

Valencia College

Community Inclusion Campaign

****Note:** This guide is only for facilitators and recorders (not for participants)

A print version of this document will be provided at the facilitator training and it contains:

1. This overview
2. The Discussion Guide
3. The Participant Details Handout to be handed out at the end (copies will be provided)
4. A Notes Template for the write up of the report and for note-taking

Facilitator – Primary Role: Introduce the purpose (i.e. program improvement – document aspects of the student/faculty/staff experience), set the ground rules (i.e. comments will not be linked to names), guide the conversation to cover the topic areas – delve deeper as appropriate (using questions like: “Tell me more about” “What might be an example of that...” “If another community member were to ask you about x, what would you tell them...?”) Take notes as possible, but maintain eye contact as clearly as possible. See related notes and reminders later in The Discussion Guide.

Recorder – Primary Role: Listen. Take notes to include non-verbals and changes in tone – like sarcasm or humor – facilitators may not be able to capture that level of detail. At the very end ask any unanswered questions or questions regarding unexplored ideas at the invitation of the facilitator (we will not have time to break, confer, and reconvene the participants.) If the activity results in a product (like a map, writing on the board, **or participants sorting cards**) take a cell phone photo. Document anything that assists in evaluation the participants’ thinking process, this include exchanges between participants like “I agree” or “I don’t see that.”

Afterwards: If time permits discuss / debrief after the session. Capture any additional notes from the session and send all notes to the Assistant Director, Learning Assessment by email.

Background of Participants and Purpose of the Conversations: The participants are students, employees and partners of Valencia College who may or may not have been previously affected by harassment, assault, or discrimination. Participants are selected from responses to a survey that was sent to contact lists provided by Valencia College Title IX partners (student development, individual faculty, etc...). Marketing and Strategic Communications along with Valencia College’s Title IX taskforce are conducting research to learn the effectiveness of the proposed design and messaging concepts for an inclusion campaign and to influence the approach on additional topics. The purpose of these conversations is to get a better understanding of: 1) feelings and perceptions associated with each concept, 2) how to best convey the messages, 3) preferences about design and direct or indirect approaches to the messages, 4) responses that would lead to action or change, and 5) connections to overall Valencia messaging.

Research Questions:

- 1) Which concept feels more like Valencia? Why?
- 2) What topics would you like to see more materials/information on?
- 3) How did each concept make you feel?
- 4) Would you be more likely to take action after seeing this campaign?

Discussion Guide

Introduction:

- Valencia College strives to be a community in which all members can learn and work in an atmosphere free from all forms of Harassment, including sexual Harassment, discrimination, intimidation and/or retaliation. We're here to get your valuable feedback on campaign concepts to communicate Valencia's position on inclusion which includes topics like sexual assault and stalking as well as age, race, and religion.
 - Begin on time and thank participants in advance for their time.
 - Introduce yourself and the role of any other notetakers in the room.
 - Discuss your role as the facilitator explaining the need for frank and honest feedback and that the information is confidential (ask participants to complete the waiver to audio record for accuracy of the data).
 - Explain aspects of the process telling why are we leading these conversations and what will happen with the information (i.e. to determine what will be used to start the conversations at Valencia College).
 - Stress that this is not an evaluation of individuals or processes at the college.

Establishing Context:

1. **Their Perspective**
Respondent Introduction (first name) and write on both sides of name card.
 1. Tell us about any types of messaging about any topic that you have noticed at Valencia.
 2. **Read each card, then sort through all the concept cards in front of you—place any that are not your favorites face down.** Tell us about one that you prefer.

Objective #1

2. **Document how participants respond to concepts** (see notes template for follow-up)
3. **Pull out the three cards that have black star on the back. Starting with "Respect Boundaries,"** What is this telling you? (Repeat with "Stop Violence" and "Be Me")
4. **Sort all of your cards into two groups by those that make you *feel* more on the right and those that make you *think* more on the left. There is no requirement that they be equal size groups. You can turn over any that don't fit either group. Please leave them spread out at we take photos of your selections.** Tell us why you chose the ones on the feeling side. Tell us why you chose the ones for the thinking side.

Objective #2

3. **Reflect on the effectiveness of the messaging** (see notes template for follow-up)
5. **Please sort your cards by the name on the bottom left corner into 3 sets, one for each concept. Rank them 1st, 2nd, and 3rd from left to right.** Which concept could you see being used on a Valencia campus, and why?
6. **Find the three cards that say "Consent" or "Yes."** Which one best explains consent?
7. **Find the three cards that say "Step In", "See the Signs", or "Take Action."** Which one best explains the idea of bystander intervention?
8. **Sort your cards into two rows by those that are straight forward across the top and those that are more indirect across the bottom.** What topics would you like to see more materials/information on?
9. When thinking about others at Valencia, how do you think they would react to these concepts?
10. What one word comes to mind when you think about Valencia? Do these messages support or alter that view?

Wrap Up

4. **Any follow-up questions raised by notetakers...**
 - Ask if there is anything else they would like to add?
 - Give them "Participant Details Handout" (with pens)
 - Let them know they can leave after completing it and thank them for their time.

Notes Template (in Word)

Document Their Responses

1. Tell us about some of the messaging you have noticed at Valencia.
 - Any print materials? Posters? Websites? Videos?
 - What caught their attention?
2. Read each card, then sort through all the concept cards in front of you—place any that are not your favorites face down. Tell us about one that you prefer.
 - How confident are they in their choice? Any uncertainties?
3. Pull out the three cards that have the dark pink tag on the back. Starting with “Respect Boundaries,” What is this telling you? (Repeat with “Stop Violence” and “Be Me”)
 - Does this remind you of anything else you’ve seen?
 - What did it make you think of?
 - How did it make you feel?
4. Sort your cards into two groups by those that make you *feel* more on the right and those that make you *think* more on the left. There is no requirement that they be equal size groups. You can turn over any that don’t fit either group. Please leave them spread out at we take photos of your selections. Tell us why you chose the ones on the feeling side. Tell us why you chose the ones for the thinking side.
 - Which is most pleasing to the eye?
 - Are any hard to categorize?
5. Please sort your cards by the color on the back left corner into 3 sets, one for each concept. Rank them 1st, 2nd, and 3rd from left to right. Which concept could you see being used on a Valencia campus, and why?
6. Find the three cards that say “Consent” or “Yes.” Which one best explains consent?
 - Did you understand the message in this example?
 - Is there something you should do after reading this?
7. Find the three cards that say “Step In”, “See the Signs”, or “Take Action.” Which one best explains the idea of bystander intervention?
 - What did you take away from it?
 - After seeing this, would you feel more empowered to step in if someone was in need of help?
8. Sort your cards into two rows by those that are straight forward across the top and those that are more indirect across the bottom. What topics would you like to see more materials/information on?
 - Do they agree that this is a topic that needs addressing?
 - Do they think others at Valencia are informed about this topic?
9. When thinking about others at Valencia, how do you think they would react to these concepts?
 - Do they mention students? Faculty? Administration? Vendors?
10. What one word comes to mind when you think about Valencia? Do these messages support or alter that view?
 - Are they more or less effective than other messages you associate with Valencia?

Any overall themes and conclusions? Suggestions if we use these questions again?

Research questions to keep in mind:

1. Which concept feels more like Valencia? Why?
2. What topics would you like to see more materials/information on?
3. How did each concept make you feel?
4. Would you be more likely to take action after seeing this campaign?