Title IX and Bystander Intervention Methods:

Maximizing How We Train Faculty, Staff and Students
Learning Objective #1

Outline various bystander intervention methods

Meghan Cohen, MPH
University of Maryland - College Park
Bystander Intervention

- Kitty Genovese
Bystander Intervention Methods/Programs

- **National programs/organizations**
  - Include train the trainer, marketing materials, products (DVDs, books, etc.), facilitator guides

- **Create your own program**
  - Tailor a bystander intervention/accountability program to your specific school and campus culture
Mentors in Violence Prevention

- The MVP Program was co-created by Jackson Katz at Northeastern University in 1993
- http://www.mvpnational.org/
- It is a leadership program focused on preventing all forms of men’s violence against women
  - multi-racial, mixed gender
  - first large-scale attempt to enlist high school, collegiate and professional athletes in the fight against this violence
  - Introduced bystander intervention to the domestic and sexual violence prevention education field
- Awareness raising trainings, keynotes, train the trainer, public awareness campaigns (tailored to the group of students)
Response Ability Project

- Founded in 2008 by Mike Dilbeck with key consultant Dr. Alan Berkowitz
- http://www.raproject.org/
  - The RESPONSE ABILITY Project is a national initiative that addresses bystander behavior and intervention.
  - a DVD package (two full-length videos and a Facilitator's Guide), an expanded guide for Certified Facilitators, trainings, a keynote speech, an interactive workshop for campuses, and the book written by Dr. Alan Berkowitz.
- The newest initiative is the Every| Day Hero Campaign!
Green Dot

- Founded by Dorothy Edwards, PhD in 2010
- http://www.livethegreendot.com/
  - Green Dot’s ultimate goal is to prepare organizations/communities to implement a strategy of violence prevention that consistently, measurably reduces power-based personal violence (including sexual violence, domestic violence, dating violence, stalking, child abuse, elder abuse and bullying).

- Provides instructor training
Creating Your Own Program

- Determine what will work best for your campus
  - Preliminary research
    - What type of violence/behavior is occurring?
    - What are the existing attitudes toward bystander intervention?
    - What is the existing knowledge of bystander intervention methods?
Creating Your Own Program

- What type of school?
  - Large or small
- What type of students
  - Living on or off campus? Commuting? Non-traditional students?
  - Large Greek Life or Athletics programs

Knowing this information will help you determine the best channels to reach your target audience: knowing where/when/how they will get the messages.
Getting Support!

- One of the most important determinants for success of the program is gaining SUPPORT and BUY-IN from campus constituents!
Soliciting and Gaining Support for a bystander accountability program

Stephanie D. Hinton, MA, MA, CPM
Director, Sexual Assault and Intervention & Prevention, Student Health Services
University of South Carolina
Who to Solicit

- University President/VP
- Provost
- Athletics
- Schools (Nursing, Women & Gender Studies, Psychology, Public Health, Social Work)
- Student Life, Student Affairs
- Campus Police
- Housing
- Campus Wellness
- University 101-Freshman seminars
- Registration Office
- Ombudsman
- School Media (Newspaper, Radio, Advertising office)
- EEOC
- Student Judicial Office
- ROTC
- Financial Aid
Gaining Support

- Safety task force
- Safety committee
- Police taskforce
- Housing committees (RM’s, RA’s)
- Athletic committees
- Environmental Safety
- Connect Title IX, CLERY and all other Federal Requirements and implications
- Connect learning opportunities to schools/departments
Buy-In to the Process

- Policy
- Constant marketing
- Presentations (students, faculty, and staff)
- Curriculum development
- Research/Assessment
- Campaigns (tie all programming to bystander accountability)
Working together

- Campus-wide training
- Multi-disciplinary Task force
- Student Groups use bystander accountability into their messaging
- Fraternities and Sororities (list serv, presentations, fraternity and sorority council)
- Classroom presentations
- ROTC Training
- New employee training/orientation
- New and transfer student orientation
Identify Title IX Requirements

Contact EEOC office to identify and Title IX Coordinator at your school to identify and comply with Title IX requirements
Integrating Title IX requirements into a bystander program
Title IX and Bystander Accountability

- Create clear, strong policies and procedures for sexual misconduct, including child abuse
  - Disseminate a notice of nondiscrimination
  - Designate employee(s) to coordinate Title IX
  - Adopt and publish grievance procedures
  - Outline the flow from reporting to intervention
  - Mandated reporting procedures
Title IX and Bystander Accountability

- Train faculty and staff on what sexual misconduct is and the policy and procedure to address it
  - National statistics
  - My college/university
Title IX and Bystander Accountability

- Create a personal connection to sexual misconduct and Title IX
  - How does this affect you?
  - Self defining moments
Title IX and Bystander Accountability

- Teach faculty and staff about obstacles to intervening and/or reporting
  - Bystander Dynamics
    - Diffusion of Responsibility
    - Evaluation Apprehension
    - Pluralistic Ignorance
    - Cause of Misfortune
    - Helping Model
Title IX and Bystander Accountability

- Reinforce community values that involve intolerance for violence and taking care of each other
  - How do we create a safer community?
  - How do we create a culture of caring?
Learning Objective

# 4

Identifying the obstacles to reporting, identifying mandated reporters

Debra Weiss, EDD, MA, CHES
Adjunct Assistant Professor
John Jay College, CUNY
Objective:

- Identify the obstacles to reporting
- Identify mandated reporters
Learning Objective # 4

- Identify strategies that help students, faculty and staff identify and address obstacles to reporting,
- Identify those who would be mandated reporters and Title IX identified reporters.
Obstacles to Reporting

- Confidentiality
- Fear of consequences and retaliation
- Victim Blaming Culture
- Potential conflict of interest of reporters
- Lack of awareness
Beware of multiple roles of reporters on campus

Have more than one reporter in case of conflict of interest

Preserve anonymity where possible and warranted
Addressing Obstacles to Reporting

- Educate students, faculty, and staff about what sexual harassment is—knowledge is empowering!
Educate Faculty and Staff Regarding

- safety late at night
- harassment by students
- harassment by faculty or staff
Address Obstacles to Reporting

• Facilitate anonymous reporting

• Facilitate 24/7 reporting via SAVIP (e.g., University of South Carolina)

• Change the culture on campus through social marketing campaigns (make bystander intervention cool!)
Social-Ecological Model of Health

Larger societal factors (norms, policies, laws, etc.)

Community contexts in which social relationships are embedded (residence hall, department, workplace, campus, etc.)

Proximal social relationships (peers/colleagues, partners, family members)

Characteristics of the individual (biological, personal history, attitudinal factors)

Based on graphic from Kathleen C. Basile, Ph.D., of the CDC’s Division of Violence Prevention
Questions? Comments?
Bystander Intervention: University of Maryland

Meghan Cohen, MPH

UNIVERSITY HEALTH CENTER
Leading the Way to Healthier Terps
Bystander Intervention Programs

• SARPP Peer Educators – present workshops for classes, student groups, fraternities and sororities, athletic teams, etc.
• Violence Intervention Assistant (VIA) training – 9am-5pm training throughout the semester

Red Flag

Got Consent?
History

• In 2004, the UHC partnered with DFSL to develop a way to respond when chapters were named on the Clery Report
• Developed a bystander intervention program based on Malcolm Gladwell’s *The Tipping Point* - identifying a critical mass of people willing to do the work
• In 2007, several UMD staff members and faculty came together to develop a curriculum
• In 2008, DFSL created a graduate assistantship to coordinate this program
• In 2010-2011, TMP and TWP was suspended – curriculum revamped, developed facilitator training and participation protocols, developed participant protocols, gained support and buy-in from VPSA, UMPD, UHC, & University Legal Counsel

Ten Man Plan

Addressing bystander intervention and accountability in the Greek Community
Ten Man Plan

Addressing bystander intervention and accountability in the Greek Community

Program (Participants)

• Fraternities volunteer and must commit at least one semester
  • Identify at least ten members who will consistently participate
  • Should be a mix of new members & old members, ages, and positions within the chapter
• TMP participates in 4-hour training (Foundations Conference) at the beginning of the semester
• TMP participants meet weekly with a facilitator to discuss various topics around sexual violence – always touching back to bystander intervention and rape culture
• TMP participants complete pre- and post-test surveys on attitudes toward victims and bystander intervention
Ten Man Plan

Addressing bystander intervention and accountability in the Greek Community
• Counselors
• Therapists
• Health Care Professionals

• TMP participants are “SAFE” people who can connect survivors with both on and off-campus resources and information
  • “SAFE”
    • Private – NOT confidential
    • Will not victim blame
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Why do we do what we do?

- Started as an intern project in 2009
- Call to Action based on campus data and need to be proactive rather than reactive
- How?
  - Pledge
  - Stall Talk
  - Role Playing
  - Humanities Troupe
  - Animal Personalities/Quiz
  - Incentives
  - Marketing
  - Trainings (Faculty, Staff and Students)
  - Facebook Campaign
  - Drug, Alcohol and Sexual Offenses Coalition
  - Report It! Campaign
  - BGAlert
Animal Personalities

TURTLE
Advantage: If you ignore a problem, small issues may not become bigger ones.
Disadvantage: Miss important times to intervene early.

BEAR
Advantage: Willing to assist.
Disadvantage: Gives up intervening in order to fit in.

SHARK
Advantage: Driven and really wants to help.
Disadvantage: Can be too aggressive or insensitive.

FOX
Advantage: Notices event, interprets event as a problem, assumes responsibility, knows how to help, implements help.
Disadvantage: Compromises relationship goals.

OWL
Advantage: A creative problem solver. The most successful and effective intervener.
Disadvantage: Rare.
Animal Personalities

Strive to be the Owl!
You are hanging out with a group of people and someone makes a derogatory remark about someone’s race. You find it inappropriate. What would you do?

A. Express how inappropriate you think the comment is instead of going along with everyone else and just agreeing.

B. You let the person know that you understand that this may be how they feel, but it is inappropriate to vocally express those feelings out loud because it emotionally affects others.

C. Ignore what is being said so that you and the other person do not have an altercation.

D. Jump in immediately and tell the person how you feel without giving anything a second thought.

E. You want to say something, but you are scared that the other people in the group will not accept you anymore if you express your true feelings.
You are hanging out with a group of people and someone makes a derogatory remark about someone’s race. You find it inappropriate. What would you do?

A. Express how inappropriate you think the comment is instead of going along with everyone else and just agreeing. (Fox)

B. You let the person know that you understand that this may be how they feel, but it is inappropriate to vocally express those feelings out loud because it emotionally affects others. (Owl)

C. Ignore what is being said so that you and the other person do not have an altercation. (Turtle)

D. Jump in immediately and tell the person how you feel without giving anything a second thought. (Shark)

E. You want to say something, but you are scared that the other people in the group will not accept you anymore if you express your true feelings. (Bear)
Bystander Intervention is the act of assisting someone in an emergency. There are 5 intervention styles people use when intervening. What animal are you like? We all portray different animals at different times, but we should strive to be the owl.

Are you like a Teddy Bear?

“I think I should, but I’m not sure.”

Do You:
Notice a problem, but are timid to act?
Need approval?
See costs as greater than rewards?
If yes, you are like a Teddy Bear.

Advantage: Willing to assist
Disadvantage: You give up intervention in order to fit in.
You need: CONFIDENCE
Stand Up, Carolina!
Marketing Your Bystander Accountability Program
Stephanie Hinton, MA, MA, CPM
Marketing Plan

Stand Up Carolina seeks to end sexual assault and interpersonal violence at the University of South Carolina through advocacy, education and empowerment of the campus community.
Marketing Plan

✓ Survey your environment
✓ Identify the Case for Action
✓ Use State Statistics
✓ Use University Statistics
✓ Use evaluation results

(Ex: American College Health Association, National College Health Assessment)
The Vision

Through Student Health Services, Sexual Assault and Violence Intervention & Prevention envisions an end to sexual assault and interpersonal violence at the University of South Carolina through advocacy, education and empowerment.

This is accomplished through an extensive network of partnerships throughout the community and university and through holistic practices within the Students Health Services department.
School Media

- Newspaper (The Daily Gamecock, USC Times)
- Magazines (Gamecock Health, Garnet Traditions, SA)
- Student groups (Student Government, Men of McBryde, ROTC)
- Listservs (Greek life, Schools and Colleges, University 101, Faculty Senate)
- Newsletters

Tactis

Stand Up Carolina campaign receives Excellence Award

Written by Chanilla Mack

The Daily Gamecock news@dailygamecock.com

Tuesday, 04 December 2012 08:49

Rate this item ★★★★★ 0 votes

Leading association for health, sustainability recognizes university’s efforts

South Carolina was ranked second in the nation for the number of women murdered by men this year — and USC is doing its part to change that.

Stand Up Carolina, a university-sponsored campaign focusing on bystander accountability and preventing interpersonal violence, received the bronze Excellence Award from NASPA, a national student affairs association.

Stand Up Carolina seeks to help combat violence in general as well as the climbing number of murders in the state. In 2013, the number of women murdered by men increased from seventh place to first place.
Marketing Social Media

StandupCarolina.blogspot.com

USC Standup

StandUpSAVIP

standupcarolina
Marketing Social Media

http://www.sa.sc.edu/shs/savip/stand-up/
Use Recognizable Figures

University of South Carolina
Head Football Coach Steve Spurrier
Marketing Tactics

Keeping the initiative relevant
Use Sports as Marketing Tactics

Stand up CAROLINA

Keep the Action ON THE COURT
This Basketball Season

Sexual Assault and Violence Intervention & Prevention
University of South Carolina Student Health Services
803-777-8248

Stand up CAROLINA

Keep the Action ON THE FIELD
This Football Season

Sexual Assault and Violence Intervention & Prevention
University of South Carolina Student Health Services
803-777-8248
Use All-Inclusive Marketing

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**Interpersonal Violence Affects Everyone**

*Do something about it*

Sexual Assault and Violence Intervention & Prevention
University of South Carolina Student Health Services
803-777-8248

StandUp Carolina
University of South Carolina

@ USC StandUp
@ USC StandUpCAWP
@ StandUp Carolina

in support of healthy Carolina

UNIVERSITY OF SOUTH CAROLINA
Marketing Tactics

Stand up CAROLINA

CONSENT
CANNOT BE OBTAINED FROM SOMEONE WHO IS INCAPACITATED

GUYS ARE GOOD
MOST GUYS DON'T COMMIT RAPE, BUT EVERY GUY CAN PLAY A VITAL ROLE IN ENDING VIOLENCE

IN SC
SEXUAL VIOLENCE WAS REPORTED MOST FREQUENTLY BETWEEN MIDNIGHT AND 12:59 AM

Sexual Assault and Violence Intervention & Prevention - 803.777.4238 - Emergencies call 911
University of Oregon
Bystander Intervention Programs

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Comprehensive Approach

• Training
  – In person
  – Online

• Orientations
  – Faculty
  – New Employee
  – Graduate Teaching Fellows
  – Residence Hall Advisors
  – Introduction

• Electronic
  – Email Communications
  – Downloadable information booklets

• Programming/Presentations

• Poster Campaigns

• Campus Partnerships
Training

- Alcohol EDU
- Student Leadership Courses
- Resident Life Advisor training
- Sexual Assault EDU

- Online Training for Faculty and Staff
- Instructor led training not available in online products
- Faculty and Staff Supervisor courses
Orientations

- Student
  - Introduction
  - Graduate Teaching Fellow Orientation

- Faculty and Staff
  - New Employee Orientation
  - New Faculty Orientation
Electronic Communication

- Email Communication
- Downloadable information booklets
- Online Training
- Alcohol EDU
Campus Partnerships

• Alliance for Sexual Assault Prevention (ASAP)
• ASUO Women’s Center

• ASUO Men’s Center
• University Health Center Peer Educators – Taking it to the streets
Programming and Presentations
Be That Guy

- To educate and empower men about sexual assault prevention and how not to be a silent bystander when witnessing possible sexual assault situations
- Peer Health Educators
- The Men’s Center
- Sigma Pi Fraternity
Programming and Presentations

Be That Guy

- 5k Run/Walk supporting WomenSpace
- Bystander Intervention Presentation
- 100 Men March to Stop Sexual Violence
- Take Back the Night Tabling and March
- Photo Display
- Campus Tabling
- Taking it to the Streets Campaign
- Bracelets and T-shirts for those signing the pledge
- University Publication of Pledge and information
Programming and Presentations
Be That Guy Participants

- 162 men participated in this campaign by signing our “Be that guy” pledge and attending some of our events.
- 92 men were sent e-mailed surveys based on them giving us their correct e-mail.
- 52 men returned surveys.

--- 57% return rate

57% Response rate

Surveys sent out: 92
Surveys returned: 52

Response rate: 57%
Q1: You feel this campaign increased your awareness that sexual assault is not just a woman’s issue but a societal issue and men have a positive role to play in the prevention of sexual assault.

84% of respondents either AGREED or STRONGLY AGREED with this statement.
Q2: As a result of the work and awareness this campaign created, you feel more empowered to be a part of a campaign such as the BTG in the future that helps support men in advocacy work around sexual assault prevention.

77% of respondents either AGREED or STRONGLY AGREE with this statement.
S.W.A.T
Sexual Wellness Advocacy Team

- Student Group utilizing theater and facilitation to educate peers about sexual assault, dating violence and sex-positivity.
- Hour long workshops
S.W.A.T
Sexual Wellness Advocacy Team

- Workshops include
  - Working definition of consent
  - Sexual Assault survivor’s monologue followed by interactive discussions with other characters involved in the narrative
  - How (and how not) to support a survivor of sexual assault
  - Statistics about sexual assault
  - Resources for survivors of sexual assault
  - Demonstration of healthy and unhealthy communication
S.W.A.T
Sexual Wellness Advocacy Team

- Why S.W.A.T is Important
- Final Cut Video
Rehearsals for LIFE

- Theater ensemble made up of graduate students utilizing applied theatre to inspire dialogue and provide experiential learning experiences around issues of diversity, equity and access across campus and beyond.
- Develops dynamic presentations for audiences of 5-500 to stimulate dialogue, enhance effectiveness, and build community on the UO campus.
- Rehearsals for LIFE