Advisor Guidelines for Training Student Co-facilitators

Co-Facilitator Training

A. The first job of the Advisor is to become familiar with the Co-Facilitator Guide. **Read and study the guide.**

B. The next responsibility is to recruit co-facilitators. The CCOR Templates Disk has flyer and ad templates that will be helpful in this process.

C. In preparing to train the co-facilitators the Advisor(s) should keep the following main points of guidance in the forefront of how co-facilitators should precede. The three points of guidance, the co-Facilitator **M-R-I, minimize, remind, and insure,** are
1. **M**inimize offering ones views, maximize getting others to express their views.
2. **R**emind participants that the session are about dialogue and not debate
3. **I**nsure that all group member points of view are heard and no one dominates.

D. The Co-Facilitator Training program has seven sessions - a Training Orientation session, five Conversation/Dialogue Sessions, and a Summary Review and certification session.

I. Training Orientation Session (Session 1)
   a. Have participants introduce themselves and tell why they chose to become co-facilitators.
   b. Praise them for their participation and reiterate the importance of what they are embarking on using the **Co-Facilitating a Campus Conversation on Race Is a Heroic Deeds** as a reference.
   c. Engage in an overview of the CCOR Training Guide, with care and emphasis given to the pages 10 - 15 (Guiding Principles, Dealing Effectively with Challenges, Hosting the First Session, Ground Rules, and a Comparison of Dialogue and Debate) and the Historic Fact Sheet (page 30) and the Scientific Fact Sheet (page 34)
   d. Remind the participants that a criteria for certification as a co-facilitator is writing a 250 word "Statement of Learning" in which they write on how the training program has impacted them personally.

Inform the participants that the co-facilitator training is real time training in which the trainees are paired (team those with closest birthdays, home addresses, zip codes, etc.) and

    e. Assign them the teams to prepare and co-facilitate one of the five dialogue sessions. If there are more than five teams assign have one team facilitate the first half of the session. If there are less than five teams assign teams more than one session to facilitate.

II. Dialogue/Sessions. (Session 2 – Session 6)
Co-facilitators should follow the training guidelines and prepare their sessions. **Have them meet before the session they are offering and read the guidelines for co-facilitating the session.** Those co-facilitating Session Five should also conduct the evaluation component. **Advisors should remind all co-facilitator trainees to write their "Statement of Learning" and submit it to the advisors.**

III. Summary and Review Session. (Session 7)
This session serves to bring the group together and focus on the upcoming work of announcing the start of sessions and promoting attendance by students. During session co-facilitator teams should be re-formed for the sessions that will be offered the student body. The "Statement of Learning" should be collected and certification of co-facilitators conducted. This can also be done in a more formal ceremony if the advisors wish to arrange it. (Co-Facilitator Certification Award templates are on the CCOR Templates Disk)

E. Evaluation
Evaluation is a key aspect of the implementation of the CCOR program. It allows the CCOR Advisor(s) to get valuable feedback for making improvements as well as confirmation of effective aspects of the program. At a minimum each co-facilitator should have participants complete the evaluation from in the CCOR Participants Handbook. Those campuses that have the capability can also put the evaluation form on line for completion. The practice of conducting evaluations at the end of the final session can be emphasized to Co-facilitators when it is carried out during the co-facilitator training session. It is strongly suggested that the CCOR Advisor compile the evaluations and include them in a summary report of the CCOR Program. This report and the evaluation can go a long way in securing greater support among faculty and administration. The Templates Disk contains examples of the participant evaluation compilation and a CCOR Summary Report.

A. Identifying Allies Among Faculty and Staff

As soon as the decision is made to have the CCOR program on campus, the Advisor(s) or sponsoring office should announce the program to the college community. Email and other forms of   announcements should be distributed to all faculty and staff. Additionally, it is effective to invite faculty and staff allies of race amity to a special briefing on CCOR. Along with giving more details on the program's operation and goals it should be emphasized that faculty can support CCOR by offering extra credit to participants who are in their classes. Experience in CCOR has shown the offer of extra credit to participants is an effective tool in recruiting participants.

B. **Outreach to Student Organizations**

The CCOR Advisor(s) should schedule meetings with leaders of student organizations. This can be done in a collective briefing, small groups or one on one. Emphasizing the role they can play in advancing greater cross cultural understanding and race amity as leaders will resonate with many of them. In some instances organizations have been encouraged to have it's members participant in CCOR by a promise to acknowledge their leadership role in public announcements and forums. Be sure and give them a personal invitation to participate.

C. General Outreach

Along with outreach to students through faculty allies and student organizations CCOR should be promoted through all school media, newsletters, newspapers, periodicals, campus radio, campus television, websites, and bulletin postings. The Template Disk has several flyer and ad templates for student recruitment.

D. Co-Facilitators as Recruiters

Co-facilitators can volunteer to go to classes of supportive professors and provide a brief five minute overview of CCOR. Along with the schedule of when various sessions are offered, the co-facilitators should pass around an "interest sheet" to capture the email addresses of those interested in participating.