Bystander Intervention: Creating a Culture of Shared Accountability for Sexual Assault Prevention
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Bystander Education
INTRODUCTIONS
CULTURE CHANGE THROUGH PREVENTION
Sexual Assault & Campus Culture: What’s Wrong?

- 1 in 5 female-identifying and 1 in 14 male-identifying students across the US will be sexually assaulted during their time in college - rates are higher for students of color, LGBTQIAA students, low-income students, and students with disabilities.
- Of those, less than 10% of sexual assaults are formally reported.
- About 40% of rape victims suffer from severe emotional distress (requiring mental health treatment)
- 34.1% of students who have experienced sexual assault drop out, higher than the overall dropout rate.
- And MANY, MANY more...
Prevalence vs. Reporting Rates

| According to RAINN, less than 20% of female victims who report their assault report to the police. | Women between the ages of 18-24 are at risk of sexual assault at a rate three times higher than other women. | According to NSVRC, over 90% of sexual violence on college campuses in the U.S. go unreported. |

With prevalence rates this high, and reporting rates this low, prevention is extremely important.
WHAT IS BYSTANDER EDUCATION?
Bystander Education is...

- **A primary prevention** method to encourage responsive bystander behavior to spread the responsibility for safety to the community as a whole.

- **A Bystander** is anyone who is present when a situation occurs but is not involved directly in it.

- **Bystander Intervention** is when a bystander takes action to intervene in an act of violence or the acts leading up to the violence.
Kitty Genovese

- In 1964, Kitty, a 28-year-old, was stabbed outside the apartment building where she lived in Queens, NYC.
- New York Times reported that 38 people at or around the building saw what happened and did not do anything.
- She was stabbed twice, the man ran off.
- When the man realized no one was coming, he went back, stabbed her many more times and raped her.
THEORIES
Diffusion of Responsibility Theory

People are less likely to take action to intervene if others are present.
Diffusion of Innovation Theory

If all of us had the tools and knowledge to intervene, would we?

People are more likely to do something if they see others doing it as well. Someone has to be the campus leader and intervene.

As there begin to be more leaders who do this, more people will feel comfortable doing it.
Discussion...

- Can anyone give an example, whether real or not, of someone or a position on their campus that may be an innovator?

- Are there situations where you see the diffusion of responsibility on your campus? When does this happen?

- Name one example (only share what you are comfortable with) of you or someone acting as a bystander or an active bystander in a situation.
How to DIRECTLY and INDIRECTLY intervene

We can all play a role in changing the culture on our campuses!

By stepping in - both directly as well as indirectly - we can make our campuses safer places to be and increase trust in the student body.

Causing a distraction

What is this?
If you witness a risky situation occurring, causing the aggressor to focus on something else, can help the person at risk exit the situation.

Example: Person 1 is talking to Person 2 and it looks like Person 2 feels stuck in a corner and unable to regain their personal space. Person 3 (active bystander) walks over and tells Person 1 you think his car might be getting towed.

Calling for help/authorities

What is this?
If a situation looks like it is escalating and may be risky, but you do not feel 100% sure it is safe to intervene, call the police.

Example: Person 1 is walking out of a party with Person 2 looking very unwilling. Person 1 is not listening to anyone asking them to leave Person 2 alone and they seem to be getting angry and aggressive.
The Centers for Disease Control and Prevention (CDC) defines primary prevention of sexual violence as:

“Population-based and/or environmental and system-level strategies, policies, and actions that prevent sexual violence from initially occurring”

Therefore, **the more specific our strategies are to our own communities or populations, the more effective they will be.**
Consider the following...

- If you are developing a training that has role-playing activities or “real life” scenarios, do those roles or scenarios apply to your audience?

- When we talk about being an active bystander, we talk about how unlikely we are to step into a situation, but not why we don’t. What are some reasons people may not feel comfortable intervening in a risky situation?

- What is the role of privilege and entitlement on reporting rates?

- Describe the relationship between this community and on or off campus authorities such as law enforcement. What are some reasons people may not want to call the police?

- Bystander intervention strategies that work in one group, may not work at all in another.

- What does accountability mean in different communities?
ACTIVITY
Get into Groups!

Pick one intervention method from the following list to write a description and example for:

- Using humor to distract
- Getting other people involved with you to intervene
- Using code words to communicate
- Be direct
- Shift the focus to yourself
- Show support/stand with your peers
DEBRIEF
HOW TO BRING BYSTANDER EDUCATION TO YOUR CAMPUS
Remind Your College or University...

Ongoing training is required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act):

The “implementation by institutions and disclosure of programs to prevent dating violence, domestic violence, sexual assault and stalking, including: ongoing prevention and awareness campaigns for students and employees.”

As of 2013, The Violence Against Women Act (VAWA) includes a new training requirement that:

Institutional personnel must receive specialized training on “how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.”
The Value of Ongoing Bystander Training...

- 84% of employees at the companies on the Best Performing Organizations list by IBM, receive ongoing training in their field of work.

- 71% of the organizational leaders around the country identified human capital as the key source of sustainability in their organizations.

- Providing ongoing training can lead to a 22% faster rollout of new processes, rules, and information.

IBM Smarter Workforce (Kenexa) 2013 Survey
Importance of Campus Climate Surveys!

You cannot solve a problem if you do not know what it is and the extent of it.

Police reports and crime logs do not provide an accurate perception of the problem or its scope.

A campus climate survey on sexual assault provides school-specific data on the extent of sexual assault as it exists on a campus as well as data on the attitudes and perceptions about sexual assault among different campus groups.

Go to itsonus.org to find a Sample Campus Climate Survey!

This tool is free to use and is based on the findings of a national study by the The Bureau of Justice Statistics, RTI International, and the Office on Violence Against Women. developed and tested this survey instrument. Your school can use this sample instrument to guide their climate survey questions and process.
Importance of Campus Climate Surveys!

Campus Climate surveys generate data about sexual assault on each campus, allowing schools to create **campus-specific** prevention and response efforts.

An effective campus climate survey is:

- Brief (less than 20 minutes) and available on a variety of electronic devices
- Administered towards the end of the academic year and remain available to participants for at least one month, but preferably two
- Inclusive of multiple follow-up reminders for non-respondents
- Personalized for potential respondents and messages should be customized to engage men and increase participation
Get into Groups!

At your table, practice pitching a campus climate survey to your school administrators.

Use the information on campus climate surveys listed at your table as examples.
DEBRIEF
WANT TO LEARN MORE?
GO TO ITSONUS.ORG
QUESTIONS?