Delta Gamma
1873

Voting Model Workshop: Educational and Cultural Interests

SET-UP DIRECTIONS:

- All members should join virtually and keep their videos on to ensure engagement.
- Two members of EVC should be prepared to facilitate this session together and one other member should serve as technology assistance.
- Ensure that the breakout room option is turned on.
- Depending on the size of your chapter, some of the instructions can be altered. For example, if the instructions call for a "chat box" response, but your chapter is of the size that virtual conversation would be more useful, feel free to alter this instruction.
- The workshop will allow time for large group conversations and small group processing. Using a virtual platform you should have a main host and allow for breakout rooms.
- Ensure all members come prepared to write with pen and paper or utilize a word document to type reflection throughout.
- Create the introduction survey in Zoom.

KEY:

X/XX	Denotes the time. The first X is the number of minutes this section takes. The second set of numbers is at the conclusion of this section, how many minutes you are into the session.
Italics	Marks curriculum you should tell/ask the participants.
Plain text	Indicates instructions for you as the facilitator.
Fac Note	Highlights special instructions for the facilitator
BR	Indicates when you should send participants to breakout rooms.
SS	Indicates when you should screen share information.

If you need to alter this workshop, work with your RCRS/NCRC on how to best utilize this workshop to meet your chapter's needs.

INSTRUCTIONS:

10/10	Introduction
Fac. Note	*I want you to think about something you are really proud of that you accomplished since you came to college.* *Raise your hand if what you achieved is something educationally or culturally oriented.* Facilitator randomly selects 2 members to share their examples. *Thank you for sharing your accomplishments with us.* Pull up the survey for participants to complete. *Now, I'd like you all to complete the survey that should pop up on your screen.* *Questions for survey:* 1. *You participated in research and/or got a 4.0 GPA and/or met with a professor during office hours. Yes No* 2. *You attended a concert and/or play and/or dance performance on campus or in the community? Yes No* 3. *You have pursued an internship or other pre-professional opportunity and/or you have actively been researching potential career options? Yes No* 4. *You have been on the Dean's List and/or received a scholarship and/or are a member of an academic honor society? Yes No* Share the results with the group. *In this workshop, we are going to explore what "educational and cultural interests" mean to our chapter. Through exploring this, we will be able to better understand how to identify an interest in these topics during conversations with PNMs.* *Educational and cultural interests look like members always encouraging others towards academic excellence and challenging each other to learn about other cultures and the arts.* *Does anyone have anything they would add to this definition?*

	Type in your thoughts to the chat box. Read out the responses shared by chapter members in the chat box.
5/15	**Supporting & Pursuing Educational and Cultural Interests**
Fac. Note	*What are some the programs and ways that our chapter supports our members educational and cultural interests?* Utilize Zoom whiteboard to record answers . Encourage members to share with the member they have identified displays educational and cultural interests during a break or later in the day.
10/25	**Generating Recruitment Questions**
BR Fac. Note	*Now that we know a bit more about how we exhibit educational and cultural interests, we will explore what questions we can ask PNMs during recruitment to gauge their commitment to this value. Let's split up into groups to come up with questions that you could ask a PNM to better understand her connection to educational and cultural interests.* At this point, you could choose to have the chapter split into their bump groups to do this activity or randomly split the large group up. Once small groups have had time to come up with their questions, ask each group to share 1 of the questions they came up with. If able, record these answers on a shared screen Word Document/Google Doc/PowerPoint slide/Zoom Whiteboard.
5/30	**Educational and Cultural Interest Scoring**
BR	*We have a better understanding now of what educational and cultural interests mean and how to have a conversation about it with a PNM. During recruitment, we will give each PNM an educational and cultural interests score.* Send the chapter into breakout spaces (either the same as previously or different) to discuss possible scoring for this interaction score. Prompt the large group with the questions below and ask each small group to come up with answers to each question. When the breakout group session is over, as each group to share out via unmuting their microphones, chat box discussion, or a shared whiteboard.

Fac. Note Fac. Note	Questions for this activity: Scoring characteristics discussion: ● *Based on what we have talked about, what do you believe are the characteristics of a PNM who should be scored a 1?* ● *How about a 3?* ● *And a 5?* Campuses with THREE Rounds of Primary Recruitment ● Recruiters will vote on Educational & Cultural Interests on rounds 1 and 2. Campuses with FOUR Rounds of Primary Recruitment ● Recruiters will vote on Educational & Cultural Interests on round 1, 2 and 3. Consider ending this session by doing some practice voting on Educational & Cultural Interests on MyVote. Be sure to thank the group for being engaged and participating.