to know what is usually taken for granted? Additionally, even skills like how do you write a news article? How do you engage in digital storytelling in a way that you can freely write your own story? How do you network with other community members to create larger networks of support and work for yourself and others? How do you begin a campaign, how do you run and present a campaign- how do you report on it? etc. What must also be kept in mind, is that as much as we want to create 'diverse and inclusive' spaces, people who have historically been discriminated against need safe spaces to be able to experience education, write, grow and achieve the same kind of ownership of space and knowledge as those who have always been privileged to have. For this, we need to be radically exclusive to be able to be radically inclusive and create these spaces- reserve spaces for trans people where they are safe, where they can nurture their knowledge systems, and co produce knowledge. Give women a room of their own and funding to develop their ideas and skills, give people from lower economic classes a way to not work 5 jobs while also doing their education so that they can get the most out of it. As much as there need to be spaces where people can share opportunities and information across intersections, there also need to be spaces given only to those historically oppressed.</p> <p>Time Frame: The time frame for this engagement can begin from next term and can be carried out as short term and long term projects and can also happen as pulses (like a summer school)</p> <p>Proposed Methods:</p> <p>By vocational and skills training, I mean speaking about skills that we take for granted and creating space to discuss and learn together that doesn't often exist.</p> <p>Training in how to reference, how to read and write for academic purposes while also questioning and breaking expectations of what is 'proper' in academia.</p> <p>Even a safe physical space like a chill room only for trans/queer POC like the one Goldsmiths' University in London has- where people can just 'be', read, write, work in safety knowing they may be unsafe outside but in this space they are safe. We are in need of more physical space that we can take freely.</p>	3	3	2
20	Early College Pipelines	<p>Colleges often intervene too late and need to then revert to remedial programs that compromise the college experience. The Bard Early Colleges are unique in training students based in poorer neighborhoods (75% qualify for federal lunch programs) to be prepared for College. These are public high schools and thus are free. Students graduate with an Associates Degree and are then prepared for College. We should expand the early college programs nationally and internationally, and then offer fellowships and scholarships to excellent students that would cover both college and graduate education. The point is to identify qualified students early and commit to helping them for the entirety of their college and graduate education to increase the accessibility of professions and academic careers. We could focus on having these students attend at OSUN institutions and then, potentially, work at and teach at OSUN institutions.</p>	4	2	1,2
21	Internships and Work Experience while at College	<p>As Trevor Noah once said: "People love to say, "Give a man a fish, and he'll eat for a day. Teach a man to fish, and he'll eat for a lifetime." What they don't say is, "And it would be nice if you gave him a fishing rod." In today's competitive workforce, simply graduating with a college degree does not ensure survival, and oftentimes it is those who have the luxury to spend money or those who have pre-existing connections, who are able to secure the work experience that is required to even start a fulltime job. I genuinely believe that it would be to the best of our benefit to have every person who is capable be a contributing member of society. Therefore I propose that OSUN universities establish exclusive internships and work opportunities for their students by partnering with various research institutes and companies. These programs may also provide career support for such students, where they would learn various soft skills essential to surviving in a professional workspace alongside gaining quality work experience. Though the programs and access to such resources would be competitive, I strongly suggest that the criteria for judging participants exclude academic excellence and instead focus on aspects such as community leadership. While there is some financial investment involved in creating such programs, I think it is more importantly about forming and maintaining connections. As there are already a number of universities within the OSUN network, keeping this network healthy and alive may result in some sort of collective resource bank for disadvantaged or underrepresented students looking for meaningful work experiences, and even open international doors to them.</p>	1	8	-

22	OSUN College Admissions Criteria	College admissions should strongly consider the economic status and racial background before rejecting any student. If a student is rejected for low academic performance throughout high school, economic and racial factors must be strongly considered because they play a crucial role in their quality of life (especially in societies that systemically degrade such communities). Such a mechanism will give the student an opportunity to develop and embrace their potential skills which they never got the chance to discover or explore because of inherent disadvantages. This is one of the many ways educational institutions, especially colleges, can help alleviate longtime enduring struggles.	0	1	-
23	Academic Research Resources	<p>Limited access to research resources is generally a widespread problem at Palestinian Universities given the increasingly deteriorating political and economic situation in the West Bank. Indeed, this limited access to research resources, especially at Palestinian Universities where research is an important component of one's education, makes it difficult for Palestinian students to conduct desk research. For instance, as a liberal arts college, Al-Quds Bard College Undergraduates are expected to constantly conduct desk research in almost every class they take. Undergraduates become more aware of the difficulty of not having enough access to research resources in their final year of college, a year when students are expected to engage in a demanding year-long research project of at least 10,000 words. As a student who had to deal with a complex interdisciplinary and multidisciplinary research topic in my final year as an undergraduate, I found it very constraining and worrying to rely only on whatever free material was accessible online. At one point, I wanted to limit the scope of my research-based only on the free material that was available online regarding my research topic, especially that I could not afford buying the books I needed. Even ordering the books I needed from the very few bookstores available in the West Bank was prohibitive, bureaucratic, and time-consuming. In other words, it was a privilege that I could not afford.</p> <p>With a determination to produce a senior project that is well-researched, nuanced, and of high quality, I resorted to friends studying outside of Palestine to provide me with digital copies of the books I needed through the institutional account of the electronic library at their University. Other times, I would ask professors for these books and they would provide me with the books I needed by asking their colleagues teaching/working at a university outside of Palestine. In addition to these resources that I created for myself, Library Genesis was of tremendous help to me. In fact, a number of the books I needed to capture the essence of my senior project were available there for free.</p> <p>Given that Al-Quds Bard College is an additional campus of Bard College, New York, Bard College could provide AQB students with full access to their research resources, including any library databases. In addition, OSUN could financially support the endeavor of having an independent AQB electronic library containing a select number of the most requested books by AQB students.</p> <p>Providing AQB students with adequate research resources means that AQB students will work more efficiently on their senior projects, produce senior projects that are academically richer, and mitigate the amount of the stress that seniors normally experience in their final, but which becomes exacerbated in light of the limited access to research resources. Palestinian undergraduates should not go through a stressful and time-consuming process of finding pirated copies of the books and articles they need through Library Genesis and Sci-Hub, two websites whose use raise complex questions about the ethics of conducting research under conditions of economic, political, and racial inequalities. Also, Library Genesis does not always have the books that students need despite all the ambivalence around its use</p>	4	3	1,2

24	Civic Engagement	<p>Goal: Tackle racial, economic, and educational inequalities through civic engagement</p> <p>Racial, economic, and educational inequalities are a concept faced by almost everyone in different parts of the world and are discussed widely. I want to propose civic engagement ideas such as visits to field sites, local museums, cultural festivals, and performing art venues; and assigning projects that will develop creative approaches to racial, economic, and educational issues.</p> <p>This initiative is a quantitative measure. Every first-year student of all OSUN partner universities completes this as a part of their Social Learning to earn extra credits while completing their undergraduate degree program.</p> <p>Civic Engagement is done in two parts. The first part is visiting field sites, local museums, cultural festivals, and performing art venues. Upon completing the visit, they will submit a 1000 words ethnographic essay describing the cultural and social significance of the sites they visited. The ethnography should not be only the representation of what the field sites looked like but should be done through the interpretive lens of how an ethnographer (you) sees the social and cultural aspect of that site. This report should speak to the importance of connecting storytelling as a narrative of how similar or different these cultural or social aspects are from that of their own community. The second part will also take place outside the classroom where students will learn through engagement with different geographies, organizations, or programs in the surrounding communities or in collaboration with partners from the parent OSUN national or international network. The project will be to study and archive one of the following topics: a. Look towards students who are from the 'minority' or 'underprivileged'. Oversee how they are interacting on campus; what the campus means to them; how they are treated by others and how they are treating others; are they or not deprived of any fringe benefits and what steps are the university administration taking towards a sense of belonging. b. Study two different cafés/branded shoe shops. Talk to the people who work there and find out how eco-friendly and organic are their products (coffee/coffee mug/leather/shoelaces/shoebox/coffee filters/etc.); what their thoughts and what importance do they give to sustainability.</p> <p>The two parts of the civic engagement project will be done in the first year. Each student completing it from their university will get an OSUN-certified accomplishment certificate.</p> <p>This idea can be conducted through experiential learning that contributes to mindfulness and encourages cultural and social relativism in communities. Funding will be needed for logistical purposes to carry out the civic engagement activities and for archiving the data systematically. The initiative is attainable as civic engagement is practiced through experiential learning in many courses that the students already attend.</p> <p>My two initiatives speak to each other as both involve experiential learning. For example: while writing the ethnography and working towards archiving stories, the students will experience a meaningful life, realize that relativism is important, think about the importance to curtail social inequality within communities, and overcome their inferiority.</p>	4	4	2
25	Educational Equality and Justice	<p>Through the OSUN network, we can advocate equality and justice for humanity in education. Justice for education means that every human being is entitled to be educated regardless of race, color, and religious beliefs. For easy understanding, we can come up with plans for mobilization through the OSUN network in the global environment.</p>	2	6	-

26	Address Mass Incarceration	<p>Time Frame: OSUN institutions located in the U.S. can come together to promote education for democracy. Better informing U.S. citizens on the grave issue of mass incarceration can take the form of a semester-long course; an intensive skills institute during a weekend or a series of evenings during the week, or even a summer intensive course. It will be a course that aims to integrate the academic/campus bubble with the community.</p> <p>Proposed Methods: Despite making up close to 5% of the global population, the U.S. has nearly 25% of the world's prison population, despite a steady decrease in the crime rate since the 1990s. With one founding institution and twelve members located in the United States, OSUN can take initiative to tackle the increasing mass incarceration rates in the USA, which disproportionately affect the African-American and Latino communities. OSUN can get involved in initiatives/create initiatives that tackle presumed innocent cases, prison-based gerrymandering as well as unfair drug laws that lead to this phenomenon.</p>	2	5	-
27	Address Hyper-Independence	<p>Hyper-independence is a sign of trauma. Many educational inequalities happen because students standing most to benefit from educational attainment have trouble accepting the kind of help that would enable them to complete degree programs. What actions could be taken to reverse this situation?</p>	0	7	-
28	Capacity Building for Organisations	<p>Time Frame: Short-term 2 years. Long term 5 years</p> <p>Proposed Methods: Organising training, workshop, seminar, funding education, allocating resources required to enhance skills.</p> <p>The first task is to identify an organization within or outside OSUN that is passionate about social inequality. This could be an NGO or a social activist or a student club. It is a crucial task because sometimes we end up mobilizing resources to an organization that does not serve the purpose. After finding the right group, build up the capacity of this unit by providing resources in different ways which can be started after talking with that organisation about what they need. Educate the members of that organization on the cutting edge issues related to inequality, share knowledge within OSUN network, offer training to strengthen their skills on resource allocation and mobilization. Collaborate with different activist groups. Allocate resources for infrastructural development of this organisation. These capacity building activities will raise awareness of human rights, enhance capability to organize constructive and effective events, protests, social dialogue, expand networking, share and learn lessons and enable use of technology for communication, establish a functional office and more. This could be funded by a specific center from OSUN whose mission is aligned with this proposal and through the identification of other charitable sources of funding could be explored.</p>	1	4	-

29	Anti Bias Training	<p>Lack of knowledge is a big issue in educational organisations. Acts of racism, microaggressions and discrimination are treated as individual cases instead of as structural problems in many institutions. It is important that all members of OSUN who will be put in a position of power over BIPOC students are given anti-bias training. The training needs to go beyond advice and into action. There has to be follow up to such training as well as consequences to acts of discrimination in the network. It is my belief that through this kind of training there can be structural changes implemented that lead to diversifying staff and lead to changes in how education is taught.</p> <p>This training needs to happen at all levels of the OSUN Network and be strongly recommended to all colleges that are a part of the network.</p> <p>Things that may be taught in this type of training are:</p> <ul style="list-style-type: none"> - What microaggressions and aversive racism look like - How professors can teach in a manner that is not discriminatory - How members of administration can overcome biases in hiring and promotion <p>It is important that the training is conducted by highly qualified people that are not already a part of the network. The team that is conducting these assessments and training should report to the chancellor of the network and not any lower positions in the leadership structure. The training would be conducted after an assessment of the various parts of the network is made by an outside team which determines what is needed for each part of the network. Then there would be training based on the needs of each section. This would then be followed up weekly until the necessary changes have been implemented. Additionally new structures would be created after the training that would ensure the changes continue to happen.</p> <p>I believe that with such training there will be more OSUN classes which will include more diverse perspectives and that there will be more fair hiring and promotion practices. Additionally as a result of the training there should be less instances of discomfort by BIPOC students/staff and interns in the event that they encounter a form of racism. There should also be a clear path for them to follow which will ensure that if an instance occurs the instance can be reported, understood and resolved in a way that does not endanger the person if happened to.</p> <p>This type of training could be extended in the future to training about sensitivity to different forms of discrimination (ex.gender).</p>	1	10	-
30	Youth Empowerment	<p>The best way to fight poverty is to empower people through access to quality education. A quality education grants all the ability to fight the war on ignorance and poverty, and become a self respected and responsible person. Education is the passport to the future, for tomorrow belongs to those who prepare for it today “the attitude, that the community believes is that aptitude, will determine .” “and they think education is not expensive, and it’s cheap as they way our societies believe learning girls in school will not change the community and whole society is like ignorance “The only person who is educated is the one who has learned how to learn ...and change.” Inspiring Young people with innovative education will give them powerful encouragement to study. Education is the passport to the future, for tomorrow belongs to those who prepare for it today.</p>	0	6	-

31	Kindergarten for Young Mothers	<p>Looking at the Palestinian context, Palestinian females score better at Tawjih, which is the General Secondary Education Certificate Examination in Palestine. However, early marriages persist in Palestine, especially in villages and rural areas. The median age at first marriage for females in Palestine is 19. Having children right after marriage is culturally expected and pressured by society. Hence, young mothers need to stay with their children instead of pursuing their higher education. They are also usually prohibited by family members from going to college because of the responsibilities the woman has towards her child. Additionally, women are expected to be married before the age of 24, otherwise they will be called maidens (being an “old” maiden is viewed negatively in our culture). Hence, women urge to get married before 24, whether after obtaining their highschool diploma or BA degree; meaning even less women are able to pursue their master’s and PhD education.</p> <p>If a kindergarten is built or made available at the campus of the university or nearby it, young mothers will be given an opportunity to pursue their higher education while keeping their children in safe hands and near. This will open opportunities for women across Palestine to pursue their undergraduate and postgraduate degrees. The kindergarten might not be cost effective, however it can reduce gender inequality.</p>	8	7	1,2
32	Public Awareness	<p>For clarification purposes, I want to say that societies need to be reached and informed at all times. The Open Society University Network (OSUN) can reach a large number of people through public awareness by making use of what we have now in our hands. For instance, we can use social media as a tool of communication because the media itself is a very powerful tool that can be used for information sharing. Therefore, if we all take a collective responsibility to change our societies and the entire world, our mission will be a fruitful one. When communities are reached and informed, many parents will start sending their own children to schools. We (students) at Open Society University Network can inform our communities that there is no room for any sort of discrimination as this takes part in reducing racial discrimination; a problem that many people are facing today in different parts of the world so, we must say that people have equal rights and equal opportunities. When we are speaking up for the rights of other people, we are not fighting against our enemies but we are only showing them the right path; the path that if we all follow, none of us will be left behind because everyone will live a life full of happiness; a life that he/she wishes for.</p>	2	10	-
33	Education for Refugee Communities	<p>The end product of learning is to get a good livelihood. As a refugee; we see education as a durable solution where at the end of our bachelor degree we get opportunities one of these opportunities include: establishing business like either building private schools with quality teachers and producing quality students at the end. This will give us education practitioners income generation activities , the teachers also get employed which creates chances for the people to get employment and the society to get quality education. Secondly if the university could provide me with the power to work in emerging areas like Eastern Africa on Humanitarian activities like procurements , human resources finance offices, or program managers. This gives us the freedom to get employed and at the end to invest for the future. Lastly , developing community based organizations to speak for refugees and look for budgets to run . CBO will also provide good economic opportunities on a wider scale and stability for the students.</p>	1	9	-

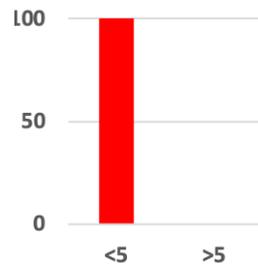
34	Migration and Asylum Legal Awareness	In a network that transcends national borders in such a wonderfully idealistic way, it feels important to create awareness about the ways in which others cannot. I have personally been shocked to learn about the asylum laws and detention centers in Denmark and, although this was not something I learned much about during my time in the US, I am sure I would be equally shocked by the situation in the United States and the other partner countries. I don't have a concrete proposal for how to best create awareness at this moment.	1	10	-
35	Increase OSUN Outreach	Bard has several "early colleges" and high schools in the US, but a lot of them seem to be centered in urban areas. Increasing Bard's visibility in all socio-economic communities while providing scholarship opportunities would increase not only economic diversity but would also increase educational access for students who wouldn't otherwise benefit from such a program. Rural schools especially are left out of college outreach initiatives, and often don't have the resources to create meaningful access to these programs. Rural families also come from lower economic backgrounds, like inner-city families.	3	1	2
36	Sex and Gender Awareness	The OSUN partner institutions are characteristically multi- and inter-cultural spaces where students from very different backgrounds meet and share an educational environment. This is a benefit and strength of the "open society" concept. There is, perhaps uncomfortably, a limit to this liberal approach, namely where cultural perspectives interfere with basic liberal understandings of social issues. For this reason, I believe it is important that the institution creates a space for education and discussion on particularly controversial topics; my focus is on sex and gender education. I am proposing this idea because of my own experience engaging with some of my CEU colleagues on issues of sexual assault/consent and of the rights of trans people. In these situations, I was shocked by the basic conservatism of my colleagues who study Human Rights; their understanding of issues of sex and gender clearly came into conflict with the safety and well-being of victims and of sexual minorities within the community. Of course, the goal of the university should not be to create a community of monolithic opinions. However, it goes without saying that institutions connected to the notion of the "open society" do inherently take a basic ideological position in favor of a liberal interpretation of rights. That being said, the university community should encourage a basic understanding, or at least open critical dialogue, concerning sensitive topics which will inevitably emerge in the inter-cultural setting and which have a direct impact on the lives of students	0	10	-

37	Institute for Activism	<p>Time Frame:</p> <p>This institute can be a two week intensive school, or be of a duration of a semester where students will be attending meetings once a week. By the end, when students finish all their classes at the institute, they will be expected to know the tools and be able to create their own action plans and raise important topics for discussion. This institute is inspired by Team Harmony's Activism institute</p> <p>Proposed Methods:</p> <p>This institute can help reduce racial inequality. Students across the OSUN network can meet and get to know each other either in person or virtually, and be introduced to the knowledge, skills, and tools necessary to be an effective advocate for racial and social injustice. The institute can offer courses that will provide students across the OSUN network with the necessary activism tools to fight for a cause, such as:</p> <ol style="list-style-type: none"> 1. Building Bridges: focus on the tactics and activities that can be utilized to bring diverse groups together to dialogue and foster an atmosphere of better understanding. 2. Using Social Media for Social Good: learn about the platforms and tactics they can use to promote and spread important messages of mutual respect, bridge building and understanding and to advocate for equality and justice for all. Tools and platforms to be discussed include: Blogs; digital storytelling, maximizing the use of Twitter, Facebook, Instagram, SnapChat, and other platforms. 3. Public Relations 101: cover the most effective ways to get media attention and have the message heard, whether it is writing a press release, opinion editorial, letter to the editor or securing media coverage for an event. 4. The Art Of Organizing: cover key steps and approaches to being a good organizer and how one can build an effective organization using both in-person and online strategies. Historical and contemporary case studies from around the world will be used to demonstrate these organizing principles. 5. Art of Public Speaking: train participants on the art of public speaking and being interviewed in the media. 6. Creating Visibility for the Cause: explore the key tools and tactics for creating high visibility for your campaign and messaging. 7. Starting a Movement or Campaign: offer insight and direction on how to go about starting a campaign, and examine the best practices to establish a campaign effort and the challenges and obstacles one may encounter along the way. 8. Influencing the Influencers: discuss the tools and tactics one can use to deliver a campaign message to elected officials and community leaders. Use of phone calls, letter-writing campaigns, email campaigns and in-person visits are some of the tools to be explored. 9. The Art of Organizing a Peaceful Demonstration: explore the best practices for organizing and conducting a peaceful march/demonstration. 10. The Art of the Difficult Discussion: examine the art of the difficult discussion, and how to most effectively engage a person of a different opinion without having the discussion dissolve into an argument. <p>This institute is practical and can be achieved since Bard already has a similar project: Get Engaged, where students attend a conference to share their civic engagement projects and learn ways to develop them further. The classes can be taught by guest speakers and experts in this field.</p>	1	4	-
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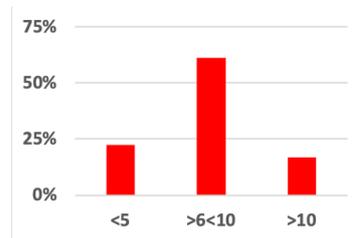
38	OSUN funded Student Leader Scholars Program	Thinking about our discussions earlier this week. I was struck by the number of proposals that sought to bring new students and students issues into OSUN programs designed to increase equality on racial, economic and educational grounds and one of the speakers, a former Bard student mentioned a program we have at BARD called Trustee Leader Scholar Program (TLS) and well her proposal wasn't precisely that. It did strike me that was potentially a great idea so I wanted to add it to our Ideas list. The trustee Leaders Scholars program at Bard is a funded program that funds students engaged, students initiated programs to go out and do work in the community could be starting a school, building a school or teaching the environment or teaching art or working on vaccines, there's a whole host of programs and the students can propose programs and get funded and the students lead them. This provides both leadership experience for students and they get mentored by local leaders and it also provides work that gives back to the community grassroots work. It struck me that we could create aThis strikes me as a very simple and direct way to give students working in these areas funding and leadership experience, support them and create programs that would be students run and that would be administered to students specifically to increase equality thus giving voice and power to students to help solve these problems on their own. So that's my idea on OSUN funded Students Leaders Scholars Program.n OSUN Leaders Scholars Program where students, scholars through OSUN would be funded for students and would be funded for students initiated community engagement projects designed specifically to increase the equality ratio, economic and educational equality at OSUN universities but also in the communities around the OSUN universities.	4	2	1,2
39	Student Health Insurance	Health insurance plans should be provided to all students across the OSUN network. This can be an effective way to address, combat, and reduce educational and economic inequalities. The pandemic has demonstrated the way institutions lack in preparations for health provisions that are crucial to all people. Members of certain institutions should be entitled to accessible health care. College students should be considered in this framework.	0	7	-
40	Equitable Environment in Classrooms	Mental and physical health issues can incontrovertibly affect any student's academic performance. Colleges across the OSUN network can make classrooms comfortable and equitable environments for students who struggle from such health conditions. They can do this by having Professors encourage students to inform them of any mental and physical health issue a student may have. This can be a notification the Professor includes in their syllabus. By doing so, the Professor will be well-aware of the workload a student may not be able to efficiently accomplish. The Professor should consider the student's condition and reduce workload, give extensions, etc	2	7	-

Appendix 2: Results from the 1st Evaluation

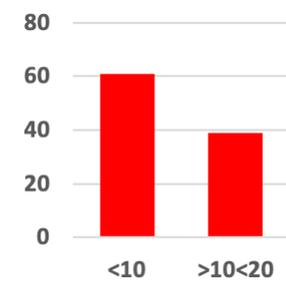
1. How many of the participants did you know before joining the Co-Laboratory?



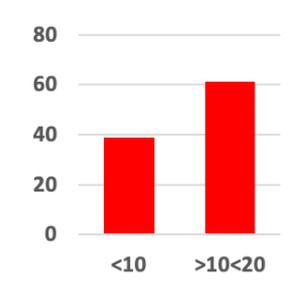
2. How many of the ideas proposed by others have you also considered?



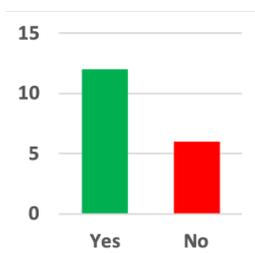
3. How many of the proposals would you consider to be novel, or creative, or out-of-the box?



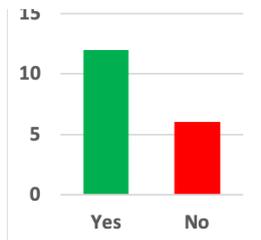
4. How many of the proposals would you consider to be SMART?



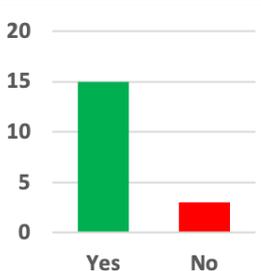
5. Have you provided methods of verification in your own proposals? (i.e., how to measure and to know whether your proposal has been implemented)



6. Have you provided information as to whom do you expect to take action on your own proposals? (i.e., is your proposal realistically assignable to someone, or is it very generic)



7. In your opinion, have we managed to capture the diversity of perspectives relating to inequalities that exist in the real world, and all possible approaches to dealing with the challenge in the Triggering Question?



8. If your answer to the previous question was “No” please expand on what perspectives have been missed. Would you consider adding a new contribution to the dialogue?

- More bottom up perspectives. For example, diversity education that comes from students, rather than admin
- It's hard to answer yes or no to the question, but I do feel there was a pretty diverse range of perspectives in the debate
- If there was more time, I would suggest another idea. however, I want to be able to focus on the ones we already have
- I think we need WOMEN to run the dialogue to capture the diversity of perspective and embody that kind of diversity
- Expanding the this mobilization from the cities to the remote areas
- I have contributed and added different ideas of which i believe it works well
- I think sadly our group has too much agreement

Surprising or unexpected outcomes

- The graph result that came from the vote was unexpected
- Meeting with different people and having beautiful discussion on the same question
- It was surprising to see how well the methodology worked. An unexpected outcome was how long we needed to reach results and how important it was for everyone to be present.
- A teaching strategy that I learned which is completely new to me
- How most stated actions were prefaced by the sharing of personal experiences indicative of problems and challenges, some quite painful and troublesome. Very emotive.
- The fact that voting was not the only factor in the selection of SMART ideas.
- Truly inclusive and collective discussion
- The idea that certain projects lead to other projects.
- It was wonderful brainstorming in the whole sessions
- Something surprising was that we did not discuss the ideas very much.
- I have never come across this technique of democratic dialogue, so I found the method used to arrive at solutions very interesting.
- That what we might think is the most important idea to implement is not necessarily the one that should be implemented. By plotting an influence map, you can track which idea you should implement.

Tell us two things you plan to do in order to use the results

- Going through the book every now and then to compare and contrast all the ideas.
- Use in my class.
- Write an op-ed on this experience.
- Invent new approaches to narrative framings of the structured dialogue. Advance two new visualizations of the relationship of the emerging structure of ideas and the formation of social networks.
- Suggest to my college's dean Look back when discussing similar dialogues
- In future large meetings placing students and faculty at equal footing is helpful
- Thinking about how easy ideas are to implement vs. how much change they will create will be useful in creating action plans
- Reading and grasping more ideas from the final results
- I plan to share this work with students and academics I know so that they know about this work that was done and can get ideas to implement in their own universities and places of work.
- I plan to write more about my two ideas as an informal blog for myself to supplement the work I have put into this book and collaboration .
- I am currently participating in Get Engaged and I might work on some of the ideas discussed in this program. I will also work on my two ideas: building a kindergarten and creating a friendlier environment for students with disabilities at my own institution
- Create inclusive education and appreciate the past experience of the local communities.
- Contact other participants in the future
- I will also continue to work on my own two ideas:

Tell us one way in which you think this experience could be relevant or helpful to you in the future?

- I could use the other points while working towards reducing racial, educational and economical inequalities
- It gave me a great confidence to take part and fully participate in discussion forum
- Seeing the SDD methodology put into practice will be very beneficial as I continue my field of study
- Apply in my class
- Being neutral in discussions which require compromise and discussion
- I will be thinking about the discussions we've had and connecting back to them in future class discussions about fighting racial and other inequalities. I will definitely be using the SDD methodology to conduct group assignments in the future.
- Do more work in the domain of addressing racism and inequalities.
- I plan to introduce my colleagues at Al-Quds Bard College (AQB) to the structured dialogue methodology. As a college that constantly comes up with projects geared towards the development of AQB, I plan to use this methodology to navigate through those projects.
- Better listener and communicator
- The idea of how to share ideas and coordinate many people sharing ideas
- It was interesting to be given a platform to develop ideas on how to address inequality. It would have been more interesting if it seemed like the ideas might be implemented
- Creating inclusive education is an important phenomenon as it provides both the communities and educators with inclusive and easy understanding of the concepts and why and what is important for all.
- The methodology is a very interesting way in which I can conduct research as a PhD student and also as an activist and facilitator
- I now have better knowledge in planning and mapping projects. I can use the skills I acquired when I work on making my own projects.

Check 3 items to tell us which characteristics of the SDD methodology were most worthy for you (ordered by count)

- Learning about this new Structured Democratic Dialogue methodology (12)
- The opportunity to not just “meet”, but also listen to the ideas and thoughts of others (8)
- The “space” and time to share my thoughts and being heard by people who would not normally listen to me (7)
- The MAP we produced makes me appreciate that we ended up with something that is product of our collective thinking (6)
- The fact that the text and videos of my ideas have been documented and can be used in the future (6)
- Meeting with people that I would never meet otherwise (4)
- Co-authoring a book collaboratively (4)
- The clusters we produced make sense and helped me to understand the issue a lot

better (3)

- The fact that now I have a list of 40 possible actions in my mind (3)
- The “homework” (editing mine or others’ ideas, asking questions, submitting votes etc.) I had to do in-between sessions helped me stay focused (2)

Please choose 3 items to indicate the major weaknesses of the methodology (ordered by count)

- It is a very tiring to conduct such difficult dialogues through Zoom (10)
- The classification process was tiring and time-consuming (10)
- We should have had another session after we produced the MAP to decide what to do with it (8)
- The one week in-between sessions was too long and I was forgetting what we had discussed previous week (6)
- The discussion is too focused and restrictive towards sharing stories and feelings (4)
- I have heard many ideas, but I actually thought of them before attending this workshop (3)
- I do not like the fact that whatever I say is “recorded” (2)
- As non-experts in the subjects I do not see how we can really come up with the best proposals (0)
- There was nothing fundamentally different from other methods I have experienced before (0)
- Other :
 - Critical discussion on proposals was not possible in the limited time frame
 - It would have been beneficial to stress that ideas do not need to have a correlation. It felt that there must be correlations and that it would be unproductive not to chose correlations and therefore the end product MAP felt slightly forced. If one of the visible options was “no correlation” and students were not as encouraged to search for correlations the end results would have felt more realistic. However, I still understand the logic of creating such a map in the situation where certain ideas exist and there needs to be an order of implementation.
 - While there was so much emphasis on the neutrality of the facilitators and that all ideas are equally important and valuable, in some occasions they (facilitator) made “biased” comments about participants’ ideas such as “Oh this idea is very specific!”, or “Oh, you guys are the first people to understand this methodology so quickly”. I would appreciate it if the facilitators would embody the values of objectivity during the facilitation at all times as they preach!
 - if we could have been divided into breakout rooms to get to know each other or have more icebreakers in each session. Maybe this would have helped us go over the points faster.

Choose up to 3 key take away or products that you might use (ordered by count)

- Appreciating the fact that students and academics participated on equal footing (10)
- The full Report is valuable to share with others (7)
- The structure in the MAP and its meaning (6)
- The characteristics of this new SDD methodology (6)

- The Clusters are a good way to present the summary of the kind of overall actions required (6)
- Realizing the difference between ideas that receive a lot of (popular) votes and ideas that influence prove to be more influential after exploring (6)
- The 40 ideas in the book (5)
- The fact that two relatively easy-to-implement suggestions (i.e. academic resources and making some tests defunct as a way to attract more diverse student), both suggested by students made it to root of the MAP, meaning they have a supportive influence towards ideas that lie above (2)
- The acquaintances I made with some new people (2)
- The videos of all people clarifying their ideas (2)

Suggest one way we can improve our process and facilitation

- Maybe restructure the clustering and voting process
- Giving enough days for the process.
- Longer sessions or more sessions of shorter duration with a better more focused agenda to keep us accountable to time
- Less participants in one workshop. Could be 15
- less ideas; more time
- Setting more deadlines would be helpful. In a lot of cases, people's participation during our offline work was scattered around through the week until the next meeting and it didn't feel like people were doing work or reviewing suggestions.
- Don't rely just on Zoom as the participant interface. Have everyone on one of the web-based tools so that we can see the whole gallery of participants all the time in the Zoom window, and displays / presentations of CogniScope, Concertina, Logosofia in another.
- Would it be possible to have the structured dialogue in-person? It could be a one-week workshop bringing participants from all over the OSUN Network. Having the whole program online was very exhausting despite the valuable outcomes, so I think it would be more practical to have it as an in-person program, especially when it comes to building connections with participants, which is something that I wished to do.
- Adding a session to talk to one another about the ideas and how to implement them and how people feel about these ideas. More interpersonal reaction would give the meetings more of a team feeling.
- Keep on holding more workshops like this
- I wish the SDD process had been explained as an overview at the outset. I also found the Prism app to be a bit glitchy.
- I believe you did the best you could do
- Besides email, maybe also use Slack. Slack makes it easier for everyone to communicate and ask questions or clarify certain points than email.
- Giving enough days for the process.
- By giving more training and workshops based on ideas collected
- Increasing the number of participant and creating research group to come up with changes
- It could be nice if there was a little more clarity about what the process/ideas could be used for
- An explanation clarifying the clustering and voting methods beforehand

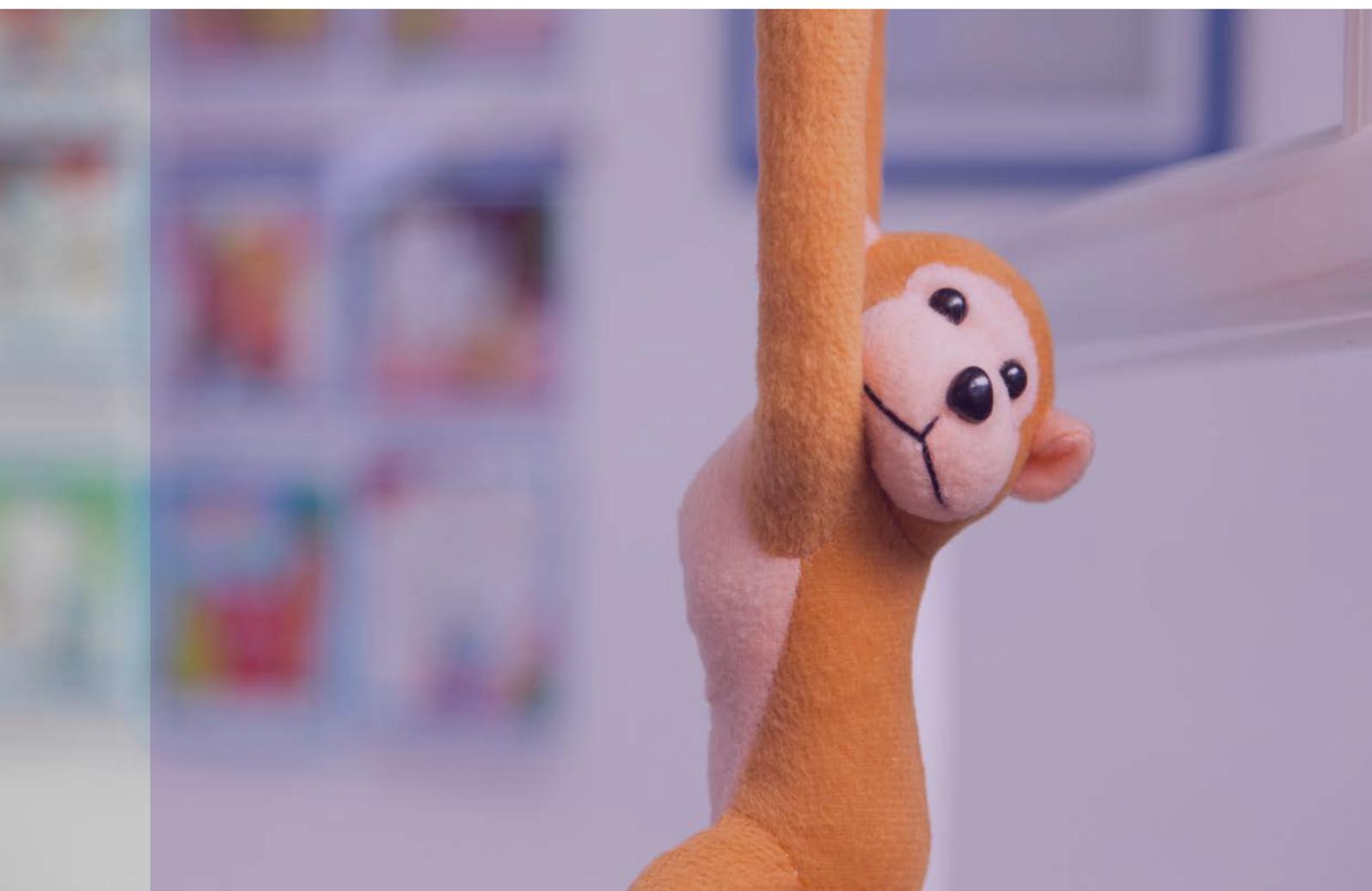
Please propose one or more applications or challenges for which the SDD approach would be useful

- Any sort of team work or brain-storming activity
- Training purpose, pre-budget discussion
- solving more acute, rather than systematic, problems
- I think focusing on disabilities and how to make higher education accessible for people with cognitive, physical, or any other form of disability is a much needed discussion to be had. Bringing people with such disabilities and giving them the platform to speak and gathering their thoughts through this methodology may be a useful technique.
- Engaging people concerned with the integrity of the voting system and people concerned with enfranchisement with the voting system. Address belief revision regarding QAnon. Build understanding of the pandemic & pandemics from a systems dynamics perspective. Mobilize coastal communities towards resilience in the face of the impact of climate change.
- I believe the SDD approach would be useful in a place that pays close attention to the importance of diversity. ---- I am curious to see how the incorporation of this methodology in the Al-Quds Bard College (AQB) Student Union would further/better amplify the needs of students, and those speaking on behalf of them. ----- I am curious to see how incorporation of this methodology could be an asset to the Civic Engagement Program at AQB. Rather than nominating students with civic engagement projects for OSUN grants on the basis of the presumed/pre-judged feasibility of the project alone, I would rather follow the SDD approach to be more nuanced, inclusive, and fair in the selection of the most “feasible” ideas. In addition, feasibility should not be the only factor to measure the success of one’s project; there has to be other factors as well. How specific is the project? How achievable is it? How measurable is it? How timely? How realistic? I see no better approach than SDD to help with a better selection process of the civic engagement projects that should be nominated to receive an OSUN grant. Note: “OSUN makes available a number of grants for civic engagement projects across the Bard network, in which AQB is naturally eligible to apply for”.
- Google classroom is also used when discussing and arranging the ideas
- Learning about this new structured clusters produced make sense and is helpful
- I could imagine using it in other grassroots work
- learning about this new structured clusters produced make sense and its helpful
- For college-level discussions between administration/staff and students to improve institution’s environment
- Deciding in what order to implement projects
- Research work at the PhD level Within leadership structures and networks of CBOs that want to capture a variety of opinions and move towards common goals.
- It was mentioned in the sessions that it also can be used in doing literature reviews

Please add any additional comments, suggestions or contributions in relation to the engagement on Racial, Economic and Educational Inequalities and the Structured Dialogue Process.

- One point which completely got out of my mind that I really wanted to add - “Removing the option of ‘Ethnic Identity’ in University forms”
- I can now address this question and come up with a durable solution.

- The sessions and the discussion was enjoyable and well presented , I also thank the managements of OSUN and also the facilitators I acknowledged The work the did was marvellous and helpful to me and others
- I am grateful to those who led and facilitated this project for ensuring this opportunity for an international collaboration!
- Thank you all so much for all the great work you have done! It has been an eye-opening experience by all means!
- Please increase the number of meeting days and the time so that meeting become more interesting and fruitful one
- It was a fruitful and great experience!!
- It is important that people who are sharing their ideas and projects are allowed to expand more on these ideas. I believe that in the topic of Racial, Economic and Educational Inequalities we need more than just to name ideas and rank them. People would benefit from really discussing how to implement these ideas and what resources to access. Or at least to understand what good this process is for working against these inequalities. Otherwise it feels arbitrary to an extent.
- Create more space to learn in the global environment
- The best part was the people, all of you. I loved meeting and hearing from many wonderful people.



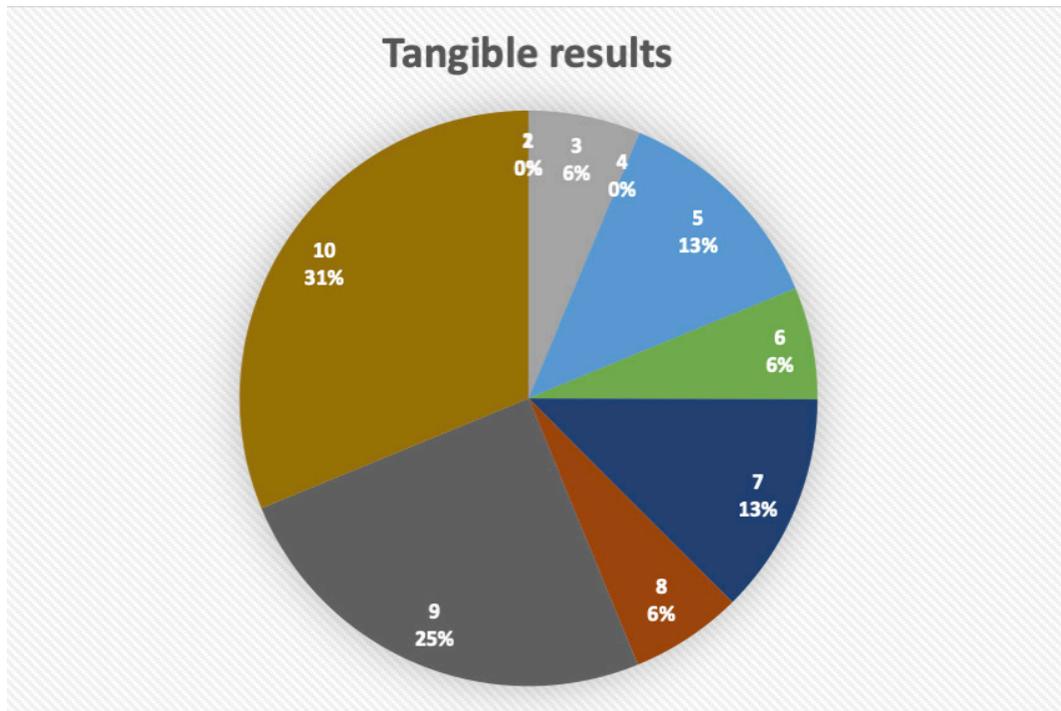
Appendix 3: Results from 2nd Evaluation

	Feasibility	Impact	Probability	Impact-Probability	Feasibility - Normalized
Kindergarten	3.1875	4.1250	2.2143	1.9108	0.2115
Testing Methods abolished	4.0625	3.2000	2.5000	0.7000	4.0625
Increase curricular flexibility	3.8750	3.6666	2.5000	1.1666	3.8750
A friendly environment for disabilities	4.2857	4.1333	3.0000	1.1333	4.2857
Open Scholarships!	4.0625	3.8667	2.9375	0.9292	4.0625
Stable funding for grassroots work	3.3750	3.5333	2.5713	0.9621	3.3750
Early College Pipelines	3.3125	3.6000	2.3571	1.2429	3.3125
Academic Research Resources	4.4375	3.6000	2.7143	0.8858	4.4375
Civic Engagement and Ethnocentrism	3.3125	3.0000	2.5714	0.4286	3.3125
OSUN-funded student leader scholars	4.2500	3.7333	2.5714	1.1620	4.2500
Community Building	3.8750	3.8667	3.4286	0.4380	3.8750
Temporary paid positions	3.3750	3.4000	3.0714	0.3286	3.3750
Vocational and Foundational Education	3.6875	3.4667	3.0000	0.4667	3.6875
Increase outreach	3.3750	3.2143	3.0000	0.2143	3.3750
Inform U.S. citizens on voter rights	3.1875	2.7143	3.7692	-1.0549	3.1875
Broadband internet	2.6875	3.5714	3.3571	0.2143	2.6875
Empower refugee community	3.8125	3.5714	2.8571	0.7143	3.8125
Anti-bias training	3.7500	3.2858	2.7857	0.5000	3.7500
	Average	3.6617	Average	0.6857	

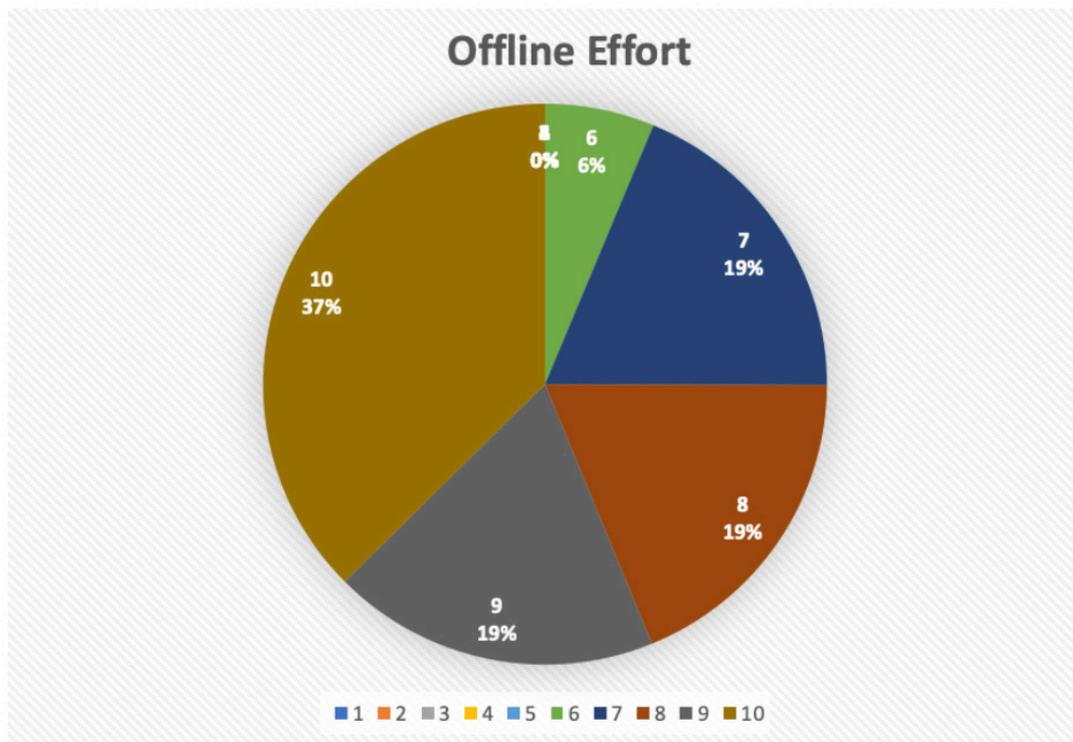


Appendix 4: Results from Final Evaluation

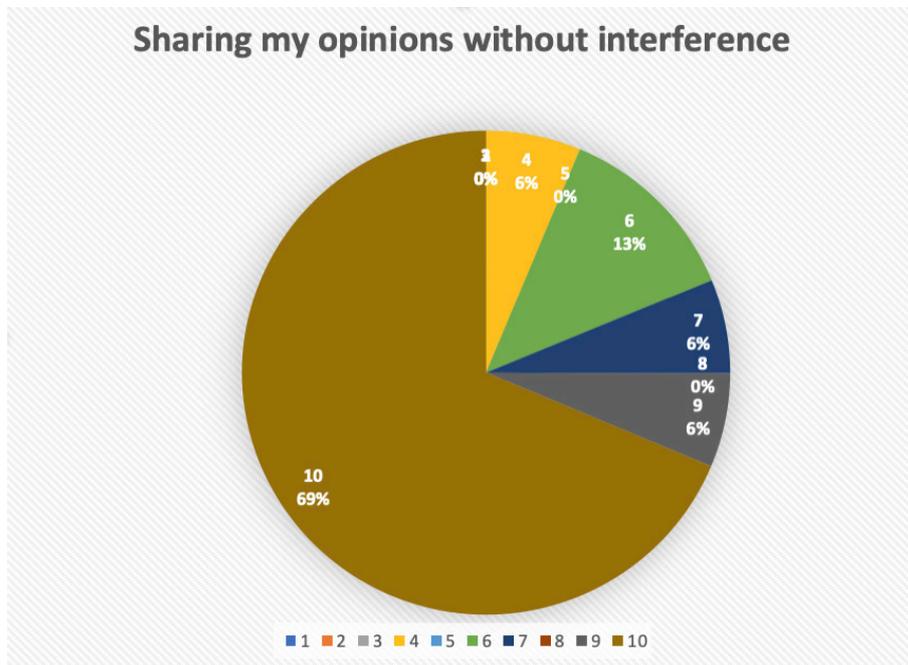
The workshop/dialogue has produced tangible results in the given period of time



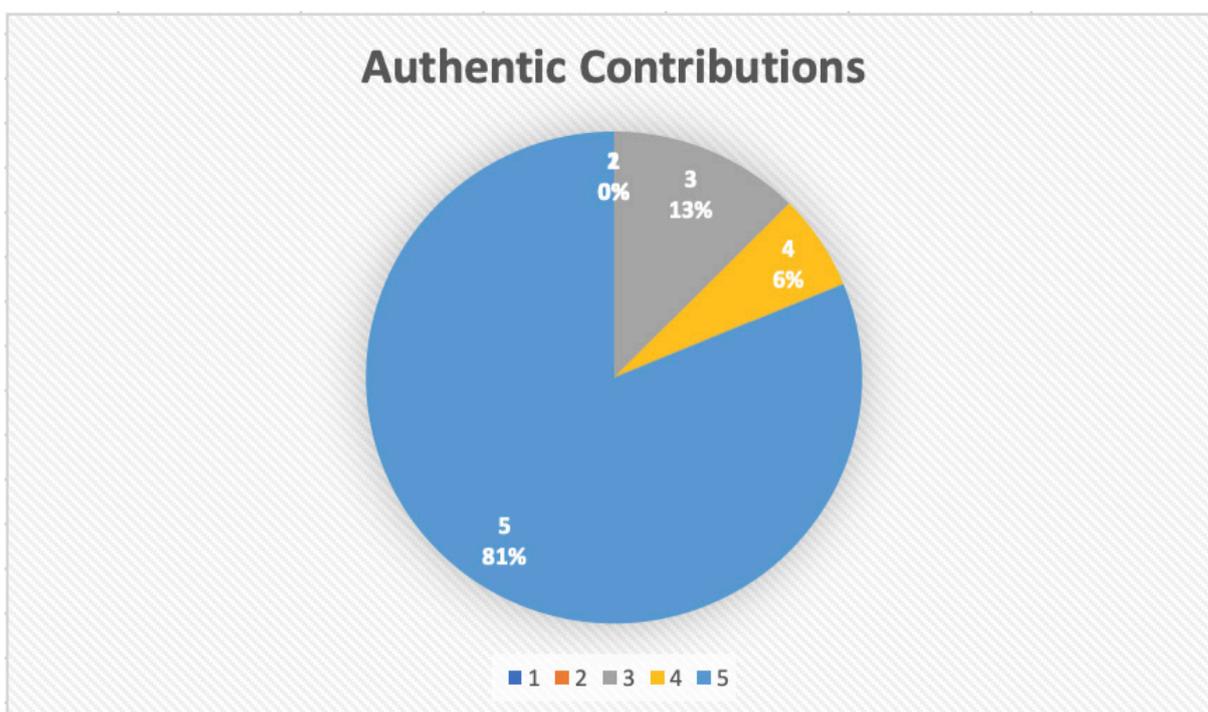
The offline effort(during the week between the Zoom sessions) required from me as a a participant was acceptable



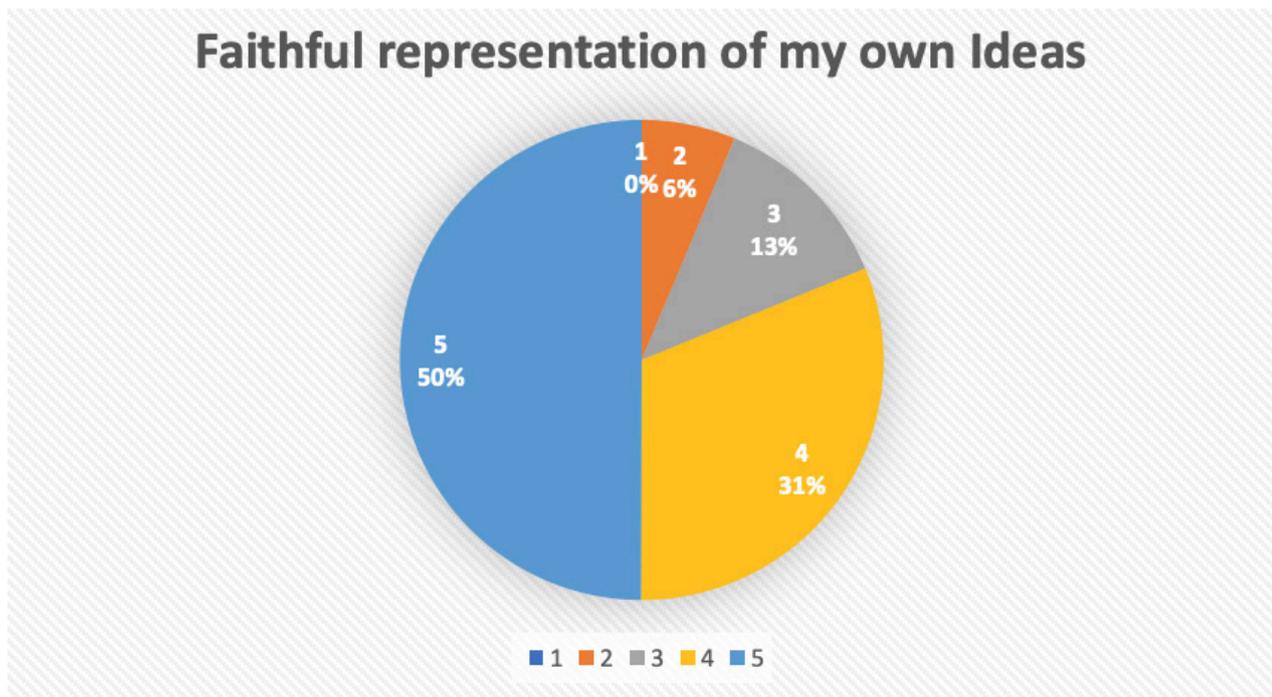
I have been able to freely and confidently share my opinions without interference



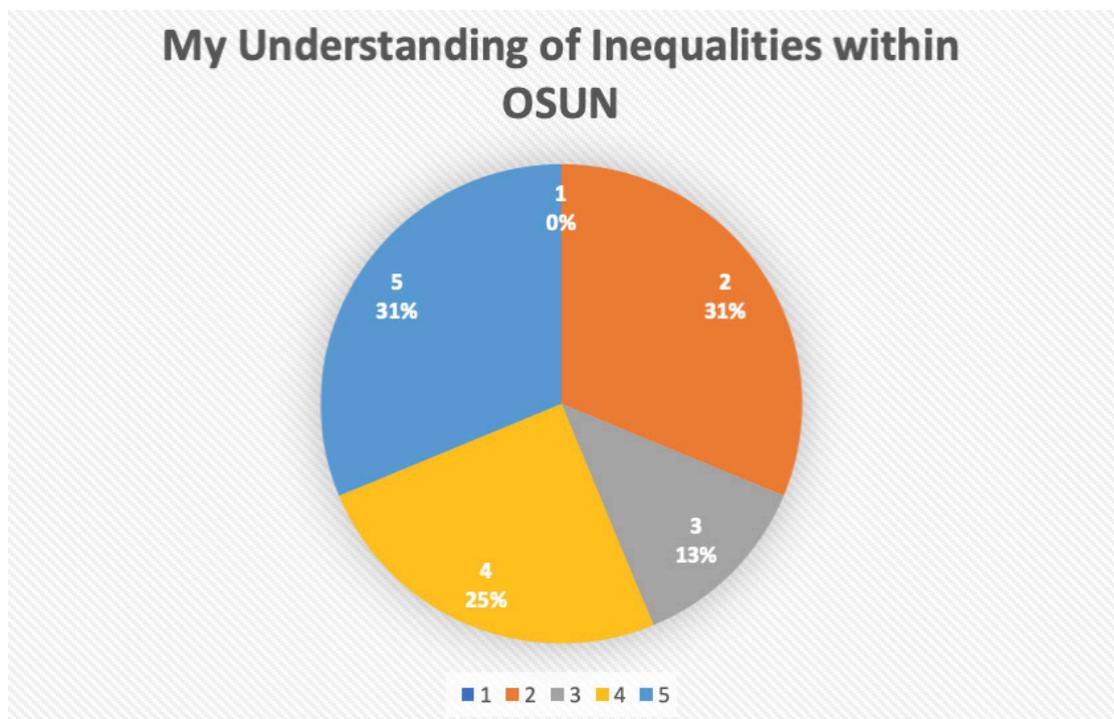
The Final results and deliverables contain my contributions authentically without modifications



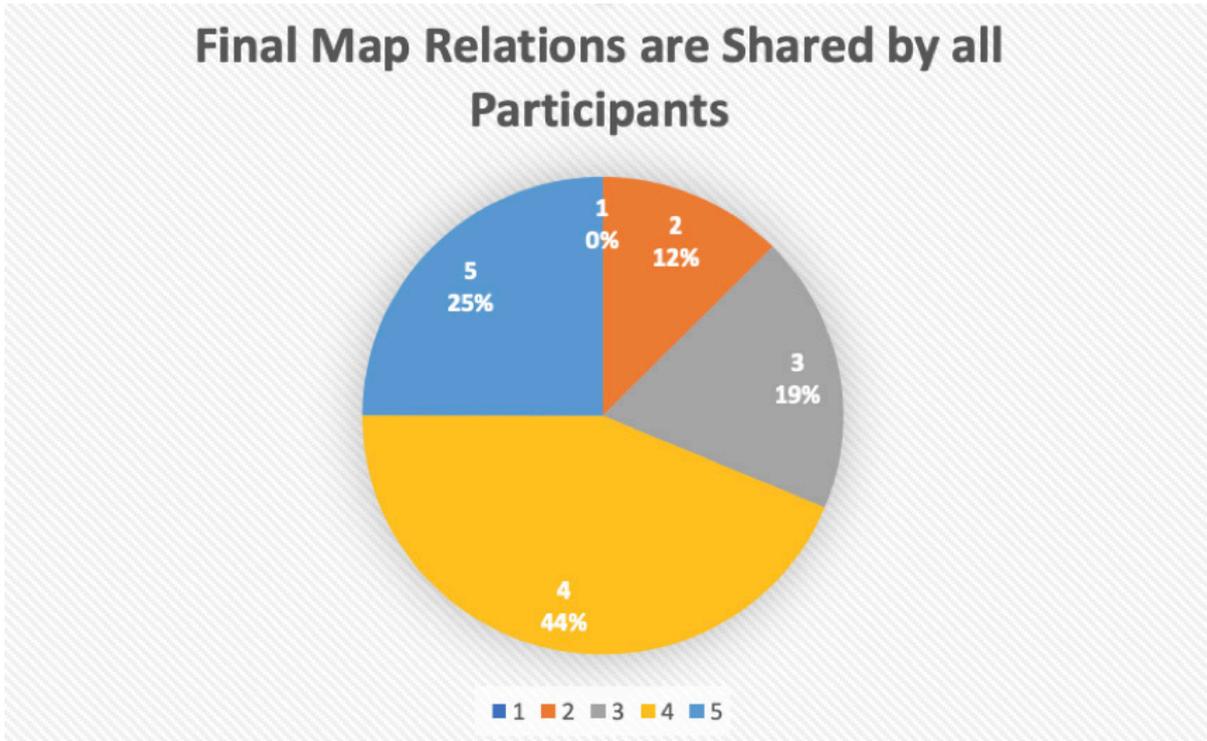
The degree to which I feel that the conclusions and recommendations represent my own



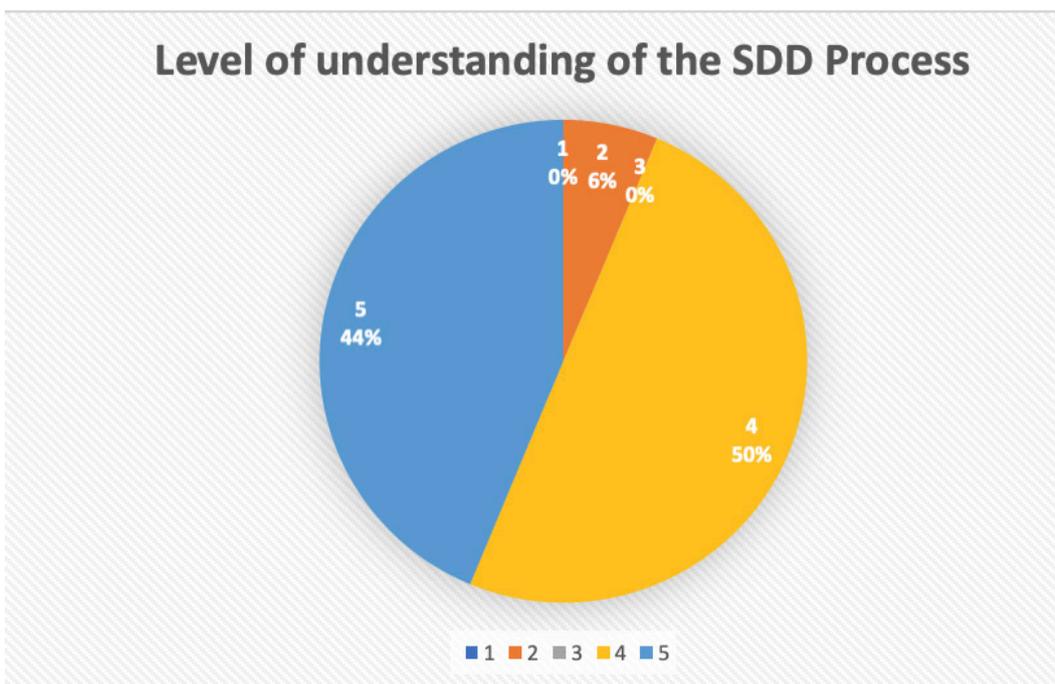
Please tell us to what degree your understanding of Racial, Economic and Educational Inequalities within OSUN has changed



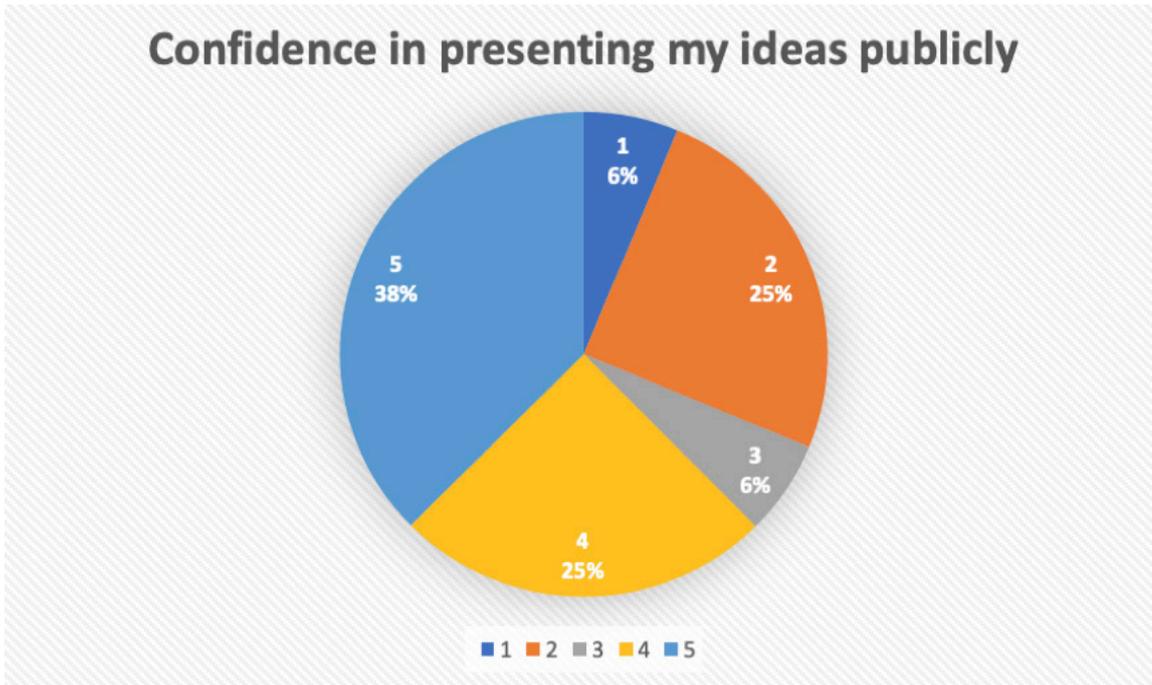
The degree to which I believe that the relations in the Final MAP are “shared” amongst most of the participants



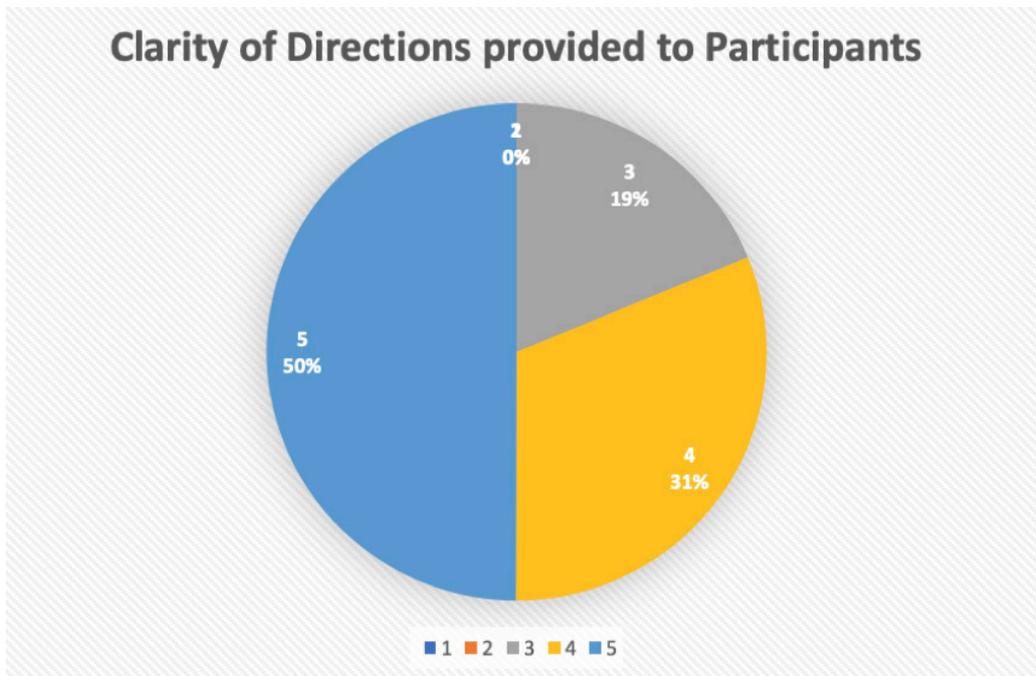
My level of understanding of the structured process used in implementing this dialogue



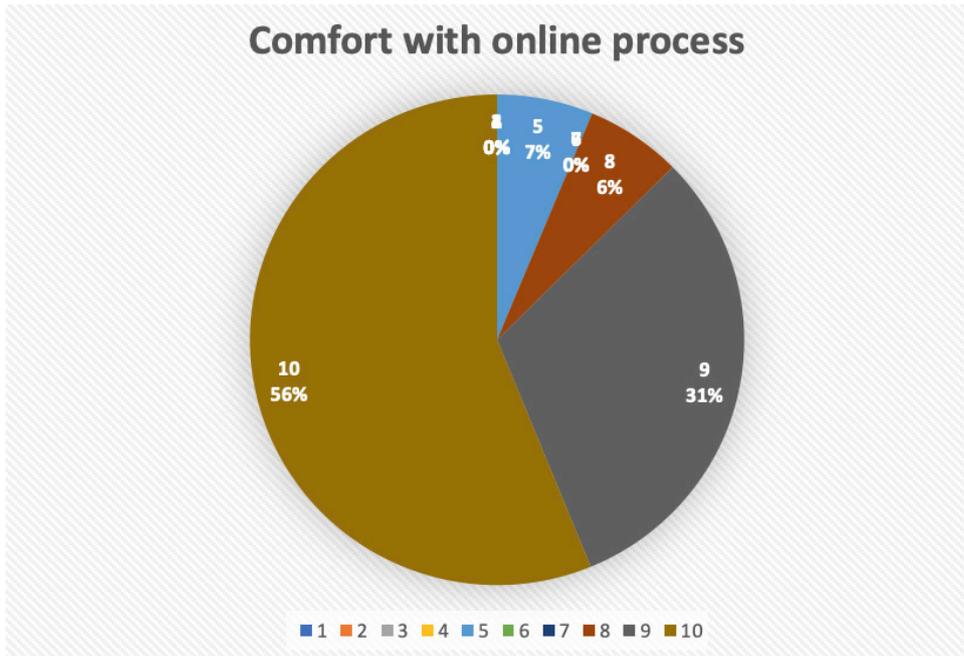
Has your level of confidence in presenting your ideas publicly changed?



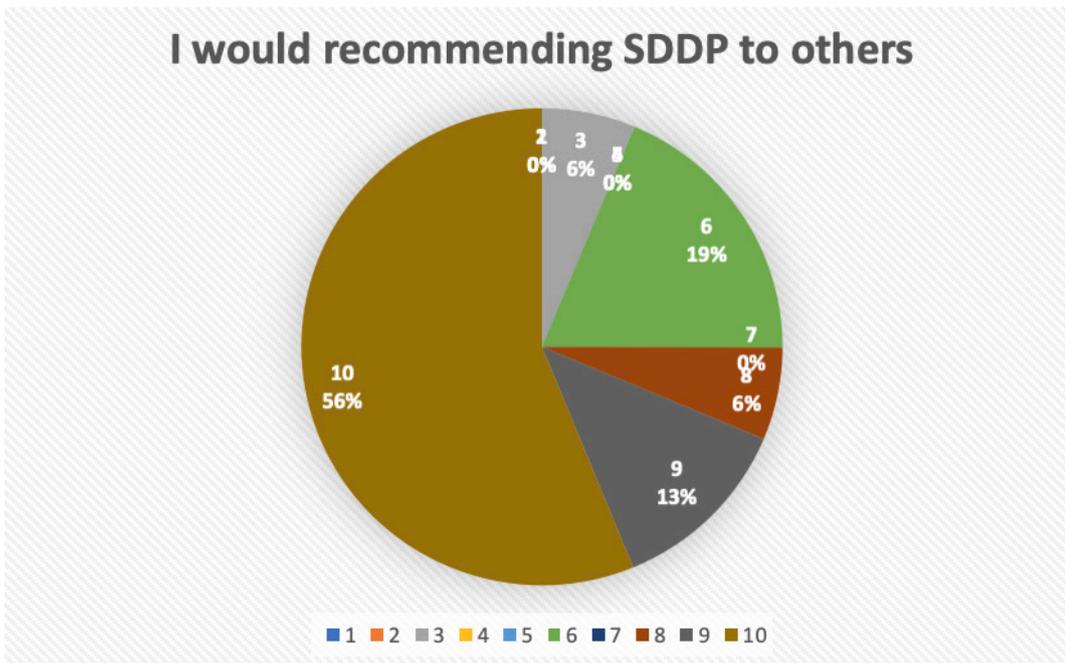
The directions on how to participate and to contribute my ideas on the various platforms were clear



I felt comfortable taking this workshop online



I would recommend the process of Structured Democratic Dialogue to others



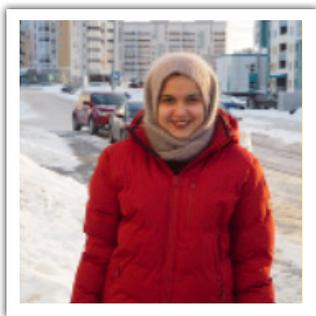
Appendix 5: Participants



Abdirashid Mahamed Ahmed is a student from Bard/Osun, finished Human rights advocacy and currently undertaken International Criminal Law course at American University of Central Asia through Bard/ Osun. He lives in Nairobi, Kenya thus he is also humanitarian actor working with non governmental organizations currently elected as strategic advisory group members for food security and livelihoods both Somalia and Kenya.



Asho Ahmed Abukar is from Somalia and currently living in Dadaab refugee camp. Dadaab is possibly the oldest refugee camp in the world and is located in East Africa, She graduated both primary and secondary education in Kenya. Her family moved to Kenya in 1990 when the civil war broke out in Somalia basically having to run for their lives with only their clothes. She is currently a student at the Open Society University Network.



Mariam Alqam is a student from AlQuds Bard College, who wishes to engage in activism and learning more about economic and educational inequalities. She would like to expand her knowledge on historical and systemic racism, ethnic-cleansing, and apartheid. Mariam was personally never discriminated against prior living in Palestine. She moved to Palestine in 2014 where she faced racism on the checkpoints and borders for being an Arab and Palestinian by the Israeli military and settlers. Also, for being biracial, she has experienced a sense of not belonging and inauthenticity to either race. Mariam is Palestinian Ukrainian, but now accepts being biracial as part of who she is.



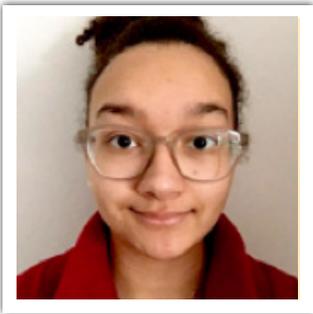
Roger Stuart Bwerkowitz is the Founder and Academic Director of the Hannah Arendt Center and Professor of Politics, Philosophy, and Human Rights, Berkowitz writes and speaks about how justice is made present in the world. He is author of *The Gift of Science: Leibniz and the Modern Legal Tradition*, co-editor of *Artifacts of Thinking: Reading Hannah Arendt's Denktagebuch* (2017), *Thinking in Dark Times: Hannah Arendt on Ethics and Politics* (2010), *The Intellectual Origins of the Global Financial Crisis* (2012), and editor of the annual journal *HA: The Journal of the Hannah Arendt Center*. His essay "Reconciling Oneself to the Impossibility of Reconciliation: Judgment and Worldliness in Hannah Arendt's Politics," has helped bring attention to the centrality of reconciliation in Hannah Arendt's work. The Arendt Center organizes an annual conference every October. Professor Berkowitz edits the Hannah Arendt Center's weekly newsletter, *Amor Mundi*. His writing has appeared in *The New York Times*, *Bookforum*, *The Chronicle of Higher Education*, *The Paris Review Online*, *Democracy: A Journal of Ideas*, *The American Interest*, and many other publications. Berkowitz is the 2019 recipient of the Hannah Arendt Award for Political Thought given by the Heinrich Böll Stiftung in Bremen, Germany. (Photo Credit: Doug Menuez).



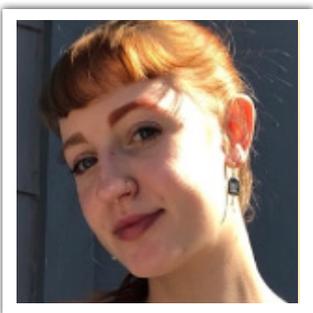
Roberta Brown lives in Silver City, New Mexico where she teaches writing in the Humanities Department at Western New Mexico University, a public university serving students from New Mexico's culturally diverse communities. She holds a Master of Arts degree in English, and Bachelor of Arts degrees in both English and her ancillary passion, Philosophy. Using compassion-based pedagogies, Roberta aims to demystify the university experience for first generation students and other marginalized groups.



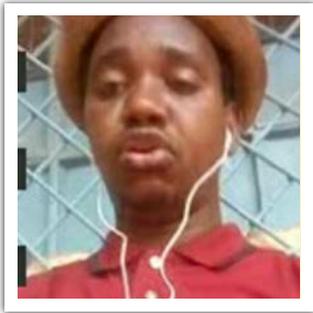
Baha' Ebdeir is a Palestinian refugee living in the city of Beit Jala, West Bank. He is a recent graduate of Al-Quds Bard College of Arts and Sciences, where he completed his B.A. in International Law and Human Rights. He has been awarded the Dean's Fellowship for strong academic leadership at AQB, where he closely works with AQB Dean, Dr. Daniel Terris, on improving the educational system at AQB. As part of the fulfilment of his B.A. requirements, Baha had to produce a senior project, a year-long demanding research project on a subject of his choice. This experience led him to question the ethics of conducting desk research in Palestine.



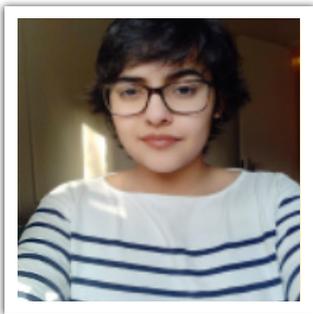
Imani Faber was born in New York and has been living in Germany since she was three years old. She is German and American and went to High School in Berlin Metropolitan School. She is currently studying Politics and Economics at Bard College Berlin and has an interest in social justice. She volunteered at Berliner Tafel and has written two published articles about [racial trauma](#) and [the mental health gap](#) in the United States.



Maggie Holloway is from the U.S. and is currently based in Vienna, Austria. She received her undergraduate degree in Human Rights and Political Studies from Bard College in 2020, and is currently studying human rights in the Legal Studies department at Central European University. She is interested in the progression of human rights discourse in contemporary society, and believes that socio-economic inequalities should be at the forefront of future domestic and global politics. Academically, Maggie is a political theorist, focused on human rights, democracy, and social issues. Other than her academic work, she is an activist and a curious person.



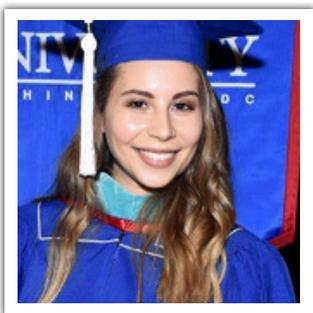
Abdullahi Dahir Isaack comes from Kenya. He is a student at the Open Society University Network who completed a Human Rights Advocacy course last semester. He is now taking a psychology displacement course with other students at American University in Bulgaria. Abdullahi obtained a scholarship and plans to support his community with his knowledge. He believes we are all one family although we are in different parts of the world. Abdullahi loves education because education transforms society, and believes that it is the key of life that provides the light that help us to know what is right and what is wrong.



Jo Krishnakumar is a PhD researcher (Anthropology, SOAS University of London) and activist who is working at the intersections of the queer, trans, sex worker and anti-caste movements in India and the UK through their PhD research work, which is engaged to the communities Jo works with and through their personal journey as an activist over the last 5 years. They see research as just one of the many ways in which they can support the global movement towards justice for all. Their most recent research and advocacy initiatives include Transform, a pedagogical tool that maps violence against trans people with a focus on India; Direqt, a database of queer work being done in South Asia and Almaarii, a three year old research project about (the lack of) space and closets in South Asian Queer Communities.



Farhan Moha is a student who has completed international law and human right advocacy and as well as philosophy and is now studying psychology displacement trauma at the University of Bulgaria. Farhan lives in Kenya at the Dadaab Refugee Camp. Farhan is participating in the Co-Lab to contribute to the challenges and the risks mostly faced by young girls in the camps and in order to present the impact and the effects of school dropout and how society can prevent this.



Helena Pierides focused on the Cyprus problem for her Masters thesis in International Peace and Conflict Resolution at the American University's School of International Service in Washington, DC. She is currently working in the field of digital advocacy powering the movements that change the world.



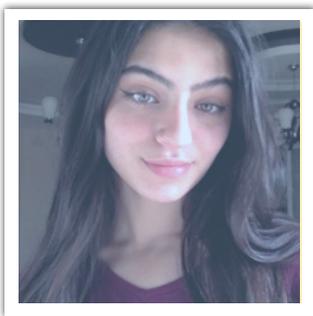
Jacob Rivers is a Hudson, NY based writer. Currently serving as the program coordinator for the Hannah Arendt Center's OSUN Global Humanities Network at Bard College, he is the author of *Eros the Length of a Sentence* (Ghost City Press 2020). Other writings and criticism can be found in *The Cortland Review*, *Green Mountains Review*, *Raleigh Review*, *Storm Cellar*, and elsewhere. Rivers received an MFA from New England College and a BA from Suffolk University.



Fahmida Rahman is a Lecturer and Program Coordinator in the School of General Education, Brac University in Dhaka, Bangladesh, teaching Political Science and Anthropology. She has worked as a guest lecturer (project position) for ULAB, Dhaka, Bangladesh where she talked about building resilient universities. Fahmida obtained her Masters from the University of Glasgow, Scotland, UK in Public Policy and Management where her research explained the absence of disability capacities in higher educational policy in Bangladesh. Her current research interests include higher educational policy improvements, sports, pedagogic curricula, gender, criminology and social justice and corporate anthropology. Fahmida is also involved in the projects and programs of the OSUN.



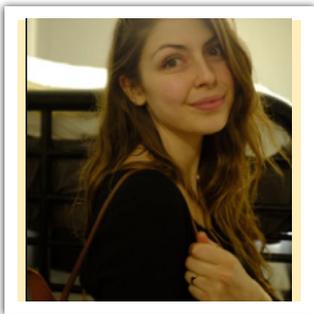
Shahidur Rahman is Professor of Sociology in the Department of Economics and Social Sciences, School of Humanities and Social Sciences at BRAC University, Bangladesh. He completed a PhD in Sociology at Monash University, and a BSS and an MSS degree in Sociology from the University of Dhaka. His recent research was on "The Regulation of International Supply Chains: Lessons from the Governance of Occupational Health and Safety in the Bangladesh Ready-Made Garment Industry" funded by Danida Fellowship Center. Shahidur's other research focused on "Changes in Governance in the garment production network" funded by Volkswagen Foundation. He worked with London School of Economics, the University of New South Wales, the Freie University, the University of Gothenburg, Royal Holloway, University of London, Copenhagen Business School, Tufts University and Danish Ethical Trading Initiative.



Noor Sada is a sophomore student attending Al-Quds Bard College. She is currently pursuing a BA degree in International Law and Human Rights (major) and Economics and Finance (minor). She grew up in Chicago and lived in Palestine for most of her life- making her fluent in both Arabic and English. Witnessing the daily inequalities and injustices inflicted on Palestinians by the Israeli occupation stimulated her passion for human rights. Her active participation in Model United Nations (MUN) transfigured her passion by developing her analytical, critical thinking, and theoretical expertise as well as enhancing her research, communication, and writing skills. She received a certificate for her participation in Injaz Beyond Borders in 2020, a regional innovation camp, where she met various students from the Middle East and North Africa to collectively discuss potential solutions in response to the alarming pandemic.



Suhama Saniz is a student at Bard Queens. She is seeking to make sense of race and politics in America after moving from a predominantly monoethnic country (Bangladesh) some 3 years ago. Suha has a track record of interest and engagement in issues of social justice, such as through an award-winning National History Day documentary, and through frequent participation in classroom discussions and debates.



Sofia Stærmosse Hardt is half-Danish, half-American. Sofia studied Economics and Human Rights at Bard College, where she developed an interest in the intersection between economic inequality and racism. Sofia has continued to explore this interest in different issues surrounding immigration and housing in Copenhagen, where she now lives. After graduating Sofia became involved with Trampoline House, a community center for rejected asylum seekers. She currently works for Mændenes Hjem, an organization that supports homeless drug users. This involves hiring drug users in H17, the biggest drug-consumption room in the world, to clean drug-related trash and facilitate relationship-building between users and the surrounding community.

Appendix 6: Facilitation Team



Yiannis Laouris is a social, science and business entrepreneur, a neuroscientist and systems engineer. He founded Future Worlds Center, the Cyprus Neuroscience & Technology institute, the Cyprus Society for Systemic Studies, and several high-tech companies. He is Member of the Board of the Institute for 21st Century Agoras, national representative in several COST Actions, Insafe, Inhope, EU Kids online, ECSO, Cybercrime Centre of Excellence, ECTEG – Europol, etc. He is one of the 12 authors of the ONLIFE Manifesto. Laouris promotes the application of digital technologies and structured democratic dialogue as tools to harness the collective intelligence and collective wisdom of people. His team develops systems to scale up participatory dialogic processes to engage asynchronously thousands of participants in meaningful authentic dialogues, thus accelerating institutional and societal change. Laouris has a medical degree and a PhD in Neurophysiology from Germany, and an MS in Systems and Industrial Engineering from the US. His work is published in several books, over 100 scientific papers and honored with more than a dozen distinguished awards.



Marcus Hallside established in the early 1980's Marcus a software house in Israel that acquired the local distribution rights for the Oracle relational database. Marcus developed this company into one of the leading information technology service and training organizations in the country. In 1996 Oracle Corporation purchased the Oracle related assets of the company and established a local subsidiary. In 1999 Marcus was awarded a grant by the US Federal Aviation Administration to undertake a multi-year air cargo security co-operative research and development program to address security risks in air cargo shipments. This project resulted in the design and launch of the first operational US air cargo security programme in 2002 by the then newly formed US Transportation Security Administration. In the following years Innovative Compliance undertook similar research and development projects with The European Commission, the Government of Canada and the Australian Office of Transport Security. Marcus has obtained in-depth understanding of SDD in promoting democratic dialogue to International Transportation Authorities, and in the preparation of SDD based research proposals. Marcus holds a Bachelor of Arts Degree in Economics and Business Administration.



Rahab Wairimu Gichuhi is currently Head of Learning and Development Unit for Eclectics International Limited, in Nairobi, a company operating in 10+ African countries. She is an educator and social entrepreneur, passionately committed to women and youth empowerment, education, leadership and governance. She holds a Bachelor of Arts Degree in Public Administration and has vast knowledge in computer studies. She has expertise and knowledge in political science, project management, monitoring and evaluation, public policy and leadership. She is the founder of Nurture a Child Initiative (NCI) which is a community based organization registered in Kenya. She is committed to cause change in the society, an individual at a time. Her first engagement with SDD was as a Core Participant in the Reinventing Democracy in the Digital Era project.



Abiba Abdallah is a proud Ghanaian (belongs to the Gonja tribe and speaks multiple languages), Facilitator and Peer educator. She is currently pursuing a degree in Management and Information Systems. Abiba is a strong Advocate on social, environmental, economic and health issues in her community and country as a whole. She has been volunteering all her life to touch many lives. Abiba has been working the Young Urban Women's Project to eradicate poverty through education, sensitization, durbar, drama among others. She attended Action Senior High school with the passion of studying Business to help shape societal problems, recognize and help to serve them. She has been awarded best Actress on a grand durbar in her country implemented by Ghana Education Office. She was honored with the Special Volunteer Award of the 7th Africa Conference on Health and Rights by the First Lady of Ghana. She has worked as a volunteer in her community for many years. Her first engagement with SDD was as a Core Participant in the Reinventing Democracy in the Digital Era project.

23: Academic Research Resources

1: Stop Requiring Conventional English Testing Methods

2: Open Scholarships

3: Increase Curricular Flexibility

38: OSUN funded Student Leader Scholars Program

29: Anti-bias training

13: Friendly environment for students with disabilities

20: Early Colleges pipelines

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Global participation

8

OSUN Institutions

**Focus on
Inequalities**

Addressing Racial, Economic and Educational Inequalities through Our University Network

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