

We All Play a Role in Creating a Safe & Healthy Community.

What Else Can YOU Do?

Beyond equipping the campus community to intervene when necessary, as Faculty and Staff it is also important to use your own influence to set daily norms. Specifically, that sexual assault, dating and domestic violence, and stalking will not be tolerated in our campus community. Even when there is nothing high risk happening, how can we express our values on issues that matter within their own sphere of influence?

Lead by Example:

- Heard an inspiring story of someone on campus or elsewhere stand up for what is right, defend a friend or stranger, or intervene in a problem situation? Share these stories and let them know how much you respect and support anyone who makes their communities a safer place.
- Participate in on-campus committees and groups that promote awareness and safety on campus. To find opportunities, contact our Title IX office.
- These efforts at creating an inclusive and safe campus are happening all year, every year. Attend relevant campus trainings and programming. Take it seriously and focus on recruiting others to participate as well.
 - Highlight events and programming available to students, speak on the relevance of these events, and encourage participation. Your presence at similar events is important in the work of increasing participation and engagement by your students.
 - Take the “Preventing Sexual Assault Mosaic Module” online training at Myfairfield.com.
- Maybe you will never get engaged in this work. Do you know a student or colleague who does? Take time to acknowledge and appreciate the work of those folks. Even if you are engaged in these efforts, validation from someone you respect can increase the likelihood of you continuing those behaviors. The people who respect you need your encouragement to stay motivated!



Signal Your Support:

- Wear/display a sticker, ribbon, or pin signaling awareness of power-based violence issues (domestic and dating violence, sexual violence, stalking, anti-lgbtq violence)
 - Reach out to The Center for Family Justice or our Prevention Resource office for help finding something you can use/wear.
- Include resources, brochures, infographics, posters, and event flyers that survivors of violence might be interested in or find useful in your office, res halls, classrooms, and elsewhere. This supports survivors and sends a message to both perpetrators and bystanders that you are invested in a campus that supports survivors actively and in an on-going way.
- Include quotes that speak to your values in your email signature, on slides, or within other classroom documents. Quotes and other creative images can help to inspire others in a way that knowledge or skills sometimes cannot.

- Invite a subject matter expert to facilitate class discussions on issues of violence, sexism, media literacy, gender-based stereotypes, etc.

Use your Platform:

- Incorporate tips on how to support survivors, intervention tools (4 D's of intervention), resources, or meaningful conversation about gender-based violence relevant to your discipline into meeting agendas. You could take one minute. You could take ten. You could even include it printed only. A thousand tiny actions on one campus still add up to change for many unnoticed survivors.



- In many instances of violence, there are bystanders who feel they maybe should have done something prior to the violent event. There are reasons why these bystanders were unable or unwilling to take action when the time was right. Are there relevant examples of discrimination, stigma, or violence in your field? Work with your colleagues or students to name the barriers to intervention in these probable scenarios. Some barriers we will never be able to overcome; however, we can strategize around them. What are some strategies to addressing violent instances that may occur within the context of this campus or within your field? What are some talking points to combat negative stereotypes that lead to violence? Has your department discussed these things, prepared to challenge them, or considered ways of preventing them before they occur?

- Use your social media platforms to talk about what matters most to you within the mission of creating a campus that is safe for all.
 - Post a video or story of a story of bystander intervention that you found powerful.
 - Show support to your friends when they take time out of their day to do the same. The more we see that we are having a positive impact, the more motivation we tend to find to continue our efforts.
- Include prevention messaging in the newspapers, on social media, email blasts, or newsletters that you have access to.
 - Prevention messaging is all about our community values: normalizing helping one another, respect, justice, honesty, accountability. What are values you hold that align with the campus community? How can you share your values in inspiring ways to your sphere of influence? (Departments, colleagues, students, staff you work with)
- Create assignments where students need to reflect on the impact of violence on their communities. Each discipline experiences its own challenges, has its own disparities, etc. How can you increase students' opportunities to think critically about the role they play within their chosen discipline? This alone will spark change, diversity of thought, and exchange of ideas beyond your classroom.

Normalize Respectful and Engaged Communities:

- Insert bystander tips on slides before class
- Start or participate in conversations about why these issues matter. Maybe they don't matter all too much to you, but perhaps you agree that students should feel safe from physical violence on campus. Speak to that. Maybe you aren't the type of person to speak idealistically.

What is something pragmatic that you believe in doing to make this campus a safer place? Smiling at others? Responding to emails with kind words of gratitude? Speak it into power!

- Encourage your students to always be creating and maintaining a community in which everyone feels included and responsible to one another- be it in small groups, discussion sections, one-on-one interactions, and outside of the classroom.
- Establish community guidelines in your classroom
 - Lessons about how important respect and accountability are in our community are delivered every day in small moments. Have your students buy in to these guidelines and hold one another and themselves accountable by setting the stage early with time dedicated to coming up with guidelines that everyone agree make the community of the classroom a better place for everyone. It could be 1 guideline. It could be several. The important element here is buy-in.
- Be intentional with your language. Be inclusive, affirming and kind with your words.

Here is an example statement to consider including in an email signature, class syllabus, informational email, etc.

“Fairfield University is committed to community safety and supporting our students. Under the University’s Sexual Misconduct Policy sex-based discrimination and sexual misconduct, including sexual assault, domestic violence, dating violence, stalking, and retaliation, is prohibited. If you experience an incident of discrimination or misconduct, we encourage you to report it. All employees who learn of discrimination and misconduct must immediately report to the Office of Title IX & Equity Compliance. This allows the University to offer a range of resources and options to affected students. The only employees who are empowered by law to maintain confidentiality are Student Health Services, Counseling & Psychological Services, and Clergy as they are exempt from reporting. If you want to talk to a faculty member, understand that all faculty members, as employees, MUST report to Fairfield’s Title IX Coordinator what you share. If you wish to speak to someone confidentially, please contact the confidential resources.”

For more information please contact the Prevention Resource Office at ppaulmann@fairfield.edu

