



Faculty & Staff Toolkit

UNIVERSITY OF PORTLAND

Dear colleague,

The University of Portland is committed to fostering a community free from all forms of violence. Violence of any kind, and in particular acts of power-based personal violence, are inconsistent with our mission. We define violence prevention and effective response to incidents of violence as a community responsibility. Together, we are a Community Against Violence.

Green Dot is a prevention strategy that gives every one of us the opportunity to reduce violence in our community and help keep each other safe.

Fundamentally, violence is a collection of individual choices to do harm. And each choice to do harm is a red dot on our campus map. A red dot is a moment in time where someone's words, choices, or actions contribute to violence in some way.

Any intervention that reduces the likelihood of violence, anytime one of us stands up to say "violence is not okay" -- that moment is a Green Dot.

We are grateful for your willingness to be a part of the Green Dot movement on our campus. We hope that this toolkit helps you to generate ideas on how to do your own green dots.

Sincere regards from the Green Dot Team.

E-mail: [greendot@up.edu](mailto:green dot@up.edu).



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Definitions

: Power-Based Personal Violence

Also known as Interpersonal Violence, a form of violence that has, as a primary motivator, the assertion of power, control, or intimidation in order to harm another. This includes partner violence, sexual assault, stalking, and other uses of force, threat, intimidation or harassment of an individual. It includes the use of alcohol or drugs to commit any of these acts. These acts are inclusive of acts committed by strangers, friends, acquaintances, intimates, or other persons.

: Red Dot

A moment in time where someone's words, choices, or actions contribute to power-based personal violence in some way.

: Green Dot

A moment in time where someone's words, choices, or actions reduce the likelihood that someone will be harmed or proactively communicate an intolerance for violence.

: Green Dot Bystander

Individuals who notice a behavior or situation that could lead to power-based personal violence and choose to do something to decrease the likelihood that a red dot will occur.

Responding to Violence

As a faculty or staff member, you may be approached for help after violence has occurred or you may directly observe concerning behavior. The following is information to aid you in responding effectively.

: Offering Support. Here are some suggested talking points:

For student who has experienced violence:

- *It's not your fault.*
- *You're not alone.*
- *Do you feel safe? What do you need?*
- *Here is a trained person you can call and talk to confidentially, an on-campus SAFE Advocate: 503.943.SAFE (7233), www.up.edu/safe.*

For student who is showing concerning behaviors:

- *Aggression and violent behaviors are not okay and will not be tolerated.*
- *Everyone deserves to be treated with respect.*
- *I care about you and am concerned about your choices.*
- *If there is something going on that is bothering you, you can talk to me or confidentially with a Health Center counselor.*

: Reporting Requirements. University faculty and staff are required to report knowledge of power-based personal violence involving students, staff, faculty, or administrators to the Title IX Coordinator by completing the online reporting tool available at: www.up.edu/earlyalert. It is important to inform the student of the limits of confidentiality of your conversation:

- *To protect your safety and the safety of the campus community, information you share with me must be reported to the Title IX Coordinator. She and her team might be in contact with you to determine next steps and offer support.*
- *Your privacy will be protected to the greatest extent possible. Information will only be shared with people on campus who need to know in order to help.*

: Offer Resources. There are a variety of campus and community resources available for students. Some, like you, are required to report and can help take action to prevent the recurrence of violence. Others, are confidential and will not share information with any other University official - unless there is an imminent danger to the student or others.

A complete list of campus and community resources can be found at the University of Portland **Community Against Violence** resource webpage: www.up.edu/cav/resources.

Confidential Campus Resources:

SAFE Advocates. Support and referrals for counseling, medical care, and reporting options. 503.943.SAFE (7233) | www.up.edu/safe.

University Health Center. Individual counseling and medical care. 503.943.7134 | www.up.edu/healthcenter.

Campus Ministers and Pastoral Residents. Pastoral and spiritual counseling. 503.943.7131 | www.up.edu/campusministry.

Confidential Off-Campus Resources:

Portland Women's Crisis Line. 24-hour crisis line. Free and confidential emotional support, information and referrals, safety planning, and crisis intervention provided for both women and men. 503.235.5333 | www.pwcl.org

: Consult. Consultation and additional training are available upon request.

Confidential consultation and training opportunities are provided by:
SAFE Advocate Coordinator, Kristina Houck
503.943.8125 (*business hours*)
503.943.SAFE (7233) (*after hours*)

Health Center Counselors
503.943.7134 (*business hours*)
via Public Safety 503.943.7161 (*after hours*)

Consultation regarding reporting and campus response provided by:
Title IX Coordinator & Deputy Coordinators: www.up.edu/titleix.

Recognizing Potential Red Dots

To intervene, one must watch for potential red dots with an informed, observant eye. Remember, you may interact with a student who is exhibiting concerning behavior or a student who is the target of the behavior.

: Educate Yourself. Know the signs of potential dating violence, sexual assault, and stalking and things you can do to help by visiting the Community Against Violence webpage at www.up.edu/cav. Some examples of behaviors you might observe include:

- Increased withdrawal, avoidance, or nervousness observed in a student, colleague, or loved one.
- Statements ridiculing, demeaning, or belittling others.
- Aggressive or intimidating physical contact or body language.
- 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.”

: Trust Your Gut. If something seems wrong with a student or 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 students.

: Ask For Help. If you are unsure of what you’re seeing or what to do, reach out for help from a campus confidential resource.

SAFE Advocate Coordinator, Kristina Houck at 503.943.8125 during business hours or 503.943.SAFE after hours.

Health Center Counselors at 503.943.7134 during business hours or by contacting Public Safety at 503.943.7161 and requesting the on-call counselor after hours.

*If you ever feel unsafe and need immediate help,
call Public Safety 503.943.7161*

Reactive Green Dots

Anytime one of us sees the potential for someone to be harmed and we choose to do something to prevent it - that choice is a reactive green dot. Each of us has the power to choose to do something to prevent harm.

: Obstacles. Different people have different obstacles 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. Obstacles exist for us all. Understanding our obstacles allows us to consider ways to work around them in the future.

: Options. There are different approaches to intervention that can help us get around our obstacles. It helps to think ahead about the green dots that one might do in potential red dot situations. The Green Dot strategy offers the 3 D's -- Direct, Delegate, and Distract -- to brainstorm methods of intervention.

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

: Be DIRECT. Check in with the person. Ask the person if things are alright. Describe what you've noticed, express your concern and communicate your desire to help.

: DELEGATE. Contact the Health 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.

: Be DIRECT. Express your concern with the disparaging comment you heard.

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

3. You observe: Aggressive, intimidating, or threatening physical contact or body language.

: DELEGATE. Call Public Safety or Portland Police if you are concerned about an imminent threat.

: DISTRACT. Approach the threatening individual, ask for directions to KDUP or ask about last night's soccer game.

4. You overhear: Stories about “sexual escapades” that don’t sound entirely consensual.

: **DELEGATE.** Speak to a colleague who you know has a close relationship with the student telling the stories, ask your colleague to check in with the student.

: **DISTRACT.** Cause a scene, drop something, stumble and fall to direct attention to you, breaking up the conversation.

5. You overhear: Conversations that reinforce societal norms that power-based personal violence is “none of my business”.

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

: **DELEGATE.** Send an e-mail to greendot@up.edu and invite a Green Dot Team Member to speak with your class or group about power-based personal violence and each community member’s role in preventing it.

Proactive Green Dots

Anytime one of us stands up to say "violence is not okay" -- that choice is a proactive green dot. Create a culture that does not tolerate violence through your words and actions in the office and in the classroom.

: Have a conversation. Discuss power-based personal violence and your belief that it can be prevented with your class, student workers, colleagues, or loved ones. Talking points:

- *The choices you make matter.*
- *You're not a bad person because you haven't always acted.*
- *There are a lot of options. You don't have to do something directly. Pick the option that is best for you, depending on the situation and what's coming up for you.*
- *What makes it hard for you?*
- *This is what makes it hard for me. . .*
- *What are ways of intervening that feel realistic for you?*

: Ask a question. Three times per semester simply ask your classes what they have done to prevent interpersonal violence and contribute to a culture that does not tolerate violence. Research tells us that this simple task provides significant reinforcement of Green Dot behaviors. Questions to ask:

- *What Green Dots have you done or seen lately?*
- *Have you attended/considered attending a Green Dot Bystander training this semester? You can sign up for the next training at www.up.edu/greendot.*

: Share your experience. Create an opportunity to share your own experience as a bystander and how it felt, then and now. You may have been in a situation where you saw something and did or didn't help. Sharing your own experience will help your students process their own and become more active bystanders.

: Advertise. Display a Green Dot poster in your office. Wear a Green Dot wristband or lapel pin. When asked “What’s with the green dot?” share your commitment to preventing violence.

: Sign in Green. Include a violence prevention statement in your email signature line. Here are some examples:

I am committed to a community free of violence.

I believe we all play a role in preventing violence. We are all bystanders and can make choices to contribute to a safer campus.

I support Green Dot and violence prevention efforts on campus.

I am committed to supporting and encouraging students, staff and faculty to take responsibility for safety on our campus. Ask me about my Green Dots.

Additional examples available in the ‘Green Dot Media Kit’ found under the ‘Faculty & Staff’ heading here: <http://www.up.edu/greendot/default.aspx?cid=12204>.

: Make a Policy. Add a statement to your syllabus or student worker training materials defining the classroom or office as a safe space. Students are more likely to reach out for help if they know you will not tolerate violence.

University of Portland Faculty, Staff, and Students are committed to creating a community free from interpersonal violence, in which all members feel safe and respected. Each of us has a personal responsibility to reject violence or intimidation of any kind. Resources for those experiencing or wishing to report violence can be found on our Community Against Violence website: www.up.edu/cav.

: In-Class Awareness. Display a Green Dot Power Point slide containing bystander tips like this one:

Concerning behavior: You overhear a friend talking about “scoring” with a younger student. You hear that he’s organizing a party where first year women drink for free.

You’ve got options!

- Tell your friend in a subtle tone, “Dud, not cool.”
- Give your friends a heads up about your concerns, in case they plan on going to the party.
- Roll your eyes when he tells you all about it.
- Host a different party the same night.

Slides available in the Green Dot Media Kit found under the ‘Faculty & Staff’ heading here: <http://www.up.edu/greendot/default.aspx?cid=12204>.

: Show a Video. At the beginning or end of a class period, take 90 seconds to show a video of a bystander choosing to intervene. University of Portland students tell their stories here: <https://vimeo.com/channels/upgreendot>.

: Learn More As a Group. Send an e-mail to greendot@up.edu and invite a Green Dot Team Member to facilitate a 20-90 minute violence prevention session during your next group meeting or class period.

: Deepen the Education. Encourage students to learn more about bystander intervention and violence prevention through incorporating these topics into classroom assignments. Following are several pages of creative options for various disciplines.

Green Dot Media Kit

To aid you in bringing Green Dot into the work you do, we've created a kit containing electronic materials you might find useful. The kit can be found on the Green Dot 'What Can I Do?' webpage under the 'Faculty & Staff' heading here: <http://www.up.edu/greendot/default.aspx?cid=12204>.

It contains:

- Email signature lines
- PowerPoint slides
- The Green Dot logo
- A statement of support
- A green dot

Assignment Topics : Journaling

Instruct students to read one or more of the following articles with this assignment:

Please read the provided article. As you are reading, journal your thoughts. Specifically, journal what you learned from the article. Moreover, you are encouraged to record whatever thoughts come to mind, concepts that you found difficult to understand, or things you would like to know more about. Conclude the journal entry 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 389-403. Journal about what you learned from this 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.

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.

“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.

Assignment Topics : Research Papers

1. The role of bystanders in violence prevention
2. Bystander dynamics, what keeps people from acting in high-risk situations?
3. The psychological effects of rape victimization
4. How technology has revolutionized stalking
5. The portrayal of violence in the media, specifically partner violence, sexual assault and stalking
6. The history and application of the Violence Against Women Act
7. The mental and/or physical health outcomes of partner or sexual violence perpetration or victimization
8. How gender socialization perpetuates violence against women
9. Social media and sexual assault shaming
10. The economic impact of interpersonal violence
11. Rates and impact of male victimization experiences (which includes, but is not limited to child abuse)
12. Recidivism rate of previously incarcerated power-based personal violence perpetrators
13. Portrayal of violence against women in movies, television or music
14. David Lisak's seven characteristics of a rapist
15. The cycle of violence and ways to combat and eliminate power-based personal violence
16. Case law outcomes in famous domestic violence and rape trials
17. Problems with rape and domestic-violence legislation
18. The impact of interpersonal violence from a global perspective
19. Interpersonal violence in the LGBTQ community
20. Popular rape myths and an analysis of why they are so difficult to dispel
21. Social norms that contribute to the sustainability of interpersonal violence
22. Major social justice or cultural movements and their application to reducing violence today. How does culture change happen.

Assignment Topics : Analytics

Choose a dataset available in the public domain. Use tools such as Microsoft Excel, MATLAB, R, SAS, or Google Maps Fusion Tables to analyze or visualize the data.

Suggested public datasets include:

- The Behavioral Risk Factor Surveillance System, available from <http://www.cdc.gov/brfss/index.htm>.
- National Violence Against Women Survey, available from <http://nij.gov/>.

Assignment Topics : Narrative Media

1. Create a short public service announcement or documentary highlighting some of the reporting resources available on the University of Portland campus. Consider interviewing some of the people on campus that work in the role of violence prevention: SAFE Advocates, Public Safety Officers, or the Title IX Coordinator.
2. Create a “Green Dot Story”, a 90-second video telling the story of a Green Dot that you’ve seen or done.

Extra Credit Assignments

1. Have a 10 conversations with friends or classmates about violence prevention or interpersonal violence in general and keep a log of the themes.
2. Write an article or letter to the Beacon about the importance of violence prevention.
3. Attend a Green Dot Bystander Training and report back on three things you can do to contribute to a culture that won't tolerate violence.
4. Volunteer at the local Raphael House in SE Portland. Volunteer opportunities range from assisting with the children's program to sorting donations.
5. Become a volunteer advocate for the local Portland Women's Crisis Line (minimum six-month commitment).
6. Volunteer at the Salvation Army's West Women's & Children's Shelter. Volunteer opportunities range from sorting donations, serving as a children's aide, and performing clerical work and light maintenance.
7. Coordinate with Student Activities, the Moreau Center, or Residence Life to organize an event such as "Take Back the Night Rally" or a public display such as a "Clothesline Project" or "A Dress Speaks" or "Victim Silhouette."

Scholarly Journals

As you assign students assignments grounded in the Green Dot program, consider pointing them at these scholarly journals for supplemental materials or research sources.

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

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