



# **FACULTY TOOLKIT**

**FOR SUPPORTING EFFORTS ON  
CAMPUS TO ADDRESS  
SEXUAL VIOLENCE & DATING VIOLENCE**

This Faculty Toolkit can serve as a template or example for you to create your own toolkits. Faculty and staff on your campus are often more likely to get involved when we make the first few steps as easy and accessible as possible.

**Dear Faculty Member,**

Thanks for taking the time to help! Finding a way to integrate violence prevention into your course curriculum or lesson plans this semester just got easier with this handy toolkit. The toolkit outlines several different ways you can participate in violence prevention in your academic capacity.

In this toolkit you will find paper topics, projects, extra credit assignments and a host of other creative ways to incorporate violence prevention into your classroom and make a difference.

We understand your lives are tremendously busy and for that reason (among others) we appreciate your willingness to partner with us to help reduce violence, improve safety and thereby improve the quality of education available to all students. In an attempt to minimize the stress that can often be associated with pledging your time or effort to an organization, we have compiled this toolkit in the hopes of offering simple suggestions that you can refer to or implement throughout the semester that will allow for you to actively help reduce violence across campus without ever having to leave your classroom or office.

Thank you.

This toolkit was adapted from the "Every Choice Toolkit", by Dorothy Edwards © 2013 & the Green Dot Faculty Toolkit by Dorothy Edwards, 2007 & University of Portland, 2012.

## THE POWER OF OUR MOMENTS...

**You have an incalculable influence on your students in your daily life as a mentor, role model and teacher. Therefore, though you are less likely to be in a position to cue to high risk behavior for imminent violence – you can model positive bystanding in your role as a faculty member.** Anytime one of us stands up to say, “violence is not okay” -- that is a moment of safety. Anytime one of us makes it clear by our words or actions “this is everyone’s issue” - that is a moment culture change. Help create a culture that does not tolerate violence and a culture that expects everyone to do their part - through your words and actions in the office and in the classroom. Here are some ideas...

- **Lead by example.** Show your students what a positive bystander looks like.
- **Have a conversation.** Discuss interpersonal violence and your belief that it can be prevented with your class, student workers, colleagues, or loved ones.
  - » Check in on a student whom you are worried about. Maybe you have noticed a change in their behavior or classroom performance and you are concerned they may have been impacted by this violence.
  - » Talk to your students and colleagues about violence prevention.
  - » Tell you your students about a time you weren’t a positive bystander and you wish you would’ve been.
  - » Tell your students why this issue matters and why you would be proud of them if they chose to do their part to make this campus safer.
  - » Tell your students that you think it would be good use of their time to attend a violence prevention training – offer them extra credit to do so.
- **Advertise.**
  - » Put information about the Counseling Center or local resource in your office.
  - » Put a violence prevention poster up in your office. When asked about it share your commitment to preventing violence.
- **Sign it.** Include a violence prevention statement in your email signature line. Here are some examples:
  - » I am committed to a community free of violence
  - » No one has to do everything. Everyone has to do something...What will you do for campus safety?

- » Violence prevention: a single choice in one moment that makes this community safer.
  - » My legacy...a community free of violence.
  - » What kind of campus do you want? Be part of the solution and help end violence
- **Make a Policy.** Add a statement to your syllabus or student worker training materials defining the classroom or office as a safe space that will not tolerate violence of any kind. Consider working with your class to draft a non-violent statement that you will put on your syllabus.

*Because this class needs to be a participatory community if students are to fulfill their potential for learning, people who disrupt the community by their words or actions harm that community. Rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. When a person disrupts the class in these ways, the course instructor will remove the disruptive person from the class.*

- **Learn More As a Group.** Invite a violence prevention expert to facilitate a 20-90 minute violence prevention session during your student leader training or class period.
- **Educate Yourself.** To intervene, one must watch for potential warning signs of violence with an informed, observant eye. Here are some behaviors you might be in a position to notice in the classroom or office:
  - » Increased withdrawal, avoidance, or nervousness observed in a student, colleague, or loved one
  - » Statements ridiculing, demeaning, or belittling others
  - » Aggressive, intimidating, or threatening physical contact or body language
  - » Bruises or efforts to hide bruises (e.g., wearing a turtleneck in warm weather)
  - » Change in academic performance
  - » Stories about "sexual escapades" that don't sound entirely consensual
  - » Conversations that reinforce societal norms that power-based personal violence is "none of my business"

## WAYS TO BE A POSITIVE BYSTANDER

People have different barriers when it comes to intervention. Some people are busy and feel overworked, others are shy, and others don't want to seem unprofessional in the workplace. But in the same way that there are different kinds of barriers, there are also different approaches to intervention that can get around these barriers. It helps to think ahead about the interventions that one might do in potentially concerning situations.

Think about these choices – better known as the 3D's:

*Direct:* do it yourself

*Delegate:* bring others in

*Distract:* diffuse the situation without directly addressing it

1. **You observe:** Increased withdrawal, avoidance, or nervousness observed in a student, colleague, or loved one.

*Direct.* Check in with the person. Ask the person if things are all right. Describe what you've noticed, express your concern and communicate your desire to help.

*Delegate.* Contact the Health or Counseling Center and quickly consult with one of the counselors about your concern, brainstorming together appropriate interventions.

2. **You overhear:** Statements ridiculing, demeaning, or belittling others:

*Direct.* Express your concern with the disparaging comment you heard.

*Delegate.* Talk to your colleagues about the most effective way to manage classroom dynamics.

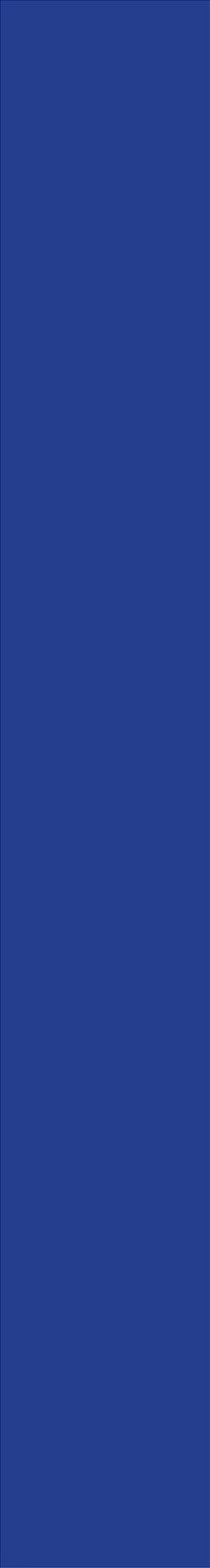
*Distract.* Change the subject; introduce a new topic so the conversation turns away from the disparaging comments.

3. **You overhear:** Stories about "sexual escapades" that don't sound entirely consensual.

*Delegate.* Invite a violence prevention expert to inform a student or colleague about power-based personal violence.

*Distract.* Cause a scene; drop your folder with your notes in it to direct attention to you, breaking up the conversation.

*Distract.* Give a pop quiz.

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4. **You overhear:** Conversations that reinforce societal norms that this violence is “none of my business”.

*Direct.* Engage in a discussion about the role of the bystander in intervening to prevent harm. Together, brainstorm realistic interventions.

*Delegate.* Invite a violence prevention expert to inform a student or colleague about power-based personal violence and each community member’s role in preventing it.

## **KNOW YOUR RESOURCES**

Communicating your commitment to preventing violence also communicates that you are a safe person to ask for help. Know your resources so that when someone discloses that he or she is a survivor of violence you know where to get more help.

## WAYS TO INTEGRATE MOMENTS OF SAFETY INTO YOUR ACADEMIC WORK

Assign a paper on a topic that relates to your academic course of student and this issue. The following list is by no means exhaustive. You can assign topics from the list or offer it as a brainstorming tool for students.

- Bystander dynamics and how they play out in social situations
- The role bystanders play in community safety
- How social movements have changed the culture over time
- The psychological effects of rape victimization
- The portrayal of violence against women in the media
- The history and application of the Violence Against Women Act
- How male/female socialization perpetuates violence against women
- The economic impact of interpersonal violence
- Rates and impact of male victimization experiences (which includes but is not limited to child abuse)
- Recidivism rate of previously incarcerated PBPV\* perpetrators
- Portrayal of violence against women in movies, television or music
- 7 characteristics of a rapist (see research by David Lisak)
- The cycle of violence and ways to combat/ eliminate PBPV\*
- How technology has revolutionized stalking
- Battered women syndrome
- Outcomes in case law of famous domestic violence and rape trials
- Objectives and impact of federal Office of Violence Against Women (OVW)
- Problems with rape and domestic violence legislation
- Violence against women from a global perspective
- Bystander role in violence against women prevention
- PBPV\* in the LGBTQ community
- Popular rape myths and an analysis of why they are so difficult to dispel
- Medical injuries sustained by victims of domestic violence
- Prevention on violence as a public health issue.
- The economics of intimate partner violence

\*PBPV= Power Based Personal Violence

# EXTRA CREDIT ASSIGNMENTS

Offering extra credit to students is always a very motivating factor. Below are some activities or events that could be used as extra credit assignments.

- Attend a community or campus event which is focused on violence prevention or victim support (examples available in many communities (such as Take Back the Night rally; Clothesline Project; A Dress Speaks display; Victim Silhouette display).
- Interview a local or campus service provider about their work and their opinions on prevention of violence.
- Organize or participate in a project to further the prevention efforts on campus.
- Volunteer at the local rape crisis center or domestic violence shelter
- Write an article for the local or campus newspaper about the importance of violence prevention.
- Review on line resources and write an overview of what was helpful on each site.  
Suggested sites:
  - » [www.livethegreendot.com](http://www.livethegreendot.com)
  - » [www.nsrvc.org](http://www.nsrvc.org)
  - » [www.nnadv.org](http://www.nnadv.org)
  - » [www.rainn.org](http://www.rainn.org)
  - » [www.ovw.usdoj.gov](http://www.ovw.usdoj.gov)
  - » [www.infoforhealth.org/endwaw](http://www.infoforhealth.org/endwaw)
  - » [www.mencanstoprape.org](http://www.mencanstoprape.org)
  - » [www.ncvc.org](http://www.ncvc.org)
  - » [www.stopitnow.org](http://www.stopitnow.org)
  - » [www.ncvc.org/src](http://www.ncvc.org/src)
  - » [www.loveisnotabuse.com](http://www.loveisnotabuse.com)
  - » [www.preventconnect.org](http://www.preventconnect.org)

# IN-CLASS AWARENESSES

With just a few seconds, you can help establish concern for student safety and bystander intervention as the campus norms. With repeated exposures across settings, students and colleagues will begin to have the expectation that everyone has a part in community safety.

- Insert a slide in all your Powerpoint presentations that includes information about violence prevention.
- As noted above, include a brief statement on your course syllabus and/or in your email signature line.
- Have local resources brochures visibly available in your office and/or classroom.
- Put the violence prevention logo on all the web pages over which you have influence.

### ***In-Class Activity***

One way to mobilize a community of bystanders is to connect students to a belief that they can make an important impact on the world. Sometimes students can best connect to their own hope and belief that we can make a positive difference when they look back and remember others who have changed the world for the better.

**Set up:** This activity can be done by having partners or triads or small groups talk about each prompt or by having individuals write their responses quietly, then have broader group sharing.

**Instructions:** Please write/talk about the following prompts:

- What movements in the past (i.e., women’s movement, civil rights movement) or individual contributions (i.e., by a national or local leader or activist) have you benefited from and what are the ways you benefited?
- How does your power to make a difference compare to the power of those who came before?

### ***Journal/Writing Assignments***

Read the following article:

Sharon Aneta Bryant and Gale A. Spencer, “University Students’ Attitudes about Attributing Blame in Domestic Violence” *Journal of Family Violence*, Dec 2003, Vol. 18 Issue 6, p 369-376.

--Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

# IN-CLASS AWARENESSES

Read the following article:

Mary P. Brewster, "Power and Control Dynamics in Prestalking and Stalking Situations" *Journal of Family Violence*, Aug 2003, Vol. 18 Issue 4, p 207-217.

--Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article:

Ann Burgess, "Stalking Behaviors Within Domestic Violence" --*Journal of Family Violence*, Dec 1997, Vol. 12 Issue 4, p 389-403.

--Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article:

Kathryn M. Ryan, "The Relationship Between Courtship Violence and Sexual Aggression in College Students." *Journal of Family Violence*, Dec 1998, Vol. 13 Issue 4, p 377-394.

--Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article:

Nancy J. Shook, "Courtship Violence Among College Students: A Comparison of Physically Abusive Couples" *Journal of Family Violence*, Mar 2000, Vol. 15 Issue 1, p 1-22.

--Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article:

Michael A. Anderson, "Why Doesn't She Just Leave? A Descriptive Study of Victim Reported Impediments to Her Safety" *Journal of Family Violence*, Jun 2003, Vol. 18 Issue 3, p 151-155.

--Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article:

Marsha E. Wolf, "Barriers to Seeking Police Help for Intimate Partner Violence" *Journal of Family Violence*, Apr 2003, Vol. 18 Issue 2, p 121-129.

--Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article:

Joetta L. Carr, "Risk Factors for Male Sexual Aggression on College Campuses" *Journal of Family Violence*, Oct 2004, Vol. 19 Issue 5, p 279-289.

--Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

Read the following article:

Jennifer Broach, "Beyond Traditional Definitions of Assault: Expanding Our Focus to Include Sexually Coercive Experiences" *Journal of Family Violence*, Nov 2006, Vol. 21 Issue 8, p 477-486.

--Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented.

### ***Scholarly Journals***

Encourage your students to use or refer to the following journals for papers, project ideas, etc.

- International Journal of Conflict and Violence
- Journal of Family Violence
- Journal of Interpersonal Violence
- Aggression and Violent Behavior
- Criminal Justice and Behavior
- Homicide Studies
- Journal of Traumatic Stress
- Law and Human Behavior
- Trauma, Violence & Abuse
- Violence Against Women
- Violence & Victims