

FACULTY, STAFF & ADMIN TOOLKIT

"When [students] finally make it onto campus, only to be assaulted, that's not just a nightmare for them and their families. It's not just an affront to everything they've worked so hard to achieve. It is an affront to our basic humanity. It insults our most basic values as individuals, and families, and as a nation.... This is on all of us, every one of us, to fight campus sexual assault."

- President Barack Obama

REACTIVE

- Know your campus and local service providers and refer!
- Trust your gut: If your gut is telling you something is not right with a student or a colleague:
 - ▶ Take the time to inquire and express your concern.
 - ▶ If you are uncomfortable doing so, delegate to a trusted colleague or friend of the student.
- Talking points for intervening with a student who is a victim:
 - ▶ It's not your fault.
 - ▶ You're not alone.
 - ▶ Here is someone you can call and talk to (refer student to advocacy services on campus).
 - ▶ Do you feel safe?
 - ▶ What do you need?
- Talking points for intervening with a student who is showing aggressive or high risk behaviors. (Know your campus policies regarding violence and follow the reporting procedures when necessary.)
 - ▶ Aggression and violent behaviors are not okay and will not be tolerated here.
 - ▶ Everyone deserves to be treated with respect.
 - ▶ I care about what is going on with you and am concerned about your choices.
 - ▶ If there is something going on that is bothering you, you can talk to me or a resource on campus.

PROACTIVE

Consider things you can do within your formal role as a faculty or staff member:

- Powerpoints with tips
- Assignments
- Statements on your printed or electronic materials

- Integrate prevention themes or green dot themes into your subject matter as appropriate
- Wear a green dot pin or a pin from a local/or campus-based agency and telling colleagues and students what it means.
- Post a link on social media/faculty webpage to a bystander story or video you found on YouTube.
- Ask your chair or supervisor, administrator, advisor or boss to bring a bystander training to your whole department.
- Have a conversation with your colleagues and students about what they can be doing to spread green dots.
- Have a poster, brochure or flier about resources or prevention tips in your place of work or office.
- Have a statement of commitment on your signature line.
- Start meetings or classes by asking colleagues or students what green dots they did that week.
- Insert a related statement on your syllabus.

SUPPORT STUDENTS DOING GREEN DOTS

Often as faculty, staff or administrators – we have as much (or more) influence in our more informal roles with students – as mentors, advisors and trusted adults.

- Consider conversation starters, questions and topics you can integrate into more informal interactions with students.
 - ▶ Tell me what you think of green dot?
 - ▶ I heard you recently went through a GD training? Tell me about it.
 - ▶ Tell me about the barriers you face when you think about getting involved. (Consider sharing some of yours).
 - ▶ You're not a bad person because you don't always get involved.
 - ▶ Which of the 3 D's resonate most with you?
 - ▶ What do you think faculty and staff could do better to support prevention efforts?
 - ▶ What kind of proactive stuff are you thinking about
- Recognize students you see or hear about doing a green dot. Could be verbal acknowledgment or a more formal recognition through an award or recognition in school paper or meeting with college president.