

Ending Violence on Campus... one green dot at a time.



Faculty Toolkit

Dear TCNJ Faculty,

If each of us adds
1 or 2 or 5 or
100 green dots -
we will end the
perpetration of
violence - one
green dot
at a time.

Thanks for taking the time to help! Finding a way to integrate green dots into your course curriculum or lesson plans this semester just got easier with this handy toolkit. The toolkit outlines several different ways you can live the green dot.

In this toolkit you will find paper topics, projects, extra credit assignments, and a host of other creative ways to incorporate the green dot 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 the Office of Anti-Violence Initiatives (OAVI) to help reduce violence, improve safety, and thereby improve the quality of education available to all students attending TCNJ. 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, an affiliated faculty member, to actively help spread green dots across campus without ever having to leave your classroom.

What exactly is the green dot? The green dot represents any moment, big or small, that either directly or indirectly helps reduce the prevalence of violence on TCNJ's campus. While it certainly can, living the green dot doesn't necessarily require steadfast, over-arching commitment or participation in activities that are involved and time-consuming. You can help live the green dot by creating opportunities for your students to learn about or further explore how power-based personal violence affects us all.

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Paper Topics

The following list is by no means exhaustive. You can assign topics from the list or offer it as a brainstorming tool for students. If your students need help gathering information about these topics, encourage them to stop by OAVI and chat with a student worker, volunteer, or professional who has completed Violence Intervention and Prevention (VIP) training. These individuals will be more than happy to help!

- The psychological effects of rape victimization
- The portrayal of violence against women in the media
- The history and application of 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)
- How technology has revolutionized stalking
- Battered Women Syndrome
- Outcomes in case law of famous domestic violence and rape trials
- Objectives and impact of the federal Office of Violence Against Women (OVW)
- Problems with sexual assault and domestic violence legislation
- Violence against women from a global perspective
- Bystander role in violence against women prevention
- PBPV* in the LGBTQ** community
- Popular sexual assault myths and an analysis of why they are so difficult to dispel
- Medical injuries sustained by victims of domestic violence

*PBPV = Power-Based Personal Violence

**LGBTQ = Lesbian, Gay, Bisexual, Transgender, Questioning

Extra Credit Assignments



Offer extra credit to students who attend a function sponsored and/or endorsed by OAVI and write a summary of an appropriate page length that describes the event, what they learned, and the overall experience. OAVI offers several one-time activities and annual events that students can attend during both the fall and spring semesters. Check the OAVI website often throughout the fall and spring semesters. It is updated frequently and will provide you with the dates and a description of each activity or event. The following are examples of annual functions and project suggestions.

- **Violence Intervention and Prevention (VIP) Training** – one day training retreat which provides in-depth information and skills practice on effective bystander intervention strategies. Scheduled during both Spring and Fall semesters. Check the OAVI website for current VIP training schedule.
- **Domestic Violence Awareness Month & Sexual Assault Awareness Month** – In conjunction with various student organizations, OAVI coordinates events and/or programs for Domestic Violence Awareness Month (DVA Month) in October and Sexual Assault Awareness Month (SAAM) in April. Examples of past DVA Month and SAAM events:
 - **DVA Month** – ‘Dance Domestic Violence Away’ Dance a-thon, Coffeehouse & Monologues, Many Faces of Domestic Violence Demonstration
 - **SAAM** – Clothesline project, Take Back the Night, ‘Can I Kiss You?’ Program, Take a Stand Demonstration

In addition to attending the activities/events, OAVI is always looking for volunteers to help with the planning and implementation of awareness raising activities throughout these months. Consult the website for more information on events and volunteer opportunities.

- **Custom Project** – Students are welcome to visit OAVI and work with a staff member or volunteer to design their own green dot project. Ideas include holding a BBQ as a fundraiser for OAVI, collecting clothes and other items for Womanspace, and organizing an awareness-raising event for OAVI. The sky is the limit!

Journal /Writing Assignments

Read the following articles. Journal about what you learned from the 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.

- 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.
- 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.
- Ann Burgess, “**Stalking Behaviors Within Domestic Violence**” Journal of Family Violence, Dec 1997, Vol. 12 Issue 4, p 398-403.
- 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.
- Nancy J. Shook, “**Courtship Violence Among College Students: A Comparison of Verbally and Physically Abusive Couples**” Journal of Family Violence, Mar 2000, Vol. 15 Issue 1, p 1-22.
- 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.
- 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.
- 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.
- 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.

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
- Homicide Studies
- Journal of Traumatic Stress
- Law and Human Behavior
- Violence Against Women
- Violence & Victims



In-Class Awareness

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

1. Insert a slide in all of your Powerpoint presentations that includes information about Green Dot and/or OAVI. Display it before and after class.
 2. Include a brief statement on your course syllabus reflecting your commitment to a safe campus and list campus resources (including OAVI, ICAN, and yourself) if someone needs a safe person to seek help.
 3. Have a Green Dot poster hanging in your office.
 4. Have OAVI and/or Green Dot brochures visibly available in your office and/or classroom.
 5. Have an endorsement statement of some kind attached to your e-mail signature line, such as “I’m a green dot supporter.” or “What’s your green dot?”
 6. Have a link to the OAVI website on all web pages over which you have influence.
 7. Three times per semester, simply ask your classes “What green dots have you done or seen lately?”
- Research tells us that this simple task provides significant reinforcement of green dot behaviors.

Your E-mail and Syllabus

There are many ways you can individually help spread green dots. Here are some examples:

Add a green dot support statement to your e-mail signature line:

“Green Dot supporter”

“Live the Green Dot. Keep our campus safe.”

“No one has to do everything, but everyone has to do something. Live the Green Dot.”

“So, what’s your Green Dot?”

“Do you know about Green Dot?”

“Find out how you can help stop sexual assault, domestic violence, and stalking. Live the Green Dot.”

“What kind of campus do you want? Live the Green Dot and help end violence.”

“Add a Green Dot to our campus map!”



Include this statement on your syllabus or other printed or electronic materials:

“Sexual assault, domestic violence, and stalking are serious issues on college campuses across the country. Our campus is no exception. The violence will stop **ONLY** if you do your part. Learn about green dots and get involved.”



THE GREEN DOT INITIATIVE

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CHECK OUT OUR WEBSITE:

WWW.TCNJ.EDU/GREENDOT
