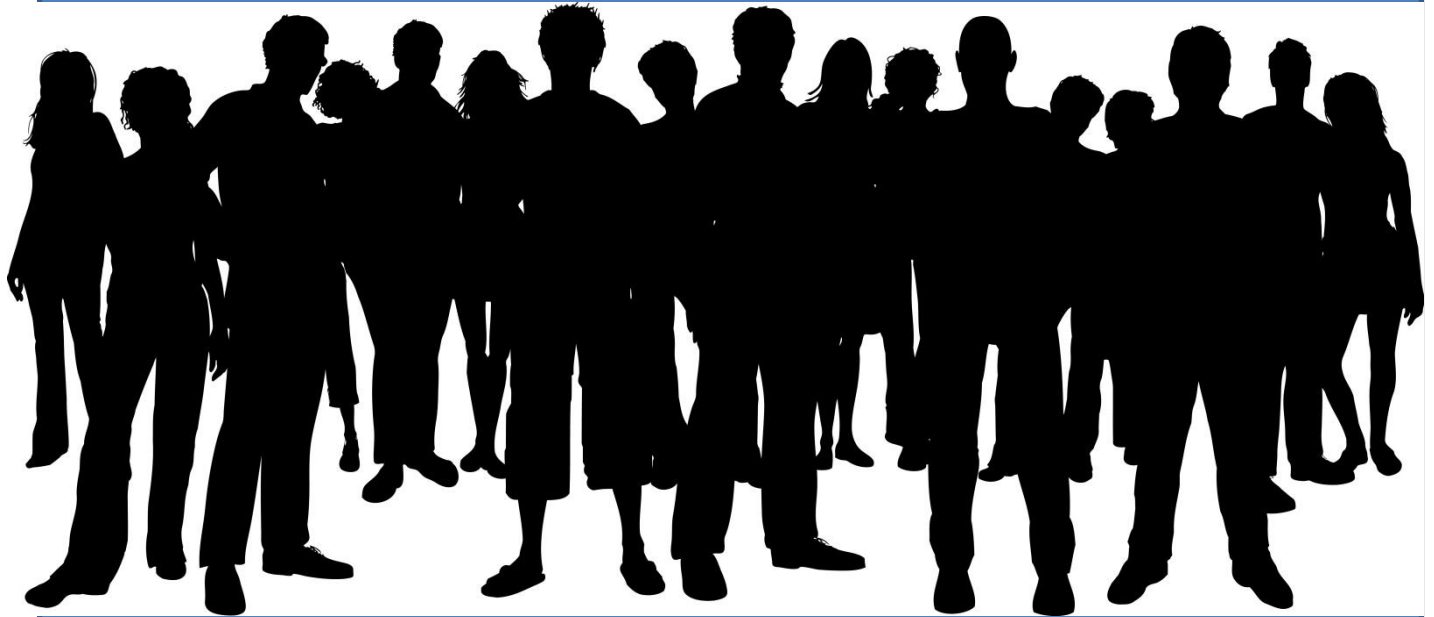# A Safer SCU

REPORT OF A STUDENT FORUM ON BYSTANDER INTERVENTION TO PREVENT SEXUAL ASSAULT

Conducted by Students in
COMM 128b – Dialogue and Deliberation
May 2016

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EXECUTIVE SUMMARY

The Issue: All across America, sexual misconduct exists on college campuses, but seldom is it properly addressed or even discussed. This is a serious problem, as the vast majority of sexual misconduct incidents go unreported on college campuses, including at Santa Clara University (SCU).[1] Amidst growing national attention to the problem, SCU recently committed itself to "a zero tolerance policy for gender-based discrimination and sexual misconduct," including sexual assault, dating and domestic violence, stalking, and sexual harassment.[2] The University's Violence Prevention Program (VPP) has formed a committee of faculty, staff, and students to design a bystander intervention program to transform the campus culture and prevent sexual misconduct before it happens.

The Forum: Because this issue is both timely and important to the health and wellbeing of our campus, students in a Communication course on Dialogue and Deliberation (COMM 128B) organized a forum to gather student input on designing the bystander intervention program. Over 40 students participated in the forum. In this report, we share our findings with the VPP and the campus community.

One of the main challenges we faced was how to solicit well-informed input from students who came to the forum with different levels of knowledge about the issue and about bystander intervention. To prepare students to contribute, we began with a presentation from two students in the course (one male and one female) that introduced the purpose of the forum, defined key terms, summarized the widespread effects of sexual misconduct on all students, and introduced basic techniques for practicing bystander intervention – the "Three Ds" of directly intervening, delegating the job to an authority, or distracting those involved without confrontation. Using an issue guide developed by the class, participants then met in small groups facilitated by COMM 128B students to discuss students' motivations and barriers to intervening, considered the pros and cons of some initial proposals for the design of a bystander intervention program, and generated their own proposals. At the close of the forum, each small group shared its most promising ideas with the full forum and students completed a survey about the proposals individually.

Student Opinions and Recommendations: Students expressed views in response to a broad range of questions and we make a number of recommendations based on the student feedback.
- *Definitions of terms:* When asked what was most memorable about the opening presentation, students mentioned statistics regarding the frequency of sexual assault, not the definitions of types of sexual misconduct, which are complex. A bystander intervention program may need to devote more attention, and repeatedly over time, to teaching definitions of sexual misconduct, which are not straightforward for students.
- *Motives to intervene:* Students felt that promoting safety, respect, and accountability were their strongest motives to step in and prevent sexual misconduct, followed by building community, practicing friendship, and promoting trust. A bystander program may want to experiment with explicit appeals to multiple values that would encourage intervention. Perhaps the "Three Ds" might be supplemented by "Three Vs" for the values that can motivate students to act.

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[1] For example, only an estimated 5% of sexual assaults on campuses are reported. R. Sean Bannon, Matthew W. Brosi, and John D. Foubert, "Sorority Women's and Fraternity Men's Rape Myth Acceptance and Bystander Intervention Attitudes." *Journal of Student Affairs Research and Practice* 50, no. 1 (2013): 72-87.

[2] *Santa Clara University's Gender-Based Discrimination and Sexual Misconduct Policy*, accessed May 29, 2016, https://www.scu.edu/media/jst/student-life/documents/Gender-Based-Discrimination-and-Sexual-Misconduct-Policy.pdf.

- *Barriers to intervening*: The most-frequently mentioned barriers were identifying an ambiguous interaction as a potential assault, fear of harming the reputations of everyone involved, confronting friends involved in potential misconduct, and the role of alcohol. A bystander intervention program might distinguish the clearest signs of a potential assault (red alerts, which require immediate intervention) from warning signs that an assault may be developing (yellow alerts, which need to be monitored). Or it might encourage students to err on the side of intervening in any ambiguous situation and suggest particular kinds of interventions that are best-suited to these situations. Training should also reframe intervention as an act of loyalty to friends and groups to which students belong, which prevents them from harming themselves as well as others.
- *The Three Ds:* When asked how they already practice bystander intervention, many students provided examples that fell under the categories of direct intervention and distraction. At the end of the forum, when asked which of the Three Ds students would be most likely to use in the future, there was an increase in the amount of students who would be likely to choose delegation and distraction. It may be that students are less aware of how to delegate and distract, and welcome these less-confrontational ways of intervening. A bystander intervention program might especially help students develop these skills, especially for use in ambiguous situations.
- *Training scenarios:* Students said that intervention trainings should include scenarios involving new acquaintances and unfamiliar people at parties and bars, friends, and potentially ambiguous situations. Without reinforcing the myth that strangers perpetrate most assaults, trainings might include scenarios involving people who have just met each other. Scenarios that can clarify whether, when, and how to intervene in ambiguous situations would also be helpful, as well as how to intervene when a potential perpetrator is a friend.
- *Mandatory training:* Students were asked to evaluate proposals for requiring intervention training in several different formats. Most participants thought incorporating training in summer orientation would be effective, although some students may not be fully attentive or retain all of the training at the start of the school year. Most students also supported annual training to reinforce learning over time, but noted that it would require significant resources. Training for course credit was the most popular of the three options for mandatory training given on the issue guide, mainly because it would give students a strong incentive to learn and require extended attention to the issue, although it may present scheduling challenges.
- *Tailored training:* Participants were also asked to consider developing distinct trainings for males and females, and for specific groups such as fraternities, sororities, athletic teams, and the LGBTQ community. Responses were divided, suggesting that a bystander intervention program should gauge student interest in same-gender or group-specific training more widely before investing time in developing that training. In addition, it may be that these kinds of tailored trainings should be optional, not required, to avoid participants feeling stigmatized as potential perpetrators or victims.
- *Party patrols:* On the whole, most students saw more negatives than positives in a proposal to form student-led "party patrols." While participants saw some value in having students escort their peers home from parties, they worried that having patrols inside parties would unintentionally absolve other students from their responsibility to intervene.
- *Social media:* Most students were not optimistic about the prospects for reinforcing training through social media and e-mail. This topic may require traditional, face-to-face communication to command students' attention and convey the gravity of the issue.
- *New proposals:* Participants generated over two dozen additional proposals for training and raising awareness through student-led discussions, courses and formal trainings, campus programming and media, and other steps to promote safety (see pp. 14-16).

What Kind of Public Opinion is This? Although not enough students participated to form a statistically representative sample of the SCU student body, the forum drew a diverse group who were exposed to a good deal of information about the issue. Crucially, they engaged in facilitated deliberation with other students for almost 90 minutes. Thus, their responses offer a picture of especially *well-informed student opinion* – both because of the information presented in the forum and the opportunity to listen to their peers' views and experiences. Given the goal of eliciting thoughtful input on the design of an intervention program, we think that a deliberative forum was more effective than a survey, which tends to elicit less-considered responses, and focus groups, in which participants may be less likely to consider the pros and cons of each proposal, as well as the perspectives of people not in the room.

Evaluation of the Forum: The forum itself was evaluated very positively by participants. A large majority of participants felt that students explored different perspectives and demonstrated mutual respect for each other's ideas, that conversations were facilitated impartially, and that students learned enough to arrive at well-informed views. Most students also agreed that they learned how to practice the Three Ds to engage in bystander intervention and felt more committed to intervening. Students felt that the Violence Prevention Program would indeed consider their views. All participants who will be at SCU next year said they would be willing to help implement a bystander intervention program.

Future Engagement of Students: Based on our experience, we would make several recommendations for future consultations about the design of the program and for bystander intervention trainings:

- Given the importance of the Three Ds, and the challenge of consulting students who have not received bystander intervention training on how to design an intervention program, we recommend that some training in the Three Ds be part of any future consultations.
- To explore a diversity of views, provide model proposals along with pros and cons about them, and ask students to consider the limitations of their own proposals.
- Because students may be more open to discussing these issues in student-led groups, consider using trained student facilitators to lead discussions about a bystander intervention program.
- To create a sense of mutual respect, consider using the communication agreements established at the start of the forum.
- In response to some students' concerns that important perspectives were missing from the forum, future consultations should spend more time presenting LGBTQ and male perspectives, actively recruit LGBTQ and male students, and repeatedly ask all students to identify and discuss other perspectives that they feel are missing from the conversation.
- So that students know their views are considered important, we recommend that Gillian Cutshaw or other members of the Bystander Intervention Committee personally welcome student feedback during any future consultations. Video messages from these leaders might accompany any appeals for input taken online.
- Integrating consultation about how to reach other students in any training could be a powerful way to engage students in learning about bystander intervention. When students are asked to co-construct the program they have an extra incentive to learn intervention techniques. The combined appeal of learning and creating collaboratively with other students might be a more effective approach than approaching students only as recipients of training. This would involve going beyond asking students to evaluate the training they receive, which puts students in the critic or consumer mindset. Instead, it would mean setting an expectation from the start that students will be asked to share responsibility for helping to create, refine, or extend the program over time, addressing students as co-creators.

HOW THE FORUM WAS CONDUCTED

Purpose and Organizers: As a class project, students in a course on Dialogue and Deliberation (COMM 128B) organized an open forum to consult students on the design of a sexual assault bystander intervention program. The class aimed to gather student perspectives for SCU's Violence Prevention Program (VPP), so the VPP can create an inclusive and comprehensive program.

This kind of dialogue is useful because it allows students to discover new ideas, hear differing perspectives, weigh trade-offs, and develop thoughtful recommendations. It creates a safe space in which participants can shed light on an issue that impacts everybody but is not talked about enough.

In preparation for the forum, VPP Coordinator Gillian Cutshaw met with the class and served as our lead advisor on the project. Several members of the class and the professor attended a Bystander Intervention Training taught by the VPP. Other students in the course attended panels and film screenings about sexual assault on college campuses. All members of the class researched the issues on the VPP web site.

The class formed an Advisory Board for the project and invited its members to give feedback on drafts of all materials used at the forum, including the opening presentation and agenda, as well as a written guide to the issue and definitions of key terms (which are appended to this report). The Communication Department sponsored the forum.

Recruitment: The forum was held on May 17 in the Williman Room, Benson Center. COMM 128B students recruited participants in the forum by:
- Using flyers and social media to invite members of fraternities, sororities, sports teams, clubs, residence halls, friends and housemates.
- Asking professors in Women's and Gender Studies and Communication to inform their students about the forum.
- Asking our Advisory Board to reach out to students in their networks.

Given the sensitivity of the topic, our pre-registration form gave students the option to speak in a female-only group, a male-only group, an LGBTQ-only group, or a mixed group. Almost all students chose to speak in a mixed group.

Representativeness: Participants differed somewhat from the population of SCU students in several ways. Females, juniors, off-campus residents, students in the College of Arts and Sciences, and Communication majors were over-represented at the forum. Males, first year students, on-campus residents, and students in

Advisory Board

Philip Beltran – Director, Campus Safety Services

Gillian Cutshaw – Coordinator, Violence Prevention Program and Assistant Director, Wellness Center

Tatyana Foltz - Associate Clinical Social Worker and Case Manager

Emma Hyndman – Violence Prevention Program Executive Board

Sharmila Lodhia – Associate Professor, Women's & Gender Studies

Christine Minakakis – Assistant Resident Director, ALPHA Residential Learning Community

Ngoc Nguyen-Mains – Assistant Dean for Student Life

Jenna R. Recupero – Title IX Investigator

Tiffany Sarchet – Assistant Resident Director, CyPhi Residential Learning Community

Tedd Vanadilok – Director of Campus Programs, Center for Student Leadership

the Engineering school were under-represented. Lesbian, Gay, Bisexual, Transgender, or Questioning (LGBTQ) students were also probably under-represented.[3]

	Forum Participants	*Undergraduate Population*
Female / Male	69% / 31%	51% / 49%
First Year/ Sophomore / Junior/ Senior	10% / 30% / 40% / 20%	26% / 24% / 21% / 29%
On / Off Campus	31% / 69%	52% / 48%
A&S / LSB / ENGR	75% / 20% / 5%	61% / 19% / 20%
Communication Majors	37%	6%

Majors Represented

- Comm
- Arts
- Social Sciences
- Humanities
- Business
- Natural Sciences

Note: Over 40 students participated in the forum, 36 of whom filled out the closing survey in which demographic data were gathered. The number of majors represented is greater than 36 because some students were double majors.

Format: This 90 minute forum was a modified version of a National Issues Forum, a widely-used format for engaging people who do not know each other beforehand in deliberation. Participants were welcomed to the Williman Room in Benson Center with coffee, tea, and cookies, and seated at round tables throughout the room in groups of 5-7 people.

An opening presentation, given by a male and a female COMM 128B student:
- Described the purpose of the forum.
- Informed participants that if they became upset in discussing sexual assault, they were welcome to take a break or speak with a trained counselor who was present in the room.
- Defined key terms: Sexual misconduct (sexual violence, dating violence, stalking, and sexual harassment), sexual assault and rape, consent, force, coercion, incapacitation, and bystander intervention.
- Engaged students in a brief activity in which they were asked to stand if they had been affected in different ways by this issue (such as intervening to help a friend who was uncomfortable or in danger, or needing a bystander's help themselves).
- Offered statistical information on the frequency of sexual assaults on college campuses, and groups of people who are especially at risk of being assaulted or perpetrating assaults.

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[3] In response to the question on our pre-registration form that gave participants an option to speak at a table with those who identify as LGBTQ, no students chose this option. It is possible that some LGBTQ students chose to speak in a mixed group.

- Introduced bystander intervention training and three steps to help someone in need: direct intervention to stop assault, delegating the task to an authority, and distracting the potential perpetrator without confrontation.
- Asked participants to accept several communication agreements about how to speak, listen, practice confidentiality, and care for oneself and others during the forum.

Facilitators then led small groups in discussing:
- How the issue affected their lives, including the values that would motivate them to intervene, the barriers to doing so, how participants and people they know already practice intervention, and scenarios that would be most realistic to include in bystander intervention trainings.
- What we can do, including training and programming that would be most effective for students, the pros and cons of several proposed steps the university might take, and incentives that would motivate students to get bystander intervention training.
- Whether the group found any common ground, including on proposed steps that SCU might take and ways in which participants could practice intervention themselves.

At the end of the forum, student note takers summarized each group's top recommendations for a bystander intervention program for the full forum. Students then filled out a survey on their phone or on paper to evaluate the proposals presented and how the forum was conducted.[4]

Facilitation and Note Taking: COMM 128B students facilitated all discussions and took notes on participants' comments, without attribution. Students were trained to facilitate by exploring deliberation strategies and role-playing scenarios during class in the weeks leading up to the forum. The facilitators guided discussions, encouraging students to consider all perspectives, and enforcing the communication agreements.

The Three Ds

Direct — "It's time for us to go home"

Delegate — "I need your help to get him away from her"

Distract — "I need your help in the kitchen"

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[4] Participants were informed that the COMM 128B professor would remove their names from their responses before sharing them with students in the class, and that all data from the survey would be reported anonymously.

STUDENT OPINIONS AND RECOMMENDATIONS

During discussion and in the closing survey, students were asked to express many opinions, which are summarized below, along with potential implications for a bystander intervention program. Some COMM 128B students discussed the issue among themselves at two tables because they were not needed to facilitate or take notes at tables with other SCU students. The pattern of responses from COMM 128B students and others were very similar and so we report the views of all students who participated in discussions in this section.

Memorable Information: At the start of their discussions, participants were asked to name a fact presented in the opening presentation that was most memorable. Students found the statistics regarding the frequency of sexual assault most memorable. This suggests that it is easier for students to retain information about the scope of the problem of sexual assault than it is to recall strategies for bystander intervention (the "Three Ds") or definitions of the elements of sexual misconduct. *A bystander intervention program may need to devote more attention, and repeatedly over time, to teaching definitions of sexual misconduct and strategies to prevent it, which are not straightforward for students.*

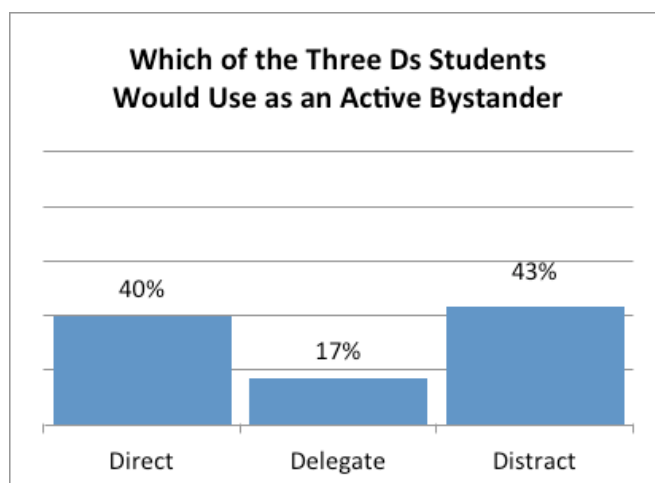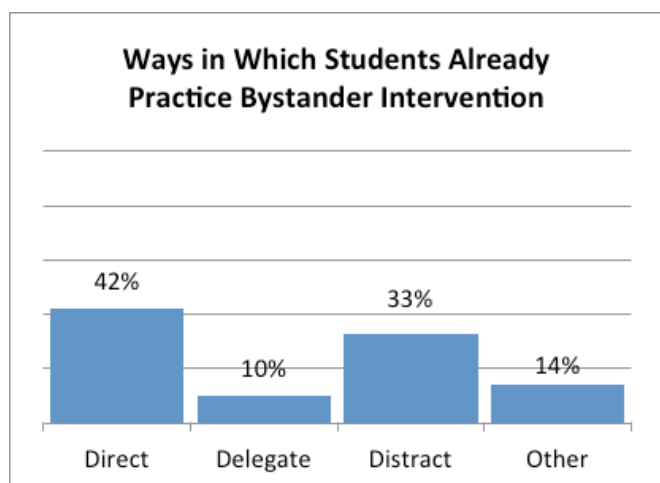| *Most Memorable Info From Presentation*	*Student Responses*
1 in 5 women have experienced sexual assault	4
1 in 2 transgendered individuals will experience sexual assault in their lifetime	3
An estimated 5% of sexual assaults are reported	3
90% of sexual assault victims know their perpetrator personally	3
The "Three Ds" of bystander intervention: Direct, Delegate, Distract	2
The "Stand Up If…" activity	2

Values and Barriers: In the discussions, students were asked which values would motivate them to practice bystander intervention and what barriers would prevent them from doing so. Students felt that promoting safety, respect, and accountability were the most common motives to intervene, along with building community, practicing friendship, and promoting trust. *A bystander program may want to experiment with explicit appeals to multiple values that would encourage intervention. Perhaps the "Three Ds" might be supplemented by "Three Vs" for the values that can motivate students to act.*

Motives to Intervene	Student Responses
Safety	5
Respect	5
Accountability	4
Community	3
Friendship	3
Trust	2

The most-frequently mentioned barrier to intervening that students faced was identifying an ambiguous interaction as a potential assault. They worried about harming the reputations of everyone involved and making wrong accusations. Many students agreed that their relationship to those involved in a potential assault, as well as the role of alcohol, are also frequent barriers. *A bystander intervention program might distinguish the clearest signs of a potential assault (red alerts, which require immediate intervention) from warning signs that an assault may be developing (yellow alerts, which need to be monitored). Or it might encourage students to err on the side of intervening in ambiguous situations and suggest particular kinds of interventions that are best-suited to these situations. Training should also reframe intervention as an act of loyalty to friends and groups to which students belong, which prevents them from harming themselves as well as others.*

Barriers to Intervening	Student Responses
Ambiguous situation	12
Role of alcohol	4
Relationship to people involved	3
Hurting the reputation of all involved	3
Personal safety	3
Bystander effect	2
Being outnumbered	2
Fear of wrongly accusing someone	2
Peer pressure	2

Ways of intervening: During the discussion, facilitators asked students how they were already practicing bystander intervention. The closing survey asked students how they would be most likely to intervene in the future.

Ways in Which Students Already Practice Bystander Intervention

Direct 42%, Delegate 10%, Distract 33%, Other 14%

Which of the Three Ds Students Would Use as an Active Bystander

Direct 40%, Delegate 17%, Distract 43%

When asked how they already practice bystander intervention, many students provided examples that fell under the categories of direct intervention and distraction. At the end of the forum, when asked which of the Three Ds students would be most likely to use in the future, they responded similarly, yet there was an increase in the amount of students who would be likely to choose delegation and distraction. *It may be that students are less aware of how to delegate and distract, and welcome these less-confrontational ways of intervening. A bystander intervention program might especially help students develop these skills, especially for use in ambiguous situations.*

Training scenarios: Facilitators asked students what realistic scenarios they wanted to see in bystander intervention trainings.

Suggested Scenarios	*Student Responses*
Situations with unfamiliar people (bars, non-SCU events, etc.)	8
Ambiguous situations (relationship between two individuals is unknown, no context behind situation)	5
Confronting friends when they are acting as potential perpetrators	2
Waiting for someone else to intervene	2
Woman is alone with a man or multiple men	2

Many students said that for future university bystander intervention training there should be a focus on certain situations that are relevant to SCU students. Primarily, our findings showed that students would like to have the training offer information and instructions for situations in which there are many unfamiliar people in one place, especially off-campus parties and bars. Many students also agreed that they want the training to give advice on identifying an interaction as an assault. *While the focus on unfamiliar people may reflect the myth that strangers perpetrate most assaults, trainings might include scenarios involving people who have just met each other. Scenarios that can clarify whether, when, and how to intervene in ambiguous situations would also be helpful, as well as how to intervene when a potential perpetrator is a friend.*

Proposals Given to the Participants

To spark conversation, we provided several possible features of a bystander intervention program in the issue guide. We drew these proposals from actions that have been suggested or tried at other universities or in existing bystander intervention training programs.[5] We also provided arguments for and against each proposal in the issue guide to model how to consider possible trade-offs. Facilitators asked students to discuss the pros and cons of each of these proposals before developing their own proposals.

Mandatory Training

Training during new student orientation: One proposal was to schedule mandatory bystander intervention training led by staff and students as part of summer orientation for new students.

Almost 60% of students agreed or strongly agreed that incorporating training into orientation would be a good idea, while 20 percent disagreed, and the rest were neutral. Students' main reasons for supporting this idea were that all students must attend orientation before starting at SCU and that students are often most vulnerable to assault during their first quarter in school. However, one concern was that training might be taken lightly because most students are concerned about meeting friends and potential roommates during orientation. Another fear was that because orientation occurs over the summer many students might forget the training by the time school began.

Training as an Orientation Program

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6%	14%	22%	19%	39%
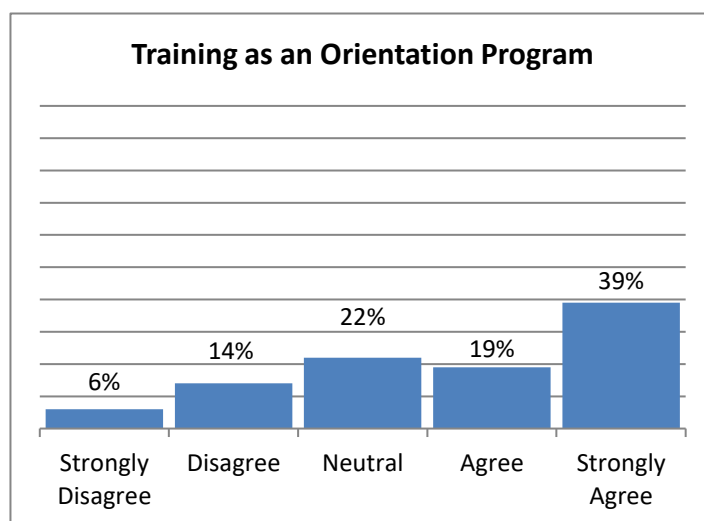
These responses suggest that most participants thought incorporating bystander intervention training in summer orientation would be effective, but that some students may not be fully attentive or retain all of the training at the start of the school year.

Mandatory annual training: Another proposal was to require annual bystander intervention training.

Participants offered slightly higher levels of support for this option, with almost 70% agreeing or strongly agreeing with this approach to training. Students felt these sessions could build on each other from year to year, providing students with new information relevant to their year in school, whether they are living on campus or off campus, and so on. Students also thought it would be beneficial to be learning new information every year, while not being overwhelming with information at any

Mandatory Annual Training

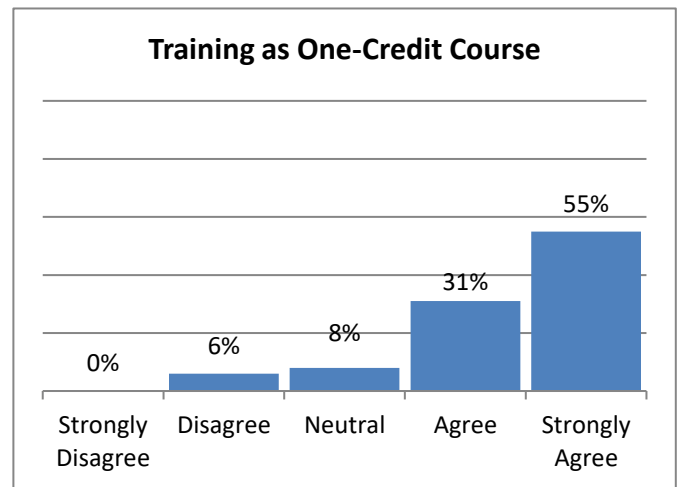| Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3%	8%	22%	28%	39%

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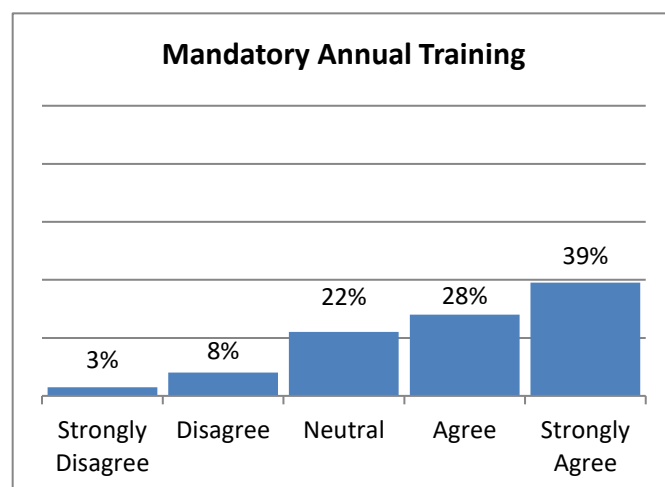
[5] Heather L. Storer, Erin Casey, and Todd Herrenkohl. "Efficacy of Bystander Programs to Prevent Dating Abuse among Youth and Young Adults: A Review of the Literature." *Trauma, Violence, & Abuse* (2016): 1524838015584361 [Epub ahead of print].

one time. Repeated trainings would remind students about how to practice intervention, reinforcing their skills. However, a big implication is how to get enough people to teach these classes. This would require a big commitment from staff, students, and perhaps faculty members to learn how to put on bystander intervention training. We would also have to find enough people to donate their time or the money to pay them to teach a class. *In short, students supported annual training to reinforce learning over time, but noted that it would require significant resources.*

Training as a one-credit course: Santa Clara University has a diverse core curriculum, which encourages students to be well educated in the habits of both mind and heart. One key component missing from this education, however, is teaching students how to help one another if a serious problem regarding sexual assault were to arise. Students were asked to consider whether this training would be delivered most effectively through a mandatory one-credit course. One scheduling option might be holding the course over three weeks, meeting up to three times a week.

This approach was met with overwhelming support from students present at the forum as 86% of students either agreed or strongly agreed with the proposal, with only 6% disagreeing. The support stemmed from several anticipated benefits: students taking the matter seriously for a grade, reaching out to all new students, forcing students to explore difficult subjects which must be addressed, and helping to foster a safe community. While there were not many cons against this program a few were mentioned: a fear students might feel "forced to care about something," scheduling difficulties, and some students might be frightened to talk about this with other students whom they do not know. In addition, because changing the core curriculum is difficult administratively, it may be easier to require the course outside the core.

Training as One-Credit Course

Strongly Disagree: 0%
Disagree: 6%
Neutral: 8%
Agree: 31%
Strongly Agree: 55%

Required training for course credit was the most popular of the three options for mandatory training given on the issue guide, mainly because it would give students a strong incentive to learn and require extended attention to the issue, although it may present scheduling challenges.

**Tailored Training to Different Groups**

For males and females: Participants were asked to consider developing distinct trainings for males and females, offered in same-gender groups. Student reactions to this proposal were almost evenly split, with almost 40% agreeing or strongly agreeing, almost 40% disagreeing or strongly disagreeing, and another 25% neutral. Those who supported gender-specific training felt that it could ensure that people of different genders are more comfortable in the learning environment. A problem with this type of training is that people may not learn to step in to help potential victims of all genders or to stop perpetrators of all genders. Also, some people

Tailored to Males and Females

Strongly Disagree: 8%
Disagree: 31%
Neutral: 25%
Agree: 19%
Strongly Agree: 17%
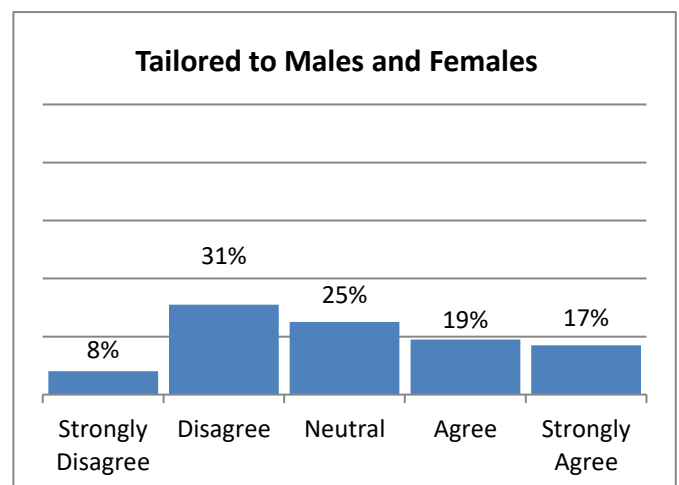
might not have a problem talking about bystander intervention with people of different genders. For example, almost all students who attended our forum chose to speak in mixed-gender groups, rather than same-gender or LGBTQ groups.

For particular groups: Students also were asked to discuss creating specific trainings for particular groups, such as student athletes, fraternities, sororities, and the LGBTQ community.

Once again, responses were almost evenly divided. While participants appreciated that learning in these groups might feel safer for members, students also expressed concerns that developing specific trainings for these groups might make members feel that they are being personally attacked or stereotyped. A logistical barrier is that Greek organizations are not affiliated with the university, and so it will be difficult to get full participation of fraternities and sororities.

Tailored to Groups

8%	22%	31%	25%	14%
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
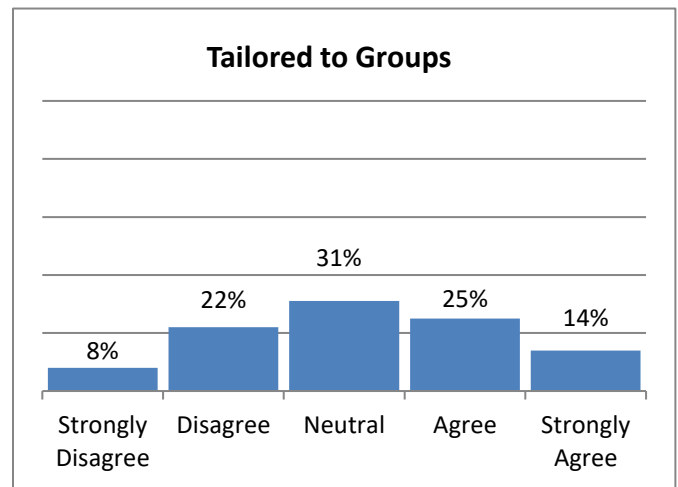
These findings suggest that a bystander intervention program should gauge student interest in same-gender or group-specific training more widely before investing time in developing that training. In addition, it may be that these kinds of tailored trainings should be optional, not required, to avoid participants feeling stereotyped or attacked.

Student-Run Party Patrols

Another proposal listed on the issue guide involved training student-run party patrols, like those created at Colorado College, to identify potentially dangerous situations and behaviors. Students had a relatively negative response to this proposal, as 56% of respondents said they either disagreed or strongly disagreed with the proposal. These results were consistent across males and females, as well as on-campus and off-campus residents.

Students who were in favor of this proposal agreed with it for several reasons:
- People may feel safer at a party knowing there was a trained bystander in attendance.
- There would be an authority figure who people could turn to for help.
- It would promote "educated partying."

Students who were not in favor of this proposal disagreed with it for several reasons:
- Party Patrols may not be taken seriously, or it may be viewed as a joke.
- A designated patrol may absolve other people from responsibility to be active bystanders at parties.

Student Party Patrols

28%	28%	22%	11%	11%
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
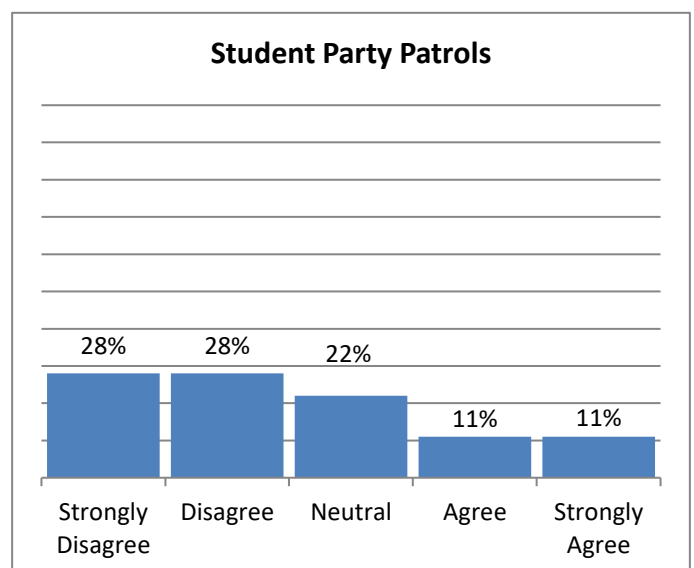
- Patrols may not have a presence at all the parties happening on a particular night and it is not clear how they would gain access to smaller parties.
- Patrols raise a potential to misinterpret situations.
- There is a question of how the patrols would be regulated and organized. For example, would these students be paid or volunteers?
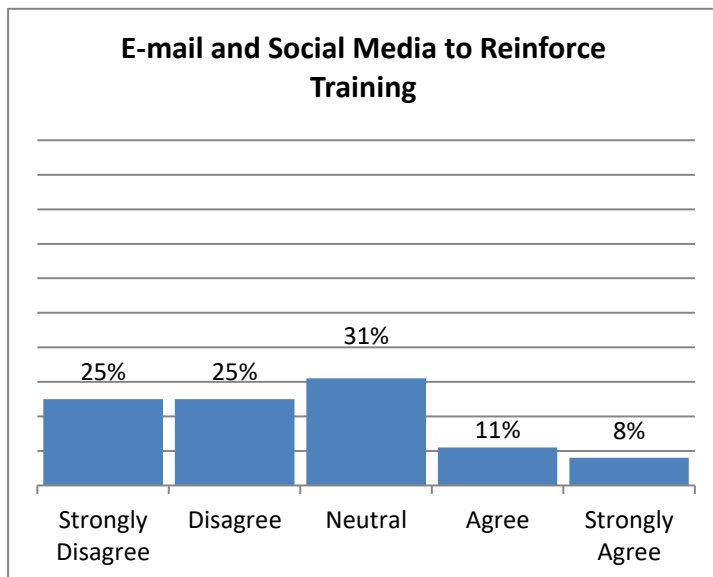
On the whole, most students saw more negatives than positives in a party patrol program. The most frequently discussed concern was that party patrols have the potential to remove others' responsibility to intervene in situations. Bystander intervention programs are designed to empower all people to step up to prevent sexual assaults and a party patrol system may actually encourage the bystander effect, in which we assume that someone else will intervene. Some of the support for this proposal may have come from those who preferred to use the delegate method of the Three Ds. Party patrollers could be the authority figures people could seek, as opposed to speaking with the police or the owner of the house where the party is located.

Using E-Mail and Social Media to Reinforce Training

Students were also asked to discuss a proposal to use e-mail and social media to reinforce training over time, through Snapchat, Facebook, short videos, and so on. Students were mostly skeptical about this idea: half either disagreed or strongly disagreed with this method, another 22% were neutral, and only 19% agreed or strongly agreed that these methods would be effective at reinforcing training.

Students who favored this proposal agreed that it can reach a lot of students easily, and felt that repeated reminders could help students retain information. Most students felt it would be more effective to post messages on Facebook than sending e-mails. Students who opposed this idea felt that these messages would be easily ignored except by students who were already passionate and knowledgeable about the issue, could be seen as annoying, and might even become a source of unintended humor.

On the whole, students were not optimistic about the prospects for reinforcing training through social media. This topic may require traditional, face-to-face communication to command students' attention and convey the gravity of the issue.

E-mail and Social Media to Reinforce Training

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
25%	25%	31%	11%	8%

Participants' New Proposals

Students were also asked to generate additional proposals for a bystander intervention program, all of which are listed below.

Student Discussions
1. Group Discussions - These could be done in small groups on floors of residence halls, with sports teams, clubs, or within each of the sororities and fraternities to discuss the issue, get the facts, and

figure out how each person can help by being an active bystander. If these were self-organized, using materials provided by the bystander intervention program, they might overcome concerns about others stereotyping group members. (Two discussion groups agreed upon this.)[6]

2. Involve the Panhellenic Council - Sororities should come together and hold fraternities/individuals accountable for their actions.
3. Party Patrol/Educated Partier- Help in forming a relationship with the police and lessening fines; they will know that we will be responsible about partying.

Courses and Formal Trainings
1. Dorm Community Training or Mandatory Meeting within RLCs - Education will be diversified and catered to each RLC, focused to making the issue relevant to all groups, especially first year students.
2. Intervention Training in the Core Curriculum – This might be incorporated in the Cultures and Ideas sequence or Critical Thinking and Writing sequence, which most students take in the first year. This could make these classes more relevant and applicable to students. (Three discussion groups agreed upon this.)
3. Gender Studies Required Course - One unit class, not for the whole quarter, required for people who are gender studies majors.
4. Week One Training Sessions - Students can sign up for one of the mandatory training sessions for bystander intervention that occur every first week of the new quarter. There will be 6 sessions. Session could last approximately 30 minutes and be geared towards freshmen; there could be a refresher training session for the junior class.
5. Change AlcoholEdu - Incorporate date rape drugs in the AlcoholEdu training online.
6. Off-Campus Housing Orientations - They can have a mandatory awareness program.
7. Monthly/ Quarterly Training for Bystander Intervention - People forget, so they may need a refresher course and this could help educate students.
8. Start of Year Presentation – This should focus on positives rather than negatives. If students were given a speech with encouraging statistics about how bystander intervention helps, students will have a more positive outlook toward taking action. In contrast, orientation currently focuses on the negatives, which can be very off putting and not encouraging.

Campus Programming and Media
1. *The Hunting Ground* - Have a mandatory screening and reflection on this film about campus sexual assault. (Two groups agreed on this.)
2. Info Posters on the Back of Bathroom Stalls - While people are momentarily seated they can educate themselves with "potty talk" info posters.
3. Events with Goodies - Students will be involved in tabling in Benson and have them educate and talk from student experience.
4. Facebook group – A group should be created that can post periodically about sexual assault/bystander intervention.
5. Facebook Video - One minute funny Facebook videos created by students around campus.
6. Reliable Reporting Program- Done through the school and ensure that there is safe and effective handling of the situation because as of now people have been deterred to talk with school about it.
7. Using Appeals to Emotion- Personal stories that apply to both males and females.

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[6] The Text Talk Act program, developed to engage youth in the National Dialogue on Mental Health, offers one model of how to do this. Anyone can convene a group of 4 or 5 people, text a number on their phone, and receive discussion questions, short videos, and polling questions that lead the group through their own discussion of the issue. At the end of the discussion, the group can give feedback through their phones. See http://www.creatingcommunitysolutions.org/texttalkact.

8. Short films made by Peers.
9. Encouraging Survivors to Share their Stories - This way it will become more known as an issue and people will recognize that it is a problem at SCU.
10. Sexual Assault Awareness Day/Week- Bring attention to the issue and put aside time to make students aware of what is happening.
11. One Event per Year- Make it mandatory for students to attend one event per quarter (movie screening, training, panel discussion, open talk.)

Other Steps to Enhance Safety
1. Publicize Locations and Groups Involved in Sexual Assault - Give out addresses of known houses/ fraternities where assaults occur.
2. Put Students on the Street – As an alternative to party patrols inside houses where parties are happening, these students can assist with walking students home from parties, in hopes of also creating a safer environment where students walk the streets.
3. Blue Light on Bellomy - Put one of the campus safety blue lights off campus near Bellomy Street, where students often party.
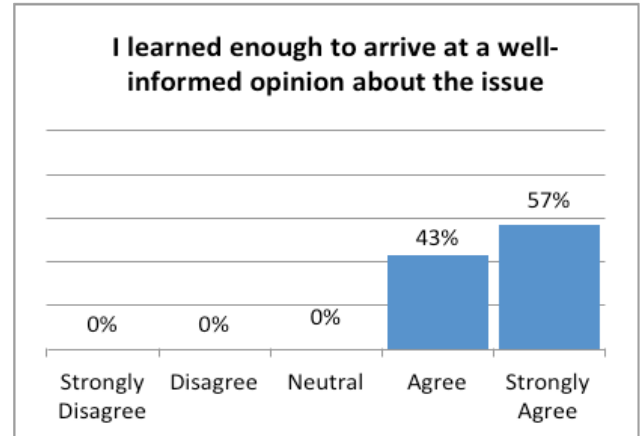
Additional Implications

Several other points came up repeatedly in open conversation and should be highlighted:
- Many students mentioned that talking about bystander intervention and sexual assault can be an awkward topic and one that a lot of people do not want to address. A bystander intervention program needs to break through the awkwardness surrounding the topic and help students to feel comfortable talking about it.
- It is important to dispel the myth that sexual assaults do not occur on our campus. Many people do not understand why a bystander intervention program will be useful at SCU. Because sexual assault is not talked about people are not aware of the frequency and the problems that exist. With more information about the problem students will hopefully be more inclined to create change and learn about how to be an active bystander in order to create a safer Bronco community.
- Many students believe that they are educated on the topic of bystander intervention, and therefore this type of program will not be applicable to them, or will be a waste of time. This is a belief that we can only change if people came to the program and see that they have a lot to learn.
- Much of the material about sexual assault is heteronormative, which fails to address the specifics of how the issue plays out among LGBTQ people. There is a powerful need to consult LGBTQ experts and students. While our forum invited several LGBTQ student leaders to serve on our Advisory Board, they were unavailable, and we were unable to recruit students who identified themselves as LGBTQ at the forum. We encourage the Bystander Intervention Committee to make special efforts to engage LGBTQ students in designing and participating in the program.
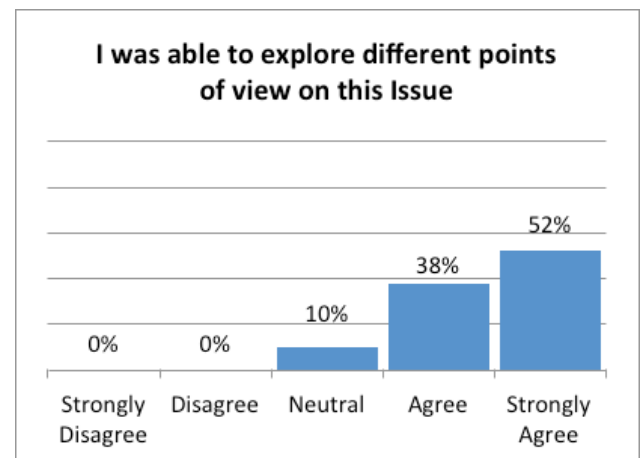
EVALUATION OF THE FORUM

In the closing survey, students were also asked to evaluate the forum confidentially.[7] In general, students expressed positive views of the forum. We report these data and their implications for additional consultation of students, which could help inform additional consultation of students by the Bystander Intervention Committee or other classes or student organizations.

All participants agreed or strongly agreed that they learned enough at the forum to form well-grounded opinions. *This suggests that a 90 minute format could be sufficient for gathering reasonably well-informed student input on the Bystander Intervention Program from more students in the future.*

I learned enough to arrive at a well-informed opinion about the issue

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0%	0%	0%	43%	57%

Almost all students said that they were able to look at the question of how to design an effective bystander intervention program from different perspectives at the forum. *Future consultations of students could continue to provide model proposals along with pros and cons about them, and ask students to consider the limitations of their own proposals.*

I was able to explore different points of view on this Issue

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0%	0%	10%	38%	52%

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[7] To avoid an obvious conflict of interest, only responses from students not in the COMM 128B course are reported in this section.

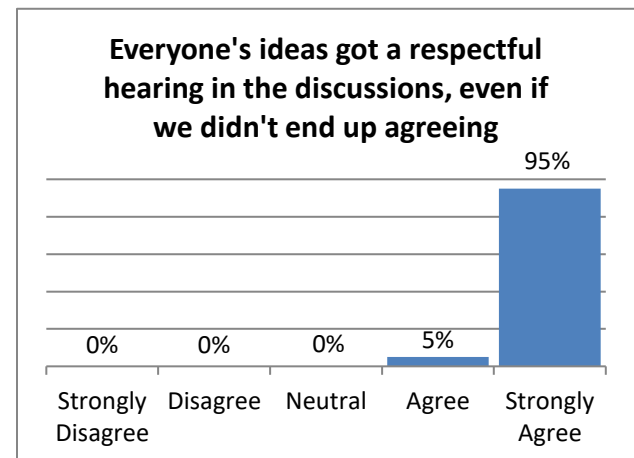Almost all students praised the student facilitators for their impartiality. Many students may be more open and comfortable discussing these issues in student-led groups. *It could be valuable to have trained student facilitators, like the ones who moderated the discussions at this forum, lead future discussions with students about a bystander intervention program.*

The facilitators led the discussions in an impartial manner, without biasing the conversation

				90%
0%	0%	5%	5%	
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
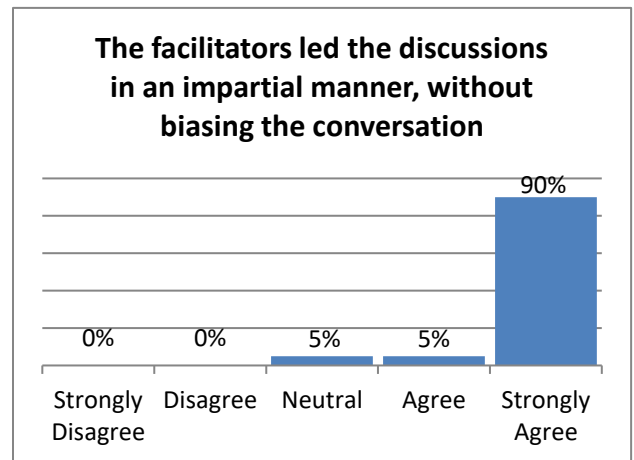
All students agreed that their ideas about this sensitive topic were treated respectfully in the discussions, which may have been a result of several factors: the small group format, the communication agreements established at the start of the forum, the student facilitators, the focus on evaluating pros and cons of multiple proposals, and the invitation to students to brainstorm their own proposals. *Future student consultations may want to include these elements to create a sense of mutual respect.*

Everyone's ideas got a respectful hearing in the discussions, even if we didn't end up agreeing

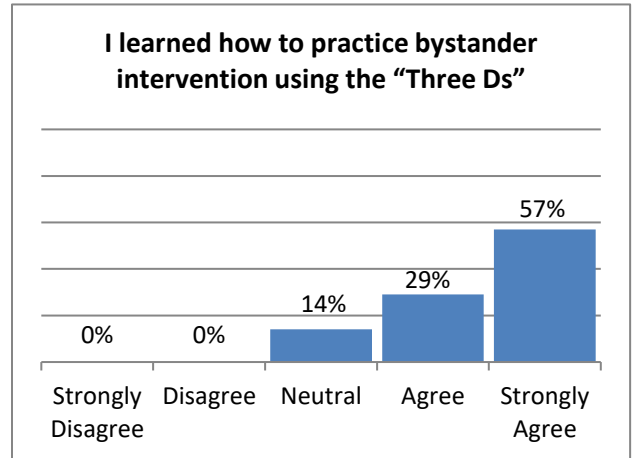|				95%
0%	0%	0%	5%	
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Participants' views of whether the forum was inclusive of all perspectives were more diverse. Almost 45% disagreed or strongly disagreed that the forum left out a major point of view on the issue, while almost 35% agreed or strongly agreed that an important perspective was missing, and around a quarter were neutral. The participants who felt that the forum left out a major perspective on the issue of bystander intervention programs were more likely to be female, off-campus residents, and older students (with sophomores more critical than first years, juniors more critical than sophomores, and seniors more critical than juniors). We hypothesize that these differences may stem

The forum left out a major perspective on the issue of bystander intervention training

33%		24%		19%
	10%		14%	
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

from females having a stronger interest than males in learning more about the topic, from older students having more experiences related to the topic, and from off-campus students being more involved in the party scene. In addition, because there were more female than male participants, several tables were all-female, which may have prompted them to notice the absence of male contributions. Finally, at least one table of
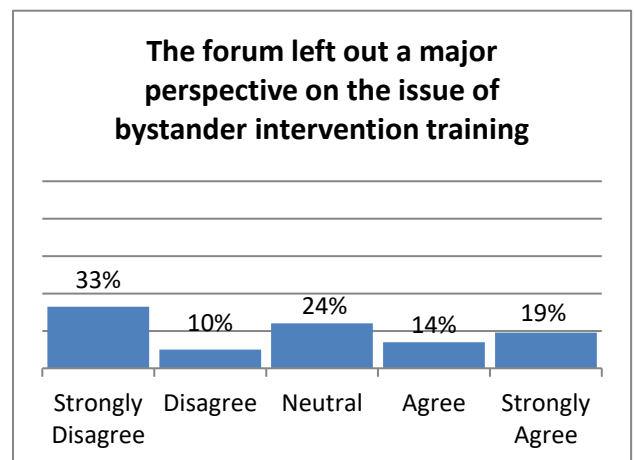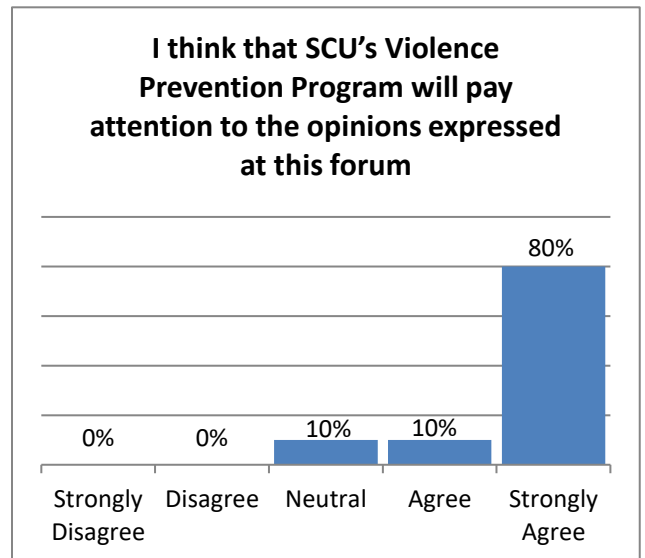
students discussed the absence of LGBTQ perspectives in the forum, which they mentioned to the full forum when asked to share their ideas at the end.

We recommend that future consultations spend more time presenting LGBTQ and male perspectives, actively recruit LGBTQ and male students, and repeatedly ask all students to identify and discuss other perspectives that they feel are missing from the conversation.

By the end of the forum, all participants felt informed on how to use the "Three Ds" to intervene. While additional training would likely be necessary to help students practice these different kinds of bystander intervention in diverse contexts, it is encouraging that so many students felt that they could put this information to use immediately. *Given the importance of the Three Ds, and the challenge of consulting students who have not received bystander intervention training on how to design an intervention program, we recommend that some training in the Three Ds be part of any future consultations.*

I learned how to practice bystander intervention using the "Three Ds"

0%	0%	14%	29%	57%
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

After our forum, 90% of students agreed or strongly agreed that their opinions would be recognized by SCU's Violence Prevention Program (VPP). Perhaps the strongest reason why students felt this sense of efficacy was that VPP Director Gillian Cutshaw formally thanked each student for their attendance and participation in the discussion. In addition, at the end of the discussion session, each table was able to formulate and share their proposals with the full forum, helping participants feel invested in coming up with resolutions knowing that the VPP was taking notice. *We recommend that Gillian Cutshaw or other members of the Bystander Intervention Committee personally welcome student feedback during any future consultations. Video messages from these leaders might accompany any appeals for input taken online.*

I think that SCU's Violence Prevention Program will pay attention to the opinions expressed at this forum

|				
0%	0%	10%	10%	80%
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

After the forum, almost all students (90%) reported feeling higher levels of commitment to practicing bystander intervention. In addition, all participants who will be at SCU next year said they would be willing to help implement an intervention program. It appears that conversations at the forum prompted participants to think about the ramifications of sexual assault and the dire need for a response.

This suggests that combining training in how to intervene with consultation about how to reach other students could be a powerful way to engage students in the future. When students are asked to co-construct the program they have an extra incentive to learn intervention techniques. The combined appeal of learning and creating collaboratively with other students might be a more effective approach than approaching students as passive recipients of training. This would involve going beyond asking students to evaluate the training they receive, which puts students in the critic or consumer mindset. Instead, it would mean setting an expectation from the start that students will be asked to share responsibility for helping to create, refine, or extend the program, addressing students as co-creators.

I feel more committed to practicing bystander intervention than I did before this forum

Strongly Disagree 0% · Disagree 0% · Neutral 10% · Agree 29% · Strongly Agree 61%
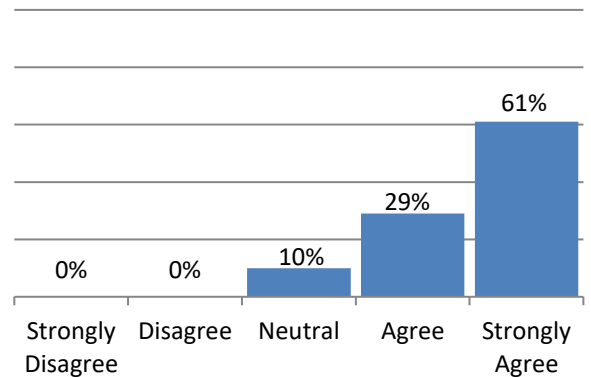
Would you be willing to help implement a bystander intervention program at SCU next school year?

No 0% · Not at SCU 14% · Yes 86%
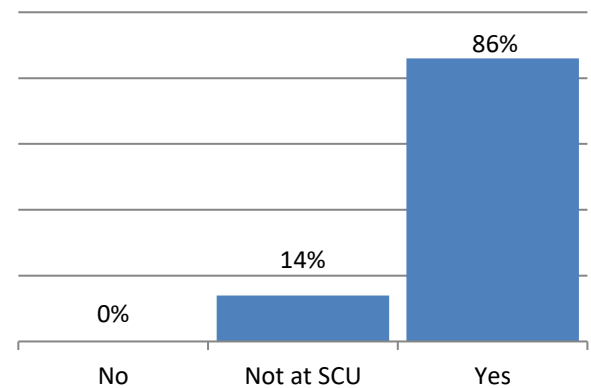
A SAFER SCU – ISSUE GUIDE

Why we're here

- To learn how all of us can act to prevent sexual assault and harassment at SCU.

- To help design a bystander intervention program for our campus.

The problem

Who's most affected?
- 1 in 5 women and around 1 in 25 men are sexually assaulted while at college.[1]
- Sorority members are more likely to be raped than other college women.[2]
- LGBTQ students are also at higher risk. For example, 1 in 2 transgender people are assaulted in their lifetimes.[3]

What do we know about perpetrators?
- An estimated 90% of college victims are assaulted by someone they know, not strangers.[4]
- Alcohol increases the risk of assaults.
- The vast majority of men, athletes, and fraternity members do **not** commit assault. However, research at U.S. universities indicates:
  - Athletes (male and female) are more likely than others to misperceive whether consent has been given for sexual activity.[5]
  - Fraternity members are more likely than other men to support forcing women to have sex.[2]
  - While fraternity and sorority members believe they could intervene to stop an assault, sorority members are more likely to do it.[2]

Which campuses are safest?
- Campuses with fewer reported assaults aren't necessarily safer; it may be that people are less aware of and willing to report assault at these schools. Only an estimated 5% of sexual assaults are reported.[2]

One solution

- *Bystander*: A person who witnesses assault or harassment – for example, by seeing it, overhearing it, or observing the resulting injuries.

- *Bystander intervention training*: A community approach to prevention that helps bystanders learn safe ways to prevent sexual assaults, identifies social beliefs that promote sexual violence, and fosters the whole community's responsibility to take an active role in stopping assault.

- *The Three Ds*: Strategies bystanders can use to intervene:
  1. *Direct* - taking direct action to prevent assault. E.g., taking a friend out of a dangerous situation by letting her know that you're leaving the bar -- together.
  2. *Delegate* – getting help from others, including an authority figure. E.g., asking a group of people at a party, or the host, to get a friend out of a room where they are likely to be attacked.
  3. *Distract* - interrupting the situation without confrontation. E.g., asking a friend who is pressuring someone for sex to come play video games or get food with you instead.

Why bystander intervention?

- *To overcome the "bystander effect":* In an emergency, the more bystanders there are, the less likely one of them may be to intervene, because they assume someone else will, or that it's okay to ignore it if others are doing the same.

- *Because prevention is better than treatment:* Stopping assaults before they happen spares survivors from suffering and from having to navigate what can be a difficult process of reporting the assault to the authorities. The presence of a bystander makes a completed rape 44% less likely.

- *Because changing our culture is powerful:* Training that transforms cultural attitudes toward threatening behaviors – such as driving drunk – has been very effective at curbing them. With the right skills and a commitment to act, students can be the most powerful positive influence on their peers, transforming beliefs and actions that contribute to sexual violence.

DIRECT   **DELEGATE**   **DISTRACT**

How does this affect our lives?

- Which of your values or commitments would motivate you to intervene to prevent sexual assault?
- What are the main barriers to intervening when students see a situation in which sexual violence might occur?
- Are there specific barriers that are especially important in different groups to which you belong, such as fraternities, sororities, athletes, and LGBTQ students?
- Have you or someone you know already practiced bystander intervention? If so, how?
- What scenarios (people and situations) would be most realistic or useful to use in trainings for SCU students, including different groups?

What can we do?

- What kind of training or activities would most help students to overcome the barriers to intervening? What do you think of the proposals listed below?
- What new proposals can we add? In particular, what skills would most help students to intervene:
  - To help a stranger?
  - To help someone who is drunk to escape a risky situation?
  - To help a friend who is in an abusive relationship?
  - Even if their friend is the abuser or potential perpetrator?
- What kinds of incentives would get students to attend bystander intervention training? What would be the most effective way to reinforce the training over time (e.g., through follow-up programming, social media, etc.)?

Have we found any common ground?

- Are there any proposals listed below that we agree would be most effective? Least effective?
- What are the most promising new proposals that have emerged in our group discussion?
- What will you do to practice bystander intervention or spread the word about it?

What could be done	Why this could help	Why it might not work
Require bystander intervention training led by staff and students – as an orientation program, mandatory annual training session, or a 1 credit course.	All students would receive training, and SCU would demonstrate the importance of the issue.	Students may see the requirement as a hassle and not be as engaged and open to the training.
Develop bystander prevention trainings tailored to males and females, and to the culture of particular groups (such as athletes, participants in Greek life, and LGBTQ students).	Participants might be more open to training in their own groups. Leaders in these groups can appeal to members' loyalties to create a shared culture of intervention.	There is a lot of overlap at SCU across groups and social activities. People may feel they are being blamed or stereotyped if convened in a particular group.
Train student-run "party patrols," like those created at Colorado College, to identify potentially dangerous situations and behaviors.	There is a group of students trained to intervene at parties, which can be high-risk situations.	Students may feel that "party patrols" are intrusive and overprotective.
Use e-mail and social media to reinforce training over time, through Snapchat, Facebook, short videos, and so on.	This can reach a mass of students repeatedly to refresh their memories or add new details.	These messages could be ignored because of all the other SCU communications students receive.

SOURCES
[1] Storer, H. L., Casey, E., & Herrenkohl, T. (2015). Efficacy of bystander programs to prevent dating abuse among youth and young adults: A review of the literature. *Trauma, Violence, & Abuse*, 1524838015584361 [Epub ahead of print].
[2] Bannon, R. S., Brosi, M. W., & Foubert, J. D. (2013). Sorority women's and fraternity men's rape myth acceptance and bystander intervention attitudes. *Journal of Student Affairs Research and Practice, 50*(1), 72–87.
[3] www.ovc.gov/pubs/forge/sexual_numbers.html
[4] www.nij.gov/topics/crime/rape-sexual-violence/campus/pages/know-attacker.aspx
[5] McGovern, J., & Murray, P. (2016). Consent communication: What does it mean for student athletes? www.ncaa.org/sites/default/files/McNeil_Consent%20Communication.pdf

DEFINITIONS & TERMS

Sexual Misconduct

Sexual misconduct is an umbrella term for inappropriate actions that are sexual or are sexual in nature inclusive of sexual harassment, sexual assault (non-consensual sexual contact and, nonconsensual sexual intercourse), and sexual exploitation.

Sexual Assault

Sexual assault is any type of sexual contact or behavior that occurs by force or without consent of the recipient of the unwanted sexual activity. Falling under the definition of sexual assault is sexual activity such as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape. It includes sexual acts against people who are unable to consent either due to age or lack of capacity.

Consent

Consent is clear, knowing and voluntary permission. Consent is active not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by word or action as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) sexual activity.

- **Consent to some form of sexual activity cannot be automatically taken as consent to any other form of sexual activity.**
- **Previous relationships or prior consent cannot imply consent to future sexual acts.**
- **Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time.**
- **Consent is invalidated when it is forced, coerced, or nullified by a person's incapacitation.**
- Consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity.
- In order to give effective consent, one must be of legal age.[8]

Force

Force is the use of physical violence and/or imposing on someone physically to gain sexual access.
Force also includes threats, intimidation (implied threats) and coercion that overcome resistance or produce consent ("Have sex with me or I'll hit you. Okay, don't hit me, I'll do what you want.").

- Note: There is no requirement that a party resists the sexual advance or requests someone to stop. Resistance is a clear demonstration of non-consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is by definition nonconsensual, but non-consensual sexual activity is not by definition forced.
- The use of force is not "worse" than the subjective experience of violation of someone who has sex without consent. However, the use of physical force constitutes a stand-alone nonsexual offense as well, as it is our expectation that those who use physical force (restrict, battery, etc.) would face not just the sexual misconduct charge, but charges for the additional assaultive behavior.

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[8] In the State of California, a minor (meaning a person under the age of 18 years) cannot consent to sexual activity, even if the minor wanted to engage in the act.

Coercion

Coercion is unreasonable pressure for sexual activity such as compelling another person to do something through emotional or physical pressure, threats, or other forms of intimidation. Real or perceived power differentials between individuals also may create an atmosphere of coercion that can significantly impair the ability to consent. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear to you that she/he does not want sex, that she/he wants to stop, or that she/he does not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

Incapacitation

Sexual activity with someone who one should know to be -- or based on the circumstances should reasonably have known to be -- mentally or physically incapacitated (by alcohol or other drug use, unconsciousness or blackout), constitutes a violation of this policy.

- **Incapacitation is a state where someone cannot make rational, reasonable decisions because one lacks the capacity to give knowing consent (e.g., to understand the "Who, What, When, Where, Why and How" of their sexual interaction).** Any time sexual activity takes place where the person did not understand any one of these six conditions, incapacity is at issue. An awareness of all six must be present for consent.
- **This policy covers a person whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the consumption of alcohol or drugs.** Possession, use and/or distribution of any controlled substances, including Rohypnol, Ketamine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another student is a violation of this policy. More information on these drugs can be found at http://www.911rape.org
- Because alcohol or other drug use can place the capacity to consent in question, sober sex is less likely to raise such questions. If the accused person knew or reasonably should have known that the victim was incapable of providing consent due to the use alcohol or another drug, the accused person is in violation. The accused person's use of alcohol or other drugs does not diminish his or her responsibility for committing the sexual misconduct.
- Use of alcohol or other drugs will never function as a defense for any behavior that violates this policy.

Source: *Santa Clara University's Gender-Based Discrimination and Sexual Misconduct Policy* (https://www.scu.edu/media/jst/student-life/documents/Gender-Based-Discrimination-and-Sexual-Misconduct-Policy.pdf), pp. 23-24.

Speaking

- We'll share the airtime and avoid interrupting others.
- Each of us will speak for her/himself. We won't try to represent "our" group, and we won't ask others to represent, explain, or defend "their" group.
- We won't stereotype anyone.

Listening

- We'll listen to understand others, not just to refute them. All opinions matter.
- We won't make negative assumptions about the beliefs and motives of others. Instead, we'll ask "why is that important to you?"

Confidentiality

- We'll create a safe space in which shared stories, experiences, and opinions stay in the room. We won't attribute people's comments to them after the forum.

Care

- If we get upset, we can take a break, leave the room, or talk to a counselor.
- If someone leaves the room, we won't assume that she or he is a victim of sexual assault.

Facilitator-Note Taker Guide

7:00 - Coffee, tea, water, snacks and finding seats

7:07-7:20 - Starter presentation

Group Discussions

Mins	Facilitation	Note taking
7:20	**Introductions** • Introduce self and ask note taker to do the same. Ask people to fill out name tags and put them on. • Can each of us accept the communication agreements? • Initial go-round: What's your first name, do you live on or off-campus, and what was the most memorable fact from the starter presentation?	**Google Doc** Record list of most memorable facts from starter presentation
7:23 7:27 7:32 7:36	**How does this affect our lives?** • Write on separate Post-Its, using one Post-It for each value and one for each barrier: ○ What are the most important **values** that would motivate you to intervene as a bystander? ○ What are the biggest **barriers** to intervening for you? • Go-round: Share your values and barriers by showing your Post-Its and describing them. ○ Follow-up question: Are there specific barriers that are especially important in different groups to which you belong? ○ Facilitator groups the Post-Its with common values and barriers on table, so people can see commonalities. • Have you or someone you know already practiced bystander intervention? If so, how? • Bystander intervention training often teaches the Three Ds by giving students different **scenarios** in which to practice these skills. In what specific **situations** do we most need to help students learn to intervene, where the barriers to doing it are toughest? ○ Follow-up: If someone gives a vague scenario (e.g., "At a party"), ask whether anyone can describe it more specifically. "Who is doing what?"	**Google Doc** Record lists of values and barriers Record previous ways of practicing bystander intervention Record descriptions of scenarios

	What can we do?	**Google Doc**
7:41	• Ask participants to read and discuss each of the proposals on the issue guide out loud, <u>one at a time</u>, and then discuss their pros and cons.	Record pros and cons raised about each proposal
7:52	• Write on Post-Its: What are some new proposals you'd suggest (in response to any of the questions listed on the issue guide in this section)?	
7:56	• Go-round: Let's have each person share one of your proposals and take questions about it from the group. If we have time, we'll circle around and ask you to present another proposal.	Record new proposals and questions raised about them
	Have we found any common ground?	**Best Ideas Google Doc**
8:05	• Are there any proposals on the issue guide that we agree would be most effective? Least effective?	List the group's highest priority proposals from the issue guide and reasons why they are best
8:08	• What are the two most promising new proposals that emerged in our group discussion?	Copy the most promising new proposals with some details into the Best Ideas Google Doc + get ready to present
8:12	• Go-round: what is one thing you will you do to practice bystander intervention or spread the word about it?	
	Comparing Views	
8:15	• Note takers from each table use their slides to report to the whole forum what their table thought were the most effective proposals on the issue guide and two most promising new ideas	
8:25	• Fill out surveys on phones – rate proposals, evaluate forum, make commitments to act	