



## Sample "For Profit" Post-show Discussion Guide

**Duration:** Plan on approximately one hour, to begin approx. 5-10 minutes after the end of the play.

### Panel composition:

- Best to have not more than 4 panelists, plus moderator
- Include at least one student and one contingent faculty member; panelists should be activists on campus/community equity issues
- Be attentive to demographic diversity

### Participant Roles

**Moderator:** Introduces panelists and audience

Explains purpose and process of discussion.

Prompts discussion with initial questions, keeps it focused with follow-up questions

Attends to time and ensures that panelists and audience members get adequate time to speak without dominating discussion

Ensures that attendees are given equal opportunities to participate (be attentive to calling on a diverse representation of the audience)

**Panelist:** Briefly introduces self and work

Offers reflections on the performance and on the connections it raises between student debt and other campus equity issue(s)

Attends to time constraints (don't dominate the discussion) and listens carefully to fellow panelists and audience members

### Discussion Guidelines

#### ***Discussion Purpose (Moderator may want to state at outset):***

To identify the connections among the issues and dilemmas that the play raises

To identify concrete actions that audience members can take to address those issues and dilemmas at both local and larger levels

#### ***Suggested Process:***

##### **Introductions (15 minutes)**

Moderator should introduce each panelist, poll audience to get a sense of audience composition, and solicit general reactions to the play from the audience.

(Note that audience members may want to ask panelists questions about them/their work -- OK to allow but be careful to keep track of time. Discourage discussion from getting sidetracked by suggesting that people save some questions for later.

**Discussion (30-40 minutes)**

***Sample questions:***

(To Panelists) --

Who are you and what issue do you work on?

What led you to become an activist on that issue (how do you define your activism)?

What kinds of successes and challenges have you experienced?

What connections do you see between the issue you work on and the issue of student debt?

What suggestions do you have for how campus/community members might work together to address and improve campus equity on this campus/in this community?

(To Audience) --

How many of you are students -- HS, undergrad, grad?

How many of you are faculty? Temporary/contingent (might need to explain the term -- FT or PT)? Tenure Track, Tenured?

How many of you are Staff? Administrators? Community members?

How many have student loan debt? (Might note generational differences between those with debt and those without )

What are the major campus equity issues on this campus/in this community?

What connections do you see between the issue of student debt and other campus equity issues?

What opportunities currently exist on this campus/in this community for people to get involved in the discussion and to work on ensuring educational quality and campus equality?

What obstacles or barriers currently exist on this campus/in this community preventing people from getting involved in the discussion and/or working to improve learning and working conditions for all?

**Suggested Wrap-Up Activities: (10-15 minutes)**

Announce relevant web sites and upcoming events on campus/in the community

Invite attendees to leave contact information (via a sign-up sheet) if they are interested in getting involved in efforts to improve campus equity