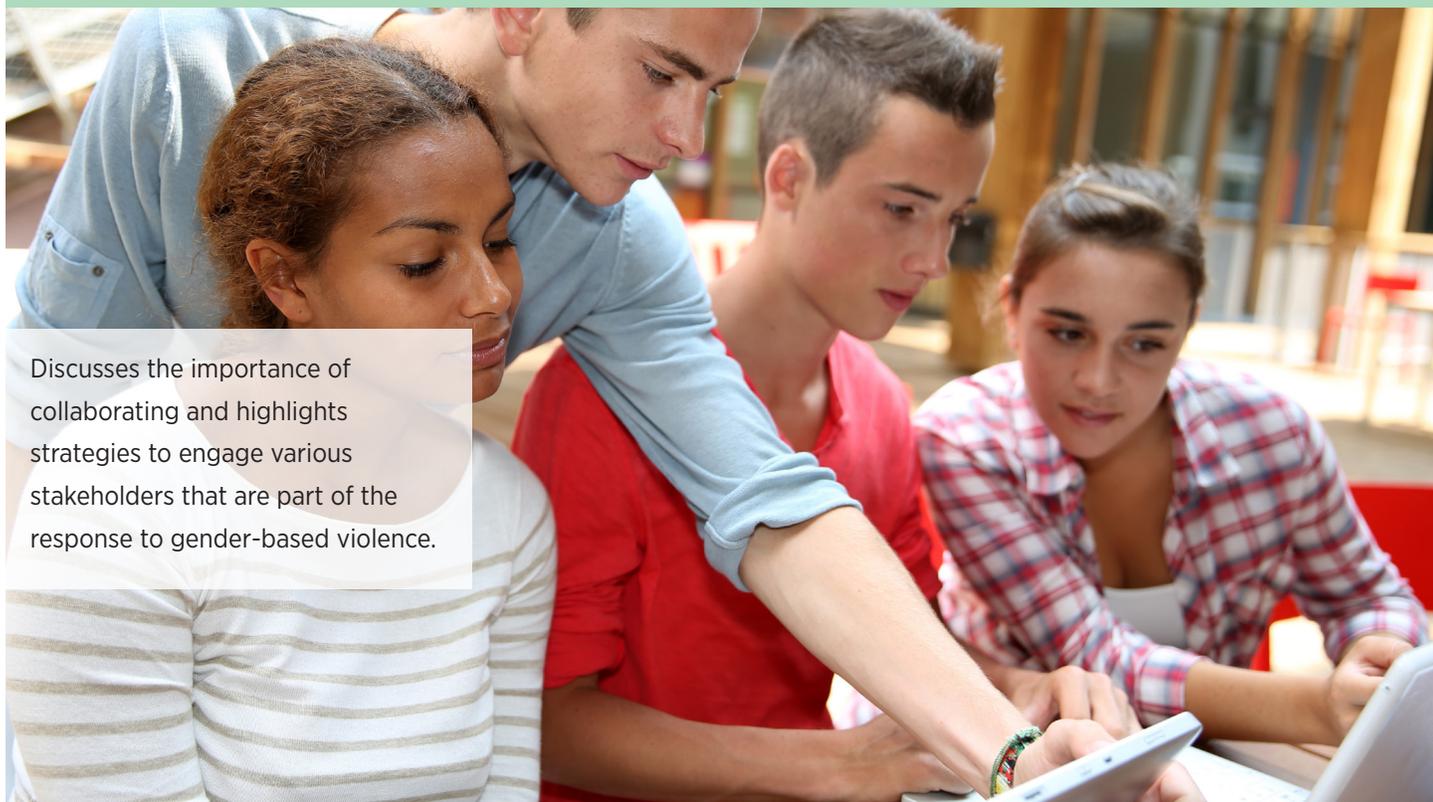


UNPACKING ESSENTIAL C'S COLLABORATION: A Guide to Stakeholder Engagement



Discusses the importance of collaborating and highlights strategies to engage various stakeholders that are part of the response to gender-based violence.

Given the epidemic rate of gender-based violence,¹ every person in the campus community has a role to play in the effort to change a campus' culture. Each individual must be actively engaged and understand their role. To support this engagement, key stakeholders must work collaboratively to create a vision for a campus free from gender-based violence and develop response protocols to fulfill that vision.

There is no shortage of information to guide stakeholders in their efforts to effectively collaborate and maintain engagement. These existing resources should be consulted to gain ideas and help address any critical junctures that prevent movement.² This document will provide a brief overview of ways to engage, collect information, and facilitate meetings with campus stakeholders.

STRATEGIES FOR ENGAGEMENT

- **One-on-one communications and in-person meetings:** This personal format is the most effective way to connect with individuals. These meetings are more productive if prefaced with a clear request and purpose.
- **Small group trainings (groups under 20 people):** This method can successfully convey information and help build relationships among training participants. Training with smaller groups allows for more hands-on, experiential learning and content tailored to the needs of specific stakeholder groups.
- **Online modules:** Online education is a way to broadly share information with multiple stakeholders at one time. Modules can reach people with differing schedules and availability. Modules are not as effective as in-person trainings, because they are less personalized. However, they are an efficient means of disseminating general information about the need for the change in campus culture and strategies to achieve that end.

1 Krebs, C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2007). *The Campus Sexual Assault (CSA) Study*. Washington, DC: National Institute of Justice, U.S. Department of Justice.; Krebs, C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2009). College Women's Experiences with Physically Forced, Alcohol- or Other Drug-Enabled, and Drug-Facilitated Sexual Assault Before and Since Entering College. *Journal of American College Health*, 57(6), 639-647.

2 See, Winer, Michael Barry, *Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey* (1994); University of Kansas, Community Toolbox for Community Engagement; and other materials listed in the Online Resource Guide

- **Campus-wide communications:** Campus community members should use emails, text messages, and other broadly inclusive transmissions to communicate with the overall campus. This is not an effective way to train people, but instead is an efficient way to keep stakeholders informed about campus culture change efforts and outcomes.
- **Handouts and materials:** It is important for stakeholders to have materials they can reference once leaving meetings and trainings. It is also useful to leave information around campus in public and prominent places, where individuals are likely to pick up handouts about changing campus culture efforts.
- **Articles and publications:** These materials reach a wide audience, both on and off campus. These sources bring credibility to gender-based violence issues and are an effective means for sharing nuanced information not otherwise easily accessible.

FOCUS GROUP FACILITATION

A focus group is a way to gather information about a specific topic from a group of individuals connected in some way to that topic. Examples of focus groups related to gender-based campus violence include: (1) a group of complainants relaying information about their experiences with campus responders; (2) a group of campus responders discussing their challenges and successes in responding to gender-based violence; or (3) a group of individuals designated as responsible employees explaining how well they understand their role and resources they may need. These are just a few examples, and campuses are encouraged to hear from many stakeholders, including respondents, about their experiences and needs.

To be successful, focus group participants should not be coerced to participate. Their participation should be confidential (with only themes being reported out), and the focus group should be held at a time and place that is most convenient for the participating stakeholder group. Participant size should be limited to no more than 12 people. People's time should be honored – start and finish on time, offer food, provide time out of office, and consider gift/transportation cards. The facilitator should possess knowledge about gender-based violence issues and have experience facilitating focus groups. Most importantly, facilitators should have no personal stake in focus group outcomes or direct connections with focus group stakeholders.

Focus groups should be tailored to the extent possible to the participating stakeholder group. It is recommended that focus groups last no longer than 90 minutes. Participants should have a clear understanding of the focus group's purpose and how their responses to key questions will be used.

STAKEHOLDER MEETING FACILITATION

Stakeholder meetings bring people together to discuss current issues, work through challenges, and bridge philosophical difference so that there can be a unified campus vision and response. Stakeholders are frequently members of different task forces and also participate in meetings within their own agency/department. Therefore, it is imperative to craft well-structured and healthy meetings to keep stakeholders engaged.

Some of the ways to create a healthy meeting structure include:

- Prepare a planned agenda for each meeting that contains objectives and outlined mechanisms for reaching those objectives. Abide by meeting time frames. People are busy, honor their time.
- Develop a clear mission for regularly-meeting stakeholder groups. Define each stakeholder's roles and responsibilities in furthering group's mission.
- Decide early on how the group will resolve conflicts and make decisions.
- Use a facilitator when needed.
- Move meeting locations from time to time to help keep people engaged and reach new stakeholders.
- Offer food and ensure the meeting space is accessible.
- Request stakeholders take actions between meetings and assign tasks. After each meeting, confirm next steps and check-in with progress and the need for additional resources to complete tasks.

CONSIDERATIONS FOR SPECIFIC STAKEHOLDER GROUPS

Student Groups and Student Leaders

- Work within existing structures to target potential participants, such as:
 - Student Government
 - Greek Life—Interfraternity Council; Panhellenic Council
 - Commuter student groups
 - Cultural student groups
- Offer food and networking as incentives.
- Consider what time of the year would work best to engage each group and identify influential students.
- Ask for any scenarios or situations regarding gender-based violence students/groups have encountered that they would have liked help with.
- Explore other ways students/groups could see collaborating, such as joining a campus SART or CCRT, or planning a joint program dedicated to raising awareness of gender-based violence.

Media, Public Relations/Marketing, and IT

- Can increase efficiency in reaching other stakeholder groups, such as parents and alumni.
- Can establish mechanisms to collect data online.
- Can be trained and engaged to identify online stalking and harassment.
- Explore other ways this group could see collaborating, such as planning events to raise awareness of gender-based violence.

Community Rape Crisis and Domestic Violence Centers, AOD and Mental Health Programs, Cultural Organizations, Language Bank/Interpretation Services, and Hospitals

- Work within existing structures (county SART and CCRT teams) to identify potential stakeholders.
- Hold meetings in the community and at the stakeholder organizations.
- Explain that you are seeking partnership.
- Engage in cross-training.
- Find out:
 - The capacity of the agency to serve complainants or respondents – either on or off campus.
 - How the agency sees itself adding value to the campus.
 - Situations agencies have encountered that they found challenging.
 - Topics agencies feel would be beneficial for training.
 - What they would need to truly partner with the campus.
- Explain what campus protocols are in place to support the response to gender-based violence.
- Ask for an introduction to other community partners that would help the campus respond more comprehensively to gender-based violence.
- Explore other ways an organization could see collaborating, such as contract programming and planning a joint program to raise awareness.

Vice Presidents, Presidents, Board of Trustees, General Counsel, and Human Resources

- Using one-on-one meetings is recommended for these stakeholders, given their unique scheduling needs and the importance of allowing them a space to discuss issues in confidence.
- Build relationships with administrative support staff.
- Encourage this stakeholder group to contact their peers about best practices.
- Use facts, figures, and specific dollar amounts.
- Ask what support they need before they can fully commit to changing the campus culture.

Prosecutors, Law Enforcement, and Legal Community

- Work within existing structures to identify potential stakeholders (judges, police officers, community outreach liaisons, assistant prosecutors, public defenders, and private attorneys that represent complainants and respondents).
- Include both civil and criminal justice system stakeholders.
- Inform about campus response protocols and educate on the differences between the campus grievance process and criminal justice responses.
- Ask key questions, such as:
 - How are they helping students who have experienced gender-based violence off-campus?
 - How frequently are they dealing with students or faculty that had perpetrated gender-based violence off-campus?
 - What do they need from the campus to better support their efforts?
 - How can they help the campus better support its efforts?
- Explore ways to collaborate both formally and informally.
- Ask if the campus can join an existing community SART or CCRT.
- Plan a joint awareness-raising program.

Faculty, Student Affairs Staff, Residence Life, Athletic Departments, Diversity Centers, Disability Centers, Health and Wellness Centers, International / Study Aboard Centers, Service Learning/Volunteer Center, Campus Ministry, Women's Center

- Develop scenarios to help start conversations. These scenarios should include a role for all the stakeholder groups that are discussing the scenario. Ask the stakeholder group for other scenarios they have encountered, that they either found challenging or felt had a positive outcome.
- Ask what would encourage the stakeholder group to participate in trainings, or what resources they need to be better equipped to address gender-based violence in their respective roles.
- Identify key decision makers and discuss who else should be at the table.
- Explore other ways these stakeholder groups could collaborate, such as participating in programs/events.