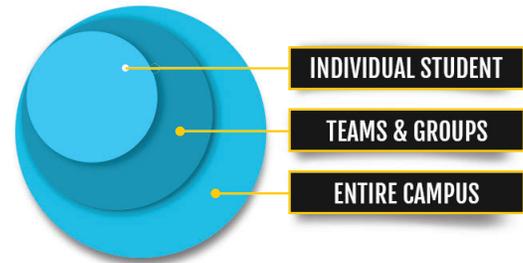


## Build a Team

*Make planning a collaborative effort.*

One idea that's really important in reducing high-risk alcohol use and consequences is the idea that there are three basic levels where high-risk alcohol use might be caused, encouraged, or reinforced: the entire campus, in groups and teams, and the individual student. That means we need to have programs that make changes at these different levels.



At the first level, the entire campus community, the alcohol culture of the campus affects the norms and behaviors of teams, groups, and individual students. And although most students on most campuses don't engage in high-risk drinking, those that do impact the entire campus through secondhand effects, which include things like property damage, noise disturbances, and even unwanted sexual contact. At the next level, teams and groups, team or group-specific programs and policies need to be developed and swiftly and consistently enforced. When you target the entire population, and teams and groups, you reduce the number of students who drink heavily which will result in fewer students who'll need an individual intervention, treatment or recovery services; although it is still important to offer these services to individual students in need. That's why it's so important to have programs and policies that address all three levels.

When we look at high-risk alcohol use prevention from this overall perspective, it becomes clear that student affairs and athletics professionals really can't do this work alone. Instead, we have to work with other stakeholders on campus and in the surrounding community. By working collaboratively with colleagues all across your campus and the surrounding community, you can create an environment where access to alcohol is reduced, where each student is given the opportunity to receive feedback about how alcohol consumption might be affecting their health, safety, and success, and where the behavioral expectations of the institution are clearly communicated and understood.

As you build your 360 Proof team, think about who will make the best allies because they have a stake in improving campus health and safety. Who might oppose or challenge your efforts, and what are their agendas? Are there people in positions where key decisions could be made to support a high-risk alcohol use prevention effort? And what is the overall campus mood — is there widespread support for addressing the issues you've uncovered? Then who might be the best champions or ambassadors for your prevention message with key constituencies?

Think broadly about different areas of campus that could partner with student affairs and athletics, not just the obvious agencies, programs, and policies that are directly involved with student drinking. There are many administrative, academic, and other departments that have a stake in creating a safe and healthy campus, in all respects.



In addition, the role and support of top administrators — the vice president of student affairs, athletics director, provost, or the president of the institution — cannot be underestimated. Your planning team will be much more successful if you have the public support of your president, who can ensure that staff resources and funds are devoted to reducing high-risk student alcohol use and consequences. Finally, you should plan to include an evaluator on your team if at all possible. Step three explains the role of the evaluator in detail.



### Action Items:

- A. Identify Partners. Use the Step 2 Worksheet (page 7) to consider whom to involve in your 360 Proof effort.
- B. Invite Partners to Join the Team. Use the Step 2 Sample Invitation (page 8) or other invitation to invite partners to the implementation team.
- C. Conduct Team Meeting. Use the Step 2 Sample Agenda (page 9) or your own agenda to host a kickoff meeting.



## Step 2 Worksheet



# 360 Proof Team

We know that college campus staffs wear many hats! This worksheet includes a list of possible areas to include in your team, many of which may be supported by the same person or people. Some of these may not even exist on your campus. The list is to help you think broadly about how to structure your own team.

### Possible Roles Include:

- Overall Planning
- Data Collection for the Campus Self Study Part 1: Information Checklist
- Information Collection for the Campus Self Study Part 2: Inventory of Policies and Programs
- Selection of evidence-based strategies
- Program Evaluation
- PFI promotion or other implementation

Campus Area or Department	Possible Role	Name, Title, Contact Info
Student affairs		
Athletics <i>e.g., director of athletics, senior woman administrator, athletic trainer, assistant or associate director of athletics, coach, life skills coordinator.</i>		
Campus safety		
Health services		
Evaluation specialist/evaluator		
Institutional research & assessment		
Academic affairs		
Health/wellness promotion/education		
Judicial affairs		
Student leadership <i>e.g., student government leader, student-athlete advisory committee representative, fraternity and sorority leader, multicultural leaders, substance-free programming leaders, residence life student staff.</i>		
Residence life		
Student activities		
Counseling/psychological services		
Fraternity/sorority advisors		
Faculty member or Faculty Athletics Representative		
<i>Add additional partners that you identify</i>		

## Step 2 Sample Invitation

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# Sample Team Invitation

Dear [name of colleague],

[Org/Department] at [college/university name] is launching an initiative to promote the health of all students through effective programs to reduce high-risk alcohol use and its consequences. [If relevant, add 1-2 sentences stating campus-specific concerns about high-risk drinking.]

Because student alcohol use affects the entire campus, we need your involvement.

NASPA has given us an array of tools and resources to begin our initiative, called 360 Proof. [Name of co-leader if relevant] and I are inviting several potential partners from around the campus [and the surrounding community] to join our effort to implement this program.

To begin this effort, we are hosting a briefing meeting to provide details about the program and gather ideas about how to proceed. At the meeting, we'll show you the process recommended for 360 Proof and the tools and resources are being provided by NASPA. We hope you'll participate in this first planning meeting, scheduled for [day and time].

We'll send you additional details, including an agenda, several days before the meeting. While it may be appropriate to send a designee at later stages in the planning process, we ask that you attend this first briefing yourself if possible. If you would also like to bring an additional member of your staff, please let me know so we can accommodate them.

[colleague name] and I look forward to working with you. Thank you in advance for your support of this important effort.

[closing signature]



# Sample Kickoff Meeting Agenda

AGENDA ITEM	TIME ALLOTTED
<p><b>Welcome from Senior Student Affairs Officer and/or 360Proof Leads</b></p> <p>Student alcohol use and its negative consequences are a concern of the entire campus, so participation of a broad-based team is important to a successful 360 Proof initiative. And campus leadership supports this initiative.</p>	<p><b>5-10 minutes</b></p>
<p><b>Share Individual Perspective</b></p> <p>Each attendee describes her/his own observations and concerns about student alcohol use.</p>	<p><b>10-20 minutes</b></p>
<p><b>Overview of 360 Proof: Assistance NASPA</b></p> <p>Why and how 360 Proof was developed, its purpose, and the tools and resources being offered. This could include showing some of the 360 Proof learning modules or other videos.</p>	<p><b>10 minutes</b></p>
<p><b>Steps in the Process</b></p> <p>Briefly describe the steps in the 360 Proof process. This could include showing the live version of 360Proof.org website or the process flow included in this Game Plan.</p>	<p><b>5 minutes</b></p>
<p><b>Review Step 2: Build a Team</b></p> <p>Reiterate that they are here because they have a stake in the planning and implementation process.</p> <ul style="list-style-type: none"> <li>• Ask the group who is not yet at the table and should be invited to join.</li> </ul>	<p><b>5 minutes</b></p>
<p><b>Review Step 3: Understand Student Alcohol Use and Consequences</b></p> <p>Describe the importance of gathering information and data to better understand the issues before implementing anything new or discarding any existing activities. Review the Campus Self Study instrument.</p> <ul style="list-style-type: none"> <li>• Ask for suggestions from the group about completing the Self Study: how to go about it, who should be enlisted, who should be part of the team that reviews the findings.</li> </ul>	<p><b>20 minutes</b></p>
<p><b>Plan Next Steps</b></p> <p>Let the group know when to expect an email giving the plan for the Campus Self Study, which will incorporate their suggestions, and what will be asked of their respective departments.</p>	<p><b>5 minutes</b></p>

*[This is a 75-minute meeting. It's meant to be relatively brief to ensure participation at the highest levels. Later meetings may have "worker-bee" level people rather than more senior staff, but it's important that the first meeting include staff and students in leadership positions.]*